

DCU GENDER ACTION PLAN

Ref.	Workstream	Action	Priority	Rationale	Target Completion Date	Person / Group responsible	Measure of Success/Target	Current Status
AS3.1	Governance	Review SAT membership to ensure appropriate expert representation and gender balance to drive for Silver	M	All University committees including the SAT should have minimum 40% of men and women	Q2 2021	AS Coordinator	Minimum 40% of each gender on the SAT	Updated membership currently under consideration
AS3.2	Governance	Ongoing reporting of Athena SWAN/Gender Action Plan via a RAG status to SMG	M	To monitor and review the implementation of the Action Plan	Ongoing	AS Coordinator (with input from workstream owners)	Bi-annual report to SMG	Ongoing
AS3.3	Engagement	Implement feedback from survey into future surveys including more regular, shorter surveying	H	Obtain more indepth data and better response rates with smaller surveys	Ongoing	AS Coordinator	Surveys conducted, results analysed and initiatives identified	Full survey in Q3 2021. Smaller ongoing surveys on specific topics (e.g. disability)
AS3.4	Engagement	Intersectionality working groups to be established on other aspects of intersectionality	M	Inform policy and decision making through the experiences of those affected	Q3 2021	EDI	Groups established and action plans (based on Gender Action Plan approach) developed for each area	Working groups to be formed on disability, ethnicity, LGBTQIA+ etc. in 2021
AS3.5	Governance	DCU Athena SWAN Dept Network to be established	H	To enable departments to share advice, knowledge and best practice - will help prevent duplication of work and facilitate sharing of best practice and experience	Q3 2021	AS Coordinator	Network established and active engagement	In progress
AS3.6	Engagement	Athena SWAN Communications Plan review	M	Build on the objectives of Our DCU initiative to ensure consistent communications and engagement across three academic campuses	Q1 2022	AS Coordinator	A thorough communications strategy for AS	In progress
AS4.1	Research	Analysis of funding fluctuations and its effect on Post Doctoral positions	M	Post Docs are in a unique position within the university where their contracts often depend on funding streams. Inconsistencies in gender disaggregated data can often be the result of funding being allocated to trending topics/disciplines. An analysis of these trends could lead to a better interpretation of the data and an analysis on real gender issues rather than funding peaks.	Q2 2022	RIS	Results analysed and actions implemented	Collect gender disaggregated data of the genders of those applying for Post Doctoral funding by discipline
AS4.2	Research	A training seminar on applying for funding particularly aimed at female post-doctoral researchers	M	To raise skills levels of female post docs	Q4 2021	RIS/L&D	Training delivered once per semester	In design for roll-out in Q2 2021
AS4.3	Leadership	Apply for additional SALI post(s) in area(s) which would benefit from a female professor	H	To achieve greater gender balance at Full Professor grade	Q1 2021	HR/L&D	Applications for two additional posts to be made	Complete
AS4.42	Policy - Race	Implement a race cultural competency programme	L	To raise awareness of cultural diversity and influence development of a more diverse racial culture within the University	Q1 2022	EDI HR	Cultural competency programme rolled out to all staff and leaders and delivered at least 3 times	In progress
AS4.43	Policy - Race	Publish Anti-racism reading lists, resources and research guides to all staff and students.	L	To highlight the University's commitment to achieving racial diversity and raise awareness and understanding of all	Q4 2021	EDI HR	Resources available on dedicated section on the DCU website	In progress

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AS4.5	Policy - Disability	Encourage self disclosure of disabilities	L	To allow appropriate supports and accommodations to be made available to allow all staff to thrive	Q4 2021	EDI HR	Increase those who disclose by 2% by 2023 (currently 2.5% 2020)	In progress
AS4.6	Policy - Gender	Attract more males into the IOE - run a programme with guidance counsellors with the aim of attracting more male CAO applicants	M	To achieve greater gender balance at undergraduate level in teacher education to influence longer term change	Q3 2021	SS&D IOE EDI	Increase male representation at undergraduate level by 5% in 3 years.	In progress
AS4.7	Data	Include leavers data in gender disaggregated data evaluation by faculties annually	L	Faculties do not currently have access to leavers data so may be missing key trends, issues or turnover black spots	Q2 2021	Deans HR	Leavers data analysed at faculty level to identify issues or high turnover rates	In progress - data will be available through the new Makodata system
AS4.8	Data	Biennial pay gap audit - conduct an audit every two years and address any issues arising	M	To understand overall pay profile and address any gaps that may emerge	Q2 2021	HR	2 audits complete by 2024	Initial analysis underway to assess required data
AS5.2	Data	Gender disaggregated data collected on formal acceptance of offers and those who actually take up role	L	To enhance quality of data analysis	Q3 2021	HR	Data collection procedure in place	Data requirements included in design of eRecruit reporting. eRecruit due for roll-out in June 2021
AS5.3	Policy	New staff appraisal system to be implemented	H	To ensure formal process for performance feedback and development conversations	Q4 2021	HR	New performance review system in place	Phased roll-out underway
AS5.4	Policy - Family Supports	Maternity Buddy System to be continued	L	Ensure scheme remains effective through implementation of feedback from participants	Ongoing	HR	All staff taking maternity leave to be made aware of scheme	25 buddies currently in place. Maternity toolkit launched in Q3 2020
AS5.5	Policy - Family Supports	KIT days reviewed annually to assess take-up and promote scheme	L	Promote scheme to ensure awareness and take-up	Ongoing	HR HoS	All staff taking maternity leave to be made aware of scheme	Ongoing. Maternity toolkit launched in Q3 2020
AS5.6	Policy - Family Supports	Maternity Teaching Buy Out Scheme to be promoted to all academic staff and reviewed annually	L	Promote scheme to ensure awareness and take-up	Ongoing	HR	All staff taking maternity leave to be made aware of scheme	Ongoing. Maternity toolkit launched in Q3 2020
AS5.7	Policy - Family Supports	Encourage male staff to avail of both paternity and parental leave by running a promotion campaign (include senior male role models)	L	Rate of males availing of these leaves is low - encouragement needed from leaders	Ongoing	EDI HR Deans HoS	Increase in males availing of leaves by 5%	In progress
AS5.8	Policy - Family supports	Review flexible working arrangements with the aim of broader availability	L	Broaden the availability of flexible working	Q4 2023	Hr EDI	Flexible working options available more widely (subject to local needs)	Assessment of current uptake underway. New policy being drafted
AS5.9	Policy	Implement formal working from home policy	M	To provide guidelines in relation to procedures and supports for working from home	Q4 2020	HR EDI	Policy in place. Appropriate % working from home	Covid working from home policy in place. To be reviewed for post covid arrangements
AS5.10	Policy - Family Supports	Adapt existing return to work policy and workshops to people transitioning back to full time work	L	To help ease the transition from part-time to full-time work	Q1 2023	HR	Policy and training in place	Existing supports being reviewed to incorporate those coming back to work full-time
AS5.11	Policy - Family Supports	Review need for additional Mother's Rooms on St Pats and All Hallows	L	A mothers room is provided in Glasnevin but no other campuses	Q2 2022	EDI Estates	Appropriate facilities in place	
AS5.13	Data	AS Survey to be re-administered	M	Engagement needs to be increased and survey used to gauge effects of actions	Q3 2021	EDI	Survey to be re-administered biennially and engagement increased by 10% in 4 years	Ongoing

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AS5.14	Leadership	Continue to actively encourage applications from female members of staff for HoS and Dean positions	H	To ensure appropriate balance in leadership positions	Ongoing	HR SMG Deans	Maintain percentage of at least 40% both genders at HoS level. Continue to build on success of mentoring programme particularly for those aspiring to leadership positions	Ongoing
AS5.15	Governance	Annually report on gender representation on all university level committees to Governing Authority	M	Reporting to Governing Authority ensures accountability and that the figures are routinely checked	Q1 2021	EDI	Representation of at least 40% both genders on all University committees	Ongoing
AS5.16	Governance	Guidance to be added to committee guidelines on including representation of each gender	L	To ensure gender is a consideration in staffing committees	Q4 2020	EDI	Guidance to be added	Assess current guidelines and update as required
AS5.17	Governance	Guidance around how to address committee workload and reminders to regularly rotate staff on these committees to be issued to schools and faculties	L	Feedback from survey stated the same people often get committee roles, so guidance on rotating staff members/ balancing committees into workload is needed	Q2 2022	EDI HR	Guidance and reminders issued each semester	Assess current guidelines and update as required
AS5.18	Leadership	Continue to ensure mandatory unconscious bias training for all HoS, Deans and people in leadership positions within the University	H	Unconscious bias take up is already very high and mandatory for all on interview panels - expanding the mandatory criteria to all senior leaders will help influence cultural change	Ongoing	EDI	Over 90% of leaders to have completed unconscious bias training	Ongoing
AS5.19	Engagement	Encourage more male participation in AS, WIL, and other D&I initiatives with Prof Daire Keogh as a visible role model	L	Higher male participation will help influence broader engagement and responsibility	Ongoing	Presidents Office EDI	Target 30% male attendance at WIL events, 50.50 male female SAT breakdown in all school and department level SATs	Ongoing
AS5.20	Engagement	EDI lens guidance for all events, conferences, publicity and other relevant activities that take place across the university to be developed	L	AS survey feedback - people not sure what accessibility measures or EDI notes to focus on when planning events etc.	Q3 2021	EDI Comms Events Mgr	Guidance available on website	Event management training being designed - EDI guidance to be included and published on website for all staff
AS5.21	Data	Gender disaggregated data around outreach to be collated and collected	L	Currently no data captured on all staff outreach - some on academic outreach.	Q4 2022	EDI RIS	A database which all staff can contribute to created and regularly updated	Need to agree ownership
AS5.22	Journey to Silver	A DCU Specific 'How to' for Athena SWAN Kit to be created for schools and departments	M	Guide will help schools start their AS journey and guide them through DCU specific processes	Q4 2020	EDI	Guide created and shared	First draft complete - incorporate feedback from schools who have submitted an application already
AS5.23	Journey to Silver	School and departments to be encouraged to apply for AS	H	Need 51% of Schools to have received an award in order to be eligible for silver	Q2 2023	SMG Deans	1 faculty silver and 10 school bronze to be achieved by 2024	2 Schools have applied (Maths & Comms) - both unsuccessful. Business School and Biotech have started the process.
AS6.1	Data	Data collection systems (including CORE) to include 'other' in gender categories	L	Will enable people who identify as other genders to feel included and seen within DCU data and ensure any issues which may be unique to people who identify this way are easily identified	Q3 2021	HR EDI	'Other' category to be included in all data collection systems across the University level	CORE should have this functionality (Not sure if switched on?)
AS6.3	Engagement	Allyship programme	L	To encourage allyship with the LGBTQI+ community - include encouraging the use of pronouns, LGBTQI+ training, reverse mentorship etc	Q3 2021	EDI	Programme launched and staff engaged	In planning phase

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AS6.4	Engagement	Trans awareness training for support staff (as set out in Gender Identity Policy)	L	Mandatory programme aimed at front facing staff who are named within the Gender Identity Policies	Q2 2021	EDI	Support staff identified and trained	In planning phase
AS6.5	Policy	Introduction of Gender Neutral titles in DCU staff and student records	L	Gender neutral titles widely in use for Academic staff (Dr, Prof etc), Mx is proposed as gender neutral alternative for non academic staff	Q1 2022	HR	Gender neutral titles available	In progress through CORE (staff) and SIS (students)
AS7.1	Policy - Recruitment	Address stereotyping of 'male' and 'female' roles	M	To encourage more balanced pool of applicants for all roles	Ongoing	HR/Hiring Managers	More balanced application pools	Job specs checked through gender language tool Role titles challenged for bias UB training includes discussion on role titles and stereotypes UB Checklist provided to all interview panellists includes prompts on stereotyping 'Secretary' grade titles removed in new Prof Dev Framework
TF1.1	Leadership	At the final selection step, in the appointment of a new president, in so far as possible, the final pool of candidates will comprise an equal number of women and men	H	To foster gender balance in the leadership of HEI's	Complete 2020	Chancellor & Director of HR	Gender balanced candidate pool	Complete 2020 New president appointed in 2020. Recommendations implemented during selection process following commitment to same from the outset by the Chancellor
TF1.2	Leadership	In the appointment process for a new president, a requirement of appointment will be demonstrable experience of leadership in advancing gender equality	H	To ensure HEI leaders foster a culture of gender equality in their HEI	Complete 2020	Chancellor & Director of HR	Successful candidate has achieved success in advancing gender equality	Complete 2020
TF1.3	Leadership	In the appointment process for a new vice president, a requirement of appointment will be demonstrable experience of leadership in advancing gender equality	H	To ensure HEI leaders foster a culture of gender equality in their HEI	Complete 2020	Director of HR	Successful candidate has achieved success in advancing gender equality	Complete 2020
TF1.4	Leadership	The deans and HoS divisional directors and section/unit managers will be responsible for integrating gender equality in all processes and decisions made. Evidence of leadership in advancing gender equality will be taken into account in appointments to these management positions	H	To lead cultural and organisational change in their area of responsibility	Complete and Ongoing	L&D	To introduce a framework which enables this goal	All appointees to leadership positions at DCU are required to champion gender equality. These expectations are set out in job descriptions and in the Academic Development and Promotion Framework. All newly appointed Heads and Deans meet with both the Head of Equality, Diversity and Inclusion and the Head of Learning and Development during which their responsibilities for integrating gender equality are outlined.
TF1.6	Governance	Key decision making bodies (concerned with resource allocation, appointments and promotions) will consist of at least 40% women and 40% men)	H	To ensure gender balance of all key decision-making bodies	Ongoing	President Governing Authority	Appropriate gender balance in place on all committees	DCU is one of only two Irish universities to have reached the minimum 40% representation on all senior management committees (HEA Gender Statistics 2019). Furthermore, DCU has exceeded expectations in achieving a 50/50 gender balance on two of its four senior management committees.

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TF1.7	Governance	At least 40% of the chairs of key decision-making bodies (concerned with resource allocation, appointments and promotions) will be of each gender in any given year. It is expected that over a three year period the ratio would be 50:50 women and men chairs.	H	To ensure gender balance of all key decision-making bodies	Ongoing	COO & Director of HR	Appropriate representation achieved	DCU is one of only two Irish universities to reach 40% representation on all senior management committees (HEA Gender Statistics 2019). For two of the four senior management committees DCU has surpassed the minimum by achieving 50/50 gender balance. Prof. Anne Sinnott has recently taken up the role of Chair of the Academic Promotions Committee.
TF1.8	Governance	A gender equality sub-committee of the governing authority/body should be established. The minutes of the sub-committee will be published within the University.	H	To focus on gender equality in DCU.	Complete	VP Equality & Diversity/ Director of HR	Committee in place	Committee formed and Terms of Reference in place
TF1.9	Governance	Establish an independent academically-led gender equality forum, chaired by the vice-president for equality and comprising staff members drawn from across the HEI with sufficient influence and motivation to effect change.	H	To support the mainstreaming of gender equality	Complete	HR (Director and EDI Manager)	Forum established	Forum established in 2015 through creation of the DCU Women in Leadership Initiative
TF1.10	Policy - Family Supports	Establish a cross institutional working group to develop a funded structure of family leave (inclusive of maternity, paternity, parental, adoptive and carer's leave) and develop mandatory guidelines to underpin this.	M	To enhance the provision of support for staff members with caring responsibilities	Q2 2021	HR (Director and EDI Manager)	Working Group Established	Working group established and significant progress made on introduction of a range of initiatives
TF1.11	Engagement	Adopt measures aimed at actively developing gender awareness among all staff	M	To increase gender awareness among staff	Ongoing	SMG HR EDI		Awareness of gender equality across DCU through initiatives reaching all staff including: <ul style="list-style-type: none"> ● Gender equality stated goal in Strategic Plan ● All staff receive EDI briefing at orientation ● Completion of new LEAD (to be renamed) programme will be mandatory for all staff ● Interviewers must attend unconscious bias training ● Hiring managers given D&I checklist to prompt consideration of gender equality and unconscious bias ● Gender equality awareness and action is stated requirement for all academic and leadership promotions ● Summary of achievements under WIL (including gender data) published in WIL Annual report

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TF1.12	Teaching & Learning	The gender dimension will be fully integrated into undergraduate and postgraduate curricula. Face to face unconscious bias training will be fully integrated into initial teacher training education. At departmental level, self-assessment (departmental reviews) will include consideration of the gender dimension. HEI's will include consideration of the gender dimension in the institutional quality assurance report	H	To embed the gender dimension in teaching and learning and quality review processes	Ongoing	TEU EDI L&D	For all students and staff to undergo mandatory LEAD training with focus on the gender dimension. For all teacher training education to undergo face to face UB training	Since 2019/20, all units undertaking quality review self-assessments have provided information and reflections on relating to staff gender profiles, including gender profiles with respect to senior academic posts. Quality review guidelines are currently being updated to include specific requirements on gender analysis at department and institutional level. A strategic review of Teaching and Learning structures is underway and will incorporate processes for formally implementing gender awareness into undergraduate and postgraduate curricula
TF1.13	Research	Ensure that the gender dimension is integrated into all research content and provide training and support for research staff on how to do this	H	To embed gender dimension in research content	Ongoing	RIS	The gender dimension to be integrated into Research Ethics approval.	DCU's Research Development Team provide training on the gender dimension of funding applications. The development of broader training on integrating the gender dimension into research content is in progress
TF1.14	Policy	Ensure HEI workload allocation models are transparent and monitored for gender bias on an annual basis. Evidence of this will be taken into account in the performance reviews of managers/supervisors responsible for setting staff workloads	H	To ensure transparent distribution of work	Ongoing	SMG Deans	Models to be transparent and a review to take place annually	DCU is currently implementing a new Performance Review and Development (PRD) system. The system provides a mechanism for purposeful discussions on development and promotion opportunities in the context of University strategic objectives including equality. Managers must complete training on the new system which includes discussion on the potential impact of unconscious bias on performance management and workload models. Each Faculty ensures a fair and transparent allocation of work through the workload allocation model. The new PRD system will complement this process through individual consultation between manager and employee on appropriate supports required for achievement of career and development goals.
TF1.15	Data	A comprehensive gender-disaggregated data collection system will be in place in every HEI	H	To enable gender disaggregated data-driven decision-making	Ongoing	HR	Gender disaggregated data collection system to be put in place	Manual data collection system in operation. Enhanced functionality will be available through Makodata and eRecruit through 2021
TF1.16	Policy - Promotion	The recruitment, selection and promotion procedures currently used will be reviewed to ensure that they are gender-sensitive	H	To gender proof recruitment, selection and promotion procedures and practices	Ongoing	Academic promotions Committee HR		Detailed update in DCU_Senior Academic Leadership Initiative_Form C

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TF1.17	Policy - Promotion	Each HEI will introduce mandatory quotas for academic promotion, based on the flexible cascade model (as a minimum) where the proportion of women and men to be promoted/recruited is based on the proportion of each gender at the grade immediately below.	H	To drive change through the use of positive action interventions for academic staff	Ongoing	APC HR		Ongoing - parallel process again in 2021 for Associate Professor Promotions
TF1.18	Policy - Promotion	A minimum of 40% women and 40% men to be full professors at the appropriate pay scale by 2024	H	To drive change at professor level through the use of positive action interventions	Ongoing	President	Targets achieved	On track for 2024, current rate 33%
TF1.19	Policy - Promotion	At the final selection step in the appointment process for professional management and support positions where the salary scale reaches or exceeds €76,000, in so far as is possible, the final pool of candidates must comprise an equal number of men and women. If it has not been possible, the interview panel must account to the Governing Authority or equivalent for why this was not possible	H	To drive change through the use of positive action interventions for professional, management and support staff	Ongoing	HR	Interview panels to be 50% female, 50% male for all appointments to a scale over €76,000	94.4% gender balance achieved in 2020.
TF1.20	Policy - Promotion	Over time achieve greater gender balance at all career levels (pay grades) within the University	M	Combat stereo-typing of 'female' and 'male' roles and horizontal segregation among non-academic staff	Ongoing	President EDI HR	To achieve gender balance at all career levels.	DCU are currently working towards having gender balance at all career levels. <ul style="list-style-type: none"> All Job specs checked through gender language tool Role titles challenged for bias UB training includes discussion on role titles and stereotypes UB Checklist provided to all interview panellists includes prompts on stereotyping 'Secretary' grade title removed in new Prof Dev Framework
TF1.21	Governance	Each EDI will develop and implement a gender action plan (including goals, actions and targets) which will be integrated into the institution's strategic plan and into the HEI's compacts with the HEA	H	To ensure a roadmap for attainment of gender equality is developed in each institution	Ongoing	President	A gender action plan to be developed and implemented and embedded in strategic plan	Strategic Goal 5 in the DCU Strategic Plan 2017-2022 - embeds the institutes Gender Action Plan into our strategic goals. Including a set goal for improving and promoting gender equality.
TF1.22	Journey to Silver	HEI's will apply for and achieve an Athena SWAN institutional award within three years.	H	To support and recognise the embedding of gender equality across all aspects of the work of HEIs	2024	"SAT AS Coordinator VP EDI President"	DCU to achieve and maintain Athena SWAN Bronze for 2 cycles before applying for Silver	DCU was awarded Athena SWAN Bronze in 2016 which was successfully retained in 2020. A plan is in place to work towards silver by 2024.
AS5.1	Policy - Gender	DCU commitment to gender equality to be included consistently on all job specifications	L	A format to be used on all job specs will create uniformity in the inclusion of Athena SWAN and gender equality commitments on job specs	Q 4 2020	HR	Updated statement on all job descriptions and adverts	Complete (Dec 2020)

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TF1.5	Governance	Each HEI will, through a publically advertised competitive process, appoint a vice-president for equality who will be a full academic member of the executive management team and who will report to the president.	H	To achieve gender equality	Complete	HR Director	VP for Equality appointed	Complete 2020
Closed	Policy	Introduction of an exit questionnaire, data tracked annually		To identify potential issues and implement solutions		HR		Complete and ongoing
Closed	Policy	Coordinate maternity leave policies and initiatives into a single area on DCU website and promote this webpage		To enhance supports for staff going on maternity leave		HR		Complete - Maternity Toolkit launched on website for staff going on maternity leave and their managers
Closed	Policy	Create & communicate a new Gender Identity Policy and line manager supports		To create staff and student policies to support members of staff and students in transitioning		HR/EDI		Complete - policy on website
Closed	Policy	Promotion and communication of core hours policy		To accommodate staff with caring responsibilities		HR		Complete
Closed	Research	Commit funding for a research project on the promotion process to develop a consistent approach to assessing gaps in careers due to leave, including maternity and carer's leave		Participants in Focus Groups felt that the current statement for panel members on taking career breaks into account is not enough and "proper guidance for panel members is needed"		HR/DCU Business School researchers		Complete
Closed	Research	Institute €50,000 funding for Women in Leadership funding call to award the €50,000 Women in Leadership Research Fund		To promote gender equality in DCU through a research-based project		WIL Steering Committee		Complete
Closed	Research	Expand the Research Career Framework to include all Faculties and continue to promote and endorse the Framework		To increase the numbers of research staff availing of professional development		HR/RIS		Complete and ongoing
Closed	Supports	Provide female only workshops for those interested in applying for promotion		To increase the number of female staff members applying for and being successful in promotion		HR		Complete and built into annual promotion processes
Closed	Supports	Review and adapt the Learning and Development schedule taking the new Strategic Plan and Athena SWAN principles into account		To align the Learning and Development Schedule with the Universities strategic aims through assessment of feedback and consultation with Heads of School and Senior Management		HR/L&D		Complete and ongoing
Closed	Supports	Integrate gender equality into University training courses		To actively develop gender awareness among all staff				Complete and ongoing
Closed	Supports	Instil a mentoring culture in all Schools in DCU through:		To support development of female careers				Complete and ongoing
Closed	Supports	Expand mentoring scheme to include retired staff as mentors		To ensure expertise passed on				Complete and ongoing
Closed	Leadership	Increase number of females attending leadership development programmes		To encourage female development and promotion				Complete and ongoing (Aurora, ECIU, Advance HE, internal coaching)
Closed	Governance	Develop a "Road Show" information programme to explain the university's various decision-making mechanisms and related governance structures		To both increase the understanding of these mechanisms and the importance of participating in these decision making bodies				Complete and to be repeated every 2 years