



Athena Swan Ireland: Silver application form for departments

Applicant information

Name of institution	University College Dublin
Name of department	School of Agriculture and Food Science
Date of current application	January 2023
Level of previous award	Bronze
Date of previous award	May 2019
Contact name	Prof Trudee Fair
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Section	Words used
Section 1: An introduction to the department's Athena Swan work	1953
Section 2: An assessment of the department's gender equality context and, where relevant, wider equality context	8,300
Section 3: An evaluation of the department's progress and success	2,749
Section 4: Action Plan	N/A
Overall word count	13,002
*Athena SWAN Ireland word count extension granted	1000 words

*An additional 1000 words has been authorized by Sarah Fink, Head of Athena Swan Ireland. Letter of Authorization attached as Appendix I p126.

Data:

- Headcount used throughout.
- Low number of individuals identified as non-binary, to maintain anonymity of all survey respondents and individuals within the School, binary data is used throughout.
- Within the Section 2 Analysis, the benchmarking data was sourced from the Higher Education Authority (HEA), Ireland, which uses labels "male" and "female".
- Within the Section 2 Analysis, where available and relevant data from 2018/2019 is included as a baseline for comparative purposes. This data is shaded ochre.

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Table 1. List of repeated acronyms/abbreviations

Abbrev	Description
ACS	Animal & Crop Science
AD	Associate Dean
AgSoc	UCD Agricultural Science Society
AP	Associate Professor
ARD	Agribusiness & Rural Development
AS	Athena Swan
ASI	Athena Swan Ireland
BrAP	Bronze action point
CHAS	College of Health & Agricultural Science
CP	College Principal
D&R	Dignity & Respect
EDI	Equality Diversity & Inclusivity
ESRM	Environment and Sustainable Resource Management
F	Female
FSN	Food Science and Nutrition
FTE	Full time equivalents
GEAG	Gender Equality Action Group
GEAP	Gender Equality Action Policy
HEA	Higher Education Authority
HOS	Head of School
HoS	Head of Section
HR	Human Resources
LOS	Letter of Support
M	Male
ND	Not declared
P	Professor
PGT / PGR	Taught Postgraduate / Research Postgraduate
PMS	Professional Managerial Support
RIIC	Research Innovation & Impact Committee
SAFS	School of Agriculture & Food Sciences
SAT	Self-Assessment Team
SrAP	Silver action point
STEMM	Science, Technology, Engineering, Mathematics, And Medicine
T&L	Teaching & Learning
UCD	University College Dublin
UG	Undergraduate
UMT	University Management Team

VP	Vice Principal
WG	Working Group

Section 1: An introduction to the department's Athena Swan work

In Section 1, applications should evidence how they meet Criterion A:

- + Structures and processes underpin and recognise gender equality work and, where relevant, wider equality work

Recommended word count: 2000 words

1.1. Letter of endorsement from the head of the department

Insert (with appropriate letterhead) a signed letter of endorsement from the head of the department. The letter should comment on:

- + the link between the Athena Swan Ireland principles and the department's strategy;
- + leadership of the head of department in advancing equality, including any involvement in the self-assessment or specific actions;
- + evidence of how the department's equality work is led and supported by the department's senior management;
- + the key gender equality priorities during the validity of the previous award;
- + where relevant, the key priorities relating to additional equality grounds during the previous award;
- + key achievements (against identified priorities) since the previous department award;
- + key priorities for future action, including any remaining priorities from the previous action plan.

Confirm the following:

The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department.

X



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27th January 2023

Dear Ms Fink,

As Dean and Head of the School of Agriculture and Food Science at University College Dublin I fully endorse the School's application for a Silver Athena Swan award. Prior to taking on the role of Head/Dean in September 2021, I co-chaired the School's SAT responsible for the School's Bronze application in 2018 and, following the award, became the School's first Associate Dean for EDI in 2019, a role I held prior to taking up my current position. I have participated in internal UCD evaluations of draft Athena Swan applications and been a member of Athena Swan Ireland's evaluation panel on two occasions and of the UCD Athena Swan Schools Review Group for the strategic review of the UCD Athena Swan Schools Programme led by UCD EDI Unit. I believe in and am deeply committed to the AS charter principles and have been privileged to witness the positive impact the School's engagement with AS has had, while enabling us to identify shortcomings and deficits and work towards remedying them.

The School's commitment to Athena Swan and EDI is a priority for the SMT: the Associate Dean (AD) for EDI sits on the School Executive; the advancement of EDI is a strategic objective in School's strategic plans (2019-22 & 2022-25) and an EDI project manager has been in place since September 2021. Staff in the School have also been to the forefront of championing EDI in the wider University: the current AD EDI chairs UCD's Disability Committee and sits on the university-wide EDI Committee; the School is represented on UCD's Gender Equality Action Group and has contributed significantly to other important developments, notably the revised UCD Dignity & Respect and Bullying and Harassment, & Sexual Misconduct policies. Currently, the School is one of two units in Ireland engaging in a pilot Dignity & Respect cultural assessment, sponsored by the Irish Universities Alliance and funded by the Higher Education Authority. Together with the Associate Dean for EDI, I am a member of the steering group tasked with the development of Disability Inclusion Training programme for UCD managers and employees.

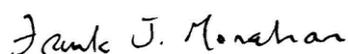
In terms of gender equality, since the 1990s when there was one female academic staff member among a faculty of 60 and the student body was predominantly male, the School has made significant advances; 50% of the academic staff and 53% of undergraduates are now female.

Two of the four years our Bronze Athena Swan Action Plan implementation period were overshadowed by the Covid-19 pandemic. As a consequence, many of our AS and EDI activities had to take place online making it a challenge for staff and students to “feel” EDI and the Athena Swan actions having impact in a real and physical sense. Nonetheless, the School has been enthusiastic in taking actions to increase awareness of EDI among staff and students, to improve the induction to new staff (at all levels), to encourage applications from staff for promotion, to support staff returning from leave (particularly maternity leave), and to promote Agriculture and all its associated sectors as offering career opportunities, up to the most senior level, for women.

Among the actions implemented, feedback on staff induction has been positive, although there are some areas we can improve on. The mentoring process has also been very well received. Thirty-nine percent of Assistant Professors engaged in a School-led mentoring process (69% of those who engaged were female) and 83% of Professors/Full Professors offered to act as mentors to colleagues. For some mentees preparation of an application for academic promotion was their goal in mentoring. The number of applications for promotion among academic staff increased from an average of 3/year in 2018-21 to 9 (78% female) in 2021. Academic promotions have led to an increase in the number (from 1 to 4) and percentage (from 12.5% to 36.4%) of female Professors between 2019 and 2022. Further work is required in the upcoming period to increase to 50% the percentage of female Professors and Full Professors. Among students, female graduates of our undergraduate programmes have increased from 42% in 2018/19 to 51% in 2020/21, although gender imbalances persist in individual programmes that we need to address. We need, for example, to increase the % female students undertaking undergraduate studies in Animal & Crop Production and Dairy Business and the % male students studying Food Science and Human Nutrition.

As we embark on the next stage of our Athena Swan journey a priority will be the extension of our Athena Swan actions to positively impact the career development of professional and technical staff as well academic staff. We will work to enhance the working and learning environment in the School through embedding a culture of dignity and respect, staff undertaking unconscious bias training, and increasing awareness of and provision of supports for disability and neurodiversity among our staff and students. New staff induction and awareness of career development and flexibility working opportunities will be improved. The gender imbalance in students in some subject sub-disciplines will be tackled. The School remains committed to the provision of resources (€35,000) towards the School’s AS and EDI activities - €30,000 to the salary of the School’s EDI project manager (0.5 FTE) and €5,000 to support activities undertaken by the Associate Dean EDI. In the upcoming period we will apply to the UCD Gender Equality and EDI Accelerator Fund for funding to support EDI initiatives identified in our Silver Athena Swan action plan. Our ambition is for all School staff and students to recognize EDI as “a given” and to feel that EDI suffuses all of the School’s activities and endeavours.

Yours sincerely,



Professor Frank Monahan
Dean and Head of School

1.2. Governance recognition of equality, diversity and inclusion work

1.2a.(i) Information on where the department is in the Athena Swan process

University College Dublin (UCD) was awarded the Athena Swan Bronze Institutional award in March 2018, and the School of Agriculture and Food Science (SAFS) was one of the first in UCD to achieve the Athena Swan Bronze Department award in May 2019. The Bronze application required an extensive data gathering exercise and an honest reflection on gender balance in our School. The process also involved the development of a four-year action plan, which was initiated in December 2018. The School proceeded to prepare for the Athena Swan Silver award in May 2021.

1.2a.(ii) Organogram of the Schools' key management and committee structures, with headcount by gender, including formal reporting structures to carry out and support Athena Swan activity and wider EDI work

The Dean of Agriculture & Food Science/ Head of School (HOS) (M), is responsible for all aspects of the School's life, which is managed by the School (7F & 2M) and Programme (7F & 3M) Offices and supported by 26 working committees. The reporting structure and gender breakdown of SAFS Management personnel and teaching, research and EDI-related committee membership are shown in Figure 1.

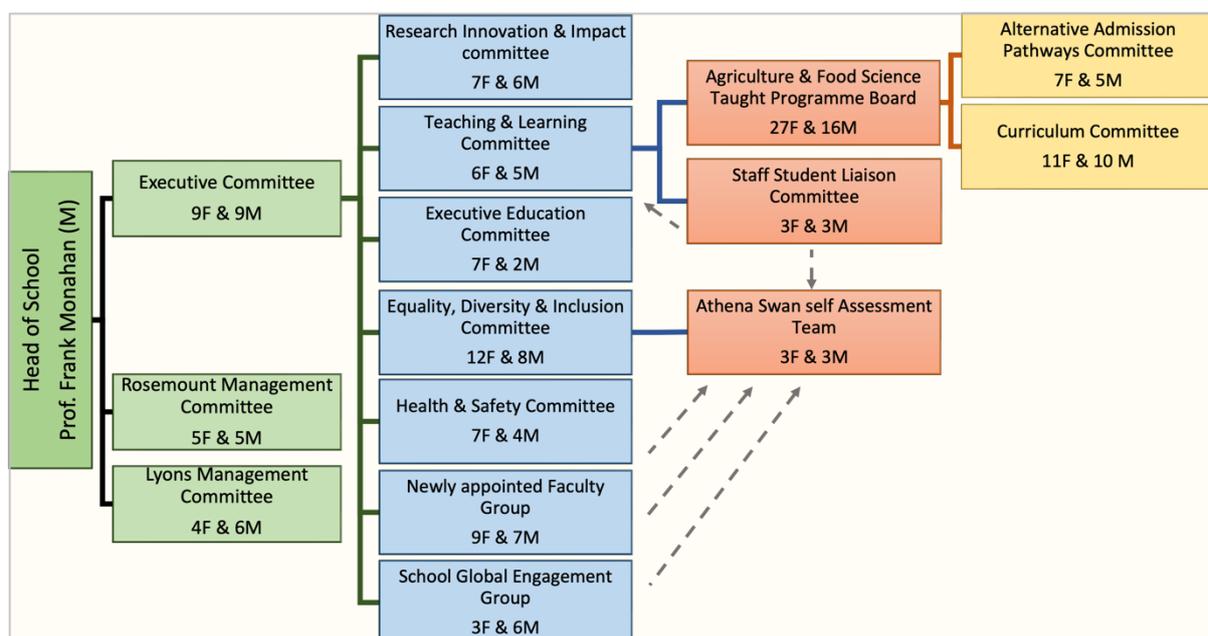


Figure 1. Organogram of the School's key management and committee structures which carry out and support Athena Swan activity and wider EDI work. Headcount by gender is shown. Straight lines indicate direct reporting structure, dashed lines indicate communication flow.

In 2017, UCD University Management Team (UMT) committed to achieving a minimum gender balance target of 40% women and 40% men on all committees in UCD and among their Chairs by 2018, on a comply or explain basis. SAFS committee membership is drafted, accordingly, from staff expressions of interest which are sought annually; positions of responsibility are

reviewed every 3-5 years. The proportions of female Committee Chairs and females holding positions of responsibility in SAFS have increased to 55% and 49%, respectively [BrAP24]. Females are over-represented in the Executive Education Committee (77%) and the Taught Programme Board (63%) and under-represented in the School Global Engagement Group (33%), due to *ex officio* membership of these committees.

Table 2. School of Agriculture & Food Science Committees & Positions of Responsibility

Position of Responsibility	Name & Gender	Gender Ratio
Head of School (HOS)	Frank Monahan (M)	No precedent for Female HOS [SrAP1]
Associate Deans (AD)	Teaching & Learning (F) Research & Innovation (M) International Programmes (F) Equality, Diversity & Inclusion (F)	75:25 F:M Precedent for Female AD T&L & Male AD R&I [SrAP1]
Heads of Sections (HoS)	Agri-Business & Rural Development (M) Animal & Crop Sciences (M) Environment & Sustainable Resource Management (M) Food Science & Nutrition (M)	M: 100% Traditionally a Prof role. Women have held the role previously and are likely to again, with the increasing number of female Profs in SAFS.
Heads of Subjects	Agricultural Economics & Food Business (M) Agri-Environmental Science (M) Animal Science (M) Crop Science (M) Dairy Business (F) Equine Science (F) Forestry (F) Horticulture (F) Food Science (M) Humanitarian Action (M) Human Nutrition (F) Rural Development (F)	50:50 F:M
Director of Executive Education	(F)	57:43 F:M
Director of External Relations	(F)	
Chief Fire Marshal	(M)	
Research Integrity Champion	(M)	
School Manager GDPR Champion	(F)	
Director of School Administration	(F)	
Local Covid-19 Coordinator	(M)	

1.2a.(iii) *Information on the relationship of department structures with institutional Athena Swan structures and, if applicable, EDI structures, including mechanisms for sharing the findings of self-assessment as well as good practice*

The identity and gender of personnel holding EDI-relevant positions of responsibility are listed in Table 2. Athena Swan activity and wider EDI work are embedded in all facets of the School’s life, as described below and in Sections 2 & 3. The Associate Dean (AD) for EDI (F), chairs the SAFS EDIC, reporting monthly to the School Executive on EDI Activities at School, College, and University levels. The reports include updates on Athena Swan activities e.g., progress on implementation of the Bronze Action Plan and progress on the Silver Application. School Executive meetings are attended by Section/Unit Heads who communicate EDI developments to their colleagues. The SAFS EDIC Chair is a member of the SAFS’ Athena Swan SAT. The Chair of the SAT and the EDI Athena Swan Project Manager report to the SAFS EDIC. The SAFS EDIC Chair reports into the College (CHAS) EDI Committee chaired by the CHAS Vice Principal for EDI who reports into the University EDI Unit and the Vice President of EDI. An organogram of the UCD EDI reporting structures is shown in Figure 2, below.

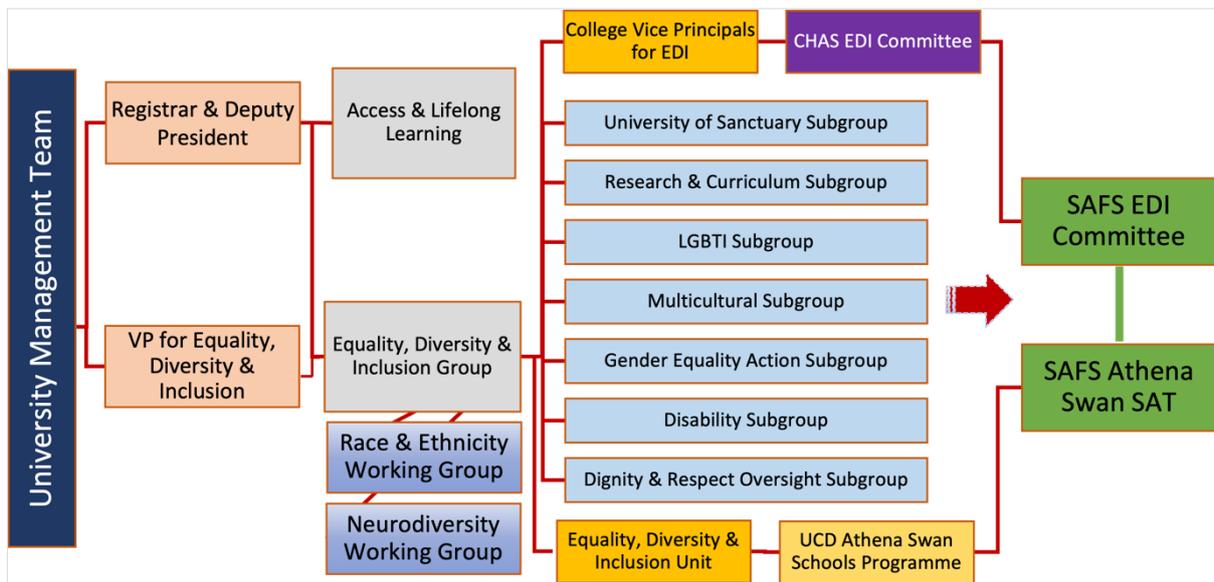


Figure 2. Relationship between UCD Management, Athena Swan and EDI structures with SAFS structures

1.2a.(iv) *Information on support provided by the institution for the application*

UCD EDI Unit’s Athena Swan Schools Programme provides a suite of resources, supports, good practice and guidance. The UCD EDI Project Officer attends SAT milestone meetings. UCD’s Gender Analytics Dashboard provides data reports and an annual National UCD Athena Swan Schools webinar showcases good practice in UCD and HEIs. Schools are required to submit draft submissions for peer review to the University Gender Equality Action Group mock assessment process twice before final application to Athena Swan Ireland.

1.2a.(v) Information on formal processes in place to resource, distribute, recognise and reward Athena Swan and, where applicable, EDI work, referencing institution-level policies where appropriate

Staff and student contributions to EDI are acknowledged at EDIC and SAFS -meetings and promoted on the School website and eZine [BrAP4]. Upon AS award, the SAT Chairs join the UCD Gender Equality Action Policy (GEAP) Implementation Network which provides a forum for discussion and knowledge sharing and includes updates on progress on the institutional GEAP. The EDI Accelerator Fund recognises UCD Schools commitment to Athena Swan and provides funding to pilot innovative GEAP actions. The SAFS EDIC will seek funding to establish an award to formally reward EDI Activities in the student community [SrAP2]. The recipient(s) will be selected by a sub-group of the SAFS Student's society (UCD Agricultural Science Society (AgSoc)).

1.2a.(vi) Resource provision for the action plan and associated activities to ensure effective implementation.

The latest SAFS strategic plan (2022 – 2025) was published in June 2022, it incorporates a dedicated section on EDI [BrAP1], where the implementation of the Athena Swan Action Plan and applying for an AS Silver award are key strategic activities. An EDI/Athena Swan Project Manager (M) was appointed to oversee the implementation of the Bronze AP, he is supported by the School Management and Programme Office professional staff as well as the SAFS EDIC members and UCD EDI unit.

1.2a.(vii) Any other relevant structure and organisation information, such as the department's relationship with community partners

In addition to working with UCD EDI subgroups listed in Figure 2 (p16), SAFS staff have formal involvement with numerous partners in the Irish Agricultural Sector. A sample of those with whom we interact at least annually are presented in Figure 3. There is a long tradition of SAFS academic staff and SAFS Alumni chairing or holding presidency of these partner societies and networks.

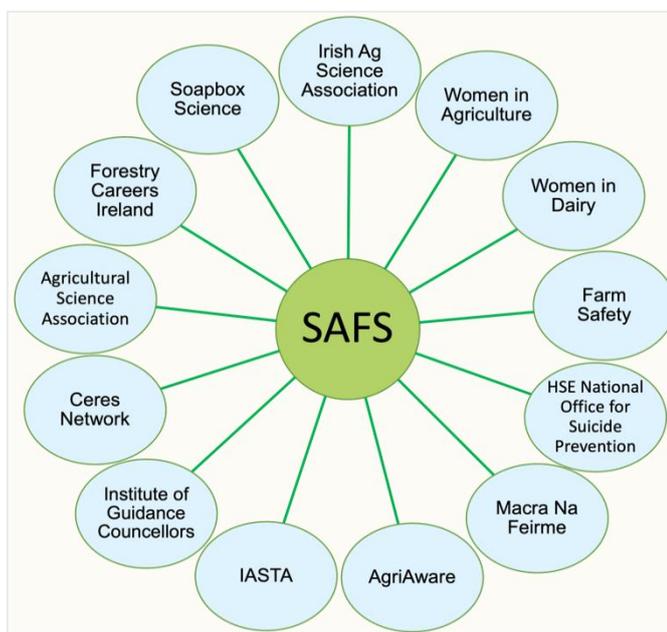


Figure 3. Spoke diagram summarizing many of the community partners that SAFS staff support and work with. Abbreviation: IASTA: Irish Agricultural Science Teachers Association

1.2a.(viii) *Confirmation that staff and students are recorded as the gender with which they identify in this submission.*

Aligned to the principles of UCD’s Gender Identity Policy, staff are recorded as the gender with which they identify via the Employee Self Service Screen, at UCD Student Registration and via UCD EDI and Athena Swan surveys. Further local actions to create awareness and to understand the lived experience of trans and non-binary students and employees are included in Section 4.

Progress and Impact Table 1		
	Issues Identified	Gender imbalance in positions of responsibility in the School
	Actions from AS SAFS Bronze GEAP 2018-2022	BrAP24: Audit gender of positions of responsibility and committee membership across SAFS Target: 50:50 gender balance in SAFS positions of responsibility and committee membership
	Outputs/Progress	BrAP24: 55% female Committee Chairs 49% Positions of Responsibility held by female staff
	Outcomes and Impact	Gender balance achieved

Silver Action Plan Box 1

SrAP1. In the history of the School, SAFS has never had a female Head of School (HOS) /Dean of Faculty, and the position of Associate Dean (AD) for Research & Innovation (R&I) has been male, while that of Teaching & Learning (T&L) has been female. The current HOS was appointed by UCD President, the process involved an invitation for expressions of interest, followed by a 50:50 gender balanced competition of four eligible candidates.

The HOS appointed the AD R&I and AD T&L. A gender balanced (50:50) panel of candidates will be identified by the HOS and encouraged to apply for these positions during the next cycle of appointments (years 2023-2026).

SrAP2. Raise greater awareness of the importance of EDI issues among the student community. Apply for funding to pilot innovative GEAP actions; establish an award to formally reward EDI Activities in the student community.

1.3. The self-assessment process

1.3a Provide information on the preparation and delivery of this application by the department. This should include:

1.3a.(i) A description of the self-assessment team, including comment on the roles and responsibilities of individuals, and how these were assigned. The gender of SAT members, their professional/student role in the institution, and their specific role in the SAT should be noted in a table.

Table 3. Details of SAFS Core SAT and EDI Committee Members and their roles

Photo	Name	SAFS Role	2018 SAT Bronze	SAT Roles
	(F)	Professor	Yes	SAT Chair Academic Career Development
	(M)	Assistant Professor	No	SAT Co-Chair SAFS Surveys
	(F)	Assistant Professor	No	EDIC Chair & core SAT Member
	(F)	Senior Administrative School Office	Yes	Core SAT Member School information
	(M)	Senior Technical	No	Core SAT Member Professional Support Staff Career Development
	(M)	Research Administrative	No	Core SAT Member Project Manager of Action Plan & Application
	(F)	Assistant Professor	Yes	2018 AS SAT Co-Chair GEAG Mock Assessment Reviewer October 2022.
	(M)	Full Professor HOS	Yes	2018 AS SAT Co-Chair Mentoring, Induction, Exit Interviews, LOS. Review of application
	(F)	Communications, Marketing and Student Recruitment Officer	Yes	Collation Staff & Student EDI & Outreach Activity
	(M)	SAFS Student Advisor	No	Student Survey & Focus Groups
	(F)	Administrative Officer	No	WG 2: Student Data
	(F)	Assistant Professor	Yes	SAFS Soap Box Science Coordinator
	(F)	Associate Professor	Yes	WG: 6 Case Studies & Focus Groups
	(M)	Professor	No	Widening Participation Representative
	(F)	Technical Officer	No	ESRM Technicians Representative

	(M)	Assistant Professor	No	Recently Recruited Staff Representative
	(M)	Associate Professor	No	Academic Staff Representative
	(M)	Research Assistant	No	Research Funded Staff Representative
	(F)	PhD student	No	Postgraduate Student Representative PG engagement in AS survey & recruitment for focus group
	(M)	UG student	No	UG Representative EDI AgSoc Officer UG engagement in AS survey & recruitment for focus group

The core SAT was convened in July 2021, as a subcommittee of the larger SAFS EDIC, to undertake the Self-Assessment for the AS Silver application. This strategy was adopted in consultation with Sarah Fink (ASI) and UCD EDI Unit, to facilitate the EDI committee to continue EDI work while the Core SAT group focused on the application. EDI Committee members were co-opted into the SAT process; individual contributions of core SAT and SAFS EDIC members are listed in Table 3. Roles and responsibilities were assigned according to role in the School, expertise and individual interest in particular sections.

1.3a.(ii) *Information on how the chair was appointed and on what supports or resources the institution and/or department has given the chair to lead the self-assessment process*

The HOS, the SAT Chair, and School Manager were among founding members of the SAFS EDIC, and participated in the SAT for the Bronze AS application and were involved in implementing the Athena Swan Bronze Action Plan and planning for AS accreditation retention and progression. The HOS appointed the SAT and Associate Dean for EDI and Chair of the SAFS EDIC in July 2021. The HOS recruited a Project Manager to support the SAT and EDI Chairs, the SAT Chair was relieved of 30% of her teaching duties.

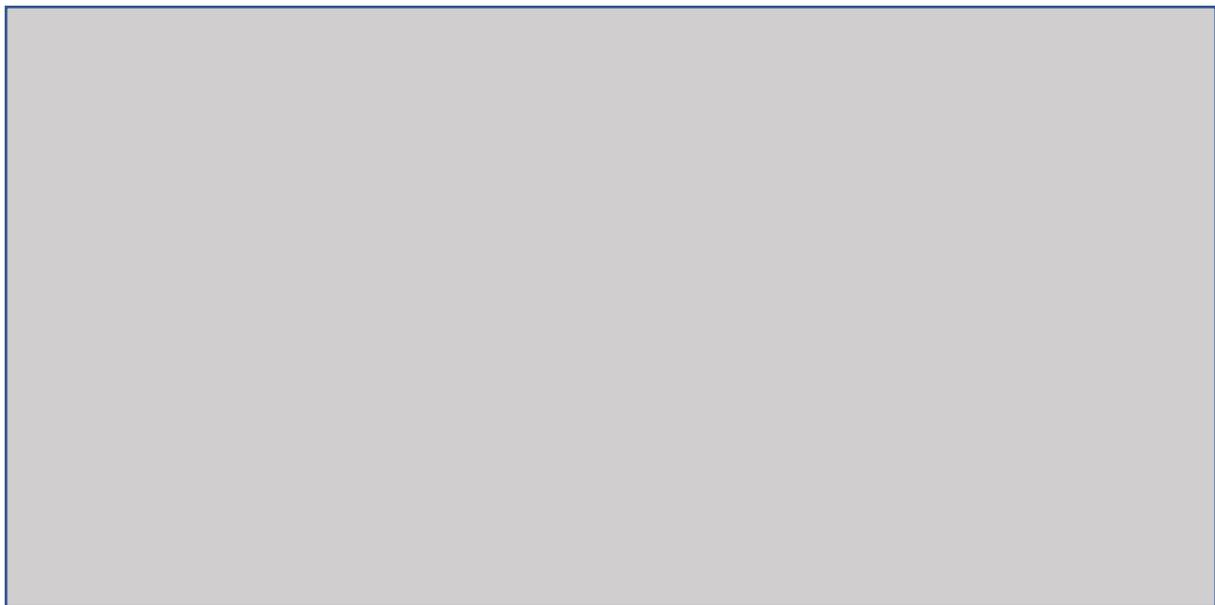


Figure 4. Members of the SAFS EDIC, December 2022 (not all were available for the group photograph).

1.3a.(iii) Comment on whether the self-assessment team is representative of the Department, including if there is adequate representation of senior staff.

The core SAT, a sub-committee of the SAFS EDIC, is comprised of three academic, one technical and two administrative staff members in a 50:50 gender ratio. All grades of academic staff, technical and administrative (PMS) staff, research staff, PG and UG students (across the four School Sections (Animal and Crop Science (ACS), Agribusiness and Rural Development (ARD), Environment and Sustainable Resource Management (ESRM), and Food Science and Nutrition (FSN) [BrAP5] and the HOS are represented in the larger-SAFS EDIC (9F, 47.4%: 10M, 52.6%).

1.3b. Outline the process of self-assessment undertaken in preparation for this application.

An overview of the process is presented in Figure 5., it may be divided into five phases: Phase 1. Preparation, May-December 2022: We reviewed the progress of the Bronze GEAP and met with the UCD EDI Unit to plan our Silver application. The UCD EDI Project Officer discussed and clarified aspects of the proposal with the Head of Athena Swan Ireland and provided terms of reference for the SAT. SAT leads were established and an update of SAT activity was added as a standing item to the agenda of monthly EDIC meetings. Phase 2, January -September 2022, focused on data flows and data requirements, quantitative data collection from the gender analytics datasets and SAFS surveys. Phase 2 included the bulk of the data analysis and preparation of visuals and the School was informed of the application and the SAT activity it entailed. The focus groups were held in Phase 3; the results informed our assessment of the impacts of Bronze action points. The first draft was prepared in Phase 4, October-December 2022, and submitted for mock assessment. The application was reviewed three times by a panel composed of UCD EDI and UCD GEAG members and by the SAFS HOS. The final sign-off by the HOS and submission was in Phase 5, January 2023.

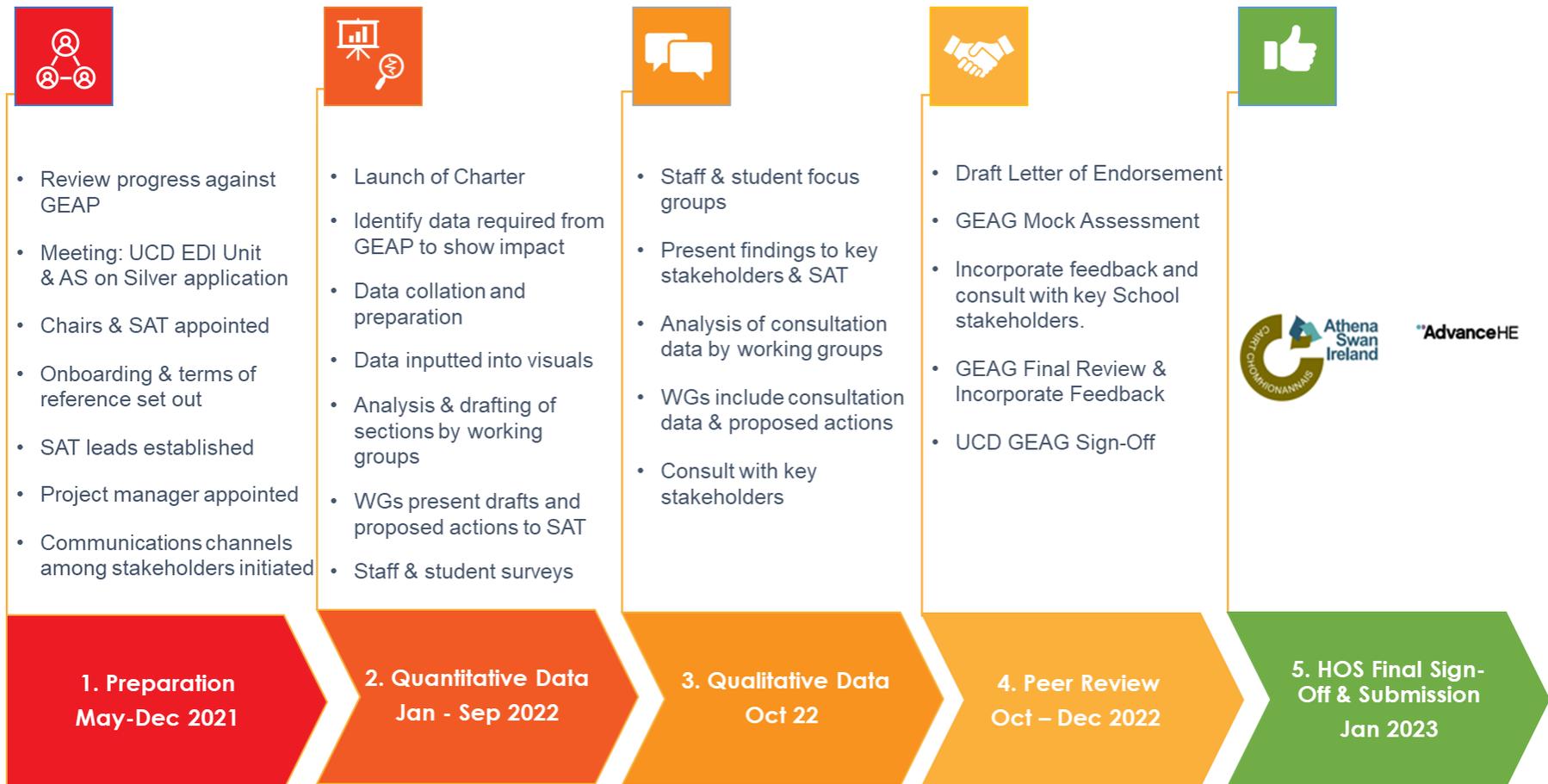


Figure 5. Flow diagram of the process of self-assessment undertaken in preparation for this application

1.3b.(i) *Overview of the approach taken to evidence-gathering and analysis. Details of consultation response rates, disaggregated by gender, should be provided*

Evidence was gathered from three sources: (1) The Chair had privileged access to SAFS-specific disaggregated centralised data via the UCD Gender Analytics Dashboard; (2) The SAFS School and SAFS Programme Offices provided staff and student data, respectively; (3) The staff and student community of SAFS were independently surveyed to measure changes in perceptions of gender equality and EDI, satisfaction with the implementation of the Bronze GEAP and to gather supporting evidence. The survey questionnaires were compiled by adapting questions from a bank provided by UCD EDI support unit. The SAT Chair launched the survey at a School meeting (12/01/2022), thereafter it was distributed to each SAFS member as a link to a Google Form in an email from the HOS; information on Athena Swan and the purpose of the survey were provided.

The Google Forms tool allowed the SAT to monitor response rates and respondent gender and grade and target reminders to increase participation. The survey response data is presented below in Figure 6.

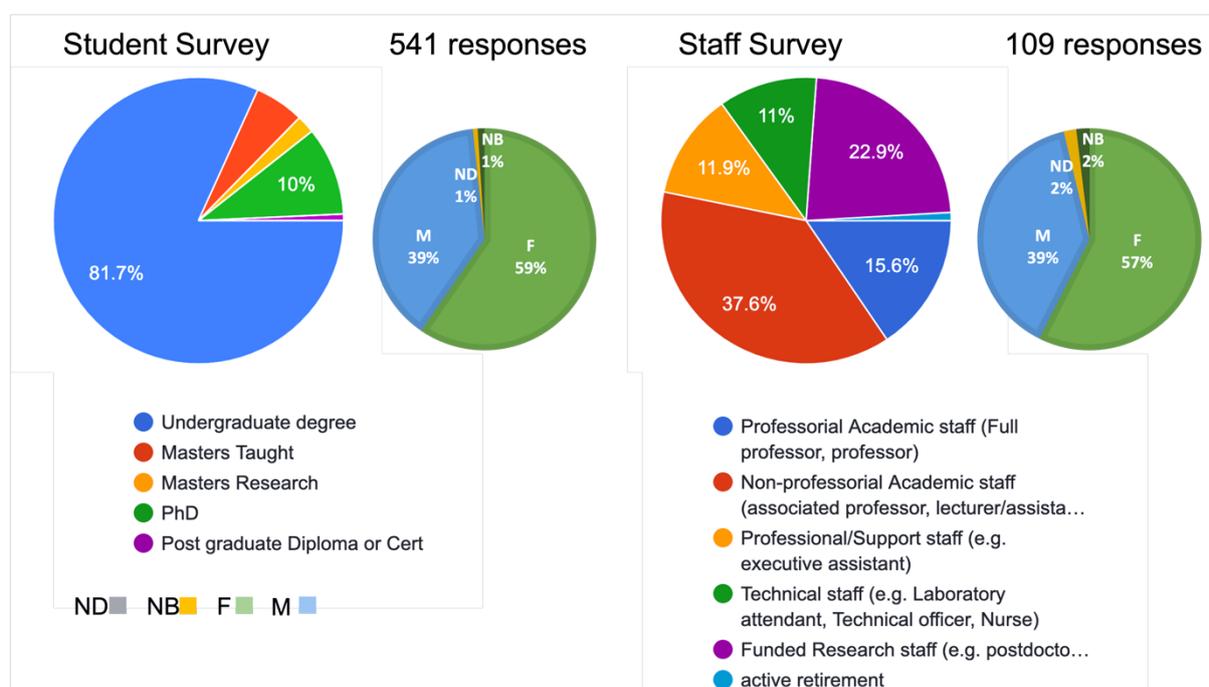


Figure 6. Screenshot of Student and Staff profiles captured in Athena Swan surveys 2022. Abbreviations: ND: Not declared, NB: Non binary, F: Female & M: Male.

The student response rate increased from 3% to 24% (59.6% F, 38.7%M) [BrAP2] and the staff response rate increased from 29% in 2018 to 65% in 2022 (57.4%F, 38.9%M) [BrAP3]. Following analysis of the survey data, a gender and role and grade -balanced representation of SAFS Academic, Professional and Technical Support and Research Contract -Staff and students (Undergraduate and Postgraduate) were invited to one of 4 focus group meetings to explore the key issues identified in the surveys.

The difficulties experienced sourcing data for the Bronze Application, were not encountered in this self-assessment as the School underwent a quality review in 2021-2022, involving School-wide surveys and focus groups which provided additional information.

1.3b.(ii) Information on plans for evaluating progress, including action plan implementation, over the coming four-year period. This should make reference to how often the SAT will meet, and how SAT succession and turnover will be planned and managed;

The Associate Dean for EDI chairs the SAFS EDIC, this is a 3-year appointment. While key areas with specific expertise are retained, ordinary SAFS EDIC membership is reviewed annually. Members of the SAFS EDIC may sit for a period of 4 years. Targeted recruitment ensures membership representation from the student and postdoctoral bodies. In addition to continued implementation of the Institutional GEAP and EDI actions, delivery of the current SAFS Athena Swan action plan is managed by the SAFS EDIC and is a standing item at monthly EDIC meetings. The core SAT is a sub-group of the EDIC and members attend the EDIC meetings in addition to monthly SAT meetings. Going forward, the SAT will continue to meet monthly and a formal plan to manage SAT and EDIC succession will be developed and added to the EDIC terms of reference [SrAP3].

1.3b.(iii) Information on how the findings and activity of the self-assessment team are, and will continue to be, communicated to senior management and the wider institution.

The School's submission was reviewed thrice by the UCD GEAG and UCD EDI Unit. The SAFS EDIC reports to the CHAS EDI Committee, chaired by the College Vice Principal for EDI who reports to the UCD EDI Group, chaired by the UCD Vice Principal for EDI. The SAFS Associate Dean for EDI, also Chair of the SAFS EDIC and core SAT member, attends the monthly College EDI meetings and reports back to the School Executive, the SAFS EDIC, and the SAT. In addition, Athena Swan Chairs are members of the UCD Athena Swan GEAG Implementation Network led by the UCD EDI Unit. The network meets each semester to report on progress against action plans and share good practice. Reporting of SAFS' implementation of the institutional GEAP in addition to the School level action plan will be strengthened through adoption of College level reporting templates as per UCD's institutional GEAP 2020-2024*. These templates will be introduced in 2023 by UCD EDI [SrAP4].

*[University GEAP 2020-2024 AP3.3]

Develop and implement reporting templates to track progress of those with responsibility for implementation of policy and initiatives developed under the UCD GEAP 2020-2024.

Progress and Impact Table 2		
	Issues Identified	EDI and Athena Swan visibility and awareness low Inadequate response rates to EDI surveys
	Actions from AS SAFS Bronze GEAP 2018-2022	BrAP1: Include EDI in SAFS strategic plan. BrAP2: Increase student response rate to EDI survey BrAP3: Increase staff response rate to EDI survey BrAP4: Share EDI/Athena Swan issues and actions with staff Target: Raise awareness of EDI and Athena Swan in the School BrAP5: Communicate Athena Swan & EDI data to PG body via PG Representative on EDIC and by email
	Outputs/Progress	BrAP1: EDI included in 2022 School Strategic Plan BrAP2: Student response rate increased from 3% to 24% BrAP3: Staff response rate increased from 29% to 65% BrAP4: EDI/Athena Swan reports are standing items on the agendas of the SAFS School, Executive and T&L meetings BrAP5: Both PG, UG Representatives on EDIC and the Student body AgSoc has an EDI Officer
	Outcomes and Impact	Greater awareness of EDI activity across SAFS staff and student bodies.

Silver Action Plan Box 2

SrAP3. Formalize planning and management of SAT succession and turnover in the EDIC terms of reference.

SrAP4. Adopt the College level reporting templates as per UCD's institutional GEAP 2020-2024*

SrAP5. Continue to build staff and student engagement with EDI survey

Target: 70 % Staff and 50% Student participation

Section 2: An assessment of the department's gender equality context and, where relevant, wider equality context



Figure 7: The UCD Agriculture and Food Science Centre, Belfield

2.1. Overview of the department and its context

2.1a. *Provide a brief introduction to the department, including any relevant contextual information.*

The School of Agriculture & Food Science (SAFS), a constituent School of the College of Health and Agricultural Science (CHAS) is one of UCD's largest Schools. UCD is ranked in the top 70 for Agriculture and Forestry by QS World Rankings (2022) and ranked #20 globally for Agricultural Science by US News Education (2022). The School is unique in that it is the only HEI in Ireland that delivers education and research on the complete food chain from on-farm production through processing to human nutrition, and a range of related subjects.

Mission: The School's mission is to develop and apply the science and scholarship of agriculture, food, horticulture, forestry, environmental sciences, and rural development for the benefit of society through excellence in education, research, innovation and continuing professional development.

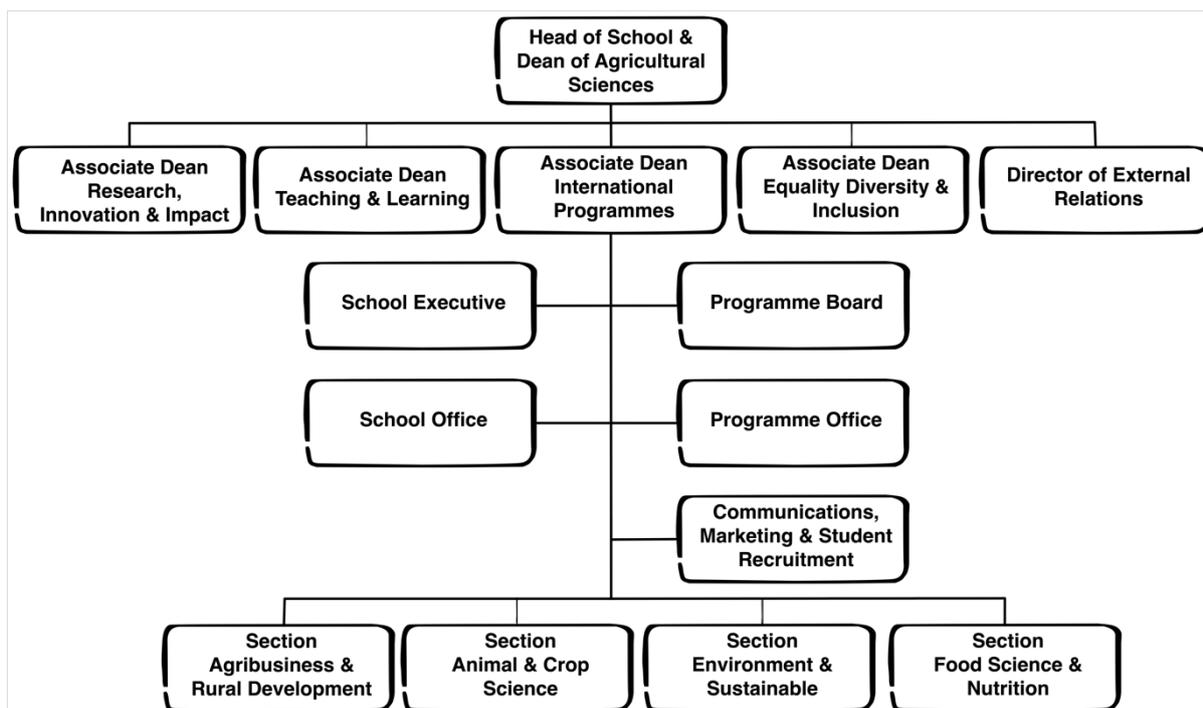


Figure 8. School Organisational Structure

There are 116 staff (77 faculty, 20 administrative, 18 technical) members in SAFS and an additional 64 contract researchers (post-doctoral fellows and research assistants). The School structures are designed to develop a supportive, collegial and collaborative environment that encourages staff to achieve their best and continue to develop.

2.1a.(i) Teaching and research focus, including discipline coverage and areas of specialism

The School is organised into four sections: Animal and Crop Science (ACS), Agribusiness and Rural Development (ARD), Environment and Sustainable Resource Management (ESRM), and Food Science and Nutrition (FSN). Affiliated to the School are the UCD Institute for Food and Health, the Centre for Forest Research, and the Centre for Humanitarian Action.

The School delivers 13 undergraduate and 15 taught postgraduate programmes as listed in Tables 5 and 7.

Research and scholarship at SAFS is guided by the UCD Strategy 2020-2024 – *Rising to the Future*. Our research contributes in the areas of sustainable agriculture and the environment, health and welfare of animals and humans, quality and security of food and consumer well-being. Our work is informed by the One Health concept that recognises the fundamental interconnections between humans, agricultural species, wild animals and plants, and our shared terrestrial and aquatic environments, encompassing basic, technological, epidemiological, applied and translational activity.

2.1a.(ii) Total number of staff by gender and category of post

There is gender parity among academic staff, while the majority of professional, support and research-funded staff are female (Figure 9). See also Section 2.3.

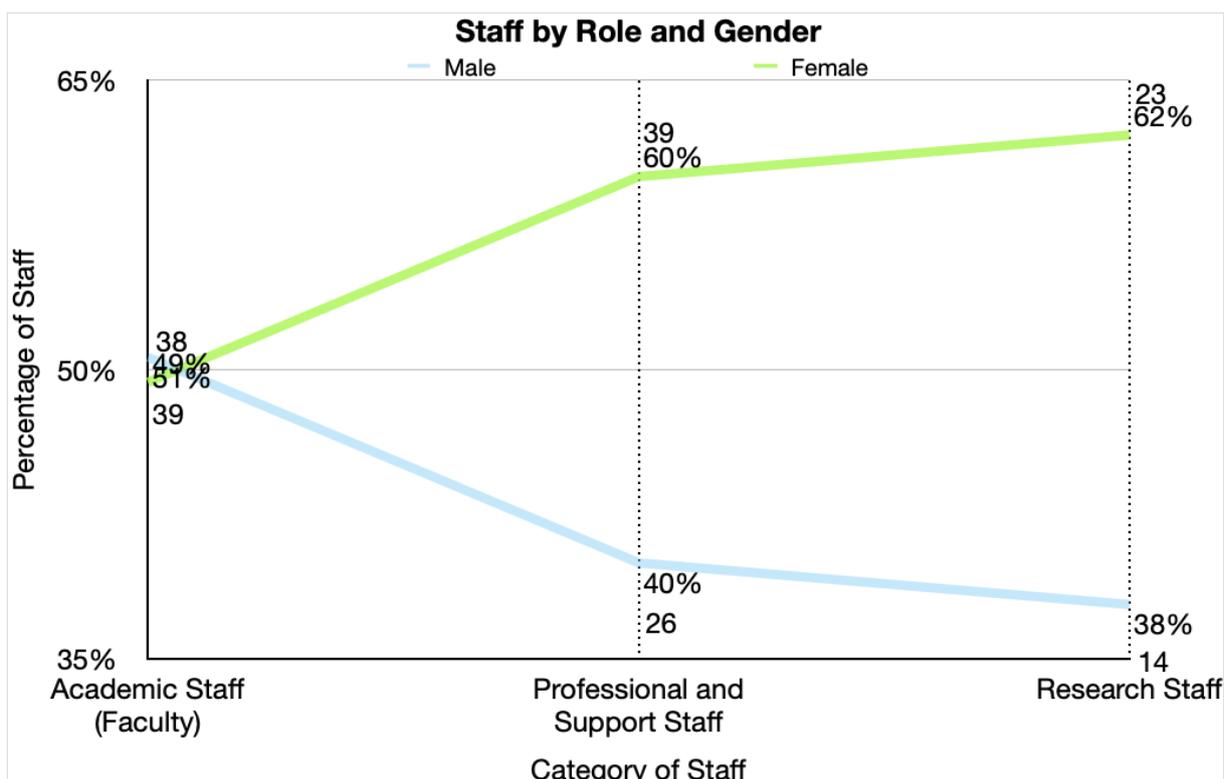


Figure 9. Number and Percentage of Staff by Category and Gender in 2020/21

2.1a.(iii) Total number of students by programme type and gender

The total number of students enrolled on undergraduate and postgraduate degree programmes within SAFS has averaged ~2000 during the past three academic years; the proportion of female undergraduate students enrolled on degree programmes within SAFS increased from 44% in 2017 to 48% in 2019 and 53% in 2021 (Table 4).

Table 4: Total number of students by degree programme and gender

Programme Type	2019/20			2020/21			2021/22		
	F	M	%F	F	M	%F	F	M	%F
Undergraduate	612	662	48	710	676	51	748	661	53
Graduate Taught	250	118	68	298	138	68.3	285	111	72
Graduate Research	88	71	55	102	84	55	102	87	54
Total	950	851	53	1110	898	55	1135	859	57

#Data source: SAFS Programme Office

The proportion of female students enrolled on both taught (PGT) and research (PGR) postgraduate programmes increased since the Bronze award (see Figure 10). The greater visibility of female role models at SAFS outreach events and in SAFS promotional material are likely contributors to these increases [BrAP10].

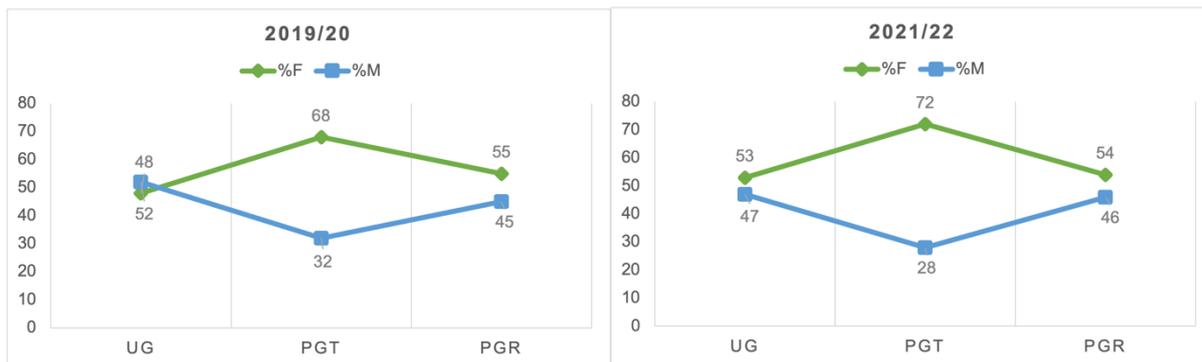


Figure 10: The percentage of students by programme type and gender, March 2019 Vs 2021

There is a trend nationally towards higher proportions of female students in Life Science disciplines (see Fig 11, below).

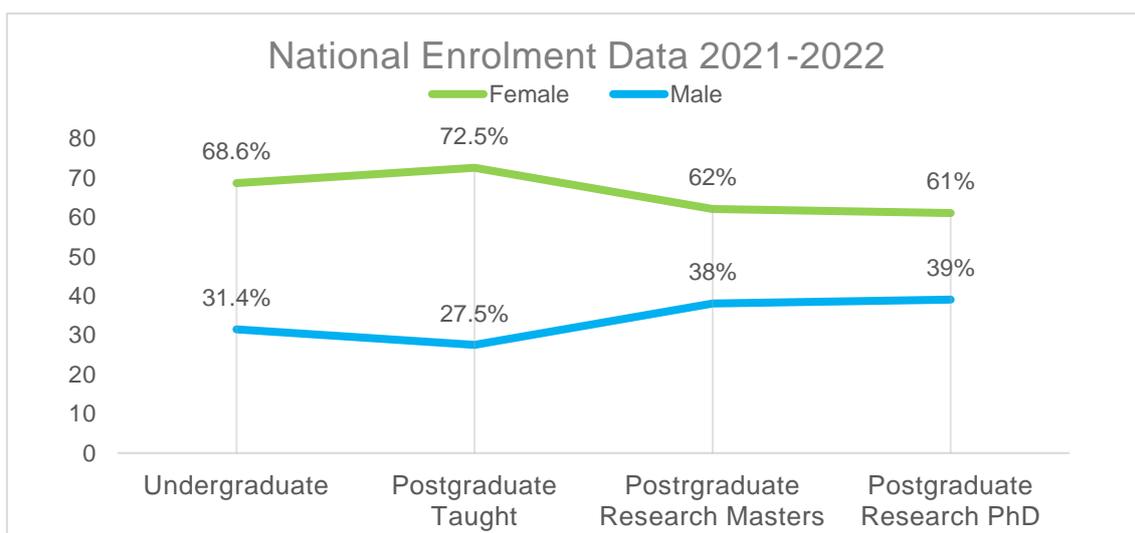


Figure 11: Line graph of HEA data for undergraduate and postgraduate enrolment in degree programmes in a broad range of Life Science disciplines (including Agriculture & Food Sciences) in Irish non-technical universities.

2.1a.(iv) *Information on location/s.*

The University's main Belfield campus occupies an extensive parkland estate of 133-hectares close to Dublin's city centre. It accommodates academic facilities, research institutes, libraries and archival collections, enterprise space, student villages, and sports and recreational facilities. The School operates from a number of different physical locations across the UCD Campus and beyond. These locations are as follows:

- **The Agriculture & Food Science Centre, Belfield Campus (Figure 7)**
- **Science Centre South, Belfield Campus**
- **Veterinary Sciences Centre, Belfield Campus**
- **Rosemount Environmental Research Station, Belfield Campus**
- **Lyons Farm, Celbridge, Co. Kildare:** located 20km from the Belfield Campus, it supports teaching and research for SAFS and the UCD School of Veterinary Medicine.
- **Guangzhou Dublin International College of Life Science & Technology (GDIC) at South China Agriculture University (SCAU), China:** In 2020, SAFS partnered with SCAU to establish GDIC which delivers three undergraduate programmes in Horticulture, Biological Science and Food Safety & Security.

2.1b Analyse three years of data on undergraduate students by:

2.1b.(i) *Gender and degree programme, with reference to discipline-specific benchmark data*

From 2019 to 2021, the proportion of female undergraduate students enrolled on degree programmes within SAFS increased each year, up to 53%. This is primarily due to increased numbers of female students enrolling in the Agricultural Science Omnibus, Animal Science and Food & Agribusiness Management Degree Programmes.

Comparing the data above with Irish HEA data, see below Figure 12, we see similar gender profiles in the various sub-disciplines. Specific actions targeting gender imbalances in sub-disciplines, particularly Forestry and Human Nutrition were initiated [BrAP9 & BrAP10]; however, they were primarily implemented online, due to Covid-19 restrictions.

Table 5. Number of UCD SAFS -based students by gender (and %F) and degree programme 2019-2022

Major Title	2019/20			2020/21			2021/22		
	F	M	%F	F	M	%F	F	M	%F
Agricultural Science - Omnibus	36	55	40	48	48	50	56	66	46
Agri-Environmental Sciences (BAgrSc)	41	60	41	45	59	43	45	44	51
Animal and Crop Production (BAgrSc)	44	140	24	56	152	27	52	144	27
Animal Science (BAgrSc)	101	76	57	111	66	63	124	69	64
Animal Science – Equine (BAgrSc)	41	8	84	47	5	90	56	7	89
Biological Sciences (BSc)	16	11	59	27	27	50	11	16	41
Dairy Business (BAgrSc)	9	69	12	12	68	15	11	65	14
Food & Agribusiness Management (BAgrSc)	59	102	37	64	91	41	80	87	48
Food Business with Chinese Studies (BAgrSc)	2	4	33	2	3	40	5	5	50
Food Science (BSc)	143	50	74	144	46	74	140	43	77
Forestry (BAgrSc)	6	39	13	4	44	8	4	34	11
Horticulture (BSc)				29	20	59	54	50	52
Hort, Landscape and Sportsturf Mgement (BAgrSc)	16	34	32	15	31	33	6	17	26
Human Nutrition (BSc)	98	14	88	106	16	87	104	14	88
Total	612	662	48	710	676	51	748	661	53

#Data source: SAFS Programme Office.

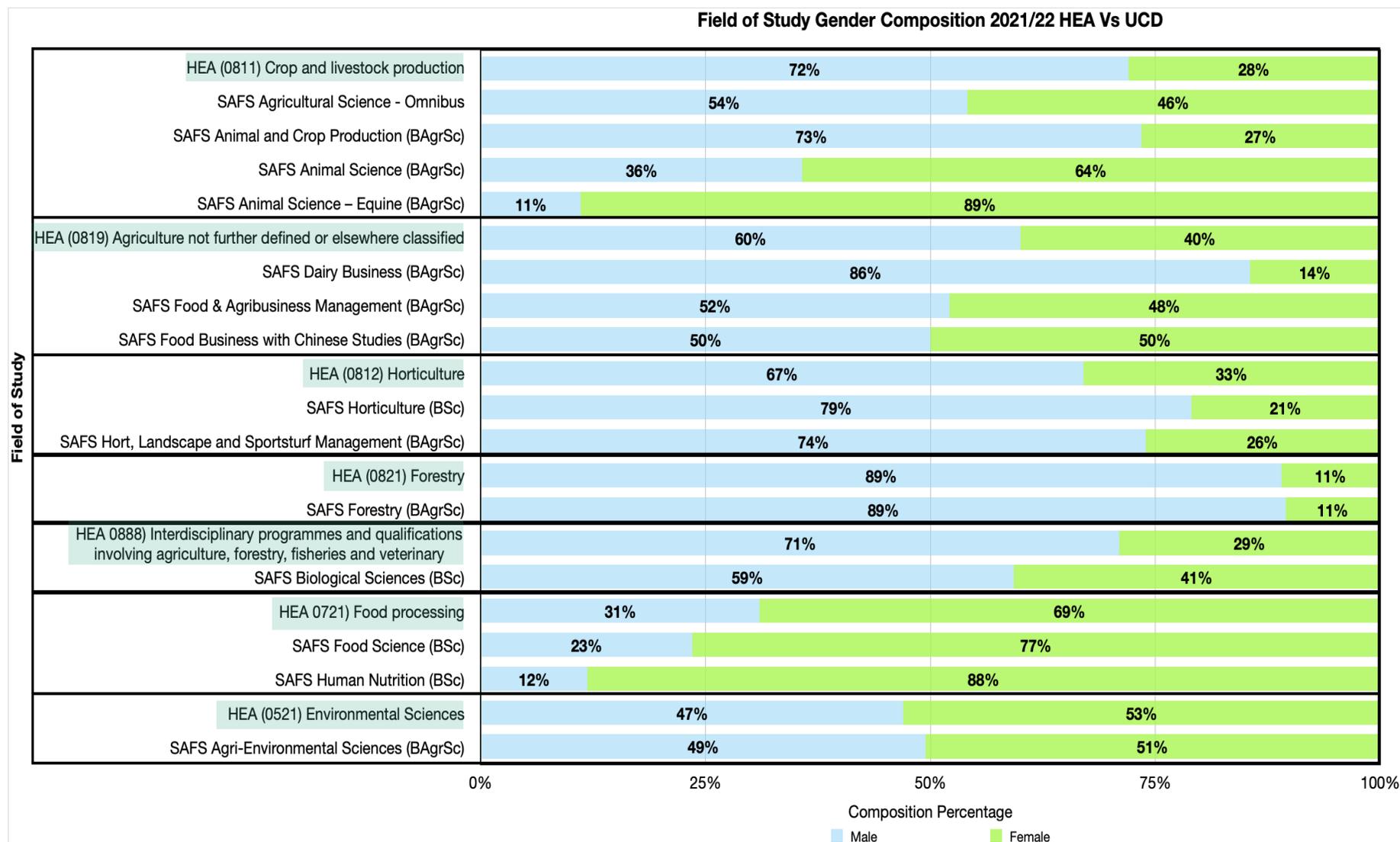


Figure 12. Agriculture and related disciplines and undergraduate honours degree enrolment in Ireland. (#Data source HEA. Accessed by G. Looby November 2022. Note UCD excluded from HEA Figures with exception of Forestry as UCD is only Level 8 Honours

Progress and Impact Table 3

Progress and Impact Table 3		
	Issue Identified	Gender imbalance in Dairy Business, Animal & Crop Production, Forestry, Horticulture and Human Nutrition Degree Programmes.
	Actions from AS SAFS Bronze GEAP 2018-2022	<p>BrAP9: Conduct in-depth surveys with students. Determine motivating factors for programme selection. Target: Survey all 4 years of UGs once and subsequently survey Stage One UGs.</p> <p>BrAP10: Increase female visibility in promotional material and on social media - Target: Raise awareness of women and men in key roles within SAFS and in the School's promotional material, website and social media</p>
	Outputs/Progress	<p>BrAP9: Questionnaire was sent to Stage 1 Agricultural Science Omnibus students in advance of their programme selection for Stage 2. The results were inconclusive due to poor response rate. Repeat survey [SrAP5]. SAFS promotional materials use male imagery for Food Science and female imagery for Dairy and Crop Science</p> <p>BrAP10: Visibility of women in promotional material and on social media is increased. See Figure 20 (p47) and Figure 21 (p48) for examples.</p> <p>Great Agric Food debate 2021: All female students</p> <p>International Women's Day 2021:</p> <p>1. Student Photo Competition 'Women in Agriculture & Food' #ucdwomenagfood</p> <ul style="list-style-type: none"> • 26 entries • 3 winners • 600-800 views reached each day. <p>2. Videos from Students & Alumni</p> <ul style="list-style-type: none"> • 13 posts (videos) • Total views (SAFS & AgSoc social media = 13778 <p>International Women's Day 2022:</p> <p>1. Videos celebrating some of the female postdoctoral and research scientists in SAFS #ucdwomenagfood</p> <ul style="list-style-type: none"> • 6 posts • Total views 4541 <p>2. "Follow in her Footsteps" (UCD Alumni Relations campaign to celebrate trailblazing alumnae throughout the Month of March. https://alumni.ucd.ie/iwd-virtual-tour/</p> <ul style="list-style-type: none"> • Featured 4 SAFS Graduates

	<p>Outcomes and Impact</p>	<p>BrAP9: Qualitative survey data suggests most students choose their Stage Two sub-discipline before arriving at UCD. Further action is required.</p> <p>BrAP10: The 2022 EDI survey indicated that 71.1% of student respondents considered that there is gender balance in SAFS publicity materials including the website and images used. The response to this question was almost identical in 2018, 70.5% of students agreed that there was a gender balance.</p>
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Silver Action Plan Box 3

SrAP6a. Continue to address gender underrepresentation in subdisciplines:

- Animal and Crop Production
- Dairy Business
- Forestry
- Human Nutrition
- Animal Science (Equine)
- Food Science

Issue: Where numbers of students enrolled are low, a difference of one student skews the gender ratios.

Solution: Set target of 5% change in gender balance by 2026 for course sizes >50 students and 15% change for courses with <20 students.

SrAP6b. Consult Stage 1 students through survey, focus group or interview to find out if they are following their preferred programme and their plans for Stage 2. Regardless of their indicated preferences at entry, students can opt for any one of 11 programmes at the end of Stage 1. Therefore, the survey/ questions will be designed to understand choice influences and to identify any EDI related issues that are barriers to particular programmes/ sub-disciplines.

SrAP6c. Review pathways to programmes and branding and marketing of subdisciplines and identify targeted improvements for each. Align programme offerings with Government of Ireland's policies for sustainable agriculture: <https://www.gov.ie/en/policy/268a7-agriculture-and-food/>

SrAP6d. Develop a method to monitor gender balance of sub-discipline specific outreach activities carried out by SAFS staff and ensure sub-discipline targeted gender is represented.

SrAP7 Develop SAFS outreach project in collaboration with the National Centre for Guidance in Education (NCGE) and cohort of career guidance counsellors in Secondary Schools on degree programme choices.

(see Section 2.1e for further discussion and actions to enhance impact)

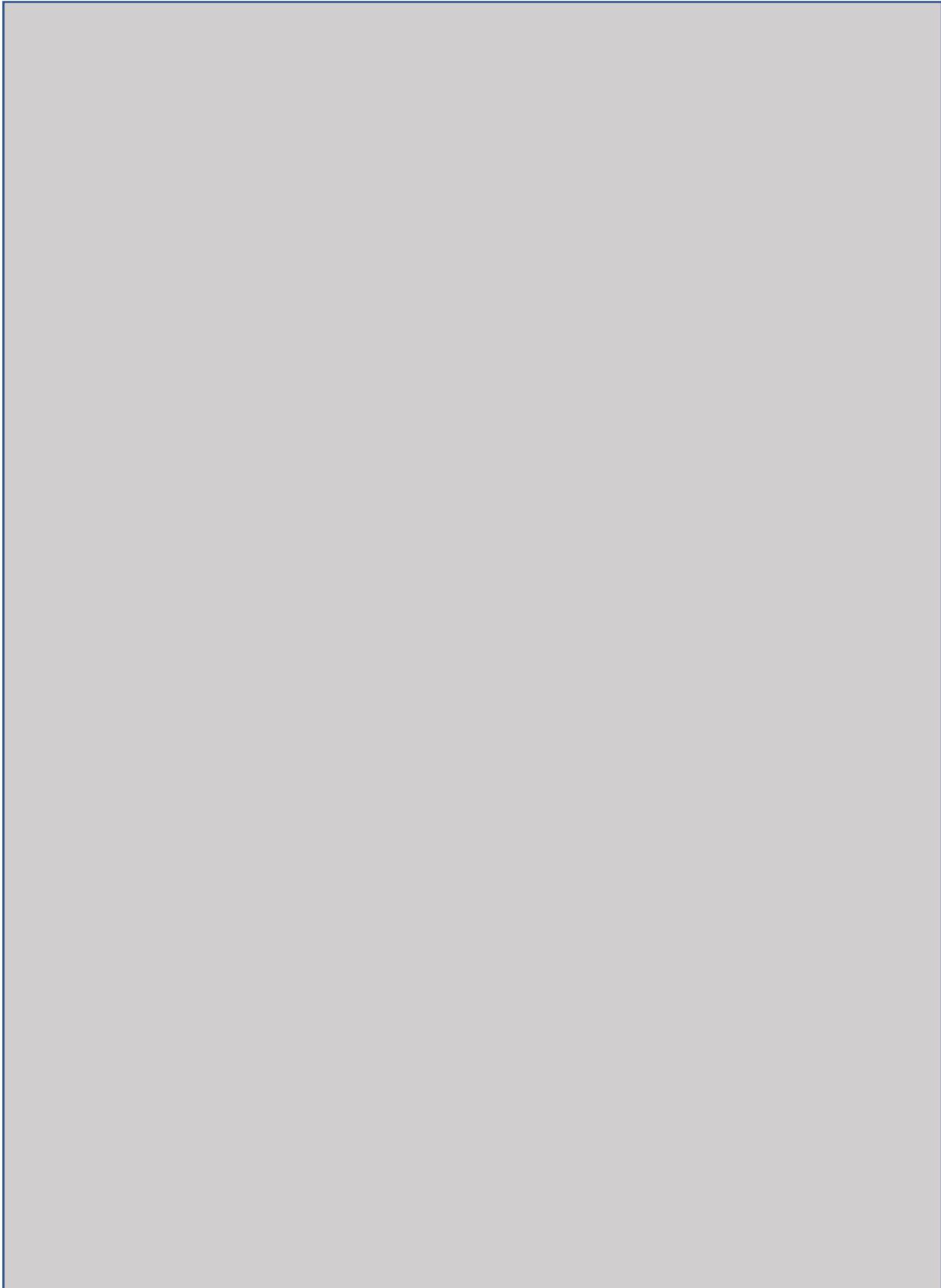


Figure 13. Montage of submissions from the “Women in Ag and Food” Student photo competition March 2021

2.1b.(ii) Gender and degree attainment

The proportion of female graduates increased from 42% in 2018/19 to 51% in 2020/21 (Table 6). Female students outperformed male students in H1 grade attainment each year; however, H1 attainment by male students doubled in 2019/20 and remained at >17% in 2020/21. Male attainment of H2.1 grades also increased and there was no difference in proportions of female and male students graduating with a \geq H2.1 grade in 2020/21. The trend has remained stable in comparison to 2014/17 academic data. The SAFS EDIC and T&L committees have worked together to promote greater awareness of divergent student learning abilities and styles among academics, which may have benefited male students (see Section 2.4a(iii)).

Table 6. Number of undergraduate students by gender and degree attainment 2018-2021

Degree attainment	2018/19				2019/20				2020/21			
	F	M	%F	%M	F	M	%F	%M	F	M	%F	%M
H1	28	14	22.6	8.2	25	29	20	17.3	37	25	24.5	17.2
H2.1	74	76	59.7	44.7	82	101	65.6	60.1	85	95	56.3	65.5
H2.2	22	71	17.7	41.8	17	35	13.6	20.8	27	24	17.9	16.6
Pass	0	9	0	5.3	1	3	0.8	1.8	2	1	1.3	0.7
TOTAL	124	170	42.2	57.8	125	168	42.7	57.3	151	145	51	49

#Data source: SAFS Programme Office.

Benchmarked against 2020/21 HEA National data for the other 7 HEIs offering Agriculture and related-disciplines degree programmes, the proportion of SAFS students attaining higher than a H2.1 grade is similar (Figure 14).

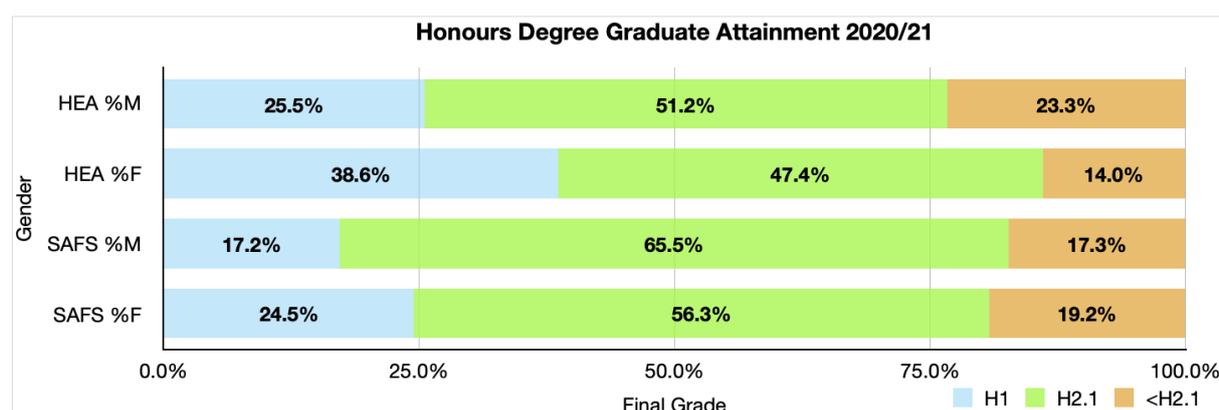


Figure 14. SAFS undergraduate honours degree attainment benchmarked against National Agriculture and related disciplines in Ireland for 2020/21 (#Data source HEA. Note UCD excluded from HEA Figures).

2.1b.(iii) Gender and foundation courses.

Not applicable, courses not offered.

2.1c Analyse three years of data on postgraduate taught students by:

2.1c.(i) Gender and degree programme, with reference to discipline-specific benchmark data

Overall 70% of taught graduate programme (PGT) participants are female (see Table 7). This is in line with current Irish enrolment data in Life Science disciplines (Figure 10).

Table 7. Number of students enrolled on taught postgraduate degree programmes by gender and discipline 2019 – 2022

Taught postgrad degree	Major	2019/20			2020/21			2021/22		
		F	M	%F	F	M	%F	F	M	%F
MAgrSc	Ag Ext & Innovation	14	20	41.2	16	29	35.5	26	28	48
	Ag Ext & Innovation (Online)	4	16	20	4	12	25	4	10	28.6
MSc	Wildlife Conserv & Mgt	4	4	50	5	9	35.7	8	5	61.5
	Food Business Strategy	14	7	66.6	25	16	61	23	11	67.6
	Humanitarian Action	50	21	70.4	51	26	66.2	54	19	74
	Horticulture	1	2	33.3	1	2	33.3	1	2	33.3
	Food, Nut & Health	131	27	83	153	21	88	131	21	86.2
MSc (Agr)	Environ Resource Mgt	3	3	50	5	4	55.5	9	5	64.3
	Sust Ag & Rural Dev	2	3	40	5	2	71.4	7	3	70
Grad Cert	Food, Nut & Health	7	2	77.7	11	0	100	11	2	84.6
Grad Dip	Food, Nut & Health	4	0	100	6	2	75	10	4	71.4
	Food Reg Affairs	0	1	0	0	0	0	0	0	0
	Sust Ag & Rural Dev	0	0	0	0	1	0	1	1	50
Prof Dip	Food Safety & Quality	16	12	57	16	14	53.3	0	0	0
	TOTAL	250	118	68	298	138	68.3	285	111	72

#Data source School Programme Office.

The high proportion of female PGT students is also likely due to 50% of PGT students being enrolled on food-related programmes (Figure 15), which have a strong UG female pipeline. Nevertheless, our data compares favourably to 2020/21 National data compiled by the HEA shown in Figure 16, below, where only programmes in Food Processing and Environmental Sciences are close to the SAFS figures for female participation.

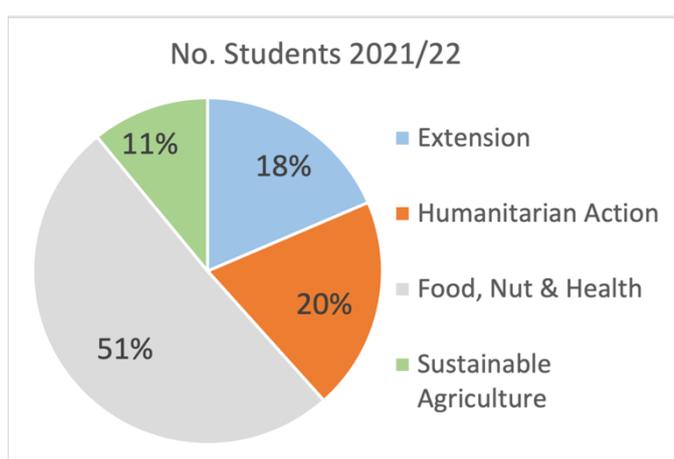


Figure 15. Distribution of PGT students across the major subject themes

Taught Postgraduate Field of Study Gender Composition 2021/22 HEA Vs UCD

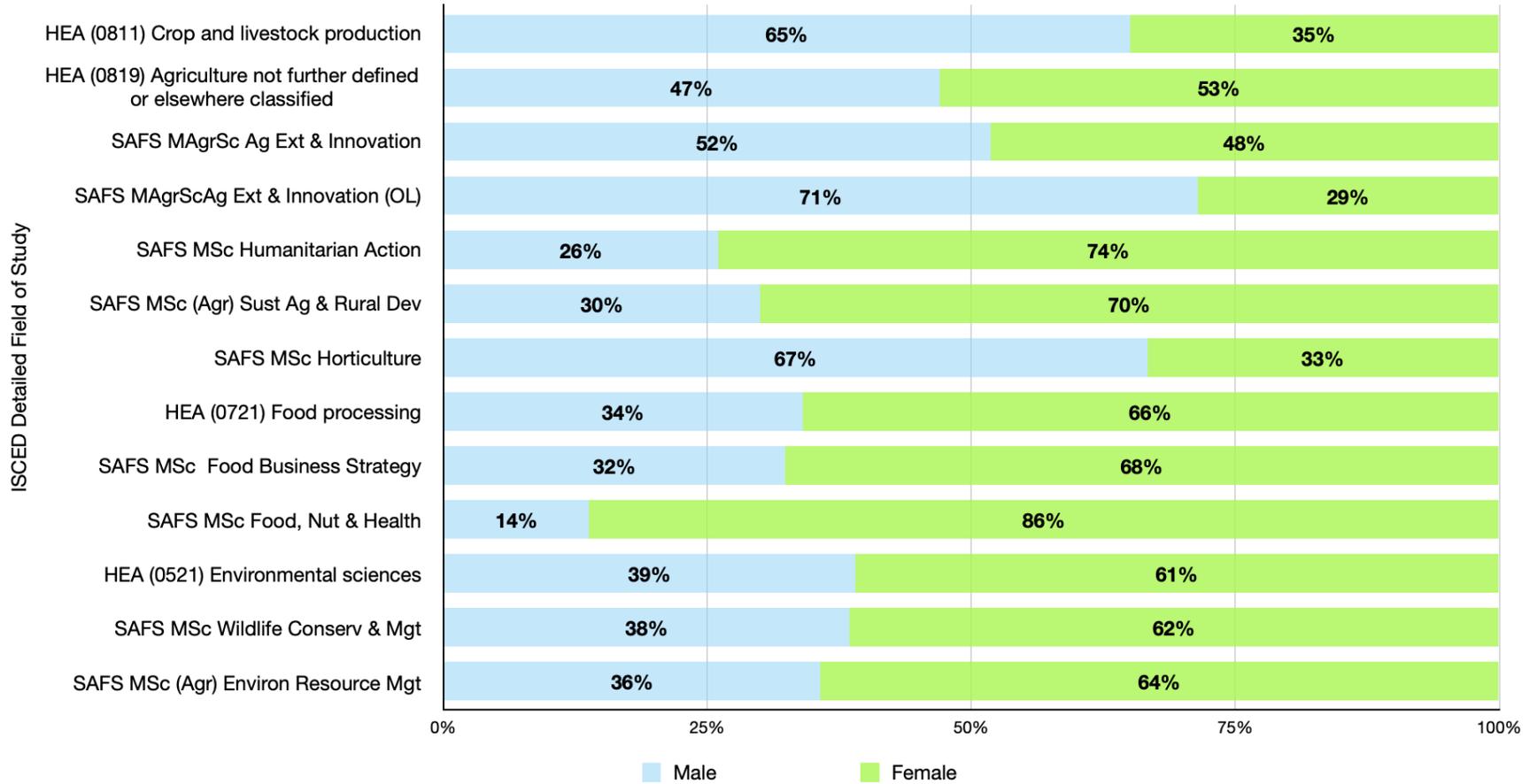


Figure 16. Benchmark Postgraduate Degree enrolment data by gender and discipline. #Data source UCD & HEA. *Note UCD Excluded from HEA figures).

2.1c.(ii) *Postgraduate student Degree Attainment*

There were more female postgraduate students (>60%) across the three years of data analysed (Table 8). On average female postgraduate students outperformed their male counterparts (~50% of female students attained a H1 compared to 27% of male students). However, male performance improved each year.

Table 8. Number of Taught Postgraduate Students by gender and degree attainment and distribution of degree grades within female (F%) and male (M%) student cohorts 2018-2021

Degree attainment	2018/19				2019/20				2020/21			
	F	M	%F	%M	F	M	%F	%M	F	M	%F	%M
H1	43	11	48.9	20	41	14	47.1	24.6	66	28	52	36.8
H2.1	40	35	45.5	63.6	39	34	44.8	59.7	60	42	47.2	55.3
H2.2	3	9	3.4	16.4	6	9	7	15.8	1	6	0.8	8
Pass	2	0	2.3	0	1	0	1.1	0	0	0	0	0
TOTAL			100	100			100	100			100	100
	88	55	61.5	38.5	87	57	60.4	39.6	127	76	62.6	37.4

#Data Source: UCD Gender Analytics Dashboard.

* %F and %M values reflect the % of total F enrolled (or % of total M enrolled) that attain a particular grade. Thus, for each year, the proportions in each gender column add to 100%.

Benchmarking SAFS 2021/22 data against the HEA data (Figure 17), the trends for female and male grade attainment are very similar, but grade attainment (H1 and H2.1) by both genders is higher in SAFS.

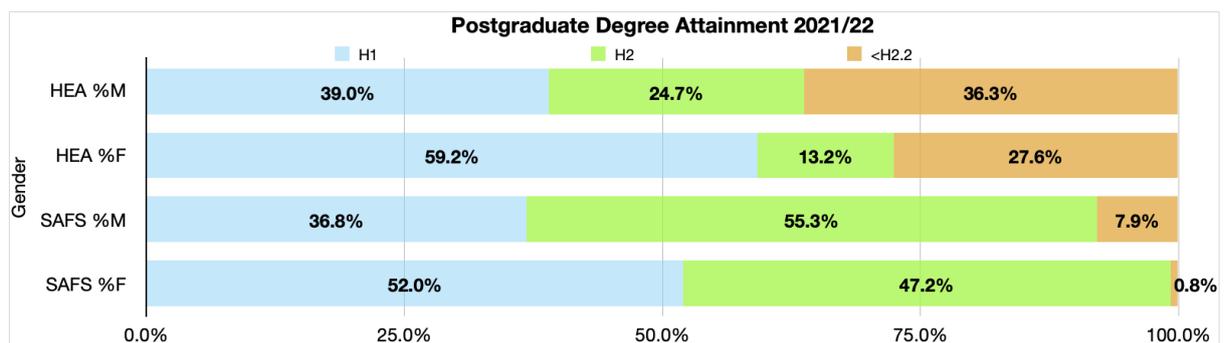


Figure 17. Benchmark Postgraduate Degree Attainment (Data source HEA). Note UCD Excluded from HEA figures)

2.1d Analyse three years of data on postgraduate research students by:

2.1d.(i) Gender and enrolment

Enrolment is balanced across all disciplines except for Food Science and Nutrition, but there is a trend towards increased %male participation (see Table 9), likely due to gender-targeted marketing imagery adopted since 2019.

Table 9. Postgraduate research student enrolment by subject discipline and gender

Areas of Study	2019/20				2020/21				2021/22			
	F	M	Total	%F	F	M	Total	%F	F	M	Total	%F
Agri-Business & Rural Development	22	24	46	48	18	21	39	46	19	22	41	46
Animal & Crop Sciences	26	28	54	48	31	34	65	48	33	36	69	48
Environment & Sustainable Resource Management	14	13	27	52	20	20	40	50	21	17	38	55
Food Science & Nutrition	26	6	32	81	33	9	42	79	29	12	41	71
TOTAL ENROLMENT	88	71	159	55	102	84	186	45	102	87	189	46

2.1d.(ii) Gender and application, offer, and enrolment, with comment on how this data is collected and evaluated by the department, and on any gender disparities in student funding;

In 2020, the SAFS developed a plan to capture postgraduate research student recruitment data [BrAP12]. On registration of a student to a postgraduate research degree programme, the recruiting/supervising academic must provide information on the number, gender, age and nationality of applicants for posts. Data collection commenced in May 2021, so complete data is only available for 2021/2022, an overview of the data collected is presented in Table 10. In 2021/22 although the % female applications was lower than males, 17.6% of female applicants were offered a position compared to 6% of males and more females were enrolled than males.

Table 10. Two years of data on postgraduate research students by gender, application and enrolment

Status	2020/21				2021/22			
	F	M	Total	%F	F	M	Total	%F
Applicants	6	4	10	60	91	186	277	33
Offer	0	1	1	0	16	11	27	59
Enrolment	0	1	1	0	17	10	27	63

#Data source: SAFS School Office

Graduate students are funded through National and European grant awards; except for EU Marie Skłodowska-Curie Doctoral students, they receive a standard stipend rate.

2.1d.(iii) *Gender and completion rates.*

Across the three years of data analysed in Table 11, 50% of Masters and 60% of Doctorate graduates were female.

Table 11. Postgraduate research student degree award data by gender

Degree awarded	2018/19			2019/20			2020/21		
	F	M	%F	F	M	%F	F	M	% F
Masters	14	13	52	5	10	33.3	15	8	65
Doctorate	15	11	58	16	12	57	16	7	70
Total	29	24	55	21	22	49	31	15	67

#Data source: SAFS Programme Office

Progress and Impact Table 4		
	Issue Identified	Postgraduate Data unavailable centrally.
	SAFS Bronze GEAP Plan 2018-2022	BrAP12: Collect data on research PG recruitment. BrAP13: Monitor trends in PhD registration and Completion
	Outputs/Progress	A mechanism to capture Postgraduate Research Student recruitment data was implemented in 2021
	Outcomes and Impact	PG Recruitment dataset for 21/22 is complete. Although there were proportionally less female applicants, females were more successful in terms of offers and enrolment. Completion data collection is in progress and will continue

Silver Action Plan Box 4

SrAP8. Continue to embed SAFS EDI and Athena Swan commitments in postgraduate recruitment

- a.** Athena Swan logo and UCD EDI statement must be included in PhD role descriptors/grants.
- b.** Continue to address gender underrepresentation in Food, Nutrition & Health

Target: increase proportion of male students by 5%

- c.** Continue to collect and monitor PhD registration and completion data by gender.

Target: Complete four-year dataset by 2026 for Athena Swan Gold self-assessment.

2.1e. Comment and reflect on the relationship (if any) between the department's outreach, engagement, and support activities and issues or opportunities in the student pipeline. This should include comment on how the department recognises staff and student contributions to these activities and monitors the gender balance of those involved.

The full-time SAFS Marketing Manager (M) and Communications, Marketing & Student Recruitment Officer (F), are responsible for marketing and outreach activities. Annual events for student recruitment are listed below (Table 12). The breadth of research and scholarship within SAFS is promoted across multi-media platforms and highlighted in the School's quarterly e-Zine; the activities are monitored to ensure balanced gender, grade and discipline representation. Staff contribution to these events is captured in the annual self-reported workload review.

Table 12. List and available gender breakdown of SAFS outreach engagement with second level students in 2022

Event Name	Date	Audience (%F)	Volunteers		
			F	M	%F
Farm Walk and Talk at UCD Lyons Farm	Mar-22	>350 Agricultural Science students from 12 Secondary School & industry representatives	SAFS staff conducting research at Lyons Farm		
			4	5	44%
Experience UCD Agriculture, Food Science and Human Nutrition	Apr-22	36 6th year students interested in studying at SAFS (61%)	2	2	50%
UCD School of Agriculture and Food Science Summer School	Jun-22	99 5th year Secondary School students	Academic F=6 M=2 Admin/Tech F=2 M=3 PostDoc F=4 M= 1		
			12	6	66.6%
Irish Times Higher Options Careers Fair National education expo for education	Sep-22	>25,000 Second level students (TY, 5th & 6th years), Dublin.	Academic & Professional		
			14	12	54%
National Ploughing Championships Europe's largest 3-day outdoor Agricultural event	Sep-22	>277,000 members of the public/ industry stakeholders	Academic - 12 F / 15 M Professional - 5 F / 3 M Research - 9 F / 2 M Post Grad - 1 F Under Grad - 2 F / 2 M		
			29	22	57%
SAFS Kilkenny Undergraduate Information Evening	Nov-22	39 Secondary School students (41%)	Academic - 1M Professional - 2M Graduates - 1 F / 1M		
			1	4	25%

#Data source: SAFS Programme Office.



Figure 18. Photo composite of Secondary School Agricultural Science with SAFS Staff and Student Ambassadors during the Farm Walk and Talk at UCD Lyons Farm in March 2022.

Table 13. List and available gender breakdown of SAFS research & scholarship showcasing events

Event Name	Date	Audience (%F)	Organisers/Participants		
			F	M	%F
UCD Agriculture, Food Science and Human Nutrition Careers Fair https://www.ucd.ie/agfood/newsandevents/news/recentnews2022/careersday2022/	Feb-22	50 prospective employers 360 Final-year SAFS students Agribusiness leaders Minister for Agriculture, Food & the Marine	Keynote address: SAFS Assistant Professor & CEO National Dairy Council Dr Zoe Kavanagh (F)		
Ceres Network http://ceresnet.ie	N/A	Irish women in agri-business leadership network	4		100%
Dairy Women Ireland @DairyWomenIre / Twitter	N/A	Irish females active in the dairy industry	2		100%
SAFS Biennial Research Symposium https://www.ucd.ie/agfood/newsandevents/upcomingevents/achievingouragriculturalclimatetargetssymposium/	Dec-22	> 180 participants	Academic / Professional / Industry		
			3		100%
SAFS Alumni Gallery https://youtu.be/7GQzndVceV4k	Ongoing	A promotional video showcasing 13 School alumni	7	6	(54%)

Agri-Food Matters Podcast https://www.ucd.ie/agfood/research/agrifoodmatterspodcastseries/	Ongoing	Podcasts showcasing SAFS academic research & scholarship activity	Academic: F = 14 M= 12 Admin: F=2 M=2		
			16	14	53.3%

#Data source: SAFS Programme Office.

Progress and Impact Table 5		
	Issue Identified	Outreach to address gender imbalances identified in subdisciplines. The presence of more women in outreach events and promotional material may encourage more female students to join under-represented sub-disciplines.
	SAFS Bronze GEAP Plan 2018-2022	AP41 Gender balance among speakers at SAFS events AP42 Pioneering women in Agriculture
	Outputs/ Progress	AP41: The SAFS Research Innovation and Impact Committee ensured a gender balanced speaker list for the Annual School Seminar Series AP42: Celebrated women in Irish Agriculture in a dedicated research seminar
	Outcomes and Impact	<p>AP41: There were 37 seminars delivered in 3 annual Seminar Series between 2019 - 2022, 43% of seminars were by female scientists.</p> <p>AP42 & AP36: Research Seminar: Women in Irish Agricultural History 16th December 2020 Registered – 66. Attended Live – 44. Online views to date: 149</p> <p>The Marketing Manager and Communications, Marketing & Student Recruitment Officer collate gender balanced rotas for staff and student volunteers at the following annual activities:</p> <ul style="list-style-type: none"> • Panel Discussion/Information Evenings in Cork, Kilkenny, Dublin • UCD Open Day • Higher Options Event • UCD SAFS Summer School • SAFS stand at the National Ploughing Championships • UCD Lyons Farm Walk and Talk for Secondary School students • SAFS Instalive events (Instagram streaming)

Silver Action Plan Box 5

SrAP9. SAFS will continue to monitor and promote gender balance in all School outreach and dissemination activities

Target: Complete 4-year dataset by 2026 showing gender balanced speakers at all SAFS dissemination activities and sub-discipline gender targeted representation at SAFS outreach events

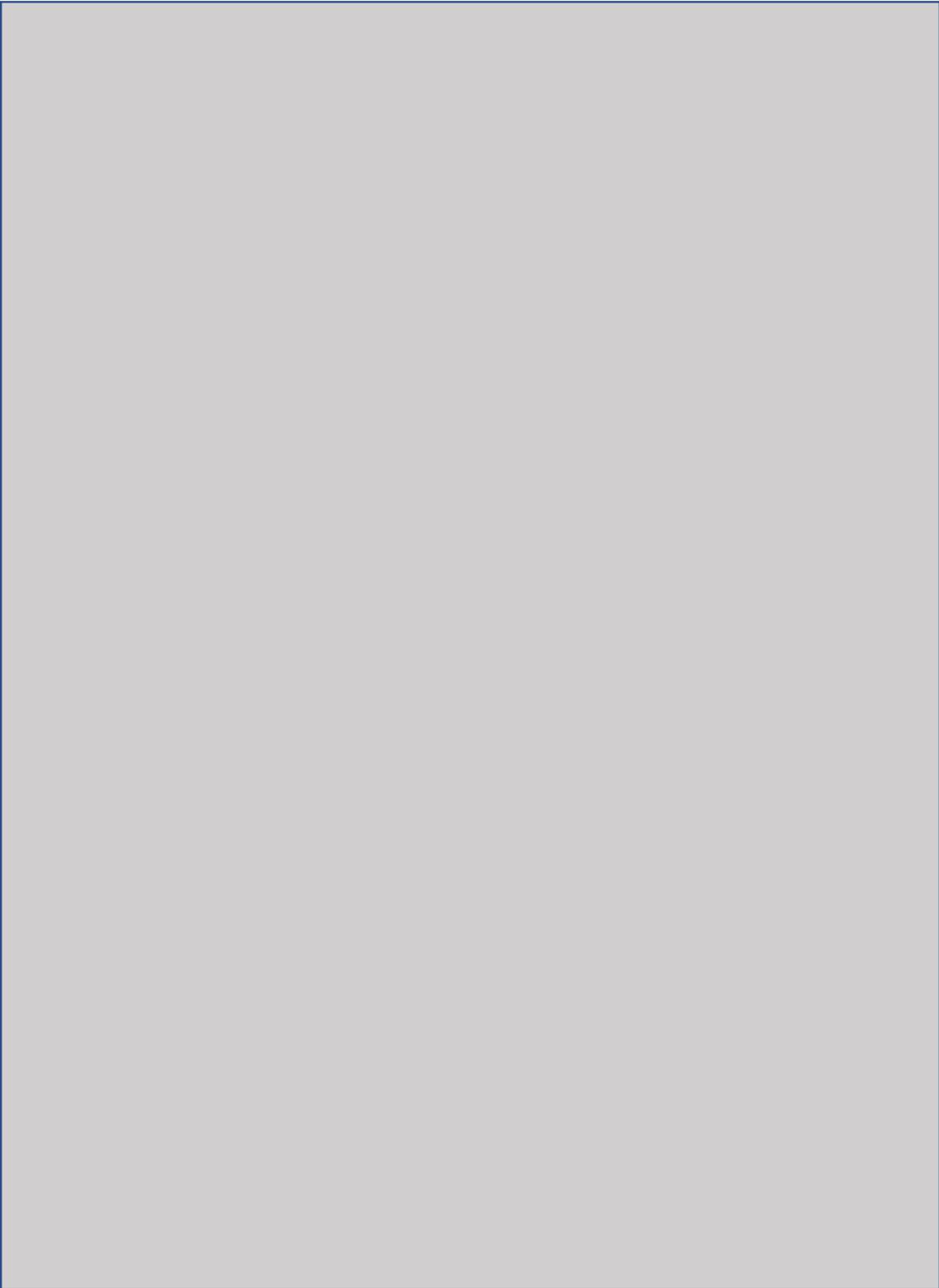


Figure 19. Montage of outreach activities and social media campaigns highlighting the successes of SAFS female academics

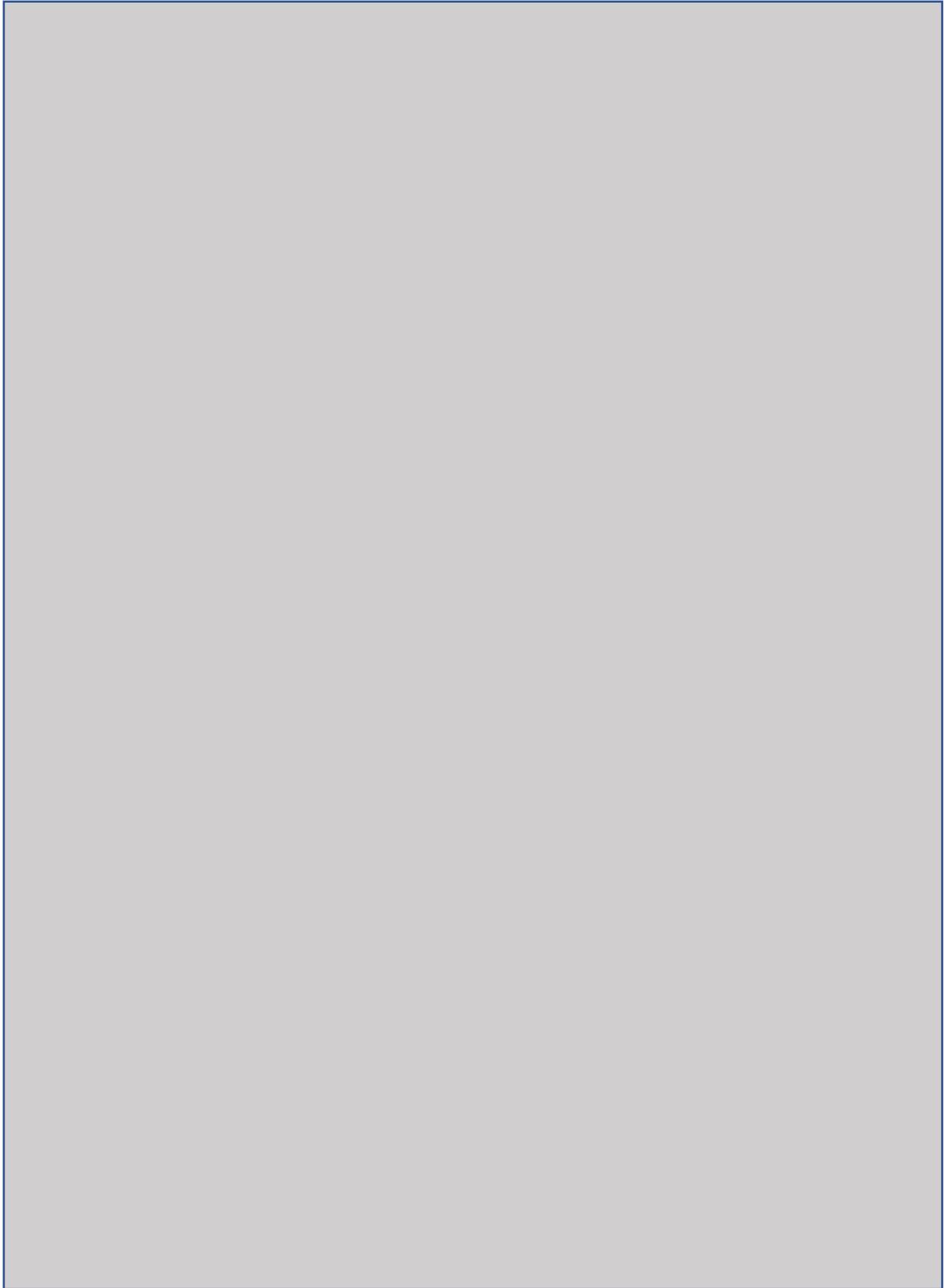


Figure 20. Montage of photos of SAFS staff and student participation in social and promotional events

2.1f. Provide data for academic and research staff by gender and grade. Analyse and benchmark the career pipeline

Table 14. Total number of Academic & Research Staff by gender and grade 2019-2022

Grade	Mar-19			Mar-20			Mar-21			Mar-22		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F
ACADEMIC												
Full Professor	2	6	25	2	7	22.2	2	7	22.2	2	6	25
Professor	1	7	12.5	2	7	22.2	3	7	30	4	7	36.4
Associate Professor	5	9	35.7	4	9	30.8	1	8	11.1	5	8	38.5
Assistant Professor (Above the Bar)	27	14	72.5	28	14	66.6	28	16	63.6	27	18	60
Assistant Professor (Below the Bar)		1			1		Recruitment discontinued					
Total Academic	35	37	48.6	36	38	48.6	34	38	47.2	38	39	49.3
RESEARCH OR TEACHING ONLY												
Researcher	21	16	56.7	21	13	61.8	21	12	63.6	23	14	62.2
Teaching										0.5		100

#Data source: School Office and UCD HR.

Benchmarking the SAFS Academic Staff profile in Table 14 against the most recent available HEA Irish University STEMM data (2020) (Figure 21, below), SAFS has a better gender balance in all years.

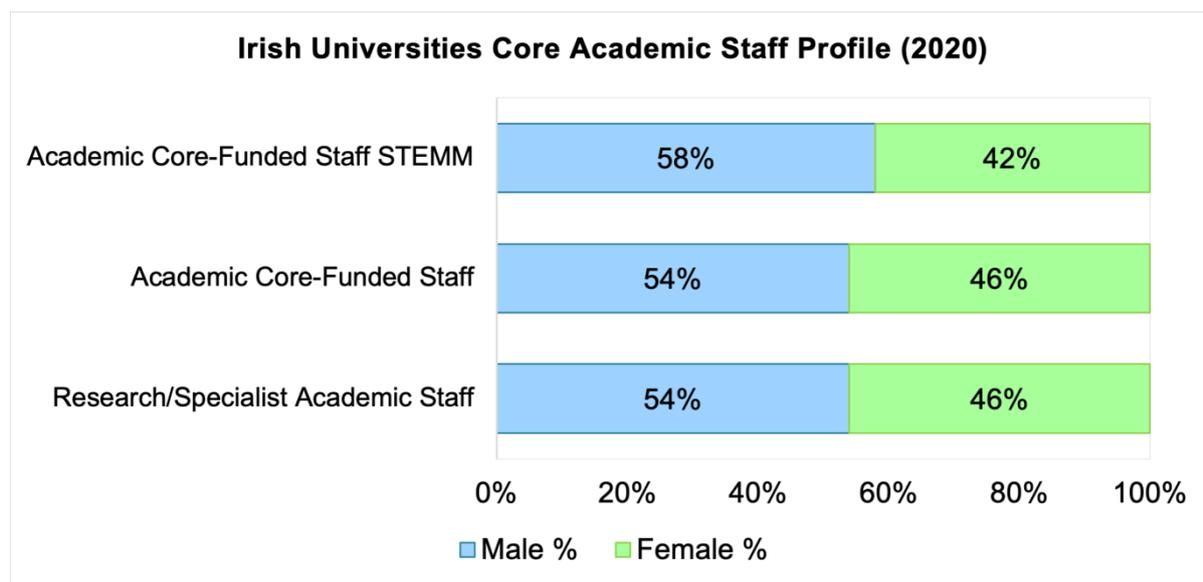


Figure 21. Irish Universities Academic Staff by gender and role. HEA Benchmark 2020. Data source: <https://hea.ie/assets/uploads/2019/07/Higher-Education-Institutional-Staff-Profiles-by-Gender-2021.pdf>.

Comparing staff data in Table 14 for years 2020-2022 against 2019, it is clear that during the implementation of the ASBr AP, the proportion of female staff at non-professorial grades declined and the proportion of female Professors increased [BrAP14]. The proportion of female Full Professors (FP) remained static at 25%, but the %F in a position to apply for FP is now 3 times higher than it was in 2019 (Figure 22).

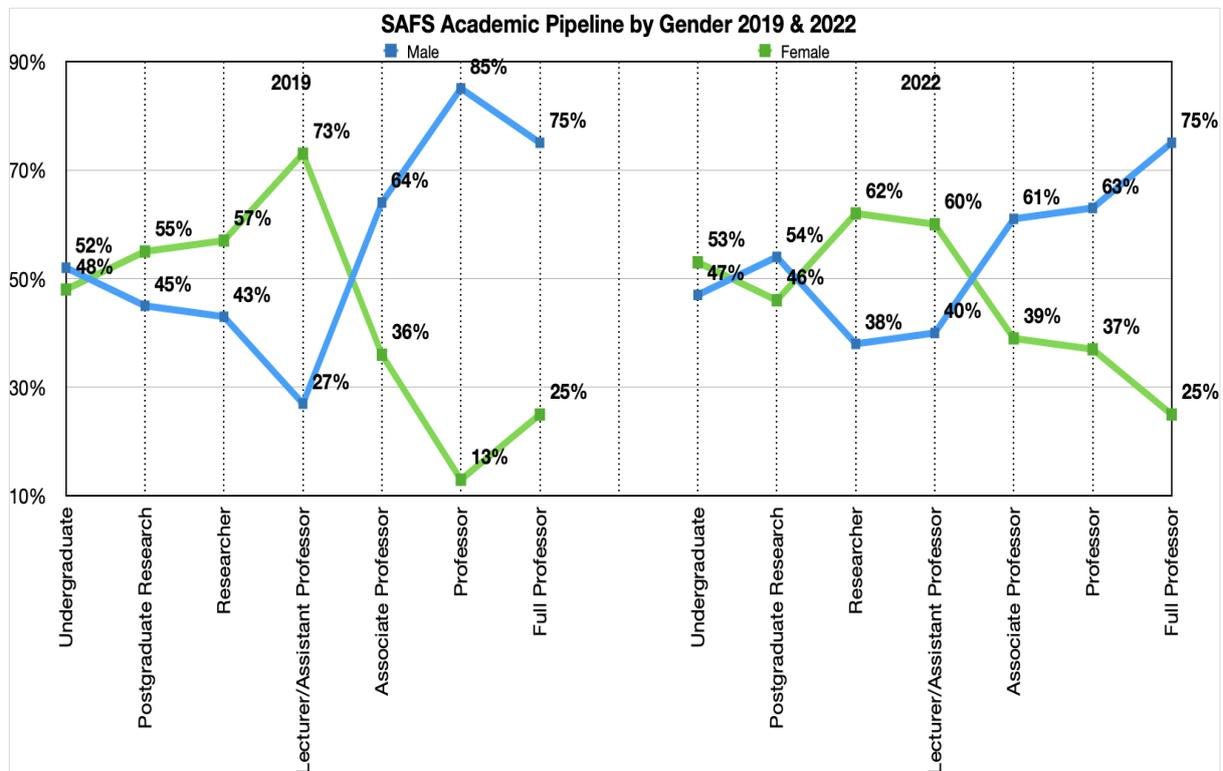


Figure 22. Comparison of academic staff pipeline in March 2019 versus March 2022

Our data are in line with the overall profile for Irish Universities (Figure 23), and planned actions are expected to impact at this grade during the next self-assessment period.

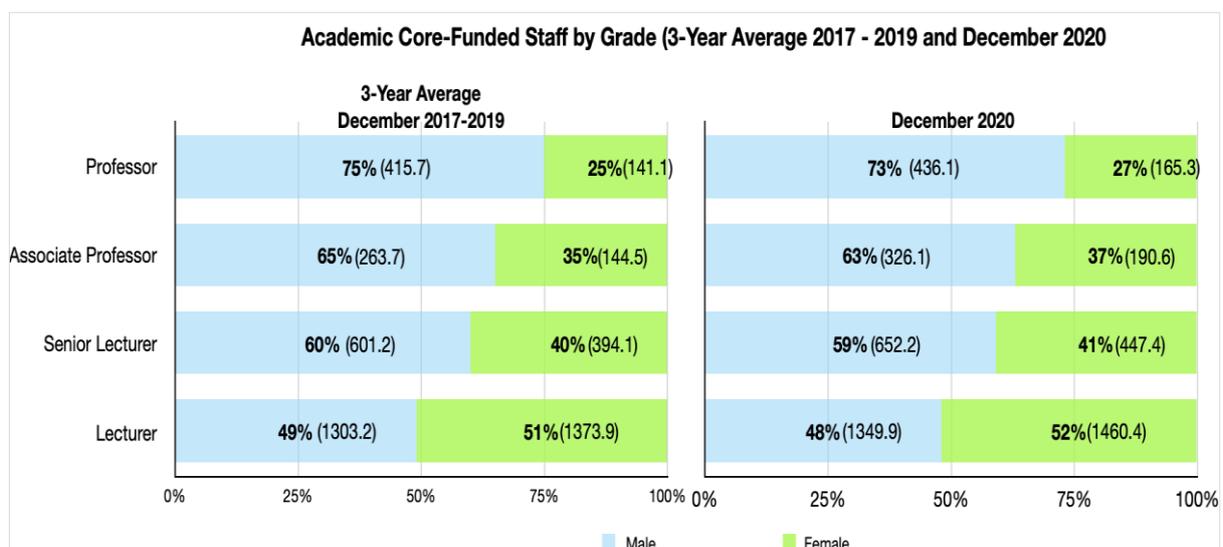


Figure 23. Irish Universities Academic Staff by gender and grade HEA Benchmark data 2017-2020. Data source: <https://hea.ie/assets/uploads/2019/07/Higher-Education-Institutional-Staff-Profiles-by-Gender-2021.pdf>.

2.1g Provide data for professional, managerial and support staff by gender and grade. Analyse representation, benchmarking where possible.

Table 15. Total number of Professional, Managerial & Support Staff by gender (and %F) and category of post 2019-2022

Role	Mar-19			Mar-20			Mar-21			Mar-22		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F
Academic	14	3	82.4	17	3	85	16	3	84.2	16	3	84.2
Administrative / Professional	1	0	100	1	0	100	1	0	100	1	0	100
Technical	6	11	35.3	6	12	33.3	9	11	45	9	9	50
Research Support	9	7	56.2	18	8	69.2	13	12	52	13	14	48.1
Other Support	0	1	0									
Total PMSS	30	22	57.7	42	23	64.6	39	26	60	39	26	60

#Data source: School Office and UCD HR.

Benchmarking the data in Table 15 against the HEA University Staff statistical data shown in Figure 24, the proportion of female Administrative / Professional Support Staff in SAFS is much higher. In contrast, the average gender profile of Research Support Staff for the past 4 years is more balanced in SAFS compared to the Benchmark data. The profile of Technical Support Staff increased from 33% F in 2019 to an equal representation in 2022.

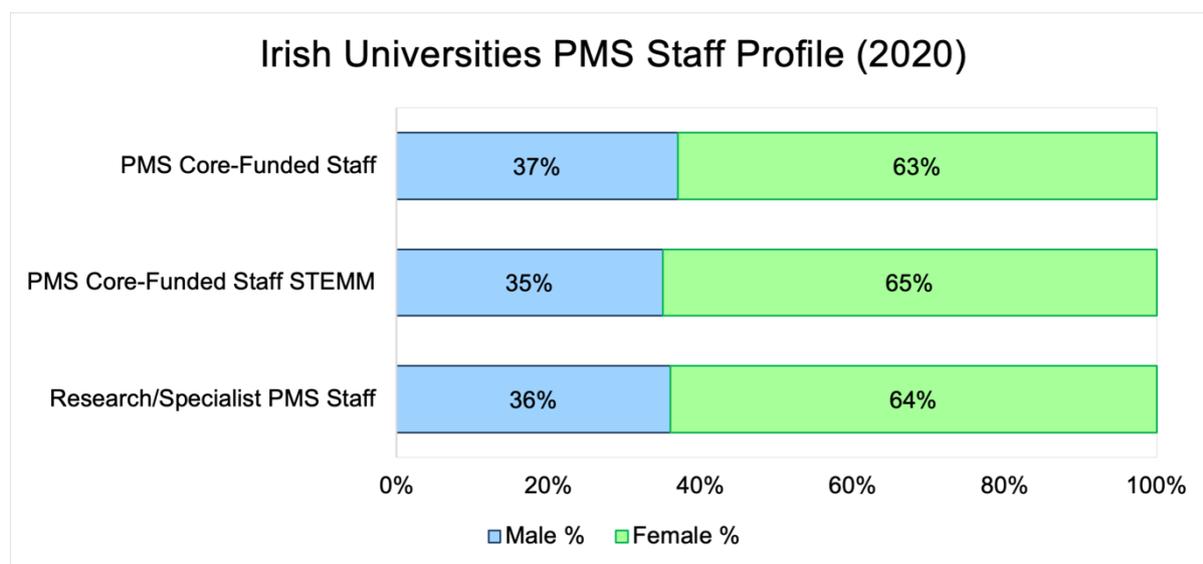


Figure 24. Irish Universities Professional, Management & Support (PMS) Staff by gender and role. HEA Benchmark data 2020. Data source: <https://hea.ie/assets/uploads/2019/07/Higher-Education-Institutional-Staff-Profiles-by-Gender-2021.pdf>.

2.1h(i) *Whether or not numbers of fixed-term/hourly-paid contracts are representative of a typical year.*

An overview of the number and gender of staff on temporary contracts during the past three years is presented in Table 16. All Researcher (postdoctoral positions) contracts are fixed-term because they are funded by time-bound research grants. Within the PMS category 26 of the 32 staff on fixed term contracts are funded by time-bound research grants.

Table 16. Number and Category of fixed term contract staff in the School

Category	Contract Type	Mar-20			Mar-21			Mar-22		
		F	M	% F	F	M	% F	F	M	% F
Academic	Fixed Term	8	9	47	8	8	50	11	9	55
Researcher	Fixed Term	21	13	61.8	21	12	63.6	23	14	62.2
Professional, Managerial & Support Staff	Fixed Term	20	9	70	17	14	54.8	17	15	53.1
Professional, Managerial & Support Staff	Contracts of Indefinite Duration	1	2	66.6	1	2	66.6	1	2	66.6

#Data source: School Office and UCD HR.

2.1h(ii) *Rationale for the use of short-term contracts*

Staff in the School employed on fixed term contracts with an end date and without permanent (until retirement age) contracts, are employed in a variety of roles for a range of reasons:

I. Academic staff

The breakdown of the 20 academics on contracts in the School is as follows:

a. Ad Astra Scholars (n=5): Academics recruited under the University Ad Astra Fellowship Scheme are appointed on 5-year contracts. The intention is that they will be re-appointed to permanent positions following successful completion of a review at the end of their AD Astra term. The Ad Astra Fellowship scheme is part of the University's plan to increase faculty numbers by 500 over five years, a key enabler of the UCD Strategy 2020-2024, titled 'Rising to the Future'.

b. New Academics (n=6): Academics recruited to academic posts within the School can be recruited to permanent or 3-5 year temporary contracts as determined by the Board of Assessors following the recruitment process.

c. Maternity Leave Cover (n=2): Academics are recruited to cover maternity leave for academics within the School. These contracts are specified purpose and for the duration of the maternity leave, typically 9 - 12 months.

d. Post Retirement Contracts (n=2): Academic staff who have retired may request a post-retirement contract, covering a maximum of 20% of their time, and continue to work in the School. These contracts are normally used to allow academics to complete research

projects or graduate student supervision or to provide teaching cover until a suitable replacement is recruited.

e. Guangzhou Dublin International College of Life Sc & Technology (GDIC) (n=5): SAFS has a five year agreement with South China Agricultural University to provide academic staff to deliver teaching across a number of programmes. Academic staff are appointed on fixed term contracts for the delivery of these programmes.

II. Research staff

All research funded staff (n=64) are recruited on fixed term contracts (largely postdoctoral fellows, research assistants and project managers). These positions are typically funded from research grants and the duration of the contracts is linked to the duration of the research funding.

III. Technical/Academic Administrative Staff

Currently there are 6 technical/academic administrative contract posts in SAFS. There has been a high level of staff retirement and replacement in recent years. Moreover, it has become increasingly common for technical officers to be recruited directly after completion of a PhD or a contract research position; their appointment to fixed term contracts reflects their lack of the requisite skills for a permanent position, but provides an opportunity to develop these skills, such as laboratory management/supervision, during the period of their fixed term contracts.

2.1h(iii) *The extent to which hourly-paid staff contribute to the teaching of core modules and/or services.*

The number and gender of hourly paid staff is further detailed in Table 17. Contract researchers and PhD students are involved in our education programmes in two ways. Firstly, some may give guest lectures in their area of expertise with any individual contributing 1 to 4 hours of teaching in a module. Secondly, they participate as tutors and demonstrators to support laboratory and practical elements of teaching. PhD students who contribute to teaching receive additional remuneration for their hours worked.

Table 17. Number and Category of fixed term contract staff in the School

Category	Mar-19			Mar-20				Mar-21				Mar-22			
	F	M	% F	F	M	ND	% F	F	M	ND	% F	F	M	ND	% F
Academic	9	24	27	8	15		35	14	16		46.6	8	11		42
Researcher	8	4	75	3	3		50	4	3		57	11	4		73
Professional, Managerial & Support Staff	69	29	70	66	23	1	73	58	27	2	66.6	55	21	1	71
Casual	13	7	65	13	3		81	12	10		54.5	11	6		65
Demonstrator	5	1	83.3	8	2		80	13	9		62	17	6		74
Invigilator		1	100				-	1			100	1			100
Post Grad Demonstrator	36	16	69	30	13		70	20	5	1	77	12	3	1	75
Project Co-Ordinator			-				-				-		1		0
Research Assistant	1		100	1			100	1			100	1	1		50
Tutor	19	6	76	17	6	1	71	19	6	1	73	18	4		81

#Data source: School Office & UCD HR

2.2. Embedding policy, practice and supports to advance academic and research careers

2.2a Reflecting on recruitment practices in the department, answer the following:

Recruitment to academic and research posts in the department adheres to institutional policy on recruitment, which includes gender-balanced panels and training for assessors	Yes	No
	X	<input type="checkbox"/>

2.2b Provide three years of data on application, shortlist, and appointment rates for recruitment by gender and grade. Where data suggests opportunity for improvement, comment and reflect. Include any other relevant information relating to recruitment processes and practice for academic and research posts in the department.

The practice of advertising “Below the bar” positions was discontinued by the School in 2018 (see Table 18). This strategy creates greater gender equity by ensuring that all applicants are applying on the same scale for the role. All recruitment advertisements declare the School’s Athena Swan Bronze award and UCD’s EDI commitments. The impact of the implementation of UCD level recruitment EDI good practice is evidenced by a >100% increase in female applicants for Assistant Professor posts [BrAP17]. Moreover, female applicants were more successful than their male counterparts (see Table 17 above and Figure 25 below).

Table 18. Academic and Research Staff recruitment data by year, grade and gender

Year	Category	Applicants			Shortlisted			Offered			Accepted		
		F	M	%F	F	M	%F	F	M	%F	F	M	%F
2018	Lecturer/Assistant Professor Above the Bar	10	38	20.8	3	10	23.1	1	1	50	1	1	50
	Lecturer/Assistant Professor Below the Bar	2	10	66.7	0	0	0	0	0	0	0	0	0
	Researcher	31	52	37.3	8	6	57.1	5	2	71.4	5	2	71.4
2019	Lecturer/Assistant Professor Above the Bar	17	19	47.2	6	7	46.2	3	2	60	3	2	60
	Researcher	27	51	34.6	10	7	58.8	5	3	62.5	4	2	66.7
2020	Lecturer/Assistant Professor Above the Bar	38	32	54.3	8	2	80	4	0	100	4	0	100
	Researcher	88	116	43.1	14	15	48.3	6	5	54.5	6	5	54.5
2021	Lecturer/Assistant Professor Above the Bar	89	113	44.1	15	15	50	7	6	53.8	7	6	53.8
	Researcher	69	53	56.6	15	8	65.2	4	1	80	4	1	80

#Data source: UCD EDI Gender Analytics Dashboard.

The SAFS BrAP15 “Establish Search Champions” was formulated in 2017/2018 to address the underrepresentation of females at professorial levels. All posts are advertised at Early Career level, therefore, SAFS EDIC agreed that the HEA funded Senior Academic Leadership Initiative (SALI) and the UCD Central Pool Academic Appointments Reactive Mode would provide an immediate opportunity to achieve a better gender balance at professorial level. Applications were submitted to SALI calls in 2019 and 2020, to appoint a female Full Professor in Soil Science but were unsuccessful. A candidate was identified to apply for the UCD Reactive mode in 2022 and negotiations are currently ongoing.

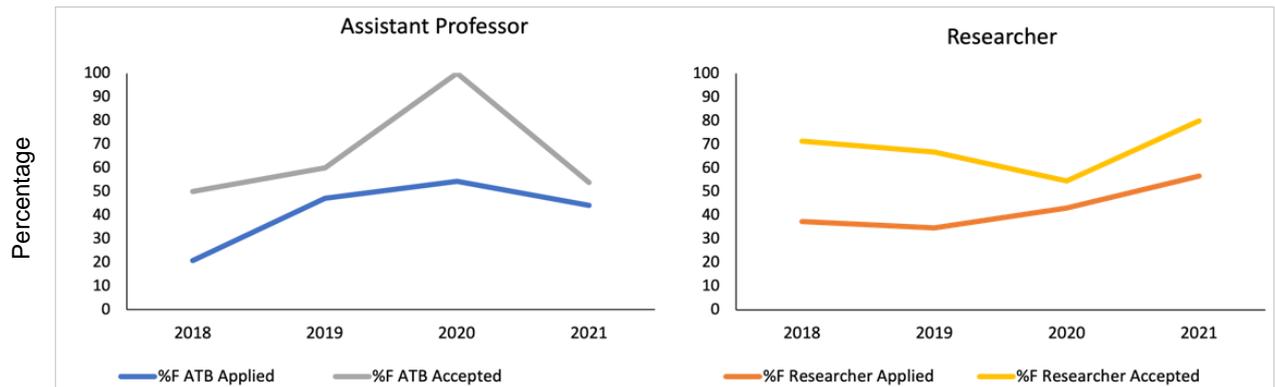


Figure 25. Line graph of Female recruitment data for Assistant Professor above the bar (ATB) and Researcher Posts in the School since 2018

Progress and Impact Table 6		
	Issue Identified	Imbalance of genders recruited to academic and researcher posts.
	SAFS Bronze GEAP Plan 2018-2022 In addition to AP8&9)	AP16: Search committee for SALI Call established AP17: Monitor impact of UCD new recruitment initiatives
	Outputs/Progress	AP16: Potential SALI Candidates identified by Search Champions, but applications unsuccessful (2019 & 2020). Negotiations are ongoing with a Female academic who applied for a UCD Senior Reactive mode Full Professorship in SAFS. AP17: UCD level recruitment EDI good practice implemented
	Outcomes and Impact	AP17: Number of female applicants increased from ~21% in 2018 to 47% in 2019. The numbers and proportions of female applicants remain in line with 2019 values.

Silver Action Plan Box 6

SrAP10. Search Champions will continue to target UCD Central Pool Academic Appointment modes and identify female candidates to apply for the Senior 'Reactive' and 'Strategic' modes to target female full professor grade.

Target: Given this recruitment opportunity is available to Schools on a biennial or triennial basis, the target will be one Full Professor female academic appointment by 2026.

2.2c Reflecting on academic promotion in your institution, answer the following:

Academic promotion processes, including eligibility criteria, are managed centrally by the institution	Yes X	No <input type="checkbox"/>	N/A <input type="checkbox"/>
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If you answered 'no', please comment on the department's role in academic promotions processes. If you answered 'not applicable', as prescribed promotion pathways are not in place in your institution, provide comment and reflection on alternative routes for academic career progression.

The Academic promotion process involves both local and central management (see Figure 26). The Candidate is encouraged and supported throughout the process by their HOS, Section Head and colleagues at higher grades who act as mentors. In addition, training workshops are provided by UCD; institutional and School -led supports are detailed in the following sub-sections.

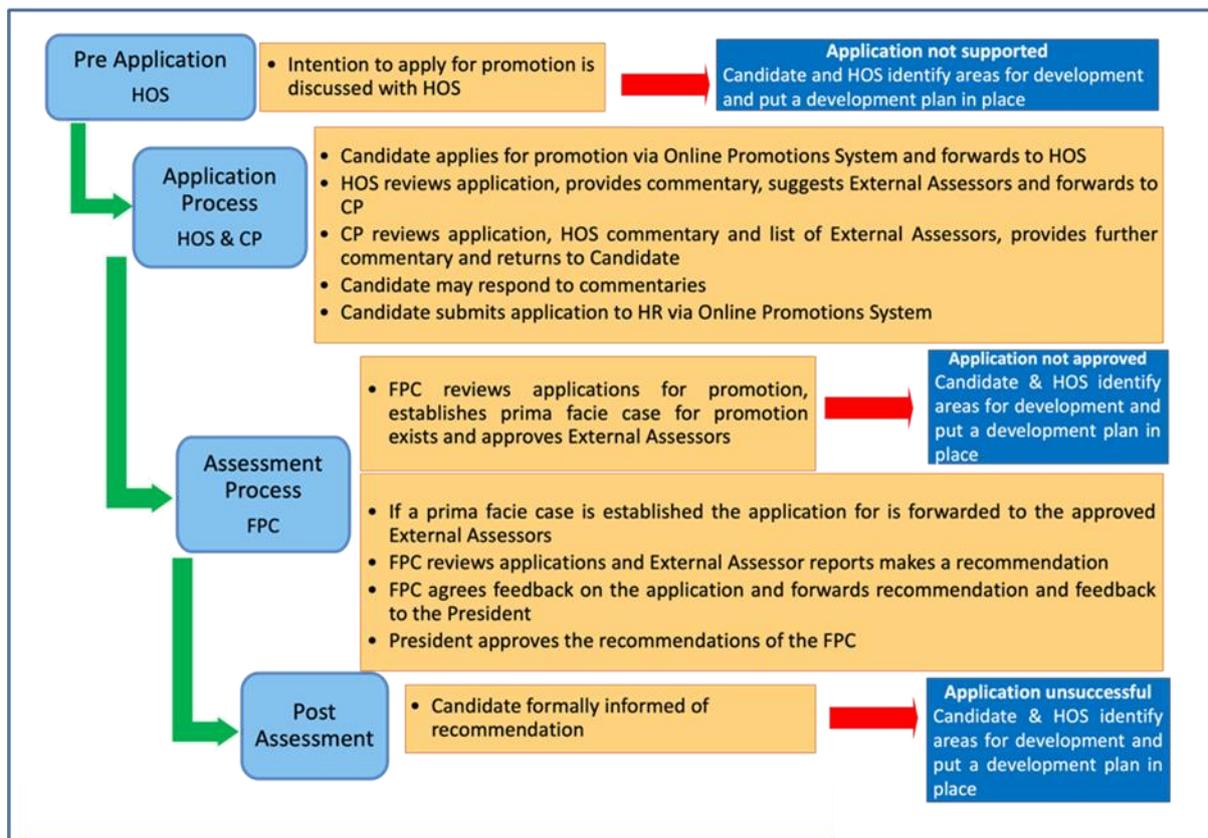


Figure 26. Flow diagram showing UCD Promotions Application Process. Abbreviations: HOS: Head of School; CP: College Principal; FPC: Faculty Promotions Committee.

2.2d Provide three years of data on application and success rates for promotion by gender and grade and present results from staff consultation by gender. Where data suggests opportunity for improvement, comment and reflect.

The integrated promotion application pathway is working well; in the three years 2019-2021, 8 female and 3 male staff members have applied for promotion, of which, only 1 female and 1 male were unsuccessful (see Table 19, below).

There were no female applications for promotion to Full Professor during this 3-year period, however, 3 females successfully applied for promotion to Professor, thus there are now 4 female staff at professorial level, compared to only 1 in 2018.

A targeted action [SrAP14] will be developed to encourage and support these women to successfully apply for promotion to Full Professor in 2023-2027.

Table 19. Success of Academic Staff Applications for Promotion by Gender and Grade

Year	Academic Grade	Applied		Promoted		Success Rate (%F)
		F	M	F	M	
2019	Lecturer / Assistant Professor to Associate Professor	1	0	0	0	0
	Associate Professor to Professor	1	1	1	1	100
	Professor to Full Professor	0	1	0	1	-
2020	Lecturer / Assistant Professor to Associate Professor	2	0	2	0	100
	Associate Professor to Professor	1	0	1	0	100
	Professor to Full Professor	0	1	0	0	-
2021	Lecturer / Assistant Professor to Associate Professor	2	0	2	0	100
	Associate Professor to Professor	1	0	1	0	100

*Data source: UCD Gender Analytics Dashboard.

2.2e Reflecting on opportunities for staff development reviews, answer the following:

The institution operates a development review process, or equivalent, for academic and research staff	Yes X	No <input type="checkbox"/>
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If you answered 'yes', comment and reflect on the implementation of this institution-level process in the department. This should include:

2.2e.(i) Data on uptake by gender

Mandatory participation in Performance for Growth (P4G), ensures that all staff, irrespective of gender, have at least one annual conversation about their career development with their line manager, HOS or a reviewer nominated by the HOS.

A total of 66 academic staff members (90%), completed their P4G reviews in 2022. Due to extenuating circumstances, 10% remain outstanding.

2.2e.(ii) Results from staff consultation presented by gender

The responses shown in Table 20 below, suggest some gender disparity with regard to perception of available support for career development. Further analysis at the dedicated focus group findings indicate:

- Attention of new hires is on settling in, not promotion
- P4G Reviewer and Reviewee training insufficient. Should be clear to Reviewers as to their role supporting promotion pathways [SrAP11].
- Early Career Staff would welcome provision of promotion application support either by individuals or a peer panel at School level [SrAP11].
- Informal routes were highlighted as very important ways of supporting promotion and a further positive impact from wider networking opportunities facilitated within the School [SrAP13].

Table 20. Survey responses of academic staff to career development questions

Survey Question	Response	% Female	% Male
I have a clear sense of my career pathway and what I need to achieve should I wish to progress to the next grade	Strongly Agree & Agree	67.7	92.3
Early career employees are well supported in my School		38.7	52
I found the career development conversation useful		65.5	60.9
I receive encouragement from my School to apply for promotion at UCD.		48.1	65.2
Opportunities for promotion are clearly communicated in my School.	Yes	61.5	82.6
I understand the promotions process at UCD		72	87

The School launched an Induction process for all new academic and PMS staff [BrAP18], in 2019. New appointees meet with their line manager and work through a list of processes and information key to their new roles. Beginning on day of arrival, new staff check off the key processes/information they've familiarised themselves with over the course of days (for basic information) and weeks (for more complex processes). When complete (~1 month) an induction checklist is signed by both the appointee and their line manager. As part of the induction process, each new appointee is assigned a buddy whose role is to act as a "go to" person for any questions they may have or to direct them to the appropriate colleagues to assist them.

Newly appointed staff were surveyed anonymously (53% response rate) for feedback on the induction process in May 2022. The results revealed that only 50% were assigned a buddy, 50% met their line manager on the day they arrived, and staff gave an average score of 5 for induction (1 = not very useful, 10 = very useful), scores ranged from 2 to 9 reflecting differing experiences. The majority were recruited during the Covid pandemic, which may account for the low level of compliance and sense of effectiveness.

It is important to increase the proportion of newly appointed staff having a buddy and meeting their line manager on the day of arrival to 100%. Therefore, working with the Newly Appointed

Faculty Committee in the School, the Technical Staff Committee and PMS staff in the Programme and School Offices, a review will be undertaken to establish how the induction process can be improved [SrAP12].

Progress and Impact Table 7		
	Issue Identified	Gender disparity in awareness of career development opportunities.
	SAFS Bronze GEAP Plan 2018-2022	<p>BrAP18: Establish an induction process for all new academic and PMS staff.</p> <p>BrAP21: Attendance by all academic cohorts of 30% annually.at UCD Career Development workshops.</p> <p>BrAP23: Ensure gender balance in the impending (2019) introduction of performance for growth process.</p>
	Outputs/Progress	<p>BrAP18: Induction process launched in 2019 50% of new staff met their line manager on the day they arrived, 50% of new staff were assigned a buddy</p> <p>BrAP21: 46% of attendees at Promotions & Career Development workshops in 2019 were female. 67%, 89% and 67% attendees were female in 2020, 2021 & 2022, respectively.</p> <p>BrAP23: 39% female reviewers in 2019 P4G cycle 43% female reviewers in 2020 P4G cycle established an Induction process for all new academic and PMS staff [BrAP18].</p>
	Outcomes and Impact	<p>Great variation in the compliance and perceived usefulness/effectiveness of the induction process among newly recruited staff</p> <p>Greater proportion of female applicants for promotion coupled with high success rates.</p> <p>Survey baseline data established on perceptions of P4G.</p> <p>Further benefit of SAFS wider networking activities, according to the survey and focus groups:</p> <ul style="list-style-type: none"> • Coffee mornings online during Covid-19 lockdown and subsequently, in person, were a positive informal support • Networking activities improved gender integration and brought about a noted culture change. • School level networking is important and should continue.

Silver Action Plan Box 7

SrAP11a. Develop awareness of career development opportunities for all staff in SAFS. Extend P4G to provide new staff with roadmap for their first three years and include information relevant to career development and promotion applications.

SrAP11b. Liaise with UCD HR and UCD EDI to enhance P4G Reviewer training around promotion conversations.

SrAP11c. Create panel/ bank of Senior Staff willing to hold informal conversations with Early Career Staff about promotions. Monitor effectiveness.

Target: By 2026, 80% of Female academic respondents to the SAFS staff EDI survey will agree that opportunities for promotion are clearly communicated in my School.

SrAP12. Review local induction process, identify areas to be enhanced, attach greater importance on the use of the existing Buddy System for new employees. [IGEAP 5.1.10b.]

Target: By 2025, all staff recruited in the previous 24 months will agree that their induction process was useful and effective.

SrAP12b Exposure to high profile projects for early career faculty [IGEAP 5.1.17.]

SrAP12c Heads of School to have developmental conversations to support Ad Astras to achieve permanent roles [IGEAP 4.4.]

SrAP13. Continue to provide informal spaces, coffee morning etc. to facilitate networking across the School.

Target: 90% of 2026 staff survey respondents will agree that there are ample informal networking opportunities within the School.

2.2e.(iii) Information on any additional department-level opportunities for staff to discuss professional development.

A Mentorship Programme was established by the School in 2021 [BrAP20]. All Full Professors and Professors in SAFS were invited to become mentors to Early Career colleagues and undergo mentor training with UCD HR; 94% agreed (#16), and were trained. All Associate Professors and Assistant Professors were offered the opportunity to be mentored, 30% accepted the invitation (#16; 69%F), and received mentee training through UCD HR. The Mentorship Programme was delivered as an online activity during the Covid lockdown, this may have impacted appetite for the programme. Activities in the Silver GEAP will focus on sustaining uptake at 35% per annum [SrAP15].

For most mentees preparation of an application for academic promotion was their goal in mentoring (72%). A total of 9 female academic staff applied and were evaluated for promotion during the period 2019-21 (78% of applicants).

Both mentors (response rate 83%) and mentees (response rate 58%) were surveyed anonymously in September 2022. While recognizing that some mentor-mentee relationships are still on-going, 90% of mentors agreed that the objectives of the process were either fully (50%) or partially (40%) met and 82% of mentees agreed that their objectives were either fully (36.4%) or partially (36.4%) met or on-going (18.2%).

“I enjoyed it and I found it particularly helpful to be able to discuss issues with someone who while in the School was not in my Section. I think this is critical as it allows for a more independent discussion.”

“It is a valuable tool, encourages connections and asked for uncomfortable questions that will never be asked otherwise.”

All mentors mentioned supporting younger colleagues in their reasoning for engaging with mentoring and indicated a willingness to continue mentoring other colleagues.

“Mentees have an opportunity to discuss career planning in a safe and friendly non-judgmental environment”

“I found it very interesting to see our work and the many challenges from the viewpoint of a newly appointed colleague. It is a two-way process because I also gain insights into challenges, obstacles, choices etc that new colleagues face.”

“My mentee is a driven, high achieving academic. It was a pleasure to work with her.”

Progress and Impact Table 8		
	Issue Identified	Gender imbalance at Professorial level
	SAFS Bronze GEAP Plan 2018-2022 (in addition to AP8&9)	<p>AP20: Mentoring. Identify mentors for all current and new appointees Target: Assign a suitable mentor to Early Career Staff wishing to be mentored. Mentor should be an academic grade above mentee. Mentors and mentees to receive training on EDI.</p> <p>AP21: Encourage attendance at the promotions workshop for academic staff.</p>
	Outputs/Progress	<p>Ap20: Training of 16 mentors and 16 mentees Dec 2020 – Mar 2021 Mentor/Mentee programme initiated in March 2021</p> <p>AP21: Increased attendance of female staff</p>
	Outcomes and Impact	<p>AP20: First round of Mentoring Programme delivered.</p> <p>AP21: 8 female staff applied for promotion in period 2019-2021: 7 were successful. 4 Female staff in pipeline for promotion to Full Professor during 2023-2027</p>

Silver Action Plan Box 8

SrAP14. Increase number of female Full Professors through actions targeted at female Professors.

Target: 4 Female staff promoted to Full Professor by 2026
2 Female staff promoted to Professor by 2026

SrAP15. Promote Mentorship Programme at School and Section level.

Target: 35% of Assistant and Associate Professors enrol on SAFS Mentorship Programme each year.
50:50 Gender balance of male and female Associate Professors by 2026

2.2f Comment and reflect on department engagement with institution-level supports for academic and research staff career progression as well as any department-level support available. This should include results from staff consultation presented by gender and may include, but is not limited to, support given to staff to:

2.2f.(i) *Staff engagement with institution-level supports for academic and research staff career progression*

The data presented in Table 21 below, shows that SAFS female academic and research staff are highly engaged with a wide variety of training and development events, collated under 8 key categories [BrAP20; 21; 22; 24 & 25].

Activities covered under the category “Promotions and Career Development” include Academic Faculty Promotions Workshops, Reviewer and Reviewee training for P4G and Mentoring for Academic Faculty.

Attention is also drawn to the high numbers of early-stage researchers and moreover, high proportion of female representation, on the PostDoctoral Research Careers & Professional Development Programme [BrAP26].

Table 21. Academic and Research Staff engagement with UCD training and development events by gender

Year	2019			2020			2021			2022		
Course Category	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Culture & Engagement	20	5	80	20	16	50	27	13	67.5	105	26	80
Skills & Expertise	23	17	57.5	99	39	70	56	41	58	31	15	66
Leadership & Management	42	2	66.6	3	0	100	6	2	75	2	3	40
EDI	30	7	81	49	29	59	100	54	62.5	69	35	63
IT	1	10	9	10	7	59	11	4	73	29	13	69
Teaching & Learning	74	43	63	46	20	61	154	72	64	47	29	59
Promotions & Career Devel.	11	13	46	31	15	67	24	3	89	14	7	67
Research Skills & Career Development for PostDocs	47	35	57	96	39	71	130	28	82	73	33	68

#Data source: UCD EDI Gender Analytics Dashboard.

2.2f.(ii) Staff applications for research funding

There are 77 permanent and temporary Academic Staff in the School, of which 71 are described as ‘research active’, in terms of currently holding Research Budget accounts. All staff members are supported by the School’s Research Manager (F), in their applications for funding. In 2016, the Research Manager initiated a specific action to target Early Career Staff, working with 20 staff members (11 F and 9 M), who were either newly recruited to the School or who had not enjoyed previous grant funding success to help them secure research funding. The support and assistance provided includes identifying and communicating specifically relevant funding opportunities (taking into account career level, length of contract, research subject area etc), support with proposal writing and submission, help with project mobilisation, monitoring of research accounts post award and advice on project reporting [BrAP28].

As shown in Table 22, compared to our AS Bronze baseline 2018 data, the performance of female staff in terms of number of applications, successful awards and value of the awards has remained stable and is equal to male performance.

Table 22. Applications for Research Funding (2018-2021)

Year		2018			2019			2020			2021			Total
	Gender	M	F	%F	M	F	%F	M	F	%F	M	F	%F	%F
Funding Applications	Applications	58	52	47	59	61	50.8	42	39	48.1	50	55	52.4	50.1
	Successful	86	79	48	63	104	62.3	103	94	47.7	92	72	44	49
	Value (€M)	6.9	4.8	41#	3.8	12.9	77#	6.4	7.6	54#	3.5	2.7	44#	51.6#

#Proportion of monetary value secured by female staff. Data source: UCD EDI Gender Analytics Dashboard

2.2f.(iii) Staff engagement with supports to develop excellence in teaching and learning

UCD offers a variety of Teaching & Learning (T&L) supports, ranging from themed symposia and workshops to digital badge, professional certificate and diploma courses. The courses cater for tutors and demonstrators, postdoctoral researchers, new entrant lecturers, mid-late career academics. Female Academic and Research Staff across all grades and roles continued to engage with Teaching and Learning supports at a higher level than their male colleagues (Table 21). However, female : male staff attendance at SAFS Annual T&L Workshop increased from 17% male in 2018 to 49% male attendance in 2019.

According to a School Survey undertaken as part of Quality Assurance/Quality improvement process in 2020, 58% of academic staff had undertaken or were currently undertaking a teaching qualification (62% F, 38% M). Just over half of academic staff respondents reported that they had been nominated for a University Teaching award (49% F and 51% M), 67% of female nominees received an award. By specifically targeting the Early Career Staff, we will continue to strive to engage more male colleagues in T&L enhancement [SrAP27].

2.2g Comment and reflect on how workload is allocated and managed in the department (e.g. via a workload allocation model). This should include information on how the breadth of academic and research roles and responsibilities are captured in workload planning and allocation and results from staff consultation presented by gender.

A workload model was developed in consultation with School academic staff in 2014. The model is used for academic staff only and utilises standard data on teaching and research to determine each academic's workload. The output of the model is anonymous i.e. each academic staff member only receives their own data and summary data for the School broken down by gender, grade, section and discipline. The HOS has access to all of the individual data records, while HoS's have access to the detailed data for the academics in their section. This allows the workload data to be utilised to understand individual and group contributions to the School, to support decision making and the allocation of resources. Individual academics can benchmark their performance against their School peers and the data are useful in supporting academic promotion applications. A review of how contribution is measured is scheduled as part of the QA process [SrAP16].

The summary data in Table 23, shows that there is no gender disparity in teaching loads, both genders have similar Module and Taught and Research full time equivalents (FTE) averages.

There is a high degree of variability in research workloads across the School, of which peer reviewed publication output is a key measure. Here gender difference is evident as female academics lag behind their male counterparts in total numbers of publications. At Professorial level this could be due to the difference in ratio of male to female staff, but as shown in Figure 27, this is not the case for earlier career academics

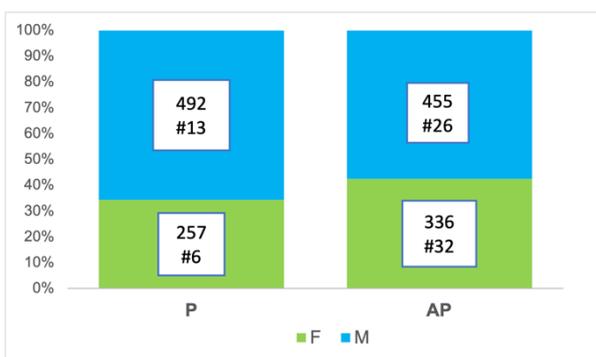


Figure 27. Bar graph showing publication output by academic stage and gender. #: Number of staff in category.

A writing workshop/retreat was scheduled in 2020 [BrAP44], but due to the Covid 19 lockdown it had to be moved to an online format; 5 female staff attended. The lack of progress on this issue is likely due to the impact of Covid 19 on research trials and increased online workloads. It may also reflect the early career stage of many younger female academics. This situation will be monitored but it is expected to improve as female academics are similar to their male colleagues in terms of research proposals submitted and awarded [SrAP17].

*[University GEAP 2020-2024 AP]
Oversight of the impact of the UMT Policy on Committee Gender Balance, including its impact on workload, is an action within the GEAP.

Table 23. Workload Model 2018/19 - 2020/21 Summary by Gender.

Workload Model 2018/19 - 2020/21 Summary Data by Gender

			Teaching/Supervision			Research							Contribution		
			March Census			Publications		Research Grants			Proposals			Annual	
Gender			No of Modules	Taught FTEs	Research FTEs	PR Journals	Total Publications	No of Grants	Total Value	Avg Value/Yr	No of Proposals	Total Value	Avg Value/Yr	Internal	External
2018/19															
Female	35	Total	120	531.9	103.5	569	850	297	€ 28,930,726	€ 6,921,177	242	€307,889,367	€ 68,087,118	551.0	199.0
		Avg	3.4	15.2	3.0	16	24	8	€ 826,592	€ 197,748	7	€ 8,796,839	€ 1,945,346	15.7	5.7
		Med	3.0	10.7	1.9	7	12	5	€ 115,500	€ 27,542	4	€ 2,058,989	€ 500,611	10.0	5.0
Male	34	Total	125	536.2	94.8	748	1142	311	€ 23,986,914	€ 5,059,433	241	€195,429,858	€ 40,055,528	680.0	167.0
		Avg	3.7	15.8	2.8	22	34	9	€ 705,497	€ 148,807	7	€ 5,747,937	€ 1,178,104	20.0	4.9
		Med	4.0	17.2	2.9	12	18	9	€ 484,550	€ 103,849	5	€ 1,428,391	€ 335,570	10.0	3.5
2019/20															
Female	37	Total	127	548.7	66.5	680	981	387	€ 31,837,070	€ 7,102,467	218	€321,914,854	€ 67,299,280	744.3	263.0
		Avg	3.4	14.8	1.8	18	27	10	€ 860,461	€ 191,959	6	€ 8,700,401	€ 1,818,899	20.1	7.1
		Med	3.0	11.6	1.0	9	14	6	€ 173,333	€ 36,253	3	€ 1,428,864	€ 346,998	15.0	6.0
Male	34	Total	118	553.7	81.5	856	1264	364	€ 24,807,596	€ 5,274,706	225	€204,847,863	€ 42,979,780	829.5	257.0
		Avg	3.5	16.3	2.4	25	37	11	€ 729,635	€ 155,138	7	€ 6,024,937	€ 1,264,111	24.4	7.6
		Med	4.0	16.9	1.9	13	19	10	€ 517,417	€ 112,969	5	€ 1,680,316	€ 352,571	18.1	5.0
2020/21															
Female	36	Total	130	591.8	76.2	593	860	387	€ 30,769,433	€ 6,903,716	218	€309,065,659	€ 67,563,005	1,018.0	226.0
		Avg	3.6	16.4	2.1	16	24	11	€ 854,706	€ 191,770	6	€ 8,585,157	€ 1,876,750	28	6
		Med	3.0	14.6	1.3	10	16	7	€ 157,331	€ 80,198	4	€ 1,596,493	€ 498,367	25	6
Male	37	Total	119	605.5	92.7	947	1313	389	€ 22,189,905	€ 5,313,527	223	€254,123,318	€ 57,902,912	1,162.0	238.0
		Avg	3.2	16.4	2.5	26	35	11	€ 599,727	€ 143,609	6	€ 6,868,198	€ 1,564,944	31	6
		Med	3.0	16.4	2.0	16	22	9	€ 481,440	€ 96,288	4	€ 1,725,326	€ 345,065	20	5

#Data source: SAFS Workload Model (September 2022)

Progress and Impact Table 9		
	Issue Identified	Bring female outputs in line with male outputs in terms of publications.
	SAFS Bronze GEAP Plan 2018-2022	BrAP 24 Pilot women's writing retreat
	Outputs/Progress	Due to Covid-19 lockdown, the writing retreat was held online during 9-10th June 2020. 5 female academic staff attended.
	Outcomes and Impact	Feedback from the retreat was that all five participants found it useful but would have preferred in person. All participants completed one small piece of work.

Silver Action Plan Box 9

SrAP16a. Review SAFS workload model against outputs of UCD GEAP 2020-2024 institutional review of workload models. Institution led workshops took place in Nov 2022.

Target: SAFS workload model aligned to UCD GEAP outputs, as appropriate

SrAP16b. Quantify value of EDI work in Workload Model.

Target: Formal recognition of EDI work in Workload Model

SrAP17. Monitor female publication output. Review feedback from BrAP24. Some of the observed gender gap in scientific output may be owing not to differences in scientific contribution, but rather to differences in attribution^[1]. If the situation continues, female academics will be surveyed on the following points to identify barriers and solutions to increasing their outputs:

- Participation in relevant local research group's applications
- Participation in relevant local research group's new research projects
- Inclusion in research networks
- Uptake of mentoring for career development
- Inclusion in National, European & International scientific environment

^[1]Ross, M.B., Glennon, B.M., Murciano-Goroff, R. et al. Women are credited less in science than men. Nature 608, 135–145 (2022). <https://doi.org/10.1038/s41586-022-04966-w>

2.3. Embedding policy, practice and supports to advance professional, managerial and support staff careers

2.3a Reflecting on recruitment practices in the department, answer the following:

Recruitment to PMS posts in the department adheres to institutional policy on recruitment, which includes gender-balanced panels and training for assessors.	Yes	No
	X	<input type="checkbox"/>

If you answered 'no', please comment.

2.3b Provide three years of data on application, shortlist, and appointment rates for recruitment by gender and grade. Where data suggests opportunity for improvement, comment and reflect. Include any other relevant information relating to recruitment processes and practice for professional, managerial and support staff in the department.

Table 24. Professional Staff Recruitment Data by Year and Gender

Year	Category	Gender	Applicants	Shortlisted	Offered	Accepted
2019	Administrative Professional	F	32	7	3	3
		M	12	2	0	0
		% F	72.7	77.7	100	100
	Technical	F	5	0	0	0
		M	7	1	0	0
		% F	41.7	0	0	0
	Research Support	F	82	23	9	9
		M	56	16	1	1
		% F	59.4	59	90	90
2020	Technical	F	54	8	3	3
		M	33	7	0	0
		% F	62.1	53.3	100	100
	Research Support	F	101	28	8	8
		M	56	10	0	0
		% F	64.3	73.7	100	100
2021	Administrative Professional	F	1	1	1	1
		M	0	0	0	0
		% F	100	100	100	100
	Technical	F	6	1	1	1
		M	5	1	0	0
		% F	54.5	50	100	100
	Research Support	F	101	32	7	7
		M	79	16	4	4
		% F	56.1	66.7	63.6	63.6
2022	Administrative Professional	F	4	1	0	0
		M	2	0	0	0
		% F	66.7	100	0	0
	Technical	F	27	5	3	3
		M	15	3	0	0
		% F	64.3	62.5	100	100
	Research Support	F	73	19	3	3
		M	55	4	4	4
		% F	57	82.6	42.9	42.9

Data from 2019 is included as a baseline for comparison purposes. #Data source: UCD EDI Gender Analytics Dashboard

The recruitment of staff to PMS posts in the School is managed centrally through UCD HR with direct input from the School regarding job specifications and required skills. Job descriptions are written using inclusive language and emphasise the Schools strong commitment to equal opportunities, as per UCD’s Recruitment and Selection policy document and UCD EDI recruitment resources. Interview panels must be gender balanced and the use of a structured interview process is actively encouraged.

The proportion of female applicants for technical posts increased since 2019 when the Bronze action plan was implemented, (Table 24.)

Looking at the overall trends (Figure 28), the proportion of female applicants for PMS posts has remained steady at 60%. There was an improvement in the performance of male applicants to research support posts in 2022.

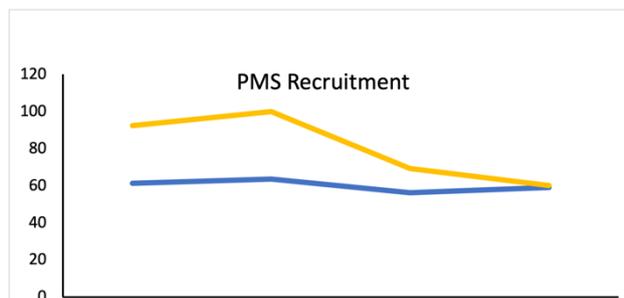


Figure 28. Line graph of Female recruitment data for all PMS posts.

The School will make participation in ‘Training for Assessors’ compulsory for all assessors/ interview panel members [SrAP18]. Briefly the training includes:

- A 45 minute “Inclusive Recruitment & Selection” eLearning module.
- A professional module in Interview Panel Training for Hiring Manager delivered via UCD HR.
- Unconscious Bias awareness training for members of interview panels delivered by the Irish Centre for Diversity.
- Links to LinkedIn Learning collection “Skills for Inclusive Recruitment”.

2.3c Reflecting on progression in your institution, answer the following:

Career progression opportunities for PMS staff are centrally managed by the institution (e.g. internal vacancy competitions; regrading; promotions pathway).	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
--	---	---------------------------------------

If you answered ‘no’, please comment on the department’s role in career progression for professional, managerial and support staff.

The P4G process is supported by the Job Families Framework Career & Development Planning Tool. This interactive tool details the relevant competencies and proficiencies required at each career level and acts to guide staff seeking promotion.

Technical Staff: The Institutional Technical Staff Framework Document, outlines the required skills and competencies for each technical level. Technical staff who wish to apply for promotion may use this document to benchmark their achievements under several headings including Technical Skills, Interpersonal Skills, Health and Safety and Management and Planning. Promotion to Senior Technical Officer is open to all technical staff who have reached

the top of their grade and meet the criteria set out in the policy Document for Promotion to Senior Technical Officer, this process is managed centrally by UCD HR. Promotion to Chief Technical Officer Grade is through advertised open competition, it is managed centrally by UCD HR in consultation with the School and adheres to UCD EDI policy document guidelines. For technical staff a framework toolkit document is provided to support the promotion application process and it details key competencies and responsibilities that are considered desirable prior to promotion. Three technical staff members were promoted in the period 2019-2022: 2019 (1) / 2020 (0) / 2021 (1) / 2022 (1).

Administrative & Professional Staff: The pathway for promotion for administrative and professional staff is described in the Job Sizing Policy Document and the associated Job Families Framework resources. This policy recognises that roles may evolve overtime and facilitates the recognition of these changes through promotion without competition. UCD HR controls the process, via the three-person job sizing committee in line with established gender equality guidelines. In the period 2019-2022, two members of the Administrative Staff were promoted via the Job Sizing process: 2019 (0) / 2020 (2) / 2021 (0) / 2022 (0).

Overall, the promotion of PMS staff within the School is low. For existing posts in the Job Sizing Framework, opportunities for promotion are often limited within the School; promotion may require applying for a post at a higher level outside the School.

During the consultation process, the three reasons given by PMS staff for not applying for promotion were (1) failure to meet the minimum requirement, (2) not in the position long enough to apply, or (3) not encouraged to apply. Comments from the PMS focus group confirmed this, with many staff feeling that career opportunities were dependent on their line managers and more encouragement was needed, moreover, staff on fixed-term contracts felt particularly disadvantaged, as illustrated by the comments below:

“Confusion around temporary contracts and if you are entitled to career progression supports”

“Limited career progression dependant on your contract”

Silver Action Plan Box 10

PMS staff career progression

SrAP18a.The School will make training compulsory for all assessors/interview panel members.

Target: A system to record and monitor training status of interview panel members in place by 2024. All SAFS interview panel members trained in best practice for inclusive recruitment by 2025.

SrAP18b At School level, a PMS promotion information programme will be developed with the support of the HR Partner, comprising targeted workshops and seminars to explain the career development pathways available to each grade

Target: By 2026 80% of all PMS staff EDI survey respondents will agree that they are fully aware of and have access to the opportunities needed to support their career aspirations

2.3d Reflecting on opportunities for staff development review, answer the following:

The institution operates a development review process, or equivalent, for PMS staff	Yes	No
	X	<input type="checkbox"/>

If you answered 'no', provide detail on department-level opportunities for staff to discuss professional development, where different to above (2.e), including data on uptake by gender and results from staff consultation presented by gender.

If you answered 'yes', comment and reflect on the implementation of this institution-level process in the department. This should include:

2.3d.(i) Data on uptake by gender

The UCD framework, Performance for Growth (P4G), provides the opportunity for all employees to have at least one annual conversation with their line manager, HOS or Alternative Reviewer. Reviewers and Reviewees are assigned by the HOS. The School has completed three cycles of P4G since the Bronze award. The interface for documenting the process is managed centrally. The process is mandatory and the rate of engagement by PMS staff was over 95%, specifically 22 Technical staff, 18 Administrative staff and 8 Research Funded Administrative staff completed the 2022 P4G cycle.

2.3d.(ii) *Results from staff consultation presented by gender*

The response to questions around career development, summarized in Table 25 below, indicate cause for concern. Although the engagement in the P4G process was 95% in the 2022 cycle, just over half of female PMS respondents confirmed that they had had a career development conversation and less than half agreed that it was useful. This suggests that not all staff recognize the role of P4G in their career development and progression.

The majority of PMS staff within the School agreed strongly or very strongly that all employees have access to career development opportunities (62.5% Females and 60% Males). However, females in particular, do not feel supported in their career development; only 37.5% (6/16) agreed or agreed strongly that they had access to opportunities needed to support their career aspirations in the School, whereas 80% (4/5) males agreed with the statement. Caution is advised, as the number of male respondents (N=5) was very low.

Table 25. Survey Responses of Professional Support Staff to Career Development Questions

Response	Survey Question	% F	% M
		N= 16	N= 5
Strongly Agree/ Agree	I have had a career development conversation	56% (9/16)	80% (4/5)
	I found the career development conversation useful	40% (6/15)	75% (3/4)
	I have access to opportunities I need to support my career aspirations in my School	37.5% (6/16)	80% (4/5)
	All employees have access to career development opportunities	62.5% (10/16)	60% (3/5)

The above survey data suggests that the purpose and usefulness of the P4G process is not evident to reviewees; only 40% of female PMS staff found the conservation useful. Results of the staff survey will be reported to UCD HR, and the development of additional training resources to better support the career progression of P4G staff will be requested [SrAP18].

Silver Action Plan Box 11

PMS staff career progression

SrAP19. Improve usefulness of P4G process for PMS staff career development

- Provide additional PMS relevant training to both reviewers and reviewees to ensure that they understand the career progression opportunities for PMS staff.
- Revise assignment of staff to P4G reviewer roles, so that PMS reviewees are only reviewed by a more senior PMS staff member or the HOS.
- Communicate the importance of the P4G process to staff to improve the perceived outcomes of the conversation.

Target: By round 5 of the P4G process (August 2024) the School will endeavour to increase the number of female staff who have had a “useful career conversation” and who believe that they have access to the opportunities required to support their career aspirations from 37.5% (baseline) to 75%, as measured via the EDI Staff Survey.

2.3d.(iii) Information on any additional department-level opportunities for staff to discuss professional development, where different to above (2.e).

In line with UCD’s ‘Rising to the Future’ strategy the School has also initiated a Mentorship Programme that is open to all academics and PMS staff. A total of 5 PMS staff have received mentorship training but to date no PMS staff have availed of the mentorship opportunity. This may be due to a lack of awareness/appreciation of relevance of the programme to PMS staff, as the programme was rolled out during the Covid 19 Pandemic.

Silver Action Plan Box 12

PMS staff career progression

SrAP20. Increase awareness and activate take-up of mentorship by PMS staff

- Include questions about awareness and perceived relevance of SAFS Mentorship Programme in next SAFS EDI Survey.
- Carryout a promotion campaign for the SAFS Mentorship Programme targeted at PMS staff.

Target: By 2026 30% of PMS staff will have availed of the SAFS Mentorship Programme.

2.3e Comment and reflect on department engagement with institution-level supports for PMS staff career progression as well as any department-level support available, where different from above (2.f). This should include results from staff consultation presented by gender.

UCD Human Resources provides career progression training via a centralised People Development Portal. There are a wide variety of courses, including health and safety training, interpersonal skills, management and planning, and computer and software skills. Access to most courses is open to all PMS staff and the training provided by UCD is also complemented by the institute's subscription to the LinkedIn Learning Portal. The School also provides funding via the SAFS Career Development Scheme, which is open to all staff to apply and can be used to pay costs for external training. Since January 2021, 12 PMS staff members availed of this scheme (50% F: 50% M), to acquire training in Teaching, Research and Personal Development areas.

As discussed above there appears to be a significant lack of understanding of the role the P4G process can play in career development and progression. The feedback from the staff survey and a request to update the P4G training resources for PMS staff will be communicated to the P4G Development Team by UCD EDI.

2.3f Comment and reflect on how workload is distributed and managed. This should include information on how the breadth of professional, managerial and support roles and responsibilities are captured in workload planning and allocation and results from staff consultation presented by gender.

Currently there is no specific centralised workload model for PMS staff in UCD. Within SAFS, workloads are managed by individual line managers, Section Heads and the HOS. Workloads are discussed at the annual P4G review. When asked about their workloads, regardless of role, only 37.5% of female PMS staff agreed or agreed strongly that their workload was reasonable, whereas 60% of male staff agreed or agreed strongly that their workload was reasonable, see Table 26, below.

Feedback from the focus group indicates weak support for a workload model for PMS staff, with respondents concerned that the diversity of tasks undertaken by PMS staff could not be captured accurately.

However, one respondent was more positive, stating
“workload model could be beneficial in highlighting workload and scope of tasks”.

Table 26: Professional Managerial Staff Survey responses on workload related question by gender

Question	My workload is reasonable.				Total
Gender	Strongly agree	Agree	Neutral	Disagree	
Female	25.0%	12.5%	31.3%	31.3%	100.0%
Male	40.0%	20.0%	20.0%	20.0%	100.0%

The School is committed to reviewing professional staff workloads and related issues through a review of structure, management, and job roles in the School. [SrAP21]

Silver Action Plan Box 13

PMS staff workload

SrAP21. Formulate a fair and consistent structure for SAFS PMS staff workload management

SrAP21a. Establish a working group to evaluate practices, professional staff workloads and related issues through a review of structure, management, and job roles in the School and produce a report with recommendations for action .

SrAP21b. Sequence this action in alignment and consultation with UCD institutional actions on PMS which will be included in the UCD institutional silver submission to be submitted in April 2024.

Target: A fair and consistent workload allocation model will be established and operational in the SAFS by 2026, evidenced by >60% agreement by all PMS staff to the statement that there workload is reasonable.

2.4. Evaluating culture, inclusion and belonging

2.4a Provide information on how the department ensures that culture and practices support inclusion and belonging. This should include, but is not limited to, information on how the department actively considers gender equality, and EDI more broadly, in:

2.4a(i) *Organisation of meeting and events*

In March 2017, UCD approved a Core Meeting Hours Policy 09:30 - 16:00, which applies to all members of the UCD Community. The successful implementation of this policy by SAFS was evidenced in the 2022 Athena SWAN staff survey: 85% (92%M, 82%F) of those who responded felt that SAFS meetings were “regularly” or “always” held during UCD core hours. This finding was consistent across all staff categories. However, some survey respondents also noted an increasing tendency for meetings to be held at lunchtime as well as excessive number of meetings being held; a policy regarding lunchtime meetings and frequency of meetings will be agreed [SrAP22].

Silver Action Plan Box 14

SrAP22. Agree local policy regarding lunchtime meetings and frequency of meetings.

Target: SAFS Committee meetings not scheduled during lunchtime

2.4a(ii) *Images and text used in department spaces and on the department's website*

The Athena Swan Principles Charter, signed by the HOS, is displayed as a framed poster in the central area of the SAFS main building. Since receiving the Athena Swan Bronze award, a concerted effort has been made by all staff, but particularly the SAFS Marketing Manager and Marketing & Student Recruitment Officer, to represent gender equally and promote inclusion and belonging. Progress in this respect is evidenced in the results of the 2022 Athena Swan Staff survey where 75% of all male and female respondents agreed/strongly agreed that there is gender balance used in School publicity materials including the website and images. However, 40% of male technical staff disagreed or were unsure about this statement, compared to 20% in other staff categories.

With regard to SAFS organised seminars and events, 80% of both male and female respondents believe there is gender balance of chairs and/or speakers. However, across staff categories, 40% of female technical staff were unsure or disagreed with this statement, compared to 20% of those in all other categories.

Similarly, 68% of students surveyed agree or strongly agree that there is gender balance in the organisation of events while 70% of students agree/strongly agree that gender balance is portrayed in the images and texts used in promotional/information about the School's activities. This result was consistent across all categories of students.

The School endeavours to promote inclusivity by organising social events; 75% of the staff survey respondents (66%M, 81%F) attend at least some social/networking events. This result was consistent across all staff categories. For those who don't attend, the most frequently-cited reasons were inconvenience and lack of interest.

2.4a(iii) *Student curricula, pedagogy, and assessment*

The University's Universal Design for Learning (UDL) Initiative was rolled out recently; UDL is a set of principles for curriculum development aimed at improving the educational experience of all students by introducing more flexible methods of teaching and assessment. Training for the UDL Digital Badge is open to all categories of staff with a minimum level of teaching responsibilities. Since 2021, 31 staff have enrolled for or have completed the Badge (63% F 37% M). Two female Academic Faculty Partners in SAFS were appointed to promote uptake of the Programme.

Within SAFS, the Teaching and Learning (T&L) and EDI Committees have run joint workshops to promote awareness of EDI issues in T&L. The themes included *Taster Sessions on EDI Issues in T&L* in 2021, *Neurodiversity in Teaching and Learning* in 2022 and a UDL-theme is planned for 2023.

Attendance at the 2021 and 2022 events was high and included staff from all roles and categories. 75 School staff (64% F, 36% M) attended the EDI Taster Sessions Event in 2021. Over 95% of attendees agreed that the event was relevant, interesting, informative and engaging, while 96% reported that they would attempt to incorporate some of the content into their work.

The Neurodiversity event in 2022 was attended by 60 staff across all categories (60% F, 40% M) and included a panel of four students who are neurodivergent (3F,1M) and spoke about their lived experience in the School. Staff testimonials and feedback correspondence commended incorporating the student voice into discussions on such issues, claimed an increased awareness of the challenges faced by such students and declared their intention to reflect this in their pedagogy and assessments. Since, participation in EDI-related events and UDL badge remains dominated by female and early career -staff, current and recent senior academic staff who were participants in these initiatives will be engaged to promote uptake among their peers by sharing testimonials and via annual P4G objective setting [SrAP23].

At the student level, 93% of female and male student survey respondents, across all categories, confirmed they get equal opportunities, regardless of gender, to contribute in class, to take the lead on projects and believe lecturers are equally helpful and equally respectful to female students and other genders. A high proportion of students (80%) believe they get equal opportunities to represent the School – internally or externally.

A School-level EDI survey of students in 2020 explored similar themes and recorded similar responses: For example, when asked about the extent to which T&L culture treated all students with equal respect, less than 4% of respondents answered that the School was excluding of some students.

Taken together, the student responses in 2020 and 2022 are indicative of stable rates of satisfaction among students with regard to the T&L culture within SAFS. The School will continue to promote uptake of innovative and student-centred T&L initiatives.

2.4b Comment and reflect on the department's current understanding of, and capacity to identify and address, issues and opportunities relating to equality grounds in addition to gender, as well as capacity to identify and address intersectional inequalities for staff and students.

Among SAFS Staff there is a high take-up of training provided by UCD in EDI-related issues (see data in Table 21, p66). In order to consider intersectionality together with gender, SAFS surveys for staff and students included diversity demographics. This provided insight into the experience of the entire SAFS community and the opportunity to benchmark SAFS against the national picture. For example, 13.5% of the national population are reported to have a disability (CSO, 2021), our survey data shows that only 6.5% (8.2% F, 2.4% M) of staff reported that they considered themselves to be disabled. However, in line with national statistics (8-12%), ~10% of staff (8% F, 14% M) identify as LGTBI.

Our School has an excellent record of addressing wider equality grounds; the work undertaken by the SAFS AD for EDI (who also chairs the UCD-EDI Sub-Group on Disability), in raising awareness of disability issues and its intersectionality with other dimensions of EDI, has been recognised by UCD through a Values in Action award in 2020. Activities include multiple podcasts in collaboration with UCD's Museum of Literature in Ireland (*Hidden Stories*); UCD Humanities Institute (*Mind Reading Series: Rewriting the Stories of Disability*); UCD Access and Lifelong Learning (*Blind Spot Podcast Series: Invisible Disabilities Episode*), and the relaunch of the UCD-wide Staff Disability Network. In August 2022, the School was invited to participate in a UCD EDI pilot project on the establishment/ development of Disability Awareness Training for Managers which will eventually be rolled out across UCD. Both the SAFS HOS and AD for EDI sit on the steering committee for this project.

Within the context of UCD's Neurodiversity Friendly Campus Initiative, the SAFS AD for EDI is a partner in a current University-wide research project, aimed at understanding the experience of neurodivergent staff and students and identifying ways by which they can be supported. Intersectionality with other EDI issues is a key focus of this work.

The above-mentioned EDI and T&L Committees joint seminars (see sub-section 2.4a(iii)), highlight the School's efforts to address intersectionality: The seminars were focused on themes such as gender, disability, neurodiversity, race and ethnicity and the interlinkages between them. The findings of the Neurodiversity Friendly Campus Initiative will be circulated to all staff. Further actions to prioritize this area include staff training in Disability Awareness [SrAP24] and a survey to establish a baseline for Neurodiversity Awareness and training among SAFS academic staff, from which we can build [SrAP25].

Progress and Impact Table 14		
	Issue Identified	EDI awareness across School and need for greater visibility of female role models
	SAFS Bronze GEAP Plan 2018-2022	<p>AP1: Include EDI in SAFS School Plan</p> <p>AP6: Increase the presence of EDI initiatives on the School website and social media platforms</p> <p>AP8: Increase awareness of EDI and 'buy-in' across the SAFS</p> <p>AP42: Pioneering women: Increase visibility of female role models in the School.</p>
	Outputs/Progress	<p>EDI included in School plan</p> <p>EDI report standing item on School Meeting Agenda</p> <p>EDI included in job descriptions</p> <p>Showcased female staff members in several campaigns</p>
	Outcomes and Impact	<p>Academic Focus Group participants agreed:</p> <ul style="list-style-type: none"> • They feel more able/facilitated to raise gender/EDI issues within the School since engaging in Athena SWAN process. • Local representatives and champions are really positive and have emboldened staff to be more vocal about EDI. • SAFS is more vocal about EDI and virtue signalling and naming EDI in meetings viewed as very positive and good facilitator for change. <p>PMS Focus Group were less enthused:</p> <ul style="list-style-type: none"> • Unaware of SAFS or CHAS GEAPS but aware of AS process to a limited degree • Considered it to be of sole benefit to academics • Concerned about treatment of PMS by academics that traditional views of support roles pertain • Less supportive of gender equality for female academics

Silver Action Plan Box 15

SrAP23. Increase participation of male staff in EDI-related events

Target: Establish 50% participation in SAFS EDCI events by senior male staff by 2026.

SrAP24. Increase Staff training in Disability Awareness

Target: 50% of SAFS Line Managers (F and M) will have participated in Disability Awareness Training by 2025, with a further 10% engaging year-on-year.

SrAP25. Establish baseline Neurodiversity Awareness and level of training among SAFS academic staff in 2023.



Figure 29. Photograph of members of the Climb Lyons Hill Organising Committee which took place at UCD Lyons Farm in support of the Irish Motor Neuron Disease Association and Climb with Charlie Event on April 2nd 2022.

2.4c Provide information on the department’s culture as it relates to gender equality and, where relevant, EDI more broadly, by presenting consultation findings by gender and staff category on the following areas:

2.4c(i) Values and traditions of the department

When describing the School, the most frequently-cited terms used by SAFS staff in the 2022 EDI survey were supportive, welcoming and inclusive. While this may be true for the majority (>60%) of SAFS staff, disaggregation of the survey data by gender, sexuality, ethnicity and disability revealed less frequent selection of ‘inclusive’ by those who were not male, not white Irish, not heterosexual and not disabled. Moreover, non-professorial academic staff and research-funded staff categories were less inclined to describe the School as “transparent” (23%F, 51%M), and more described it as “cliquey” (21%F, 26%M).

The most frequently-cited terms by students for describing the School included supportive, inclusive, collaborative, welcoming, indeed 82% of student respondents said that they agreed (55.7%) or strongly agreed (25,1%) that the word inclusive describes the School. 86% of students feel they are treated equally respectfully by students of a different gender. 82% (81%F, 85% M) of students surveyed said they never feel treated unfavourably because of their gender, while 6% felt it occasionally (8%F, 3%M) and the remainder were unsure. 56% (53%F, 62%M) said they never felt others were treated unfavourably, while 32% (34%F, 27%M) were unsure.

Disaggregation of the data by gender, sexuality, ethnicity and disability, revealed a more nuanced pattern. For example, while male and female students scored inclusivity in the School equally highly, those with a disability scored it slightly lower than those without, and those who identified as heterosexual rated it more highly than those who identified otherwise.

2.4c(ii) Formal and informal structures and interactions that characterise the working and learning environment of the department, including leadership practices and behaviours

According to the 2022 Athena Swan Staff Survey, 80% (74% F, 88% M) of staff agree/strongly agree that School Management is committed to EDI. A higher proportion of female respondents are neutral /disagree with this statement (26% F, 12% M), particularly among technical staff (50%F, 40%M). However, 67% (58%F, 80%M) feel that their views are welcomed/respected in SAFS meetings, while 69% (60%F, 78%M) believe the School promotes clear values and expectations around behaviour. Responses were similar across staff categories, with the exception of male and female technical and funded research staff, where approximately 30% reported that they were unsure.

Deeper exploration of the impact of Athena Swan and the SAFS GEAP was facilitated in the staff focus groups: Awareness of staff training opportunities related to EDI issues was between 50% to 60% for most categories. However, gender differences related to both Dignity and Respect (37%F, 63%M) and Leadership Development Training (49%F, 78%M) were evident. Differences were also apparent across staff categories, e.g., non-professorial academic staff had the highest levels of awareness in relation to policies. Disparities in uptake of training between male/ female staff and different staff roles will be explored and addressed [SrAP26].

Silver Action Plan Box 16

SrAP26. Address disparities in awareness and uptake of Leadership and Dignity & Respect training among female PMS staff

Target: 20% of all staff to have completed Leadership and Dignity & Respect training by December 2023 and all PMS staff acknowledge receipt of information about training opportunities in D&R and Leadership

SrAP27. Increase uptake of UDL badge certification by male staff in the School

Target: 70% of SAFS male academic staff will have completed UCDL badge certification by December 2026

2.4c(iii) *Negative practices and behaviours and how these are managed by the department*

Over 70% of staff respondents believed they had equal access to funding, office and laboratory space and administrative support; 62% (54%F, 71%M) of staff surveyed reported that the School had never discriminated against them or others on gender grounds. However, 32% of staff (46%F, 29%M) were unsure or believed discrimination could happen occasionally, with this value rising to 40-50% of technical and non-professorial academic staff respondents. Approximately 17.5% F and 12% M staff respondents felt they were treated unfavourably on age or ethnicity grounds, while 17% of female respondents felt they were always/occasionally discriminated against on grounds of pregnancy/maternity and caring responsibilities. This will be addressed in the Silver Action Plan [SrAP29].

When asked if they knew who to speak to in SAFS regarding the School's culture and its impact, 47% (38%F, 68%M) of staff respondents either agreed or strongly agreed that they did, while 26% (27%F, 24%M) disagreed or strongly disagreed with this statement. This was consistent across most staff categories with the exception of male professorial staff where 80% agreed. Regarding their willingness and ability to report instances of their experience of discrimination, 45% of staff surveyed said they would be comfortable in doing so, (38% F, 48% M) while 35% (44%F, 24%M) said they wouldn't know how to go about it. Similar results were reported in relation to witnessing other people being treated unfavourably.

Levels of awareness were high (>70%) for certain UCD policies such as the Equal Opportunities Policy (53%F, 90% M), Dignity and Respect Policy (78%F, 95% M), but somewhat lower (50%-60%) for the Core Meeting Hours Policy, Recruitment and Selection (47%F, 78% M) and very low (<20%) for other policies such as Employment of People with Disabilities.

Data from the 2018 AS Bronze Application are not directly comparable with the 2022 Survey, but insights from a 2020 School Quality Assessment Survey show awareness for Dignity and Respect Policies has increased from 56%.

Regarding students' awareness of University policies, awareness of the Dignity and Respect Policy and the Student Code of Practice was relatively high (>70%) and 40% of students rated themselves as very aware/aware of EDI issues. Awareness levels among postgraduate students was higher than for undergraduate students and gender differences were apparent, as 43%F and 32% M students described themselves as aware/very aware, while 7% of female students and 17% of male students described themselves as being unaware of EDI issues.

The recent AS survey results suggest that student awareness of policies has increased considerably. While not directly comparable, the corresponding figures in the SAFS EDI student survey undertaken in 2020, for awareness of the Dignity and Respect Policy was 56% and for the Student Code of Practice was 66%. In addition to implementing the ongoing UCD-lead initiatives promoting zero tolerance approach to bullying, harassment and sexual misconduct, the SAFS EDIC will work with student body (AgSoc) and the School Programme Office to further embed awareness of EDI issues and launch the Student EDI-award [SrAP2].

Student awareness for other policies related to gender identity, disability, and student ranged between 35 - 50%. The School is piloting a Dignity and Respect Cultural Awareness programme, which will be reviewed, adopted and embedded as part of our Silver action plan [SrAP30].

2.4c(iv) Flexible working opportunities in the department

Within the School, 22% (18%F, 31%M) of all staff respondents felt that SAFS support flexible working arrangements, but 44% (46%F, 41%M) felt it was supported but not promoted. The proportions were lower among technical staff (30%F, 40%M). Similar proportions of male and female staff, across staff roles (~76%) reported that they had not availed of flexible working arrangements at UCD (e.g., career break, sabbatical, leave of absence, part-time working etc.). Where possible, managers are encouraged to promote flexible practices. The University is engaged in a pilot study of hybrid working to assess both its feasibility and best practice. This pilot project is supported via an extensive website (<https://www.ucd.ie/hr/a-z/covid-19/hybridworking/>) and a final policy will be in place for adoption by SAFS in the next academic year (January 2023) [SrAP31].

2.4c(v) Management of, and , and attitudes towards, family leave in the department

School Management support staff leave requests on a case-by-case basis, 30% of the Athena Swan respondents stated that they had taken family-related leave (40% F, 12% M). However, the overall findings revealed a surprisingly low awareness of Maternity Leave, (42%M, 62%F), Family Related Leave, Paternity Leave and Surrogacy Leave (9%F, 18%M) policies. A review of UCD and SAFS communication and management of opportunities for family- and caring-related leave will be undertaken [SrAP32].

2.4c(vi) Where data suggests opportunity for improvement, comment and reflect. This should include reflection on any gaps between institution-level policy and practice in the department, including if the institution's approach meets the requirements of department staff

Regarding problems experienced in the course of taking or returning from family leave, the most frequently reported issues related to maternity leave, particularly securing cover or a replacement for the leave, extensive contact while on leave, lack of familiarity with procedures around leave and lack of information and guidance. As UCD has implemented numerous policies around these issues, there appears to be a significant disconnect between the supports available and staff knowledge of same. Therefore, a multi-action approach is required to promote new and existing policies and central activities to support employees and managers [SrAP32 & 33].

Silver Action Plan Box 17

SrAP28. Establish a bespoke Induction Process for PMS staff

Target: 100% of newly recruited PMS staff will undergo a formal induction process and will have a buddy assigned to them

SrAP29a. Embed University Action on Race and Ethnicity published in UCD's inaugural Race and Ethnicity Programme of Work, 2022, to be commenced in 2023. The School will embed this programme in consultation with the EDI University Race and Ethnicity Group.

SrAP29b. SAFS will promote uptake of UCD training: Let's talk about race in higher education to all staff.

Target: 20% of SAFS staff attending training on Race and Ethnicity – e.g. "Let's Talk About Race in Higher Education", in 2023. Less than 10% of staff will report feeling discriminated against on age or ethnicity grounds in the 2024 EDI survey.

SrAP30. The School on behalf of UCD, commenced a pilot trial of a Dignity and Respect Cultural Assessment in November 2022. An awareness training programme will run until May 2023, which includes unconscious bias training and gives particular attention to gender, race and ethnicity, age and caring. The School will review and adopt the formalized actions arising from the pilot. Recommendations will then inform a set of actions for the School.

Target: Completion of the pilot programme by June 2023. Identification of new actions to be added to our Silver action plan and their implementation and adoption completed by 2026 and improved awareness (>75%) among staff and students.

SrAP31 Implement finalized Institutional hybrid working policy in the next academic year

SrAP32 Support for parents and care providers

a Review communication around UCD family- and caring- related leave entitlements with all staff and managers responsibilities in supporting diverse teams. Include information in the Induction material.

b. Provide local notification of UCD annual parents webinars and workshops: returning from maternity leave and returning from paternity/new parent leave, managers workshops: supporting family related leave.

SrAP33. Promote UCD Parent Buddy Programme to all SAFS staff. Colleagues who are parents will be invited to become a buddy.

2.5. Department priorities for future action

2.5a Identify the department's key issues relating to gender equality and establish key priorities for action over the next four years:

2.5.a.(i) *Select up to five key priority areas where the department will strive for impact. Selected priorities should be justifiable and based on the quantitative and qualitative evidence presented in Section 2.*

The following five key priority areas where we will strive for impact have been selected based on the quantitative and qualitative evidence gathered via survey, gender analytics data and focus group feedback.

1. PMS Staff Career Development
2. Academic Staff Career Development
3. Student gender balance in sub-disciplines
4. SAFS Working and Learning Environment
5. Intersectionality of Disability, Ethnicity and Neurodiversity in SAFS

The justification and the linked Silver action points for these five key priorities is summarised in Table 27 below and described in detail in Table 31 (page 116).

2.5.a.(ii) *Specific action(s) to support progress in priority areas should be identified*

Table 27. List of Priority areas and associated objectives aligned to specific actions within the School and Institutional action plans

Priority	Target Group	Objective	Silver Action Reference
1. PMS Staff Career Development	PMS Staff	Improve PMS career development opportunities in the School	SrAP18-21, 28,
		<ul style="list-style-type: none"> Leadership training Career development awareness seminar series Engage PMS staff in Mentoring 	
2. Academic Staff Career Development	Academic Staff	Improve female representation at highest academic grade	SrAP10-17
		<ul style="list-style-type: none"> Create bespoke supports Target recruitment opportunities Target leadership in traditionally male roles 	
3. Improve student gender balance across sub-disciplines	Students	Improve student gender balance across sub-disciplines	SrAP6, SrAP7, 9
		<ul style="list-style-type: none"> Establish key drivers of course selection Gender targeted participation in outreach activities 	
4. SAFS Working and Learning Environment	All Staff & Students	Improve SAFS Working and Learning Environment	SrAP26, 30
		<ul style="list-style-type: none"> Embedding Dignity and Respect across SAFS 	
	All Staff	<ul style="list-style-type: none"> Audit & pilot D& R programme 2023 Adopt D&R programme 	SrAP3
		<ul style="list-style-type: none"> Communicate leave and flexible working policies 	SrAP32
		<ul style="list-style-type: none"> Adopt buddy system for all staff roles in induction. Brief buddies on communicating EDI and family friendly policies to raise awareness of SAFS inclusive culture. 	SrAP12
All Staff	<ul style="list-style-type: none"> Unconscious bias training mandatory for all SAFS staff 	SrAP18, 30	
5. Intersectionality of Disability, Ethnicity and Neurodiversity in SAFS	All Staff	Develop intersectionality awareness in SAFS community	SrAP25
	All Academic & Technical Staff	<ul style="list-style-type: none"> Neurodiversity in T & L 	
	Line Managers & All Staff	<ul style="list-style-type: none"> Disability awareness 	



SAFS aims to be a leader in inclusion, realising impact for students and staff in the School, the wider Agricultural and Food Science Community nationally and contributing to a more equitable HEI sector through a number of beacon activities which might be considered as Gold activities under the framework.

Beacon Initiatives in UCD School of Agriculture and Food Science

1. Maintaining good practice and innovation

- SAFS is one of two participants nationally engaged in the HEA funded Dignity & Respect Cultural Assessment pilot which will form the basis of a national sectoral framework for departments and units in HEIs to address. The impact of this project nationally and for the School will be explored in the context of a Gold submission.
- Piloting EDI inclusive supports for students engaging in work placements/ internships. This project was initiated in 2022 and its outputs will contribute to a University-wide-review embedding EDI in student placements which supports students and provides guidance to industry hosts.

2. Supporting Others

Disability

Podcasts include *MoLi (Museum of Literature in Ireland)/UCD EDI podcast Hidden Stories; Blindspot podcast series; Mindreading: Experts in Conversation* podcast series.

Invited conference presentations include TCD Conference “Shifting Sands: Disability and Reasonable Accommodation Post COVID in Higher Education”, 24th October, 2022; TCD Conference “Ableism in Academia in Ireland”, 12th August 2021; UCD “Transforming Disability Inclusion at UCD”, 15th December 2022.

She supported the relaunch of UCD Staff Disability Network in February 2022 and proposed and co-developed the Training Pilot in Disability Awareness for UCD Managers in July 2022.

Mental Health and Maternal Health

Developing Suicide Prevention Interventions for Irish Farmers. Since November 2022 has worked towards Investigating the Mental Health of Young Irish Farmers with Deirdre.

Member of UCD Mental Health Well-Being and Support Panel – a resource for Staff.

January 2020 – December 2024) is supporting an Implementation Project on Improving Mother/Baby Health in First 1000 Days.

Neurodiversity

Team member on a neurodiversity research project, examining the experience of staff and students at UCD who are neurodiverse, identifying supports available and providing recommendations for the future.

Student Activities

The student body “AgSoc” participates in fundraising annually and Awareness Raising Activities for numerous charitable organisations including MS Ireland, Hooves for Hospice, Irish Community Air Ambulance, Embrace Farm and Strange Boat Organ Donation.

UCD Values in Action Awards

This is recognition for colleagues who bring UCD's values (Collegiality, Creativity, Diversity, Engagement, Excellence and Integrity) to life

Awarded for his work as Chair of UCD Volunteers Overseas and awareness raising of EDI.

Awarded for her work on raising awareness of Invisible Disabilities – based on her own lived experience of Multiple Sclerosis.

Awarded for his work in making UCD a leading institution and university of choice for humanitarian action education and research.

Participation on Athena Swan Assessment Panels and Focus Groups

Athena Swan Bronze Assessment Panels in 2021 and 2022.

Facilitators for UCD School of Archaeology's self-assessment focus groups in April 2022.

Gender Issues in Agriculture

March 2018 to March 2019, Assoc. Founder Member and Chair of CERES Network (Women in Agribusiness Leadership). More recently, from March 2021 to March 2022,

Co-Chair of Dairy Women Ireland, a network established to empower women working in the dairy farming sector in Ireland.

Humanitarian Action

The UCD Centre for Humanitarian Action (UCD CHA) is an inter-disciplinary research and teaching platform focused on international humanitarian action which is based in SAFS and directed by SAFS Assoc. Prof. The Centre is an interdisciplinary research and teaching platform focused on international humanitarian action: actions aimed at saving and preserving life, preventing and alleviating human suffering, and supporting life with dignity for those affected by man-made and natural disasters. <https://www.ucd.ie/cha/about/>

In 2022.

2.5b Outline how the department's gender equality priorities align with the institution's Athena Swan action plan and, where relevant, broader EDI initiatives in the institution and/or department. This should include comment on:

2.5b(i) *Key institutional actions that have, or will, support the department's progress;*

The SAFS SrAP School Action Plan aligns with multiple action points identified in UCD GEAP 2020-2024. In some cases, the UCD GEAP requests that the HOS undertakes these actions. In other cases, the School will be impacted by actions undertaken by UCD EDI Unit or others.

Table 28. Key UCD GEAP 2020-2024 actions included in the SAFS Athena Swan Silver Action Plan

University GEAP 2020-2024	SAFS Local Implementation	Status (School level)
IGEAP 4.4. Heads of School to have developmental conversations to support Ad Astras to achieve permanent roles	SrAP12	Plan is to include in SrAP12 on career development.
IGEAP 4.6. Expand exit interview survey to all leavers.	BrAP15	Implemented for senior academic staff. Four staff members interviewed to date. Plans to extend to all staff leaving.
IGEAP 5.1.1. Guidelines on "Inclusive Recruitment Practices" to be followed by Resourcing and Hiring Managers	SrAP18	Planned for 2023-24
IGEAP 5.1.1. Require use of Search Champions to leverage diverse networks for faculty posts.	BrAP16 SrAP10	We will continue to use search champions in SrAP10.
IGEAP 5.1.4. Set targets at shortlisting stage for each School.	Use of extended networks to reach potential candidates.	Not specifically aligned
IGEAP 5.1.5b. Require all members of assessment panels to undertake the recruitment section in the new EDI awareness training online commencing on a phased basis	SrAP18	Planned for 2023-24
IGEAP 5.1.6. Introduce face-to-face mandatory unconscious bias awareness raising for assessment panel members and other key decision makers Planned for 2022-2026	SrAP18	Planned for 2023-24
IGEAP 5.1.10b. Enhance the local level induction process. Start a 'buddy' system for new employees as a guidance whilst settling in, to be assigned by the Head of School/Unit and to form part of online induction checklist	BrAP18 SrAP12	New induction checklist rolled out to all new staff from Apr 2021. Buddy system to be implemented 2024.

IGEAP 5.1.11. Develop a faculty specific induction programme which will focus on the 3 pillars of academic activity	SrAP12	Planned for 2024-25
IGEAP 5.1.14. Mentoring: Introduce a 'Career Mentor' Pilot programme for those who have committed to prepare for promotion distinct from more general mentoring.	BrAP20 SrAP15	Mentor/Mentee programme initiated in March 2021 (with training of mentors and mentees Dec 2020 – Mar 2021)
IGEAP 5.1.17. Exposure to high profile projects: Allow greater access to roles at College and University level for early career faculty through a Role Distribution System involving support from senior faculty.	SrAP12	Planned for 2023-24
IGEAP 5.3.4. Sabbatical leave- Ensure that College Principals and Heads of School maintain a School plan for faculty leave		Implemented
IGEAP 5.5.4. Prepare a breastfeeding policy to ensure that those returning from maternity leave are aware of their entitlements and the supports available. Carry out audit of breastfeeding facilities to ensure that there are consistent facilities available and meet requirements.	Part of SrAP32 & SrAP34.	Launched University wide in Nov 2022. SAFS promotion, planned for Q1 2023 raise awareness among staff of the new policy.
IGEAP 5.5.6a&c. Encourage the uptake of family related leave, amongst males and faculty particularly, through: (a) Improved awareness of availability, Identifying men at senior levels and faculty that take parental leave as role models to uptake of this leave. (c) Increase paternity leave by two additional weeks to 4 weeks (additional 2 weeks unpaid), which does not have to be continuous once agreed with line manager	SrAP34	Planned for 2023
IGEAP 5.5.7a&b. Develop a flexible working framework, with a particular emphasis on ensuring engagement from managers, and monitor staff awareness and uptake	SrAP31	Embed aligned with planned University roll-out
IGEAP 5.6.1. Continue to increase awareness of EDI initiatives, gender equality actions and health and wellbeing activities using a range of channels including online social media platforms.	SrAP2, 34, 35, & 36	Planned for 2023
IGEAP 5.6.4. Put in place a comprehensive awareness raising programme supporting a zero tolerance approach to bullying, harassment, sexual harassment and sexual misconduct, including information on supports available within the university. Embed the message into key programmes such as orientation, local level induction, peer mentor training and	SrAP2	Implementation in progress

residential assistant training, and also invest in social media campaigns.		
I GEAP 5.6.7. Roll out bystander training for all employees across the University, building on the bystander training already in place for all incoming students	SrAP2	Planned for 2023-24
I GEAP 5.6.8. Develop a robust monitoring and reporting process in relation to Dignity and Respect complaints. Use anonymous reporting tool as a means of establishing a baseline around dignity and respect issues and to target interventions where required. Use of tool to be reviewed regularly	SrAP2	Planned for 2023-24
I GEAP 5.6.10. Review Head of School Appointment Policy as follows: (a) Colleges to have gender balance among Head of School appointments or to explain their inability to achieve gender balance and plan to resolve.	SrAP1	Planned for 2023-24
I GEAP 5.6.13. Require each College to report the following regarding Committee membership and incorporate into School action plan: - Number of College/School level committees and gender breakdown and participation rate.		Already implemented
I GEAP 5.6.15. Establish a reporting mechanism whereby Schools must report to College Principals on whether they have a WAM and how successful it is at distributing workload		Embed once rolled out at College level.
I GEAP 5.6.16. Organise seminar/workshop to analyse further the allocation of work. Establish a range of good practices that Schools can adopt for the development and operation of workload models to ensure gender bias does not occur.	Related to SrAP16	Workshops at University level completed q4 2022. SAFS to review and embed University good practices once introduced 2023.
I GEAP 5.6.19. Promote the implementation of the Guidelines for Embedding EDI which was launched in 2019. These guidelines promote gender balance at events, conferences, websites, speakers and members of panel discussions at conferences, pictures on walls etc.	SrAP35	Started.

*Actions "planned for 2023-2024" coincide with the implementation of the institutional action plan timelines. IGEAP: "I" is used to distinguish the institutional GEAP from others.

2.5b(ii) Any gaps in institutional supports for achieving progress and impact in the department.

The SAT has identified three key gaps in supports for achieving progress and impact at School level. The institution will take a lead in its silver AS submission on strategic approaches to supporting PMS staff and its intersection with gender equity issues, an area not previously reviewed in the context of Athena Swan at institution level. It requires consultation at University-level and a central approach to support the School in terms of strategic direction and providing a consistent approach to the review of management structures, roles, workload and their intersection with gender [SrAP18-21].

Review of the phased increase in teaching on return from maternity, adoptive/surrogacy and carers leave at University level to understand its efficacy and the challenges encountered in implementing this in particular Schools such as SAFS [SrAP32].

UCD is unique in that it has a gender analytics dashboard which provides gender disaggregated data reports for Schools. One area where data is not collected centrally is PhD registrations and completion disaggregated by gender. The School has endeavoured to address this issue by establishing a mechanism to collect such data and will work with the Director of Institutional Research School Strategy & the Development Manager to design a reporting tool [SrAP8].

Section 3: An evaluation of the department's progress and success

3.1. Evaluating progress against the previous action plan

3.1a Insert the most recent iteration of the action plan associated with the previous department's award. The action plan should be 'RAG' rated (rated 'red,' 'amber' or 'green') depending on progress.

A demonstration of the School's progress and success against its previously identified priorities including evidence of success in addressing gender inequality is presented in Table 29, below. The Bronze Action Plan was conceived as part of the Bronze Application in 2018 and covered the four year implementation period 2018 to 2022. The Action Plan is up to date for each action point and progress is 'RAG' rated (rated 'red,' 'amber' or 'green') depending on progress achieved during the implementation period.

Table 29. Gender Equality Action Plan SAFS ATHENA SWAN (BRONZE)

AP No.	Action	Further details	Accountability to SAT	Responsibility	Start date	End date	Success Measure	Status	Progress and Impact Achieved:
2. Description of the Department									
1	Include EDI in SAFS School Plan	EDI not overtly present in the School Strategic plan. They will be included in future starting with the 2019 to 2022 School Plan.	SAT Co-Chair (FM)	Head of School	Dec 2018	Apr 2019	Section on EDI included on the SAFS School Plan.		EDI has been formalised as a core part of the School Plan 2022-2025. SAT Bronze Action Plan visible on School website
3. The Self-Assessment Process									
2	Increase student response rate to EDI survey	A modified student EDI survey will be undertaken with incentives to increase response rate.	SAT co-chair (ST)	School SAT	Feb 2020	Apr 2020	Survey conducted with a response rate of at least 50%. Report to SAT; actions identified, and plan implemented to address issues.		The student response rate increased from 3% to 24% (59.6% F, 38.7%M)
3	Increase staff response rate to EDI survey	A modified staff EDI survey will be undertaken with incentives to increase response rate.	SAT co-chair (ST)	School SAT	Feb 2020	Apr 2020	Survey conducted with a response rate of at least 50%. Target: increase response rate from 29% to 60%. Report to SAT; actions identified, and plan implemented to address issues.		The staff response rate increased from 29% in 2018 to 65% in 2022 (57.4%F, 38.9%M)
4	Share findings with all staff at School Meetings	Data gathered regarding academic staff workloads, committee membership, academic staff promotions and details of the action plan will be shared with staff at School meetings.	Head of School	Head of School	Jan 2019	End of Bronze Award Period	Athena Swan updates an agenda item at all School meetings (2 scheduled per year).		AS/EDI updates at all School Meetings Ongoing reporting of EDI surveys, GEAP, and EDIC activities at School exec and School meetings embedded
5	Share findings with PG students	Data gathered regarding Athena Swan data and details of the action plan will be shared with PG Students via their representatives on SAT and email.	SAT member (PG rep)	SAT member (PG rep)	Oct 2019	End of Bronze Award Period	At least two e-mails on findings and progress per year to PG students.		PGs representation on the EDIC. Sharing of information on EDIC is now via EDIC reps to AgSoc.

6	Increase the presence of EDI initiatives on the School website and social media platforms	Links to wider EDI initiatives and resources at UCD will be included in the School's website and social media.	SAT Co-chair (ST)	School Marketing Manager	Nov 2019	End of Bronze Award Period	EDI page on the School website; quarterly updates promoting success of staff in the School including female and diverse role models; evidence of social media (Twitter..) posts on the School website.		SAFS EDI platform on School website launched showcasing wide range of EDI areas which SAFS is implementing locally. Audit all social media activities for impact (spreadsheet in shared drive); agenda item at each SAT EDI meeting) Implementation of the spreadsheet is moved to the SrAP36.
7	SAT teams	Form SAT teams with responsibility for specific themes in the action plan.	SAT co-chair (ST)	SAT co-chairs (ST & FM)	Dec 2018	Feb 2019	Formation of functioning teams. Report to SAT co-chairs at SAT meetings.		Functioning teams were formed during the period Dec 2018 to Feb 2019. These teams implemented the Bronze Action Plan. Succession and transfer of amber rated action points requires this action is transferred to SrAP3
8	Increase awareness of EDI and 'buy-in' across the SAFS	A member of the SAT will report on EDI initiatives at School level by attending School and School Executive meetings at which EDI will be a standing agenda item.	SAT co-chair (FM)	SAT co-chairs (ST & FM)	Dec 2019	End of Bronze Award Period	EDI initiatives reported at all School (all staff attend) (2/year) and School Executive (4/year) meetings at which EDI will be a standing agenda item.		Associate Dean EDI delivers updates at School Executive and wider School meetings. KPI to evidence buy-in by embedding EDI into School Executive meetings: i) Awareness of EDI Staff Survey Statistic: ii) Professors engaged in mentoring early career staff.
4. A Picture of the Department									
4.1. Student data /student sections									
9	Conduct in-depth surveys with students	Students will be asked about their motivation in choosing their SAFS programme to better understand current trends.	SAT member (AF)	SAT WG1 Team leader (AF)	Mar 2019	End of Bronze Award Period	Report on the motivations influencing UGs in their programme choice. Target: survey carried out in the first year with all 4 years of UGs and biannually from 2021 forward on 1 st year UGs.		A questionnaire has been sent to stage 1 students in advance of their programme selection for stage 2. Phase II report and implementation of recommendations - Silver.[SrAP5]
10	Increase visibility of women in promotional	In certain areas women (or men) are under-represented in promotional material for	School Marketing	School Marketing Manager;	Jan 2020	On-going	Record of instances (before and after) where promotional material (e.g. brochures) has been revised to reflect equality of roles among		In a series of 31 promotional images used by the School in 2020-2022, there were 199 people, 59% of these were

	material and on social media	the School. We will actively raise awareness of women and men in key roles within the School in the School's promotional material, website and social media.	Manager	School Promotion Committee; Section representatives.			females and males, diversity and inclusivity in the School.		female. In the results of the 2022 Athena Swan Staff survey 75% of both male and female respondents agreed/strongly agreed that there is gender balance used in School publicity materials including the website and images. But 40% of male technical staff disagreed or were unsure about this statement, compared to 20% in other staff categories. We will continue to monitor this activity in SrAP36.
11	Investigate the low uptake of women in PT UG Diplomas	Review motivations of UGs applying and how the courses are advertised.	SAT member (PG)	Programme Option Co-ordinator (s)	Apr 2020	Nov 2020	Review prepared with plan to increase female participation. Target: 10% annual increase in female applications.		There are no longer any UG PT diplomas on offer.
12	Collect data on research PG recruitment	Develop a process for recording numbers, by gender, of applicants, offers and acceptances for PG research positions.	SAT Co-chair (FM)	UCD HR/UCD Research /M McGinn (UCD Institutional Research), SAFS Programme office	Nov 2020	On-going	Repository of data on research PG applications, short listing, offers and acceptance of positions.		Progress: Data now collected on the HD1 form (Postgraduate admission form). Impact: data presented in the application has identified that women were more successful in terms of offers and enrolment and that some work is required to increase the pool of female applicants. SrAP8 targeted actions in PG recruitment to increase the diversity of applicants.
13	Monitor trends in PhD registrations and completion	Collect gender disaggregated data.	SAFS Programme office	UCD Management Services Unit	May 2019	Aug 2019	Explanation for discrepancy in number of females registered for and completing FT PhD programmes. Action point identified to remediate. Target: Increase registrations by 5% by 2019 and increase completion rate by 30% by 2019 to insure in line with male completion rate of 58% (2017).		Central data collection challenge. – SAFS Strategy and Development manager liaising with Director of Institutional Research to develop a report. Some data was collected locally. Analysis of completion rates and target: SrAP8. In progress.
4.3 Academic and research staff data									

14	Introduce gender targets in promotion	The SAT and the Head of School will develop gender equality targets in promotion (cascade model).	Head of School (AE)	Head of School (AE)	Nov 2019	Dec 2020	Improved gender balance in academic grades (proportional representation). Target: Full Professor from 20 to 30% female, Associate Professor from 20 to 30% female, Associate Professor from 20 to 60% female by promotion by end of 2022.		Female (% , #, grade) Mar 2020 22%, 1.5, Full Prof. 22%, 2, Prof. 33%, 4, Assoc. Prof. vs Mar 2017 19%, 1, Full Prof. 20% 1, Prof. 29%, 4, Assoc. Prof. Total at Prof. level: 7.5 vs 6.
15	Monitor 'Exit' interviews	SAFS will offer all staff leaving the School an opportunity for an exit interview with the Head of School or a nominee.	Head of School (AE)	Head of School (AE)	Oct 2019	On-going	Exit interviews conducted with staff leaving the School. Reasons for leaving identified, with specific focus on EDI issues. Target: Record reasons for leaving, conduct analysis on results, identify drivers of exits and create AP to prevent exits.		Exit interviews underway following consultation with UCD HR. Four senior SAFS staff trained in exit interviews. Four staff leaving the School have participated in the exit interviews.
5. Supporting and advancing careers									
5.1 Key career transition points: academic staff									
16	Creation of search champions committee	Target invitation of female candidates to apply for academic posts particularly senior posts.	Section Heads	Head of School (AE)	June 2019	On-going	Committee formed with female and male representatives from each of the 4 Sections of the School. Target: Increase by 20% female applicants for senior posts the School.		Commitment from HOS to establish Search Committee with diversity focus as and when posts arise.
17	Monitor impact of UCD new recruitment initiatives	Collection of gender disaggregated data on applications	UCD EDI unit	UCD EDI Unit and HR	Mar 2019	Annually	Analyse recruitment data for trends and obtain insights from new appointees.		In the year to Mar 2019, there were 72 academic staff and 48.6% were female. SAFS implemented UCD central supports (inclusive recruitment practices, search committees, EDI statements in job descriptions). Continue data collection in SrAP11d, unconscious bias training required for boards of assessors, SrAP30.
18	Improve induction consistency	Section Heads will oversee completion of	Section Heads	Head of School, Section	Aug 2020	Annually	All newly hired staff having completed induction.		Newly appointed staff were surveyed anonymously (53% response rate) and gave

		induction checklist across all Sections		Heads, School Office					average score of 5 for induction (1 = not very useful, 10 = very useful), scores ranged from 2 to 9 reflecting differing experiences. The majority were recruited during the Covid pandemic which may account for the low sense of effectiveness. Transferred to SrAP11a & 28
19	Welcome Pack	A local welcome pack outlining supports within the School	SAT member (TF)	SAT member (TF)	Feb 2020	On-going	Create a welcome pack with School specific information for new appointees.		Information on School website (EDI platform): Ensure – connection between induction sheet links and material on EDI website tab.
20	Mentoring	Identify mentors for all current and new appointees	Head of School (AE)	Section Heads	Oct 2019	On-going	Record of all current and newly appointed academic staff having a mentor, record of feedback on mentoring from mentees on mentoring. Target: All staff assigned a suitable mentor. In the case of current employees this person should be preferably an academic grade above their own. Mentors and mentees to receive training on EDI.		Mentor/Mentee programme initiated in March 2021 (with training of mentors and mentees Dec 2020 – Mar 2021) 94% (16) of Full Professors and Professors in SAFS were given mentoring training. 30% (16) of all Associate Professors and Assistant Professors accepted the invitation (69%F) to be mentored. For most mentees preparation of an application for academic promotion was their goal in mentoring (72%).
21	Promotion	Promote attendance at the promotions workshop for academic staff.	Head of School (AE)	UCD HR	Apr 2019	Annually	Monitor attendance at the UCD promotions workshop. Target: Attendance by all academic cohorts of 30% annually.		8 female staff applied for promotion in period 2019-2021: 7 were successful. 4 Female staff in pipeline for promotion to Full Professor during 2023-2027
5.2 Career development: academic staff									
22	Teaching & Learning Events participation	Investigate reasons for attendance/ non-attendance. Implement strategy to increase male participation to 50% to reduce reliance on female colleagues.	SAT member (MG & NB)	Associate Dean for Teaching and Learning	June 2020	Annually	50:50 male: female presentations and participation at annual School T&L events.		2018 Presenters 83.3%F; Attendees 64% F. 44 Attendees 2019 Presenters 50%F; Attendees 51% F. 41 Attendees

23	Impending performance for growth (P4G)	Ensure gender balance in the impending performance for growth process.	Head of School (AE)	UCD HR/Head of School	May 2019	Annually	Gender balance among reviewers and their reviewees with training in EDI. Target: 50:50 male: female but no burdening of females in higher grade positions.		39% female reviewers in 2019 cycle; 43% in 2020 cycle
24	Positions of responsibility	Conduct gender audit across all positions; Work towards gender equality in positions of responsibility and on committees in SAFS.	Head of School (AE)	Head of School (AE)	Aug 2019	Annually	Annual audit of gender balance in positions of responsibility and on committees. Achievement of gender balance. Target: 50:50, male: female in positions of responsibility and on all committees, with a focus on influential committees (e.g., School Executive; Agriculture Science Programme Board).		Annual audit embedded: 2017 - 2020/21 Increase from 38 to 55% female committee chairs. Increase from 34 to 49% female in positions of responsibility
25	Leadership training courses	Develop strategy to encourage female staff members to apply for leadership training courses e.g., AURORA initiative.	SAT member (TF)	SAT member (TF)	Jan 2019	Jul 2019	Increased SAFS participation in leadership training year on year. Target: From 4% to 10% attendance annually.		Participation in leadership and management training courses was high in 2019 with 63 (66.6% F). Total numbers have been low since 3 (100% F), 8 (75% F) and 5 (40% F) in 2020, 21 and 22 respectively
26	Research Skills and career development for PD researchers	Increase proportion of female participants on career development courses.	SAT member (PD rep, MH)	SAT member (PD rep, MH)	Oct 2019	Annually	Gender balanced participation year on year in courses offered under the UCD careers development framework. Target: 50% female participation.		Female participation reached its target in the years 2019 to 2022. The highest number of trainees was 2021 with a total of 158, 82% F and the lowest 2019, 82 in total, 57% F. .
27	Support for students for academic career progression	Spotlight diverse career paths ranging from industry to academia by liaising with UCD Alumni Office, ASA and former graduates.	SAT member (PG rep)	SAFS ASA representative	Feb 2019	Annually	Gender balance at annual career events for UG/PG students organised by SAFS. Target: Ensure 50% of the speakers are female.		In collaboration with the SAFS Programme Office, each year AgSoc organise an annual careers event. In 2021, it was cancelled due to Covid19, but in other years the event has attracted employers from agriculture to UCD. Speakers are both male and female.
28	Support for grant applications	Reach out to all staff to interact the School's two research support staff.	SAT member (NB)	Associate Dean for Research	Nov 2019	Annually	Evidence of increased engagement of SAFS staff with (i) the School Research Administrator and (ii) the Agri-Food research partner in UCD Research. Target: Hold a grant		School Research Administrator (N McLoughlin) has engaged extensively with new staff and with staff looking to improve their research output. RIIG early career research workshop 14

							writing session for employees. Experienced grant applicants to share their experiences. Ensure there are male and female contributors. Ask contributors to discuss issues of gender and work-life balance etc.		Dec 2020: 1M, 6F from SAFS attended.
5.3 Flexible working and managing career breaks									
29	Support for maternity leave/return	Work with College (Health and Agricultural Sciences) colleagues to improve School facilities for staff who are pregnant or caring for infants	SAT member (HK)	SAT working group	Mar 2020	Mar 2021	Evidence of Improvement to facilities for staff who are pregnant or caring for infants		UCD – wide initiatives developed: phased return to teaching for those returning from leave, development grant, breastfeeding policy with enhanced breaks over two years for those who are breastfeeding and enhanced facilities for feeding/lactation on campus.
30	Parental support booklet	Increase awareness of available supports through parental support booklet	SAT member (HK)	UCD HR/SAFS School Office	May 2019	On-going	Record of parental support booklet provided to staff when applying for parental leave		Supports highlighted on School website (EDI platform)
31	Support for Maternity leave	Working group in SAT to review standard practices on maternity cover across the School	SAT member (HK)	SAT working group	June 2020	Sep 2020	Focus group conducted and findings reported to SAT, actions identified.		Supports highlighted on School website (EDI platform)
32	Relief from teaching after leave	Head of School to propose a scheme providing relief from teaching to academics after an extended period of leave	SAT co-chair (FM)	Head of School (AE)	Apr 2019	Oct 2020	Proposal made by the Head of School to the College Executive on the topic of providing relief from teaching to academics after an extended period of leave. Target: Implement a scheme to support female research on return from maternity/adoptive leave.		UCD scheme now offers relief from teaching following a period of family related leave. The Athena swan survey revealed that awareness of Maternity Leave, (42%M, 62%F), Family Related Leave, Paternity Leave and Surrogacy Leave (9%F, 18%M) are low. To address this low level of awareness, the School will organise and promote UCD annual parents' webinars (4 pa) and workshops: returning from maternity leave and returning from paternity/new parent leave, managers

									workshop: supporting family related leave [SrAP32].
5.4 Organisation & Culture									
33	Unconscious bias (UB)	Unconscious bias training for staff	SAT member (MG)	UCD HR	July 2020	End of Bronze Award Period	100% of staff to complete training by end of Q3 2020.		Locally organised f2f training started in May 2022 with 15 participants. Since then UCD HR has initiated remote UB training e.g. Being Aware of Our Biases: Unconscious Bias Awareness Training, promoted as part of SrAP30.
34	Students debate	Liaise with CERES initiative to organise student debates on EDI issues	SAT member (UG rep)	Programme Office, Agricultural Science Society ('Ag Soc')	Oct 2018	End of Bronze Award Period	At least one UG debate annually on an EDI issue		Great Agric Food debate 2021: "Plastic is not the enemy of our blue planet"; all female students. Topics selected for the debate are not within our control, but several SrAP action points now include student EDI discussion: 2 (EDI Award, awareness), 13 (networking), 35 (EDI ownership in SAFS), 36 (Enhance EDI online)
35	Macho subculture in Agriculture	Introduce EDI awareness to students through multiple avenues	SAT member (MG)	'Ag Soc' / SAT member (MG)	Sep 2019	On-going	Changing culture gathered by survey and focus group data. Target: Introduce training in EDI awareness across all UG programmes in SAFS to feed into e-portfolio.		BrAP1: EDI included in School strategic plan. BrAP2: Student response rate increased from 3% to 24%. BrAP3: Staff response rate increased from 29% to 65%. BrAP5: Both PG, UG Representatives on EDIC. Student body AgSoc has an EDI Officer. Further efforts are transferred to SrAP2.
36	Research on EDI issues on agriculture	Promotion of research on EDI issues in Agriculture, conducted within SAFS, at fora such as the School Research Seminar Series	SAT member (PG rep, (EC))	PG rep on SAT and organiser of the SAFS Research Seminar Series	Apr 2019	Sep 2021	Research on "EDI in Agriculture" included as a seminar in the annual SAFS Research Seminar Series		SAFS Seminar series – "Women in Irish Agricultural History" (Dr. Micheál Ó Fathartaigh) – 16 Dec 2020. Feature some of Monica Gorman or Jim Kinsella (social agriculture) research in 23/24 programme

37	Work/life balance in SAFS	Work with UCD HR and other like-minded Schools to create a charter on what a healthy culture looks like in terms of work/life balance	SAT member (MG)	UCD HR/colleagues from other UCD Schools/ Working group of SAFS colleagues	June 2021	Jan 2022	Evidence of improvements in work/life balance. Target: Develop a charter for a healthy work/life balance. Latest staff survey data revealed 68% staff felt they had a good work/life balance, the target is to increase this percentage to 90% by Jan 2022.		Within the School, 22% (18%F, 31%M) of all staff respondents felt flexible working was supported, while 44% (46%F, 41%M) felt it was supported but not promoted; the proportions were lower among technical staff (30%F and 40%M). Subcommittee of School EDI committee formed. This action has been superseded by the flexible working pilot in UCD and upcoming legislative changes regarding the EU Work/ Life Balance Directive which will be introduced end 2022. SAFS has moved this action to silver plan and will align with institutional and legislative changes and review impact once embedded. (SrAP31) Charter was framed and displayed in the School building.
38	Committee membership	Annual review of committee membership. Encourage staff members to apply to ensure female representation on all committees	Head of School (AE)	Head of School	Nov 2021	On-going	Evidence of equal opportunities to join and leave committees. Target: achieve 50:50 F/M membership of committees.		2017 to 2020/21: Increase from 38 to 55% female committee chairs.
39	Succession planning	For Section Heads and Subject Heads, the School Executive will examine its succession planning process to identify opportunities for greater equality	Head of School (AE)	Head of School (AE)	Oct 2020	Sep 2021	Gender targets succession planning in SAFS, specifically related to Associate Dean, Section Head and Subject Head positions.		There was a balanced competition for the current Head of School position, with 50% (2F, 2M) female applicants.
40	Meeting times	Implement and raise awareness on core meeting hours policy	SAT co-chair (FM)	Section Heads	Dec 2019	Jan 2020	Commitment from Section Heads and all staff meetings be scheduled during core meeting hours		Confirm with Section administrators once per year re timings of section meetings

41	Gender balance at organised events	Encourage gender balance among speakers at organised SAFS events.	SAT co-chair (FM)	All SAFS committees	Nov 2019	On-going	At least 40:60 gender split at all speaking events organised in SAFS.		There were scientific 37 seminars delivered in 3 annual Seminar Series between 2019 - 2022, 43% of seminars were by female scientists.
42	Pioneering women in Agriculture	Increase visibility of female role models in the School.	Head of School (AE)	Head of School (AE)	Oct 2020	July 2021	Art installation/display.		Internationals Women's Day 2021 (8 March) – Celebrating Women in Agriculture – 20 graduate testimonials in 11 videos posted; 25 undergraduate photos posted
43	External Duties	More quantifiable recognition of external duties in the workload model	Head of School (AE)	Head of School (AE)	April 2019	On-going	More robust workload model that accounts for, and captures in more detail, all contributions to the School		Workload model capture to be revised [20/21] to capture internal committee memberships while external duties will be self-reported (School Strategy and Development Manager) University GEAP has an action regarding workload models and workshops have been completed in Nov 2022. Outputs of institutional action to be reviewed to ensure alignment to institutional good practice. The work of BrAP43 is continued in the SrAP [SrAP16 & 21]
44	Female Writing Retreat	To get female outputs in line with male outputs in terms of publications.	SAT co-chair (ST)	SAT co-chair (ST)	Feb 2019	Feb 2021	Workload model output for females in line with males for publications. Target: Average number of female publications increased from 18/ year to 25/year (50:50 male: female, in line with 2016-17 publications).		Due to Covid-19 lockdown, the writing retreat was held online 9-10th June 2020. 5 female academic staff attended. The plan was to run a second workshop for all ESRs (M&F). Feedback from the workshop was that everyone found it useful but would have preferred in person. All participants completed one small piece of work.

*Colour coding (red/amber/green: red - delayed/not commenced; amber- there are issues arising that may delay the action and are being dealt with; green - the action is being progressed (or completed), no issues arising.

3.1b Comment and reflect on the department's most recent action plan.

3.1.b(i) Methodology of action implementation, evaluation and iteration

The Bronze Action Plan (BrAP) included a broad range of action points, covering communication to different communities within the School, improving engagement and participation across SAFS in EDI activities, improving operational data collection and the support of women at different career stages in SAFS. The methodology of action implementation was centred on a diverse and competent EDIC. The membership of the EDIC was designed to facilitate communication to each administrative body and community e.g., academic staff in each section of the School, administrative staff, students and postdoctoral researchers within the School and membership of the EDIC is rotated, with a maximum term of 4 years, to ensure wide participation across the School. A four year term fosters the continuity required to implement action points. The HOS is a member of the EDIC, further demonstrating the School's commitment to progressing EDI issues. The current HOS chaired the SAFS EDIC until he took up his role as Dean and HOS, he continues to be a member of the EDIC. The EDIC meets monthly during the academic year, both BrAPs and SAT progress updates are standing items on the EDIC meeting agenda, these are presented by the SAT Chair and SAT Project Manager. Assistance from the membership of the EDIC to drive implementation is primarily volunteered by EDIC members but is requested when necessary. Much of the implementation of the Bronze action plan was complete or well underway when the EDI/SAT Project Manager was then appointed, and the core Silver SAT was convened in September 2021. The Project Manager then took responsibility for overseeing the implementation of the Action Plan with support from the SAT and the wider EDIC. The progress of each action point was monitored by the Project Manager and reported at SAT and EDIC meetings.

Table 30. List of SAT and EDIC meetings featuring Action Plan implementation updates and discussion

Date	Group	Discussion topics
10.11.21	SAT (p)	General Action Plan update
06.12.21	SAT (p)	Exit interviews (BrAP15), mentoring (BrAP26),
08.12.21	EDIC (z)	UCD EDI survey results: EDI awareness increasing; staff with disabilities
21.12.21	SAT (p)	Tracking Bronze AP progress
12.01.22	SAT (z)	Gaps in data
24.01.22	EDIC (z)	Report on AS webinars, presentation to SAFS on EDIC & SAT, update from UCD EDI Neurodiversity and Disability Sub-Groups
03.02.22	SAT (p)	Discussion about staff and student surveys
01.03.22	EDIC (z)	Update from postdoc forum, SAT update on BrAP progress to EDIC
09.02.22	SAT (z)	Visuals. Consideration of survey questions
07.03.22	SAT (p)	SAFS EDI survey preparation
05.04.22	EDIC (z)	Update on launch of surveys, unconscious bias training in progress
11.05.22	EDIC (z)	SAT writing workshops in place, exit interviews commenced
08.06.22	SAT (p)	Writing session
13.06.22	EDIC (p)	Search for representatives for postdoc and postgraduate groups
19.07.22	EDIC (h)	SAT update on AS training: SMART tasks, focus groups in Sept
05.09.22	EDIC (h)	Report on options for submission of the application, plans for focus groups, plans for student survey. Dignity & Respect pilot.
10.10.22	EDIC (h)	Draft silver application submitted for mock assessment

*Abbreviations used in the table: (z: via zoom, p: in person, h: hybrid)

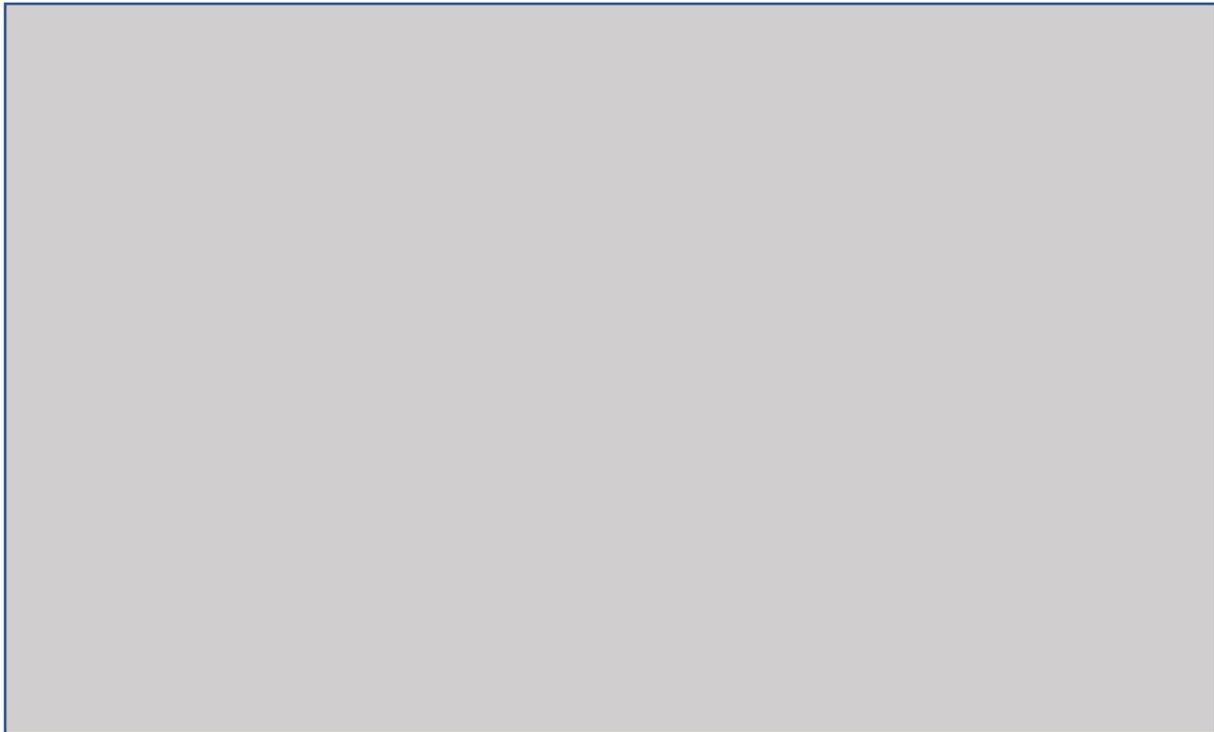


Figure 30. A screenshot showing EDIC and SAT members meeting by zoom in January 2022

The Bronze Action Plan included BrAP7, which was to form SAT teams with responsibility for specific themes in the plan. This AP was not fully implemented although individuals did take responsibility for certain action points. On reflection, the full implementation of BrAP7 could have fostered greater ownership of the Action Plan among the EDIC and the SAFS as a whole. However, the Action Plan was initiated less than a year before the start of the Covid-19 lockdown in 2020 and impacted by the transfer of all activity online. The Chair of the SAFS-EDIC is also a member of the SAFS Executive and reports on progress of the BrAP at executive meetings and where necessary, has sought support from the members of the School Executive. As the EDI activities of the School grow in the future and become more mainstreamed, it will be important that ownership of EDI and the action points of the Silver Action Plan are embedded in daily life of the School, so the BrAP7 will be carried over to the Silver Action Plan [SrAP35].

While the **implementation** of the Action Plan was reviewed at each SAT meeting and EDIC meeting, progress of each action point was based on the knowledge of individual members of these two groups, but concrete evidence was absent. In the SrAP, the Project Manager will maintain a shared file documenting progress of implementation, supported by measurable evidence of progress. On reflection the hand over from the Bronze SAT to the Silver SAT was a little disconnected. Ownership of action points seems to have been lost at the handover and sometime was spent determining actual progress and status of each action point. The SrAP will include the allocation of named individuals with responsibility for implementing specific action points.

Evaluation of each action point was considered at SAT meetings. The measure of success for each action point was defined and agreed by the SAT. Progress was reviewed and status

moved to green when the action point was completed successfully. All of the action points were commenced during the period 2018 to 2022; 84% of the action points outlined in the BrAP were deemed complete, 11% still underway (Figure 30). The BrAP was sufficiently detailed to allow for evaluation of progress against specific measures of success, which afforded a smooth transition from the Bronze SAT to the Silver SAT in 2021. To ensure greater organisational memory, more details will be collected at the level of the action point implementation, including the next steps to complete each action point. Details of the BrAP action plan is communicated to the SAFS staff at School meetings (BrAP4).

Bronze GEAP 2018 - 2022 Progress

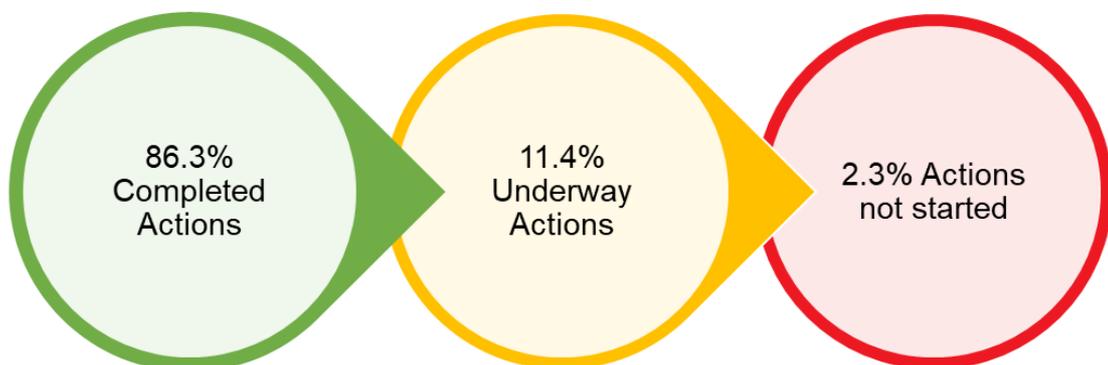


Figure 31. Schematic representation of progress in the Bronze Gender Equality Action Plan, following the RAG rating method. 38 APs are rated green, 5 APs amber and 1 AP red.

Iteration: From Autumn 2021, the Project Manager reported on the progress of the BrAP to the SAT on a monthly basis; the status of each action point was reviewed and the Action Plan updated as action points progressed towards completion. While this frequency of monitoring was sufficient, implementation of the BrAP may have been more efficient if successful completion of certain action points were developed at the time of their inception. Moreover, greater clarity on the difference between setting up an action and maintaining an action is essential. For example, exit interviews for staff were initiated at a School level (BrAP15), so the AP was set to complete, but the Exit Interview process should be monitored to determine its impact and improve it in the future. In this sense, the Athena Swan SAT has spearheaded the initiation of actions, which will either be embedded into School life or discontinued at a School level if duplicated Institutional plans are adopted. An annual Athena SWAN action plan implementation session to facilitate information sharing and discussion at a School level would help improve awareness of the commitment to EDI issues and Athena Swan [SrAP35] and serve to inform the SAFS community of the status of each action point in its Action Plan.

3.1b(ii) Factors (internal or external to the department) that acted as barriers or facilitators to the implementation of actions and meeting of success measures. Where relevant, make reference to actions from the previous action plan that have been rated as amber or red, and any actions that were removed over the course of the award. Where challenges to successful implementation are noted, outline the steps taken to respond to these, and how the action plan was adjusted

The Bronze action plan was revised and updated regularly, and most (84%) action points were implemented as planned. There were, however, some difficulties with the implementation of some (13.3%) action points, which either resulted in their delayed implementation or cancellation. These difficulties were often internal factors, but occasionally external factors also played a part. The corollary is also true; both internal and external factors facilitated the successful implementation of the Bronze action plan, as illustrated in Figure 32. The institution and the School have worked hard to raise awareness of EDI topics among the staff and students, specific examples are detailed in the respective actions plans (GEAP). The response to engagement (BrAP 1-4) by the student and staff communities has particularly benefited from this greater awareness. The SAFS Bronze action plan is presented as Table 28, "Gender Action Plan". Here, we detail numerous examples of successful action plan implementation. The implementation of the institutional GEAP runs from 2020 to 2024, many of the institutional action points are incorporated within the School's current and future activities (See section 2.5b(i): Key institutional actions that have, or will, support the department's progress). In total, 24 action points in the institutional GEAP are either already implemented at the School level or will be as part of the Silver Action Plan. EDI topics now feature as part of everyday SAFS life; the EDI Committee has expanded from 8 members in 2014-2018, to 18 members since 2020, reflecting the divergent areas and roles addressing EDI. EDI issues are a standing item on School committees, particularly at management level, including the School executive. Since the implementation of the Bronze action plan and with the support of the UCD EDI Unit, the focus has been on SMART action points, with tangible measures of success, including metrics from data collected centrally by UCD, to local staff and student surveys and feedback from individuals at focus groups. Key facilitators have been action points that are tied to the institutional GEAP. In the SAFS Bronze action plan there were 44 action points and during the period of its implementation, 84% (38 APs) were rated Green, 11% (5 APs) amber and 2.3% (1 AP) red.

The key and overarching facilitator to the implementation of the Bronze action plan has been the very strong commitment to EDI at both institutional and School level. However, one of the barriers to the full implementation of the Bronze action plan is the hand-over from one SAT to another; this will be addressed in SrAP3, where we will document working groups and succession plans.

The following describes the amber and red rated action points and the barriers to successful implementation:

BrAP7. Form SAT teams with responsibility for specific themes in the action plan. The aim was to form these teams during the period December 2018 to February 2019. Once formed, the functioning teams were responsible for the implementation of the Bronze action plan. There was a break in team activity between the implementation of the Bronze and the preparation of the Silver application. This action will be transferred to SrAP3.

BrAP9. Conduct in-depth surveys with students. Students were asked about their motivation in choosing their SAFS programme to better understand current trends. A survey was carried

out during the implementation of the Bronze action plan and results from 94 respondents were collated. We need to collect more data, analyse the results and then report on the findings; this will be the focus of SrAP5.

BrAP11. Investigate the low uptake of women in PT UG Diplomas. The aim was to determine the motivations of UGs applying for these courses and how they are advertised. However, we no longer offer undergraduate part time diplomas in the School, so this action point has been closed.

BrAP13. Monitor trends in PhD registrations and completion. Through the collection of gender disaggregated data, the aim was to provide an explanation for the discrepancy in number of females registered for and completing FT PhD programmes, compared with males. In addition to the explanation for the discrepancy, the target of the action point was to increase registrations by 5% by 2019 and increase completion rate by 30% by 2019. We currently do not have data which could explain the discrepancy in the number of female students registered to and completing FT PhD programmes. This action point will be transferred to SrAP8, efforts made to collect information on differences in registration for PhD and the reasons for not completing.

BrAP17. Monitor impact of UCD new recruitment initiatives. Collection of gender disaggregated data on applications. Analyse recruitment data for trends and obtain insights from new appointees. In the year to March 2019, 72 academic staff were recruited and 48.6% were female. SAFS implemented UCD central supports (inclusive recruitment practices, search committees, EDI statements in job descriptions). We need to enhance inclusive recruitment practices to include the uptake of training in unconscious bias by boards of assessors, this has been transferred to SrAP18.

BrAP34. Students debate. The aim of the debate was for the SAT to liaise with the CERES initiative in the School to organise student debates on EDI issues during the implementation of the Bronze action plan. The only debate held had its theme set by the sponsor. It was felt by the organisers in the School that it was not possible to introduce an EDI theme at this time. The SAT also considered that there were many opportunities for the students to debate EDI issues and that these will continue, for example: SrAP2, 13, 35, 36.

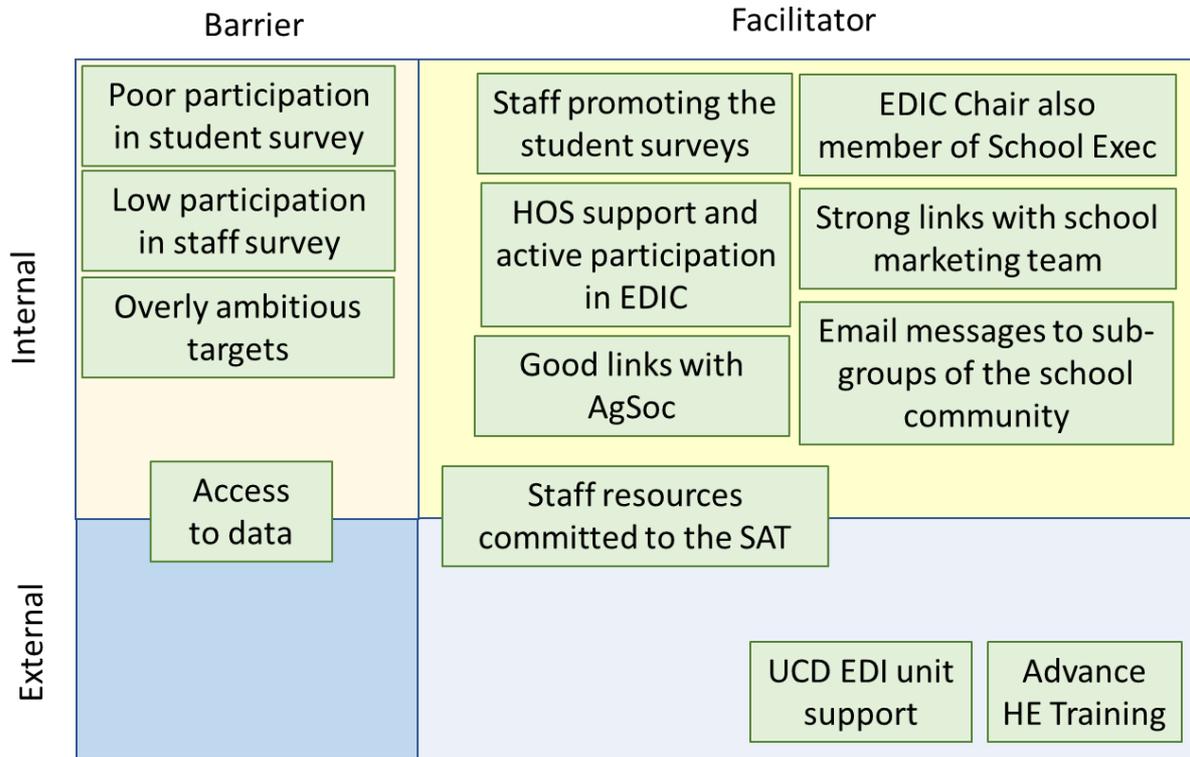


Figure 32. Schematic summary of internal and external barriers and facilitators of the Bronze Action Plan implementation and measures of success.

Often a barrier was only temporary, and the implementation could be achieved later. Facilitators might also be only temporary and require resources to maintain an active state. Examples of this situation include social media presence of the School, EDI reporting on the School webpages (BrAP1, BrAP6). Finally, the impact of Covid-19 and the difficulties ensuing from the abrupt transition to online activities across UCD and our School for more than 18 months of the BrAP implementation period cannot be underestimated.

3.1b(iii) Learning and outcomes from the evaluation of the action plan and how learning can be applied to improve implementation, outcomes, or impacts of the future action plan.

Several learning opportunities arose during the evaluation of the action plan:

Consistent tracking of data is important and a detailed description of each measure of success is essential to determine progress and impact. Feedback from individuals involved in the completion of action points should be gathered to streamline the process.

Preparing for organisational memory is necessary for smooth succession. Changing personnel was challenging as individuals that became familiar with a process took that knowledge with them. While it made sense to assign action points to individuals at the time and fostered ownership and a drive towards implementation, ambiguity around continued implementation of an action point once it had been “launched” did cause difficulties and delays. A few action points that were considered important at SAFS level by the Bronze SAT were superseded by activities at institutional level e.g., training in unconscious bias, exit interviews, teaching relief for employees returning from family related leave.

Other action points also developed at an institutional level but were not a good fit for the School, so the SAFS continued with its own action point e.g. exit interviews. In each of these cases, the outcome was similar but the route was different. In future action plans, it will be useful to share progress with UCD GEAG. An exchange of information between the Institution and the School will complement or replace School actions. SAFS has aligned its action plan to UCD GEAP 2020-2024 and will review progress in 2024.

Silver Action Plan Box 18

SrAP34 SAFS will hold a workshop in September 2024 to align with the UCD AS GEAP 2024-2028 to ensure alignment and streamlining initiatives to avoid duplication with institutional priorities.

3.2. Evaluating success against key priorities

3.2a Provide information on the department's key achievements in gender equality.

3.2a(i) *Evidence of how the department has achieved the desired outcome/s and impact/s in relation to at least two previously identified key priorities*

The priorities for the period 2018 to 2022 are listed in the Bronze action plan. Key priorities identified for this period were Recruitment [BrAP17 Monitor impact of UCD new recruitment initiatives] and Promotion [BrAP14 gender targets in promotion] and [BrAP21 training workshops for promotion applicants]. In our continued efforts to embed policy, practice and supports to advance academic careers, all academic recruitment to the School follows the UCD-wide process including: use of standard UCD advert template with EDI statement and information, EDI core competencies aligned to grades for all vacancies; selection panels with equal male and female representation, EDI interview questions, and an opportunity to visit our facilities and meet members of staff. In our BrAP we set out to improve and track the proportion of female staff recruited to academic positions [BrAP16 establish a Search Champions Committee and BrAP17 monitor recruitment]. This strategy could also be used in improving the recruitment of women or men to professional and support roles where there is a gender imbalance.

In his cover letter for the Bronze Application the then HOS stated promotional opportunities was one of the School's biggest issues. The current Academic Promotion pathway has improved and appears to be working well (see Section 2.2c); in the three years 2019-2021, 8 female and 3 male staff members applied for promotion. Of which, only 1 female and 1 male were unsuccessful (Table 18, p56). Although there were no female applications for promotion to Full Professor during this 3-year period, there are now 4 female staff at the grade below, compared to only 1 in 2018. The SAFS Mentoring Programme and P4G review provides a framework for the HOS and relevant Heads of Sections to work with these academics towards promotion as an action point for the Silver Action Plan [SrAP14].

All participants found the workshops beneficial in preparing for application.

The SAFS EDI Committee is highly involved in striving for action on equality grounds in addition to gender and in combination with gender issues. It is this intersectionality that members of the EDIC are well placed to support. EDIC members are also members of the following university level committees and initiatives: Widening Participation Committee, Access and Lifelong Learning Faculty Partnerships Programme, UCD Staff Disability Network, UCD EDI Committee, UCD EDI Disability Sub-Group, and the Neurodiversity Working Group, among others.

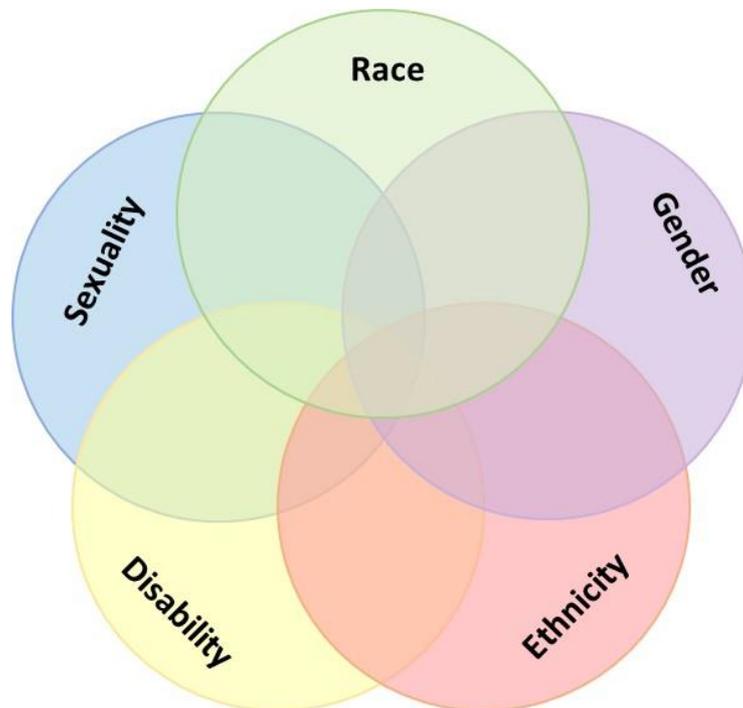


Figure 33. Graphical example of intersectionality, showing how gender may interact with other EDI- related characteristics of an individual or a group of people

Feedback from the SAFS-EDIC is presented at SAFS Section meetings, providing a conduit for information about both UCD and SAFS level activities to all SAFS Staff. Collection of data in this regard is a new Silver action point [SrAP34]. The main facilitators in raising awareness of non-gender equality issues are the individual members of the EDIC who are active in other committees working towards equality. The success of these initiatives is due to the ongoing commitment of individuals in SAFS to continuously improve the working environment. Information is exchanged by communication between committees via their members.

Silver Action Plan Box 19

SrAP35. Ownership of EDI and the action points of the Silver Action Plan are embedded in daily life of the School.

Section 4: Action Plan

In Section 4, applicants should evidence how they meet Criterion C:

- + Action Plan to address identified issues

Present the action plan in the form of a table (landscape page format).

The plan should cover current initiatives and aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

4.1. Action Plan

With the assistance of the wider EDIC, other members of the School, and the UCD GEAG, the SAT has identified 5 areas of priority (See also Section 2.5a) and these have informed the development of the Silver Action Plan. We have used this opportunity to create five working groups comprising members of the EDIC and other seconded members from the School (Table 31). The working groups will develop and implement the action points [SrAP3], described below in Table 32. The Project Manager (0.4 FTE) will support, monitor and report on the implementation of the plan and additional support will be requested from the School and where necessary the broader UCD community.

The sections of the action plan are arranged to broadly follow the structure of the application:

1. *Governance recognition of equality, diversity, and inclusion work*
2. *The department and its context*
3. *Embedding policy, practice and supports to advance academic and research careers*
4. *Embedding policy, practice and supports to advance professional, managerial and support staff careers*
5. *Culture, inclusion and belonging*

Table 31. The five priority area that inform the bulk of the Silver Action Plan and the main composition of the working groups responsible for the delivery of the priority areas.

	Priority area	Working Group Composition	WG code
P1	PMS Staff Career Development	HOS, School Office Rep, SAT Technical Rep., UCD HR Partner for SAFS	SrWG1
P2	Academic Staff Career Development	HOS, Chair of New Faculty Group, Chair of SAFS Mentoring Group	SrWG2
P3	Student Gender Balance In Sub-Disciplines	T&L Rep, AgSoc EDI Rep,	SrWG3
P4	SAFS Working and Learning Environment	AgSoc, SAFS Programme Office, T&L Rep, EDIC Academic Rep,	SrWG4
P5	Intersectionality of Disability, Ethnicity and Neurodiversity in SAFS	EDIC Chair (or appointee), UCD EDI Unit,	SrWG5

4.1a Action Plan

The SAFS Athena SWAN Silver Action Plan spans over four years, from April 2023 to March 2027, some activities have already commenced.

Table 32: The UCD School of Agriculture and Food Science Gender Equality Action Plan 2023- 2027

September 2023

The Action Plan is currently being edited by the Working Groups to improve the description of Action Points and to align it better with the Institutional GEAP.

Appendix I

From: Sarah Fink sarah.fink@advance-he.ie 
Subject: Athena Swan word extension - SAFS
Date: 17 January 2023 at 15:39
To: Eimear O'Reilly eoireilly@ucd.ie
Cc: Trudee Fair trudee.fair@ucd.ie, Athena Swan Ireland athenaswanireland@advance-he.ie

SF

Dear Eimear

This email is to let you know that the School of Agriculture and Food Science has been offered a 1000 word extension for their Silver submission to enable analysis of sub-disciplines within the School.

This has been noted in our records.

Best wishes
Sarah

Sarah Fink
Head of Athena Swan Ireland

Pronouns: She/her

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