

Athena Swan Ireland Silver Application: Institutions

Applicant information

Name of institution	Dublin City University
Date of current application	26 th April 2024
Level of previous award	Bronze
Date of previous award	April 2020
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Section 3: An evaluation of the institution's progress and success	2,464
Section 4: Action plan	N/A
Overall word count	17,839/18,000

* For information on text included in the word count, please see our [Word Allocation Guidance](#). Do not remove application headings or question text from your application document. Doing so may invalidate your application.

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ABBREVIATIONS

AB	Above Bar (Assistant Professor)	EMT	Executive Management Team
ACF	Academic Career Framework	ERG	Employee Resource Group
AFU	Autism Friendly University	F	Female
AHC	All Hallows Campus	FEC	Faculty of Engineering and Computing
APC	Academic Promotions Committee	FHSS	Faculty of Humanities and Social Science
AS	Athena Swan	FMB	Faculty Management Board
ASI	Athena Swan Ireland	FRP	Faculty Review Panel
ASWG	Athena Swan Working Group	FSH	Faculty of Science and Health
BAP	Bronze Action Plan	FTE	Full Time Equivalent
CoE	Centre of Excellence for Diversity and Inclusion	GA	Governing Authority
COID	Contract of Indefinite Duration	GPG	Gender Pay Gap
COVID	Coronavirus Virus Disease	HCI	Human Capital Initiative
CSO	Central Statistics Office	HE	Higher Education
D&R	Dignity and Respect	HEA	Higher Education Authority
DCU	Dublin City University	HEI	Higher Education Institution
DCUBS	Dublin City University Business School	HoS	Head of School
DCUSU	Dublin City University Students' Union	HR	Human Resources
DkIT	Dundalk Institute of Technology	ILT	International Language Tutor
DLSS	Disability and Learning Support Service	IoE	Institute of Education
DRCC	Dublin Rape Crisis Centre	IRC	Irish Research Council
DRSM	Dignity, Respect & Sexual Misconduct	ISL	Irish Sign Language
EAP	Employee Assistance Programme	IT	Information Technology
ECR	Early Career Researcher	IUA	Irish Universities Association
EDI	Equality, Diversity and Inclusion	Kit	Keep in Touch

L&OD	Learning and Organisational Development	SMG	Senior Management Group
LGBTQI+	Lesbian, Gay, Bisexual, Transgender, Queer, Intersex +	Snr	Senior
M	Male	SPC	St Patrick's Campus
NDA	National Disability Authority	SS&D	Student Support and Development
NUIM	National University of Ireland Maynooth	STEM	Science, Technology, Engineering, Maths
PAA	Preparing for Academic Advancement	T&L	Teaching and Learning
PGR	Postgraduate Research	TA	Teaching Assistant
PGT	Postgraduate Taught	TCD	Trinity College Dublin
PI	Principal Investigator	THE	Times Higher Education
PMSS	Professional, managerial and support staff	TEU	Teaching Enhancement Unit
PRD	Performance Review and Development	ToR	Terms of Reference
PRSL	Professional Skills for Research Leaders	TUS	Technological University of the Shannon
QIO	Quality and Institutional Insights Office	TC	Technician Commitment
RCF	Researcher Career Framework	UDL	Universal Design for Learning
RD	Research Development	UG	Undergraduate
RIS	Research and Innovation Support	UL	University of Limerick
SALI	Senior Academic Leadership Initiative	VP	Vice President
SAP	Silver Action Plan	WAM	Workload Allocation Model
SAT	Self-Assessment Team	WiL	Women in Leadership
SDG	Sustainable Development Goal	WS	Workstreams
SFI	Science Foundation Ireland	WTE	Whole Time Equivalent
SIS	Student Information System		

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

In Section 1, applicants 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: 2,000 words

1. Letter of endorsement from the head of the institution

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

- + the link between the Athena Swan Ireland principles and the institutional strategy;
- + leadership of the head of institution in advancing equality, including any involvement in the self-assessment or specific actions;
- + evidence of how the institution's equality work is led and supported by the institution'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 validity of the previous award;
- + key achievements (against identified priorities) since the previous institutional award;
- + the institution's 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 institution.

4th April 2024

Re: Athena Swan Silver Award Application

Dear Members of the Athena Swan Ireland Assessment Panel,

As President of Dublin City University (DCU), I am very pleased to endorse our application for the Athena Swan Silver Award. Inclusivity is one of the six core values of Dublin City University, and this is reinforced throughout the **DCU Strategy 2023-2028, Transformation for An Unscripted Future**. Specifically referencing our commitment to the Athena Swan Charter and its principles, we reaffirm in our Strategic Plan our commitment to enhancing our university community to “*ensure everyone has a voice, can flourish and feel that they belong.*” The Athena Swan principles underpin much of our gender equality and EDI work here at DCU, and as President, I am deeply committed to further embedding them into our day-to-day practices across the University.

DCU’s commitment to EDI is evident in our performance in the Times Higher Education (THE) Impact Rankings, where in 2023 DCU was the top ranked Irish university in SDG 1 (No Poverty), SDG 5 (Gender Equality), and SDG 10 (Reduced Inequalities). DCU ranked 6th globally for efforts to reduce inequalities and 8th globally for championing gender equality.

I have been closely engaged with the progression of our Athena Swan journey since its commencement in 2016, first as Deputy President and now as President of the University. Members of the University’s Senior Management Team have overseen and have been actively involved with the implementation of our previous Bronze Action Plan 2020-2024, in which we are delighted to show that 98% of actions are fully implemented or have substantial progress made. These achievements would not be possible without the support of our senior management and leadership teams, and the cooperation of staff at all levels across the University. In line with key priorities from our last submission, we have made meaningful impact in progressing gender equality in recent years, most notably we have:

- Achieved appropriate balance of gender representation on Senior Management and University Executive Management.

- Doubled female representation at Head of School level, with 52% females in this position as of 2023.
- Created a balanced pool of genders at Associate Professor level, with 52% of positions now held by female colleagues.
- Increased female representation at Full Professor level from 21% in 2015 to 34% in 2023, with a commitment to achieving at least 40% female representation by 2028.
- Attained eight departmental Bronze awards between 2021 and 2023, with all remaining academic departments committed to engaging with the process.
- Enhanced the visibility of female leaders in STEM within the University through the impressive Women on Walls Initiative in collaboration with Accenture.
- Proactively increased the number of men availing of paternity leave; with a 300% increase witnessed since 2019.
- Established EDI Leads on each Faculty Management Team to support us in embedding EDI across all levels of the University.

As a university, we have made progress across additional equality grounds. In 2023, an updated Dignity and Respect Policy was launched, underpinning the work that we do to ensure that equality, diversity, and inclusion is a lived experience in DCU. A new Sexual Misconduct Policy was also launched, aligned with our commitments to the National Consent Framework. To support this work, DCU has recently appointed a Dignity, Respect, and Sexual Misconduct Response Manager to coordinate work in this space. After becoming the world's first designated Autism-Friendly University in 2018, DCU has made great strides in embedding an inclusive culture and ensuring autistic staff and students receive the support they need to be active members of our community.

Colleagues across the University, representing our three teaching-campus and the range of staff categories, brought their expertise into the recent self-assessment process as we developed this Silver award application. A key achievement of this process was the increased engagement among the staff community with our Athena Swan survey, with 56% of our staff population providing their insights, experiences, and feedback to support the development of this new action plan. This self-assessment process directly informed the gender equality priority areas and priority areas linked to the additional equality grounds set out in this application. I greatly welcome the recently updated principles linked to the Athena Swan Charter, particularly the emphasis on considering intersectionality as we progress with our equality, diversity, and inclusion agendas. Intersectionality is woven throughout our priorities and actions for the next four years.

I am confident that this Silver Action Plan will provide us with a robust and engaging tool to drive further progress at DCU. Over the coming four years, we will aim to continue to build on our great work to date. Led by Senior Leaders, we are committed to:

- Further embed AS/EDI into our practices by enhancing our current governance and operational EDI structures.
- Continue to make progress in reaching our targets linked to female representation, particularly at senior levels.
- Seek to take action to address under-representation across additional equality grounds, both in our leadership structures and among our staff population more generally.
- Strengthen awareness and perceptions of transparency linked to our career progression pathways.
- Support an appropriate work-life balance among all staff, with a particular focus on gender and intersectionality.
- Continue our work in ensuring a safe and respectful working and studying environment.

I wholeheartedly endorse this application for an Athena Swan Silver Award and thank my colleagues involved in preparing it.

Yours sincerely



Professor Dáire Keogh
President

2. Governance and recognition of equality, diversity and inclusion work

- a. Provide a description of the institution's equality, diversity and inclusion structures and institution and department/professional unit-level resources, including staff resources. This should include:
 - + information on where the institution is in the Athena Swan process;
 - + an organigram of the institution's key management and/or committee structures that includes the formal reporting structures in place to carry out and support the institution's equality, diversity and inclusion activity;
 - + information on how equality, diversity and inclusion work is supported by and embedded within the governance structure of the institution;
 - + information on the formal processes in place to resource, distribute, recognise and reward equality, diversity and inclusion work;
 - + information on resource provision for the action plan and associated activities to ensure effective implementation;
 - + information on the support for equality activity in sub-units (e.g. academic departments and professional units) of the institution, including steps taken by the institution to identify, support and resource sub-units to apply for Athena Swan awards;
 - + details of any departmental/professional unit Athena Swan awards achieved to date.

DCU achieved the Athena Swan (AS) Bronze award in 2017 and retained this award in 2020. Since then, the focus has been on implementing our ambitious gender action plan 2020 - 2024 which incorporates amendments to reflect the feedback received from our last submission. Of the 52 actions in our Bronze Action Plan (BAP), 98% have been fully delivered or substantial progress has been made. Details on progress and impact is included in Section 3.

A key priority since 2020 has been increasing focus and impact of our gender equality work through engaging more academic schools with the departmental AS process. To date, eight schools (*approx. 479 staff; 46% of the University's academic & research cohort*) have been awarded a Bronze award; achieving the target set out in our BAP. A comprehensive timeline has been agreed and structured supports are in place to ensure all academic schools develop individual action plans by 2026; and plans are being developed to engage relevant PMSS units.

Academic Unit	Current Award Held	Next application date
School of Communications	Bronze 2021	April 2025
DCU Business School (<i>Faculty</i>)	Bronze 2021	November 2025
School of Mathematical Sciences	Bronze 2022	April 2026
School of Biotechnology	Bronze 2022	April 2026
School of Physical Sciences	Bronze 2022	November 2026
School of Applied Languages and Intercultural Studies	Bronze 2023	April 2027
School of Nursing, Psychotherapy and Community Health	Bronze 2023	April 2027
School of Psychology	Bronze 2023	November 2027

Table 1.1: List of academic units (faculties and schools) successful in attaining an award from 2021 - present; including deadline for re-application.



Image 1.1: Members of DCU Business School with their Athena Swan Bronze award.



Image 1.2: Members of School of Mathematical Sciences with their Athena Swan Bronze award.



Image 1.3: Members of DCU School of Biotechnology with their Athena Swan Bronze award.



Image 1.4: Members of School of Communications with their Athena Swan Bronze award.

Academic Unit	Bronze application target deadline
School of Law and Government	Submitted; awaiting result.
School of Health & Human Performance	November 2024
School of Chemical Sciences	November 2024
School of Theology, Philosophy & Music	April 2025
Faculty of Engineering & Computing (x3 schools) ¹	April 2025
Institute of Education (x6 schools) ²	April 2025
School of English	November 2025
School of History & Geography	November 2025
Fiontar & Scoil na Gaeilge	November 2025

Table 1.2: List of academic units (faculties and schools) preparing to apply for a Bronze award, including target submission deadline.



SAP 1.2.1: To further extend engagement with Athena Swan among all academic departments and PMSS units, and among all genders and staff categories.

DCU’s senior management committees comprise Governing Authority (GA), University Executive Management Team (EMT), Senior Management Group (SMG) and Academic Council (Figure 1.1). A key component of this structure is an EDI sub-committee of GA established in 2021 to direct and oversee the University’s EDI Strategy. This Committee embeds appropriate governance for clear, consistent leadership and accountability for delivering on the University’s strategic aim of “*expanding our commitment to Diversity and Inclusion.*”

¹ School of Computing, School of Mechanical & Manufacturing Engineering, School of Electronic Engineering

² School of Arts Education & Movement, School of Human Development, School of Inclusive & Special Education, School of Language, Literacy & Early Childhood Education, School of Policy & Practice, School of STEM Education, Innovation & Global Studies

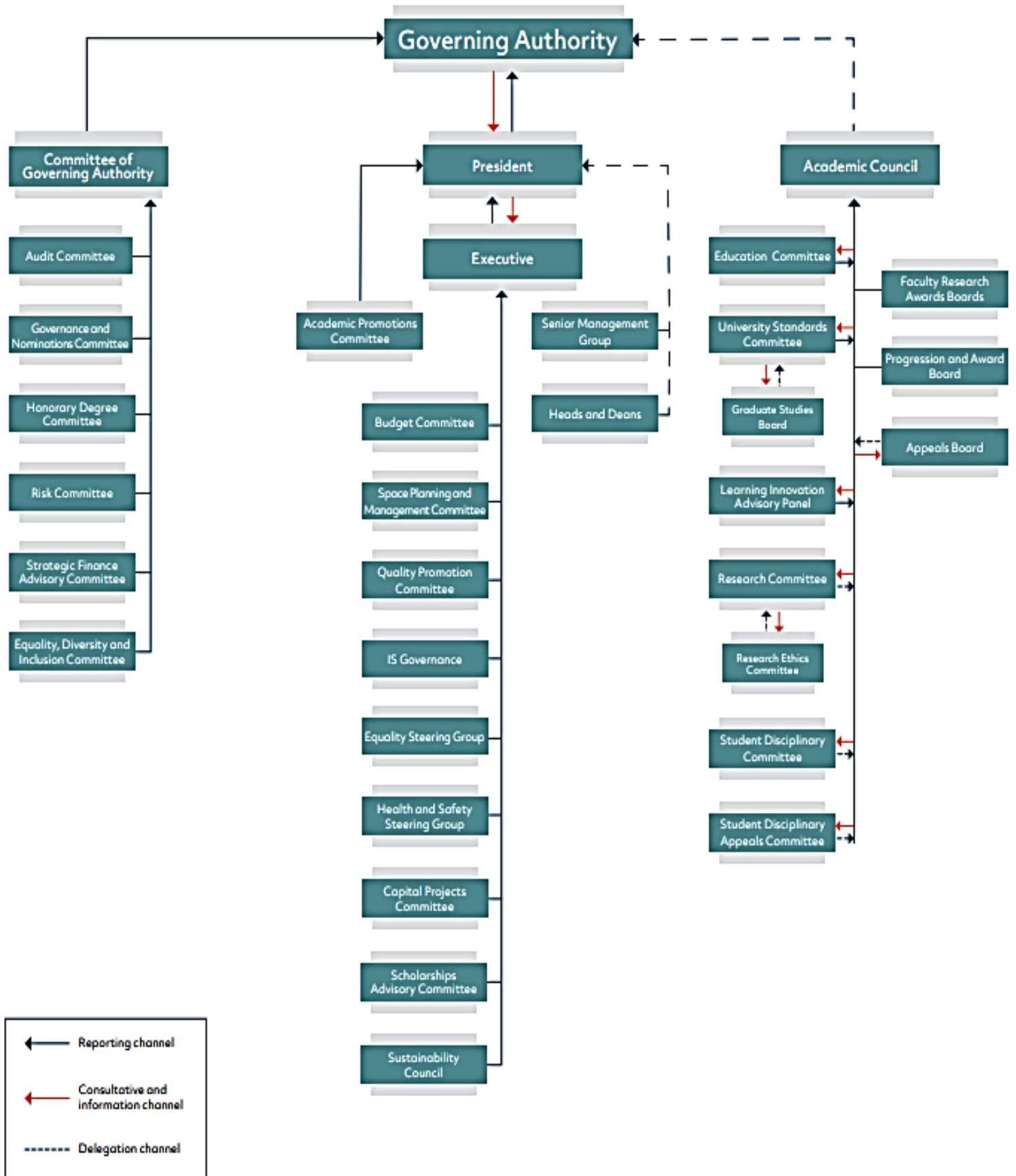


Figure 1.1: DCU University Committee structures as of Dec 2022.

Table 1.3 shows the gender profile of the EDI sub-Committee. Two members are ex-officio: the Vice-President (VP) for Diversity and Equality (f) and Director of Human Resources (f until Dec 2022 and m from Jan 2023). The GA was renewed in October 2023; altering EDI sub-Committee membership. Appropriate female representation was achieved in April 2024 through targeted membership renewal.

Term	Membership		Chair	%F
	Male	Female		
Jan - Nov 2021	2	5	Female	71%
Nov 2021 - Dec 2022	3	3	Female	50%
Jan - Oct 2023	4	2	Female	33%
Oct 2023 – Mar 2024	4	2	Male	33%
Apr 2024 – present	4	4	Male	50%

Table 1.3: Membership of the EDI sub-Committee of Governing Authority from January 2021 to present, disaggregated by gender and showing gender of Chair.

DCU’s Deputy President Professor Anne Sinnott, holds overall responsibility for EDI as the VP for Diversity and Equality. Professor Sinnott chairs DCU’s EDI Steering Committee (formally the Women in Leadership Committee), first established in 2017. Membership of this committee is made up of senior leaders, including the President (m), five Faculty Deans (2m; 3f), VP for Research (m), VP for Academic Affairs (f), and Director of HR (m). Professor Sinnott also Chairs the Athena Swan University SAT.

In 2020 a new Equality, Diversity and Inclusion (EDI) Unit was formed within HR, replacing the previous DCU Equality Office. The remit of the EDI Unit is on staff, while the DCU Students’ Union (DCUSU) and Student Support and Development (SS&D) works to ensure EDI is a lived experience for students. There is ongoing collaboration between the EDI Unit and the teams responsible for student EDI.

To gain traction on mainstreaming EDI (including AS), a member of each Faculty Management Board in all five faculties has taken on responsibility for the EDI agenda (2m and 3f). This has proven a very positive initiative as it ensures focus on the implementation of local action plans in addition to each EDI Lead contributing to institutional AS progress as members of the University SAT.

An EDI Committee was established in three faculties in 2023, chaired by the Faculty EDI Lead, comprising School EDI Convenors and other relevant representatives. Membership of each committee broadly reflects the gender ratio of the Faculty (Figure 1.2). AS and EDI responsibilities are formally recognised in workload allocation for committee members. The EDI Unit provides training and ongoing support to these Committees. The two remaining faculties are commencing the AS process with SATs in place to support self-assessment. EDI Committees will be established in these faculties on successful completion of these applications.

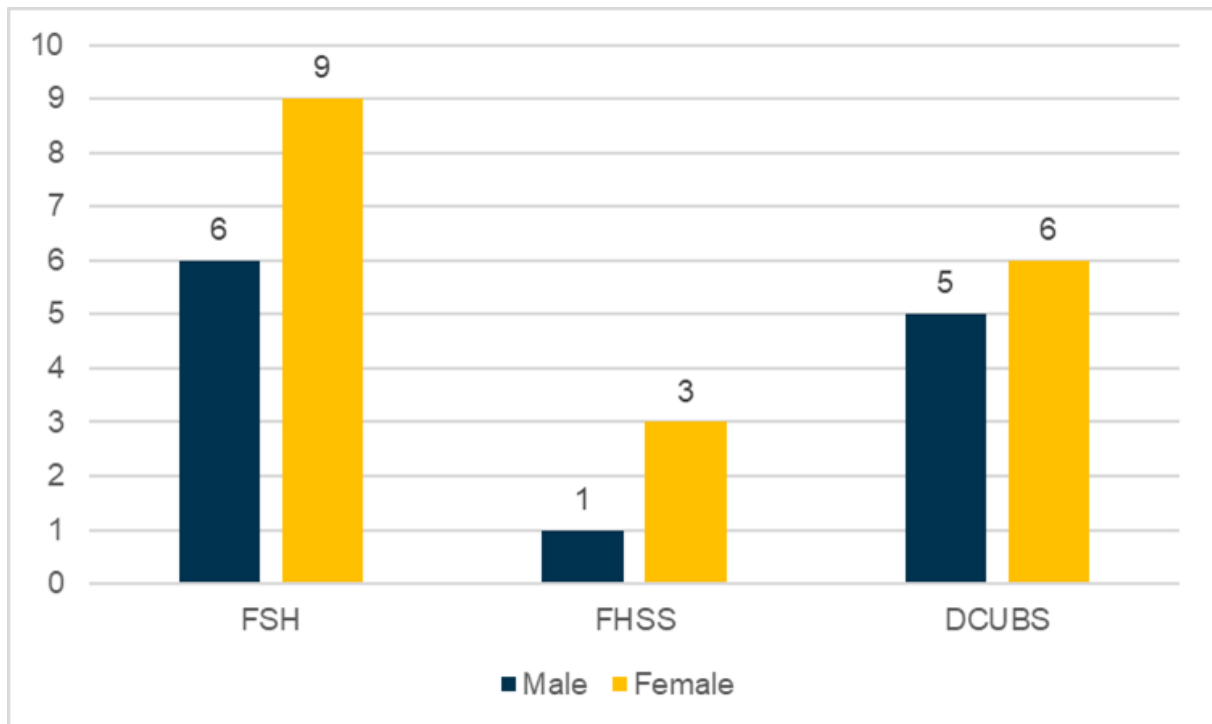


Figure 1.2: Membership of EDI Committees for three of the five Faculties; disaggregated by gender, as of Nov 2023.

University SAT members from professional units act as AS/EDI Champions locally; however, in line with the recommendations from the 2nd National Review of Gender Equality in Irish HEIs, DCU will appoint EDI Leads in all professional units **[SAP 1.2.2]**.

The current EDI structures have served the University well to date. Given the increase in EDI frameworks and to further embed the AS principles into daily practices, a more robust structure will be developed and implemented in May 2024 (Figure 1.3). The GA EDI sub-Committee and EMT will remain central in terms of governance, while a renewed EDI Steering Committee will oversee a collaborative approach to the operationalisation of various EDI workstreams.

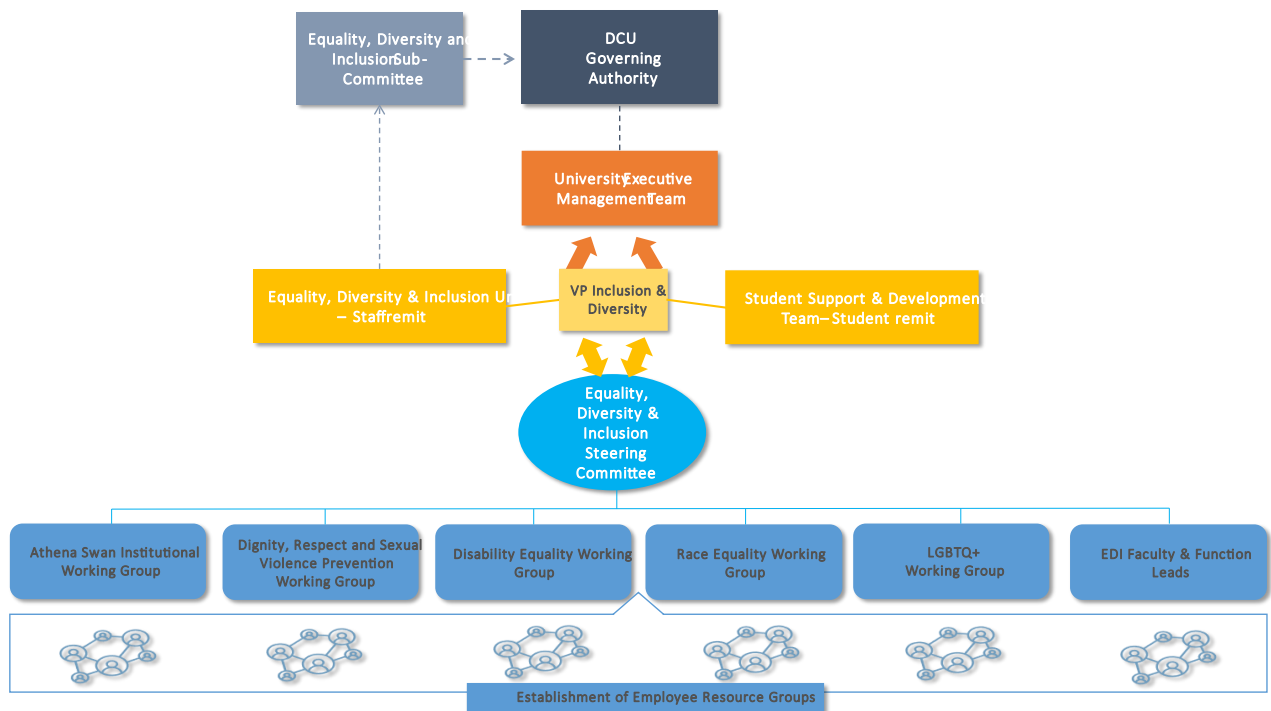


Figure 1.3: Updated DCU EDI governance and operational structures to be implemented in May 2024.



SAP 1.2.2: To implement more robust EDI governance and operational structures within the University, including through the development of a new EDI Steering Committee and AS Working Group, to ensure effective progress with Athena Swan and other EDI workstreams.

Progress on our AS action plan is overseen by the AS SAT. Implementation is tracked and challenged through bimonthly updates to both the SAT and GA EDI sub-Committee. The SAT Terms of Reference (ToR) focuses specifically on conducting the self-assessment and developing a Silver application. Once achieved, the SAT will be replaced with a new Athena Swan Working Group (ASWG) **[SAP 1.2.2]**. Many SAT members will be involved in AS/EDI work via new WGs or Committees as set out in the new structures to ensure continuity of experience and learning.

Appropriate resources, including staffing and budget, are allocated to the EDI Unit to lead on action plan implementation. Figure 1.4 shows the configuration of the EDI Unit. The Unit receives support from the wider HR department, as well as external departments.

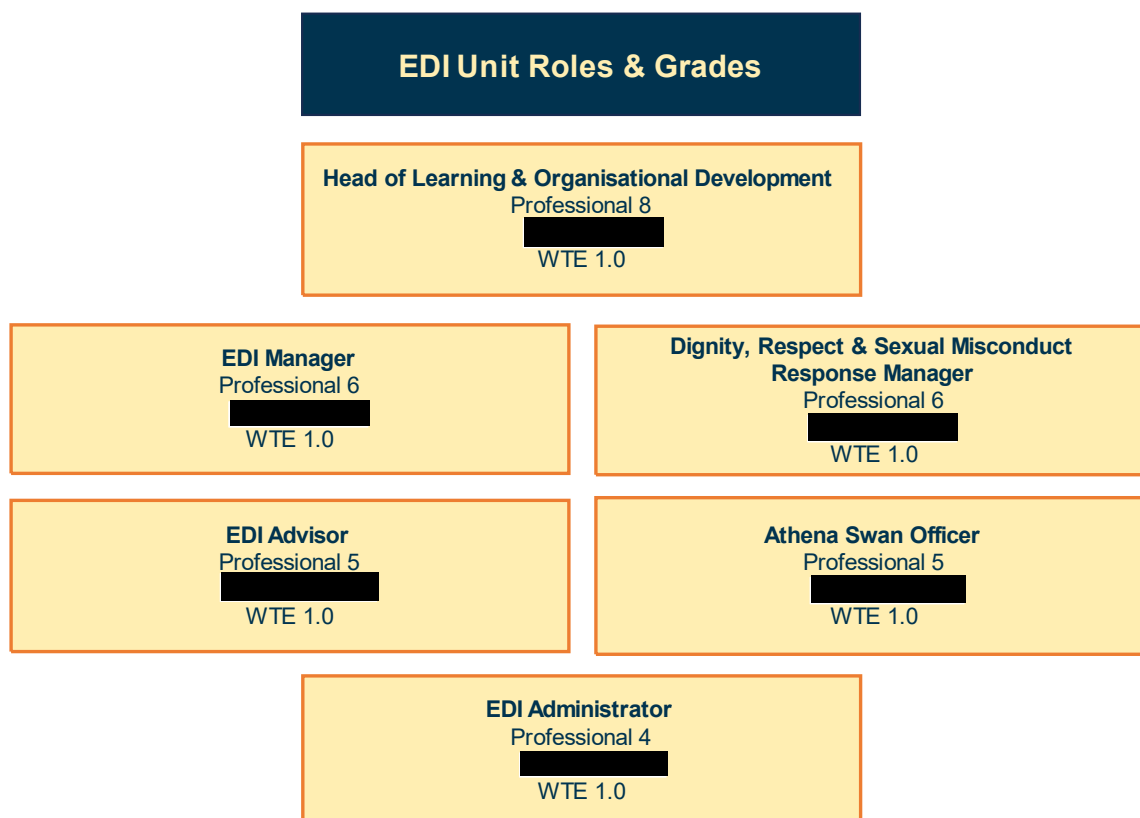


Figure 1.4: Resourcing of the HR EDI Unit, as of April 2024.

The AS Officer acts as a dedicated support to departments engaging with the process. An ‘Athena Swan: How to’ Guide was developed in 2021 to support departments working on the self-assessment process; and presentations are made to new SATs. An AS Peer Support Network was established to provide peer-to-peer support for SAT Chairs. The network is a valuable reservoir of information and expertise for sharing best practice and reflecting on lessons learned.

The activity of School-level SAT Chairs is formally recognised in their workload allocation. The recommendation is a buyout of at least one module to support the Chair at heavy demand times such as pre-submission. SAT members are formally recognised for their contributions, where appropriate.

- b. Provide information on how equality grounds are captured in staff data systems and/or other methods (e.g. staff survey). This should include comment on:
 - + whether or not data is collected across equality grounds;
 - + how disclosure is supported and if appropriate safeguards are in place;
 - + disclosure rates where identifiable or appropriate;

- + the process for recording staff as the gender with which they identify in staff data systems and in this submission.

In 2023, HR launched an initiative to formalise an enduring collection method for staff demographic data. This project involved extensive review and update of the diversity fields on CoreHR Employee Self-Service. Staff are encouraged to self-disclose across a range of demographics linked to the nine protected grounds in Irish equality legislation.

Average participation across all categories stands at 31%, ranging from a maximum of 98% (civil status) to a minimum of 16% (religion). The ongoing promotion of this diversity screen is a key priority to ensure a more accurate picture of our staff community. Ethnicity, sexuality, and disability disclosures are included in Figures 1.5 – 1.7.



Image 1.5: Promotional material as part of DCU's project on collecting employee demographic details.

Category	Professional	Academic	Research (Academic)	Research (Non-Academic)	Average (per category)
Gender Identity	27.36%	25.17%	22.22%	24.49%	24.81%
Sexual Orientation	20.37%	17.65%	14.69%	18.37%	17.77%
Ethnic Origin	26.26%	24.31%	19.02%	24.49%	23.52%
Nationality	47.67%	47.58%	41.05%	42.86%	44.79%
Citizenship	25.89%	24.22%	19.02%	18.37%	21.87%
Religion	17.98%	14.71%	13.18%	18.37%	16.06%
Family Status	19.45%	16.96%	13.75%	20.41%	17.64%
Civil Status*	96.75%	96.97%	97.55%	100.00%	97.82%
Disability	21.10%	17.13%	13.56%	22.45%	18.56%
% Participation Rate	33.65%	31.63%	28.23%	32.20%	31.43%

Table 1.4: Participation rates by category/field and by category of staff, including overall average participation rate by category and by staff cohort, as of April 2024. *Civil Status is a mandatory field for pension purposes as of February 2024.

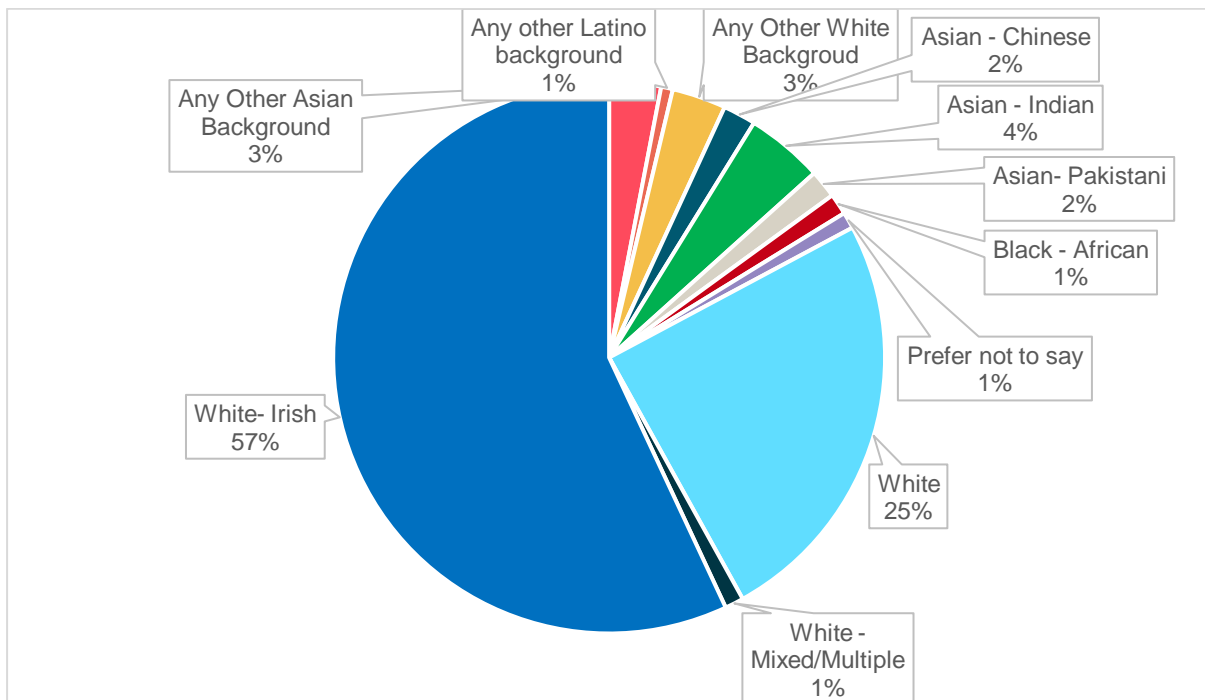


Figure 1.5: Breakdown of ethnicities disclosed via the Core Portal diversity screen, April 2024.

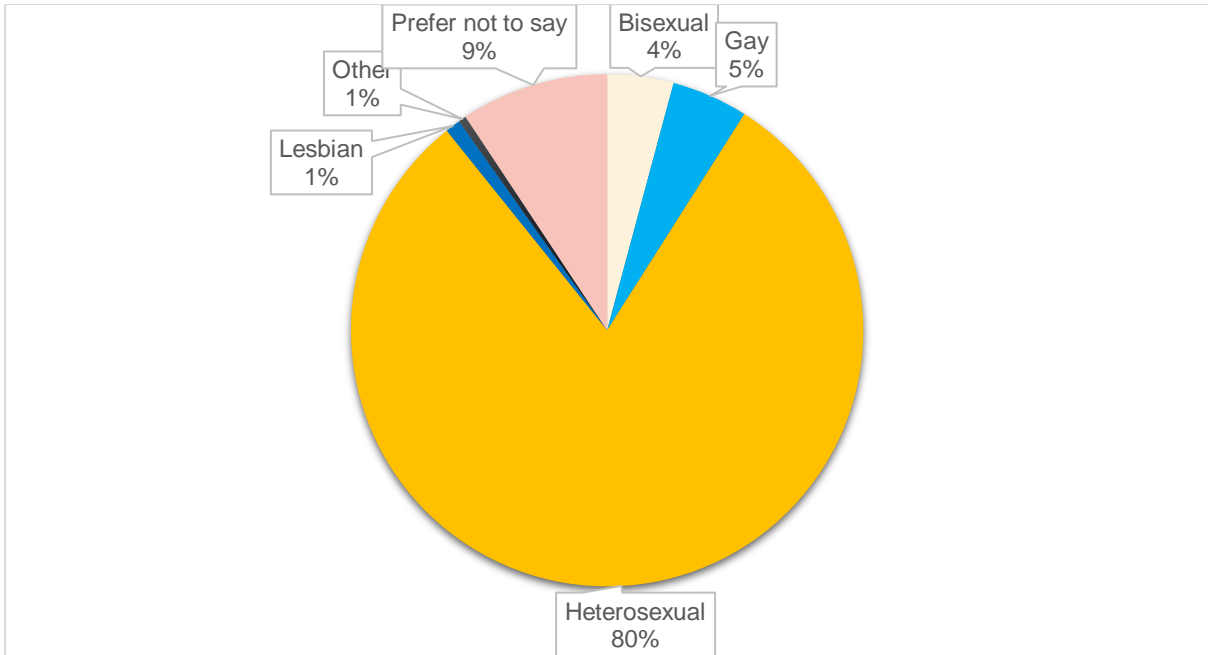


Figure 1.6: Breakdown of sexualities based on disclosures via the Core Portal diversity screen, April 2024.

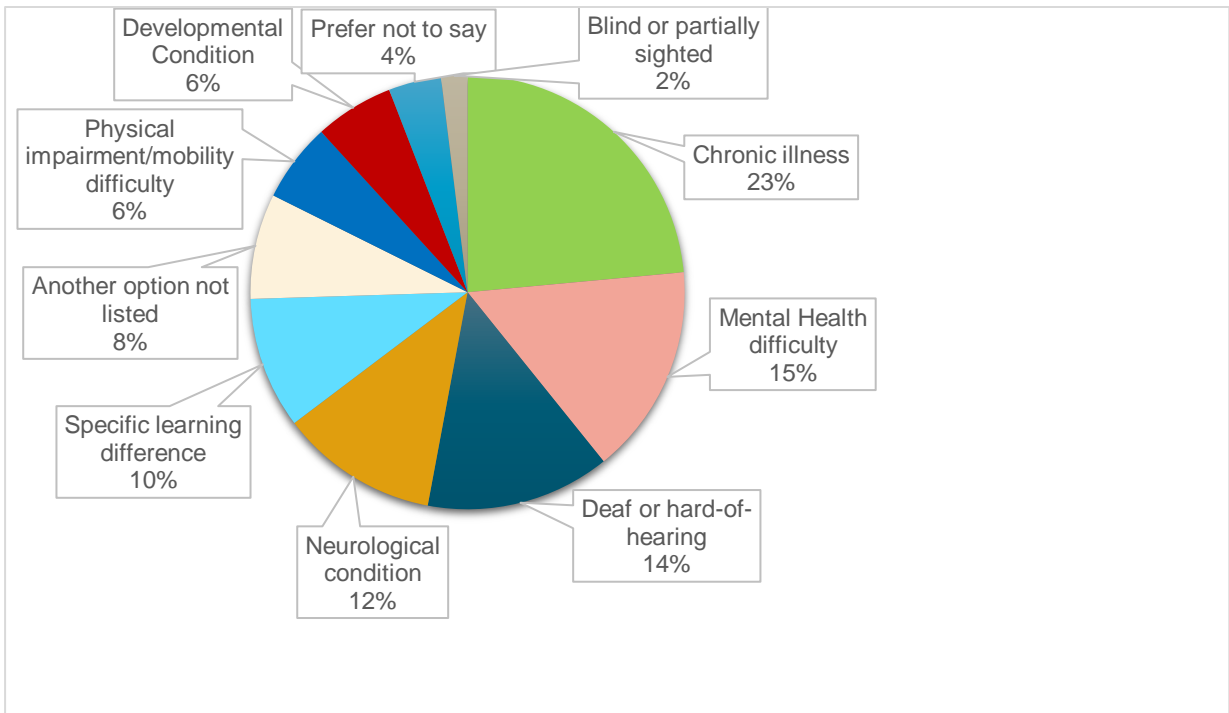


Figure 1.7: Breakdown of types of disabilities disclosed via the Core Portal Diversity Screen, April 2024.



SAP 1.2.3: Continue to increase staff engagement with the CoreHR diversity screen by hosting quarterly promotional campaigns and including information for all new employees at onboarding stage.

DCU provides an opportunity for staff and students to safely disclose their gender identity and have it recorded correctly. In 2021, DCU launched the *Staff Gender Identity Policy* and the *Student Gender Identity and Gender Expression Policy*. While official HR records capture disaggregated staff data by male, female and other, the new CoreHR diversity screen will allow employees to disclose using man, woman, non-binary or other. Student data is captured as male, female, non-binary and other.

In all staff surveys (Engagement, EDI/AS, pulse), demographic data is requested, including gender identity, trans history, ethnicity, disability, and parent/guardian status. This submission includes this data disaggregated by man, woman, non-binary and other, where appropriate.






Staff who have a disability are encouraged to disclose this information particularly if reasonable accommodations are required. As of April 2024, 3% of staff have disclosed a disability via CoreHR. This is lower than anonymous survey findings (April 2023) where 13% of respondents (n=133; 7.4% of all employees) disclosed a disability. As engagement with the diversity screen increases, and a new Disability Policy is launched [**SAP 2.1.1**], we hope more staff will see the benefits of safe, formal disclosures.

3. The self-assessment process

Outline the process of self-assessment undertaken in preparation for this application. This should include:

- + a description of the self-assessment team (SAT), 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;
- + an overview of the approach taken to evidence-gathering and analysis. Details of consultation response rates, disaggregated by gender, should be provided;
- + 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;
- + information on how the findings and activity of the SAT are, and will continue to be, communicated to senior management and the wider institution.

The University AS Self-Assessment Team (SAT) has operated since DCU's initial engagement with AS in 2017, overseeing the bronze application and retention, action planning and supporting individual school applications. In commencing the self-assessment process for a Silver award, membership of the SAT was renewed. The most recent reconstitution was in January 2023, with clear ToR focusing on conducting the self-assessment process and developing this application. The SAT comprises representatives from across the University taking account of gender, campus locations and staff category. A total of 25 representatives comprise the SAT; 56% female, 40% male, 4% non-binary. This is in line with current staff profile and aligns with our commitment of at least 40% of each gender represented. Membership is outlined in Table 1.5, with diversity information included in Figures 1.8 – 1.10. SAT members underwent EDI-related training upon commencement of their roles.

	Member	Gender	Staff category	Job Title	Role on SAT
	Professor Janine Bosak	Female	Academic	Professor in Organisational Psychology; DCU Business School EDI Committee Chair	Business School EDI Lead; WG2
	Dr Jing Burgi-Tian	Female	Professional	Institutional Research and Analysis Officer, Quality Promotions Unit	Professional representative; WG1; WG6; Editorial team (data visuals)
	Caroline Chambers	Female	Professional	Deputy Programme Director, Student Information Systems, Office of the Vice President of Academic Affairs	SIS representative; part-time staff representative; WG3; WG5
	Professor John Doyle	Male	University Leadership; Academic	Vice-President for Research	Research representative; WG2
	Dr Ciarán Dunne	Male	Academic	Transversal Skills Director, DCU Futures project	DCU Futures representative; WG2; WG6

	Dr Yuhui Gao	Female	Academic	Associate Professor of Marketing; DCU Business School Athena Swan Coordinator	Business School representative; WG7
	Lorna Greene	Female	Professional	Equality, Diversity and Inclusion (EDI) Adviser, EDI Unit, Human Resources	EDI representative; WG4; WG7; Editorial
	Darran Heaney	Male	Professional	Director of Engagement, DCU Anti-Bullying Centre	Anti-Bullying Centre representative; WG4
	Isabel Hidalgo	Female	Professional	Research Information and Analytics Officer, Research and Innovation Support Unit	Research representative; WG2; WG4
	Mary Jennings	Female	Professional	HR Service Delivery Manager	HR representative; WG2; WG3
	Laura Mahoney	Female	University Leadership; Professional	Executive Director of Engagement, Office of the Executive Director of Engagement	External engagement representative; WG1; WG4
	John McDonough	Male	Professional	University Librarian, DCU Library	Professional representative; WG4; Task & Finish Group
	John McLoughlin	Male	Technical	Senior Technical Officer, School of Chemical Sciences	Technical representative; WG3
	Sam Mooney	Non-binary	Students' Union	Students' Union VP for Diversity and Inclusion (Term: June 2023 - present)	Student representative; WG6

	Joanne Mulligan	Female	Professional	Athena Swan Officer, EDI Unit, Human Resources	Secretary; WG1, WG5; WG7; Editorial
	Dr Pádraig Murphy	Male	Academic	Associate Professor, School of Communications; Associate Dean for External Engagement, Faculty of Humanities and Social Sciences; Faculty EDI Lead	Faculty of Humanities and Social Sciences EDI Lead; WG5; WG7
	Dr Siún Nic Mhuiri	Female	Academic	Assistant Professor in Mathematics Education; DCU Institute of Education EDI Lead	Institute of Education EDI Lead; WG2; WG7
	Professor Brien Nolan	Male	Academic	Professor in Mathematical Sciences; Deputy Dean Faculty of Science and Health, EDI Faculty Lead	Faculty of Science and Health EDI Lead; WG4; WG7; Task & Finish Group
	Dr David O'Connor	Male	Academic	Assistant Professor, School of Chemical Sciences	Academic representative; WG2
	Thomas O'Dowd	Male	Students' Union	Students' Union President	Student representative; WG6
	Christine O'Mahoney	Female	Students' Union	Students' Union VP for Diversity and Inclusion (Term: January 2023 - June 2023)	Student representative; WG6
	Dr Úna Prendergast	Female	Technical	Senior Technical Officer, Nano Research Facility	Technical representative; WG3; WG5





	Michele Pringle	Female	Professional	Faculty Manager, Faculty of Engineering and Computing EDI Lead	Faculty of Engineering and Computing EDI Lead; WG3; WG7
	Dr Robbie Roulston	Male	Professional	Deputy Chief Operations Officer, Office of the Chief Operations Officer	Operations representative; WG1; WG5; Task & Finish Group
	Professor Anne Sinnott	Female	University Leadership; Academic	Deputy President; VP for Diversity and Equality	Chair; WG1, Editorial
	Annabella Stover	Female	Professional	Deputy Dean, Student Support & Development	Student support representative; WG6

Table 1.5: Membership of University Athena Swan SAT.

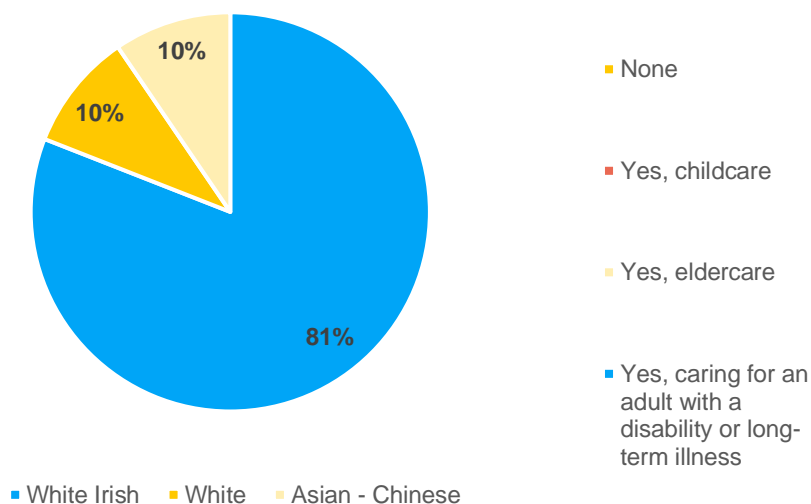


Figure 1.8: Percentage breakdown of Ethnic Origin of SAT members.

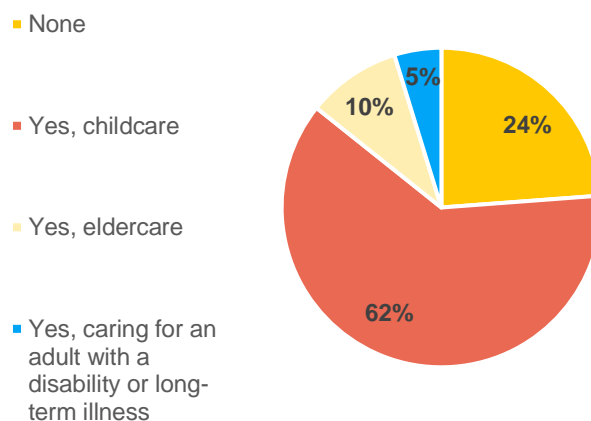


Figure 1.9: Percentage breakdown by type of caring responsibilities of SAT members.

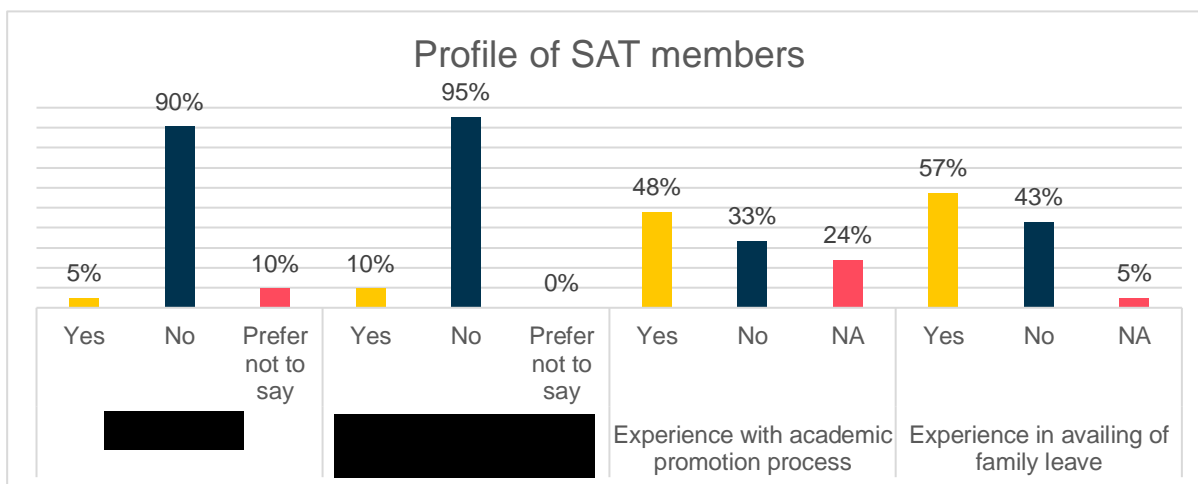


Figure 1.10: Profile of SAT members.

To build collective responsibility, workstreams (WSs) within the SAT were formed, allowing all SAT members to specialise within their specific areas of skill and experience (Table 1.6).

Work Streams	Section of application
WS1	Section 2.1 (focus on the overview of the institution)
WS2	Section 2.2 (focus on academic and research career advancement)
WS3	Section 2.3 (focus on professional and technical career advancement)
WS4	Section 2.4 (parts a, b, c, d) (focus on inappropriate behaviours)
WS5	Section 2.4 (e, f, g, h) (focus on flexible working, family leave, caring responsibilities and the built environment)
WS6	Section 2.4 (i, j) (focus on student data and experiences)
WS7	Section 3 (focus on progress and impact)
Take & Finish Group	Analysis of qualitative feedback from survey
Editorial Group	Responsible for the overall edit, formatting, and review of application

Table 1.6: Breakdown of Athena Swan SAT Working Streams (WSs).

Upon commencing the self-assessment process, a detailed operational plan and timeline was developed. Quantitative staff and student data were compiled by HR and the Quality and Institutional Insights Office (QIO) and shared with SAT WSs for analysis.

The all-staff consultation survey was drafted using the AS *Bank of Questions* and launched in April 2023. It was live for three weeks and a very positive 56% response rate was achieved. This is an increase of 16 percentage points on our last AS survey in 2021, demonstrating a much greater level of interest and engagement with the EDI agenda. Of respondents, 61% identified as woman, 36% as man, and 1% as non-binary. As only 1% (n=6) respondents identified as non-binary, most consultation findings are disaggregated only by man and woman. 1% (n=7) of respondents identified as transgender.

Other surveys were also used to support this self-assessment process, including pulse surveys and DCU Fuse events.

Date	Staff consultation process	Response Rate
Dec 2021	Our DCU/Athena Swan Engagement and Diversity Survey	40% of total staff population
Oct 2022	Our DCU Fuse event (<i>specific theme on EDI</i>)	21% of total staff population (<i>based on registrations</i>)
Feb 2023	Postdoctoral Research Pulse Survey	25% of postdoctoral/ research fellow population
Mar 2023	Race Equality Pulse Survey	8% of total staff population
Mar 2023	Supporting Disability in the Workplace Pulse Survey	7% of total staff population
Apr 2023	Athena Swan Survey	56% of total staff population
Oct 2023	Athena Swan Focus Groups	4% of total staff population

Table 1.7: Staff consultations carried out between 2021 and 2023, including response rate.

Analysis of survey findings was carried out by the SAT, and a summary report was shared with staff in September 2023. This report is available on our website. Each SAT WS conducted detailed analysis of quantitative and qualitative data relating to their section of the application and reported back to the SAT at regular meetings,

allowing for discussion and robust brainstorming of actions to tackle the challenges and gaps identified.

Five focus groups were held in October 2023. Facilitated externally, the focus groups allowed the SAT to better understand the complexity of challenges and allowed staff to input into the action planning process. Focus group registration numbers were low (~4% of staff); however conversation was rich, and feedback suggests that creating safe spaces for honest discussion is very worthwhile. More women than men engaged with focus groups, with 22% male representation and no men attending the family-leave group. Increased engagement overall, with a particular focus on increasing male engagement, will be addressed in **SAP 1.2.1**.

Theme	Registration			
	Male	Female	Other / PNS	Total
Career progression for PMSS staff	7	18	1	26
Career progression for Research staff	3	3	0	6
Experiences of family-related leave	0	11	0	11
Dignity and Respect: Issues of reporting	3	11	1	15
Career progression and workload for Academic staff	4	14	0	18

Table 1.8: Breakdown of attendance at five focus groups held in Oct 2023.

Following rigorous data analysis and review, the draft action plan was reviewed with ‘Action Owners’ (Jan-Mar 2024) to ensure all proposed actions were realistic, achievable, measurable, and to contract for accountability. Once complete, a full internal review involving senior stakeholders took place, followed with an external review by a ‘critical friend’.

The Silver Action Plan (SAP) will be operationalised by the new Athena Swan Working Group (ASWG), with a reporting line up to the EDI Steering Committee. Membership of the ASWG will be reviewed every two years. The ASWG will meet every two months, and report quarterly to the EDI Steering Committee; with governance and rigorous progress tracking via EMT and the GA EDI sub-Committee.

Once successful, the application, associated action plan and progress updates will be shared with all staff and students and will be available on the DCU website. Athena Swan will continue to feature in the annual DCU EDI Report.



SAP 1.3.1: Ensure that all staff are aware of AS progress and updates via dedicated webpages, information sessions and publishing of local applications and actions plans.

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

In Section 2, applicants should evidence how they meet Criterion B:

- + Evidence-based recognition of the issues and opportunities facing the applicant

Recommended word count: 10,500 words

1. Overview of the institution and its context

- Provide a brief introduction to the institution, including any relevant contextual information. This should include information on:
 - + the mission of the institution, including its teaching and research focus;
 - + the total number of staff by category of post;
 - + the total number of student enrolments by programme type.



Image 2.1.1: Entrance to DCU Glasnevin Campus.

DCU is a leading innovative university. It is proud to be one of the world's leading Young Universities and is among the world's top 2% globally. DCU is known as Ireland's University of Enterprise, with a mission to 'transform lives and societies'.

Through its innovative approach to teaching and learning, the University offers a ‘transformative student experience’, developing highly sought-after graduates. DCU is currently No. 1 in Ireland for Graduate Employment Rate, and for graduate income (CSO). DCU is currently implementing the largest innovation in its teaching and learning history through the ‘*DCU Futures*’ project. This involves the introduction of 10 new undergraduate programmes and a commitment to embracing impactful, experiential, and interdisciplinary learning modalities. DCU is also a research-intensive university and is home to several SFI-funded Research Centres.

The new DCU Strategy 2023 - 2028 welcomes a new value explicitly highlighting ‘*inclusivity*’ as a core tenet of our Organisational Purpose.



Figure 2.1.1: DCU Strategic Plan 2023 - 2028 Purpose, Guiding Philosophy, Strategic Pillars, and Drivers.

As a ‘People First’ institution, DCU is committed to equality, diversity and inclusion and is proud to support the United Nations’ Sustainable Development Goals (SDGs). In the Times Higher Education Global Impact Rankings 2023, DCU was ranked 71st overall (climbing 13 spots since 2020). DCU is the top ranked Irish university in SDG 1 (No Poverty), SDG 5 (Gender Equality) and SDG 10 (Reduced Inequalities) and is ranked 6th globally for efforts to reduce inequalities and 8th globally for championing gender equality.



Figure 2.1.2: DCU ranking in Times Higher Education Global Impact Rankings 2023 in SDG 1, SDG5 and SDG10.

DCU has a total of 1,830 employees (Table 2.1.1 and Figure 2.1.3).

	Academic	%	PMSS	%	Research	%
Male	411	51%	286	33%	121	52%
Female	398	49%	573	67%	113	48%
Total	809		859		234	

Table 2.1.1: Total number of employees disaggregated by staff category and gender, as of 31st March 2023.

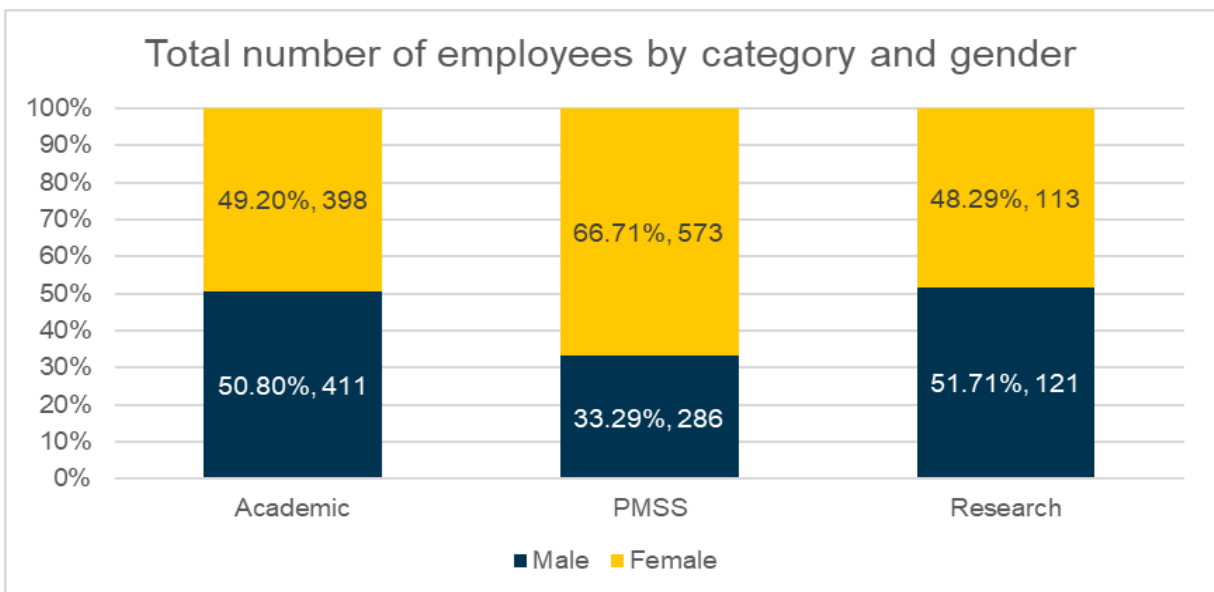


Figure 2.1.3: Total number of employees by category and gender.

There are 19,185 students enrolled for the current academic year 2023/24; 58% female.

	Male	Female	Non-binary	Unknown	Total
Undergraduate	5,708	7,976	40	3	13,727
Postgraduate Taught	1,489	2,157	5	7	3,658
Postgraduate Research	430	449	0	1	880

Table 2.1.2: Total number of students enrolled in 2023/24 academic year, disaggregated by programme type and gender identity.

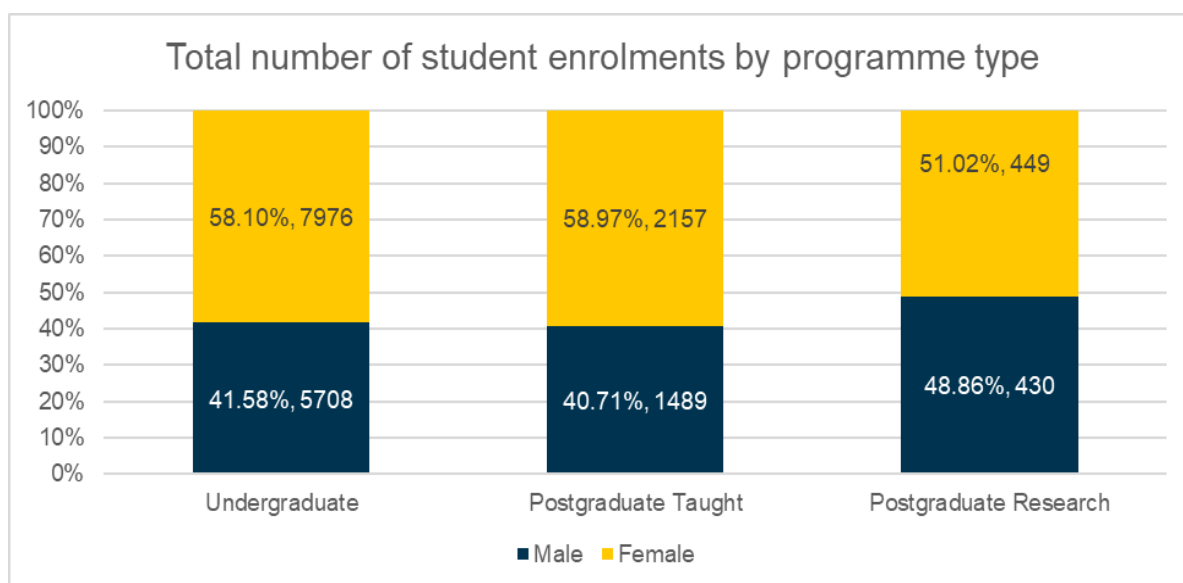


Figure 2.1.4: Total number of students enrolled in 2023/24 academic year, disaggregated by programme type and gender identity.

Students are spread across five faculties located over three academic campuses - Glasnevin, All Hallows (AHC) and St. Patrick's (SPC). These faculties include 26 schools, and each faculty is led by an Executive Dean who is a member of the University's SMG and EMT.

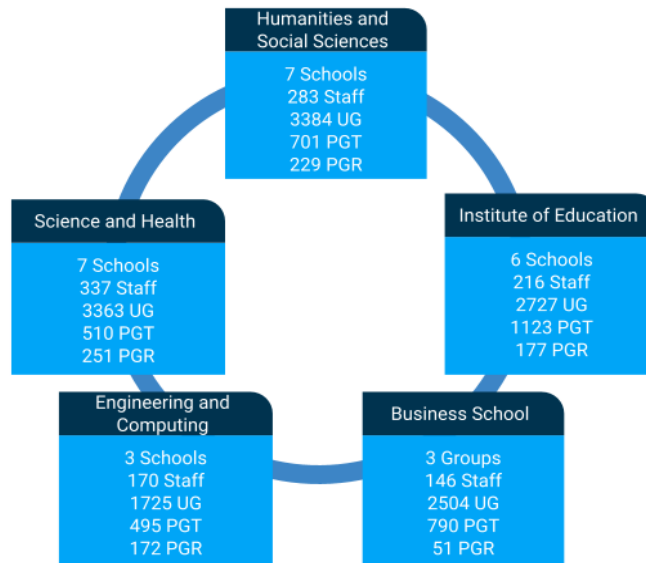


Figure 2.1.5: Breakdown of each of the five Faculties by number of Schools, number of staff, and numbers of undergraduate (UG), postgraduate taught (PGT) and postgraduate research (PGR) as of March 2023.



Image 2.1.2: DCU Glasnevin Campus



Image 2.1.3: DCU All Hallows Campus.



Image 2.1.4: DCU St Patrick's Campus.

Student enrolment by faculty and gender is benchmarked against the HEA national field of study trends 2022/23. We are in line with all national disciplinary trends.

	Male	Female	Non-binary	Unknown	Total	DCU %F	HEA %F (2022/23)
Science and Health	1,349	2,856	8	1	4,214	68%	69%
Humanities and Social Sciences	1,871	2,726	17	8	4,622	59%	61%
Business School	1,874	1,657	9	2	3,542	47%	51%
Institute of Education	842	3,224	8	2	4,076	79%	76%
Engineering and Computing	2,028	532	4	3	2,567	21%	22%
Open Education Unit	99	65	0	0	164	40%	n/a

Table 2.1.3: Total number of students enrolled in 2023/24 academic year, disaggregated by faculty and gender; and %F benchmarked against HEA national figures 2022/23.

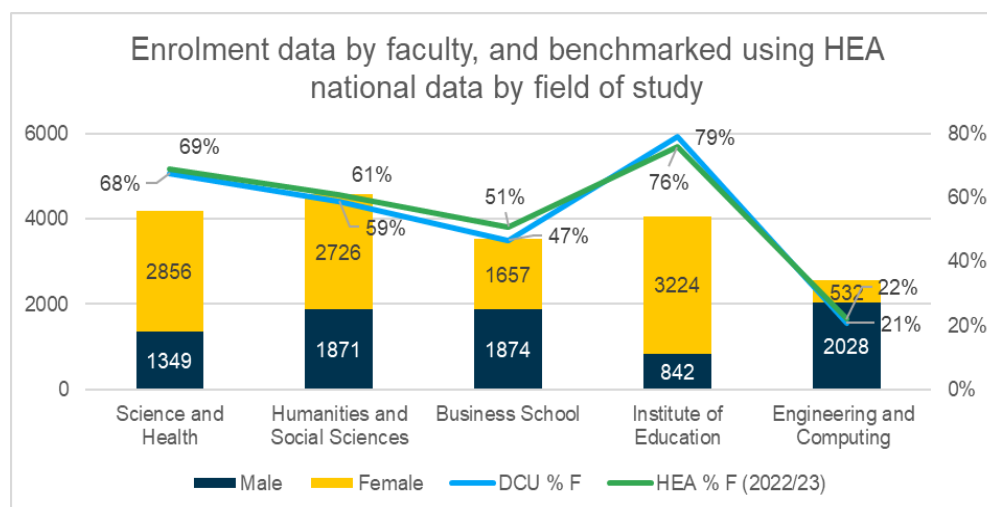


Figure 2.1.6: Total number of students enrolled in 2023/24 academic year, disaggregated by faculty and gender; and %F benchmarked against HEA national figures 2022/23.

- b. Analyse and benchmark data on all staff by:
- + gender and category of post;
 - + ethnicity and category of post;
 - + additional equality grounds and category of post that are collected by the institution.

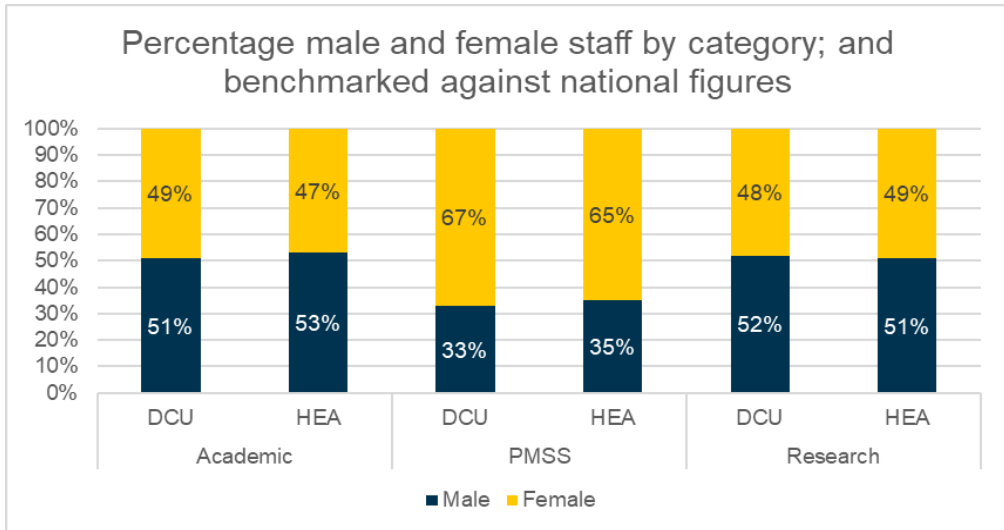


Figure 2.1.7: Percentage male and female DCU staff (2023 data) disaggregated by staff category; and benchmarked against national figures (HEA 2022 data).

Benchmarking against most recent national statistics (HEA 2022) shows that DCU is in line with national gender trends across the three staff categories.

It is not mandatory to collect employees’ ethnicity details; however, through the CoreHR diversity screen, self-disclosure is underway. Current data shows that 24% of employees have disclosed their ethnicity, with the majority of these (90%) being White Irish, White - Mixed/Multiple or Any other White background (Figure 1.5).

Survey data (completed by 56% of staff) shows the breakdown as White Irish (73%), White (10%) or Any other White background (5%). 18% of researchers, 11% of academics and 5% of PMSS respondents identify as being from an ethnic minority background.

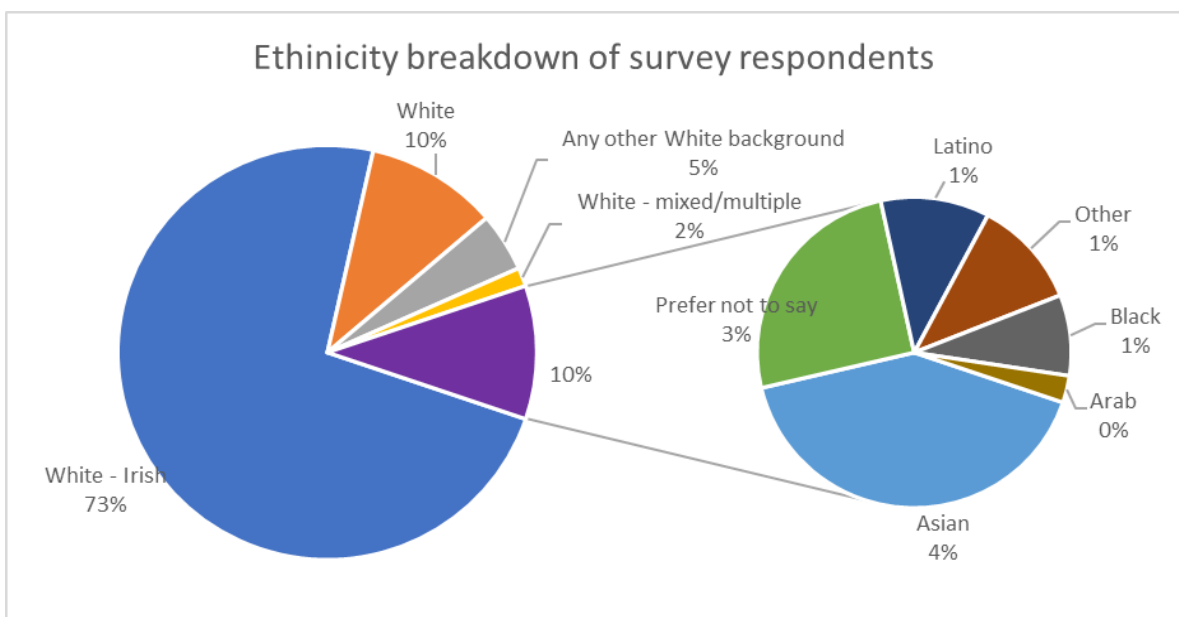


Figure 2.1.8: Ethnicity breakdown of survey respondents, Athena Swan survey 2023.

The percentage of employees self-disclosing a disability has increased annually since 2018, except for 2023 (Table 2.1.4). In 2023, of those who disclosed a disability, 12% were academic, 13% PMSS and 26% researcher. The development of a new Disability Policy and Toolkit, establishment of a disability staff network, and training on reasonable accommodations for line managers should increase disclosures.

Year	Total Number of Employees	No. of employees with a declared disability under the definition in the Disability Act 2005	% of employees with a declared disability under the definition in the Disability Act 2005
2018	██████████	████	2.38%
2019	██████████	████	3.08%
2020	████	████	n/a
2021	██████████	████	7.62%
2022	██████████	████	8.17%
2023	██████████	████	7.26%

Table 2.1.4: The total number of employees, number of employees with a declared disability, and % of employees with a declared disability under the definition in the Disability Act 2005 for the years 2018 to 2023.



SAP 2.1.1: Support greater access and participation of staff with disabilities through the development of a new Disability Policy and Toolkit and relevant awareness raising and training initiatives.

Age profiles of DCU employees show general consistency across the reporting period. Just under half of our employees are in the 40 - 54 age bracket. Current data is not available disaggregated by category of post.

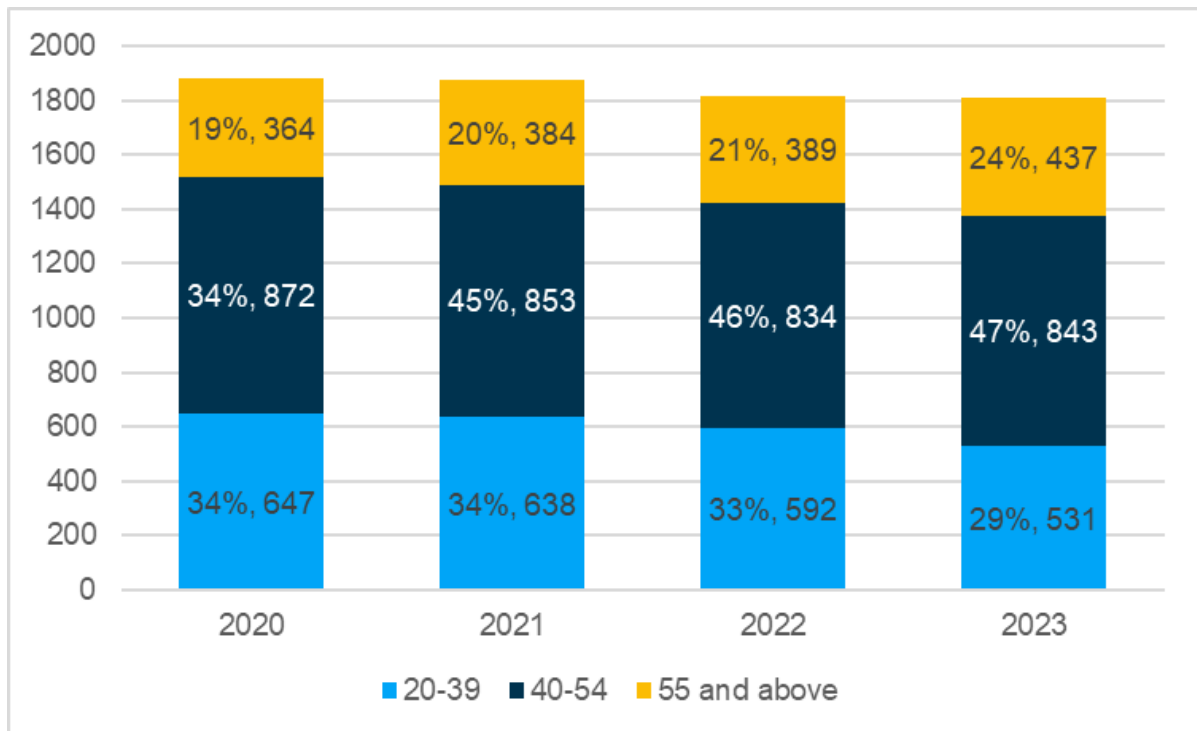


Figure 2.1.9: Age profiles of DCU employees annually from 2020 – 2023.

- c. Comment and reflect on the institution’s key leadership structures and committees. This should include data by gender, with benchmarks where available, on the following:
- + Governing Body/Authority membership;
 - + Academic Council membership;
 - + Executive Management Team, or equivalent, membership;
 - + Influential institutional committee membership;
 - + Heads of academic departments and professional units.

DCU monitors data annually to ensure appropriate (at least 40%) gender representation on all senior university committees. As per Figure 2.1.10, all senior governance and leadership committees are gender balanced. Additional influential institutional committees are also included in Table 2.1.5. Four of these are not balanced, with lower than 40% male representation.

Through active management, female representation at HoS level rose from 27% in 2016, to 47% in 2020, and to 54% in 2023. There is also appropriate gender balance at Executive Dean (60%f, 40%m) and Director/Head of Professional Unit levels (51%f, 49%m). In benchmarking against national data, DCU is broadly in line with national trends (Figure 2.1.11).

It is an ongoing priority to monitor gender balance within these structures and to ensure that an optimum balance is maintained through proactive succession planning and ongoing training and development for future DCU leaders.

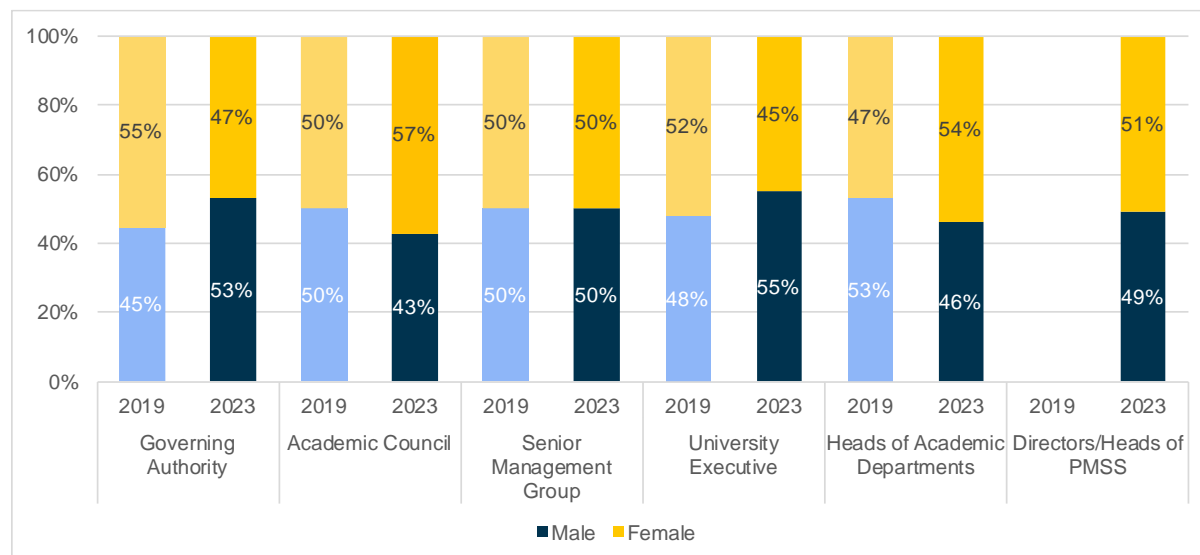


Figure 2.1.10: Percentage of male and female staff on University Senior Committees as of Nov 2023; compared against percentage of male and female membership in 2019. Note: no 2019 data available on Directors/Heads of PMSS.

Committee	Chair - ex officio	Chair		Membership	
		Male	Female	M(%)	F(%)
Academic Promotions Committee	Deputy President	0	1	53%	47%
Education Committee	Director SS&D	0	1	33%	67%
Graduate Research Studies Board	Dean of Graduate Studies	1	0	33%	67%
Quality Promotions Committee	Deputy President	0	1	35%	65%
Standards Committee	Deputy Registrar/ Dean of T&L	0	1	29%	71%
University Research Committee	VP for Research	1	0	56%	44%

Table 2.1.5: Additional influential institutional committees, with membership broken down by gender, as of November 2023.

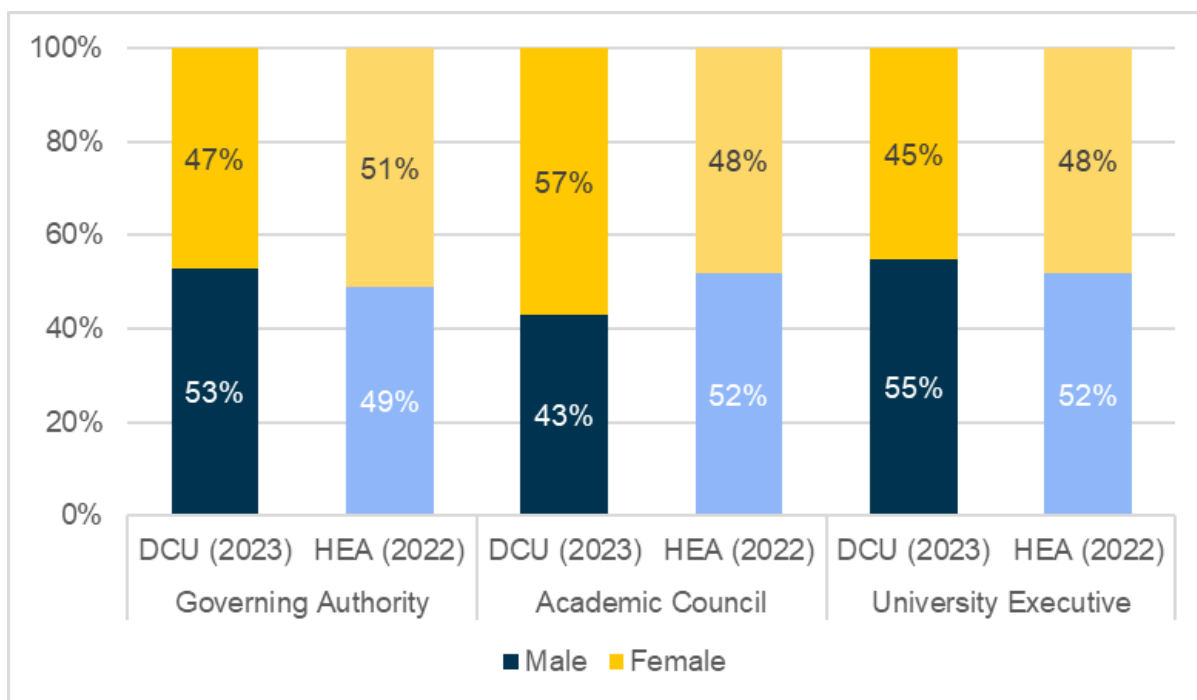


Figure 2.1.11: Percentage of male and female members on University Senior Committees, benchmarked against HEA national trends.



SAP 2.1.2: Continue to annually monitor gender breakdown of all senior leadership committees, address any continued imbalances; and audit committee membership across all nine protected grounds annually.

- d. Comment and reflect on how the institution is building capacity to understand and address any underrepresentation in leadership and committee roles across additional equality grounds.

DCU is committed to building capacity to understand and address underrepresentation in leadership and committee membership across additional equality grounds. To understand what underrepresentation exists, an audit was conducted in February 2024 of ten senior leadership committees. Findings show that the majority of members who self-disclosed identify as being part of ‘majority groups’; (e.g: White-Irish/White, Heterosexual, and non-disabled). This provides the University with valuable baseline data, which will be used to track progress as we conduct audits annually. It is vital that we increase engagement of self-disclosures through CoreHR to be able to accurately capture representation and benchmark this data against university-wide trends going forward. From there, we will aim to set appropriate targets and proactively work to address underrepresentation in leadership through inclusive recruitment, succession and leadership pipeline initiatives **[SAP 2.1.2]**.

	No. of members	Disability				Ethnic Origin						Family status					Religion							Sexual Orientation								
		Yes	No	PNS	Blank	Any other White background	Asian Chinese	Asian Indian	White	White Irish	PNS	Blank	None	Yes, adult dependents	Yes, child dependents	Yes, both	PNS	Blank	Atheist	Christian Orthodox	Christian Other	Protestant / Reformed	Roman Catholic	Non-religious	Other	PNS	Blank	Bisexual	Gay	Heterosexual	PNS	Blank
Academic Council	■	-	48%	2%	50%	3%	-	-	12%	39%	5%	41%	14%	9%	19%	6%	-	52%	13%	-	2%		22%	3%	1%	5%	54%	-	2%	41%	7%	50%
Academic Promotions Committee	■	-	67%	-	33%	-	-	-	13%	40%	7%	40%	-	7%	20%	7%	-	67%	13%	-	-	-	27%	7%	-	-	53%	-	-	47%	-	53%
Education Committee	■	-	56%	-	44%	-	6%	-	6%	39%	-	50%	6%	22%	17%	6%	-	50%	28%	-	-	6%	11%	6%	-	-	50%	-	-	50%	-	50%
Governing Authority	■	-	84%	-	16%	-	-	-	11%	68%	-	21%	37%	5%	26%	11%	-	21%	5%	-	-	-	58%	11%	-	-	26%	-	5%	74%	-	21%
Graduate Research Studies Board	■	-	47%	6%	47%	-	-	-	18%	35%	-	47%	6%		24%	12%	-	59%	18%	-	-	-	18%	-	-	6%	59%	-	-	41%	6%	53%
Quality Promotions Committee	■	-	54%	-	46%	4%	4%	4%	8%	33%	8%	38%	17%	8%	21%	-	-	54%	13%	4%	-	4%	8%	8%	-	8%	54%	-	-	46%	4%	50%
Senior Management Group	■	-	64%	-	36%	-	-	-	7%	43%	14%	36%		14%	14%	7%	-	64%	14%	-	-	-	29%	7%	-	-	50%	-	-	50%		50%
Standards Committee	■	-	60%	7%	33%	-	-	-	20%	53%		27%	13%	13%	20%	7%	13%	33%	20%	-	-	-	27%	7%	-	13%	33%	-	7%	60%	7%	27%
University Executive Management Team	■	-	63%	-	37%	-	-	-	16%	37%	5%	42%	5%	11%	21%	5%	-	58%	11%	-	-	-	32%	5%	-	-	53%	-	-	53%		47%
University Research Committee	■	-	72%	6%	22%	-	-	-	28%	45%	-	28%			44%	12%	-	44%	22%	-	-	6%	11%	6%	-	6%	50%	6%	-	50%	6%	39%

Table 2.1.6: Profile of members from each Committee by disability, ethnic origin, family status, religion, and sexual orientation. Note: those in the 'Blank' columns did not disclose any information.

2. Supporting and advancing academic and research staff careers

- a. Provide data on staff by grade and gender. Analyse and benchmark the career pipeline(s) across the institution.

Grade	2019			2020			2021			2022			2023			2024 (March)		
	M	F	% F	M	F	% F	M	F	% F	M	F	% F	M	F	% F	M	F	% F
Full Professor	■	■	31%	■	■	33%	■	■	35%	■	■	35%	■	■	33%	■	■	36%
Professor	■	■	50%	■	■	39%	■	■	40%	■	■	36%	■	■	38%	■	■	38%
Associate Professor	■	■	42%	■	■	46%	■	■	45%	■	■	48%	■	■	51%	■	■	52%
Assistant Professor	■	■	55%	■	■	55%	■	■	56%	■	■	55%	■	■	52%	■	■	54%
Teaching Assistant	■	■	52%	■	■	48%	■	■	42%	■	■	64%	■	■	37%	■	■	40%
Total	■	■	50%	■	■	50%	■	■	50%	■	■	51%	■	■	51%	■	■	50%

Table 2.2.1: Number of male and female FTE academic staff by grade, 2019-2023.

Table 2.2.1 and Figures 2.2.1 - 2.2.2 outline the profile of DCU academic staff by grade and gender from 2019 - 2023. At Teaching Assistant level, there has been fluctuations across the reporting period, with a dip in female representation noted in 2023. There is gender balance at Assistant and Associate Professor grades. The percentage of women at Associate Professor has risen substantially from 42% in 2019 to 52% in early 2024. Disappointingly, the percentage of women at Professor level has fallen from 50% (2019) to 38% (2023/24) based, in the main, on an unavoidable gender imbalance in promotions to this grade in one faculty in 2019/20. There were six promotions to Professor in the Faculty of Engineering and Computing (FEC) but no female applicants (Table 2.2.2). Redressing this imbalance is a critical priority in our SAP. At Full Professor level, while the numbers of women continue to increase, more targeted efforts are required to reach our minimum 40% target **[SAP 2.2.1]**. An appropriate Talent Management Strategy and targeted succession planning is also necessary **[SAP 2.2.7]**.

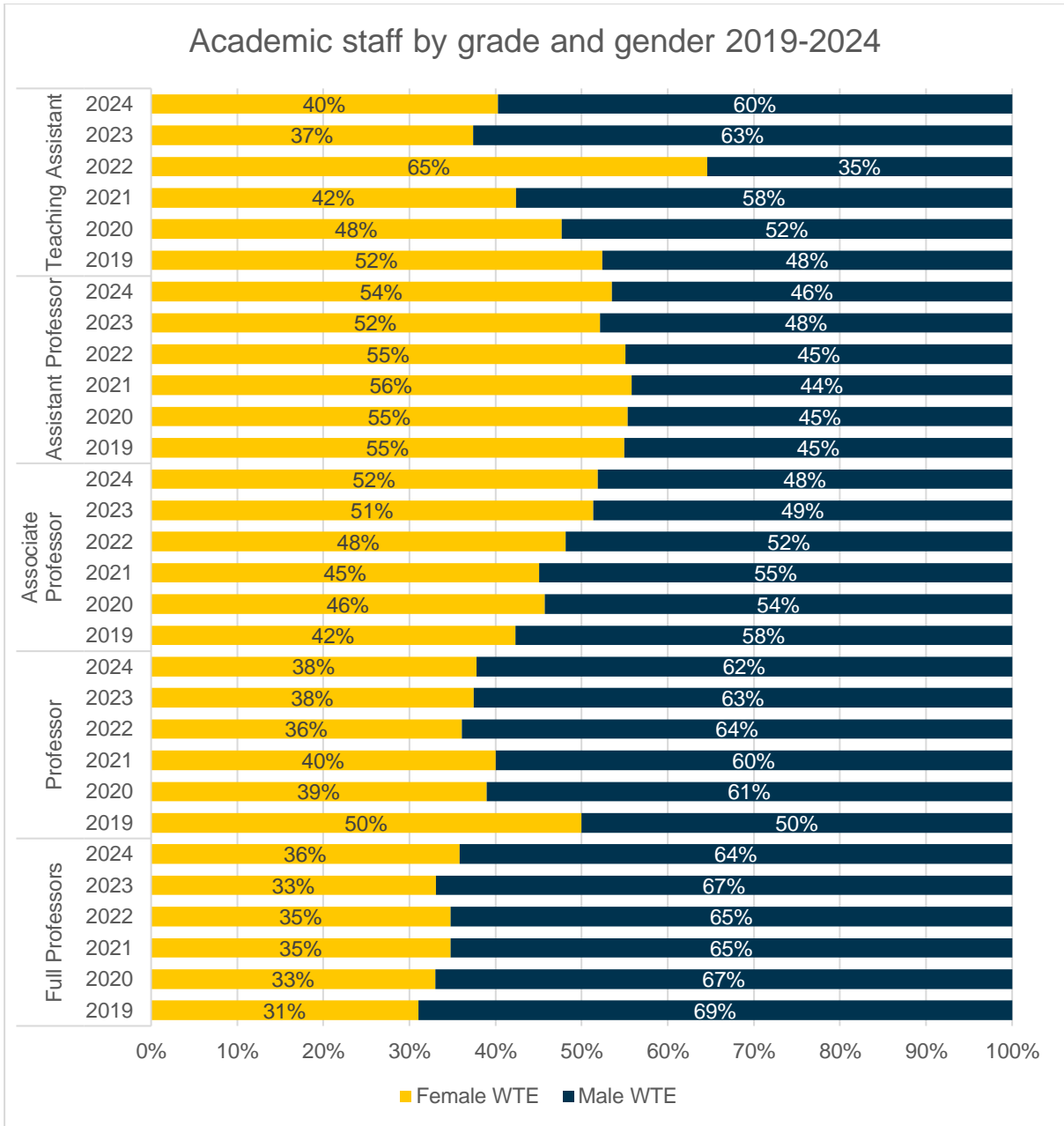


Figure 2.2.1: Percentage of male and female WTE/FTE academic staff by grade 2019-2024 (March).

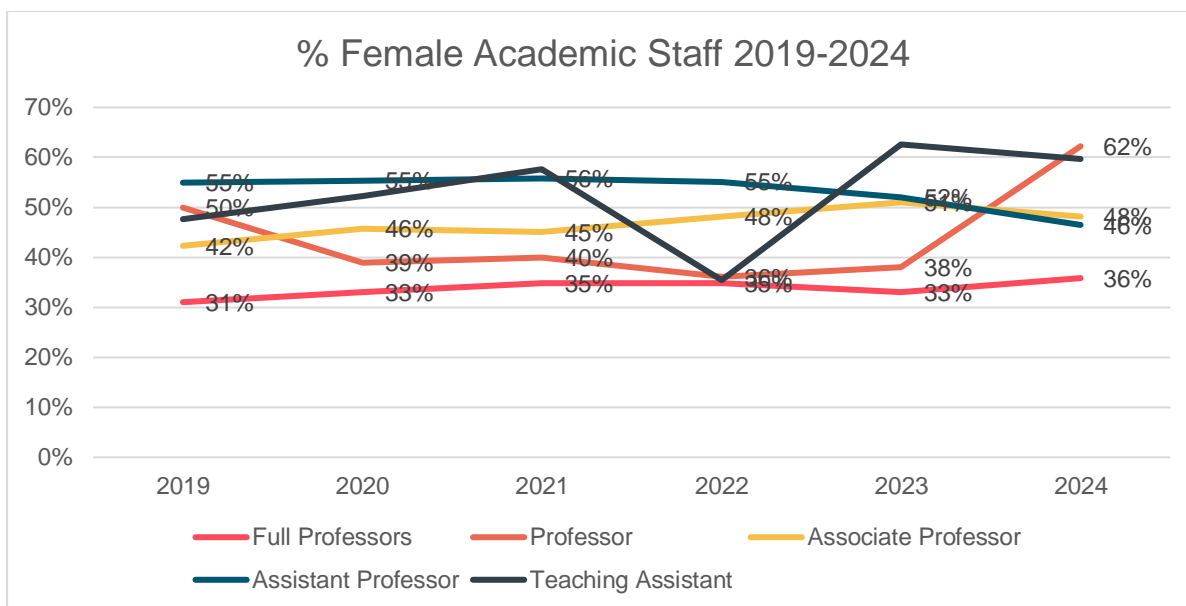


Figure 2.2.2: % female academic Staff by category, 2019-2024 (March).

	Applications		Shortlisted		Successful	
	Male	Female	Male	Female	Male	Female
Engineering & Computing (2019)	■	■	■	■	■	■
Science & Health (2019)	■	■	■	■	■	■
Engineering & Computing (2020)	■	■	■	■	■	■
Business School (2020)	■	■	■	■	■	■
Total	21	6	11	4	9	3

Table 2.2.2: Number of applications, number shortlisted and number successful in promotion calls to Professor level in 2019/2020, disaggregated by faculty and gender.

Benchmarking against the national landscape (Table 2.2.3), DCU is significantly above the national average for women at Associate Professor level; reflecting the positive measures taken (discussed in section 2.2d). DCU performs marginally better at Assistant Professor and Full Professor grades, and marginally less at Professor grade.

Grade	% Female (HEA)	% Male (HEA)	% Female (DCU)	% Male (DCU)
Assistant Professor (Lecturer)	51.3%	48.6%	53.52%	46.48%
Associate Professor (Senior Lecturer)	42.0%	58.0%	51.85%	48.15%
Professor (Associate Professor)	39.9%	60.1%	37.78%	62.22%
Full Professor (Professor C)	31.6%	68.4%	35.84%	64.16%

Table 2.2.3 Benchmarking DCU academic staff by gender and grade as of March 2023, with HEA national data as of Dec 2022.

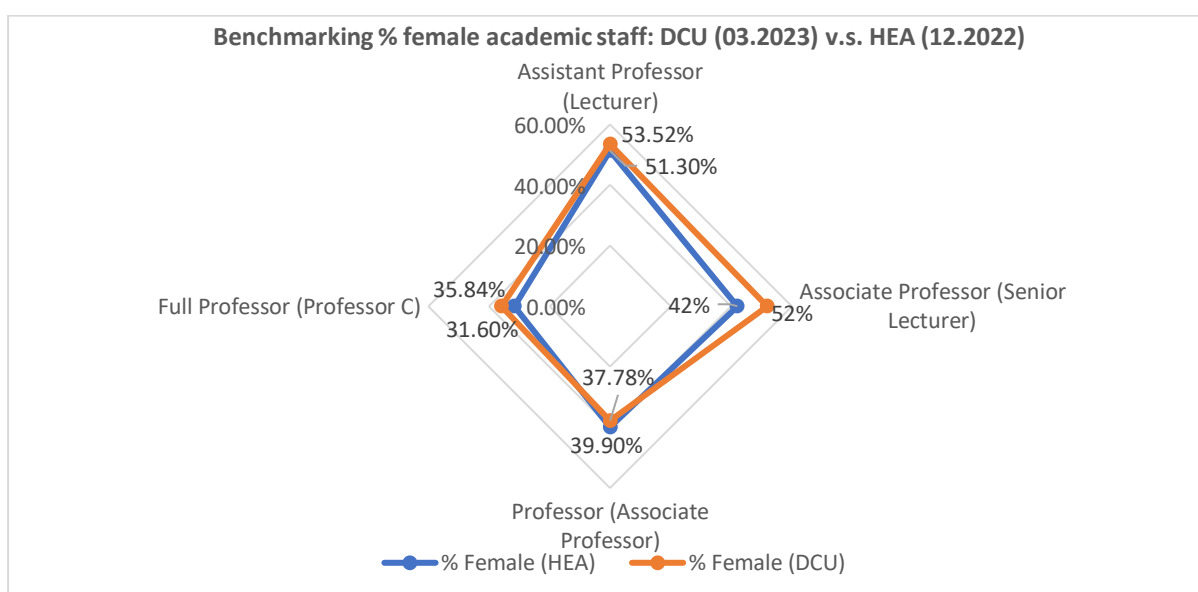


Figure 2.2.3: Benchmarking percentage female among DCU academic staff as of March 2024, with HEA national data as of Dec 2022.



SAP 2.2.1: Achieve and maintain gender balance (at least 40% of each gender) across all academic and research grades, particularly at senior grades, through more regular monitoring of statistics and introducing positive action measures at shortlisting stages.

Research Staff

Table 2.2.4 and Figure 2.2.4 outlines research staff by grade and gender for the period 2019-2023. Postdoctoral Researcher gender balance, after dipping in 2020, is moving in a positive trajectory (Figure 2.2.5). Similar trends can be observed for

Research Assistant level. It is important to monitor this over the coming years and ensure that processes to recruit early career researchers include positive action on gender equality. We observe less females at the senior research grades, with a significant drop in the number of women at Research Fellow and Senior Research Fellow grades since 2020. While research staff are often more transient, their trajectories by gender should be balanced across grades and disciplines [SAP 2.2.1].

Role	2019			2020			2021			2022			2023		
	M	F	% F	M	F	% F	M	F	% F	M	F	% F	M	F	% F
Snr Research Fellow	█	█	0%	█	█	20%	█	█	23%	█	█	0%	█	█	0%
Research Fellow	█	█	53%	█	█	49%	█	█	43%	█	█	41%	█	█	34%
Postdoctoral Researcher	█	█	43%	█	█	37%	█	█	39%	█	█	44%	█	█	48%
Research Assistant	█	█	45%	█	█	50%	█	█	42%	█	█	58%	█	█	55%
Total	137.7	109.7	44%	139.7	102.8	42%	131.5	88.4	40%	93.2	84.5	48%	106	96.1	48%

Table 2.2.4: Number of male and female FTE research staff by grade, 2019-2023.

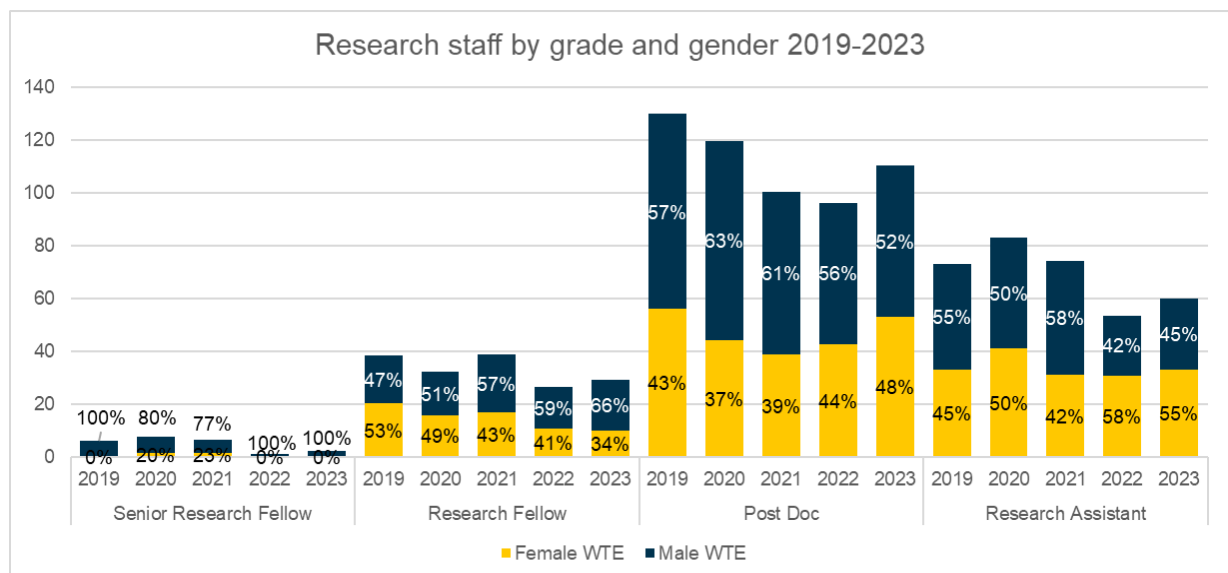


Figure 2.2.4: Percentage of male and female WTE/FTE research staff by grade, 2019-2023.

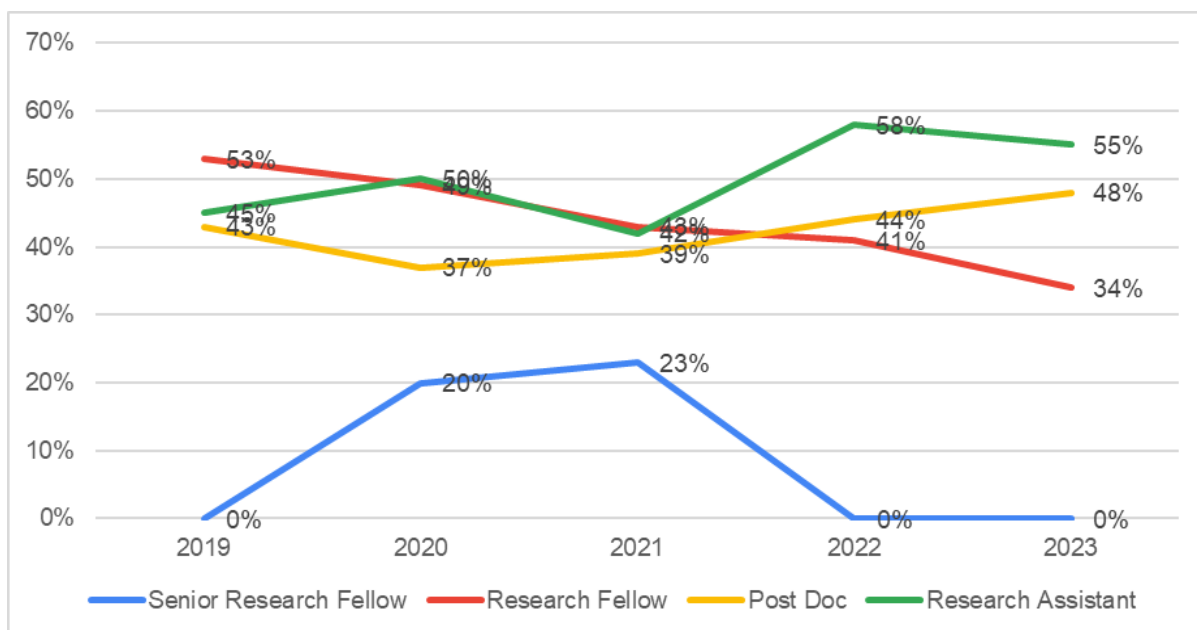


Figure 2.2.5: Trajectory of female research staff by grade, 2019-2023.

- b. Provide data on staff on fixed-term contracts, contracts of indefinite duration/permanent contracts and hourly-paid contracts by gender. Outline the instances where fixed-term and hourly-paid contract types are used. This should include comment on:
- + whether or not numbers of fixed-term/hourly-paid contracts are representative of a typical year;
 - + the rationale for the use of short-term contracts;
 - + the extent to which hourly-paid teaching staff contribute to the delivery of core modules.

Academic staff

DCU offers permanent/contracts of indefinite duration (COIDs), and fixed term contracts. Fixed term contracts are used for various reasons, including specific, time-bound projects. HEA funding was provided for 60 new academic posts under the Human Capital Initiative (HCI). This project was limited in funding and duration, thus fixed term contracts were used. Hourly-paid contracts are also used to fulfil specific, short-term assignments, primarily teaching and school placement supervision.

~76% of academic staff hold permanent contracts; 74% men / 77% women. Figure 2.2.6 shows that the difference in female and male academics holding permanent/COID contracts is ~3%. DCU above the national average of 53%F and 47%M (HEA Gender Statistics, 2022). An analysis of this data from 2021 to 2023 confirms that the above figures from 2023 are representative of a typical year.

Few senior academics hold temporary contracts, and there is no gender disparity in those that do. For junior academic grades, higher instances of temporary contracts are used, particularly for International Language Tutors (ILTs), Teaching Assistants (TAs) and Assistant Professor below bar (BB). This is noticeably evident for male Assistant Professors BB, with 74% of men at this grade on temporary contracts, compared to 39% of women at the same level. This disparity reduces for Assistant Professor above bar (AB).

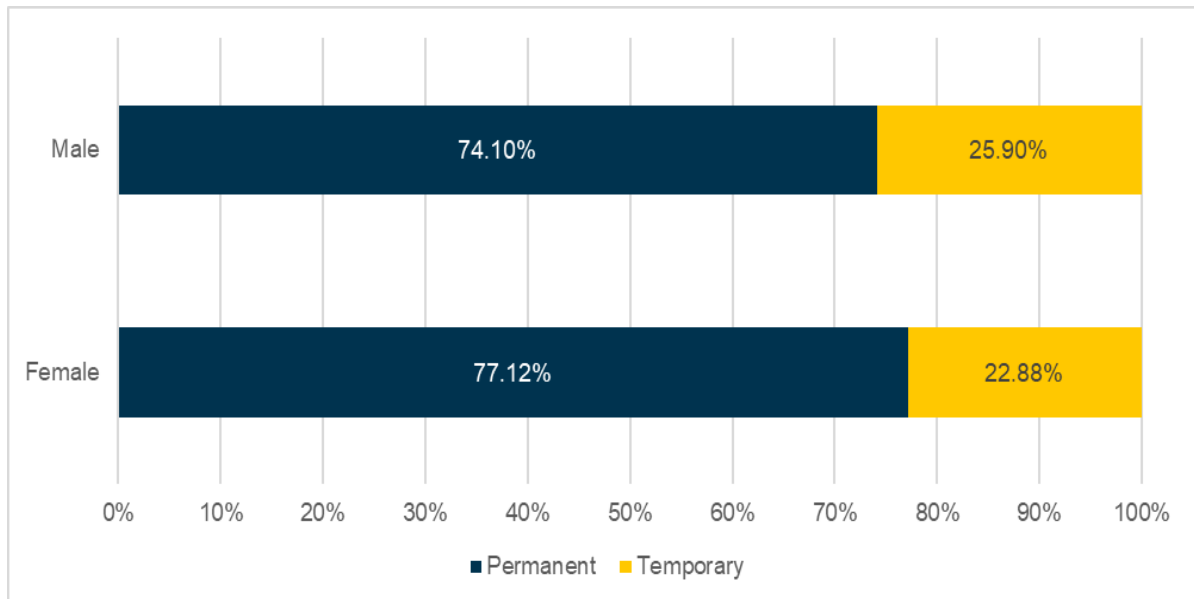


Figure 2.2.6: Breakdown of female and male academic post holders by contract type, as of March 2023.

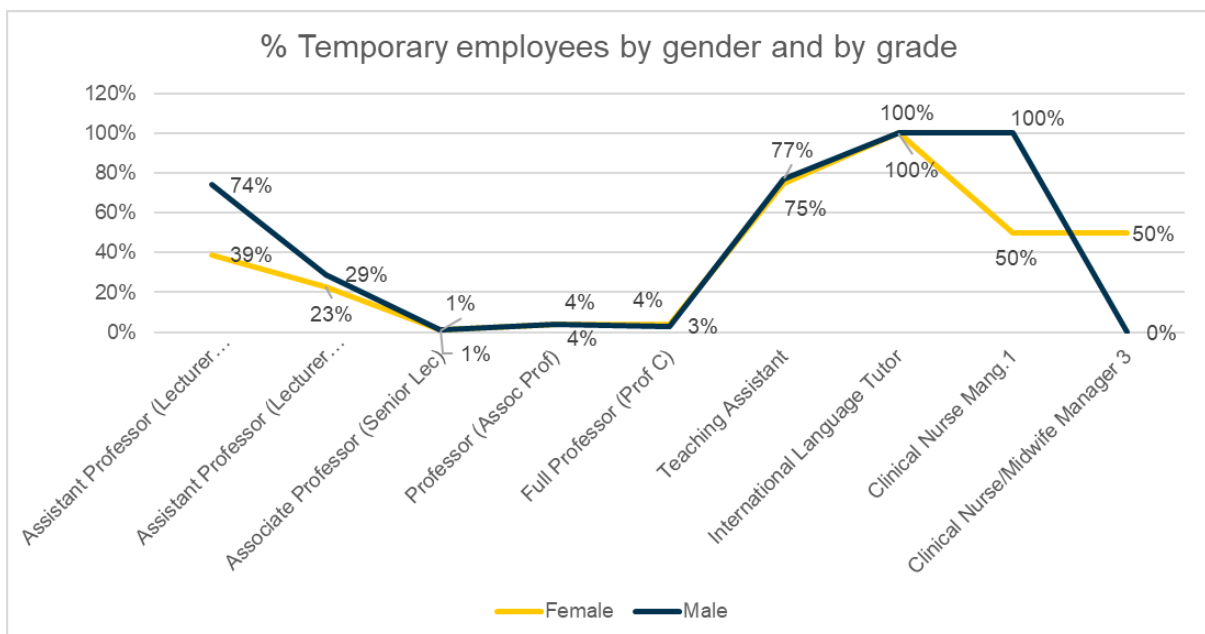


Figure 2.2.7: % of FTE number of academic staff holding fixed term temporary contracts, by academic grade and gender, as of March 2023.

Actual Grade	Gender	Perm/Coid	Temporary	Grand Total	% Temp
Assistant Professor (Lecturer Below Bar)	Female	██████	██████	██████	39%
	Male	██████	██████	██████	74%
	Total	██████	██████	██████	53%
Assistant Professor (Lecturer Above Bar)	Female	██████	██████	██████	23%
	Male	██████	██████	██████	29%
	Total	██████	██████	██████	26%
Associate Professor (Senior Lec)	Female	██████	██████	██████	1%
	Male	██████	██████	██████	1%
	Total	██████	██████	██████	1%
Professor (Assoc Prof)	Female	██████	██████	██████	4%
	Male	██████	██████	██████	4%
	Total	██████	██████	██████	4%
Full Professor (Prof C)	Female	██████	██████	██████	4%
	Male	██████	██████	██████	3%
	Total	██████	██████	██████	4%
Teaching Assistant	Female	██████	██████	██████	75%
	Male	██████	██████	██████	77%
	Total	██████	██████	██████	76%
International Language Tutor	Female	██████	██████	██████	100%
	Male	██████	██████	██████	100%
	Total	██████	██████	██████	100%
Clinical Nurse Mang.1	Female	██████	██████	██████	50%
	Male	██████	██████	██████	100%
	Total	██████	██████	██████	60%
Clinical Nurse/Midwife Manager 3	Female	██████	██████	██████	50%
	Male	██████	██████	██████	0%
	Total	██████	██████	██████	50%
Female Total		██████	██████	██████	23%
Male Total		██████	██████	██████	26%
Grand Total		██████	██████	██████	24%

Table 2.2.5: Number of FTE academic staff holding permanent/COID and fixed term temporary contracts, by academic grade and gender, as of March 2023.



SAP 2.2.2: Monitor contract data by gender and grade annually to ensure emerging gendered disparities are identified and addressed appropriately, where necessary, particularly at Assistant Professor BB grade.

In addition to full-time and part-time fixed contracts, there are employees on part-time casual contracts (Figure 2.2.8). Such contracts are used to cover specific modules, temporary tutor roles and school placement supervisors. 59% of staff holding part-time casual roles are women.; this is slightly higher than the national average of 54% (HEA 2022).

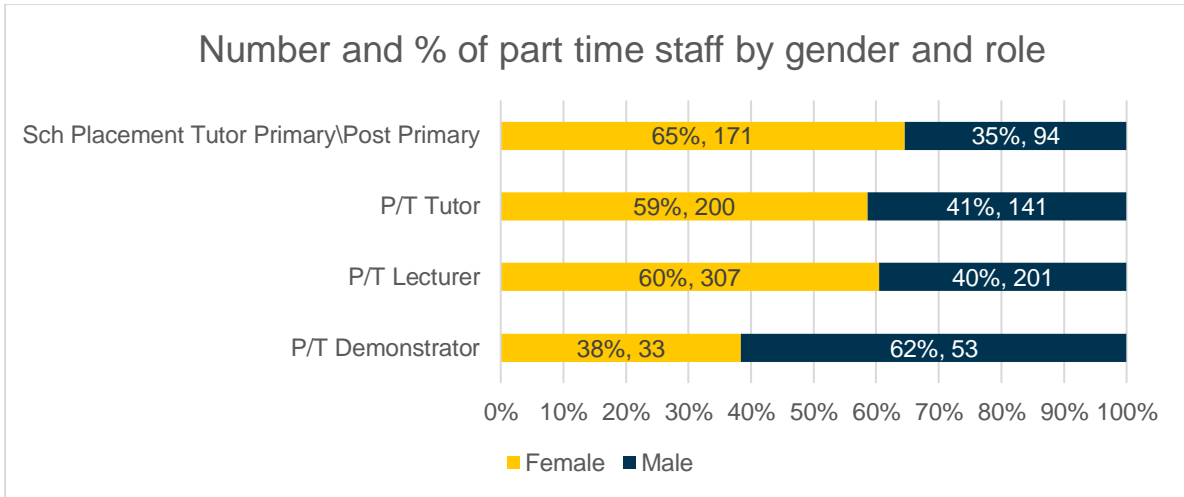


Figure 2.2.8: Number and percentage of part-time academic staff numbers by gender and roles, as of March 2023.

Research staff

The percentage of researchers holding permanent contracts is 2% (in line with national average); with all permanent contracts being held by men. Roles in research are designed to complete a project in a specialist subject with limited duration and funding. An analysis of this data from 2021 to 2023 shows that the above figures from 2023 are representative of a typical year. Ongoing monitoring is in place to track emerging trends or gendered concerns.

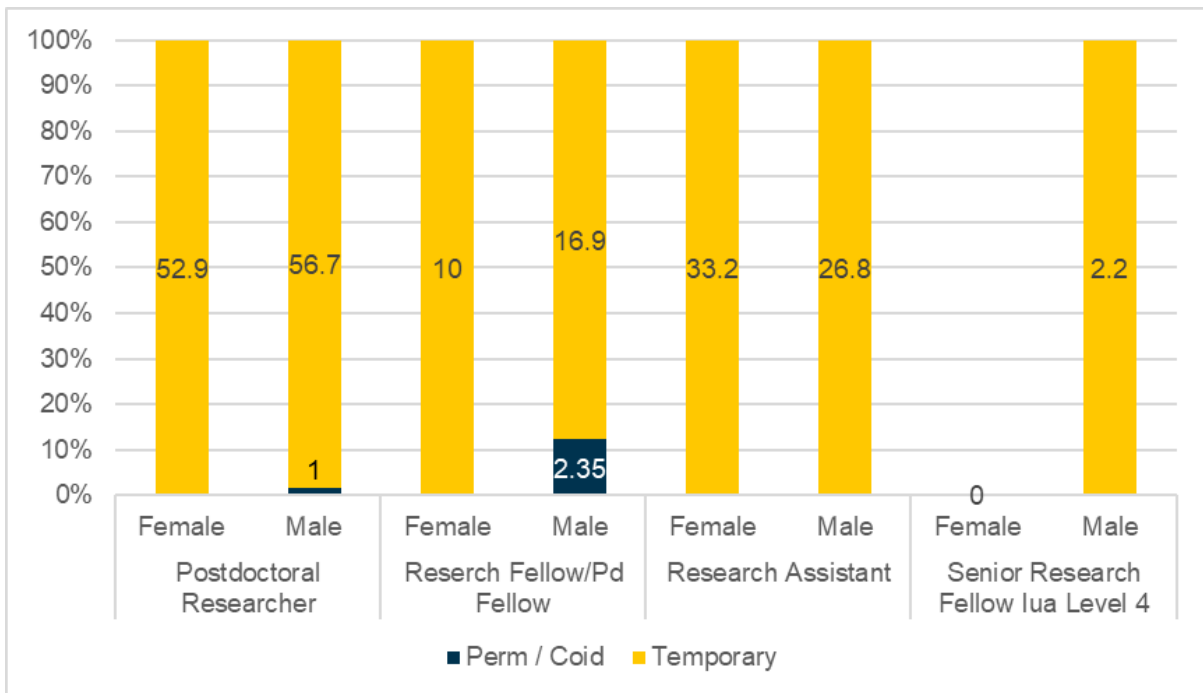


Figure 2.2.9: Breakdown of female and male FTE research post holders by contract type and research grade, as of March 2023.

Research Grade	Gender	Perm / Coid	Temporary	Grand Total	% Temp
Postdoctoral Researcher	Female				100%
	Male				98%
	Total				99%
Reserch Fellow/Pd Fellow	Female				100%
	Male				88%
	Total				92%
Research Assistant	Female				100%
	Male				100%
	Total				100%
Senior Research Fellow Iua Level 4	Female				0%
	Male				100%
	Total				100%
Female Total					100%
Male Total					97%
Grand Total					

Table 2.2.6: FTE number of research staff holding permanent/COID and fixed term temporary contracts, by research grade and gender, as of March 2023.

- c. Comment and reflect on recruitment policies and processes. This should include an analysis of three years of data on applications, shortlisted candidates and appointment rates by gender and grade.

The DCU Recruitment Policy was updated in 2023. The introduction of a new Recruitment and Selection website ensures easier access to DCU practices for hiring managers and clearly sets out their EDI responsibilities throughout the recruitment process and importance of their role as hiring manager in managing equality and diversity.

All recruitment and selection processes reflect best practice, have regard to the principles of equity and fairness to ensure equality of opportunity for all applicants, and follow all relevant employment legislation including the nine protected grounds. Additionally:

- A competency framework informs all job advertisements, which are analysed using a language identifier tool to ensure gender neutrality.
- A minimum of 40% gender representation on all selection boards is required unless in exceptional circumstances. In 2023, 99% of interview panels were gender balanced.
- Interview board members must complete online unconscious bias

training.

- All job advertisements outline the University's commitment to AS and include AS logo.

Academic staff

Data on the recruitment of academic staff is presented in Table 2.2.7.

Grade	Number of competitions	Applications			Shortlisted			Successful			M Success	F Success
		M	F	% F	M	F	% F	M	F	% F	Rate	Rate
2022 - Academic recruitment												
Assistant Professor	68	■	■	41%	■	■	50%	■	■	58%	8%	15%
Associate Professor	4	■	■	46%	■	■	57%	■	■	50%	5%	6%
Professor	3	■	■	32%	■	■	50%	■	■	33%	13%	14%
Full Professor	4	■	■	34%	■	■	23%	■	■	25%	9%	6%
Total 2022	79	■	■	41%	■	■	49%	■	■	55%	8%	14%
2021 - Academic recruitment												
Assistant Professor	94	■	■	32%	■	■	53%	■	■	43%	5%	7%
Associate Professor	2	■	■	67%	■	■	50%	■	■	50%	100%	50%
Professor	n/a	■	■	n/a	■	■	n/a	■	■	n/a		
Full Professor	2	■	■	37%	■	■	25%	■	■	50%	8%	14%
Total 2021	98	■	■	32%	■	■	52%	■	■	44%	5%	8%
2020 - Academic recruitment												
Assistant Professor	54	■	■	32%	■	■	43%	■	■	53%	5%	12%
Associate Professor	2	■	■	49%	■	■	54%	■	■	100%	0%	12%
Professor	n/a	■	■	n/a	■	■	n/a	■	■	n/a		
Full Professor	8	■	■	20%	■	■	37%	■	■	50%	5%	18%
Total 2020	64	■	■	32%	■	■	43%	■	■	55%	5%	12%
Total 2020 - 2022												
Assistant Professor	216	■	■	34%	■	■	49%	■	■	50%	5%	10%
Associate Professor	8	■	■	48%	■	■	55%	■	■	67%	5%	11%
Professor	3	■	■	32%	■	■	50%	■	■	33%	13%	14%
Full Professor	14	■	■	28%	■	■	31%	■	■	40%	7%	11%
Total (all categories 2020-2022)	418	■	■	34%	■	■	48%	■	■	50%	5%	10%

Table 2.2.7: Recruitment data for academic roles, disaggregated by gender and grade, 2020-2022.

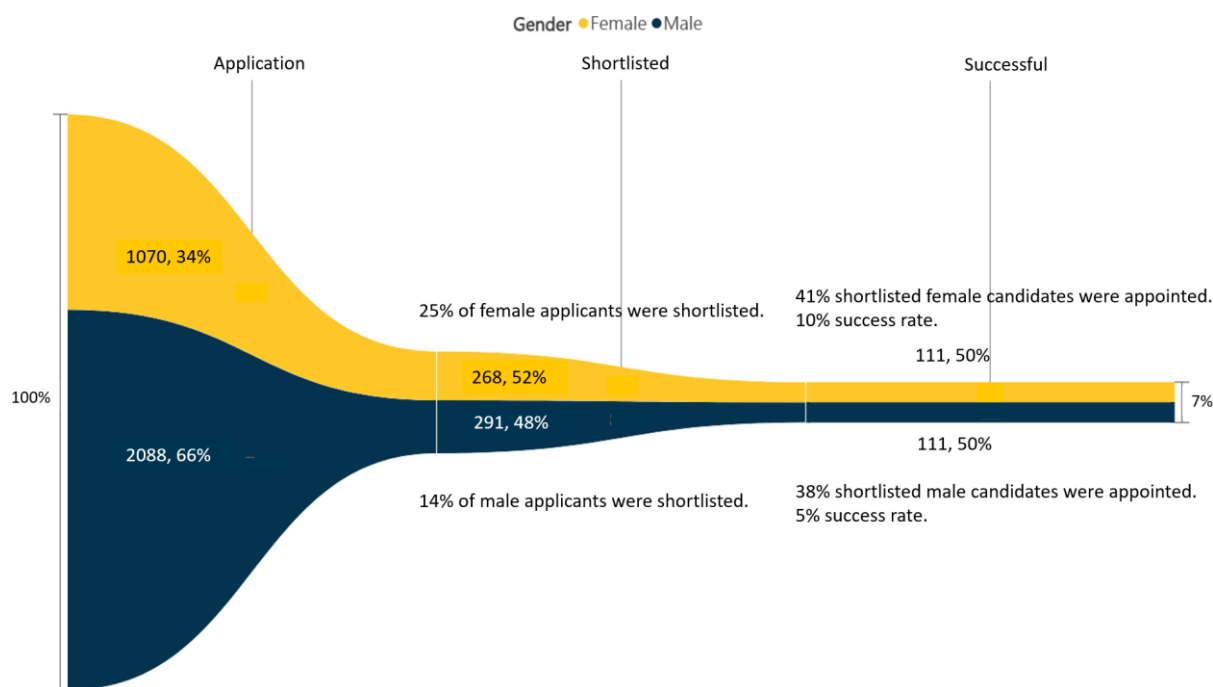


Figure 2.2.10: Funnel of recruitment for all academic roles, disaggregated by gender, 2020-2022.

A higher number of men apply for academic roles, however there is a more balanced pool of applicants shortlisted for interview and successful in attaining roles overall. As per Figure 2.2.10, a higher percentage of women are shortlisted and appointable than their male counterparts. This alters when examining the senior academic grades. In 2020 and 2021, an equal number of men and women were successful in competitions at Full Professor grade, but in 2022 there was a reduction to 33% of women being successfully appointed at this grade. No recruitment took place at Professor level in 2020 and 2021, so trends are not available. While the percentage of women is lower at senior academic grades, three Senior Academic Leadership Initiative (SALI) posts were approved in 2020/21, in the areas of Plasma Physics, Computer Science, and Sustainable Finance. This has led to a more appropriate ratio of men and women at senior levels within these schools and has also supported a 21% increase in the number of senior female academics overall.

Analysing benchmarked data (Figure 2.2.11); it is clear that, except for Full Professor grade, DCU has a more balanced pool of applicants across academic grades than the national average. However, in the case of Professor and Full Professor success rates, DCU has lower success rates for women than the national average. While this was not the case for years 2020 and 2021 it is important that monitoring continues, and actions put in place to support our aim to ensure a more balanced pool at senior academic grades **[SAP 2.2.1]**.

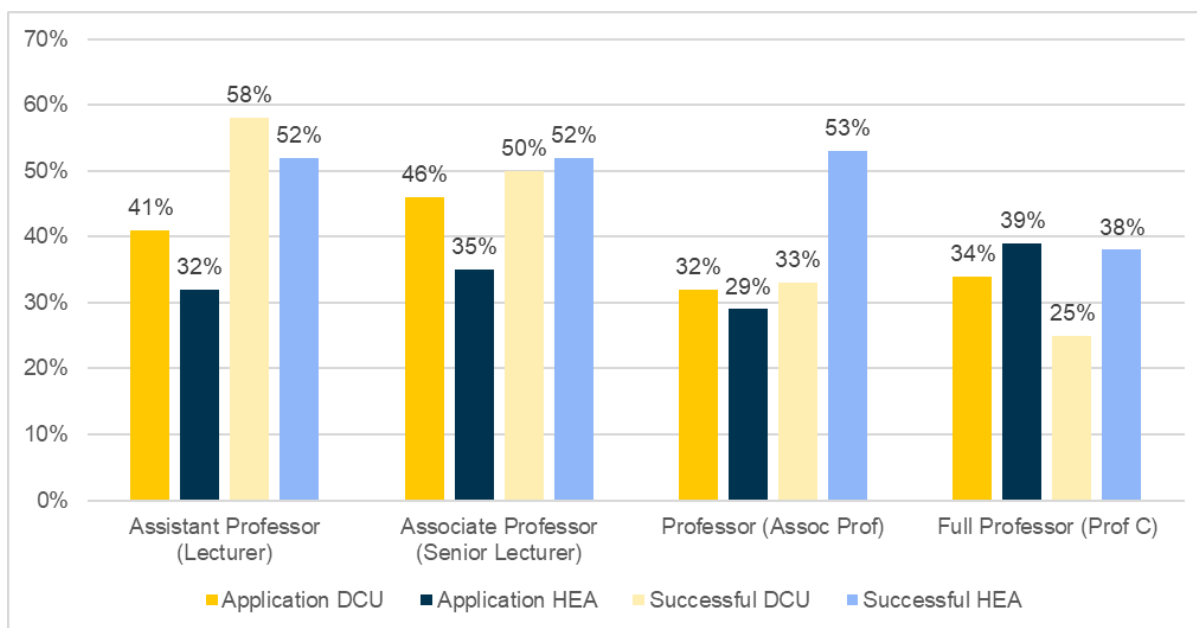


Figure 2.2.11: % of female applicants and hires of DCU academic posts (2022) benchmarked against HEA national data (2022).

Research staff

Data on the recruitment of research staff is presented below.

Grade	Number of competitions	Applications			Shortlisted			Successful			M Success Rate	F Success Rate
		M	F	% F	M	F	% F	M	F	% F		
2022 - Research recruitment												
Research Assistant	29			43%			46%			57%	20%	35%
Postdoctoral Researcher	58			36%			41%			32%	13%	11%
Research Fellow	10			33%			30%			25%	60%	40%
Total 2022	97			63%			59%			63%	17%	17%
2021 - Research recruitment												
Early Stage Researcher	2			53%			86%			100%	0%	22%
Research Assistant	22			59%			59%			63%	6%	7%
Postdoctoral Researcher	26			47%			39%			47%	12%	12%
Research Fellow	14			24%			38%			44%	26%	67%
Total 2021	64			47%			50%			45%	10%	11%
2020 - Research recruitment												
Early Stage Researcher	3			46%			30%			50%	7%	8%
Research Assistant	25			44%			50%			50%	8%	11%
Postdoctoral Researcher	28			31%			42%			42%	8%	12%
Research Fellow	8			7%			8%			0%	38%	0%
Total 2020	64			63%			59%			60%	9%	11%
Total 2020-2022												
Early Stage Researcher	5			49%			53%			75%	5%	14%
Research Assistant	76			51%			52%			57%	9%	11%
Postdoctoral Researcher	112			37%			41%			39%	11%	12%
Research Fellow	32			22%			23%			27%	38%	50%
Total (all categories)	386			42%			44%			44%	50%	50%

Table 2.2.8: Recruitment of research staff, disaggregated by grade and gender, 2020 - 2022.

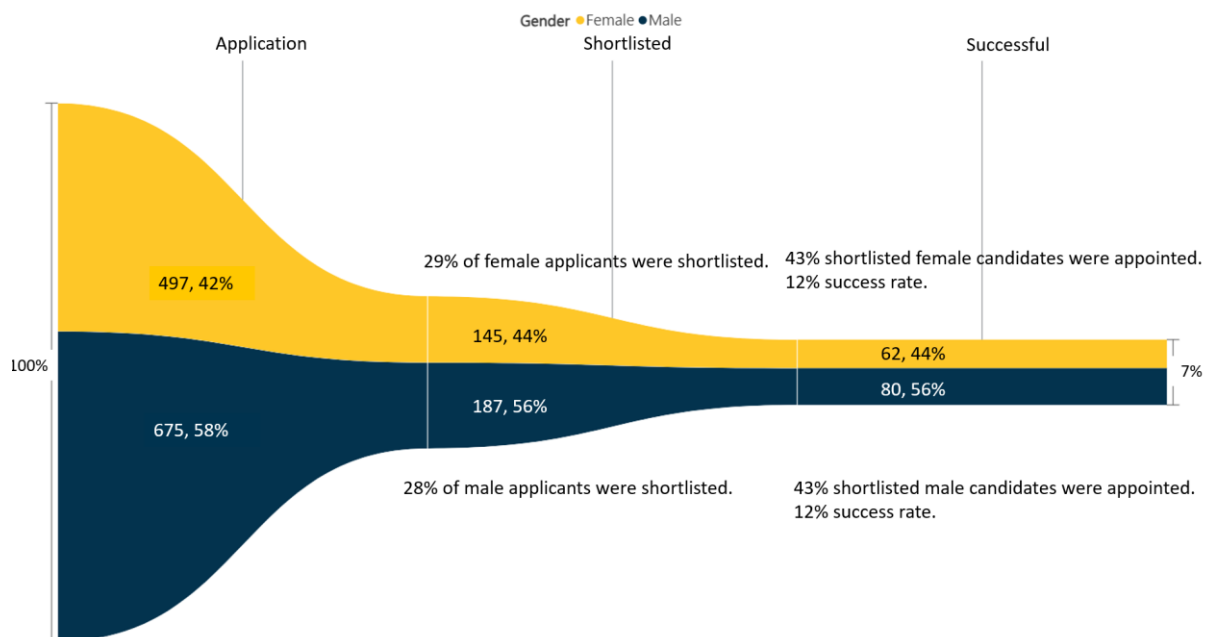


Figure 2.2.12: Funnel of Recruitment for research roles, disaggregated by gender, 2020-2022.

Data shows that while there is relatively balanced application and success rates in the early-stage research grades; at Research Fellow level there is fluctuation annually on the number of women applying, being shortlisted and successful. This requires regular monitoring and understanding as to the barriers for women applying for these roles [SAP 2.2.1].

Data on each stage of the recruitment process is only disaggregated by gender and category of post, as no additional demographic data is currently collected at recruitment stage. Through the introduction of our new online PeopleXD Recruitment system for the management of recruitment practices, additional demographic data will be collected, monitored, and relevant actions taken to achieve appropriately diversified applicant pools.



SAP 2.2.3: Strengthen recruitment practices to attract candidates from more diverse backgrounds and underrepresented groups, by firstly understanding gaps in our applicants and identifying ways to diversify the talent pool.

- d. Comment and reflect on the promotions criteria and processes, including eligibility. This should include an analysis of three years of data on application and success rates by gender and grade and results from staff consultation

presented by gender. Where prescribed promotion pathways are not in place, provide comment and reflection on alternative routes for career progression.

In DCU, there are four academic promotion pathways:

1. Annual Promotion Calls to Associate Professor (APC)
2. Targeted Promotion to Associate Professor (following on from the APC process)
3. Faculty Promotion Calls (to Professor/Full Professor)
4. Open recruitment (through the general recruitment process)

Grade	Number of competitions	Applications			Shortlisted			Successful			M Success Rate	F Success Rate
		M	F	%F	M	F	%F	M	F	%F		
2020 - Promotion Calls												
Associate Professor (APC)	1	■	■	53%	■	■		■	■	50%	13%	11%
Associate Professor (targeted promotions)	10	■	■	50%	■	■	50%	■	■	50%	100%	100%
Associate Professor to Professor	4	■	■	50%	■	■	50%	■	■	56%	46%	56%
Professor to Full Professor	2	■	■	50%	■	■	50%	■	■	67%	33%	67%
Total 2020	17	45	44	49%	18	18	50%	15	15	50%	33%	34%
2021 - Promotion Calls												
Associate Professor (APC)												
Associate Professor (targeted promotions)	15	■	■	60%	■	■	60%	■	■	60%	100%	100%
Associate Professor to Professor	2	■	■	63%	■	■	60%	■	■	67%	33%	40%
Professor to Full Professor	1	■	■	67%	■	■	100%	■	■	100%	0%	50%
Total 2021	18	10	16	62%	8	13	62%	7	12	63%	70%	75%
2022 - Promotion Calls												
Associate Professor (APC)	1	■	■	52%	■	■		■	■	50%	13%	12%
Associate Professor (targeted promotions)												
Associate Professor to Professor	4	■	■	25%	■	■	25%	■	■	25%	100%	100%
Professor to Full Professor	1	■	■	50%	■	■	0%	■	■	0%	100%	0%
Total 2022	6	35	35	50%	8	5	38%	8	5	38%	23%	14%
Total 2020-2022												
Associate Professor (APC)	2	■	■	52%	■	■		■	■	50%	13%	12%
Associate Professor (targeted promotions)	25	■	■	56%	■	■	56%	■	■	56%	100%	100%
Associate Professor to Professor	10	■	■	42%	■	■	53%	■	■	50%	37%	50%
Professor to Full Professor	4	■	■	55%	■	■	50%	■	■	60%	40%	50%
Total 2020-2022	41	90	94	51%	31	35	53%	27	31	53%	30%	33%

Table 2.2.9: DCU academic promotions data for the period 2020 to 2022 inclusive.

Annual Promotional Call to Associate Professor

In 2017, DCU was the first Irish university to introduce a 50:50 promotions policy for all promotions to Associate Professor. This has had a significant positive influence on the achievement of gender-balance, with 51% female representation at this grade. This annual promotion process is overseen by the University's Academic Promotions

Committee (APC) and is a university-wide, merit-based, competitive process, underpinned by a rigorous and transparent scoring methodology, with expected standards of achievement articulated in the University's Academic Development and Promotion Framework. The framework includes specific expectations in relation to gender and EDI responsibilities for each academic grade. Evidence of activity and influence in this area is taken into consideration when applications are being reviewed. Applications are considered by the Faculty Review Panel (FRP) and, subsequently, APC, with all members mandated to complete Unconscious Bias training in advance. Both the FRP and APC ensure transparency and equity in the application of evaluation criteria and determine which applicants secure promotion. There is no interview required in this process. In accordance with the 50:50 promotions policy, the top three ranking males and top three ranking females were selected for promotion (2018 – 2020), and the top four ranking males and top four ranking females selected in 2022 and 2023. In 2021 no APC took place due to COVID-19.

Year	Business School				Engineering and Computing				Humanities and Social Sciences				Institute of Education				Science and Health			
	Applied		% Success		Applied		% Success		Applied		% Success		Applied		% Success		Applied		% Success	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2022	■	■	25%	50%	■	■	50%	25%	■	■	11%	0%	■	■	0%	8%	■	■	0%	20%
2020	■	■	0%	33%	■	■	0%	0%	■	■	14%	13%	■	■	25%	11%	■	■	14%	0%
2019	■	■	0%	0%	■	■	50%	100%	■	■	22%	0%	■	■	0%	14%	■	■	0%	14%

Table 2.2.10: APC (to Associate Professor) application count and success rate by faculty and gender, 2019 - 2022.

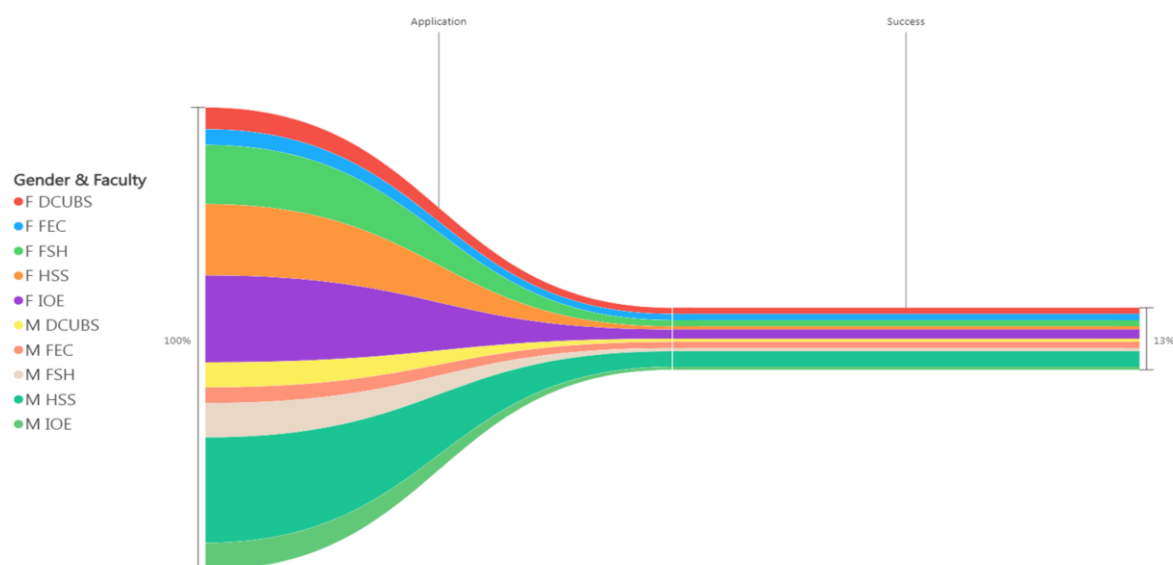


Figure 2.2.13: APC (to Assoc. Prof) application count and success rate by faculty and gender, 2019 - 2022. To note: no APC process took place in 2021.

Targeted Promotion

As set out in the University's Policy for Targeted Promotion to Associate Professor, Faculty Deans may seek approval from APC for an additional targeted promotion to Associate Professor for strategic reasons (e.g: balancing a low senior:junior ratio). Such promotions draw upon applicants from the original APC process based upon agreed FRP rankings. An academic targeted for promotion must undergo an interview to confirm their appointment. Promotions are generally gender-balanced across the University despite some faculty anomalies (Table 2.2.11). No targeted promotions to Associate Professor took place in 2022.

	2018		2019		2020		2021		Totals	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Business School	■	■	■	■	■	■	■	■	■	■
Institute of Education	■	■	■	■	■	■	■	■	■	■
Humanities & Social Science	■	■	■	■	■	■	■	■	■	■
Science & Health	■	■	■	■	■	■	■	■	■	■
Engineering & Computing	■	■	■	■	■	■	■	■	■	■
Total	■	■	■	■	■	■	■	■	19	22

Table 2.2.11: Numbers of those promoted to Associate Professor via targeted promotion from 2018 - 2021, presented by gender and faculty.

Faculty Promotion Calls

Each faculty holds Faculty Promotion Calls to promote to Professor and Full Professor grades when there is a strategic need. During the reporting period, faculty-wide or school-specific promotion calls were held as follows: FEC, DCUBS and FHSS in 2020, IoE and FSH in 2021, and FEC and FSH in 2022; gendered breakdown is included in Table 2.2.9. In all but two of these calls, the female percentage success rate was higher. Faculty-specific imbalances do arise (as noted in Table 2.2.2) so annual monitoring of data will continue and be shared with relevant stakeholders for consideration.

Staff perceptions on promotion

Findings from the AS survey revealed perceptions of a lack of fairness and transparency regarding the promotion criteria and process. Given the low number of

non-binary/other respondents (n=6), they have been excluded in breakout analysis. While there is general dissatisfaction in this area, women and non-binary respondents are slightly less favourable than men overall.

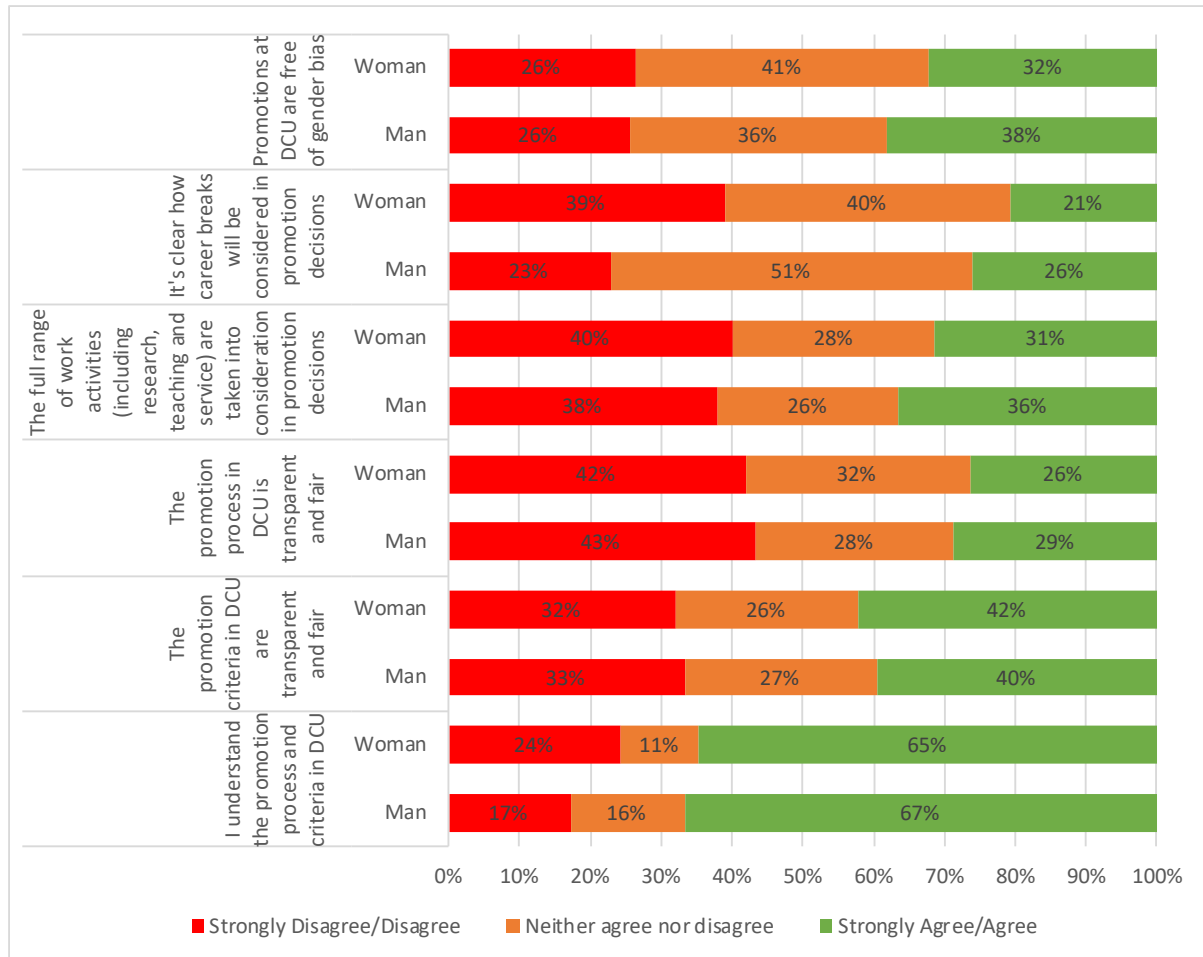


Figure 2.2.14: Perceptions of promotion in DCU for academic respondents, disaggregated by gender.

Findings from survey and focus group consultation with academic staff indicate that the Targeted Promotion process specifically is viewed as a “mysterious back channel”. While the data shows that there is relative gender balance on promotions through this process at institutional level, local disparities are evident, and the overall perception remains negative. Feedback from the consultation process also indicates that there is a lack of clarity on how periods of leave are considered in assessing applications for promotion. This needs to be more explicitly explained.



SAP 2.2.4: Ensure clarity on all promotional criteria and processes to increase perceptions of fairness and transparency, through several linked actions including: levelling out the number of promotions via APC and targeted route; publishing an annual report on promotions; communicating clearly how periods of leave are considered in the scoring system.

Career progression - Researchers

Researchers can progress via open recruitment but perceive less clarity on a structured career. The *DCU Researcher Career Framework (RCF)* clearly sets out career path and development opportunities but there is an obvious need and opportunity to communicate this resource more clearly. As part of the HR Excellence in Research Award, there is a focus on reviewing and updating this framework to enhance its value for researchers.

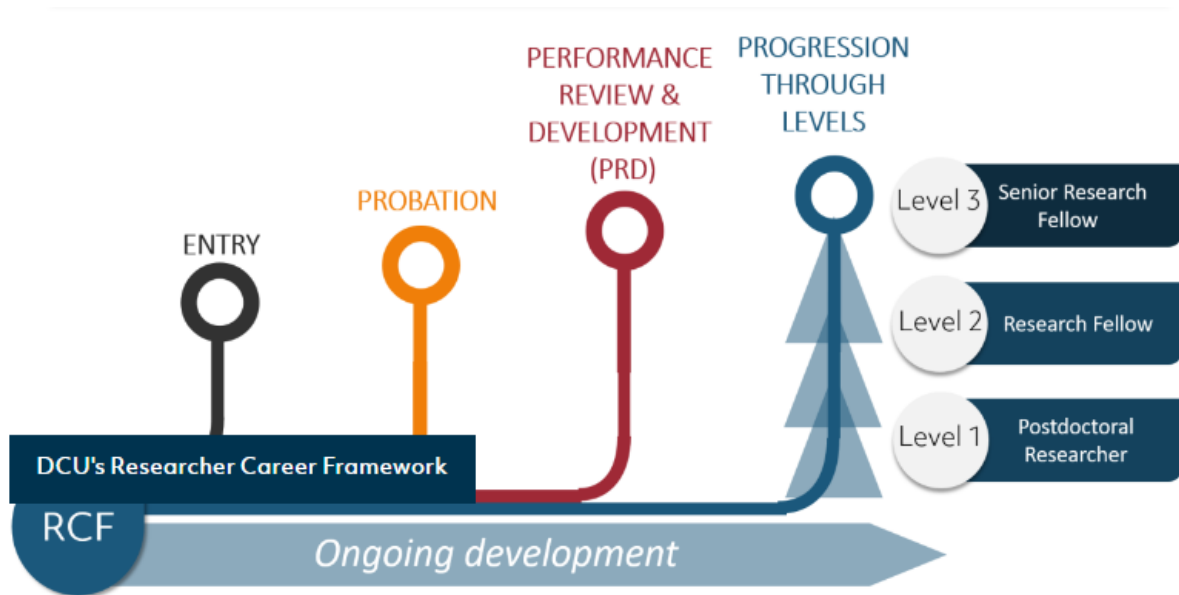


Figure 2.2.15: The Researcher Career Framework showcases the pathway for progression through research levels.

Feedback from consultation indicates that the researcher career path is perceived as unclear. There is a perception that there is no outline of development opportunities specifically for this cohort, and supports are not well packaged or easily found.



SAP 2.2.5: Ensure that researcher career path is clearly articulated and accessible to all researchers in DCU, and that all available supports are clearly understood and utilised effectively

- e. Comment and reflect on support given to staff to assist in their career development and progression. This should include the results of staff consultation presented by gender and may include, but is not limited to, support given to staff to:
 - + apply for research funding, including incorporating the gender dimension into research;
 - + develop excellence in teaching and learning.

DCU's Strategic Plan includes a range of goals and actions to ensure that DCU is a positive and encouraging workplace where staff can reach their full potential. DCU offers a wide range of opportunities in this regard.

Mentoring

DCU's Staff Mentoring Scheme continues to attract strong participation from female colleagues, with 78% of academic and research total participants in 2021 and 92% in 2022 being female. The scheme successfully boasts that 35% of female mentees (2021) and 20% of female mentees (2022) have been promoted in the two years since joining the programme.

42% of academic and 64% of research survey respondents indicated that they have access to the mentoring they need to support career aspirations (Figure 2.2.16), reflecting the challenge of attracting an appropriate number of mentors to support the demand. Encouraging more men to avail of mentoring is now very important, along with tackling gender inequality within disciplines to ensure mentoring opportunities for those where there is an under-represented gender.

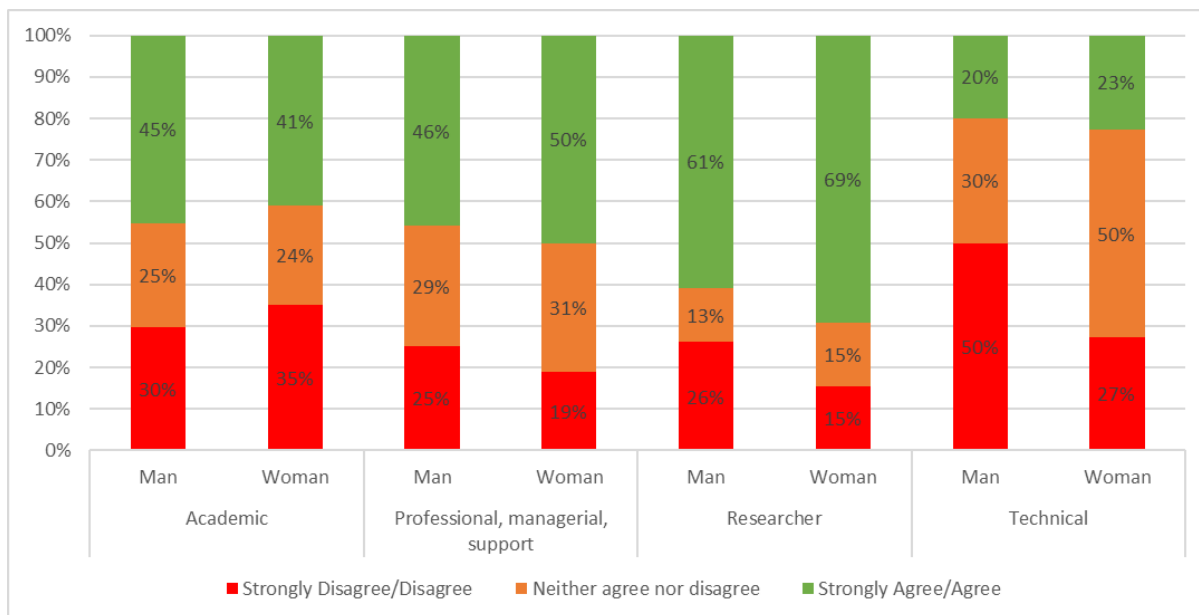


Figure 2.2.16: Responses to the question “I have access to the mentoring I need to support my career aspirations” by gender and by staff category.



SAP 2.2.6: Relaunch the staff mentoring programme and build an awareness-raising campaign to encourage staff to participate as mentors and mentees regularly.



SAP 2.2.7: Consider intersectional inequalities in access to career development opportunities by designing a new Talent Management and Development Strategy, with specific consideration for underrepresented groups.

Training

A culture of independent lifelong learning is championed by SMG to support staff in achieving their full potential. L&OD runs a comprehensive annual programme of training courses and bespoke programmes meeting particular organisational needs. Overall, the training participation rate among all staff categories averages 69% women and 31% men for the period 2020 - 2023. Given men make up ~43% of the employee population, they are underrepresented in training. For EDI-specific training data, an average of 73% of participants are women. Informed action will be taken to improve male participation proportionally [**SAP 2.2.8**].

There has been a dip in participation in L&OD courses between 2021 and 2022. This was mainly due to COVID-19, as a surge in participation was evident during 2020 and 2021 when all sessions were online.

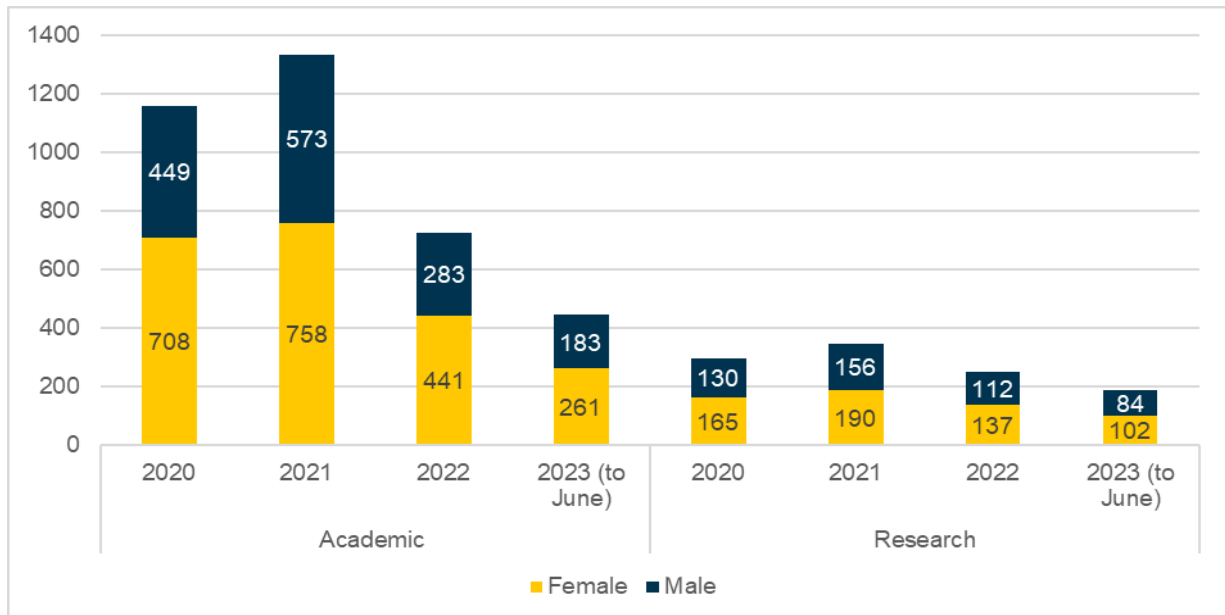


Figure 2.2.17: Number of participants in L&OD courses, disaggregated by gender and category of post, 2020 – 2023.

Leadership Programmes

The University is committed to building strong leadership skills. The progressive new leadership management programme, Explore, focuses on helping staff to develop visionary leadership capability in maximising team performance and driving long-term university success. Female participation in this new programme is high (72%). However, academic engagement overall is lower than that of PMSS. Actions need to be taken to achieve a more balanced profile of participants as this important new programme rolls out **[SAP 2.2.8]**.

The Professional Skills for Research Leaders (PSRL) programme also shows strong female researcher participation.

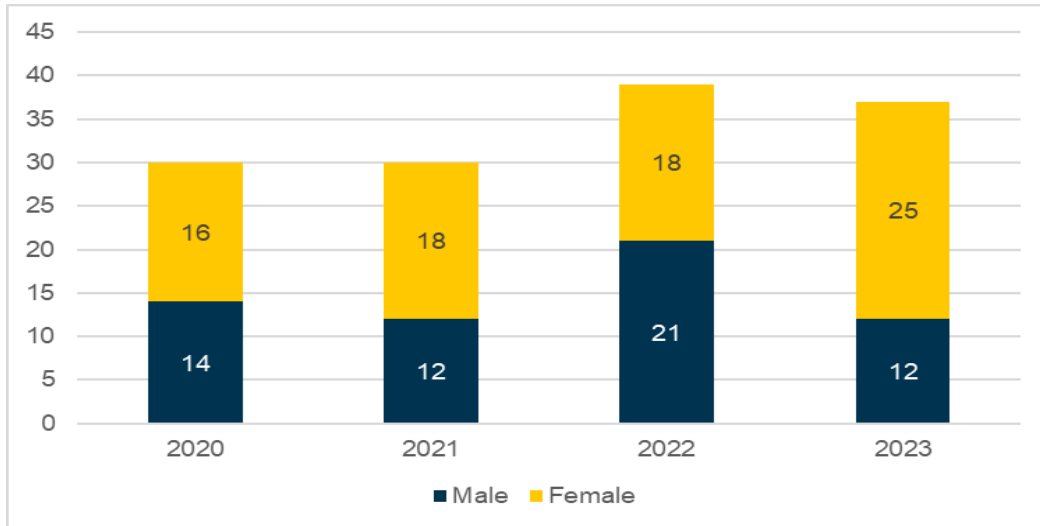


Figure 2.2.18: Number of male and female academic and research staff participating in the Explore Leadership Programme in 2022/23 and 2023/24.

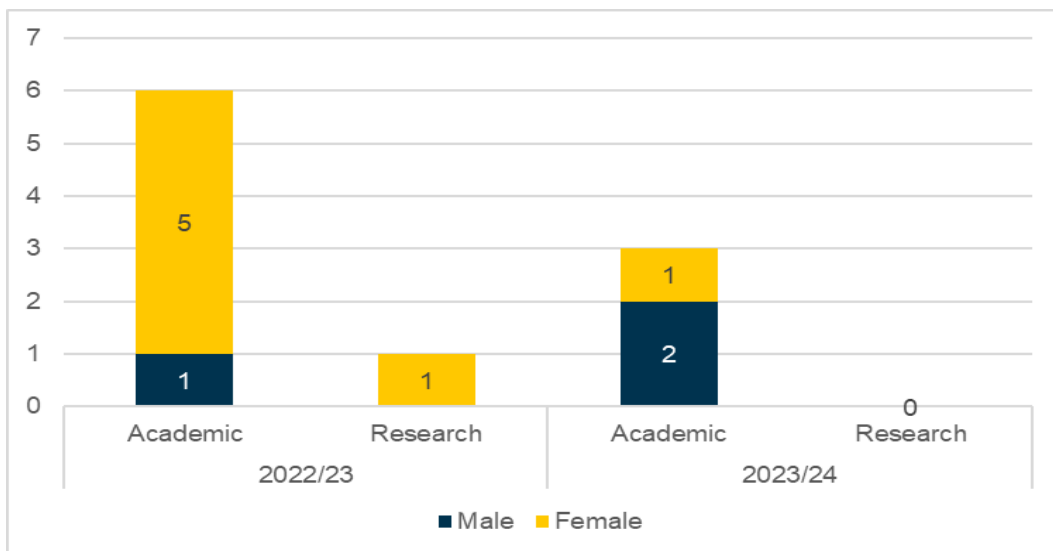


Figure 2.2.19: Number of male and female academic and research staff participating on PSRL programme, d 2020 – 2023.

Female Career Development Programmes

Female-only leadership programmes include Aurora, Vista, and the Preparing for Academic Advancement (PAA) Programme. For the period 2015-2022, there have been 95 DCU participants on Aurora, with a proactive equal distribution of academic and professional participants. Researchers have not previously been represented; however, three researchers joined the 2023/24 cohort. This will continue to be a consideration going forward. Aurora has proven successful in many ways; particularly

in relation to career progression where 55% of participants (all staff categories) were promoted within two years of completing the programme (Figure 2.2.20).

Year	Academic		Research	
	<i>Applied</i>	<i>Successful</i>	<i>Applied</i>	<i>Successful</i>
2023/24	5	3	4	3
2022/23	7	7	2	0
2021/22	26	8	2	0
2020/21	18	8	0	0

Table 2.2.12: Overview of participation in Aurora among academic and research staff 2020 – 2023.

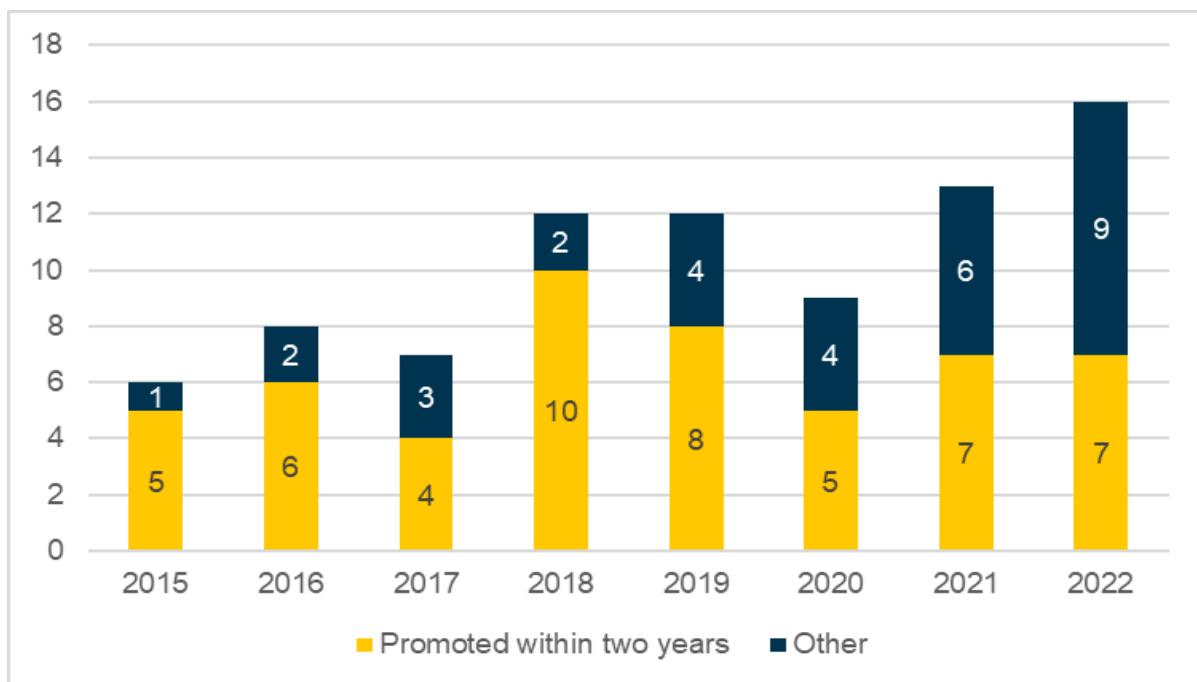


Figure 2.2.20: Total number of participants annually, with the number of participants promoted within two years after completing the Aurora programme in yellow, 2015 - 2022.



Image 2.2.1: DCU Aurora Participants 2022 being awarded certificates of completion by DCU Deputy President and Aurora Champion Professor Anne Sinnott.

DCU secured funding through the HEA Gender Enhancement Fund to pilot a new professional development programme for women, called Vista. In collaboration with University of Galway and DkIT, the programme ran twice in 2022/2023; specifically targeting women at mid-career stage. A total of 60 participants engaged in the pilot; 15 from DCU. There is consideration ongoing on how to sustainably run this programme in the future. The PAA programme, led by University of Limerick (UL), specifically targets female Associate Professors who are credible challengers for promotion to Professor. To date, 10 DCU academics have participated in the programme, with 20% of these successful in promotion since. Promotional call outcomes will be monitored on an ongoing basis to determine impact of the programme.

Half of academic respondents and two thirds of research respondents agreed that they have access to the training they need to support their career aspirations. It is important to investigate this further to understand the gaps in current training offerings **[SAP 2.2.8]**.

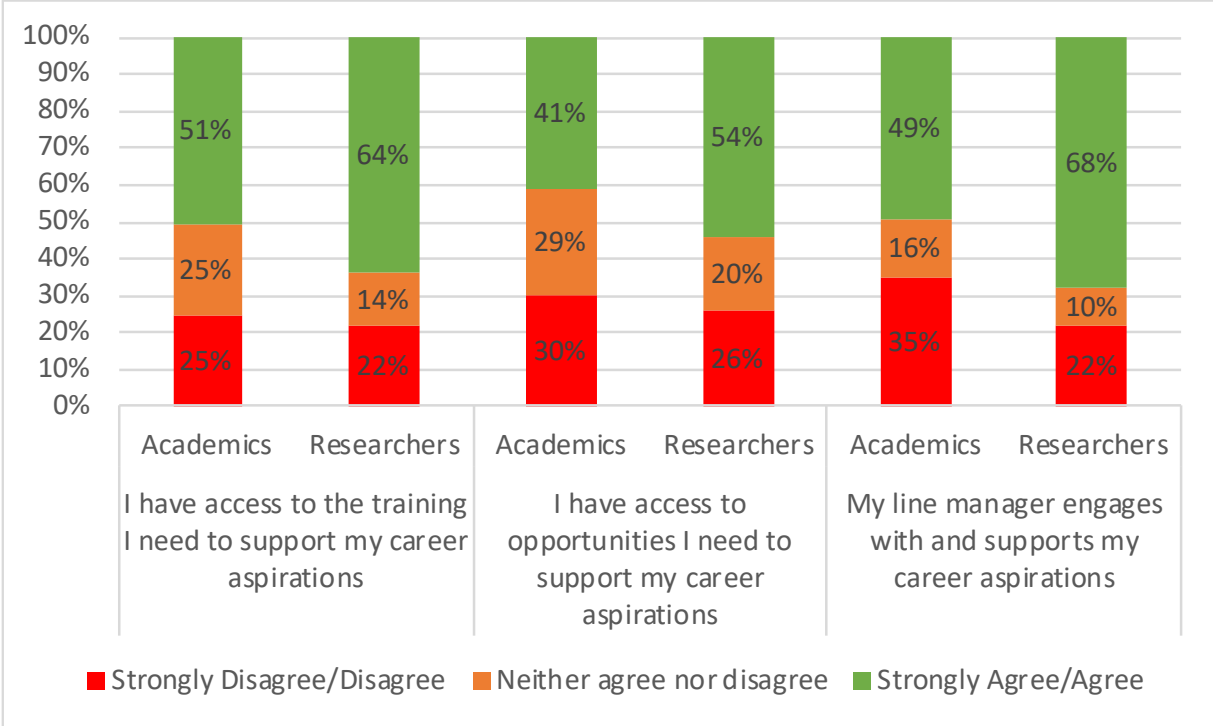


Figure 2.2.21: Responses to statements relating to career development opportunities from academic and research respondents, Athena Swan survey 2023.



SAP 2.2.8: Ensure effective career development opportunities are made available to all staff through enhanced suite of training and leadership development initiatives with increased engagement from all categories, including by conducting a learning needs analysis.



SAP 2.2.9: Enhance the female-only development programme offerings to all female staff by providing access to the Aurora, Vista and PAA programmes; and develop a new senior leadership development programme to enhance our female future leader pipeline.



SAP 2.2.10: Integrate DCU values, particularly the 'Inclusive' value, into all training design, and particularly within management and leadership programmes.

Supports for Research Funding Applications

The Research Development (RD) team provides support and guidance to researchers across all career stages, with a particular focus on providing research funding developmental support to younger and emerging researchers. The team aims to

decrease gender related barriers to securing funding, and monitors gender metrics relating to research development engagements. RD supports include: one-to-one meetings to develop personalised research funding plans, application review and networking facilitation. Workshops are provided for calls such as the IRC-SFI Pathways where female researcher participation was specifically encouraged.

In 2022, analysis was undertaken to review application activity and output volume, by gender for the period 2018-2021. The report sought to ascertain the potential initial impact on research activity by gender from Covid-19. There is a positive trajectory in the overall number of applications and whilst a higher number of applications were submitted by male researchers, there is a positive 46% increase in applications submitted by female researchers.

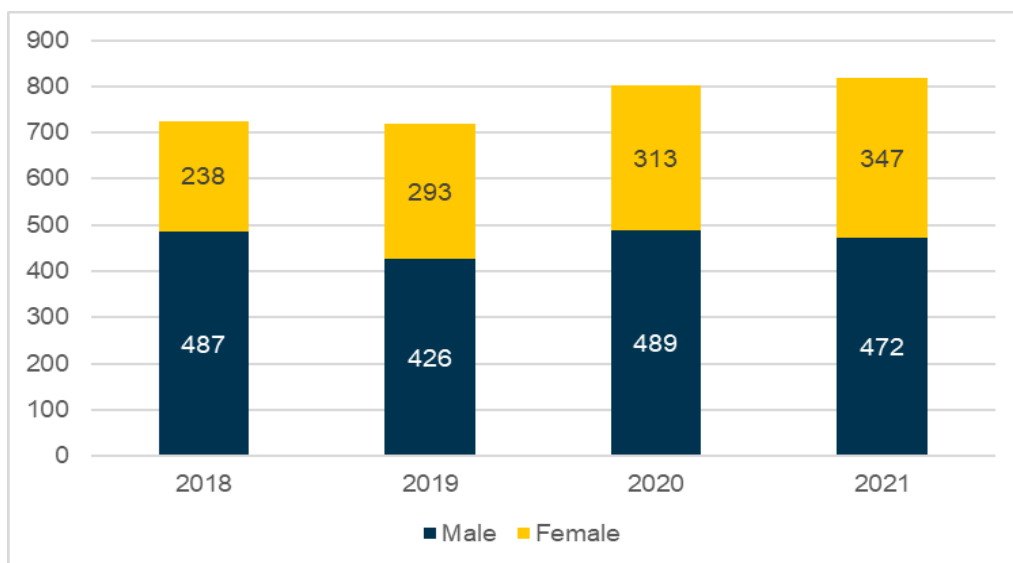


Figure 2.2.22: Number of research applications per year, disaggregated by gender, 2018 – 2021

The *number of applications by gender* for external funding was also reviewed. Significantly more males submit applications for funding each year (average = 179 males v 143 females). However, the percentage increase of females submitting applications is higher for the period (30% increase in female applicants v 13% increase in male applicants). The general trajectory of female activity over recent years is positive. This will be monitored closely and continued supports provided.



SAP 2.2.11: Continue to monitor research funding application data; and continue to provide funding application supports, with an emphasis on increasing female engagement with supports.

Supports for developing excellence in teaching

The Teaching Enhancement Unit (TEU) leads support for teaching, learning and assessment, offering courses, resources and networks to address the academic development needs of those who teach or support teaching. The TEU facilitates DCU's participation in the Advance HE Fellowship scheme. This enhanced support for the development of excellence in teaching and learning is new since DCU's Bronze application, and participation has been growing in the scheme since the initial pilot in 2019 (84 graduates as of October 2023, 66% female).

Sabbatical Leave

Academic staff may avail of sabbatical leave for a period of one year, to support career development in teaching and research. Data shows that more women than men have availed of sabbatical leave in the reporting period. Only uptake data is presented; data is not formally collected on applications for such leave. Going forward, such data will be collected and monitored to identify trends or gaps.

Faculty	Female	Male	Grand Total
Business School	■	■	■
Engineering and Computing	■	■	■
Humanities and Social Sciences	■	■	■
Science and Health	■	■	■
Institute of Education	■	■	■
Grand Total	17	12	29

Table 2.2.13: Total number of staff on sabbatical leave for the period 2020 to 2023 inclusive, broken down by gender and faculty.

	Female				Female Total	Male				Male Total
	Full Professor	Professor	Associate Prof	Assistant Prof		Full Professor	Professor	Associate Prof	Assistant Prof	
DCUBS					■			■		■
FEC			■	■	■	■				■
FHSS	■	■		■	■	■	■	■	■	■
FSH	■	■	■	■	■	■		■		■
IoE			■		■					■
Grand Total	■	■	■	■	17	■	■	■	■	12

Table 2.2.14: Total number of staff on sabbatical leave for the period 2020 to 2023 inclusive, broken down by faculty, gender and academic grade.



SAP 2.2.12: Continue to monitor sabbatical application and uptake annually to ensure no gendered disparities emerge in the uptake of sabbatical leave.

Retention of staff

DCU is committed to appropriate retention of its valuable staff community. In support of this, work is undertaken to monitor leavers data, conduct exit interviews/surveys, and identify gaps in retention of staff, regardless of category.



SAP 2.2.13: Ensure that information is systematically collected on reasons for employees leaving the University and continuously monitor leavers data for trends.

Staff Perceptions

Both male and female academic staff responded favourably in terms of the opportunities and supports around teaching. However, women were less favourable than men regarding the opportunity to get experience in research. This perception drops to 33% for women of ethnic minority status. This will be addressed via workload allocation plans [SAP 2.2.15].

For researchers, respondents had very favourable responses in terms of the research opportunities and funding supports available. However, their responses were less favourable when it came to the opportunities in teaching; men perceived less opportunities than women respondents (39% v 62%).

		Strongly Disagree/Disagree	Neither agree nor disagree	Strongly Agree/Agree
I have opportunities to get the experience I need in teaching to support my career progression				
Academic	Man	9%	18%	73%
	Woman	11%	15%	73%
Research	Man	26%	35%	39%
	Woman	19%	19%	62%
I am satisfied with the support available to me from DCU to develop excellence in teaching and learning				
Academic	Man	16%	18%	66%
	Woman	18%	18%	64%
Research	Man	26%	26%	48%
	Woman	31%	19%	50%
I am satisfied with the support available to me from my department/unit to develop excellence in teaching and learning				
Academic	Man	17%	17%	66%
	Woman	19%	21%	60%
Research	Man	30%	22%	48%
	Woman	35%	23%	42%
I have opportunities to get the experience I need in research to support my career progression				
Academic	Man	23%	21%	55%
	Woman	30%	26%	44%
Research	Man	4%	17%	78%
	Woman	8%	8%	85%
I am satisfied with the support available to me from DCU to apply for research funding				
Academic	Man	23%	27%	51%
	Woman	29%	22%	49%
Research	Man	4%	35%	61%
	Woman	4%	23%	73%
I am satisfied with the support available to me from my department/unit to apply for research				
Academic	Man	25%	22%	53%
	Woman	30%	27%	43%
Research	Man	9%	35%	57%
	Woman	15%	15%	69%

Table 2.2.15: Survey responses, disaggregated by staff category and gender, to statements related to support provided in teaching and research, Athena Swan Survey 2023.

- f. Comment and reflect on staff development reviews or an equivalent system. This should include reference to data on uptake by gender and results from staff consultation presented by gender.

DCU's Performance Review and Development (PRD) scheme comprises a one-to-one annual performance and development conversation between an employee and their line manager. In 2019, this process underwent a complete review and a new online process was developed. The new PRD scheme was piloted from April to December 2021. 18 departments signed up to the pilot (across academic and professional areas), with 464 individual participants. Feedback from the pilot resulted in a need for further work on the online element of the system.

Due to this delay in a full rollout, it was not possible to survey staff on their PRD experiences. Instead, survey questions focused on their perception of the benefits of such a scheme. Findings from the survey showed that just under half of academic and research respondents agreed that they would benefit from a formal development review process and that just over half would value the opportunity to participate in development review processes annually. While there is marginal disparity, men generally perceive less benefit and value.

		Strongly Disagree/ Disagree	Neither agree nor disagree	Strongly Agree/ Agree
I am aware of DCU's new Performance Review and Development (PRD) scheme.				
Academic	Man	32%	17%	51%
	Woman	40%	15%	44%
Researcher	Man	43%	39%	17%
	Woman	65%	12%	23%
I would value the opportunity to participate in development review processes annually.				
Academic	Man	19%	34%	47%
	Woman	15%	28%	57%
Researcher	Man	13%	48%	39%
	Woman	12%	23%	65%
I would benefit by having a formal development review process in place.				
Academic	Man	19%	38%	43%
	Woman	17%	30%	52%
Researcher	Man	13%	43%	43%
	Woman	15%	31%	54%

Table 2.2.16: Survey responses, disaggregated by staff category and gender, to statements related to the PRD scheme, Athena Swan Survey 2023.

The new PRD scheme, formally launched in October 2023, is currently being rolled out over 12 months across the University. Reviewer and reviewee training will be prioritised to increase capability in conducting effective conversations that will be perceived as beneficial by staff members.



SAP 2.2.14: Monitor the uptake of the PRD scheme annually by unit and gender and enhance manager capability through training.

- g. Comment and reflect on how workload is distributed (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.

Academic

The University has workload allocation principles to which all academic schools and faculties must align to ensure fairness, transparency and consistency in allocating activities. Improvements were made in workload allocation processes since our first AS application in 2017; and between 2017 and 2020 there was a marked improvement in staff perceptions of how workload was allocated. In the 2019 AS survey, only 20% were unhappy with work allocation processes. However, in 2023 dissatisfaction had risen to 35%. This shows an emerging disconnect between policy and practice.

		Strongly Disagree/ Disagree	Neither agree nor disagree	Strongly Agree/ Agree
There is a fair and transparent way of allocating work in my department	Man	30%	20%	51%
	Woman	39%	27%	35%
	Total	35%	24%	42%
There is an active management of workload in my department	Man	21%	16%	63%
	Woman	28%	25%	47%
	Total	25%	21%	54%
My workload is reasonable	Man	27%	19%	54%
	Woman	35%	26%	39%
	Total	31%	23%	46%
I feel that I can speak with my line manager if my workload gets too heavy for me or my work colleagues	Man	17%	12%	71%
	Woman	26%	15%	59%
	Total	22%	14%	64%
If I spoke to my line manager about workloads being too heavy, I am confident that they would take action to address it for me and/or my colleagues	Man	22%	29%	48%
	Woman	30%	27%	42%
	Total	27%	28%	45%
The allocation of my workload aligns with my personal career development goals	Man	26%	31%	44%
	Woman	28%	34%	38%
	Total	27%	32%	40%

Table 2.2.17: Survey responses by academic respondents, disaggregated by gender, to statements on workload, Athena Swan Survey 2023.

Academic women are less satisfied than men; particularly in how work is allocated, with 35% of women agreeing it's fair and transparent, compared to 51% of men. Similarly, 39% of women agree that their workload is reasonable, compared to 54% of men. While two-thirds of all academic respondents feel that they can speak to their line manager about heavy workload, under a half of respondents are confident that issues will be addressed. Again, this drops when looking at experiences of academic women. Issues of workload were further discussed in a focus group, where participants indicated that there is a perception that important, but less prominent work, such as pastoral care of students more often falls to women. This type of work is not sufficiently credited in policies relating to workload allocation.



SAP 2.2.15: Create a university-wide policy to address workload allocation, considering the nature of work in different areas and disciplines. Implement WAM recommendations from the HEA 2nd National Review on Gender Equality, including local publications of WAMs, annual monitoring for any gender bias, and link WAM to promotion criteria transparently.

Researcher

Workload for researchers is determined by their duties set out in their job descriptions and within the limits of their research funding. Additional duties, such as teaching hours, are agreed with their line manager. Researchers are slightly more positive about the fairness and transparency in the workload allocation process than academics. Women, however, are less agreeable than men (38%*f* v 57%*m*). Most researchers (82%) feel that they can speak with their line manager if their workload becomes too heavy, and most (74%) are confident that their line manager would take action. There are no stark gender disparities in this regard.

		Strongly Disagree/ Disagree	Neither agree nor disagree	Strongly Agree/ Agree
There is a fair and transparent way of allocating work in my department	Man	22%	22%	57%
	Woman	31%	31%	38%
	Total	27%	27%	47%
There is an active management of workload in my department	Man	26%	22%	52%
	Woman	31%	23%	46%
	Total	29%	22%	49%
My workload is reasonable	Man	13%	26%	61%
	Woman	12%	19%	69%
	Total	12%	22%	65%
I feel that I can speak with my line manager if my workload gets too heavy for me or my work colleagues	Man	9%	13%	78%
	Woman	12%	4%	85%
	Total	10%	8%	82%
If I spoke to my line manager about workloads being too heavy, I am confident that they would take action to address it for me and/or my colleagues	Man	4%	22%	74%
	Woman	12%	15%	73%
	Total	8%	18%	73%
The allocation of my workload aligns with my personal career development goals	Man	13%	26%	61%
	Woman	12%	8%	81%
	Total	12%	16%	71%

Table 2.2.18: Survey responses by research respondents, disaggregated by gender, to statements on workload, Athena Swan Survey 2023.

- h. Comment and reflect on whether the institution's gender pay gap reporting identified differences in remuneration referable to gender, the reason(s) for such differences, and measures (if any) taken, or proposed to be taken, to eliminate or reduce differences.

In line with the Gender Pay Gap Information Act 2021, DCU published Gender Pay Reports in 2022 and 2023. Overall gender pay gap (GPG) for 2023 is 8.18%, reflecting positive progress since 2022's figure of 10.30%. Encouragingly, it remains below the national GPG of 9.6% (CSO, 2022). DCU recognises the GPG report as an important resource, which was not available when the Bronze application was submitted. Consistent and transparent pay determination procedures are used in DCU to avoid unequal pay and unconscious bias; and to ensure that all employees are paid in line with their qualifications and experience.

DCU has identified several ways to continue to improve future reporting:

- Due to the way data is currently captured, not all data for part-time employees who submit claim payments could be included in our 2022 and 2023 reports. (13% of relevant staff were excluded in 2022, reducing to 2.8% in 2023). Efforts will continue being made to address this for future GPG reports.
- It is intended that future GPG data will be analysed by staff category, role type, and by school/unit to enhance analysis and action planning.

DCU's workforce is 57.8% female with 46% of senior management positions filled by women. DCU remains committed to developing female talent across the organisation

and in leadership positions. This is reflected in the GPG quartile analysis for both all staff and salaried staff whereby there is almost 50:50 distribution of females in the middle and upper earning groups. The GPG, therefore, appears to be driven by the greater number of female earners in the lower quartile earning groups when looking at total staff. Efforts to address the GPG are included in our SAP, including actions to address female underrepresentation at senior academic & research grades, enhancing career development supports such as Women in Leadership initiative, and female-specific leadership development offerings.



SAP 2.2.16: Work with our provider to enhance the tool used to calculate the gender pay gap to allow for the disaggregation of data by staff category and role type.

GPG Metrics as of 30th June 2023						
	Mean Hourly Pay Gap	Median Hourly Pay Gap	Mean Hourly Pay Gap - PTE	Median Hourly Pay Gap - PTE	Mean Hourly Pay Gap - Temp	Median Hourly Pay Gap - Temp
All Staff (1847)	8.18%	10.71%	14.30%	29.67%	1.90%	2.68%

Table 2.2.19: Gender Pay Gap (GPG) metrics as of 30th June 2023, showing data for all staff.

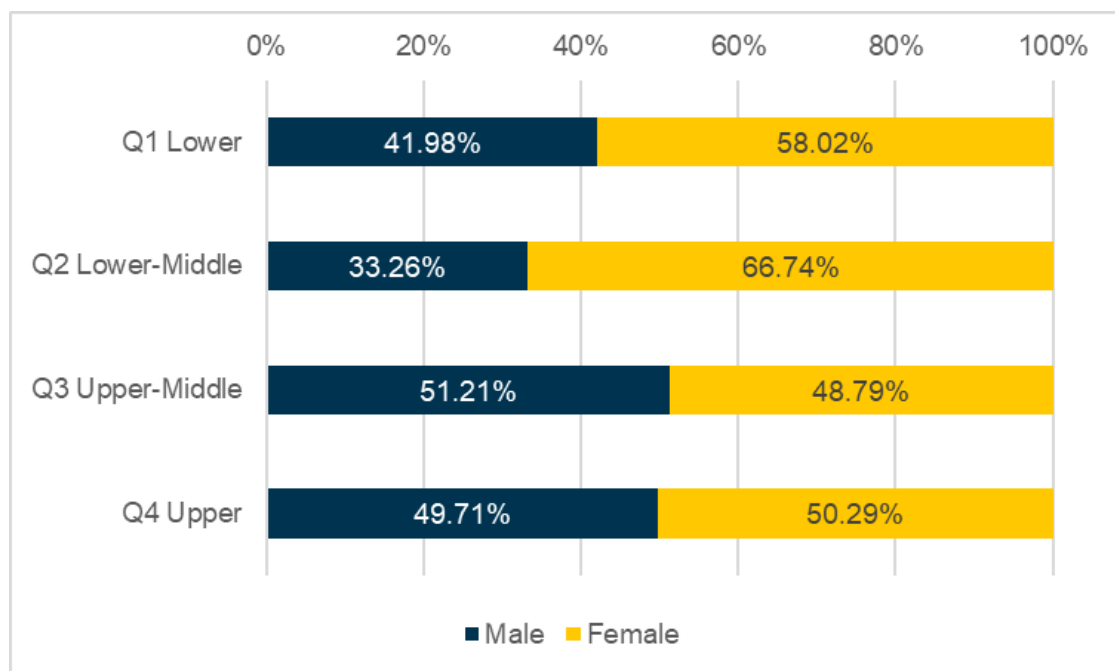


Figure 2.2.23: Metrics for all staff, including part-time casual employees, at 30th June 2023 (total of 1,847 employees) broken down by salary quartiles and disaggregated by gender.

- i. Comment and reflect on how the institution is building capacity to understand and address issues related to supporting and advancing academic and research careers in relation to equality grounds in addition to gender. Where available, provide data to support analysis and action.

More recently, the university has been developing and implementing policies and processes to allow us to address equality issues which extend beyond gender alone; including the new functionality added to CoreHR which allows staff to self-report along additional identity markers. Over time, this will allow us to build a richer, more nuanced profile of staff based upon the nine protected characteristics, facilitating intersectional analysis. Furthermore, our AS survey gathers demographic data across these nine grounds. We have recognised and highlighted in this report several instances where there are significant differences in the responses based on additional protected grounds beyond gender, where disparity is identified. This will allow us to progressively gain deeper insights into promotion / career development through an intersectional lens. It will also enable us to understand trends on a longitudinal basis and identify possible issues which are not exclusively gender related and develop EDI and HR initiatives to address these.

3. Supporting and advancing professional, managerial and support staff careers
 - a. Provide data on staff by grade and gender. Analyse gender representation by grade across the institution, benchmarking where possible.

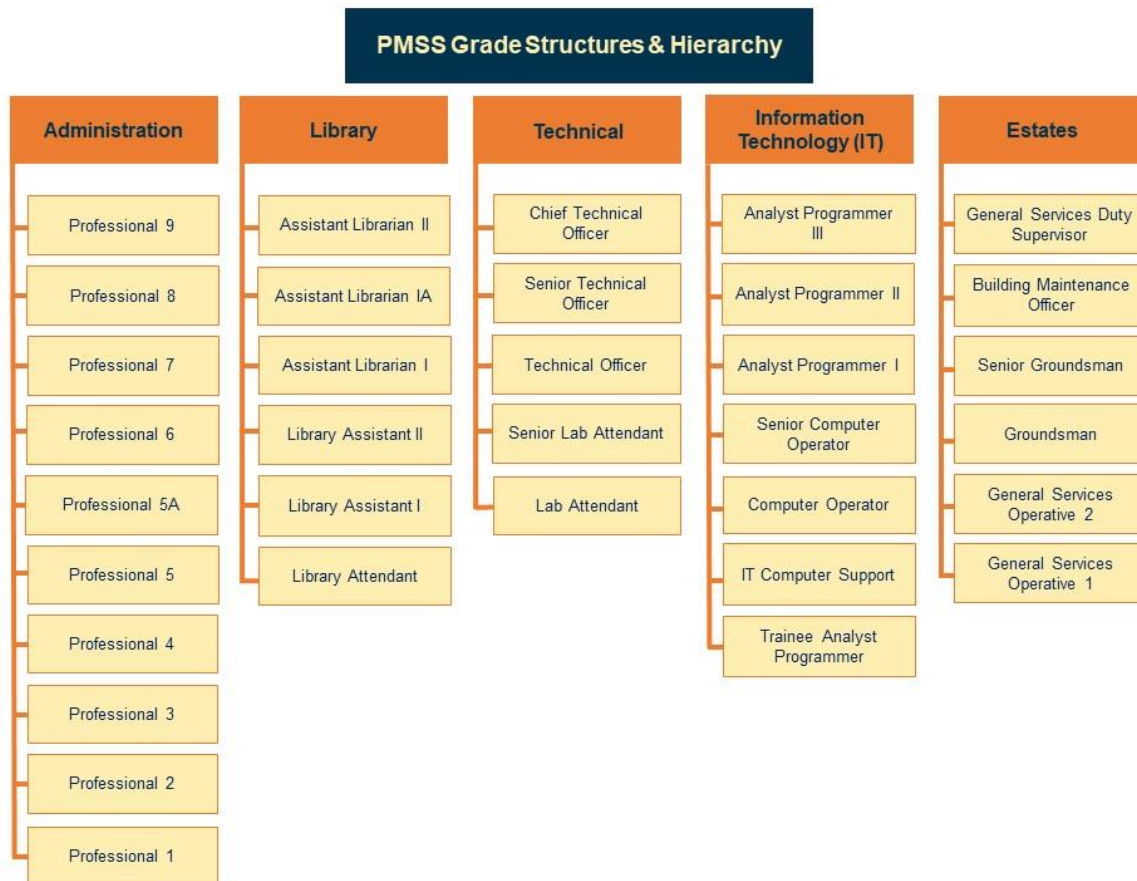


Figure 2.3.1: DCU Professional, Managerial and Support Staff (PMSS) grade structures and hierarchy.

Overall, women represent 66% of Professional, Managerial and Support Staff (PMSS) roles; a slightly higher percentage than the national average of 62% (HEA 2022). Below, PMSS data has been disaggregated by administration, library, technical, and estates roles to show differing gender disparities within sub-sections of this category.

PMS Grade	Female	Male	Grand Total	% Female	% Male
Lib - Library Assistant				62%	38%
Lib - Library Shelver				100%	0%
Lib. Assistant Librarian				65%	35%
Library Total				65%	35%
Professional 1 (P1)				100%	0%
Professional 2 (P2)				89%	11%
Professional 3 (P3)				93%	7%
Professional 4 (P4)				73%	27%
Professional 5 (P5)				78%	22%
Professional 5A (P5A)				67%	33%
Professional 6 (P6)				62%	38%
Professional 7 (P7)				57%	43%
Professional 8 (P8)				56%	44%
Professional 9 (P9)				57%	43%
Administrative Support Total				75%	25%
Analyst Programmer (Trainee)				17%	83%
Analyst Programmer I, II, III				35%	65%
Chief Technical Officer				25%	75%
Tech/Sr. Tech Officer				29%	71%
Computer Operator/IT Computer Support				6%	94%
Lab Attendant				50%	50%
IT/Technical Total				25%	75%
General Services Duty Supervisor				25%	75%
General Services Operative				21%	79%
Groundsman				0%	100%
Maintenance Officer				0%	100%
Estate Total				15%	85%
Total				66%	34%

Table 2.3.1: PMSS (library, administrative, technical and estate grades) by gender as of March 2023 (FTE).

Administration

When looking at administrative grades (P1 - P9) specifically, female representation is 75%. At the junior administrative grades (P1 - P3), the majority of staff are women, with the percentage of female representation becoming more balanced as you move upwards on the administrative grading system. While there are slightly higher percentages of men at the higher administrative grades (P7 - P9), overall, there is an appropriate gender balance. For Library grades, there is a higher percentage of

women represented; with male representation slightly below an appropriate gender balance of 40%.

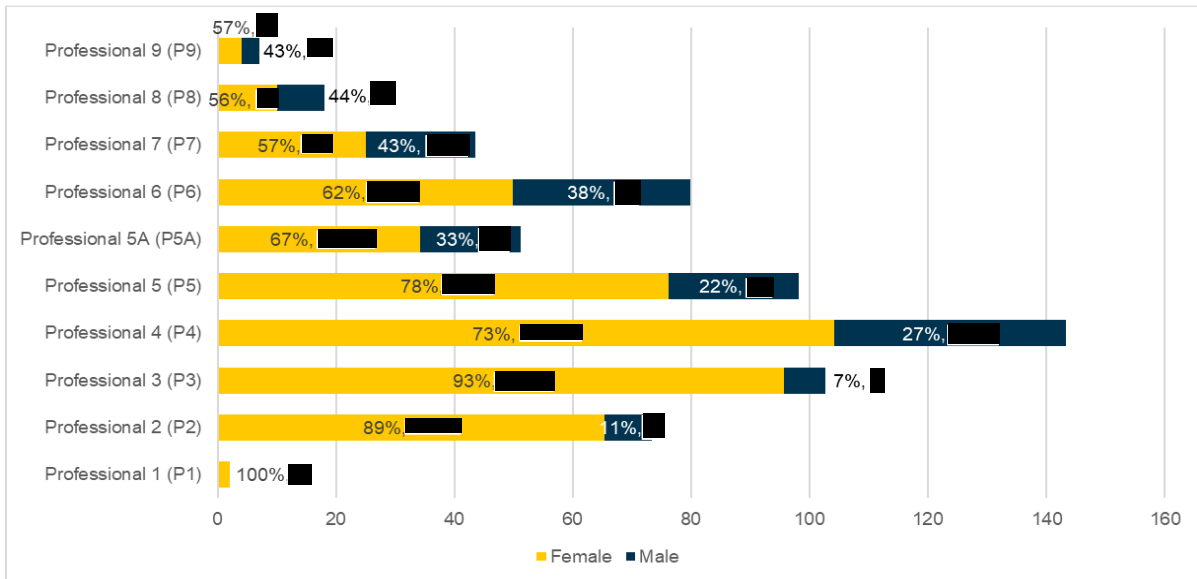


Figure 2.3.1: Number of males and females (FTE) on administrative grades as of March 2023.

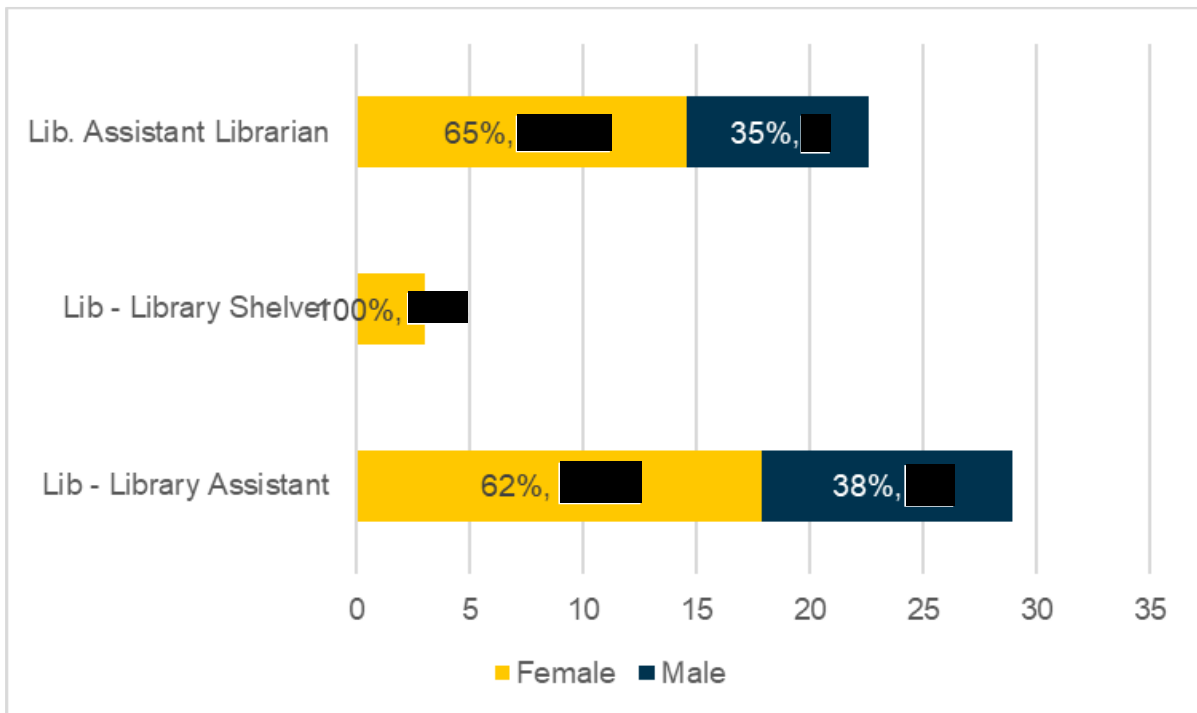


Figure 2.3.2: Number of men and women in library roles as of March 2023 (FTE).

Technical / IT / Estates

In contrast, a higher percentage of men are employed within technical, IT support and Estates services grades. 29% of Technical Officers are women, dropping to 25% for Chief Technical Officer roles. While female representation at Analyst Programmer

level 1 and 2 are gender balanced, there is an imbalance at the highest level. Employees in other IT services roles including Computer Operators and IT Support Personnel are predominantly male.

The same gendered trend can be observed within Estate Services roles, with most staff being male. Women represent an average of 11% across the four Estates grades.

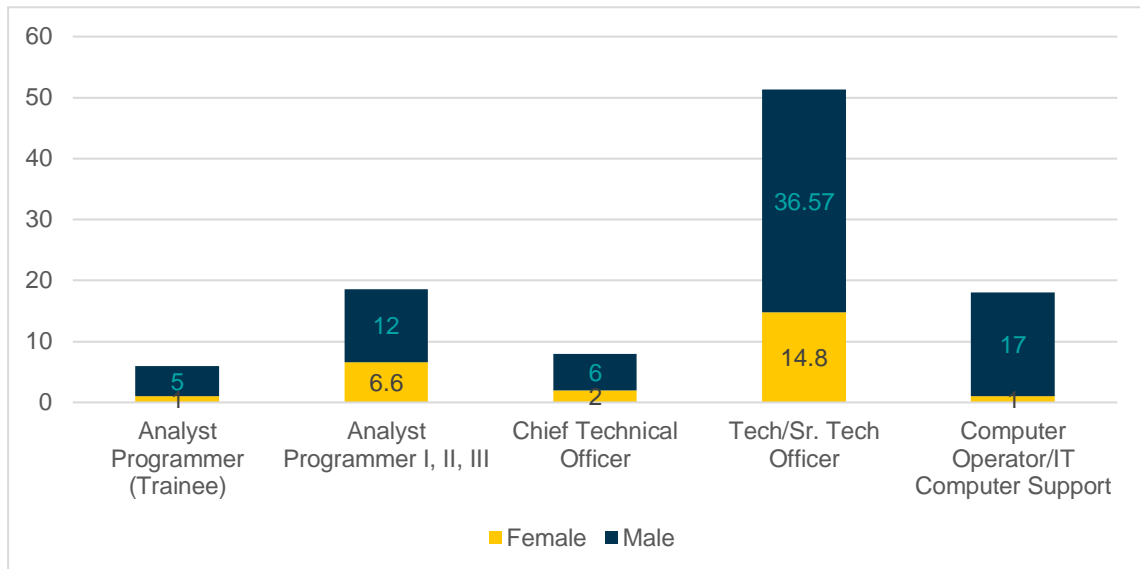


Figure 2.2.3: PMSS (Technical) by gender as of March 2023 (FTE).

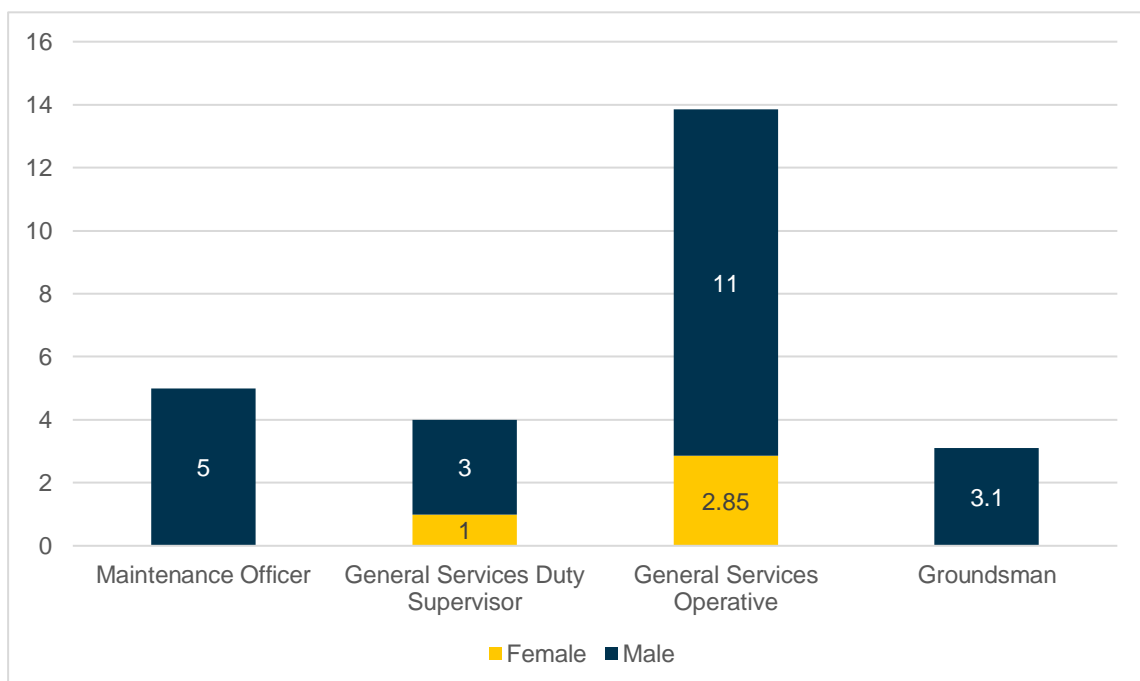


Figure 2.3.4: PMSS (Estates) by gender as of March 2023 (FTE).

DCU is in line with the national HEA benchmarked average salaries (Table 2.3.2); with slightly higher percentages of women at the highest salary scales (>€106,000) than the national average.

Status	Salary	Female	Male	Total	% F	HEA benchmark
Core	>€106,000	■	■	■	52%	49%
	€76,000 - €105,999	■	■	■	56%	61%
	€46,000 - €75,999	■	■	■	67%	67%
	€25,000 - €45,999	■	■	■	64%	62%
	<€24,000	■	■	■	90%	71%
Non-Core	>€106,000	■	■	■	50%	38%
	€76,000 - €105,999	■	■	■	67%	54%
	€46,000 - €75,999	■	■	■	71%	69%
	€25,000 - €45,999	■	■	■	63%	66%
	<€24,000	■	■	■	74%	67%
TOTALS		■	■	■	66%	65%

Table 2.3.2: PMSS (all grades) salaries 2022 by gender compared to HEA benchmark percentages (2022).

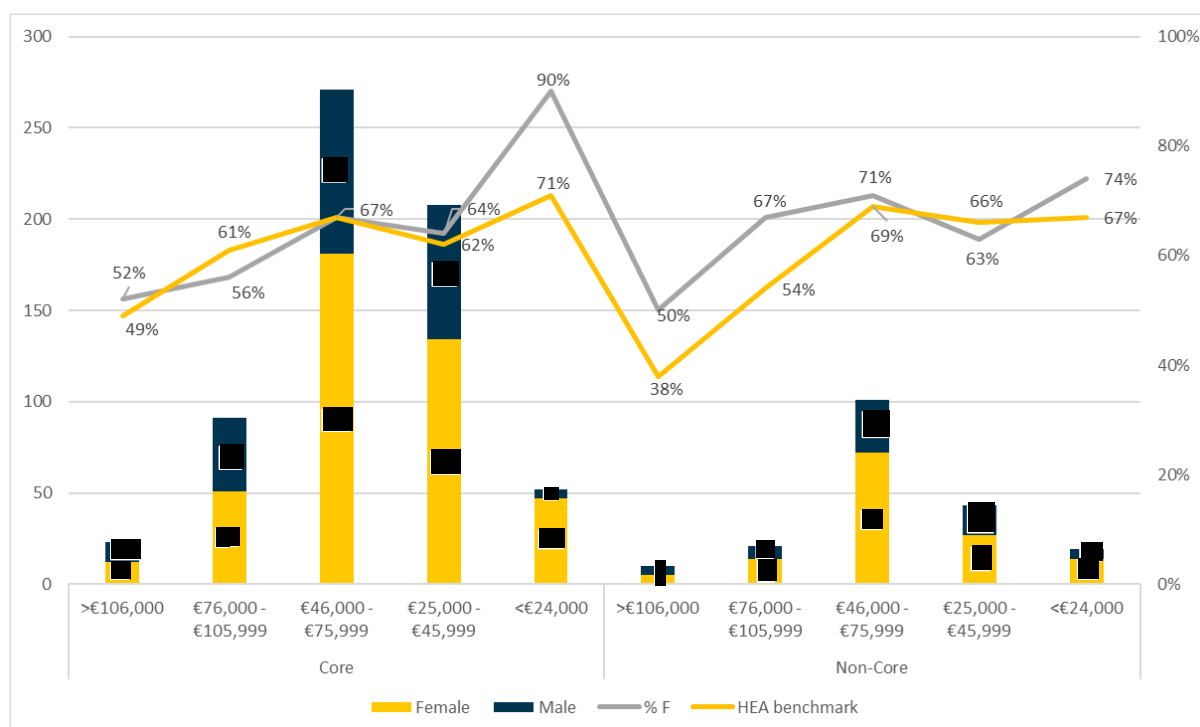


Figure 2.3.5: PMSS (all grades) salaries 2022 by gender compared to HEA benchmark percentages (2022).

- b. Provide data on staff on fixed-term contracts, contracts of indefinite duration/permanent contracts and hourly-paid contracts by gender. Outline the instances where fixed-term and hourly-paid contract types are used. This should include commentary on:
- + whether or not numbers of fixed-term/hourly-paid contracts are representative of a typical year;
 - + the rationale for the use of short-term contracts.

Both permanent/COID and temporary contracts are used for PMSS. Shorter, fixed-term contracts are used for specific purposes within this category, including family leave cover and projects with limited duration and funding.

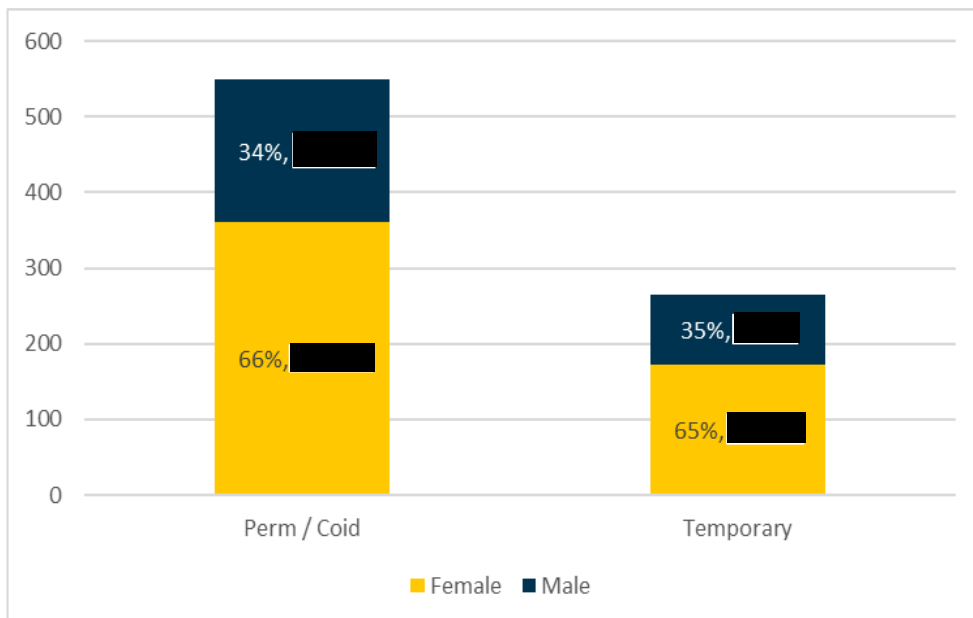


Figure 2.3.6: Total number and percentage of permanent/COID and temporary contracts held by male and female PMSS, as of March 2023.

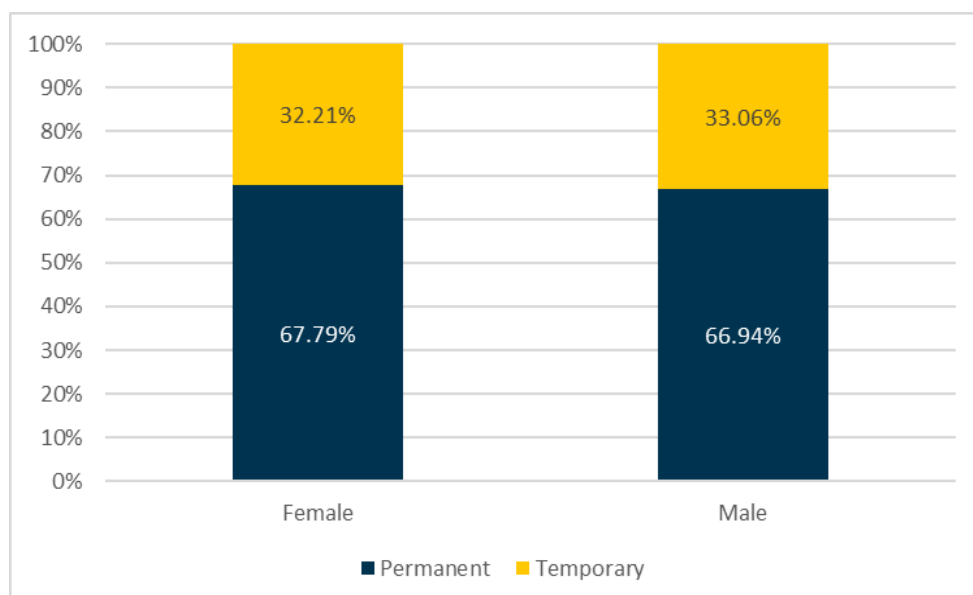


Figure 2.3.7: Breakdown of PMSS post holders disaggregated by contract type and gender, as of March 2023.

Data shows that the percentage of female and male PMSS holding permanent/COID contracts is ~68%. An equal percentage of male and females hold permanent contracts in DCU - better than the national average for universities: 58% Female, 42% Male (HEA Gender Statistics, 2021). This data is representative of a typical year.

There are limited instances of hourly paid contracts. These are specific short-term Student Ambassador and Helper roles, supporting annual student recruitment and orientation. There is a conscious effort to ensure balanced gender representation.

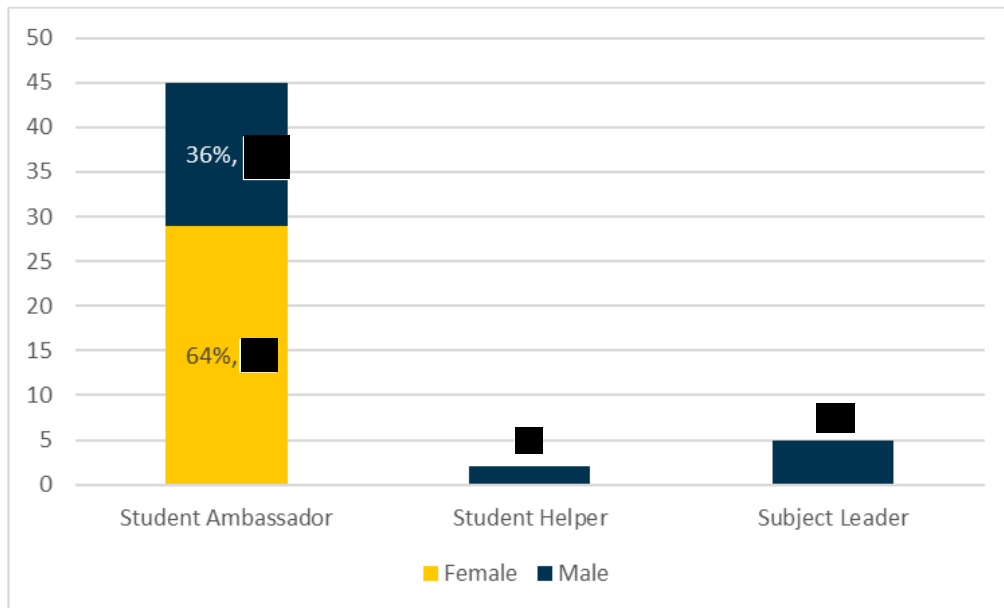


Figure 2.3.8: Total number of PMSS on hourly-paid contracts, count by gender, as of March 2023.

- c. Comment and reflect on recruitment policies and processes, where different from above (2.c). Analyse three years of data on applications, shortlisted candidates and appointment rates by gender and grade.

The recruitment policies and practices detailed in section 2.2 also relate to recruitment of PMSS. Recruitment data for all PMSS roles is detailed below.

Grade	No. of comps	Applications			Shortlisted			Successful			M success rate	F Success rate
		M	F	% F	M	F	% F	M	F	% F		
2022 - PMSS recruitment												
P8	3			37%			29%			33%	6%	6%
P7	9			37%			36%			40%	9%	11%
P6	31			45%			60%			61%	11%	21%
P5A	19			58%			53%			60%	14%	15%
P5	37			59%			74%			70%	11%	18%
P4	45			59%			62%			53%	9%	7%
P3	33			70%			74%			86%	7%	19%
P2	17			63%			61%			78%	3%	5%
Library Asst (Grade 1, 2)	7			71%			80%			80%	7%	11%
Analyst Programmer (Grade 1,2,3)	5			22%			20%			50%	14%	50%
Tech/Sr. Tech/ Chief Tech Officer	10			25%			29%			13%	29%	13%
2021 - PMSS recruitment												
P8	3			35%			63%			50%	3%	5%
P7	8			45%			61%			63%	14%	28%
P6	36			55%			57%			65%	8%	12%
P5A	18			32%			44%			55%	10%	26%
P5	27			67%			70%			67%	13%	12%
P4	42			61%			60%			67%	5%	7%
P3	20			77%			79%			85%	30%	52%
P2	19			82%			79%			93%	5%	15%
Library Asst (Grade 1, 2)	5			66%			63%			60%	4%	3%
Analyst Programmer (Grade 1,2,3)	11			15%			20%			25%	7%	13%
Tech/Sr. Tech/ Chief Tech Officer	4			100%			100%			100%		100%
2020 - PMSS recruitment												
P8	5			48%			39%			20%	15%	4%
P7	13			52%			45%			50%	17%	16%
P6	21			51%			57%			38%	13%	8%
P5A	19			58%			70%			88%	2%	11%
P5	19			78%			88%			91%	4%	13%
P4	14			74%			78%			75%	13%	14%
P3	20			73%			67%			77%	5%	6%
P2	11			75%			93%			90%	2%	6%
Asst Librarian (1,2)	2			82%			75%			50%	25%	6%
Library Asst (Grade 1, 2)	6			68%			71%			71%	1%	1%
Analyst Programmer (Grade 1,2,3)	8			18%			21%			11%	29%	17%
Tech/Sr. Tech/ Chief Tech Officer	4			41%			43%			33%	20%	14%

Table 2.3.3: Number of male and female applying for, shortlisted and successful in PMSS recruitment competitions, 2020-2022; with success rates for males and females being showcased across all grades.

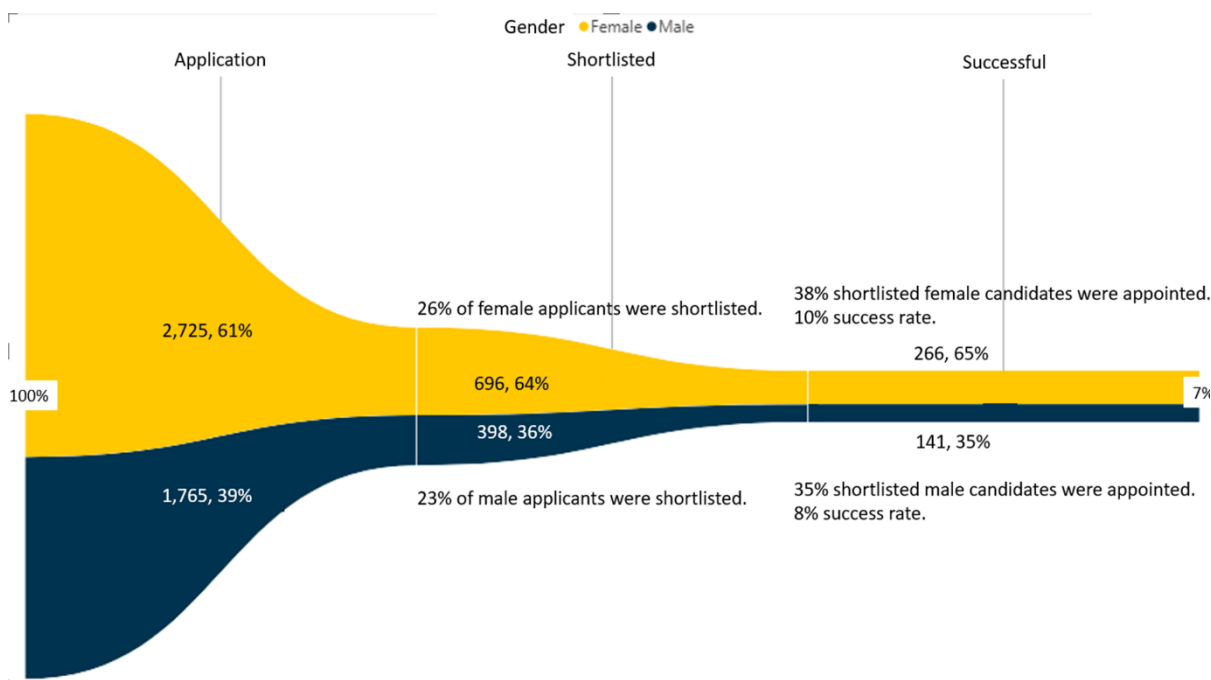


Figure 2.3.9: PMSS recruitment funnel 2020-2022.

At junior professional grades (P2 - P3), the percentage of women applying, being shortlisted and successful is higher across the three-year period; however, encouragingly we see a slight increase in the number of men applying for, and succeeding, in 2022.

At the middle professional grades (P4 - P5A), there is an appropriate gender balance in the number of applications across the three years, with a move towards a slightly more balanced shortlisted pool as the years progress. A higher percentage of women are successful annually. From 2021 onwards the percentage of men being successful increases and creates a more balanced pool of new employees at these grades.

At senior professional grades (P6 - P8), success rates differ year on year. There is a balanced pool of applicants in 2020 but lower success rate for women; this reverses in 2021 and 2022 where there are slightly lower female applicants, but a slightly higher success rate for women at these grades.

A more balanced pool of PMSS applicants is emerging which is encouraging evidence of the impact of the gender language recruitment tool and the changes to professional grade titles with the removal of 'secretary'. The result is a 13% increase (from 25% in 2020 to 38% in 2022) in men applying for PMSS roles, particularly at grades P2 - P5.



SAP 2.3.1: Monitor all PMSS recruitment annually and embed the flexible cascade model through positive actions measures set to achieve a greater gender balance at the shortlisting stage for particular grades.

- d. Comment and reflect on opportunities for progression. This should include information on available data and results from staff consultation presented by gender.

All PMSS can achieve career progression through applying for open vacancies. A list of all vacancies is published weekly. In October 2023, positive changes were made to pay arrangements for colleagues now who are temporarily promoted to a higher grade. The 'acting allowance' was removed, and colleagues now receive the increase in payment that they would have received had they been promoted to the grade on a permanent basis. This was a positive step in encouraging staff to apply for roles at higher grades regardless of the contract type.

Internal staff progression through grades and roles is not collected consistently and is therefore not reliable at present. This will be a priority going forward.



SAP 2.3.2: Formally capture progression for PMSS staff on an ongoing basis, monitor regularly, and publish a report annually (alongside academic promotion reporting). Develop a toolkit to enhance information on applying for an internal vacancy.

In 2022, DCU introduced a Professional Development Framework. Like our academic and research frameworks, it provides clarity on the behavioural competencies that lead to excellence for professional, support and administrative staff. The framework is a tool for staff, managers, and mentors to enhance career planning, personal development, and performance conversations.



***Image 2.3.1:** Launch of the DCU Professional Development Framework in 2021 with HR colleagues Fiona Carvill, Barry Mulcahy and Marian Burns, alongside DCU President Professor Dáire Keogh.*

When asked if PMSS staff had opportunities internally to progress, 43% agreed (45% women and 40% men). In relation to access to training and mentoring, women were much more satisfied than men. The difference in professional categories is very noticeable, with only 19% of technical staff vs 47% of professional staff agreeing that they had internal opportunities to progress their career. Actions to address these gaps are considered below (section 2.3e).

Just over half of PMSS respondents (52%) agreed that the process of applying for an internal vacancy is fair and transparent; men and women responding similarly [**SAP 2.3.2**]. Through an intersectional lens, data shows disparity based on gender and ethnicity. Only 41% of ethnic minority women agreed (compared to 53% of non-ethnic minority women), and very noticeably only 17% of ethnic minority men agreed

(compared to 52% of non-ethnic minority men). Similarly, we see disparities when looking at those with a disability and LGBTQ+ staff. As part of **SAP 2.4.3**, we will explore these issues further in collaboration with Employee Resource Groups (ERGs).

	Strongly Disagree/ Disagree		Neither agree nor disagree		Strongly Agree/ Agree	
	Man	Woman	Man	Woman	Man	Woman
There are opportunities internally for me to progress in my career	39%	34%	21%	21%	40%	45%
The process of applying for an internal vacancy is fair and transparent	21%	25%	28%	23%	50%	52%
I have access to the training I need to support my career aspirations	26%	13%	22%	19%	52%	67%
I have access to the mentoring I need to support my career aspirations	32%	19%	29%	32%	39%	48%
I have access to opportunities I need to support my career aspirations	28%	22%	32%	32%	40%	46%
My line manager engages with and supports my career aspirations	17%	17%	23%	23%	60%	60%

Table 2.3.4: survey responses by PMSS staff to professional support and development questions by gender.

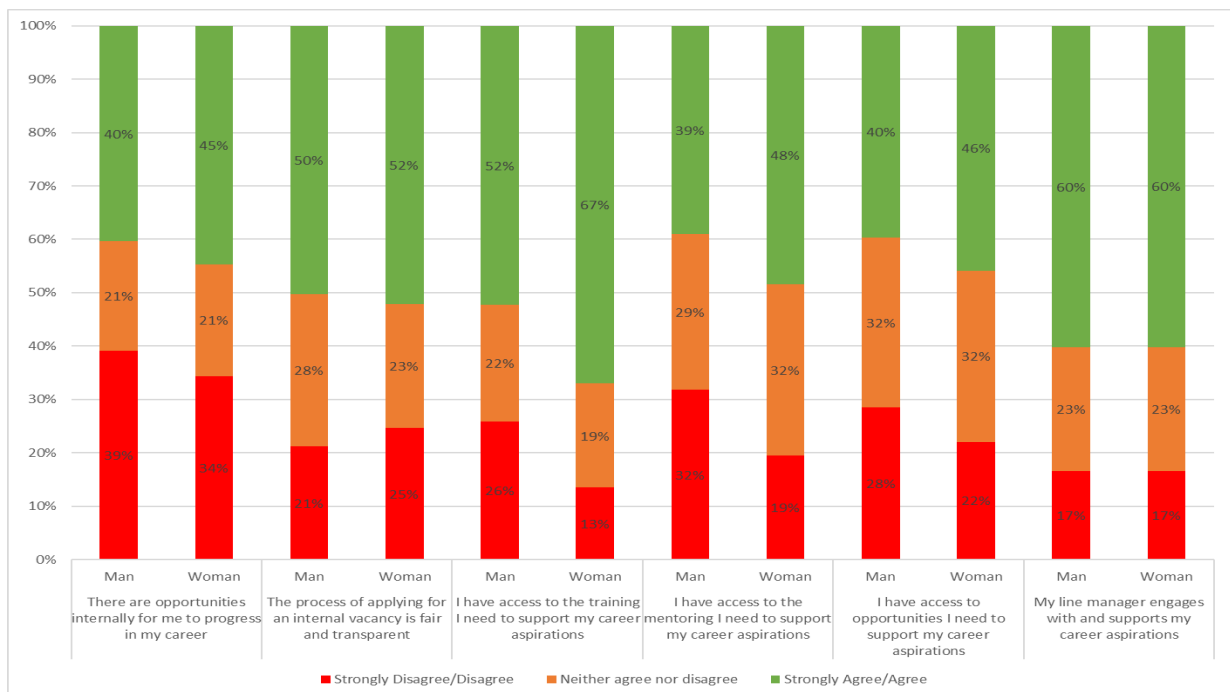


Figure 2.3.10: survey responses by PMSS staff to professional support and development questions by gender.

- e. Comment and reflect on support given to staff to assist in their career development and progression, where different from above (2.e). This should include results from staff consultation presented by gender.

Mentoring

All PMSS have access to the staff mentoring programme. 58 PMSS mentees participated in this programme since 2019, 84% of which were female. Analysis will be conducted to identify barriers to technical staff availing of mentoring [**SAP 2.2.6**].

Year	Professional mentees		Technical mentees	
	Male	Female	Male	Female
2022	2	13	0	0
2021	1	12	0	0
2020	4	12	0	0
2019	1	11	1	1

Table 2.3.5: Number of professional and technical mentees by gender (2019-2022).

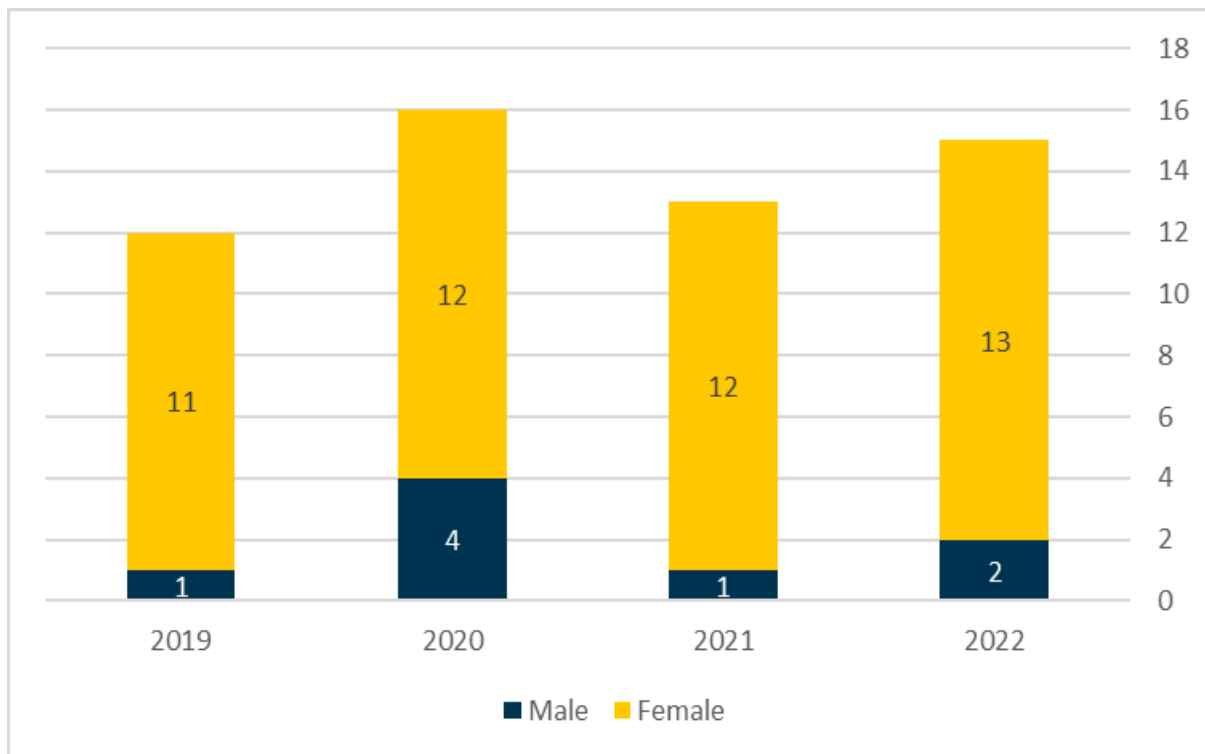


Figure 2.3.11: Number of professional mentees by gender (2019-2022)

Training

All PMSS have access to the same breadth of career development supports as academic and research staff. 78% of professional and technical staff participants in courses offered by L&OD in the last 4 years were women vs 22% men.

Year	Female	Male	Unknown	Total
2020	1138	335	2	1475
2021	1317	346	5	1668
2022	924	291	4	1219
2023 (Jan- June)	531	115	3	649
Total	3910	1087	14	5011

Table 2.3.6: Number of training attendees by gender (2020-2023 June).

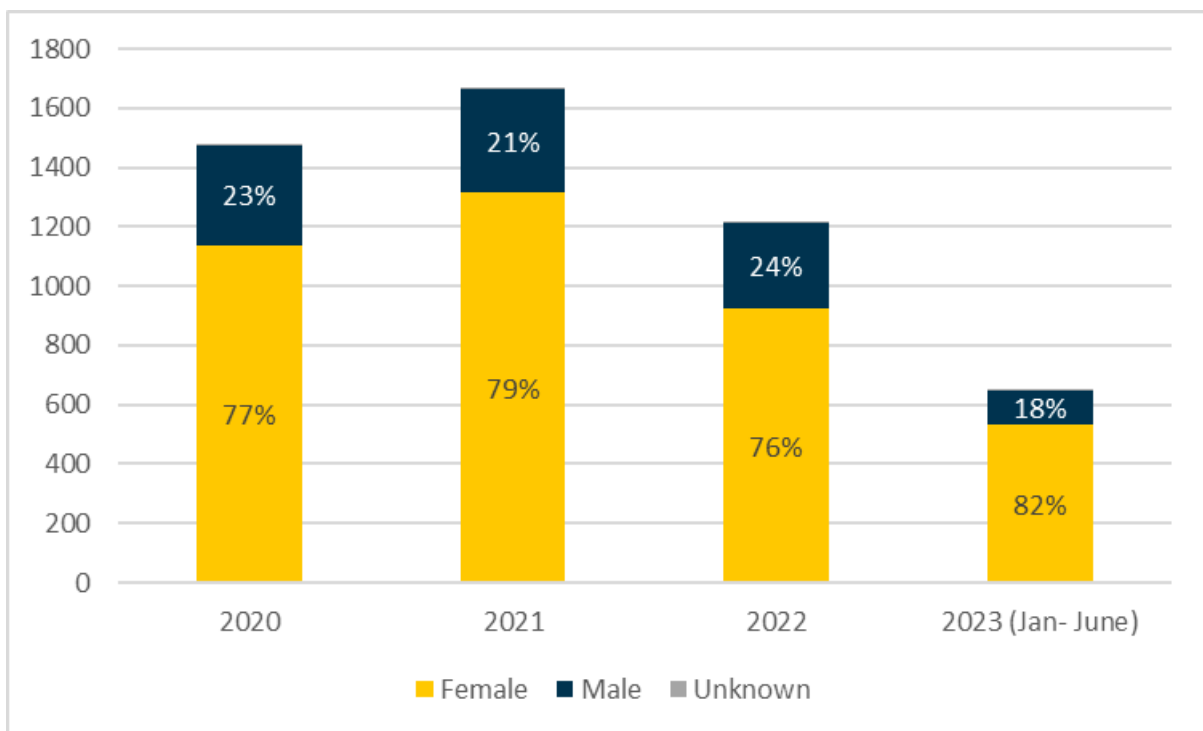


Figure 2.3.12: Percentage of training attendees by gender (2020-2023 June).

L&OD launched a new development programme for PMSS, called Emerge, in 2022. Targeting staff at grades P3 and P4 seeking to progress their careers in DCU. The programme pilot had 12 participants, 83% female.

Year	Applied		Total applications	Participated		Total participating
	Male	Female		Male	Female	
2022/23	3	12	15	2	10	12

Table 2.3.7: Number of PMSS staff who applied for, and participated in, the Emerge Programme in 2022/23, disaggregated by gender.

A higher percentage of PMSS engage with the Explore Leadership programme than academic staff. In 2022/23, 15 women and 7 men from the PMSS category participated: making up 76% of the overall participants. Similar engagement was noted for the 2023/24 programme, with 15 women and 5 men selected to participate. Lower male engagement will be addressed [SAP 2.2.8].

DCU proactively ensures that an appropriate balance of academic and PMSS are awarded places on the Aurora programme annually. Table 2.3.8 shows that no technical staff have engaged with the Aurora programme to date. This is also evident for Vista; while equal numbers of academic and administrative staff were awarded places on the pilot programme (9 administrative); no technical staff engaged. This is a gap we will work to address going forward [SAP 2.2.9].

Year	Administrative		Technical	
	Applied	Successful	Applied	Successful
2023/24	14	7	1	1
2022/23	13	5	0	0
2021/22	15	8	0	0
2020/21	9	5	0	0

Table 2.3.8: Number of administrative and technical staff applying for and being awarded places on the Aurora programme for a three-year period.



SAP 2.3.3: Ensure that technical staff have opportunities for development, through committing to the Technician Commitment (TC) and conducting a technician-specific learning needs analysis to identify requirements.

Information on how to engage and navigate L&OD offerings is inconsistent, according to feedback from the PMSS focus group. Additionally, more transparency would be welcomed around funding allocation for training across departments and transparency around how people are approved for training [SAP 2.2.8].

- f. Comment and reflect on staff development reviews, or an equivalent system, where different from above (2.f.) This should include information on uptake by gender and results from staff consultation presented by gender.

All PMSS will engage with the PRD scheme detailed in section 2.2. 60% of the PMSS respondents in the 2023 survey felt that they would benefit from a formal development review process, and a similar percentage (62%) would value the opportunity to participate. Gender disparities are evident, with men perceiving less benefit and value in the scheme. Technical staff are also less favourable towards having such a scheme in place compared to administrative staff.

		Strongly Disagree/Disagree	Neither agree nor disagree	Strongly Agree/Agree
I am aware of DCU's new Performance Review and Development (PRD) scheme				
Professional	Man	26%	15%	59%
	Woman	21%	8%	71%
Technical	Man	38%	13%	50%
	Woman	27%	18%	55%
I would value the opportunity to participate in development review processes annually				
Professional	Man	13%	26%	61%
	Woman	14%	21%	65%
Technical	Man	25%	35%	40%
	Woman	18%	23%	59%
I would benefit by having a formal development review process in place				
Professional	Man	12%	26%	62%
	Woman	12%	26%	62%
Technical	Man	30%	28%	43%
	Woman	36%	14%	50%

Table 2.3.9: Survey responses, disaggregated by category of post and gender, to statements related to PRD, Athena Swan Survey 2023.

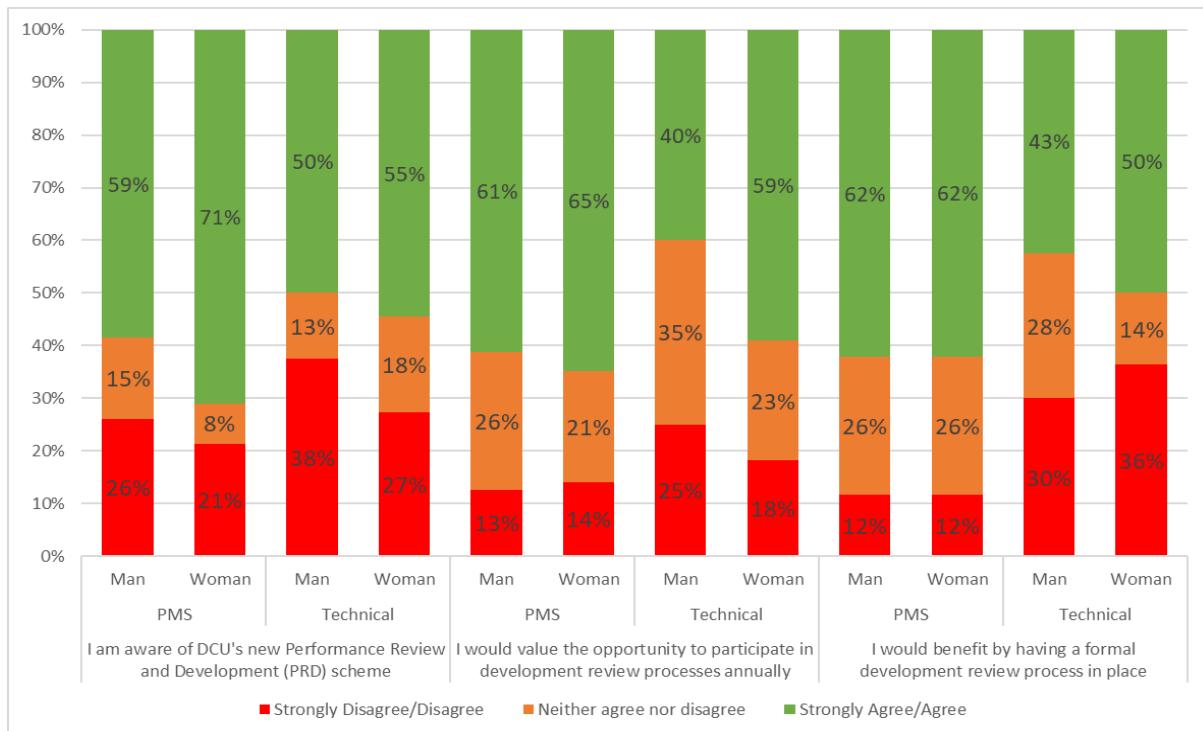


Figure 2.3.13: Survey responses, disaggregated by category of post and gender, to statements related to PRD, Athena Swan Survey 2023.

- g. 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. It should also include results from staff consultation presented by gender.

There is no formal PMSS workload allocation model. Work responsibilities are set out in individual job descriptions. Each department is then responsible for the management and allocation of individual workload based on plans and priorities agreed for that department annually. The PRD process, once fully embedded, will be used to plan and manage individual workload for the year ahead.

Staff survey results show a generally positive perception of how work is allocated for PMSS. There is no notable gender disparity or differences in how administrative and technical staff respond.

Gender	Strongly Disagree/Disagree	Neither agree nor disagree	Strongly Agree/Agree
There is a fair and transparent way of allocating work in my department/unit			
Man	12%	20%	68%
Woman	23%	20%	57%
There is an active management of workload in my department/unit			
Man	13%	24%	63%
Woman	22%	24%	54%
My workload is reasonable			
Man	15%	15%	70%
Woman	21%	15%	64%
I feel that I can speak with my line manager if my workload gets too heavy for me or my work colleagues			
Man	11%	10%	79%
Woman	12%	9%	79%
about workloads being too heavy, I am confident that they would take action to address it			
Man	12%	15%	73%
Woman	12%	22%	66%
The allocation of my workload aligns with my personal career development goals			
Man	15%	36%	49%
Woman	18%	32%	50%
I am given disproportionate responsibility for activities outside of my job description			
Man	50%	29%	21%
Woman	50%	27%	23%

Table 2.3.10: Perceptions of workload for all PMSS in survey 2023 by gender.

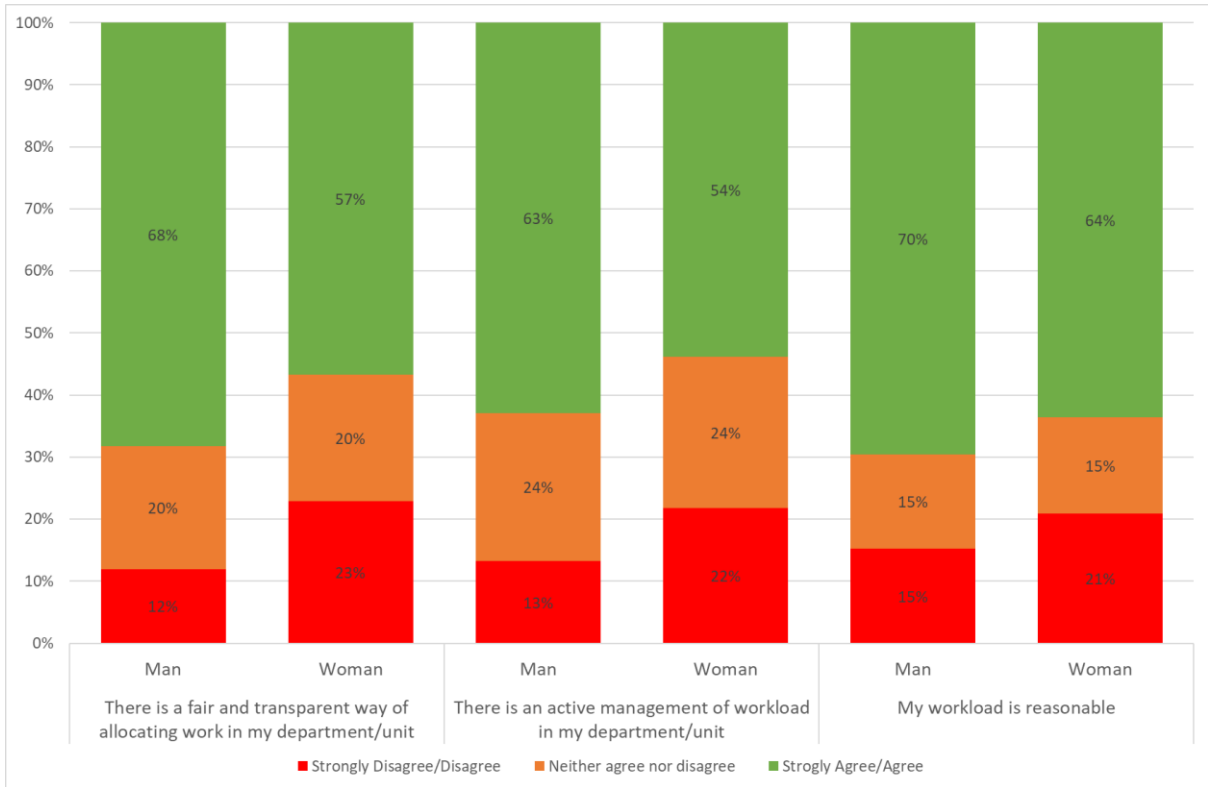


Figure 2.3.14: Perceptions of workload for all PMSS respondents in survey 2023 by gender.

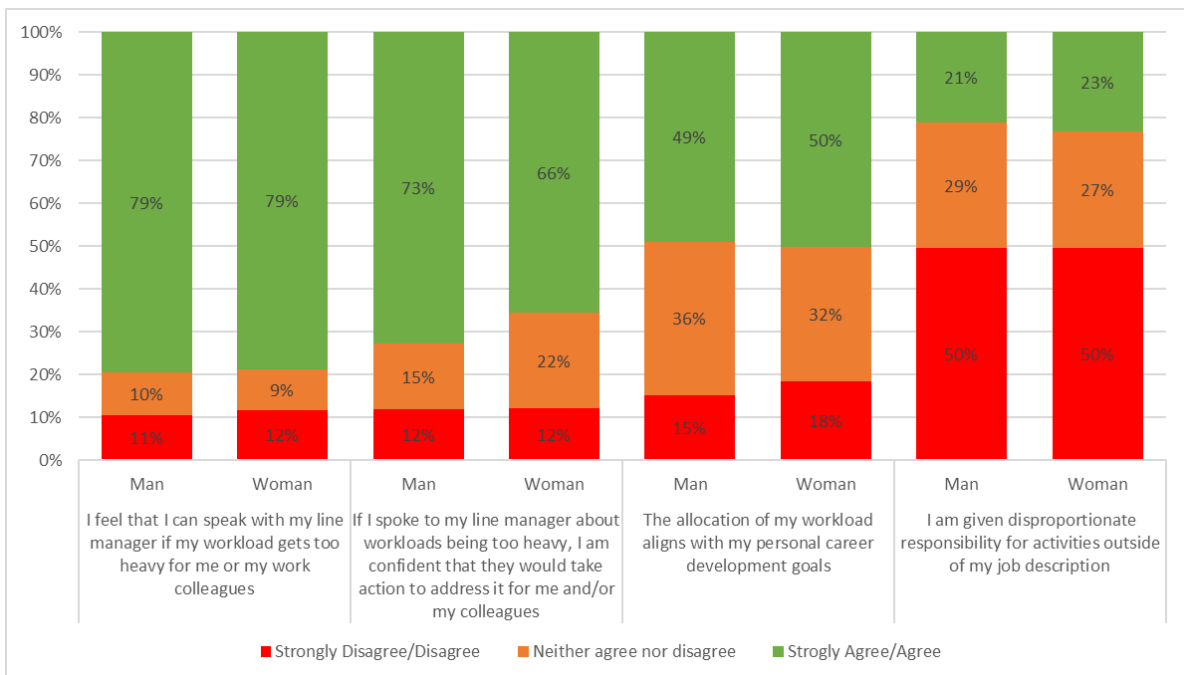


Figure 2.3.15: Perceptions of workload for all PMSS respondents in survey 2023 by gender.

- h. Comment and reflect on whether the institution's gender pay gap reporting identified differences in remuneration referable to gender, the reason(s) for such differences, and measures (if any) taken, or proposed to be taken, to eliminate or reduce differences.

The GPG reported above in section 2.2h relates to data on all DCU employees, including PMSS. **SAP 2.2.16** will allow for the disaggregation of GPG data by staff category in future years for more detailed reporting in AS applications.

- i. Comment and reflect on how the institution is building capacity to understand and address issues related to supporting and advancing professional, managerial and support careers in relation to equality grounds in addition to gender. Where available, provide data to support analysis and action.

As outlined above (section 2.2i), DCU is committed to understanding issues for all staff in relation to equality for all nine protected characteristics. The same approach will be taken in relation to PMSS as with academic and research careers in this regard.

4. Evaluating culture, inclusion and belonging

- a. Comment and reflect on how the institution creates and ensures a safe and respectful environment. This should include:
 - + the mechanisms in place for addressing and eliminating discrimination and unfair treatment;
 - + how incidents are recorded, and comment on initiatives to address gaps between policies and practices;
 - + how the institution raises awareness of and considers intersectionality in policies and practices;
 - + results from staff consultation, presented by gender and category of post, and may include data on additional equality grounds.

Underpinned by the University's *Dignity and Respect at Work and Study Policy*, DCU has robust mechanisms in place to ensure our core values of dignity, respect, inclusion, equality and diversity are experienced by everyone in the university community. DCU has a "Full Capacity" rating on the United Nations' Prevention of Sexual Exploitation and Abuse (PSEA) assessment, which verifies that DCU has in place policies, systems, training, and reporting to safeguard children and adults and to raise awareness about how to report concerns.

DCU is committed to upholding the Public Sector Equality and Human Rights Duty. In recognition of the Duty, DCU welcomed a new value of "inclusivity" under our organisational purpose as part of the 2023 -2028 Strategy. This will ensure that inclusion is a core consideration for all component strategies and local plans under the new organisational strategy.

As part of the University's commitment to eliminating discrimination, DCU ensures that all requirements under national equality legislation are strictly adhered to in all procedures and processes including the provision of services and the employment of staff. Accompanied by a suite of robust policies across a range of DCU functions such as the Recruitment and Selection Policy, the Equality and Access Policy, Staff Code of Conduct and Student Charter, the University proactively seeks to eliminate discrimination in any form.

The Dignity and Respect at Work and Study Policy, updated in May 2023, accompanied by distinct sets of procedures for staff and students, clearly explains the steps which individuals may take if they feel that they have experienced discrimination. Furthermore, if a student or staff member feels they have been discriminated against by the organisation or any of the organisation's operational processes or procedures, they can make a report through the Staff Grievance Policy or Student Complaint Policy.

Appropriate support and advice are available through HR and Employee Assistance Programme (EAP) for staff and the DCU Student Advice and Learning Skills Centre and DCU Counselling Service for students. Additionally, DCU has recently recruited a new HEA-funded role – Dignity, Respect and Sexual Misconduct Response Manager - who will lead on the D&R and Ending Sexual Violence work across the staff and student space. A Student Policy Officer based in SS&D is the first point of contact for students who wish to report incidents or concerns regarding unfair treatment or discrimination. A designated HR representative is the first point of contact for staff.

Staff and students can also anonymously report issues of bullying, harassment, discrimination, or sexual misconduct using the Speak Out Tool. Speak Out assists the University in identifying trends and patterns and to identify training needs and any gaps in current policies and procedures.



Figure 2.4.1: DCU Poster for the Speak Out reporting tool.

To address gaps between policy and practice, bespoke D&R training for all departments has commenced since the updated policy launch. The policy and procedures were also presented to the Heads & Deans Committee to ensure that all senior leaders in DCU are aware of the details of their responsibilities within the procedures.



SAP 2.4.1: Increase awareness of D&R and Sexual Misconduct policies and supports by creating a communications strategy, continuing to roll out targeted training for departments/units, developing an outreach programme, and conducting pulse surveys to monitor awareness and confidence levels.

To build awareness of the importance of ensuring a safe and respectful environment for all, the EDI Unit has implemented a comprehensive programme of EDI training initiatives with annual evaluations to ensure that staff are empowered to engage with training that is appropriate for their needs.

Figure 2.4.2 presents a gendered breakdown of all EDI training attendance 2021 - 2023. A clear trend towards enhanced engagement is evidenced by both an increase in registrations across all events (up more than 35% between 2021 and 2023) and an increase in the number and style of events held. The disparity between men and women engaging will be addressed in our SAP.

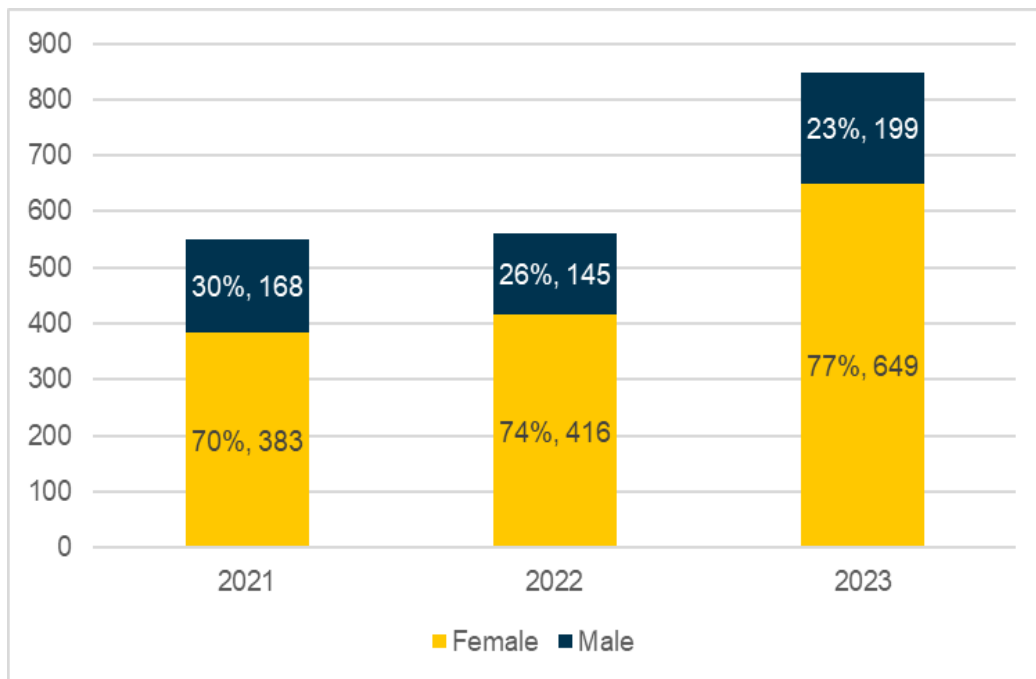


Figure 2.4.2: Number and percentage of female and male EDI training attendees between 2021-2023.

Snapshot of key trainings areas: LGBTQ+ and Anti Racism

Between 2021 and 2023:

- 115 employees (87f/28m) completed LGBTQ+ Allyship Training, with 90% of respondents agreeing that they would apply what they had learned to their work.

- 139 employees (106f/33m) completed Trans Awareness Training, with 100% of respondents agreeing that they would apply what they had learned to their work.
- 350 employees (276f/74m) have participated in LGBTQ+ Pride Month activities.
- 134 DCU employees (97f, 37m) completed in person Anti Racism Training and 138 have undertaken the Let's Talk about Race e-Learning module. 97% of respondents agreed that they would apply what they had learned to their work. Knowledge levels before and after training was collected, and findings are presented in Figure 2.4.3.

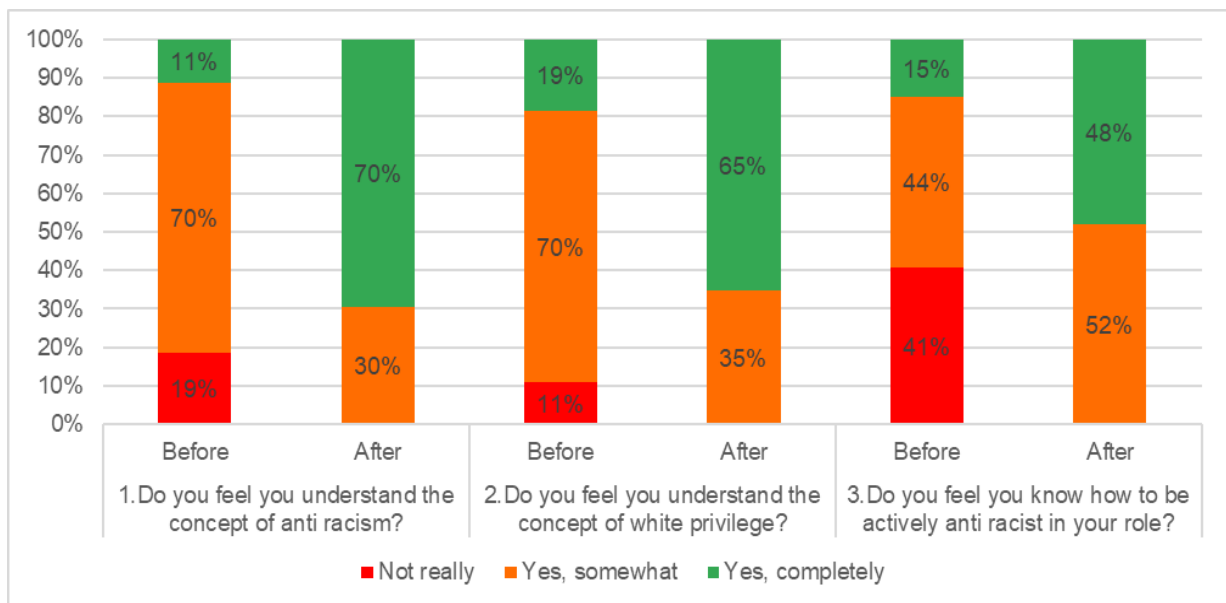


Figure 2.4.3: Pre- and post-evaluation of Anti Racism Training.



SAP 2.4.2: To ensure a more equal gender representation at EDI training and awareness events, by focusing on ways to increase male participation in self-selection EDI related training and events.

DCU considers and addresses intersectionality and raises awareness of factors which shape people’s experiences with particular focus on the nine protected characteristics as set out in Irish equality legislation through:

- visible leadership commitment to EDI (Figure 2.4.4 below);
- publication of policies that clearly articulate and promote the values and expectations on how people should treat each other;
- ongoing work in establishing staff networks in the areas of interculturalism, LGBTQ+, and disability;

- formal partnerships with organisations providing EDI expertise;
- awareness training (anti racism, LGBTQ+ allyship, trans awareness, autism awareness, neurodiversity awareness);
- eLearning offerings (EDI in HE, Let's Talk About Race, Bystander Intervention);
- EDI events (celebration days such as IWD and IMD, Pride events, Traveller and Roma awareness events);
- development of a DCU Anti Racism online resource hub;
- inclusion of demographic questions in all surveys to allow for analysis through an intersectional lens.

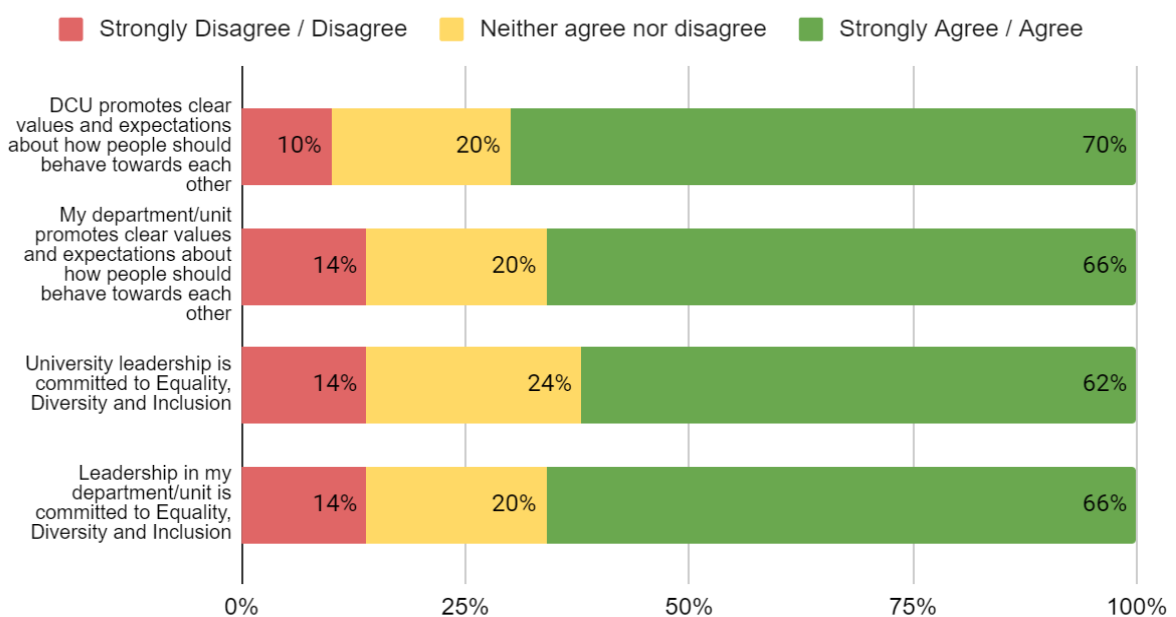


Figure 2.4.4: Survey responses from all respondents, regardless of gender or staff category, regarding leadership culture and commitment to EDI.



SAP 2.4.3: Continue to identify and address gaps in our policies and practices related to intersectional inequalities which impact employees' experiences in DCU, including through establishment of employee resource groups and implementation of various EDI related frameworks (e.g. Anti Racism Principles implementation plan).

Staff experiences and knowledge of policies around discrimination and unfair treatment were explored in the AS survey 2023. A summary of the results, by post and gender, are presented in Table 2.4.1. There is negligible gender disparity in those

reporting discrimination (17% women and 16% men), but women are more likely to witness discrimination (28%) than men (20%). Academic and Research respondents have experienced more discrimination/unfair treatment than PMSS, particularly female academics and researchers.

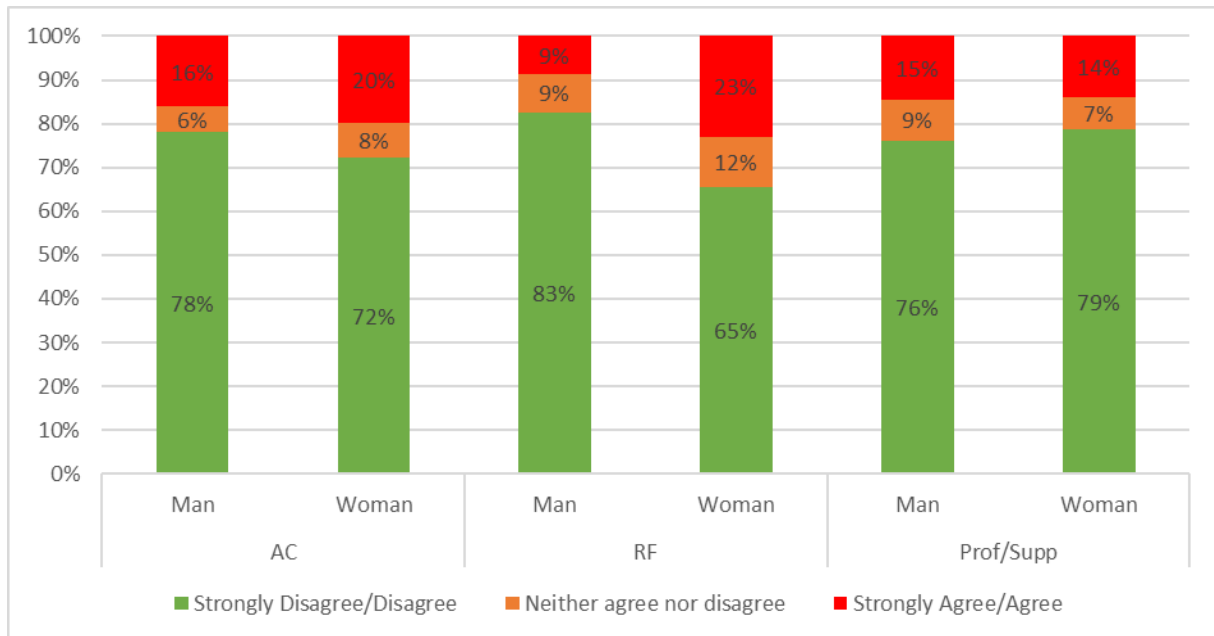


Figure 2.4.5: Survey responses to question “I have experienced discrimination and/or unfair treatment in DCU in the past 12 months” disaggregated by gender and staff category.

Findings show low awareness on how to report issues of discrimination as well as low levels of comfort in reporting, and a lack of confidence that reported incidents will be addressed appropriately, particularly amongst women. Academic respondents report lower levels of knowledge of reporting mechanisms, comfort in reporting and confidence in issues being dealt with effectively. Researchers report even lower levels in the first of these categories, particularly female Researchers.

The launch of the updated Dignity and Respect Policy is a valuable opportunity to address these issues and to develop meaningful actions to increase awareness of, and comfort with, reporting.

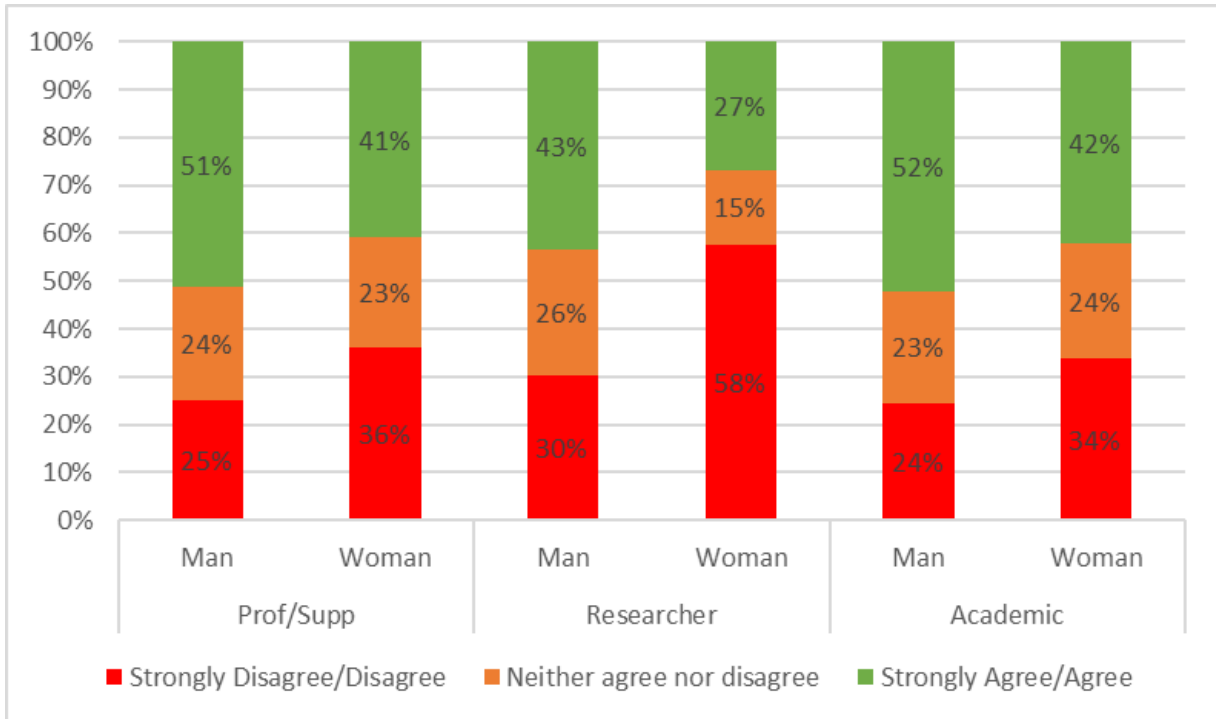


Figure 2.4.6: Survey responses to question “I know how to report discrimination and/or unfair treatment” by gender and staff category, Athena Swan Survey 2023.

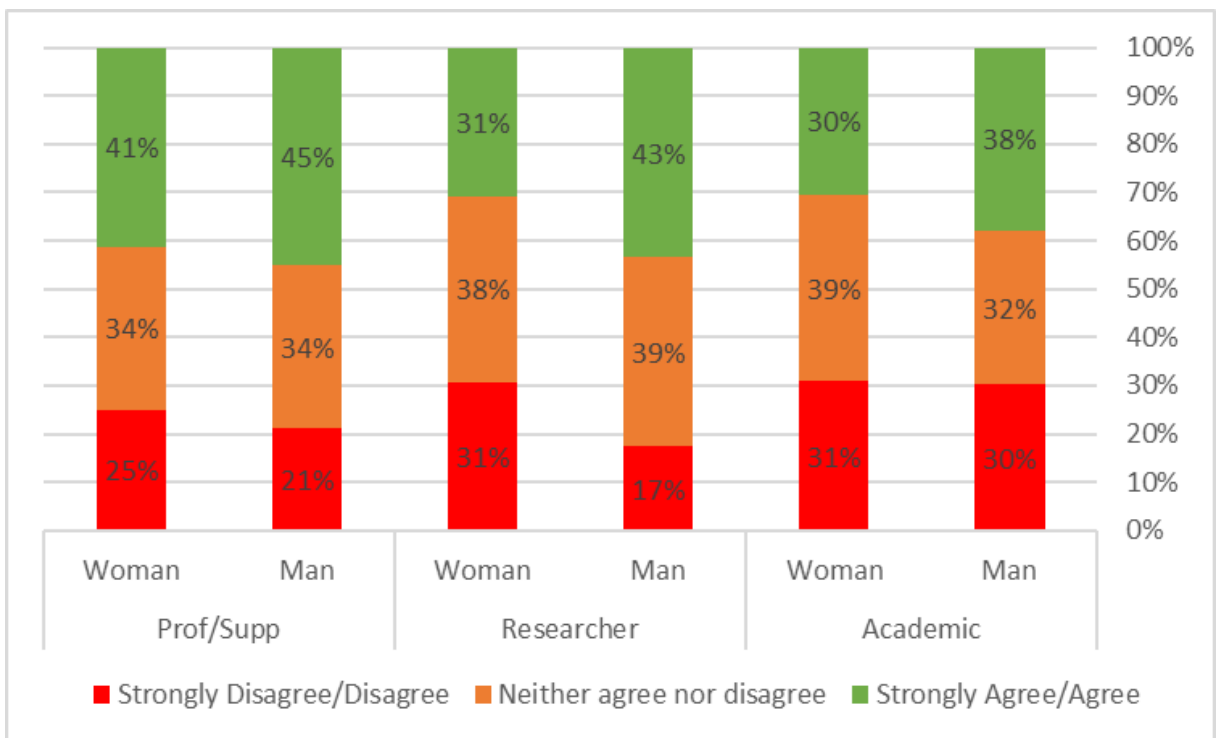


Figure 2.4.7: Survey responses to question “I am confident that complaints about discrimination and/or unfair treatment would be appropriately managed by DCU” by gender and staff category, Athena Swan Survey 2023.

The survey data was analysed for intersectional differences. The percentage of respondents who report experiencing/witnessing discrimination increases when ethnic minority status is applied. The results are particularly high for ethnic minority women in academic posts, with 48% reporting that they have experienced and 62% reporting that they have witnessed discrimination/unfair treatment. Both men and women from an ethnic minority background, but particularly women, also report that they are less aware of, and less comfortable using, reporting procedures. Issues will be further investigated and actioned via **SAP 2.4.3**.

		Strongly Disagree/Disagree			Strongly Agree/Agree		
		Non-Minority	Minority	Total	Non-Minority	Minority	Total
I have experienced discrimination and/or unfair treatment in DCU in the past 12 months							
Academic	Man	83%	56%	80%	12%	36%	16%
	Woman	78%	50%	76%	16%	45%	18%
	Total	80%	53%	78%	14%	40%	17%
Research	Man	78%	100%	80%	11%	0%	10%
	Woman	63%	71%	104%	26%	14%	23%
	Total	70%	78%	72%	19%	11%	17%
PMSS	Man	77%	100%	78%	14%	0%	14%
	Woman	81%	65%	80%	13%	24%	14%
	Total	80%	74%	80%	13%	17%	14%
I know how to report discrimination and/or unfair treatment							
Academic	Man	22%	36%	24%	54%	40%	52%
	Woman	31%	55%	33%	44%	35%	43%
	Total	27%	44%	29%	48%	38%	47%
Research	Man	28%	0%	25%	44%	50%	45%
	Woman	53%	71%	96%	26%	29%	27%
	Total	41%	56%	43%	35%	33%	35%
PMSS	Man	16%	33%	17%	56%	50%	56%
	Woman	27%	24%	27%	53%	47%	52%
	Total	24%	26%	24%	54%	48%	53%
I would feel comfortable reporting discrimination and/or unfair treatment							
Academic	Man	28%	44%	30%	33%	28%	32%
	Woman	29%	60%	32%	32%	15%	31%
	Total	29%	51%	31%	32%	22%	31%
Research	Man	39%	50%	40%	28%	0%	25%
	Woman	37%	57%	85%	32%	0%	23%
	Total	38%	56%	41%	30%	0%	24%
PMSS	Man	27%	17%	26%	35%	33%	34%
	Woman	24%	35%	25%	38%	24%	38%
	Total	25%	30%	25%	37%	26%	37%

Table 2.4.1: Survey responses to discrimination and unfair treatment questions by gender, job category and ethnic minority status.

- b. Comment and reflect on mechanisms in place for addressing and eliminating bullying and harassment. This should include:
- + how incidents are recorded;
 - + initiatives to address gaps between policies and practices;
 - + results from staff consultation, presented by gender and category of post, and may include data on additional equality grounds.

As noted above, the Dignity and Respect procedures for staff and students are used to formally report and record incidents. Since 2020, there has only been one formal case of staff bullying and harassment (f) brought to HR. Between November 2021 and December 2023, 12 staff reports and 40 student reports were made through DCU’s Speak Out tool. Figure 2.4.8 shows the breakdown of reported behaviours.

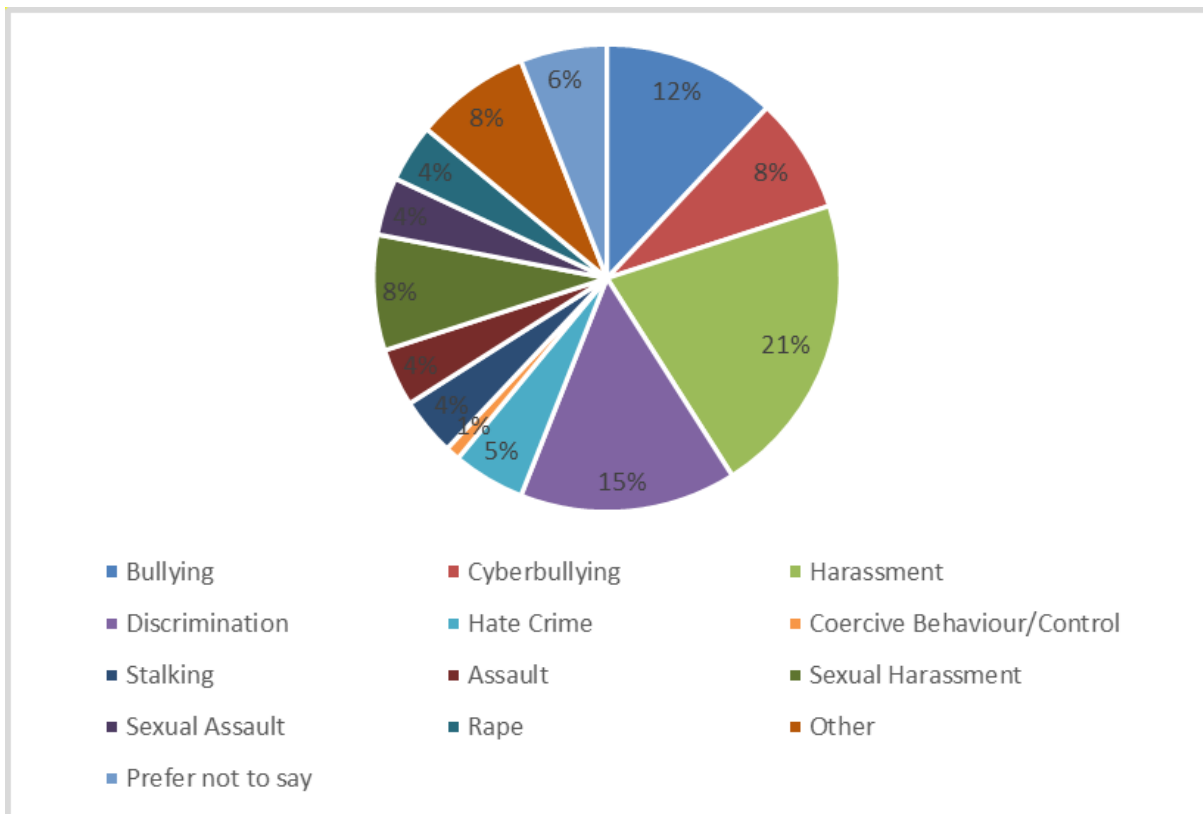


Figure 2.4.8: Breakdown of behaviours reported by staff and students who made anonymous reports through Speak Out.

Survey findings show that 15% of staff report experiencing bullying and/or harassment in DCU in the past 12 months; significantly below the national average of 28% (National Survey of Staff Experiences of Bullying in Irish Higher Education Institutions).

In addition, 24% of respondents report witnessing bullying or harassment in DCU in the past 12 months.

There is no overall gender disparity evident, with 14% of men and 15% of women reporting that they experienced bullying/harassment. Academic respondents (19%) reported higher levels of bullying and/or harassment than PMSS respondents (10%) and research respondents (4%). Academic women reported slightly high levels of bullying/harassment than their male counterparts (19% vs 16%).

Like the responses about discrimination, the most concerning feedback is that staff did not feel comfortable or supported in their ability to utilise available policies, with 32% of staff stating they would not feel comfortable reporting bullying and/or harassment. Further analysis of the survey data shows that 36% of academic staff feel confident that complaints about bullying and/or harassment would be effectively dealt with, compared to 44% of PMSS.

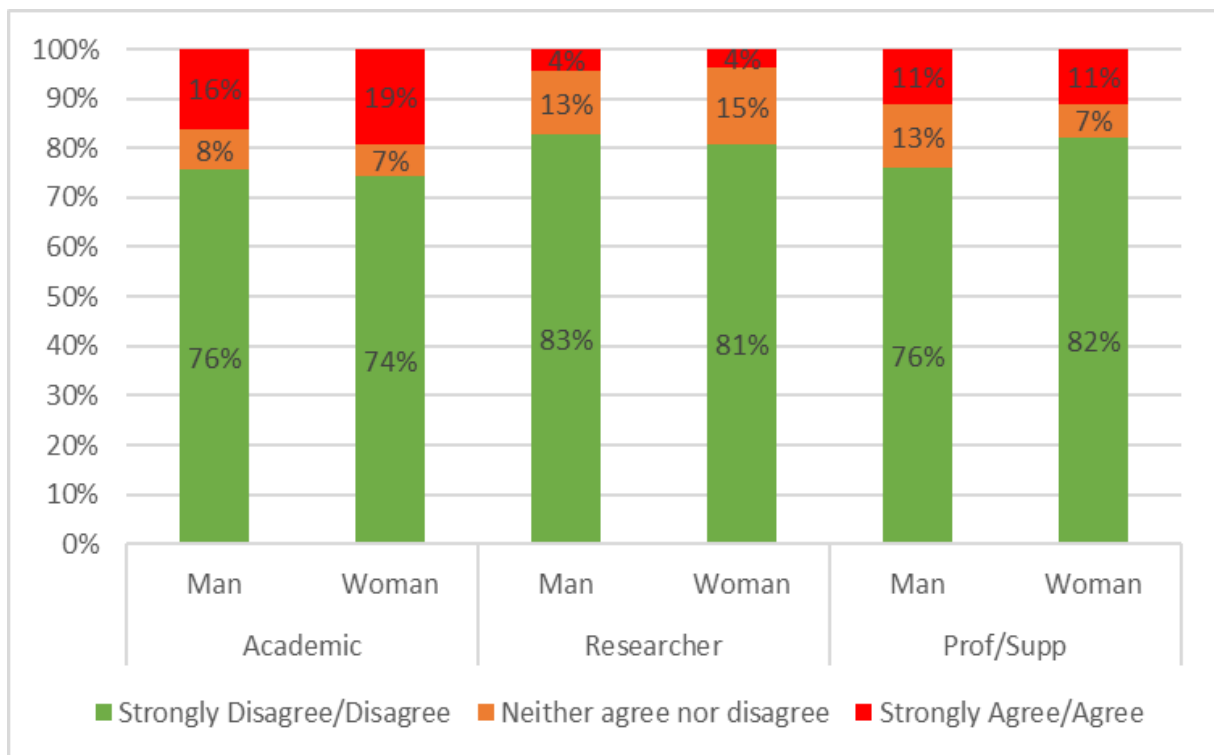


Figure 2.4.9: Survey responses to question “I have experienced bullying and/or harassment in DCU in the past 12 months” by gender and staff category, Athena Swan Survey 2023.

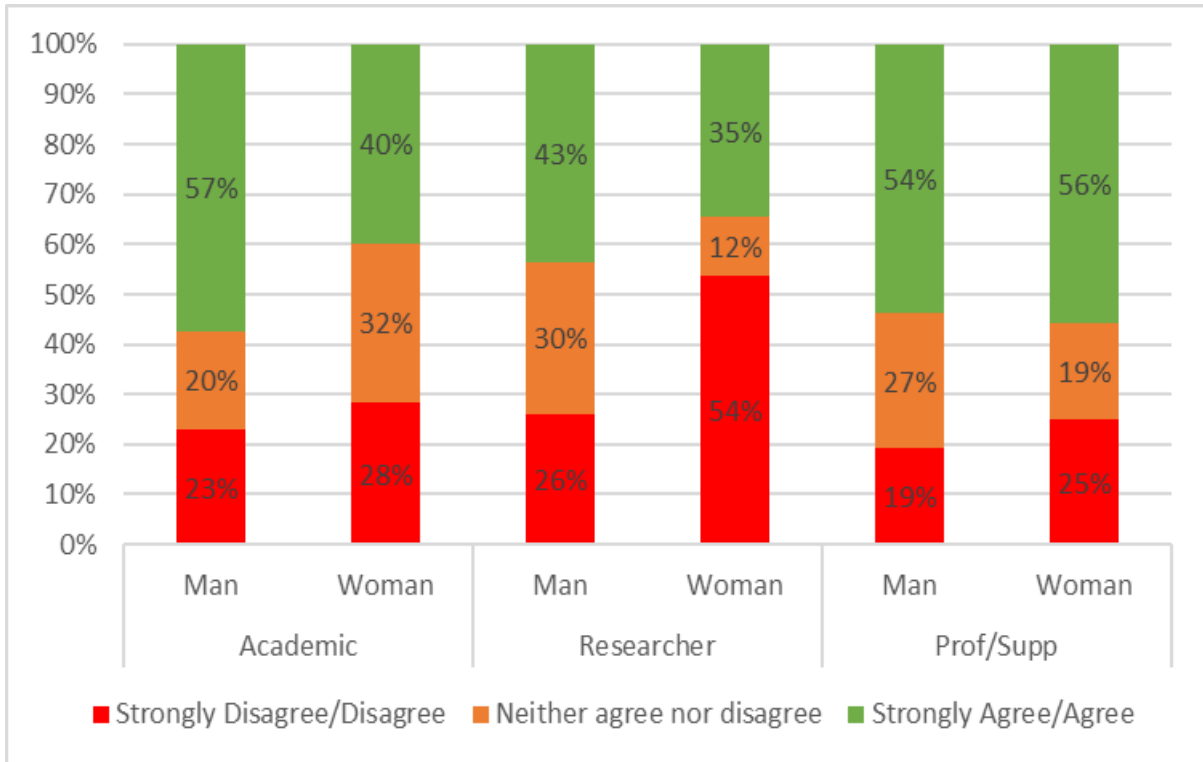


Figure 2.4.10: Survey responses to question “I know how to report bullying and/or harassment.” by gender and staff category, Athena Swan Survey 2023.

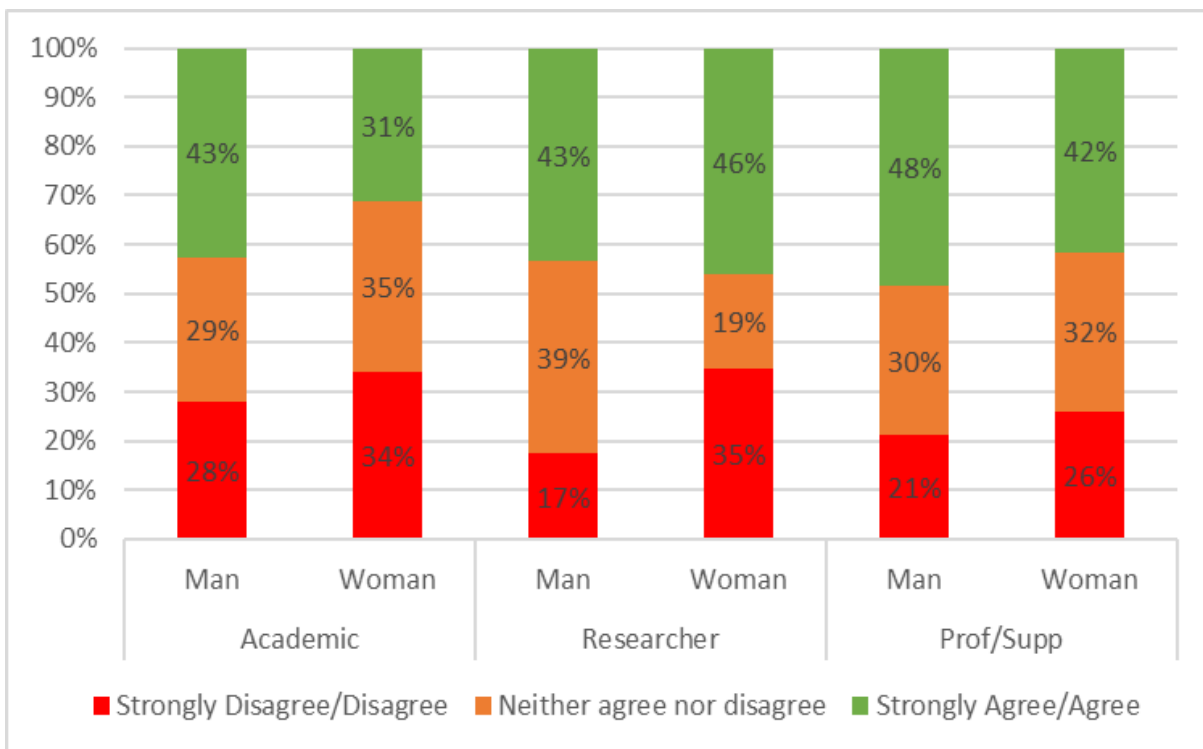


Figure 2.4.11: Survey responses to question “I am confident that complaints about bullying and/or harassment would be appropriately managed by DCU.” by gender and staff category, Athena Swan Survey 2023.

A higher percentage of ethnic minority respondents report that they have experienced bullying or harassment (21%) or witnessed bullying and harassment (31%). In particular, ethnic minority women indicate they have experienced (22%) and witnessed (43%) more bullying/harassment. Respondents with a disability also report they have experienced (20%) and witnessed (26%) more bullying or harassment than those without a disability. In both cases, those from an ethnic minority background and those with a disability are less aware of how to report and less comfortable doing so.

		Strongly Disagree/Disagree			Strongly Agree/Agree		
		Non-Minority	Minority	Total	Non-Minority	Minority	Total
I have experienced bullying and/or harassment in DCU in the past 12 months							
Academic	Man	78%	64%	76%	14%	24%	16%
	Woman	78%	55%	76%	16%	25%	17%
	Total	78%	60%	76%	15%	24%	16%
Research	Man	78%	100%	80%	6%	0%	5%
	Woman	84%	71%	119%	5%	0%	4%
	Total	81%	78%	80%	5%	0%	4%
PMSS	Man	77%	83%	78%	10%	17%	10%
	Woman	84%	59%	82%	10%	24%	11%
	Total	82%	65%	81%	10%	22%	11%
I know how to report bullying and/or harassment							
Academic	Man	19%	40%	22%	60%	40%	58%
	Woman	26%	50%	28%	41%	20%	40%
	Total	23%	44%	25%	50%	31%	48%
Research	Man	22%	0%	20%	44%	50%	45%
	Woman	53%	57%	96%	37%	29%	35%
	Total	38%	44%	39%	41%	33%	39%
PMSS	Man	18%	33%	18%	55%	50%	55%
	Woman	26%	24%	25%	56%	59%	56%
	Total	23%	26%	23%	55%	57%	56%
I would feel comfortable reporting bullying and/or harassment.							
Academic	Man	31%	48%	34%	54%	44%	53%
	Woman	30%	55%	32%	44%	25%	42%
	Total	31%	51%	33%	48%	36%	47%
Research	Man	28%	0%	25%	50%	50%	50%
	Woman	42%	14%	88%	53%	57%	54%
	Total	35%	11%	30%	51%	56%	52%
PMSS	Man	18%	33%	19%	61%	50%	60%
	Woman	33%	24%	32%	49%	35%	48%
	Total	28%	26%	28%	52%	39%	52%

Table 2.4.2: Survey responses to bullying and/or harassment questions by gender, staff category and ethnic minority status, Athena Swan Survey 2023.

		Strongly Disagree/Disagree			Strongly Agree/Agree		
		Non-Disability	Disability	Total	Non-Disability	Disability	Total
I have experienced bullying and/or harassment in DCU in the past 12 months							
Academic	Man	78%	64%	76%	15%	23%	16%
	Woman	76%	77%	76%	17%	18%	17%
	Total	77%	70%	76%	16%	20%	16%
Research	Man	80%	80%	80%	7%	0%	5%
	Woman	78%	88%	112%	6%	0%	4%
	Total	79%	85%	80%	6%	0%	4%
PMSS	Man	77%	80%	78%	9%	15%	10%
	Woman	84%	72%	82%	9%	23%	11%
	Total	82%	75%	81%	9%	21%	11%
I know how to report bullying and/or harassment							
Academic	Man	22%	23%	22%	58%	55%	58%
	Woman	28%	27%	28%	41%	27%	40%
	Total	26%	25%	25%	48%	41%	48%
Research	Man	13%	40%	20%	47%	40%	45%
	Woman	50%	63%	92%	39%	25%	35%
	Total	33%	54%	39%	42%	31%	39%
PMSS	Man	16%	30%	18%	55%	50%	55%
	Woman	24%	35%	25%	59%	35%	56%
	Total	22%	33%	23%	58%	40%	56%
I would feel comfortable reporting bullying and/or harassment.							
Academic	Man	31%	55%	34%	55%	36%	53%
	Woman	32%	32%	32%	42%	45%	42%
	Total	32%	43%	33%	48%	41%	47%
Research	Man	33%	0%	25%	47%	60%	50%
	Woman	33%	38%	81%	61%	38%	54%
	Total	33%	23%	30%	55%	46%	52%
PMSS	Man	19%	20%	19%	61%	55%	60%
	Woman	31%	42%	32%	51%	28%	48%
	Total	27%	35%	28%	54%	37%	52%

Table 2.4.3: Survey responses to bullying and/or harassment questions by gender, staff category and disability status, Athena Swan Survey 2023.

Initiatives to address gaps between policies and practices, such as awareness raising and training for staff, has been detailed above in section 2.4a.



SAP 2.4.4: Ensure line management feels equipped in implementing D&R Sexual Misconduct, and Domestic Violence Leave Policies and appropriately manages disclosures through designing of specific training.

- c. Comment and reflect on mechanisms in place for addressing and eliminating sexual harassment and sexual violence. This should include:
 - + how incidents are recorded;
 - + initiatives to address gaps between policies and practices;

- + results from staff consultation, presented by gender and category of post, and may include data on additional equality grounds.

In May 2023, DCU published a new *Sexual Misconduct Policy* that applies to all members of the University Community. The policy was developed in accordance with the national framework, *Safe, Respectful, Supportive and Positive: Ending Sexual Violence and Harassment in Irish Higher Education Institutions*.

DCU has committed to recording and documenting key actions and decisions that are taken by the University from when a formal report of sexual misconduct is received up until any criminal and/or disciplinary proceedings have been concluded. Respecting and maintaining the confidentiality and privacy of those who have experienced sexual misconduct as well as any relevant responding parties is a priority for the University.

The policy is accompanied by detailed procedures that clearly set out what steps should be followed by anyone wishing to report sexual misconduct and how these reports will be recorded. Specific staff are trained to receive and provide support for initial disclosures. The policy makes it clear that people who have experienced sexual violence have a right to decide what steps to take and emphasises that their decision about how, when and if to formally report will be respected. Emotional support is available through HR and the EAP for staff and the DCU Student Advice and Learning Skills Centre and DCU Counselling Service services for students.

As part of DCU's commitment to Ireland's *National Framework for Ending Sexual Violence and Harassment in Irish Higher Education Institutions*, the University has developed and maintains a robust and wide-ranging Consent Action Plan. This plan is available on the DCU website and clearly details the range of actions that DCU has committed to undertake to end sexual violence within our university community. It was created and is maintained by a dedicated Healthy Relationships Steering Group which includes representation from across the University including HR, SS&D, DCUSU, DCU Sport.



[DCU Action Plan](#)

DCU is committed to tackling sexual assault and harassment and has developed an [Action Plan](#) to support the National Framework for Consent.

DCU reports progress on the Action Plan to the HEA (Higher Education Authority) and keeps the plan under review so that progress is measured and actions are evaluated.

Figure 2.4.12: The DCU webpage hosting the DCU Consent Action Plan, available to all DCU staff and students.

The Consent Action Plan includes a strong focus on training and awareness for both staff and students. All incoming students are strongly encouraged to participate in Active Consent workshops and Bystander Intervention training as part of orientation. Staff are also encouraged to undertake Active Consent Awareness and online Bystander Intervention training. Furthermore, the EDI Unit arrange specific, targeted sessions for key staff cohorts on First Point of Contact and Disclosure Training delivered by Dublin Rape Crisis Centre (DRCC). This has been completed by the HR Service Delivery Team, key members of SS&D, the Security Team and the DCUSU Sabbatical Officers Team. As part of promoting and raising awareness of healthy relationships and a safe, respectful work and study environment, DCU is a strong supporter of and participant in National Campaigns including the IUA's #UnmuteConsent campaign.



Figure 2.4.13: IUA's #UnmuteConsent campaign.

In our 2023 survey, the percentage of male and female staff who report experiencing or witnessing sexual misconduct is low at 3% and 4% respectively. Women reported that they experienced higher levels of sexual misconduct (3%) than men (1%).

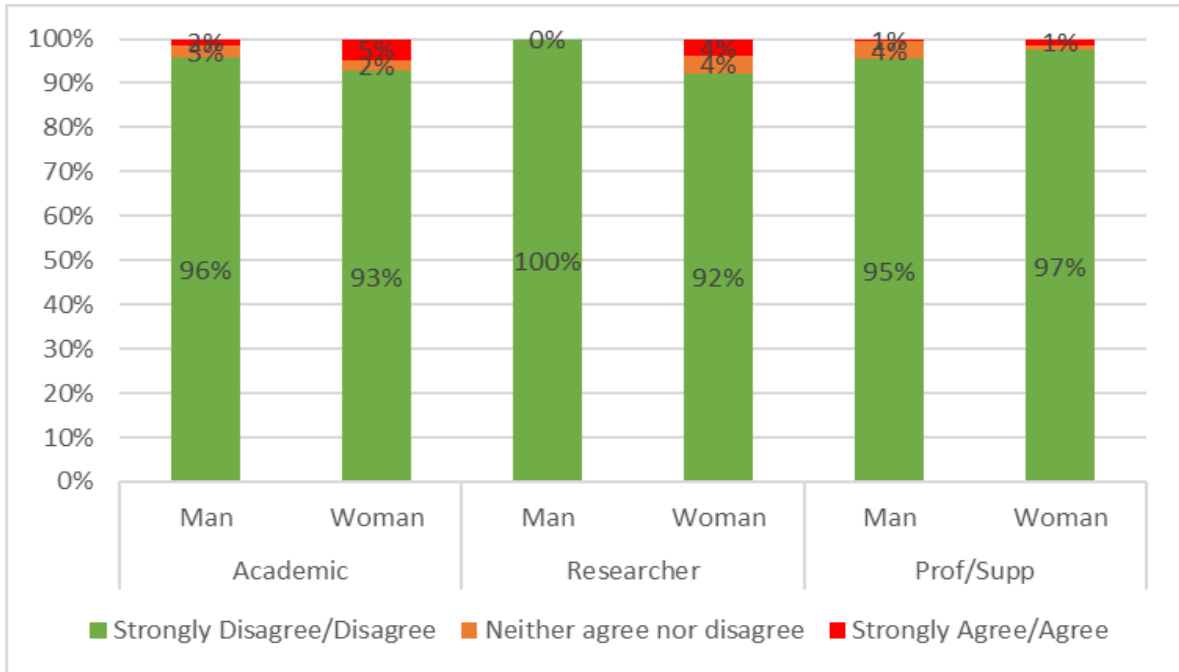


Figure 2.4.14: Survey responses to question “I have experienced sexual harassment and/or sexual violence in DCU in the past 12 months” by gender and staff category, Athena Swan Survey 2023.

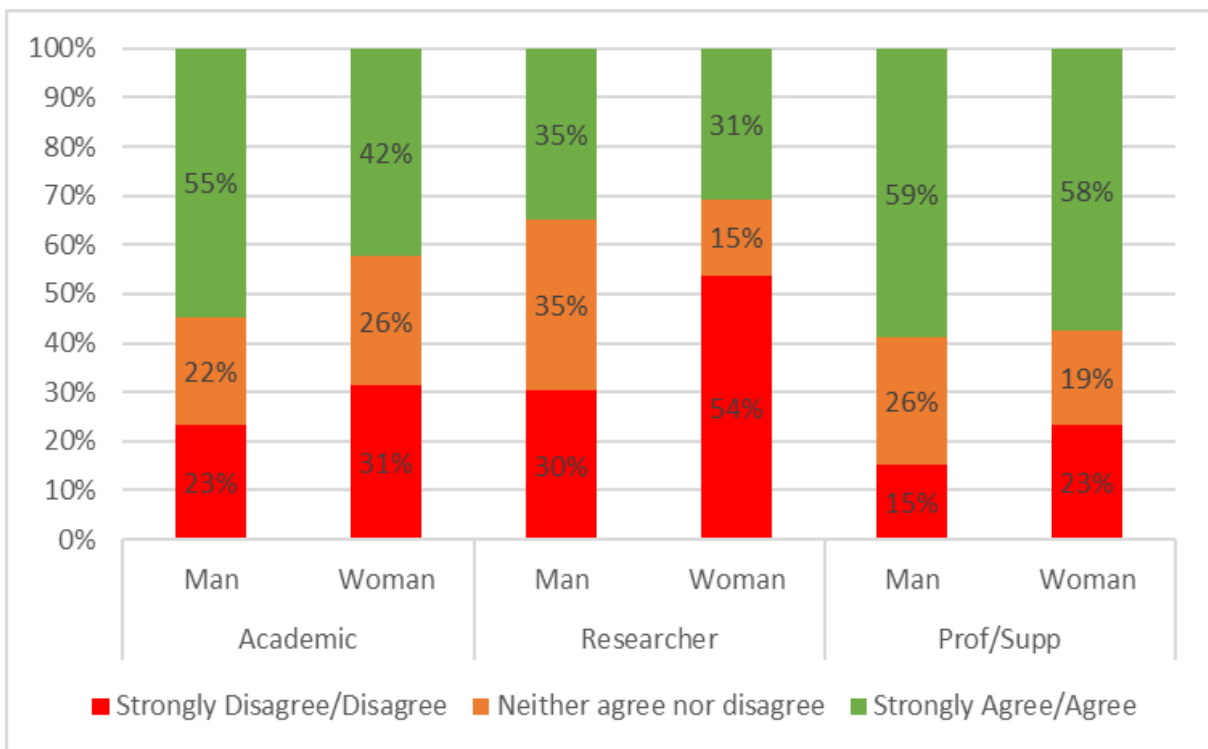


Figure 2.4.15: Survey responses to question “I know how to report sexual harassment and/or sexual violence” by gender and staff category, Athena Swan Survey 2023.

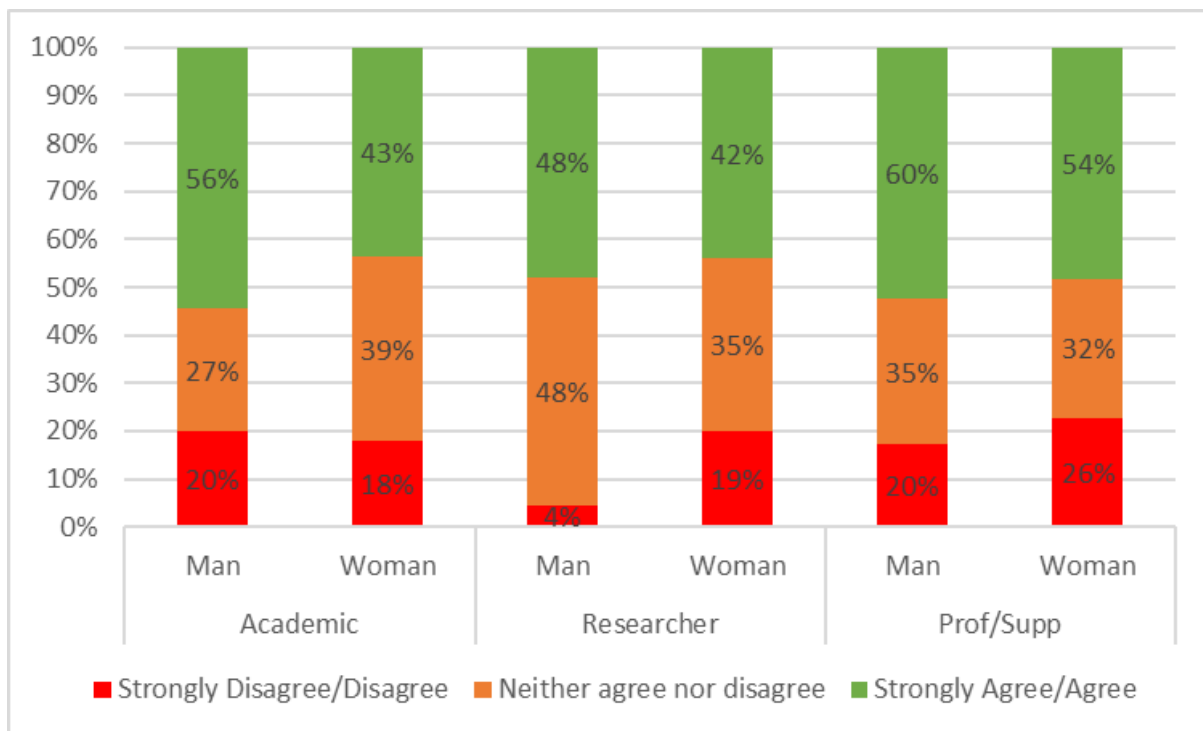


Figure 2.4.16: Survey responses to question “I am confident that complaints about sexual harassment and/or sexual violence would be appropriately managed by DCU” by gender and staff category, Athena Swan Survey 2023.

Academic and Research women report experiencing more sexual misconduct than PMSS women and all men; are less aware of reporting procedures, and less confident in disclosures being appropriately managed. Female Researchers, in particular, are less aware of reporting processes.

Additionally, those who identify as being from an ethnic minority responded less favourably across all questions related to sexual misconduct. 13% of those who identify as being from an ethnic minority background agree that they have experienced sexual misconduct compared to 1% of their counterparts. Of those ethnic minority respondents, 29% of ethnic minority women academics agree that they have experienced sexual misconduct. This will be investigated further via **SAP 2.4.3** as well as specific actions in our SAP detailed throughout this section. 37% of ethnic minority women know how to report compared to ethnic minority men (41%) / non ethnic minority women (50%) and men (56%). 39% of ethnic minority women are comfortable reporting compared to ethnic minority men (52%) / non ethnic minority women (52%) and men (54%).

		Strongly Disagree/Disagree			Strongly Agree/Agree		
		Non-Minority	Minority	Total	Non-Minority	Minority	Total
I have experienced sexual harassment and/or sexual violence in DCU in the past 12 months							
Academic	Man	99%	80%	96%	1%	4%	1%
	Woman	96%	75%	95%	1%	25%	3%
	Total	97%	78%	95%	1%	13%	2%
Research	Man	100%	100%	100%	0%	0%	0%
	Woman	100%	71%	131%	0%	14%	4%
	Total	100%	78%	96%	0%	11%	2%
PMSS	Man	96%	100%	96%	1%	0%	1%
	Woman	98%	88%	98%	1%	6%	1%
	Total	98%	91%	97%	1%	4%	1%
I know how to report sexual harassment and/or sexual violence.							
Academic	Man	21%	36%	23%	57%	40%	55%
	Woman	29%	50%	31%	43%	30%	42%
	Total	26%	42%	28%	49%	36%	48%
Research	Man	28%	0%	25%	33%	50%	35%
	Woman	53%	57%	96%	32%	29%	31%
	Total	41%	44%	41%	32%	33%	33%
PMSS	Man	14%	33%	15%	59%	67%	59%
	Woman	24%	24%	24%	58%	53%	58%
	Total	21%	26%	21%	58%	57%	58%
I would feel comfortable reporting sexual harassment and/or sexual violence.							
Academic	Man	15%	28%	17%	64%	56%	63%
	Woman	18%	40%	20%	56%	45%	55%
	Total	17%	33%	19%	59%	51%	58%
Research	Man	11%	0%	10%	61%	50%	60%
	Woman	32%	14%	81%	53%	57%	54%
	Total	22%	11%	20%	57%	56%	57%
PMSS	Man	9%	17%	9%	70%	83%	71%
	Woman	23%	24%	23%	59%	53%	59%
	Total	19%	22%	19%	63%	61%	62%

Table 2.4.4: Survey responses to sexual harassment and/or sexual violence questions by gender, staff category and ethnic minority status, Athena Swan Survey 2023.

- d. Comment and reflect on how the institution addresses the requirements of and supports for transgender and non-binary staff.

To ensure that the University supported all students' and staff members' rights to be recognised as their identified gender, the University introduced two important policies in April 2020:

1. Student Gender Identity and Gender Expression Policy
2. Staff Gender Identity Policy

The policies provide clear guides to staff and students who wish to change their name and/or gender identity. Both policies offer the person transitioning the option to develop a Confidential Transition Plan with support from the University. To support the implementation and meaningful impact of these policies, the EDI Unit has delivered a programme of Trans Awareness Training. All sessions are delivered by facilitators with lived experience of being trans.

In addition to these specific training sessions, the EDI Unit has also ensured trans representation at LGBTQ+ pride celebrations and have introduced intersectional awareness raising through training on Anti-Racism and Intercultural Awareness. This awareness and education is further supported by online resources including DCU's Pronouns Guide.

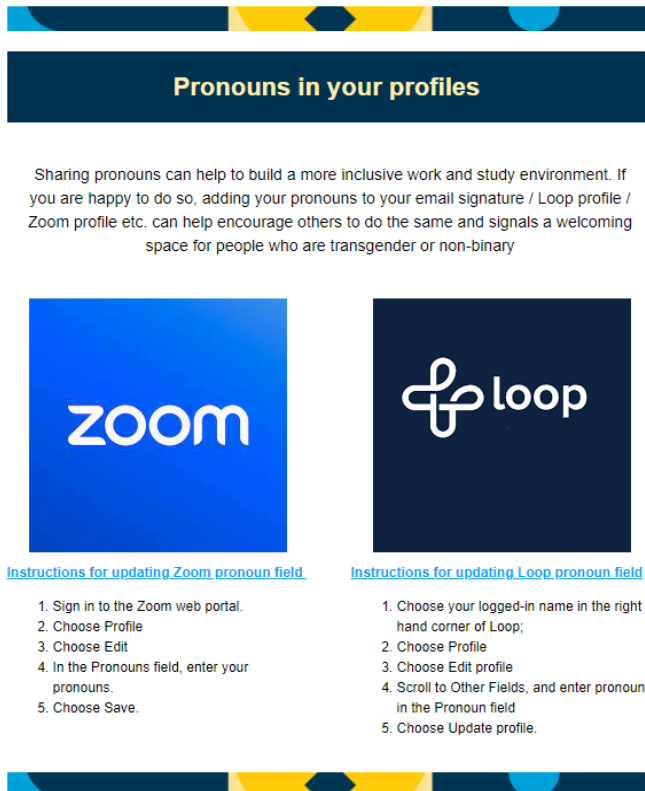


Figure 2.4.17: A screenshot of an email to all staff regarding the use of Pronouns.

For students, SS&D has collaborated with colleagues in Registry, Counselling, and Chaplaincy, to ensure that students who use the Gender Identity and Gender Expression Policy receive holistic support. DCU has introduced an extensive range of gender-neutral toilet facilities across all three campuses.

In 2021, the University introduced an option in data collection systems for staff and students to identify as “other” if they so wish.

Dublin City University unveils over 50 gender neutral bathrooms

Provision of the such facilities set to ensure 'a sense of community' among all students

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CLASSROOM CENTER

Figure 2.4.18: A screenshot of a news article in *The Irish Times* regarding gender neutral bathrooms in DCU.

- e. Comment and reflect on informal and formal flexible working arrangements available. This should include:
- + consideration given to staff with flexible working arrangements around the timing of meetings and social gatherings;
 - + results from staff consultation, presented by gender and category of post, and may include data on additional equality grounds.

There are several policies available to support formal flexible working arrangements, including flexi time, shorter working year, and remote working. The Flexi-time Policy enables a flexible system of attendance for PMSS staff through a clock-in / clock-out approach. As of August 2023, 36% of eligible staff are availing of this option. Under the shorter working year scheme an employee may apply for unpaid special leave of no less than two weeks and not exceeding 13 weeks in total annually. Uptake of this scheme is low, with only three employees (all women) availing of this in the last three years. Following COVID, a Remote Working Pilot Policy was launched in support of a hybrid working approach for DCU employees, in particular professional and technical staff. As part of the pilot policy, employees can apply to work remotely for 20% of their week during term time, and 40% during off-peak times.

An extensive range of leave options also provide flexibility for employees. All eligible staff can avail of Parental leave, Parent's leave, Leave of Absence, Exam and Study Leave, Force Majeure, and Carer's leave. Academic staff can avail of Sabbatical and Research Leave.

Flexible working arrangements for academics and researchers are less formal and managed locally by HoS. This presents a challenge in monitoring the uptake of flexible working arrangements for academic and researcher colleagues and may result in unequal experiences of flexibility through individual negotiations with line managers.

To support staff with caring responsibilities and flexible working arrangements, DCU adopts a core meeting hours' practice. University level meetings or events should not be scheduled outside core hours of 10:00 – 16:00. University social events, such as the summer BBQ and Christmas party, take place within working hours to facilitate maximum engagement. Hybrid meetings and remote training and events are available to facilitate those working remotely or on different campus locations.

Most respondents (79%) agreed that meetings are usually scheduled within core hours. Some gendered trends are evident with men more likely to agree (83%) that meetings are usually scheduled within core hours than women (77%). The practice of core meeting hours' will be routinely reinforced to ensure it is upheld [SAP 2.4.5].

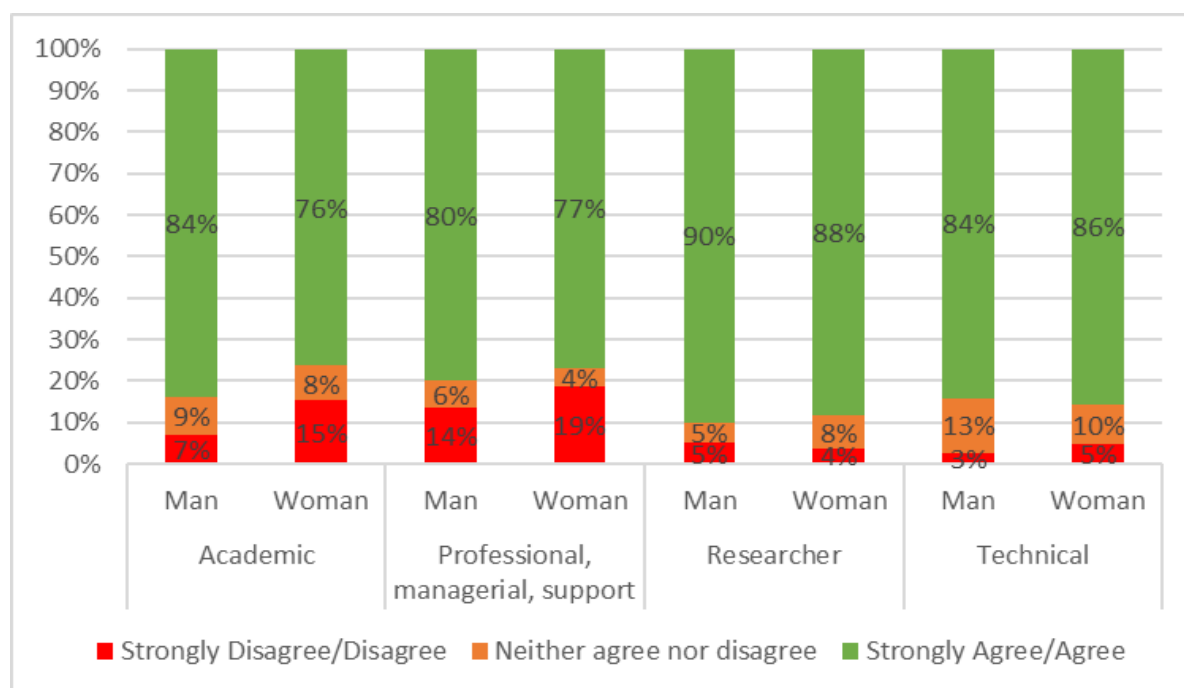


Figure 2.4.19: Survey responses to question “Meetings are usually scheduled to be within core meeting hours (10am - 4pm)” by gender and by staff category, Athena Swan Survey 2023.

Over half of respondents (56%) agree that there are flexible working arrangements available that suit their needs, while approximately two-thirds (65%) agree that they can work flexibly if they wish to do so. There are similar levels of agreement that individual departments support flexible working and being able to negotiate flexible working arrangements on an informal basis. Researchers are most satisfied with their flexible working opportunities, while PMSS staff are least satisfied. Qualitative

feedback suggests that there is a lack of awareness of the range of options available to staff. There are only very marginal gender differences regarding flexible working (Figures 2.4.20 - 2.4.22); however, those who preferred not to disclose their gender were the least satisfied.

Respondents with a disability, from an ethnic minority background, and members of the LGBTQ+ community are less satisfied across most statements in this category. Those with caring responsibilities are less satisfied across all statements in this category than those with no caring responsibilities. This is particularly evident in their ability to strike a balance between work and home life (47% v 59% agreeable respectively).



SAP 2.4.5: Implement actions to ensure that all staff are aware of and have opportunities to avail of flexible working arrangements, including hybrid working, to support work-life balance.

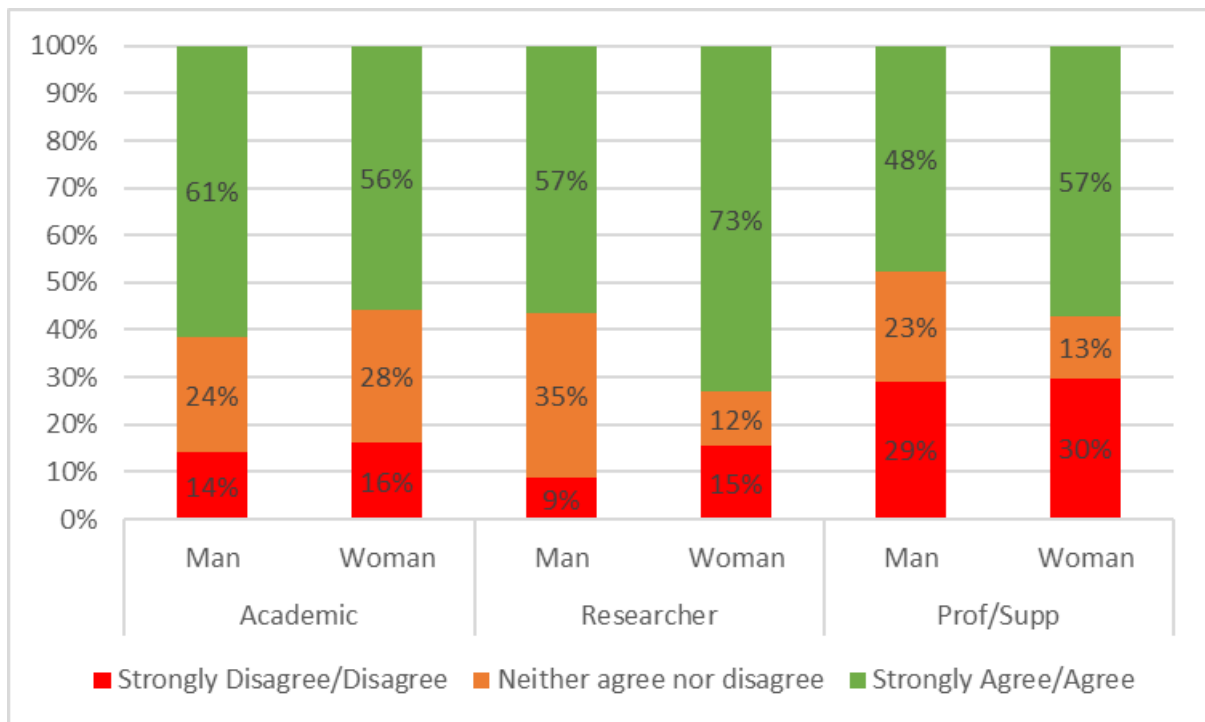


Figure 2.4.20: Survey responses to question “There are flexible working arrangements available that are suitable to my needs (e.g. flexi time, shorter working year)” by gender and by staff category, Athena Swan Survey 2023.

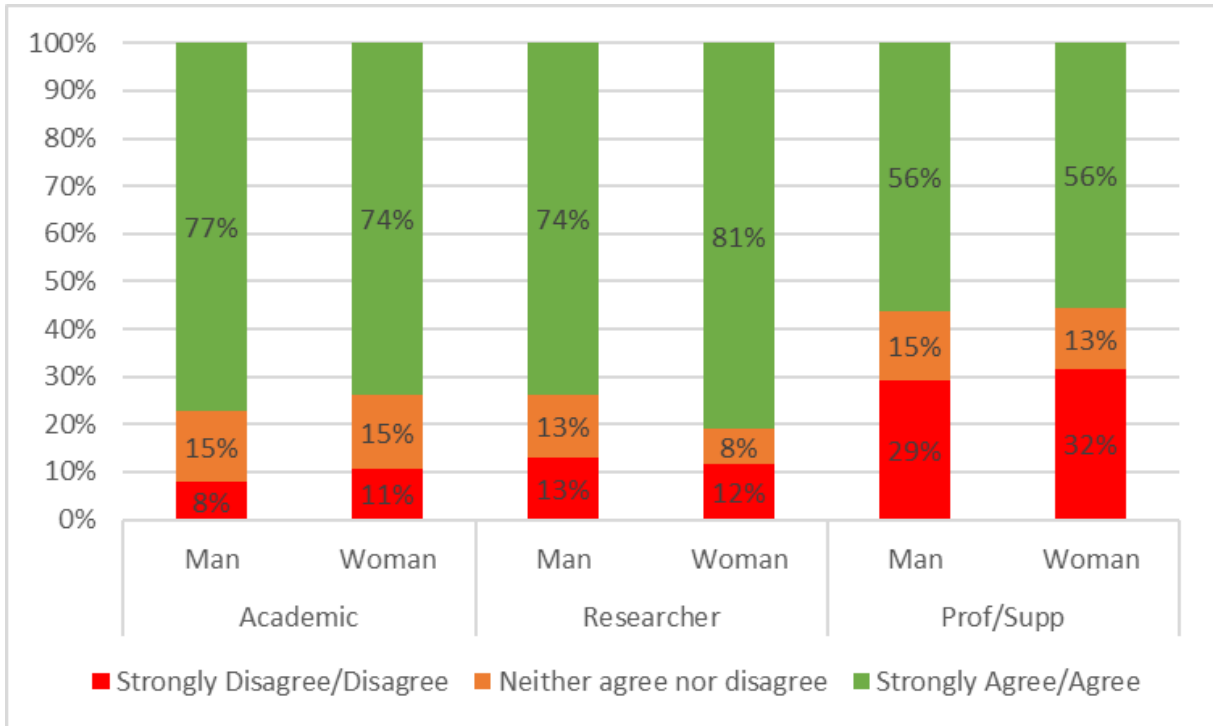


Figure 2.4.21: Survey responses to question “I am able to work flexibly if I need or wish to do so” by gender and by staff category, Athena Swan Survey 2023.

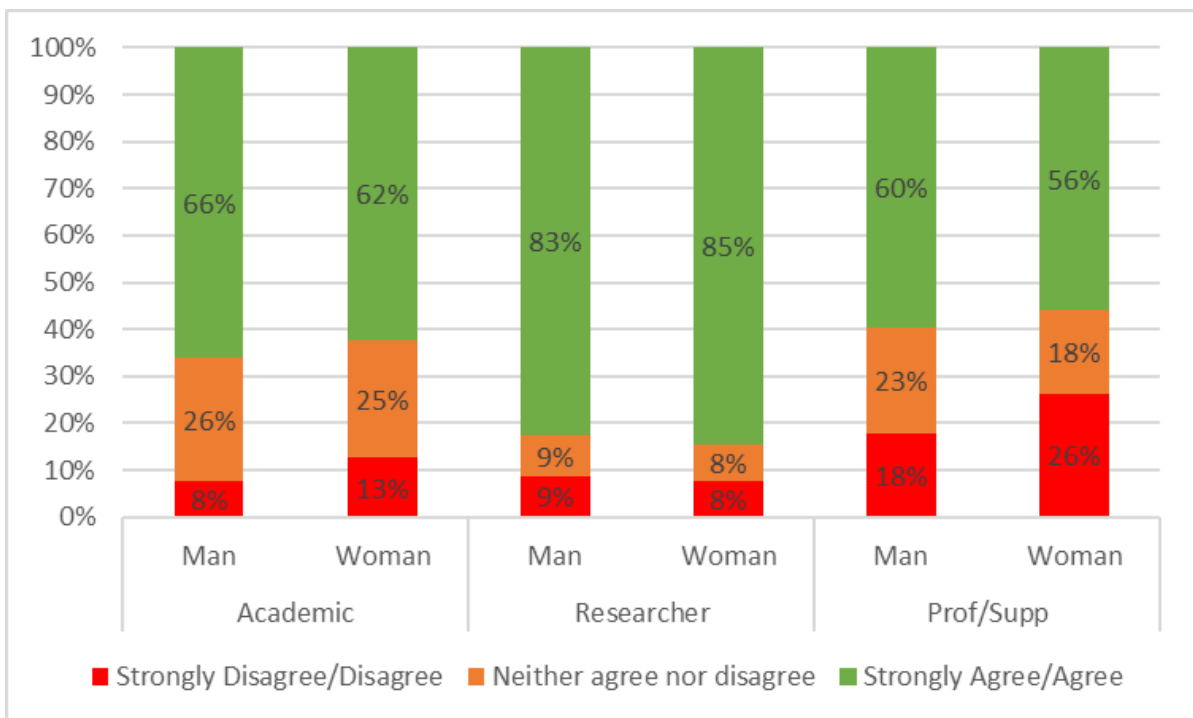


Figure 2.4.22: Survey responses to question “I can negotiate flexible working arrangements on an informal basis with my line manager” by gender and by staff category, Athena Swan Survey 2023.

Half of respondents (51%) feel they can strike an appropriate balance between work and home life (Figure 2.4.23); research staff are among the most satisfied in this regard, compared to academics (41% agreeable). Gender disparity is also evident particularly among academic women, with only 33% of this cohort feeling that they can strike an appropriate balance, compared to 52% of academic men.

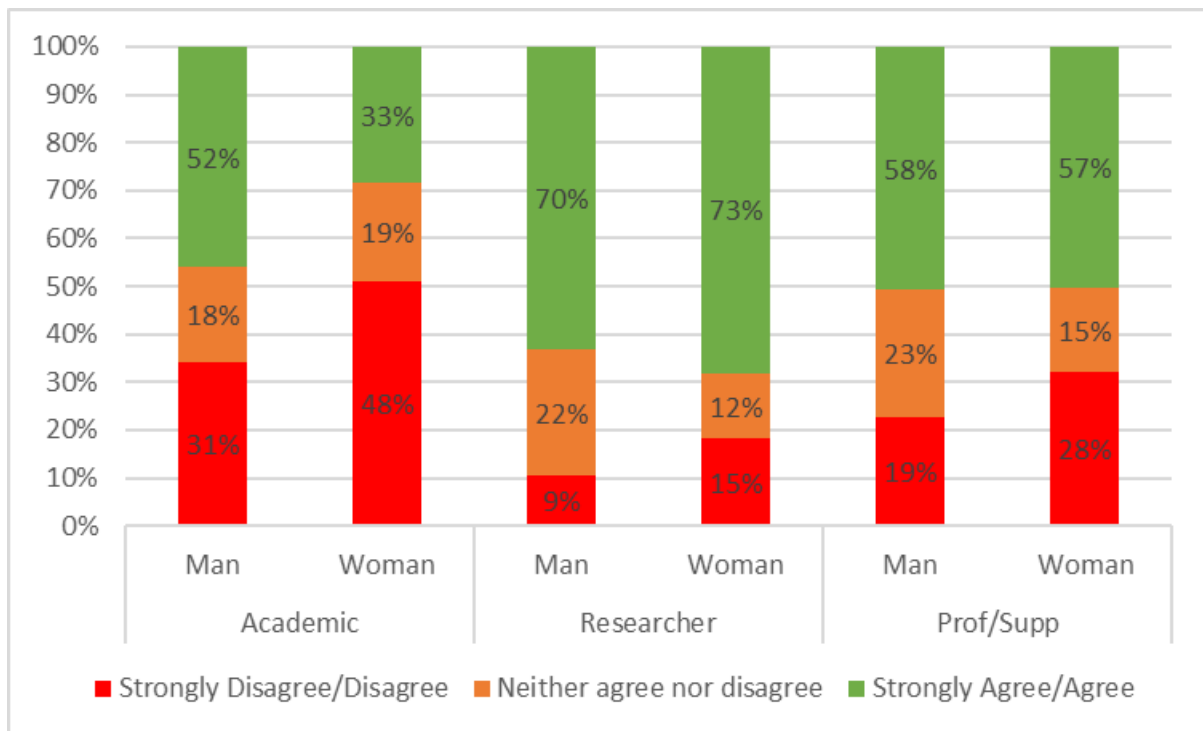


Figure 2.4.23: Survey responses to question “I feel that I can strike an appropriate balance between my work and home life” by gender and by staff category, Athena Swan Survey 2023.

31% of respondents do not believe that DCU facilitates a hybrid working approach that suits their needs. PMSS staff are particularly critical compared to academics and researchers (Figure 2.4.24), and this gap was further reinforced in the PMSS focus group. A slight gendered difference can be found with 45% of women agreeing that DCU facilitates a hybrid working approach, compared to 50% of men.

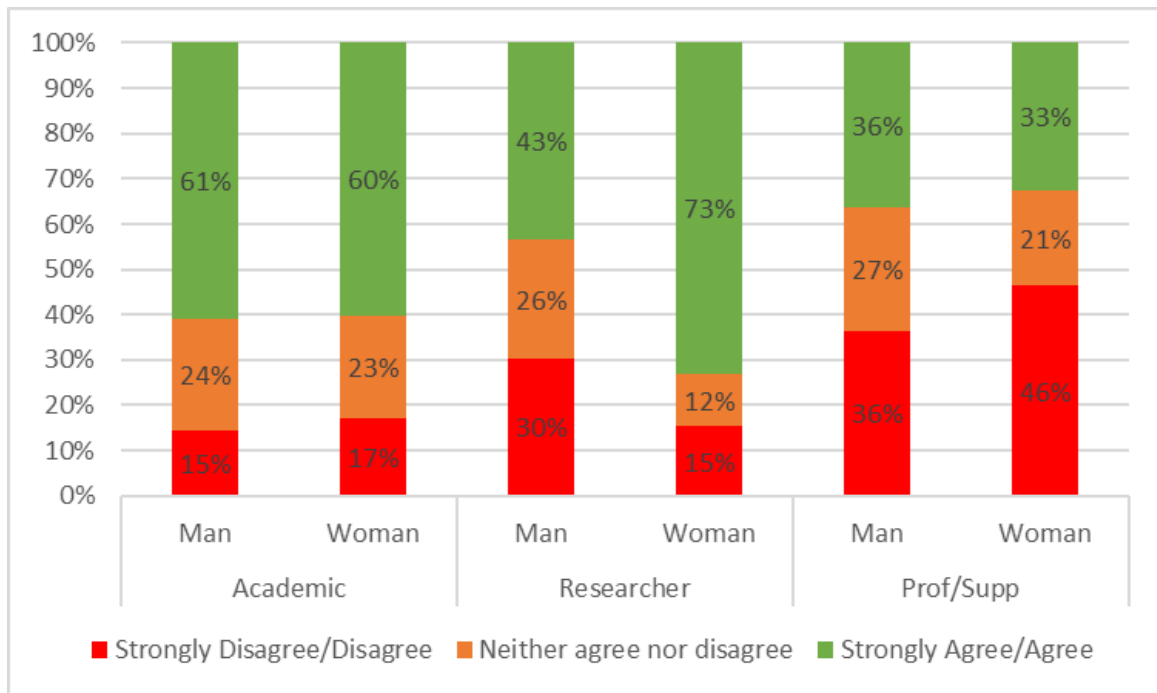


Figure 2.4.24: Survey responses to question “DCU facilitates a hybrid working approach that suits my needs” by gender and by staff category, Athena Swan Survey 2023.

		Strongly Disagree/Disagree	Neither agree nor disagree	Strongly Agree/Agree
There are flexible working arrangements available that are suitable to my needs (eg. flexi time, shorter working year)				
Academic	Man	14%	24%	61%
	Woman	16%	28%	56%
Research	Man	9%	35%	57%
	Woman	15%	12%	73%
Prof/Supp	Man	29%	23%	48%
	Woman	30%	13%	57%
I am able to work flexibly if I need or wish to do so				
Academic	Man	8%	15%	77%
	Woman	11%	15%	74%
Research	Man	13%	13%	74%
	Woman	12%	8%	81%
Prof/Supp	Man	29%	15%	56%
	Woman	32%	13%	56%
My department/unit supports flexible working arrangements				
Academic	Man	7%	21%	72%
	Woman	11%	24%	66%
Research	Man	9%	17%	74%
	Woman	8%	15%	77%
Prof/Supp	Man	21%	21%	58%
	Woman	25%	13%	62%
I can negotiate flexible working arrangements on an informal basis with my line manager				
Academic	Man	8%	26%	66%
	Woman	13%	25%	62%
Research	Man	9%	9%	83%
	Woman	8%	8%	85%
Prof/Supp	Man	18%	23%	60%
	Woman	26%	18%	56%
I feel that I can strike an appropriate balance between my work and home life				
Academic	Man	31%	18%	52%
	Woman	48%	19%	33%
Research	Man	9%	22%	70%
	Woman	15%	12%	73%
Prof/Supp	Man	19%	23%	58%
	Woman	28%	15%	57%
I believe that working flexibly would negatively impact on my career progression				
Academic	Man	31%	18%	52%
	Woman	48%	19%	33%
Research	Man	9%	22%	70%
	Woman	15%	12%	73%
Prof/Supp	Man	19%	23%	58%
	Woman	28%	15%	57%
I believe that working flexibly would negatively impact on my career progression				
Academic	Man	49%	31%	20%
	Woman	50%	24%	26%
Research	Man	52%	35%	13%
	Woman	81%	0%	19%
Prof/Supp	Man	59%	32%	9%
	Woman	68%	17%	16%

Table 2.4.5: Survey responses to all statements in the flexible working category, disaggregated by gender and staff category, Athena Swan Survey 2023.

- f. Comment and reflect on how the institution considers equality, diversity and inclusion in institutional spaces. This should include:
- + the built environment;
 - + organisation of meetings and events;
 - + publicity materials, including the institution's website and images used on campus.

The University's physical environment has been improved in several ways since 2020. Additional gender-neutral bathrooms were introduced and breastfeeding facilities extended. The SafeZone App was introduced, and public lighting upgraded.

When undertaking building projects and refurbishments, access requirements are robustly considered during the design phase in accordance with the standards set out in the Irish Government's Building Regulations, this is further supported by guidance on Universal Design in Building and Retrofits. This has resulted in improved pedestrian access to the Glasnevin campus as well as the installation of hearing / audio induction loops in buildings.

However, there are ongoing challenges that require action. A disability pulse survey of DCU staff in 2023 found that 70% of disabled respondents agreed that they can access and exit buildings without problems. This fell to a low of 17% for those with a physical impairment or mobility issue. Additionally, 33% with a physical impairment or mobility issue reported that they were able to access and use restroom facilities without problems.



SAP 2.4.6: Data from the staff surveys is shared with key stakeholders within the University to inform ongoing and future work to improve the built environment at DCU for those with disabilities.

In 2018, DCU became the world's first Autism-Friendly University. As part of this project students and staff have access to designated quiet spaces on each campus. Projects to sound-dampen study spaces in the O'Reilly Library and upgrade indoor lighting were undertaken to improve the built environment for those with additional sensory needs. The ongoing SmartDCU project will roll out the monitoring of motion, light and sound with live data reporting, allowing students to monitor and avoid peak congestion occurrences. Furthermore, a *Digital Twin* of the campuses is in development to help encourage on-campus engagement, accessibility, connection and sense of belonging for staff and students.

Towards supporting an inclusive environment for those with different religious affiliations, an Interfaith Centre on the Glasnevin campus hosts a variety of events and provides prayer spaces for different religious. A designated prayer room is now available on the St Patrick's Campus for Muslim students.

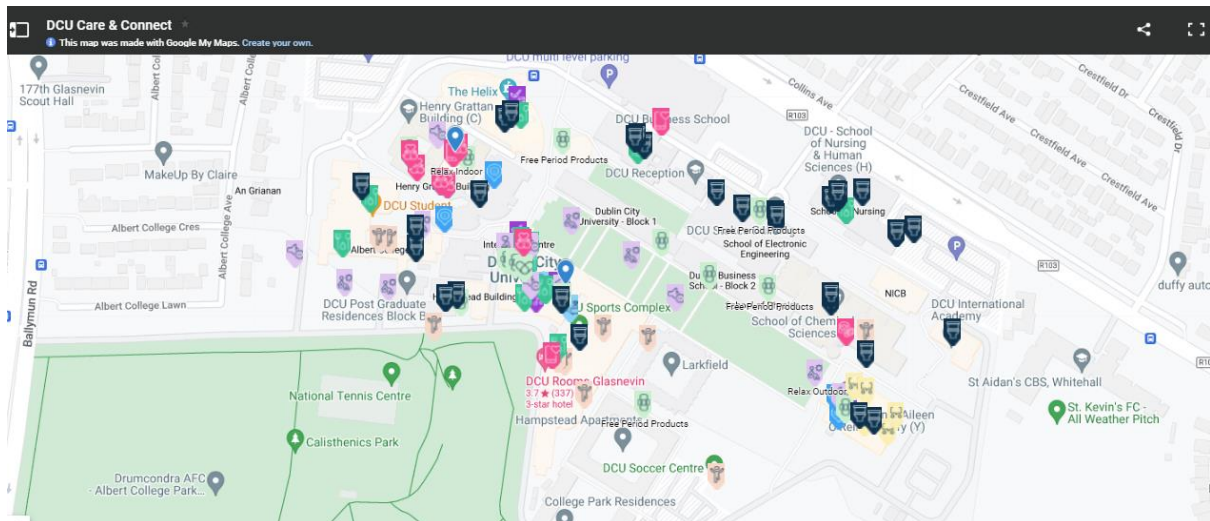


Figure 2.4.25: DCU Care & Connect interactive map detailing services for staff and students on Glasnevin campus, including quiet spaces, wellbeing and safety supports, and universal access toilets.

In line with our BAP, the President's events team developed guidance for staff in hosting online events. This guidance includes specific EDI considerations, including accessibility and gender balance of speakers. The guidelines were broadened in 2023 to include guidance on planning in-person and hybrid events post-COVID.

DCU has taken specific action to ensure its website complies with The European Union Accessibility of Websites and Mobile Applications of Public Sector Bodies Regulations 2020:

1. Staff training - in 2022, 74 content editors attended workshops on digital accessibility.
2. Documentation review – all new content published in HTML format.

The National Disability Authority (NDA) awarded DCU an impressive average score of 83.04% (Jan-Sept 2023) for website accessibility; a substantial increase from a score of 49.81% in the preceding six months.

In 2020, internationally acclaimed artists were selected for Accenture's Women on Walls at DCU initiative, which celebrates the contribution of female pioneers in STEM through a series of commissioned portraits. These are displayed in the lobby of DCU's Stoke's Building. As part of this initiative, DCU collected stories from fifteen inspiring

female DCU academics from the world of STEM and STEM adjacent fields, and launched them on the interactive hub.

DCU celebrates pioneering women through naming several of its key buildings in honour of Irish female leaders in the fields of computing, crystallography and astronomy. Introduced in 2017 as part of the DCU Women in Leadership suite of initiatives, Project 50:50 represents a commitment by DCU to name 50% of its major buildings and lecture theatres after inspiring female figures.

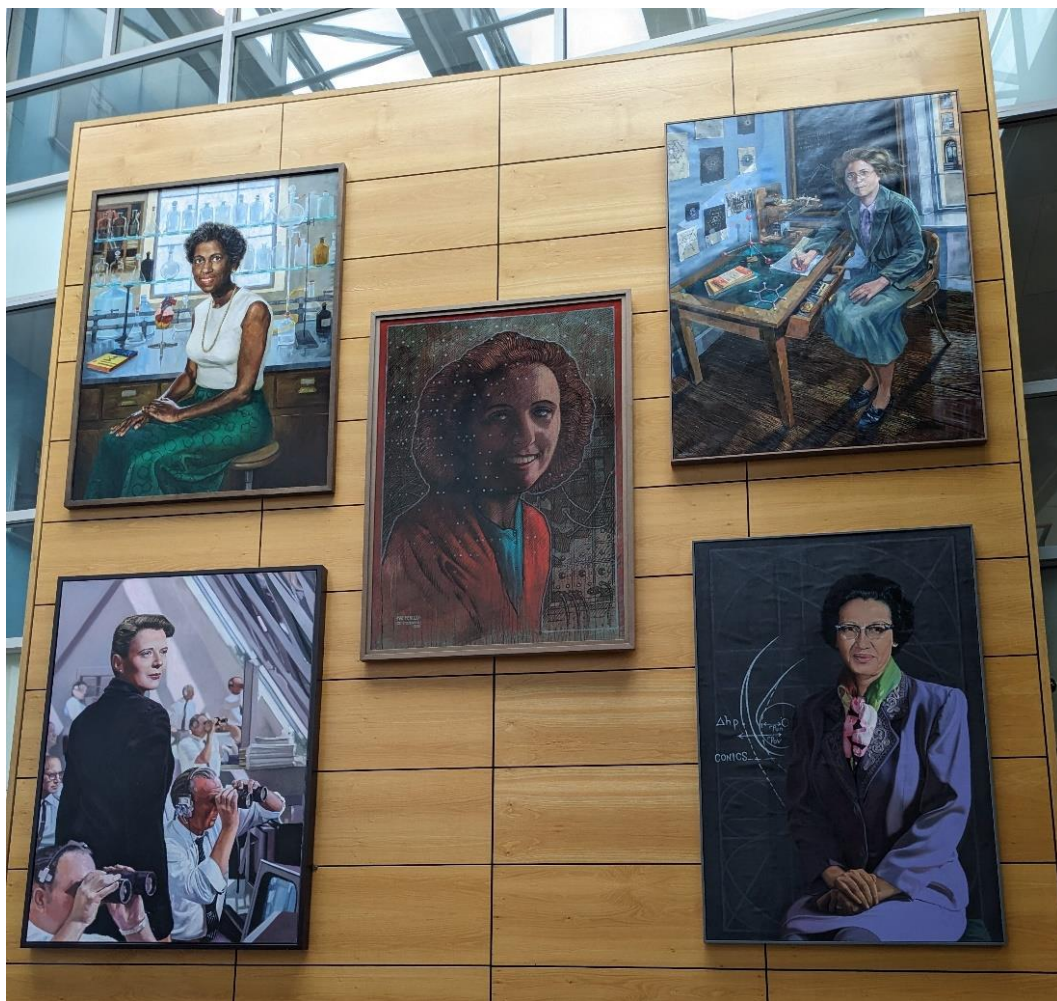


Image 2.4.1: Women on Walls portraits displayed in the Stokes Building of DCU Glasnevin Campus.



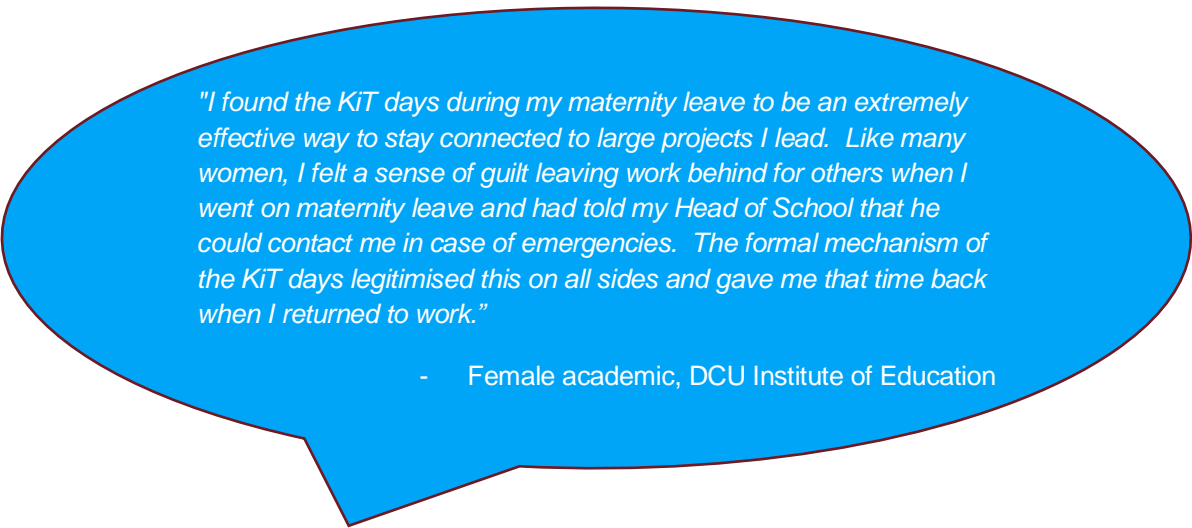
Image 2.4.2: Twelve of the fifteen DCU female academics highlighted as part of the Women on Walls campaign.

- g. Comment and reflect on what support the institution offers to staff who take family leave (maternity, paternity, parent's, adoption and parental leave). This should include:
- + uptake of types of family leave by gender and category of post;
 - + results from staff consultation, presented by gender and category of post, and may include data on additional equality grounds.

All qualifying employees can avail of Maternity Leave, Paternity Leave, Parental and Parent's Leave, and Carer's Leave, as set out in university policies. Those availing of maternity leave have additional benefits including formal Keep in Touch (KiT) days and the option of a teaching-free semester upon return from leave for academic staff. A budget of €40,000 is held annually to support this scheme. A buddy scheme is available for those taking maternity and paternity leave.

Family-related leave policies were reviewed in 2023 to ensure gender neutral language and entitlements in line with legislative requirements. These policies now stipulate the manager's responsibility to explore and discuss potential support for the employee when availing of and returning from leave. Additionally, most policies now include a responsibility for HR to carry out equality monitoring of leave applications

and uptake. This monitoring will make it possible for HR to identify any differences in staff engagement with these policies.



Uptake of family-leave is presented below by gender and category of post. While uptake of paternity leave has increased since our last AS application, parental and parent's leave is still predominantly availed of by women. More will be done to encourage men to avail of these leaves.

	Academic		PMSS		Research	
	Male	Female	Male	Female	Male	Female
Maternity / Paternity Leave	22	42	23	43	2	10
Parental Leave	2	16	15	120	2	6
Parent's Leave	2	21	4	35	0	6
Carer's Leave	0	0	0	3	0	0

Table 2.4.6: 2020 -2022 Family Leave Uptake by gender and category of post.

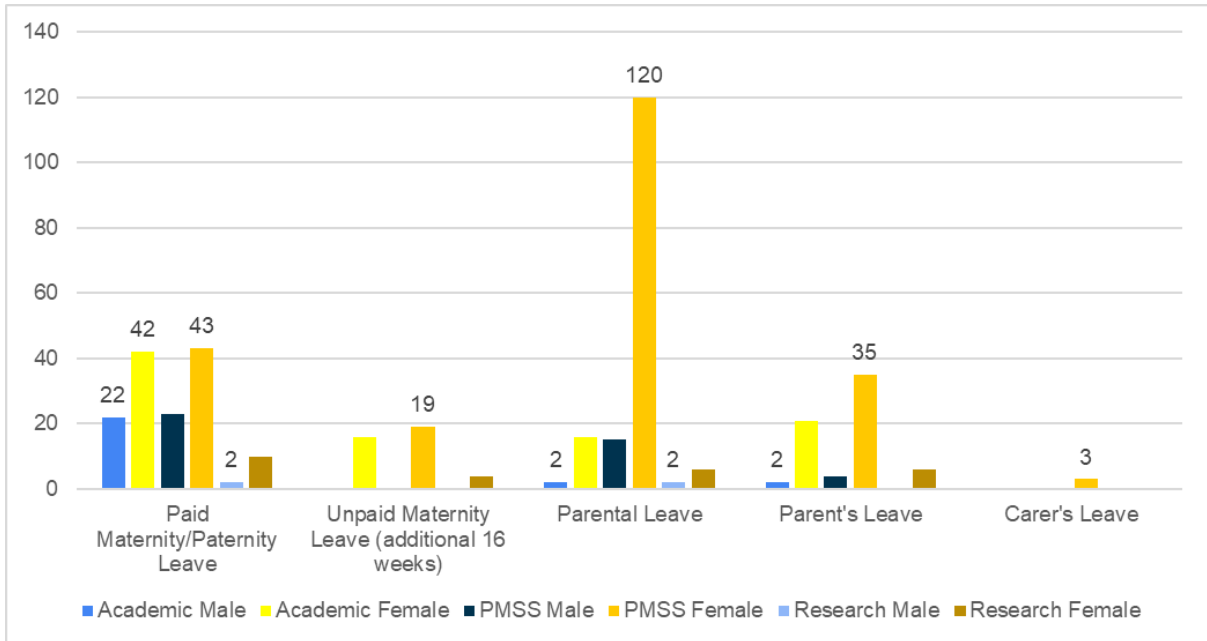


Figure 2.4.26: 2020 -2022 Family Leave Uptake by gender and category of post.

As per 2023 survey, approximately one third of respondents have taken some form of family leave while employed in DCU.

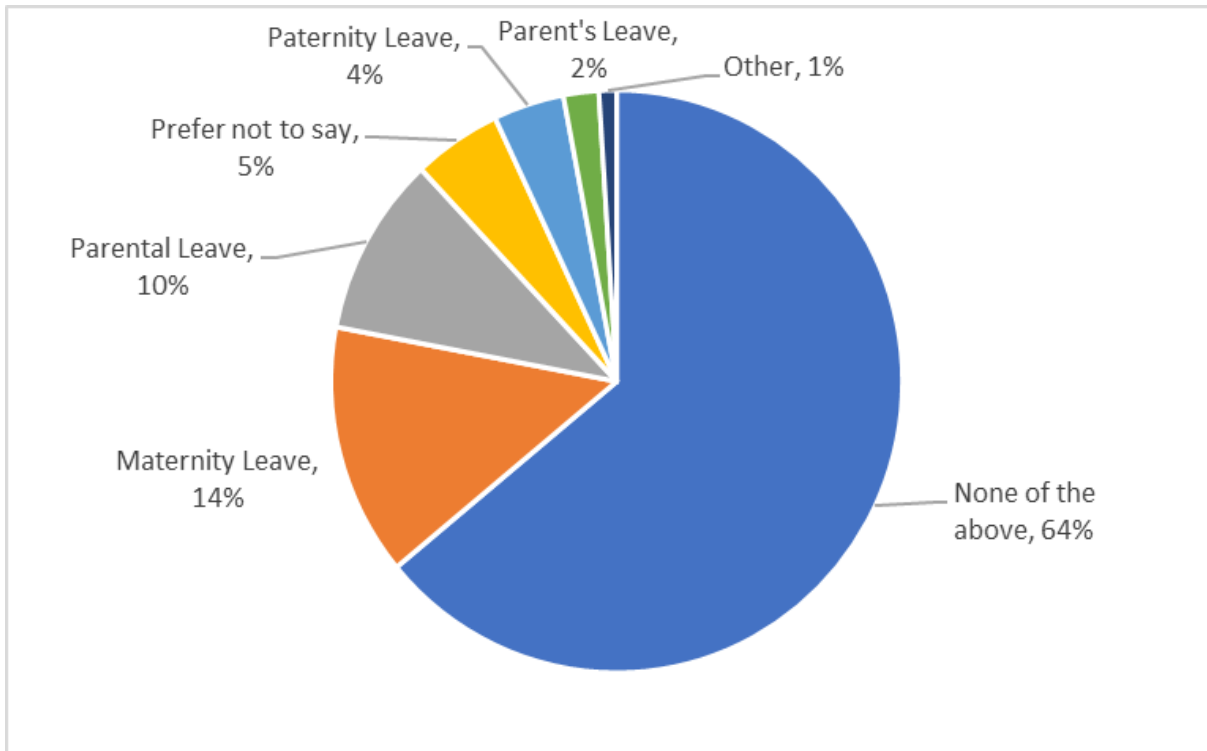


Figure 2.4.27: Percentage uptake of family-related leave of survey respondents, April 2023.

Awareness of family-related leave entitlements is generally positive, with only 16% of respondents unaware of such entitlements. Women are more aware than men. There is scope to further enhance awareness. In addition to existing leave entitlements, DCU has also committed to enhancing the types of leave available to employees, to support them through key stages in their lives.



Figure 2.4.28: Survey responses to question “I am aware of the family-related leave entitlements available to me (e.g. maternity/paternity leave, parental leave, parent’s leave, adoptive leave, carer’s leave)” by gender and by staff category, Athena Swan Survey 2023.



SAP 2.4.7: Improve visibility and communication of family leave policies, while also monitoring uptake to identify any significant gaps in those availing of leave and address these gaps through targeted action.



SAP 2.4.8: Develop additional policies to support employees through key life stages, including a Fertility Treatment Leave Policy, a Surrogacy Leave Policy, and a Menopause Support Guidance.

Supports from line management before and during leave were generally viewed positively (~70% favourability). This is a vast improvement since 2020, where only

13% of staff felt supported, reflecting the impact of several targeted maternity initiatives committed to in our BAP. However, only one fifth agreed that on return from leave, appropriate supports were put in place to facilitate their re-engagement. Focus group findings suggested that line managers' understanding of how to support returning employees needs to be improved to ensure a standardised approach.

"I have had the unusual experience of benefiting from maternity leave when my own child was born, and 'paternity' leave when my wife gave birth to our second child. As a member of the LGBTQ+ community, sometimes I feel most included when nothing remarkable at all happens. Applying for paternity leave as a woman was completely seamless: I met no resistance, no additional questions, no other paperwork. I wasn't required to give any further explanation. It just happened."

- Female academic, DCU Institute of Education



SAP 2.4.9: Carry out a pulse survey with Heads/Line Managers to understand the management perspective and experience of managing leave and develop guidance/training informed by feedback.



SAP 2.4.10: Investigate further the issues surrounding low levels of satisfaction with re-engagement upon return from leave and develop targeted actions based on feedback. Develop a 'return-to-work' induction.

60% of 2023 survey respondents agreed that colleagues carried some/all of their responsibilities during their leave, while 31% agreed that temporary staff were hired to cover these responsibilities. The family-leave focus group noted that some staff on leave rely on the goodwill of colleagues to cover their work. There is a need for a standardised approach to providing cover for those on leave.

42% of 2023 survey respondents indicated that they covered some of their own work during their leave, mainly researchers and academics. Those taking maternity leave were more likely to cover some responsibilities than those taking other types of leave.

Focus group suggested that some employees choose to stay connected to their work while on leave, and this should also be respected.



SAP 2.4.11: Carry out a review on the uptake of family-leave for the last three years from the perspective of what approach each School took in providing cover for such leave. Develop and implement actions based on findings from this review, and ensure a standardised approach is implemented, where feasible.

Just over one fifth of those who took leave believe that taking family leave had a negative impact on their career. Explicitly referencing how family leave will be accounted for in promotion processes may help to address this concern [SAP 2.2.4].

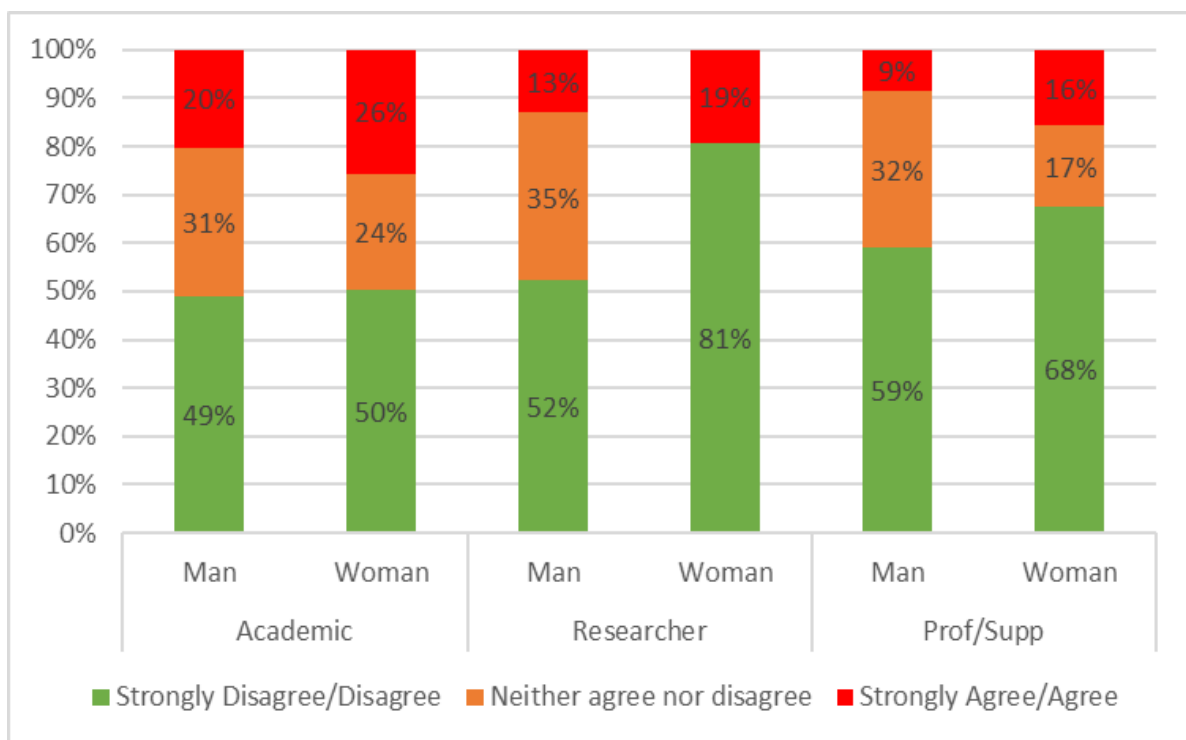


Figure 2.4.29: Survey responses to question “I believe that working flexibly would negatively impact on my career progression” by gender and by staff category, Athena Swan Survey 2023.

- h. Comment and reflect on the policies and practices in place to support staff with caring responsibilities. This should include results from staff consultation, presented by gender and category of post, and may include data on additional equality grounds.

In addition to flexible working and family-related leave options above, DCU provides Statutory Carer's Leave for employees who need to avail of temporary absence from employment for the purpose of providing full-time care. The number of employees availing of this leave was five, PMSS employees (4f, 1m) between 2020 and 2023.

In the 2023 AS survey, nearly half of respondents (46%) indicated that they have caring responsibilities, 49% women and 41% men (Figure 2.4.31).

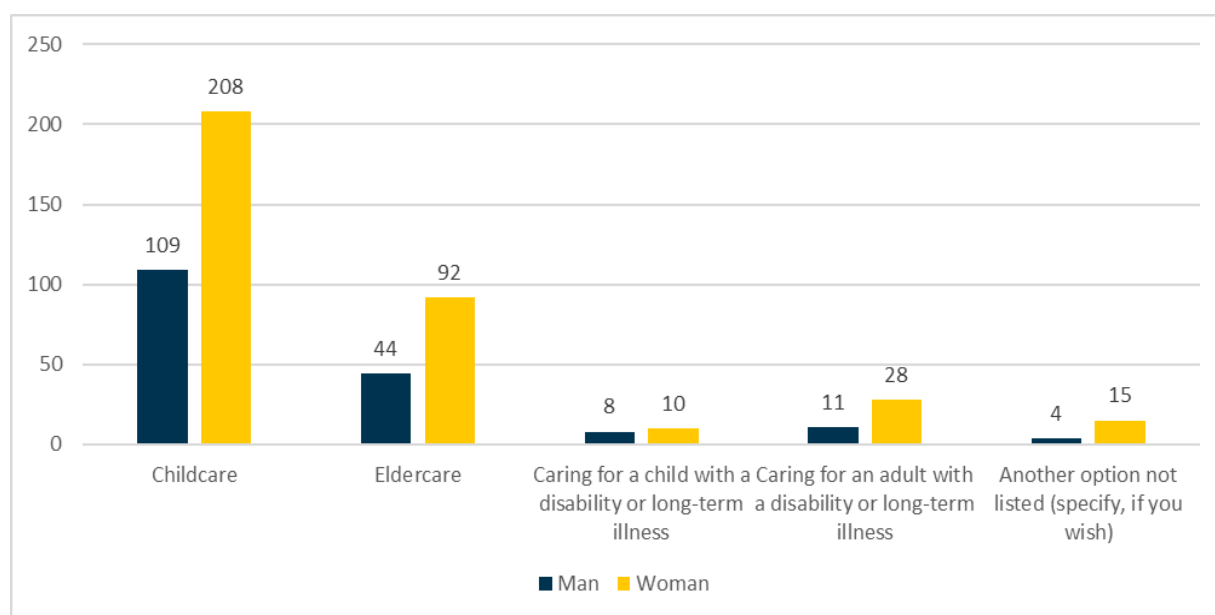


Figure 2.4.30: Type of caring responsibilities of survey respondents, disaggregated by gender, Athena Swan Survey 2023.

The majority of respondents (69%) agree that their line manager is supportive of the need to balance work with caring responsibilities, while 66% agree that staff meetings are planned sufficiently in advance to allow those with caring responsibilities to attend. However, Figures 2.4.32 – 2.4.33 show women as less satisfied than men. 75% of men agree that their line manager would be supportive of the need to balance work with caring responsibilities, compared to 66% of women. There are also slight differences between staff categories in response to these statements. Researchers are most satisfied (78%) with line manager support but only 59% of technical staff agreed that staff meetings are planned sufficiently in advance to allow those with caring responsibilities to attend.

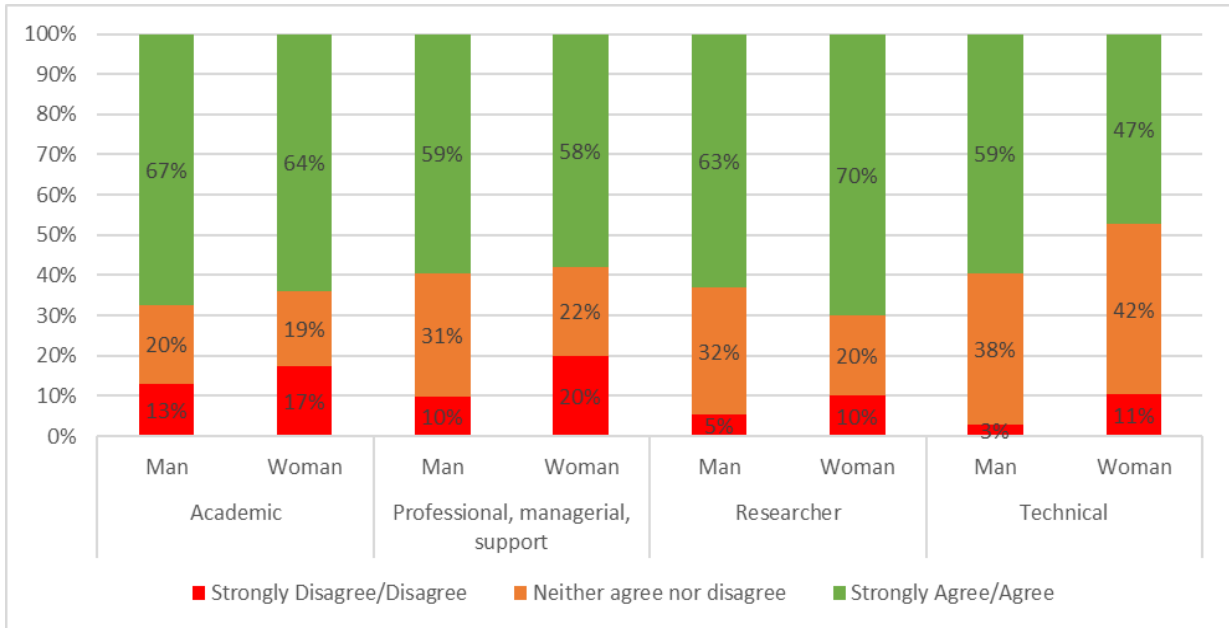


Figure 2.4.31: Survey responses to question “Key staff meetings are planned sufficiently in advance to allow those with caring responsibilities to attend” by gender and by staff category, Athena Swan Survey 2023.

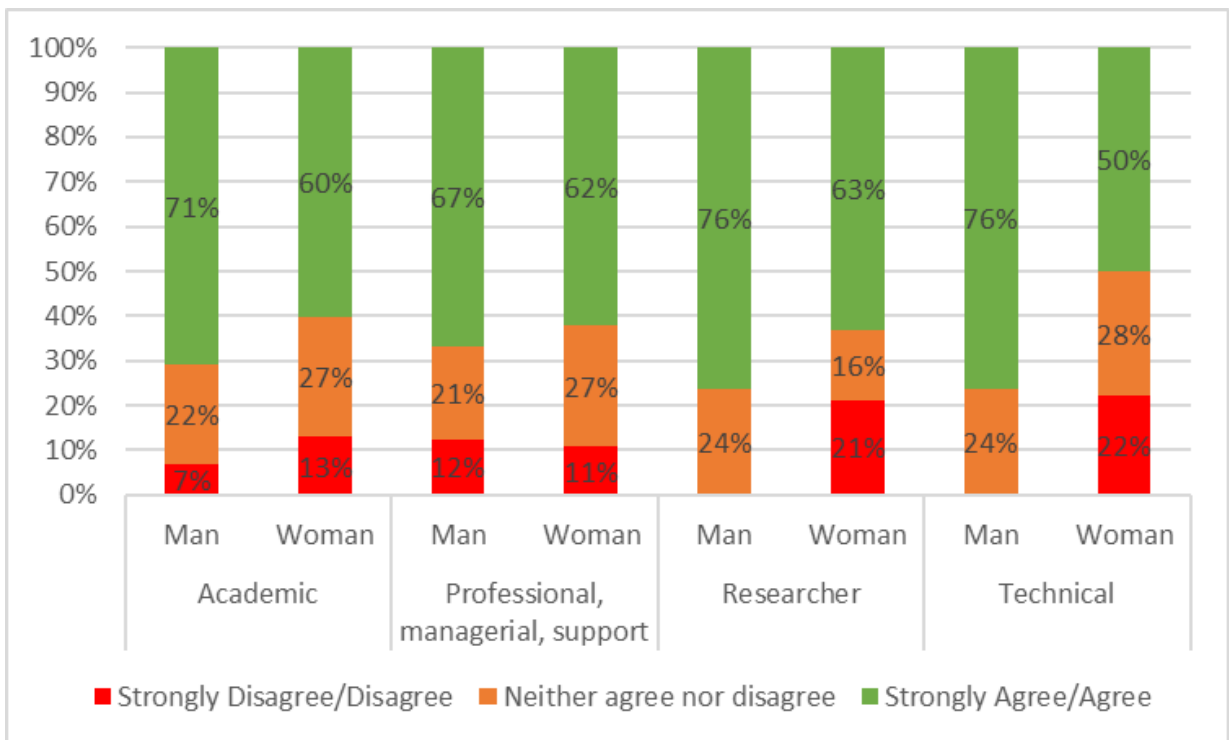


Figure 2.4.32: Survey responses to question “My line manager would be supportive of the need to balance my work with caring responsibilities” by gender and by staff category, Athena Swan Survey 2023.

Experiences also differ depending on the type of caring responsibility (Figures 2.4.34 - 2.4.35). Those with eldercare responsibilities and those caring for an adult with

disability/long-term illness have less awareness of the family/caring leave entitlements than those with childcare responsibilities. It is also evident that those with eldercare responsibilities feel less supported than those with other caring responsibilities. In 2019/20 L&OD hosted *Caring for an Older Relative* workshops. These courses will be reintroduced annually from 2024. A toolkit will also be developed to support line manager's when supporting staff with caring responsibilities.



SAP 2.4.12: Ensure that staff with caring responsibilities feel supported by their line manager in balancing work with caring responsibilities, regardless of gender or type of caring responsibility, by developing a toolkit to support line management and holding annual *Caring for an Older Relative* training.

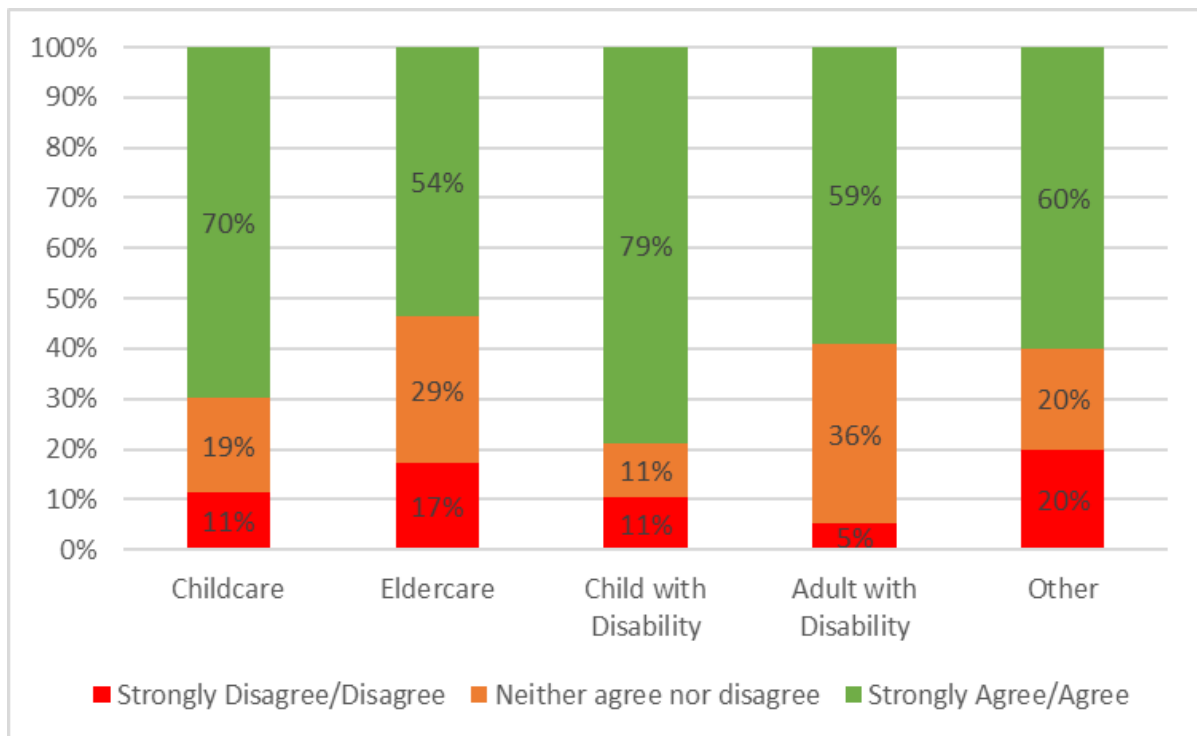


Figure 2.4.33: Responses to the statement 'I am aware of the family/caring leave entitlements available to me' in the Athena Swan survey 2023, broken down by type of caring responsibility, Athena Swan Survey 2023.

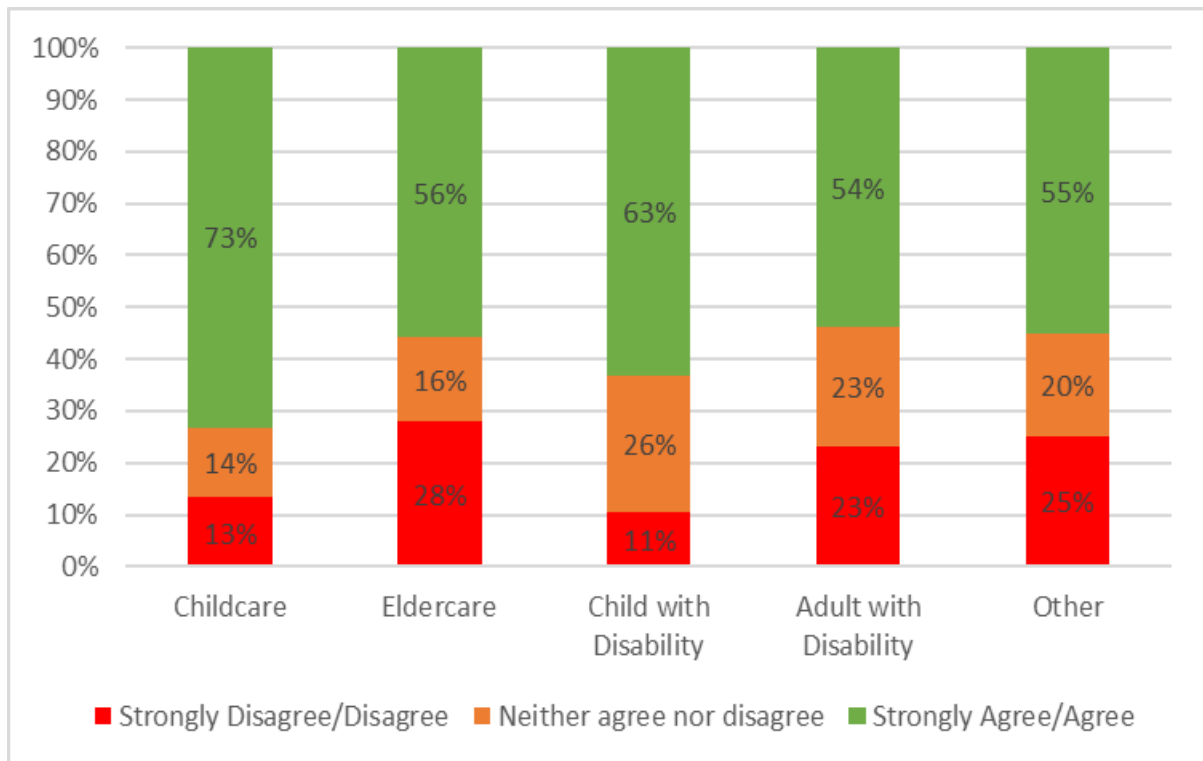


Figure 2.4.34: Responses to the statement 'My line manager would be supportive of the need to balance my work with caring responsibilities' in the Athena Swan survey 2023, broken down by type of caring responsibility, Athena Swan Survey 2023.

- i. Provide information on institutional systems for evaluating equality, diversity and inclusion in student populations. This should include:
 - + information on how equality grounds are captured in student data systems and/or other methods used by the institution to evaluate equality (e.g. student survey). If data is not collected for certain characteristics, please comment;
 - + reflection on how disclosure is supported and if appropriate safeguards are in place;
 - + comment on disclosure rates where identifiable or appropriate;
 - + confirmation that students are recorded in student data systems as the gender they identify with;
 - + information on how the institution supports student data collection for departmental Athena Swan submissions.

Registry system and Equal Access Survey

The DCU student registration system records gender data supplied by new students on their application form. Students can identify as: Female; Male; Non-Binary; and

Other. As per the DCU Student Gender Identity and Expression Policy, students can request to have their gender or name changed on records at any stage during their studentship. Other details, such as ethnicity, religion, and sexual orientation are not currently captured.

As part of the implementation of a new DCU Student Information System (SIS), updates are being developed to ensure that the HEA equal access survey is presented during enrolment. This will seek information on disability, parenting and ethnicity, and provide opportunity for a clearer profile of the student population. The student will also be able to update their personal pronouns at enrolment. Current engagement from DCU students with the Equal Access Survey is ~27%. The inclusion of the survey within the enrolment process, and additional plans to promote the survey during orientation, aims to increase engagement.



SAP 2.4.13: Review the Student Gender Identity and Expression Policy and related procedures will be reviewed in the context of the new SIS programme and systems.



SAP 2.4.14: Actively promote the HEA equal access survey and encourage students to engage with this data capture exercise to help improve the quality of equality data within the HE sector.

Widening Participation Agenda

DCU has built a strong tradition of creating equal access to third-level education for students from under-represented groups. DCU's Access Service is Ireland's first and largest university-based Access Programme. As set out in DCU's Equity of Access Plan (2023 – 2028), DCU aims to allocate at least 30% of undergraduate places to the students from underrepresented backgrounds, including groups identified in the National Access Plan (2023-2028). Access students have a unique identifier allowing the university to monitor and support retention, and progression.

Benchmarking against HEA national trends for 2022/23 shows that DCU is mostly ahead of national trends for providing alternative access routes to higher education.

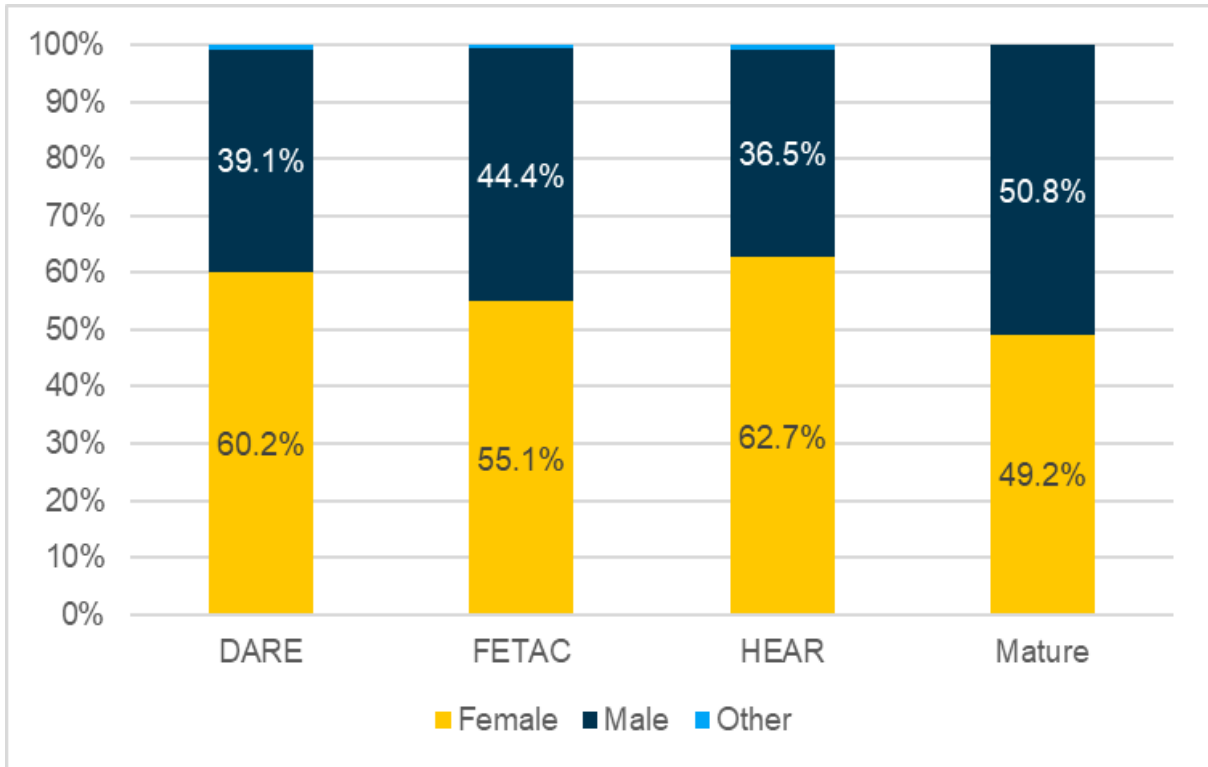


Figure 2.4.35: Student enrolment through special entry routes for the 2022/2023 academic year.

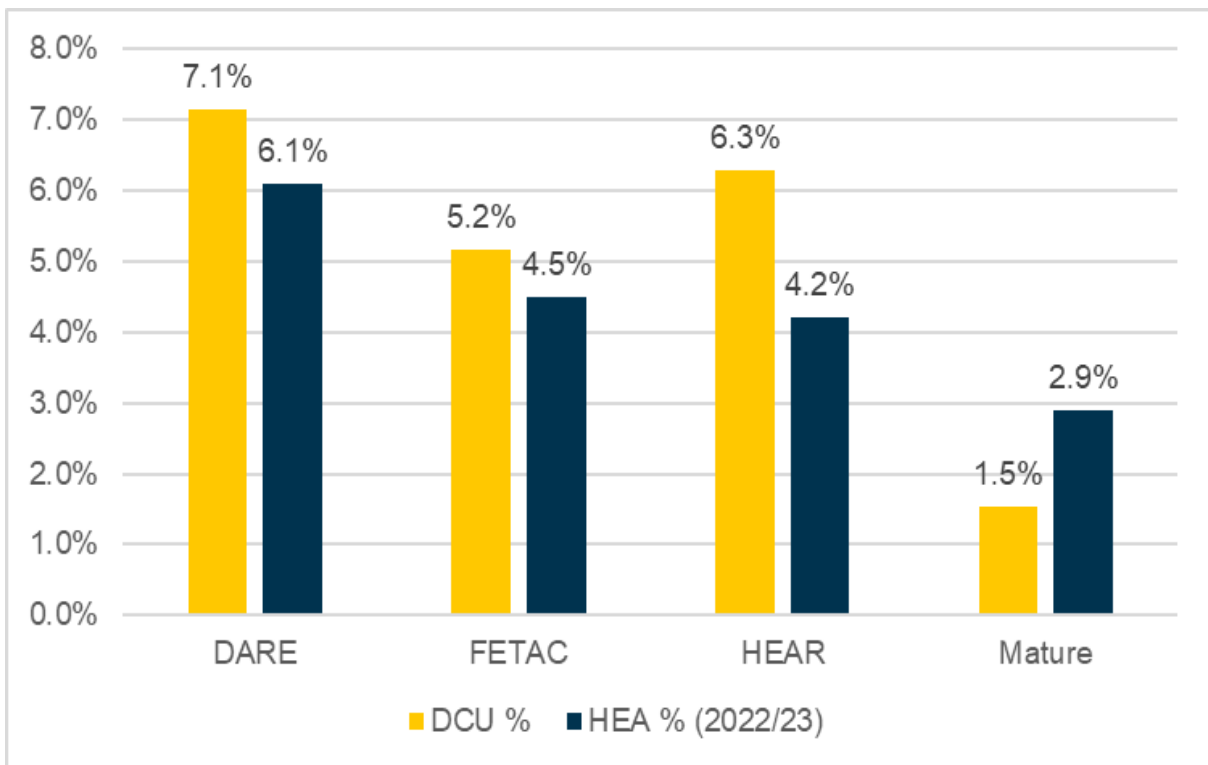


Figure 2.4.36: Percentage of student enrolments through special entry routes, benchmarked against HEA national data (2022/23).

DCU introduced the first Irish Sign Language (ISL) Bachelor of Education pathway in 2019, facilitating Deaf and hard of hearing people who use ISL to enter primary teaching for the first time. The first Deaf students to qualify as primary school teachers using ISL pathway graduated in October 2023.



Image 2.4.3: DCU Graduates of the first Irish Sign Language Bachelor of Education pathway - Aimee Ennis McLoughlin, Kevin Dudley and Aisling O'Halloran.

In December 2016 DCU became Ireland's first designated University of Sanctuary. Since then, DCU has offered 51 scholarships to students from a wide range of countries.

Students can register with Disability Learning Support Service (DLSS) at any time during their period of study. Following a needs assessment, students will receive appropriate support based on their needs and in line with funding availability. With consent, this information is shared with relevant stakeholders through a secure system.

Year	Undergraduate		Postgraduate		Grand Total
	F	M	F	M	
2023/24	654	394	32	20	1,100
2022/23	674	392	42	14	1,122
2021/22	709	420	35	25	1,189

Table 2.4.7: Number of students registered with DLSS, disaggregated by gender and programme type for the last three academic years.

To support departmental Athena Swan submissions, the Quality and Institutional Insights Office (QIO) has developed an AS student data dashboard on PowerBI platform. This dashboard stores all student-related data required for AS applications including: applications, offers, and acceptances, enrolment and progression figures, and attainment rates disaggregated by gender and programme. All School-level SATs have access to this dashboard and support is offered by the QIO if there are additional data requests or queries.

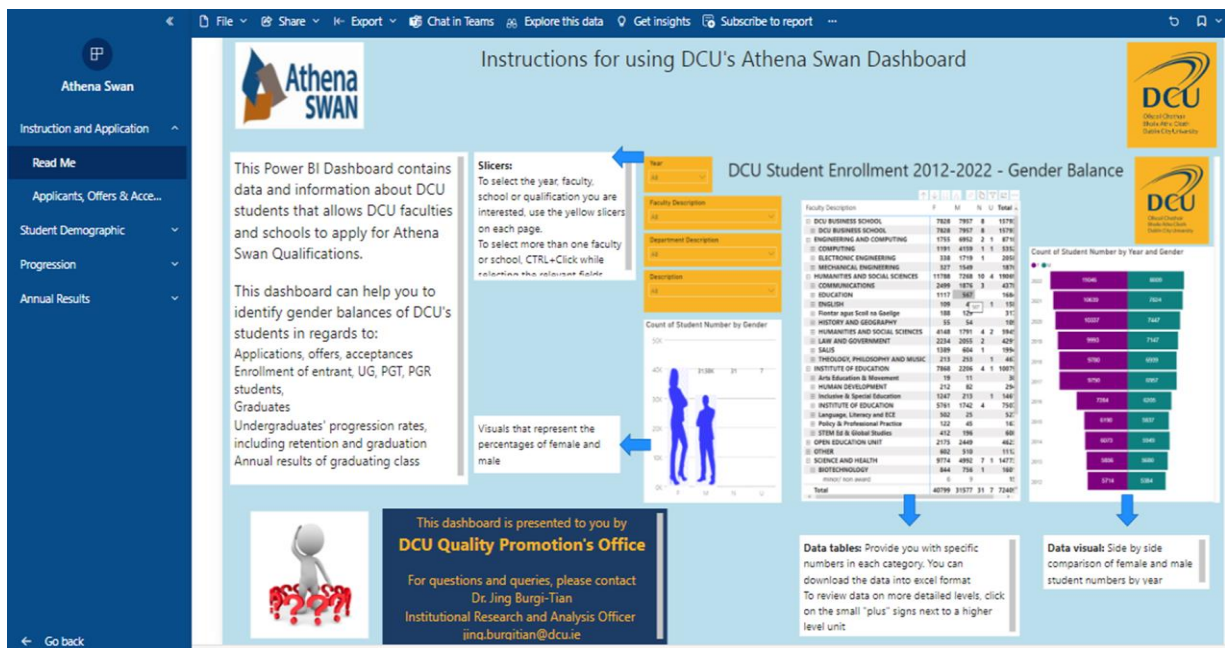


Figure 2.4.37: Instructional page of the DCU Athena Swan Dashboard on PowerBI platform.

- j. Comment and reflect on how students are included in the equality, diversity and inclusion objectives of the institution, including any initiatives that align with Athena Swan activity. This may include, but is not limited to:
- + incorporating equality, diversity and inclusion into curricula, pedagogy and assessment;
 - + creating a safe and respectful environment;
 - + supporting students with family and caring responsibilities;
 - + equality, diversity and inclusion in student intake, engagement and activities.

EDI in curricula, pedagogy and assessment

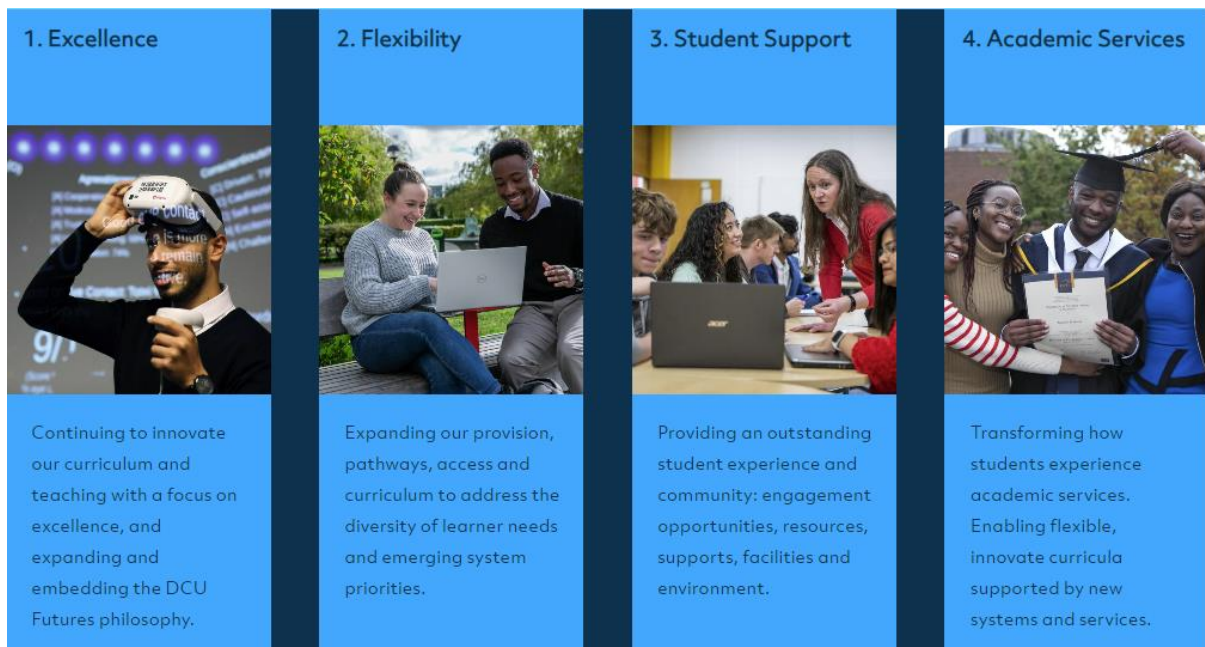


Figure 2.4.38: The strategic priorities under Pillar 1 of DCU's Strategic Plan 2023 – 2028: 'Pioneer A Transformative Student Experience'.

DCU Futures, the biggest innovation in teaching and learning in the history of the University, seeks to recognise the growing diversity of the student population. A core element of DCU Futures is the explicit prioritisation of transversal skills, including intercultural competence, personal agility, leadership, and health literacy, which recognise the importance of equality, diversity and inclusion.

Our Teaching Enhancement Unit currently runs a UDL badge available to academic and non-academic staff and has extensive resources to assist academics in adopting UDL practices within their teaching and assessment.

The DLSS provides support to registered students in fulfilling their academic potential. Support includes academic personal assistants, notetakers, library/research assistants and Irish Sign Language interpreters. Reasonable examination accommodations are also available. Supports include extra time allowance, rest periods, announcements, smaller examination centres, accessible toilets, use of a computer or assistive technology and a marking waiver.

DCU Care & Connect

DCU Care & Connect is a university wide approach to positive mental and physical health and sits with national frameworks and initiatives under an overarching DCU Health and Wellbeing Strategy. The initiative aims to:

- develop a community where students know that they matter and that their development is at the heart of everything we do;
- develop a campus environment where students are treated with dignity and respect, where every member of staff feels responsible for student wellbeing and where students watch out for each other;
- help students understand the importance of self-care.

Priority areas are detailed in Figure 2.4.40.

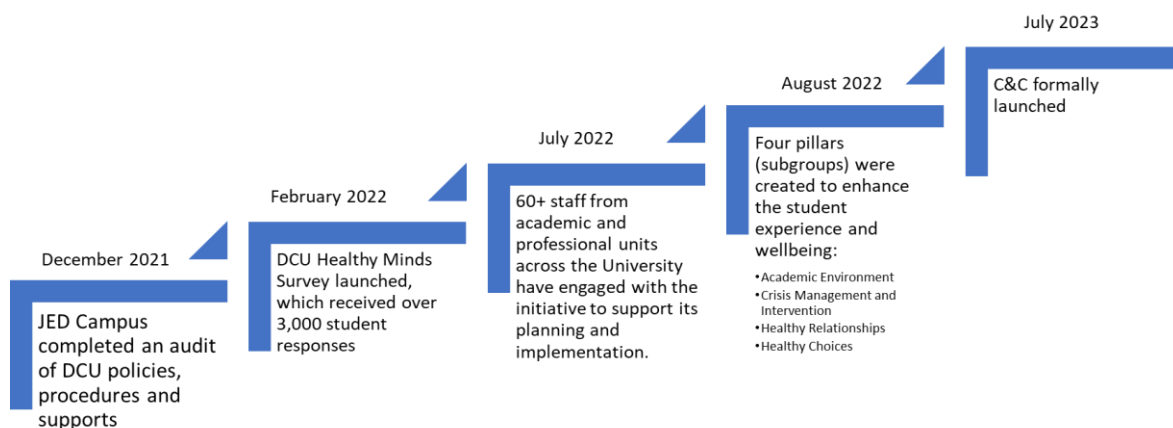


Figure 2.4.39: Timeline for the establishment of the Care and Connect Initiative in DCU.



Figure 2.4.40: 2023/24 Care & Connect Healthy Relationships Priorities.

Discover Community

DCU is committed to fostering an inclusive and positive experience for all students. Policies are promoted at Student Orientation and in the Discover e-Learning Transition to University series. From 2023, all clubs and societies are required to ensure at least two members have completed Bystander Intervention training. As of January 2024, over 300 students have successfully completed Bystander training. Student EDI participation is set out in Table 2.4.8.

Course	Participation			
	Female	Male	Non-Binary	Total
Active*Consent Orientation	n/a	n/a	n/a	1,587
Active * Consent e-Learning	183	156	2	341
TiLT	83	31	0	114
Bystander Intervention	195	204	1	400

Table 2.4.8: Participation rates for EDI-related training of students for academic year 2023/24, disaggregated by gender.

The TiLT course provides the institution with a dashboard of completion rates, awareness and attitudinal changes as a result of completing the course.

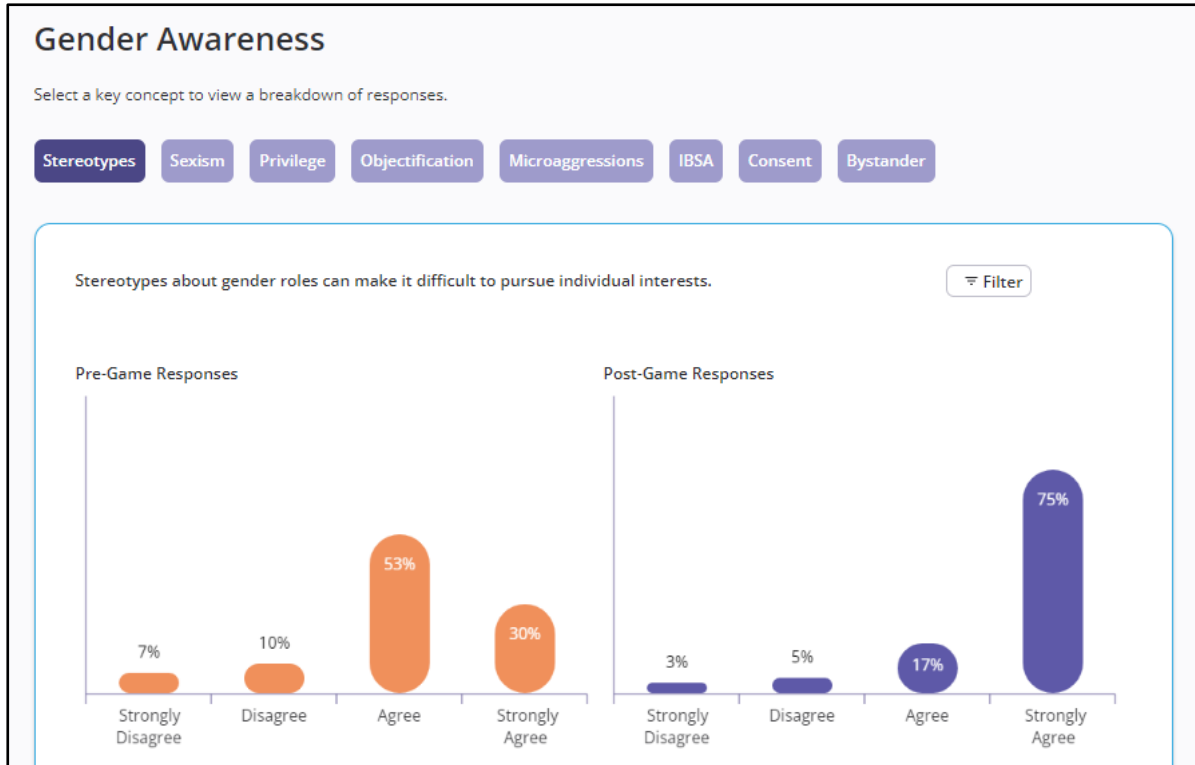


Figure 2.4.41: Gender Awareness section of the TiLT dashboard (2023).



Figure 24.42: Race Awareness section of the TiLT dashboard (2023).



SAP 2.4.15: Improve engagement with the Discover Community e-Learning Transition to University series to ensure all cohorts of students are participating, regardless of gender or programme type.

Student Supports

A Student Policy Officer was appointed in October 2022 to lead on the development, communication and promotion of student policies. As of November 2023, students have access to a new Student Policy Hub online.



Figure 2.4.43: Screenshot of the Student Policy online Hub.

- **18 staff** (13 female and 5 male) trained as Dignity and Respect Allies for student disclosures of inappropriate behaviour.
- **10 staff** (9 female and 1 male) trained by DRCC as Sexual Misconduct Advisers for student disclosures.
- Communication plan to promote the Sexual Misconduct and Dignity and Respect policies.
- The Speak Out Anonymous Reporting Tool is heavily promoted via posters in prominent student areas.



SAP 2.4.16: Ensure that DCU continues to be a safe and respectful environment for all students through regular review of policies and ongoing educational campaigns.

The University recognises the challenges facing student parents and carers and continues to review and evaluate our facilities and initiatives. Currently supports include:

- Breastfeeding facilities;
- Student Financial Assistance Fund for those using full-time childcare;

- Pregnant Students Policy to support new and expecting mothers;
- Personal Circumstance Accommodations available to students where caring commitments may be impacting on their academic performance.



SAP 2.4.17: Ensure that all students with caring responsibilities feel supported and can effectively engage in student life.

DCU Access Outreach

In 2022/23 the DCU Access Outreach team achieved approx. 2000 individual engagements with 12 mixed and all female secondary schools with low university progression rates.

“Girls from our school told us about college and because they were from our school it was very inspiring.”

- Female TY student

“There is probably a stereotype of men doing STEM subjects. Now I know everyone can do everything no matter what.”

- Female TY student

College Connect works on a regional basis across four HEIs; DCU, NUIM, TUS Athlone and DkIT and aims to support under-represented communities to gain access to Higher Education. The team reaches out to ‘cold spots’ in the region to share information about pathways to Further and Higher Education and the personal, academic, and financial support available. In 2022/2023 DCU College Connect engaged with **37** new community organisations, providing peer mentoring workshops and EDI events, ensuring that the student population reflects and respects the diversity of the community in our region.



Figure 2.4.44: Underrepresented groups targeted via the College Connect initiative.

DCU Autism Friendly

DCU became the world’s first designated autism-friendly university in 2018. Since then, the University has been adapting the environment, raising awareness, providing training, and building a community of acceptance that make it as easy as possible for autistic community members to participate fully in all aspects of university life. A dedicated Autism Friendly Coordinator is in place to both implement the project and act as the first point of contact for autistic students. We have seen an increase in disclosures from 34 in 2018 and to 92 in 2022.

I think it is a testament to the autism friendly university initiative that I rarely have to think about my autism in terms of my studies because I am rarely faced with any difficulty because of it. In fact, my autism is more frequently treated as an explicit benefit to my studies, as it should be!

- Recent DCU Graduate

DCU Access To The Workplace

DCU Access to the Workplace provides professional summer internships for DCU Access students; 90% are from socio-economically disadvantaged backgrounds, and 10% are neurodivergent students. Leading Irish companies host the internships. 2019-

2023 saw 318 summer internships for DCU students with 95 partner companies. The initiative won Times Higher Education Widening Participation/Outreach Initiative of the Year Award in 2022 (UK & Ireland).



Image 2.4.3: Current DCU students and staff from participating companies pictured with DCU staff at the 2024 programme launch.

Faith Spaces

DCU is committed to supporting all members of the University community from diverse faith and non-faith backgrounds. Services are available across the three teaching campuses and celebrations are hosted for all faiths. DCU Chaplaincy is home to Ireland's first Inter Faith Centre and opened a new Hindu prayer space in November 2023.



SAP 2.4.18: Review our available prayer spaces to meet the needs of students and our staff community.



Image 2.4.4: *The Inter Faith Centre located on the DCU Glasnevin campus.*

Inclusive DCU Student-led activities

As part of the Lead DCUSU Workshop Series, DCUSU have partnered with Women for Election to facilitate sessions empowering women to put themselves forward for election. These sessions target self-identifying female students who have an interest in running for Students' Union sabbatical officer elections, class rep elections and society committee elections. To gain feedback from students on issues relevant to them several *Advisory Groups* were established. These include: Wellness (Est. 2022), Disability (Est. 2020), and Black Students and Students of Colour (Est. 2019). In 2020 DCUSU introduced a new Vice President for Diversity and Inclusion role in response to student feedback and the significant workload required to serve the diverse population of students. Other DCUSU activities include:

- Introduction of Clubs and Societies Disability Awareness Policy
- Funding period products across all campuses for students.
- Campaign weeks throughout the year such as Disability Awareness Week, Rainbow Week and Multicultural Week.

5. Institutional priorities for future action

- a. Identify the institution's key issues relating to gender equality and establish key priorities for action over the next four years:
- + Select up to five key priority areas where the institution will strive for impact. Selected priorities should be justifiable and based on the quantitative and qualitative evidence presented in Section 2.
 - + Specific action(s) to support progress in priority areas should be identified.

Priority	Rationale	Associated Actions
GE 1: Enhance communication and engagement with Athena Swan to embed it further across practices in the University.	Engagement with AS has continually improved across the four-year period; but increasing staff engagement, particularly from men, and engagement from departments is critical to continue embedding AS into practices.	SAP 1.2.1; 1.3.3; 3.3.1
GE 2: Enhance inclusive leadership practices within the University from a gender and intersectional perspective to ensure diverse representation that reflects the staff community.	100% of DCU's governance committees and 50% of senior committees are gender balanced. Work is continuing to ensure all senior committees have gender parity and consider intersectionality.	SAP 1.2.2; 2.1.2
GE 3: Enhance robust succession planning and achieve appropriate gender representation across grades within all staff categories.	Data shows that we have yet to meet gender parity at senior academic and research grades. Reducing gender disparity at junior PMSS positions is also required.	SAP 2.2.1; 2.3.1
GE 4: Strengthen awareness and transparency of career progression pathways for all staff, with a particular emphasis on addressing gendered disparities.	A perception that career progression pathways are not fair or transparent is clear from staff consultation findings; with women less satisfied than men with promotion criteria and processes.	SAP 2.2.4; 2.2.5; 2.2.6; 2.2.7; 2.2.8; 2.2.9; 2.2.14; 2.3.2; 2.3.3
GE 5: Support work-life balance among all staff, with a particular focus on gender and intersectionality, through enhanced flexible working and family/caring entitlements.	Consultation findings show that to support work-life balance, flexible working and family/caring entitlements be reviewed and updated. Work on raising awareness of these entitlements is also needed.	SAP 2.4.5; 2.4.7; 2.4.8; 2.4.9; 2.4.10; 2.4.11; 2.4.12

Table 2.5.1: DCU gender equality priorities, and associated actions, 2024 – 2028.

- b. Identify the institution's key issues relating to additional equality grounds and establish key priorities for action over the next four years. Include comment on how these priorities will provide a foundation for addressing intersectional inequality:

- + Select up to five key priority areas where the institution will strive to make progress. Selected priorities should be justifiable and based on the quantitative and qualitative evidence presented in Section 2. Where evidence has not been presented in Section 2, priorities should be aligned with established good practice to progress equality and support the institution to build capacity in evidence-based equality work.
- + Specific action(s) to support progress in priority areas should be identified.

Priority	Rationale	Associated Actions
AEG 1: Strengthen the governance of EDI across the University to further embed EDI into practices and ensure effective progression of all EDI frameworks including Athena Swan, Anti-Racism, Consent, and Disability.	To ensure that AS is implemented in tandem with other EDI priorities, an improved and robust governance and operational structure is needed.	SAP 1.2.3
AEG 2: Increase data collection across all equality grounds to allow for a clearer understanding of our community, and where gaps in policy and practice are evident.	To support in progressing with several actions in this SAP, including diversifying our talent pools and ensuring diversity in succession planning, it is important that DCU first understands the profile of the staff community to identify gaps and take targeted action.	SAP 1.2.4
AEG 3: Ensure a continued safe and respectful working environment for all staff and students, regardless of gender, age, ethnicity, sexual orientation, religion, civil/family status, disability status.	DCU is committed to ensuring safe and respectful work and study environments under the Consent Framework, and consultation has highlighted the importance of building more awareness in policy and reporting processes.	SAP 2.4.1; 2.4.4; 2.4.16
AEG 4: Embed inclusivity into policies and practices to ensure they take into consideration those facing inequalities across the nine protected grounds.	Ensuring intersectionality is considered in our policies and practices will allow us to tackle intersectional inequalities experienced by employees.	SAP 2.1.1; 2.2.6; 2.2.10; 2.4.3; 2.4.13

Table 2.5.2: DCU additional equality ground priorities, and associated actions, 2024 – 2028.

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

In Section 3, applicants should evidence how they meet criteria D and E:

- + Demonstration of progress against the applicant's previously identified priorities
- + Evidence of success addressing gender inequality and, where relevant, wider inequalities

Recommended word count: 2,500

1. Evaluating progress against the previous action plan

- a. Insert (on the landscape page to follow) the most recent iteration of the action plan associated with the previous institution award. The action plan should be 'RAG' rated (rated 'red,' 'amber' or 'green') depending on progress.

1.a Previous action plan

DCU Institutional Bronze Action Plan (BAP) 2020 – 2024 Progress Report

Ref.	Pri orit y	Objective	Rationale	Actions and Milestones	Time frame	Person respon sible	Measure of Success/ Target	RAG Status	Progress Update
AS3.1	H	To review University SAT membership to ensure appropriate expert representation and gender balance to drive for Silver	All University committees including the SAT should have minimum 40% of men and women	Reconstitute the SAT, taking into consideration representation from all genders, campus locations and an appropriate senior: junior ratio. Update ToR to focus on oversight of the implementation of the AS action plan	Q2 2021	AS Coordinator	Minimum 40% of each gender on the SAT	Green	From September 2021 to December 2022 the SAT constituted 60% female and 40% male; in line with our commitment to have at least 40% of each gender represented on all university-level committees. The percentage of male representation slipped slightly to 38% when the SAT was reconstituted in January 2023. This was in part due to ex officio roles (including the VP for EDI, Athena Swan Officer, EDI Adviser, and EDI Faculty representatives) where the gender was heavily female dominated. Actions were taken to address this imbalance and 42% male representation was achieved by September 2023.
AS3.2	M	To keep GA informed of progress by reporting regularly on Athena SWAN/Gender Action Plan via a RAG status update	To monitor and review the implementation of the Action Plan	Create a template for reporting to EDI sub-Committee bi-monthly. Develop bi-monthly reports and present to EDI sub-Committee of GA. Chair of EDI sub-Committee will report back to GA.	Q2 2021 Q3 2021; biannually	AS Coordinator	Bi-annual report to GA with clear progress captured	Green	Athena Swan was added as a standing item on all Governing Authority (GA) EDI sub-Committee agendas from 2021 onwards; with the DCU Athena Swan Officer presenting on key milestones, progress, and risks. An update was provided every two months during the academic year between 2021 and 2023. These updates were shared to DCU GA via the Chair of the EDI sub-Committee. As DCU commenced its self-assessment process to achieve a Silver award, a presentation was made directly to GA on our self-assessment plan, timeframe for development of application, and key next steps for the University.
AS3.3	M	To implement feedback from survey into future surveys including more regular, shorter surveying	There is a need to obtain more in depth data, particularly relating to broader areas of EDI, and a need to increase response rates. Our 2019 survey had a 40% response rate.	Update survey template based on feedback from the 2019 staff survey. Carry out an Athena Swan/EDI survey with all-staff every two years (2021 and 2023) to monitor trends and progress and to identify any emerging new issues.	Q2 2021 Q3 2021; biannually	AS Coordinator	Surveys conducted, with a 10% increase in participation of the AS survey by 2024. Survey findings analysed and new actions/initiatives	Green	Since our last submission, two subsequent Athena Swan surveys were conducted in Dec 2021 and April 2023. We exceeded our target to increase engagement by 16%; moving from 40% response rate in 2019 and 2021, to 56% in 2023. This increase was supported by having a stronger Athena Swan communication approach throughout the year, and ensuring that senior management and champions of AS/EDI were involved in the rollout of the survey. In addition, the EDI Unit identified three key themes for pulse surveys in 2022 – race equality, supporting disability in the workplace, and career progression and supports for early career researchers. Initially expected to run throughout 2022, the launch of these pulse surveys was held off due to the delay in the establishment of our staff networks. In initial plans, the EDI Unit would work alongside and collaborate with staff networks to run these surveys,

				Identify areas/themes for shorter pulse surveys in order to capture baseline data. Carry out pulse surveys in between main AS/EDI surveys. Update action plan with any new actions to address emerging issues/trends.	Q2 2022; Q4 2022 – Q1 2023 Ongoing		identified as necessary.		however, it was decided to go ahead and launch them in February 2023 to curb any further delays in gathering such important data. Response rates were as follows: 8% (race equality), 7% (supporting disability) and 37% (early career researchers). Findings from these pulse surveys are included as part of this self-assessment process. EDI was also a theme included in the HR “Our DCU” Fuse event in November 2021, with staff encouraged to provide feedback and views on EDI related issues that would feed into future Our DCU and Athena Swan action plans.
AS3.5	H	To support the progression of departments with AS by establishing a DCU Athena Swan Peer Support Network	To enable departments to share advice, knowledge and best practice – will help prevent duplication of work and facilitate sharing of best practice and experience	Create a plan for the establishment of a Peer Support Network for AS Chairs at department level, including a terms of reference. Invite AS Chairs to join the network and update membership regularly. Hold a minimum of 4 meetings per year.	Q3 2021 Q3 2021; quarterly	AS Coordinator	Network established and active engagement	Green	The Athena Swan Peer Support Network was established in Q1 2022, with the aim to support Chairs & SAT members developing AS applications and implementing action plans. There is currently a representative from each School that has successfully attained an AS Award and any School who is currently undertaking the self-assessment process to develop an application for an award. The Network meets every two-three months during the academic year, with meetings chaired by DCU’s Athena Swan Officer. From Jan 2024, it was agreed that the Chair would be a nominated member of the Network, holding the role of Chair for a one-year period. Positive feedback on this Network was received at the “Our DCU” Fuse event in October 2021. More detailed feedback was collected in October 2023 from Network members. 66% of members responded. 100% of respondents strongly agreed/agreed that the Network has been effective in supporting their School through the Athena Swan application process, and that the Network provided them the opportunity to understand the Athena Swan self-assessment process in more detail. In addition, all respondents strongly agreed that the Network was valuable in providing them with key lessons learned from other applications; and all respondents would recommend the Network to colleagues engaging with AS.
AS3.6	M	To develop a new Athena Swan Communications Plan to continue raising awareness of AS among the DCU community and to encourage	Build on the objectives of Our DCU initiative to ensure consistent communications and engagement across three academic campuses	Carry out a stakeholder mapping exercise to understand our community in depth. Draft communications strategy to include key engagement opportunities with the identified stakeholders.	Q4 2021 Q4 2021	AS Coordinator	A thorough communications strategy for AS in place and being implemented. Maintain at least 86% awareness	Green	Much of our focus between 2020 and present was on the engagement of Schools with the AS process through targeted communications. In 2019, DCU had no schools/depts engaging with dept level awards, but as of 2023 we now hold 8 school-level awards, and each academic dept remaining has a concrete timeframe for engaging with the process locally. Targeted communications included: school presentations by AS Officer, targeted info sessions to HR, Heads & Deans, Governing Authority, Faculty management meetings. As schools engaged with the self-assessment process, local engagement was high and this is evident in staff consultation survey response rates [e.g.: 80% (Business School), 87% (School of Maths), 75% (SALIS), 70% (Physics), 65%

		engagement via dept level awards		Implement strategy. Monitor and evaluate for effectiveness regularly and update plan as necessary.	Q1 2022 Bimonthly		levels among staff. 100% of academic depts confirmed with a timeline for AS Bronze awards by 2024, with at least 7 Bronze awards held by the time we submit for Silver in Apr 2024.	Green	(Biotechnology), 61% (School of Nursing), 73% (School of Psychology)]. While on the face of it awareness of AS has declined slightly from 86% in 2019 to 75% in 2023, the higher percentage of staff completing the 2023 survey has impacted this result. If we look at numbers agreeing that they are aware of AS, in 2019 466 respondents agreed they were aware; this compares to 576 respondents in 2021 and 770 respondents in 2023. Additionally, some challenges to consider natural turnover of staff post-pandemic (this could impact awareness levels among staff), changes to the charter & principles. This awareness raising will continue into our SAP.
AS4.1	M	To analyse funding fluctuations and its effect on Post Doctoral positions	Postdocs 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.	Gather gender data on all research funding applications annually and monitor for trends	Q1 2022; annually	RIS	Results analysed and trends identified. Specific actions to address any negative trends to be developed.	Green	RIS collected gender disaggregated data on all funding applications submitted and successful between the period 2020 – 2022 for the purpose of identifying any gendered issues with funding awards that could impact our overall gender ratio at Postdoc level. No significant gender issues appeared across the reporting period, and no urgent actions were developed based on findings annually. As part of our SAP, this data will continue to be collected and monitored annually to ensure no significant imbalances arise, and a more robust reporting approach developed to account for the many contributing factors to call outcomes. Due to the nature of call calendars across funders, going forward we will also consider looking at rolling averages over the coming years to account for fluctuations and try to identify more general trends.
AS4.3	H	To increase number of senior female academics by applying for additional SALI post(s) in area(s) which would benefit from a female professor	To achieve greater gender balance at Full Professor grade	Identify academic departments with a great gender disparity at senior level. Develop SALI applications with support from faculties to address gender imbalance issues.	Q1 2021	HR/L&D	Applications for two additional posts to be made	Green	Three SALI posts were approved and successful in recruiting senior female academics in the areas of Plasma Physics, Computer Science and Sustainable Finance. This has supported DCU in reducing the ratio of men and women at senior levels within these schools and has also supported in increasing number of senior female academics overall. In developing our last application in 2019, DCU had a total of 19 female Full Professors, and as of March 2023 has a total of 24 female Full Profs; an increase of 21% in a four-year period.

AS4.42	L	To implement a race cultural competency programme to support DCU in becoming an antiracist university community	To raise awareness of cultural diversity and influence development of a more diverse racial culture within the University	Develop a training programme for staff, including live training and an online race equality module.	Q3 2021	EDI HR	Cultural competency programme rolled out to all staff and leaders and delivered at least 2 times per academic year. 20% of staff completed training by 2024.	Green	Much progress has been made in rolling out a comprehensive and meaningful cultural competency programme within DCU. The Programme includes live, facilitated anti racism training, online e-learning and awareness raising events. As the programme has grown and further developed, feedback from staff has been used to ensure optimal delivery and engagement. One example of this is the move to in person Anti Racism sessions and, the expansion of training opportunities to explore intercultural awareness. The ability to reach targets has been affected by the requirement to limit the number of participants to 20 to ensure maximum experience and impact. To date, 15% of employees have engaged with the training; 5% shy of our 20% target. Those who complete training are very positive about their experiences and the vast majority agree that they are happy to recommend the training to their colleagues. The competency programme is complemented by the development of a resource hub dedicated to anti racism. To complement this training programme, several awareness and celebration events have been hosted including Black History Month events each October.
AS4.44	L	To regularly update the anti-racism resource hub to include most up to date materials	To highlight the University's commitment to achieving racial diversity and raise awareness and understanding of all	Carry out a review of existing materials bi-annually and update webpage with new resources as necessary.	Q2 2022; biannually	EDI HR	Resources available on dedicated section on the DCU website	Green	Anti-Racism resource hub reviewed and updated as needed.
AS4.5 <i>(linked to EDI1.3;1.4;3.1)</i>	M	To encourage self-disclosure of disabilities	To allow appropriate supports and accommodations to be made available to allow all staff to thrive	Provide information to all staff on the supports in place, including reasonable accommodations, for those who declare a disability to ensure an increase in declared disability rates. Develop communications, in collaboration with the Disability staff network, to encourage staff to self-disclose. Include field on disability in Core portal diversity screen update <i>(linked to EDI3.1)</i> to allow staff to self-disclose in an anonymous format.	Q4 2021	EDI HR	Increase those who disclose by 2%, from 2.5% to 4.5%, by 2024	Green	Since June 2023, staff are provided the opportunity to anonymously self-disclose via their Core Portal profile, where disclosure of a disability is currently at 3.4%. Additionally, staff can disclose anonymously via surveys, and as of AS survey 2023, 7.40% of our total employees disclosed a disability this way. 45% of respondents to the disability pulse survey indicated that they would be comfortable disclosing their disability to their line manager, with 35% not being comfortable. 34% of respondents believe that disclosing a disability would have a negative impact on their career here in DCU. This shows that more work is needed in this area, and this will be a focus within the new action plan.

AS4.8	M	To conduct a gender pay gap audit annually and address any issues arising	To understand overall pay profile and address any gaps that may emerge and to ensure DCU complies with Irish legislation in this regard	Carry out a gender pay gap analysis annually in line with legislative requirements, and benchmark to understand where we sit nationally. Develop actions to address any gaps identified.	Q2 2022 - Q4 2022; and annually thereafter	HR Systems Manager, with support from EDI	2 audits complete by 2024 Actions developed to identify any gaps identified via audits	Green	In line with legislative requirements, DCU carried out its first gender pay gap audit and report in 2022 and has committed to conducting audits annually. Our overall gender pay gap was 10.45% (2022), reducing slightly to 8.17% (2023). Both years are lower than the national average. Details of these audits are included in our SAP application and actions have been developed to further reduce the gender pay gap.
AS5.1	L	To ensure DCU's commitment to gender equality is visible and included consistently on all job specifications	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	Update gender equality/EDI statement for all job descriptions. Ensure the statement is included in all recruitment calls.	Q4 2020	HR Service Delivery Managers	Updated statement on all job descriptions and adverts	Green	An updated EDI statement is included in all job advertisements as of December 2020. It is also included in DCU's Recruitment and Selection Policy and provided to all hiring manager's and interview panels.
AS5.4	M	To ensure that all staff availing of family-related leave feel supported before, during and post-return from leave, particularly those taking maternity leave	Only 13% of respondents to the 2019 survey indicated they feel supported before, during and after taking leave.	Educate HoS and Line Managers on family-leave entitlements to ensure that they have the knowledge and understanding to provide guidance to employees availing of leave. Ensure that all family leave policies are easily accessible on the HR website. Create a summary sheet of all family leave entitlements for circulation to all line managers and staff. Promote the various benefits on offer to those taking maternity leave including KIT days, buddy scheme and teaching buyout	Q4 2020 Q4 2020 Q2 2021 Ongoing	HR	At least 60% of those taking family leave responding to the survey agree that they feel supported before, during and upon return from leave by 2024.	Green	In the 2023 survey, an average of 70% of respondents indicated that they felt supported by their line manager before, during and upon return from taking family-related leave. This exceeds our target by 10%. This is a major increase since 2019 where only 13% indicated that they felt supported and showcases the progress the University has made in formalising supports for staff in this regard. A family leave summary sheet was developed and placed online; however, promotion of this has been limited as we await the full review and update of all family-related policies within HR.

				scheme (linked to actions AS5.4 – AS5.6 below)					
AS5.5	L	To continue the Maternity and Paternity Buddy System to support staff taking leave	Ensure scheme remains effective through implementation of feedback from participants	<p>Collect feedback from current participants on the maternity/paternity buddy scheme.</p> <p>Continue to actively promote the scheme to all employees taking up maternity and paternity leave.</p> <p>Encourage staff who have previously taken leave to act as a buddy on the scheme.</p>	Q2 2021	HR	<p>All staff taking maternity leave aware of scheme</p> <p>60% of staff taking leave engage with the scheme.</p>	Green	A total of 25 employees (22 female and 3 male) are currently signed up to act as buddies in this university-wide scheme. As this scheme is employee-led, employees seeking to avail of a buddy ahead of taking family-related leave have access to a database of buddies and can contact their desired buddy directly. Feedback from buddies was gathered in May 2021, in which it was indicated that many of the buddies have not been contacted to act as a buddy through the scheme, while others were acting as a buddy more informally. Nearly all of buddies who responded to the feedback form indicated that the main barrier to employees engaging with the scheme was that there was a lack of awareness. DCU HR committed to carrying out a full review and update to all family-related leave policies in 2022/23. This review includes ensuring entitlements are up-to-date and in line with national legislation and updating language to be gender neutral. Awareness raising of this initiative will take place along with the re-launch of the updated family-leave policies.
AS5.7	L	To promote the Maternity Teaching Buy Out Scheme to all academic staff and review uptake annually	Promote scheme to ensure awareness and take-up	<p>Review budget of the scheme annually to ensure appropriate funds based on numbers taking maternity leave.</p> <p>Promote scheme to all HoS and departments.</p>	Ongoing	HR	<p>Appropriate funds available to support schools covering period of teaching-free period annually.</p> <p>All staff are aware of the scheme, and at least 50% of employees returning from maternity leave avail of scheme by 2024.</p>	Green	Appropriate budget to support this scheme is available annually and managed by HR EDI Unit. A process to request funding support for this scheme was established, and all HoS made aware of this. Details of the scheme are included in the Maternity Leave Policy so all employees availing of this leave are aware of the benefit; and further details are included in our Policy Toolkit. During the period 2020 – 2023, 45% of those returning from maternity leave have availed of the teaching-free period; 5% shy of our target. We will continue to promote this scheme and encourage uptake.

AS5.8	L	To encourage male staff to avail of both paternity, parental and parent's leave to increase gender balance of those taking such types of leave	Rate of males availing of these leaves is low – encouragement needed	Develop a communications campaign to raise awareness of family-leave for men and encourage uptake. Ensure all HoS/Heads of Depts are aware of leave options for male colleagues and encourage them to take up leave where appropriate.	Ongoing	EDI HR Deans HoS	Increase in males availing of leaves by 5%	Green	A total of 12 male employees took paternity leave from 2017 – 2019; this has significantly increased to 48 male employees taking paternity leave during the period 2020 – 2022; an overall increase of three-hundred percent (300%). In addition, 19 males have availed of paternal leave and 6 males availed of Parent's Leave during this same period: an increase from previous years. As part of support to staff in understanding their family-leave entitlements, a summary sheet which is available on the DCU website was created and will be circulated to all staff upon re-launch of updated policies. In the interim, information on these family-leave entitlements is included in new Heads and Deans Orientation annually to ensure that line management are aware of entitlements and can build awareness and uptake locally.
AS5.9	L	To review flexible working arrangements with the aim of broader availability	Broaden the availability of flexible working	Carry out an assessment of current flexible working arrangements and collect data on uptake annually. Include questions on flexible leave in future AS surveys to understand staff awareness, and perceptions of flexible working arrangements. Develop actions to address any gaps identified.	Q4 2023	HR EDI	Flexible working options available more widely (subject to local needs)	Green	There are several flexible working options available to staff. As of August 2023, a total of 18 employees are availing of flexible working arrangements via reduced hours (17 women and 1 man), and a further 3 employees (all women) are availing of the Shorter Working Year Policy. All of these are professional support staff except for one academic employee availing of reduced hours. A total of 36% of the eligible professional employees' avail of the Flexi Time scheme; this is an increase of 3% since 2019. Over half of respondents agree that there is flexible working arrangement in place to suit their needs, and 65% agree that they are able to work flexibly if they need to or wish to do so. 61% agree that they can negotiate flexible arrangements with their line manager, an 11% increase since 2019.
AS5.11	L	To adapt existing return to work policy and workshops to provide support for people transitioning back to full time work	To help ease the transition from part-time to full-time work	Develop a session plan that works to support employees transitioning from part-time to full-time work in DCU, similar to the approach taken to support those returning from leave.	Q1 2023	HR	Training updated and in place	Green	HR Learning and Organisational Development (L&OD) host one-to-one return to work sessions for any employee who requests to avail of this support. The L&OD team agreed, as set out in this action, to broaden the session to include those who may be transitioning from part-time to full-time work. The number of staff overall who move from part-time to full-time work in DCU is marginal. To date, no employee has availed of this training but it will remain available as a resource.
AS5.12	L	To review the need for additional Mother's Rooms on St Patrick's and All Hallows campuses	A mother's room is provided in Glasnevin but no other campuses	Carry out a needs assessment. Create new facilities on both campuses if needed.	Q2 2022	EDI Estates	Appropriate facilities in place across the two campuses	Green	Upon review of breastfeeding facilities across DCU campuses, a new facility was established on our St. Patrick's campus in Q2 2022.

AS5.13	H	To continue to actively encourage applications from female members of staff for HoS and Dean positions to increase gender balance at this level	To ensure appropriate balance in leadership positions	Ensure that female academics have access to leadership training and mentoring to encourage them to apply for leadership roles such as HoS. Collect and monitor data annually and develop key actions to address any gaps emerging	Q3 2020; and annually	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	Green	Data (2023/24) shows gender balance at Head of School (HoS) level; there are 46% men and 54% women in HoS positions for this academic year. Across the University, female representation at HoS level has risen from 27% in 2016, to 47% in 2020, and now to 54% in 2023. There also remains an appropriate gender balance at Executive Dean level, with 40% men and 60% women holding these positions. Most employees (80%) availing of the University mentoring programme since 2020 are women; with 46% of these women being academics. A third of women engaging in the mentoring programme between 2020 - 2022 have been successful in being promoted, and 75% of those are academics.
AS5.14	M	To report annually on gender representation on all university level committees to Governing Authority for monitoring of imbalances	Reporting to Governing Authority ensures accountability and that the figures are routinely checked	Collect and monitor data annually. Present annual findings to the EDI sub-Committee of the Governing Authority. Implement actions to address any consistent gendered trends emerging.	Q1 2021; and annually thereafter	EDI	Representation of at least 40% both genders on all University committees 50:50 balance of Chairs across the University level committees by 2023.	Green	Gender breakdown of all University level Committees was monitored annually from 2020 - 2023. 75% of DCU's eight University level committees had appropriate gender balance (minimum of 40% of each gender) in 2020 and 2021. In 2022, there was a slight decline to 63%; 3 committees in 2022 did not have appropriate gender balance - Education Committee, Standards Committee and Graduate Research Studies Board, where females were overrepresented across the three committees. Consideration will be made on how to ensure we reach 100% appropriate gender balance in the coming period. DCU achieved a 50:50 split in terms of men and women chairing these Committees by 2022.
AS5.17	H	To continue to ensure unconscious bias training for all HoS, Deans and people in leadership positions within the University to promoted and undertaken	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	Identify and compile a list of leaders to target re. training. Develop an Unconscious Bias online training module (as part of DCU's Essential eLearning initiative launching in Q3 2021) for all senior leaders to have access to on demand. Promote training regularly through targeted communications.	Ongoing	L&D	Over 80% of leaders to have completed unconscious bias training	Green	Prior to 2021, Unconscious Bias training was held in person twice-three times a year specifically targeting those who sit on interview panels. To ensure senior leaders and staff with people management responsibilities have ongoing access to training resources, an online module was created as part of DCU's Essential eLearning initiative, launching in September 2021. As of Mar 2023, a total of 258 staff have completed this online training: 172 women and 86 men. This represents 70% of academic and professional leaders within DCU; 10% below target. Promotion of this module to leaders across the university will remain on our action plan for the period 2024 - 2028; to increase this engagement further.

AS5.18	L	To encourage more male participation in AS, WIL, and other D&I initiatives with Prof Daire Keogh as a visible role model	Higher male participation will help influence broader engagement and responsibility	<p>Identify key male staff, including President Daire Keogh, to act as champions for EDI/AS.</p> <p>Encourage depts engaging with AS to ensure that male colleagues are involved, and lead where appropriate.</p> <p>Encourage male representation at all EDI and WIL events by marketing events as being for all genders.</p> <p>Monitor event attendance for gender breakdown.</p>	Q1 2021; and ongoing thereafter	President's Office, EDI	<p>Target 30% male attendance at WIL/EDI events</p> <p>Appropriate male:female SAT breakdown in all school and department level SATs</p>	Green	<p>Male attendance at WIL and EDI events is within 5% margin of success for our 30% target. Since our last action plan, male attendance rates have been best in 2021 when all staff were working from home and events were held online. There has been a noticeable drop off in male attendance at EDI events and trainings since work has moved back to an on-campus setting. Across all EDI events held between 2021 and 2023, 26% of attendees have been men. The events that have achieved the highest number of male attendance includes International Men's Day celebrations and Department required trainings. All school-level Athena Swan SATs have been required to have an appropriate male:female gender balance, in line with the makeup of their school. This has been achieved across all schools engaging with the process.</p>
AS5.19	L	To develop EDI lens guidance for all events, conferences, publicity and other relevant activities that take place across the university	AS survey feedback - people not sure what accessibility measures or EDI notes to focus on when planning events etc.	<p>Draft EDI guidance for both in-person and online events, and develop a website to host this guidance.</p> <p>Include information on this guidance to all staff working with the DCU Events team in hosting university-wide events.</p> <p>Communicate the guidance to all staff via all-staff emails.</p>	Q3 2021	EDI Comms Events Manager	<p>Guidance available on website, and utilised regularly across the University.</p>	Green	<p>During the global pandemic in 2020, guidance on the accessibility of online events was developed, and information housed on the webpage of the President's Office Events team. The new University Events Team within DCU Communications and Marketing expanded this guidance throughout 2023 to develop a comprehensive set of guidelines of EDI considerations when planning and implementing in-person or online events, including accessibility, gender and other diversity considerations for guest speakers.</p>
AS5.21	M	To create a DCU Specific 'How to' Guide for schools and departments	Guide will help schools start their AS journey and guide them through DCU specific processes	<p>Create a guide using Athena Swan Ireland resources as a template.</p> <p>Promote Guide to all department AS Chairs engaging with the AS process.</p> <p>Update the Guide as needed.</p>	Q4 2020 Q2 2021; and ongoing	EDI	<p>Guide created and used effectively by members</p>	Green	<p>An Athena Swan 'How to' Guide was developed in Q2 2021 and is used by schools to support them through the Athena Swan departmental award process. It provides all information on how to commence the journey to an AS Bronze award, and a step-by-step approach on how to carry out a thorough self-assessment process and develop an application. It is hosted on DCU's internal Athena Swan webpage, and all schools are provided access to this once they confirm their engagement. This guide has supported several DCU schools through their process, with 8 schools being successful in achieving a Bronze award since its establishment.</p>

AS5.22	H	To encourage academic departments to apply for AS awards	Need 51% of Schools to have received an award in order to be eligible for silver	Create a timeline for all academic departments to engage with the AS process and apply for an AS Bronze award. Monitor timeline annually to ensure progress. Present on AS to all Faculties. Support AS Chairs at department level going through the process; including providing training to SATs, internally reviewing applications, etc.	Q2 2021 Q3 2021 Q2 2021; and ongoing	SMG Deans	7 school bronze awards achieved by 2024	Green	A key priority for DCU since our last submission was to engage faculties and schools with the Athena Swan process so that localised challenges and gaps could be identified and addressed. In Q2 2021, a timeline was developed for all academic departments on engaging with the AS process, and this timeline was committed to by each of the Faculties Executive Deans. A total of 8 schools have been successful in attaining a Bronze award since 2021, with a further two faculties (made up of 3 schools and 6 schools respectively) and four other schools within DCU are in the process of carrying out their self-assessment process to apply for a Bronze award.
AS6.1	L	To include the option of 'Other' as a field in gender categories within our data collection systems (including CORE)	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	Update CoreHR and student systems to include an 'Other' field under gender category	Q3 2021	HR Registry	'Other' category to be included in all data collection systems across the University level	Green	Other is now included as a category within data collection systems.
AS6.3	L	To develop an Allyship programme for staff to promote LGBTQ+ inclusion within the university culture; including an annual programme of events for Pride, guidelines on use of pronouns, and training on LGBTQ+ allyship.	To encourage allyship with the LGBTQI+ community - include encouraging the use of pronouns, LGBTQI+ training, reverse mentorship etc	Develop an annual Pride programme of events in collaboration with an LGBTQ+ staff network/working group. Establish an LGBTQ+ Allyship training for all staff, with at least 2 sessions held each academic year. Establish a Trans Awareness training for all staff, with at least 2 sessions held each academic year.	Q3 2021	EDI	Annual Pride programme of events held annually with an increase in engagement from staff each year. LGBTQ+ training and awareness events launched, with 20% of staff	Green	Much progress has been made in developing and rolling out a comprehensive and meaningful allyship and trans awareness programme to promote LGBTQ+ inclusion within DCU. The Programme includes live, facilitated LGBTQ+ Allyship training, live, facilitated trans awareness training and awareness raising events as well as good practice guides and learning resources. As the programme has grown and further developed, feedback from staff has been used to improve delivery and engagement. Since establishment of training in 2021, we have a 34% engagement rate amongst our staff community: exceeding our target by 14%. Those who complete training are very positive about their experiences and the vast majority agree that they are happy to recommend the training to their colleagues. Since June 2021 the EDI Unit has given out approx. 1500 Pride lanyards to DCU staff and has arranged for Pride Progress flags to be flown on all DCU campuses during Pride month. The EDI Unit has also actively encouraged all staff who feel comfortable to share their pronouns in their email signatures, Loop profiles, zoom profiles and other professional profiles such as

				Create a short Pronouns Guide for all DCU staff and host on the website. Communicate this guide regularly to all-staff via email.			engaging by 2024. Pronouns guide created.		LinkedIn and provided guidance on how to share pronouns through all staff emails and on the dedicated EDI webpages.
AS6.5	L	To introduce Gender Neutral titles in DCU staff and student records	Gender neutral titles widely in use for Academic staff (Dr, Prof etc), Mx is proposed as gender neutral alternative for non-academic staff	Update staff and student systems to include an 'Mx' option	Q1 2022	HR	Gender neutral titles available	Green	The onboarding system has been updated to have Mx as an option for new starters.
AS7.1	M	To address stereotyping of 'male' and 'female' roles	To encourage more balanced pool of applicants for all roles	Use a gender language tool (Gender Decoder) to check all job descriptions ahead of recruitment call opening. Include discussion on role titles and stereotypes in the UB training module. Remove 'secretary' grade titles and rename all professional grades within the new Professional Development Framework.	Ongoing	HR/ Hiring Managers	More balanced application pools	Green	Within the PMSS category, we have seen an increase of 2% the number of women holding professional roles that have a pay scale with maximum point above €70,000; having moved from 53% in 2019 to 55% in 2023. Analysing roles that have a pay scale with maximum point on or below €70,000, we have seen a slightly more balanced pool of men and women in these roles; moving from 30%:70% in 2019 to 33%:67% in March 2023. A slightly more balanced pool of men and women applying for PMSS roles is evident since the introduction of the gender language tool and the changes to professional grade titles within the Professional Development Framework, launched in September 2021. In 2020, applications particularly at grades P2 - P5 (formally Secretary Assistant II/III, Admin Assistant and Senior Admin Assistant) were predominantly female (average of 75%). In 2022, however, this had decreased to an average of 62%; thus, more men applying for these roles. At higher professional grades (P6 - P8), we've seen a slight decline in the percentage of women applying for these roles; from an average of 50% in 2020 to 40% in 2022; albeit still showing a balanced pool overall.

EDI1.1	M	To extend DCU's Autism Friendly University initiative to include specific supports in place for DCU staff	To help ensure that the next phase of the autism friendly university initiative is inclusive of staff	Expand the current Autism-friendly initiative to include a principle on specific supports for autistic staff. Launch new principle and raise awareness of the expansion of the initiative to all staff via an email campaign. Develop training for Line Managers to increase their understanding of the principle and how they can support their staff.	Q3 2022 - Q2 2023 Q2 2023 Q3 2023; annually	EDI	A new principle is in place within the Autism-friendly initiative that focuses on supports for autistic staff. 60% of staff are aware of the new principle by 2024. Two trainings held for Line Managers by 2024.	Green	In February 2023, the DCU Human Resources Department launched the new principle within the DCU Autism Friendly Project - Principle 9: DCU Will Work to Build Capacity Throughout the University to Support Autistic Employees. Under this new principle, DCU has introduced additional support for autistic staff at DCU, including counselling services, training and support for line managers, and reasonable accommodations. In April 2023, 26 Managers from a variety of teams across DCU attended the first Supporting Autistic Staff: Training for Managers session. Of those who submitted feedback, 100% agreed that they would apply what they had learned to their work.
EDI1.2	H	To review the current DCU Disability Code of Practice	To establish if current CoP is fit for use	Review CoP to ensure it is fit for use. Identify clear next steps based on the conclusion of review.	Q2 2021	EDI HR	CoP reviewed and next steps identified	Green	After a review, it was agreed that the current CoP is not fit for purpose. The CoP will be replaced by a new Disability Policy for Staff.
EDI1.4	M	To arrange Autism support training for DCU HR Staff to help them in carrying out their roles in supporting staff with disabilities	To ensure that DCU HR staff have the right skills and knowledge to support colleagues who are on the autism spectrum	Create tailored Autism support training for the HR department to support them in carrying out their roles. Host training for HR staff. Host refresher training with HR staff as required.	Q3 2021	EDI	Training held with 80% of HR staff in attendance.	Green	In August 2021, 37 members of DCU HR Department completed Autism Support Training; approximately 82% of the department. A follow up session was provided for DCU HR Department in March 2022 with 17 staff members in attendance, providing an opportunity for new starters within the department to engage and to provide a refresher for anyone who had previously attended training.
EDI2.1	M	To develop a Domestic Violence Leave Policy for all staff to support ongoing efforts to ensure barriers to staff engagement and productivity are	To provide additional leave and structured support for staff who are victims of domestic violence/abuse	Draft DVL policy in line with best practice guidelines.	Q3 2022	EDI	Policy launched	Green	At a national level, support for employees experiencing domestic violence has been prioritised; and DCU confirmed its commitment to supporting the introduction of domestic violence leave and supports within higher education. In 2022 a draft policy was developed for internal review. Initially expected to be approved and launched by Q4 2022, there was a slight delay in this given the changeover of HR Director role. In Q2 2023 a final draft of this policy was developed and approved by University Executive in Q3 2023. It ensures that any employee experiencing domestic violence/abuse can request up to ten

		dismantled and staff wellbeing is supported								additional leave days which are fully paid. Additional supports and resources are also provided to employees, including flexible working arrangements, access to the EAP programme, etc.
EDI3.1	H	To provide the opportunity for DCU staff to self-disclose across a range of diversity fields.	To allow for more in depth data collection on the nine protected characteristics and to gather a more updated picture of our DCU demographics.	Update Core Portal Employee self-service diversity page to allow for staff to self-disclose across fields related to the nine protected characteristics in Irish Equality Legislation. Develop communications plan to encourage staff to input data on Core portal profile and identify key leaders to act as champions. Launch campaign to promote this new data capture; and hold campaign quarterly. Monitor self-disclosures monthly.	Q3 2021 - Q1 2023 Q1-Q2 2023 Q2 2023; and quarterly	EDI / HR Systems & Data Team	Diversity screen updated and campaign launched; with a 20% uptake on self-disclosure in year 1.	Green	A significant diversity data gap was identified in our last submission, and DCU has limited understanding of the make-up of our staff community beyond gender. Given the expansion of the Athena Swan charter framework in November 2021, and the increase in reporting requirements linked to diversity by the HEA, it was agreed that a key priority for DCU was the establishment of a system that allowed for the collection of employee diversity data through a self-disclosure process. In Q3 2021, the HR EDI Unit identified the key updates to be made to CoreHR diversity screen, which at the time only included data fields on gender, disability, nationality, citizenship, and family status. A list of requested updates was provided to the HR Systems team in Q3 2021; however, there was a delay in implementing these updates due to a number of factors including key staff turnover. In Q4 2022, the project was reactivated, and all necessary changes made to the CoreHR system. After a thorough testing phase, the diversity screen was launched to all staff via email in June 2023. A promotion campaign was held in September 2023 to encourage staff to self-disclose, and these campaigns will take place biannually as a reminder. As of December 2023, 21% have self-disclosed across the nine areas.	
EDI4.1	H	To commit to the HEA's Ending Sexual Violence in Higher Education Consent Framework and implement a consent action plan in DCU	To ensure a safe and respectful working and studying environment in DCU; and to support the national work in tackling sexual violence in HEIs	Create Consent Action Plan for staff and submit to HEA. Develop a DCU specific University-wide Working Group to ensure successful implementation of the action plan and monitor regularly. Encourage all DCU staff to undertake Active*Consent online training for receiving disclosures of experiences of sexual violence. Arrange training for DCU HR staff on receiving disclosures of sexual violence (DRCC) ensure	Q2 2021 Q1 2021 Q3 2021 – present Q3 2021 - present	VP for EDI; SS&D; EDI	Consent action plan in implementation. DCU Consent WG established with responsibility of the implementation, monitoring and evaluation of the action plan. 3 DRCC training sessions held for HR dept, with 80% of HR	Green	Significant progress has been made in implementing DCU's consent action plan and ensuring that key elements of the National Framework to end sexual violence are in place. Strong collaborations across Departments in particular EDI and SS&D have resulted in delivery of most actions within DCU's 2021 Action Plan. Since Q2 of 2023, work is underway to update the action plan to reflect the next stage of work and to bring delivery to a higher level. Key activities for Q3-Q4 2023 and Q1 2024 included the recruitment of a dedicated D&R and Sexual Misconduct Response Manager and a comprehensive communications plan to promote the Speak Out Tool, as well as formal reporting options as outlined in the newly launched Sexual Misconduct Policy and Procedures. Three Dublin Rape Crisis Centre training workshops were held for HR department staff in 2021 and 2023 to support HR staff in dealing with disclosures and appropriately responding to and supporting staff who have experienced sexual violence. A total of 55 employees in the HR dept participated in this training.	

				that DCU HR staff have the right skills and knowledge to support colleagues. Support the launch and roll out of the anonymous reporting "Speak Out Tool" at DCU.	Q4 2021	EDI SS&D; EDI	Operations staff having undertaken training by 2024. Speak Out tool launched and monitored regularly.		
EDI4.2	H	To develop and publish a specific Sexual Misconduct Policy to apply to the whole DCU community with separate procedures for staff and students as appropriate	To help ensure that DCU has a robust, evidence based policy in place that clearly communicates the university's zero tolerance approach to sexual misconduct and which provides clear and fair procedures for any staff/student who wishes to report sexual misconduct. Currently, any incidences of sexual violence are handled through the Dignity and Respect Policy which is not fit for purpose for these types of incidences.	Draft Sexual Misconduct Policy. Hold an open consultation with staff and students on draft policy, collect feedback and update draft policy as needed. Launch policy and associated procedures, and regularly promote. Provide training to leaders on the procedures of the policy.	Q2 - Q3 2021 Q4 2021 - Q1 2022 Q3 2022 Q4 2022; and ongoing	EDI Adviser EDI and SS&D HR, with support from EDI and SS&D EDI and SS&D	Sexual Misconduct Policy in place, with clear set of procedures on how to report.	Green	A new Sexual Misconduct Policy has been developed and launched with accompanying procedures and wider toolkit. key activities for Q3 and Q4 of 2023 include Policy roadshows to raise awareness of the policies as well as the reporting mechanisms available to staff who believe they have experienced inappropriate behaviour. Awareness levels of Policy and reporting mechanisms are not expected to be high in Q2 - Q4 2023 given launch in May 2023. This will be further actioned in SAP 2.4.1.

EDI4.3	H	To review and update DCU's current Dignity and Respect Policy to ensure it is in line with best practice guidelines.	The current D&R policy is in need of a review in light of sexual misconduct incidents no longer being dealt with under D&R.	Draft updated D&R policy in line with best practice guidelines. Hold open consultation with staff and students, collect feedback and update draft policy as needed. Launch policy and procedures and promote regularly.	Q2 - Q3 2021 Q4 2021 - Q1 2022 Q3 2022	EDI Adviser HR EDI Adviser HR Director; EDI	60% of staff are aware of the policy by 2023 survey, and 60% are aware of how to report incidents.	Green	A revised Dignity and Respect Policy has been developed and launched with accompanying procedures and wider toolkit. Key activities for Q3 and Q4 of 2023 include Policy roadshows to raise awareness of the policies as well as the reporting mechanisms available to staff who believe they have experienced inappropriate behaviour. Awareness levels of Policy and reporting mechanisms are not expected to meet targets of 60% before Q2 - Q4 2023 given launch in May 2023. This will be further actioned in SAP 2.4.1.
EDI5.1	H	To maintain focus on Women in Leadership initiative to continue to support career development and influence a gender balanced culture	Continue to influence cultural change and achieve better gender balance	Host quarterly WiL events with key high profile female speakers. Recruit and support female academic and professional staff to take part in the Aurora Leadership Development Programme annually. Establish a new Professional Development Programme for women at mid-career staff, in collaboration with other HEIs through funding from HEA GEEF. Engage with the Preparing for Academic Advancement (PAA) programme, led by UL, and recruit female Assoc. Prof academics annually. Monitor promotion statistics annually to understand how the above programmes are supporting career advancement of female colleagues.	Q1 2021; quarterly Q3 2021; annually Q4 2020; annually Q2 2021 Q4 2021 annually	EDI, in collaboration with HR and President's Office EDI EDI EDI, with support from HR Systems Team	Minimum 40% female representation at all academic levels. 2 WiL events hosted annually. At least 12 DCU participants on the Aurora programme annually. New Professional Development Programme developed; two iterations held by 2024. DCU representation on the PAA programme annually.	Green	As detailed in section 2.2 of this application, DCU has seen great success at increasing female representation at Associate Professor level; an increase of 10% from 2019 to 2023. Currently 52% of Associate Profs are female. Our commitment to gender balanced promotions at this grade has been very successful in achieving this increase. Latest statistics show that while strides have been made, we have fallen short of achieving our target of 40% female representation at senior grades, with 38% at Prof level and 36% at Full Prof level. Actions have been included in our SAP to address this shortfall. Within the PMSS category, we have seen an increase of 2% the number of women holding professional roles that have a pay scale with maximum point above €70,000; having moved from 53% in 2019 to 55% in 2023. Analysing roles that have a pay scale with maximum point on or below €70,000, we have seen a more balanced pool of men and women in these roles; moving from 30% m:70% f in 2019 to 33% m:67% f in March 2023. Through our Women in Leadership suite of initiatives, we have supported women with career progression, particularly at Assistant Prof to Associate Prof level. A total of 50 female academic and professional staff have participated in Aurora since 2020. 51% of these women have been promoted since engaging with the programme.

AS3.4	M	To support the establishment of staff networks in other aspects of EDI/intersectionality	Inform policy and decision making through the experiences of those affected	Identify key EDI areas for establishment of staff networks. Develop a plan and guidelines for development of staff networks within DCU.	Q3 2021	EDI	Groups established and action plans (based on Gender Action Plan approach) developed for each area	Amber	Since our last submission, numerous approaches to establishing staff networks have been trialled. Covid19 posed a serious barrier within this work and frequent delays to desired events and actions. Other issues emerged including comfort with disclosing sensitive diversity details from within the staff community, resourcing and capacity within the EDI Team, natural turnover of staff within the wider university community and an absence of clear governance structures / procedures. While the desired outcome has yet to be achieved, important work on building trust with university staff and exploring staff's views on the establishment of networks has been undertaken to allow a clearer picture of what is necessary to establish sustainable, effective networks. Other methods for ensuring that relevant policy and decision-making processes were informed by those with lived experience were undertaken including staff consultation exercises (policy consultations, Fuse event), pulse surveys, relationship building, external stakeholder engagement. A key learning from this ongoing work is the essential need for a safe space for staff from underrepresented groups to share their feedback and to engage with the university in a way that is healthy, sustainable, and constructive. This learning has informed current activity to develop a set of overarching Guidelines for Staff Networks document and workshops with external facilitators for exploring how staff's vision can align with these guidelines so that networks can be successfully established.
AS4.2	M	To develop a training seminar on applying for funding particularly aimed at female post-doctoral researchers	To raise skills levels of female postdocs	Develop and implement training seminars to support female postdoctoral researchers specifically with applying for funding applications.	Q4 2021	RIS/L&D	Training delivered once per semester	Amber	Regular training was available via the Research Development (RD) team for all researchers in DCU. No female-specific training seminars occurred; it was agreed that the optimum approach was to provide training opportunities for all researchers. Uptake of training varied; this, along with the need to ensure accurate lists of researchers and the trend emerging from annual data collection which shows less females applying for funding, means that new action to address shortcomings will be included in our SAP.
AS4.43	L	To publish Anti-racism reading lists, resources and research guides to all staff and students.	To highlight the University's commitment to achieving racial diversity and raise awareness and understanding of all	Collaborate with CoE for Diversity and Inclusion to build an Anti-Racism resource hub on the DCU website. Identify key resources for inclusion in anti-racism resource hub.	Q4 2021	EDI HR	Resources available on a dedicated section on the DCU website. 40% of staff are aware of the Hub by 2024; and 20% of staff engage with	Amber	DCU's Centre of Excellence for Diversity and Inclusion developed, in collaboration with a Race Equality Working Group made up of industry champions, an anti-racism online resource hub that was housed on the CoE's website and was accessible to internal and external audiences. It consisted of guides for employers, reading lists and video content to increase awareness and understanding of racism. The closure of the CoE in December 2021 resulted in the resource hub being unmonitored and ultimately inactive. The HR EDI Unit developed an interim internal resource hub, using the CoE's hub as a template. This resource hub is available to all DCU staff and students and is housed on the HR EDI Unit's webpage. It was launched in March 2022 with an all-staff email and via the DCUSU newsletter for students. DCU Library also

				Launch resource hub and regularly communicate to staff and students.			content regularly.		ensured that any book included within the resource hub was available within the libraries across our three campuses. The resource hub has not been as impactful as expected. In the Race Equality Pulse Survey, carried out in Mar 2023, only 37% of respondents indicated they were aware of the Hub, with 13% indicating they had visited the Hub. Consideration needs to be made on how to build this resource hub beyond its interim development. DCU has signed up to the HEA's Anti Racism Principles, and as part of this commitment will establish a Race Equality Working Group to develop a race equality action plan in 2024. An extended resource hub will be considered as part of this, and will be developed in collaboration with a Intercultural/Cultural Diversity employee network.
AS4.7	L	To include leavers data in gender disaggregated data evaluation by faculties annually to monitor trends	Faculties do not currently have access to leavers data so may be missing key trends, issues or turnover black spots	Capture leavers data, disaggregated by gender and faculty, annually and share with Deans for review. Develop actions at faculty level depending on trends emerging.	Q2 2021	HR Systems team Deans HRBPs	Leavers data analysed at faculty level to identify issues or high turnover rates	Amber	Leavers data can now be captured effectively (and disaggregated by gender, staff category and faculty/unit) through our CoreHR system. To date, reports have only been shared with Executive Deans where requested. Going forward, annual reports will be shared with all faculties. This will be included as part of our SAP (2.2.13).
AS5.2	L	To collect gender disaggregated data on formal acceptance of offers and those who actually take up role to identify any emerging trends	To enhance quality of data analysis with regard to recruitment	Include offers and acceptances data in the new eRecruit platform being developed for HR. Annually monitor recruitment data for trends.	Q3 2021	HR Systems and Data Manager	Data collection procedure in place. Data monitored annually, actions developed to address any gaps identified.	Amber	As part of the design of the new eRecruit system, data on offers and acceptances for all roles was incorporated. eRecruit was initially due to roll-out in June 2021; however, there were extensive delays in reaching the implementation phase due to COVID-19, changes in staffing within the HR Systems team, etc. It was formally launched in January 2024. In the interim period, data on offers and acceptances was collected manually and captured on HR's recruitment and selection spreadsheets annually. However, it was not consistently captured which makes it hard to interpret trends; therefore, it is not included in this application. It will be included in analysis going forward now that eRecruit is live (SAP 2.2.3).
AS5.3	H	To implement a new staff appraisal system	To ensure formal process for performance feedback and development conversations	Finalise the system and support materials for the PRD process. Implement a pilot of the PRD process with a select number of departments.	- Q2 2021 Q2 2021 - Q3 2021	HR	New performance review system in place, with 20% of departments engaging with the pilot scheme, and 60% of	Amber	A Steering Group was developed in 2019/20 academic year to oversee and drive the review, rollout and implementation of the scheme. A PRD Working Group, drawn from across the University, was also established to contribute to the design, development and rollout of the scheme. A pilot scheme was carried out from April - October 2021 involving 18 areas/units/departments, with a total of 465 staff participating. Feedback from the pilot was captured, and necessary changes/amendments to the scheme were carried out in 2022 in order to facilitate a full rollout of the scheme in September 2023. Professional units commenced engagement in the scheme from September 2023 onwards, while

				Evaluate pilot programme and implement necessary changes. Implement the revised PRD scheme university-wide and encourage uptake.	April - Oct 2023; annually		departments engaging with the full rollout process by 2024.		academic departments will commence engagement from April 2024 to align with their workload allocation timeframes (SAP 2.2.14).
AS5.6	L	To review KIT days annually to assess take-up and promote scheme	Promote scheme to ensure awareness and take-up	Annually monitor uptake of KIT days. Promote KIT days as part of overview maternity leave policy awareness.	Q4 2021; annually Q3-Q4 2023	HoS HR	All staff taking maternity leave aware of scheme	Amber	2 staff members (both academic) have formally requested KIT days through our CoreHR system since 2020. It is understood that employees are availing of these KIT days locally through agreement with their line manager without processing them through the formal system. Therefore, the actual uptake is difficult to measure. Additional actions need to be considered to allow us to collect reliable data on uptake going forward, and these will be included in our SAP. Promotion of KIT days will be included in HR's upcoming plans to relaunch family-leave policies. At present, all employees who are availing of maternity leave are made aware of the opportunity for KIT days via the Policy and conversations with their manager.
AS5.10	M	To implement formal working from home policy to support work-life balance	To provide guidelines in relation to procedures and supports for working from home	Create guidelines and procedures on remote working. Carry out a pilot of the remote working policy. Monitor and evaluate pilot in consultation with staff. Include questions on remote working in future AS surveys to monitor staff perceptions. Update policy based on feedback from pilot.	Q4 2020	HR EDI	Policy in place with staff being able to work flexibly based on their needs. 60% of staff responding to the 2023 survey indicate that DCU facilitates a remote working / hybrid working approach that suits their needs. 60% of staff agree that they have an appropriate	Amber	A Remote Working Policy was created in 2020 initially to address the need to work from home fully during the COVID-19 pandemic. This policy was then altered in light of the return to office work; allowing for a hybrid approach to be taken. The Remote Working Pilot Policy was approved in July 2022 and the pilot ran from September 2022 for a period of one year. From June to September 2023 an evaluation of the pilot was carried out by HR, in consultation with line management from across the University. This resulted in an extension of the remote working policy for a further 12 months, until May 2024. As of April 2023, only 47% of respondents to the survey believe that DCU facilitates a hybrid working approach that suits their needs; 13% less than our target of 60%. Approximately a half (51%) agree that they can strike an appropriate balance between their work and home life; 9% less than our target of 60%. This may be, in part, because this policy is in pilot phase; once the pilot is completed and policy fully operational, we will monitor staff perceptions (SAP 2.4.5).

							work-life balance.		
AS5.15	L	To ensure guidance on inclusive representation is added to committee guidelines for all University level committees	To ensure gender is a consideration in staffing committees	Develop guidance on inclusive representation for all University level Committees to address any issues of under-representation of gender. Add this guidance to the University's overall <i>Committees Guidelines</i> to ensure all committees are aware of, and utilise, such guidance.	Q2 2023	COO; with support from EDI	Clear guidelines on inclusive representation in place, and actively used.	Amber	In commencing the planning for this action (and AS 5.16 below) to be implemented, it was discovered that there are no active, central University Committee Guidelines in place; instead, Committees form their own Terms of Reference. There is a large piece of work required to create a centralised guidance document, and for several reasons it was not viable to commence this work prior to 2024. Work commenced in Q1 2024 with the drafting of a University Committees Guidelines document which sets out procedural aspects of establishing and maintaining a committee within the University and includes guidance on gender and diverse representation and rotation of roles and workload. Additionally, a separate Policy document was drafted which mandates gender balance for senior leadership Committees. Both documents are in the process of being approved by the University Executive. This has now moved into our SAP for progression and completion (SAP 2.1.2).
AS5.16	L	To ensure guidance around how to address committee workload and reminders to regularly rotate staff on these committees is issued to schools and faculties	Feedback from survey stated the same people often get committee roles, so guidance on rotating staff members/ balancing committees into workload is needed	Develop clear guidance on managing committee workload to ensure fairness among all members, to be added to the Committees Guidelines document (referred to in AP5.15). Send annual reminders of this guidance to all HoS and Executive Deans to ensure active management of this.	Q2 2023	COO; with support from EDI	Guidance and reminders issued each semester; with all committees adhering to guidance	Amber	Refer to the commentary above (AS5.15).
AS5.20	L	To ensure gender disaggregated data around outreach is collated and collected for monitoring	Currently no data captured on all staff outreach - some on academic outreach.	Ask all HoS to collect outreach data locally and monitor for gendered trends. Ensure all depts are taking gender into consideration when planning outreach activities, and request that appropriate gender representation be present.	Q4 2022	Heads of Schools	A database, with gender disaggregated data, is created, and updated consistently by each School; with accurate data available for monitoring	Amber	All Schools who have engaged with the Athena Swan departmental process have committed to creating a local database to capture all outreach activities within their School, disaggregated by gender. This database will be monitored regularly and will allow Schools to recognise where there is underrepresentation of genders. As all academic depts go through the self-assessment process, they will be requested to make this a key action.

EDI1 .3	H	To review the current DCU Disability Code of Practice	To ensure that a fit for purpose policy for staff with disabilities is in place and supports both managers and staff to ensure equal treatment of people with disabilities and that the needs of staff with disabilities are being met	Draft a new DCU Disability Policy to replace the current CoP. Establish a working group of DCU staff with disabilities and allies to contribute to the development of the policy.	Q3 - Q4 2023	EDI	New DCU Disability Policy developed and launched	Amber	A new Disability Policy for Staff will provide clear information on what staff can expect from DCU in terms of support for disability in the workplace and what steps and process should be followed when disclosing a disability(disabilities), seeking support, or requesting reasonable accommodations as well as the roles and responsibilities of managers, the University and individual staff members. The Policy will be part of a wider disability toolkit which includes additional resources, guides, and information to support staff and managers. The policy will complement the DCU Autism Friendly Project and will aim to support work to encourage disclosure of disability and trust within the DCU community. The Policy will clearly explain DCU HR's process and procedures related to disability and will outline what is considered necessary by the University for supporting disabled staff. A draft Policy will be shared with relevant stakeholders for feedback and the wider toolkit will be developed in collaboration with key stakeholders including disabled staff at DCU. Policy work is due to commence in Q3 2023 (SAP 2.1.1).
AS4. 6	M	To attract more males into the Institute of Education (IoE) to address gender imbalances within this discipline	To achieve greater gender balance at undergraduate level in teacher education to influence longer term change	Develop and implement a programme with guidance counsellors with the aim of attracting more male CAO applicants.	Q3 2021	SS&D IOE EDI	Increase male representation at undergraduate level by 5% in 3 years.	N/A	This action was transferred to the Institute of Education (IoE) who are engaging with the Athena Swan process in 2023-24. As part of their self-assessment, they will establish in further detail the complex issues it faces in terms of male representation at student and staff level. Faculty-specific actions will then be developed.

- b. Comment and reflect on the institution's most recent action plan. This should include information on:
- + the methodology of action implementation, evaluation and iteration;
 - + factors (internal or external to the institution) 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 were 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 outline how the action plan was adjusted;
 - + 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.

Upon attaining Bronze in 2020, feedback from Athena Swan Ireland (ASI) was incorporated into our BAP 2020 – 2024, creating a more robust smart plan. The plan has been enhanced throughout the period through the addition of new actions based on new evidence or changes to circumstances. Our BAP contained 52 actions; 39 (75%) have been fully implemented and targets achieved, substantial progress has been made on a further 12 (23%) actions. One (2%) was a faculty-specific action which was transferred to that faculty for action through their AS self-assessment process.

A progress report is provided to the EDI sub-Committee of GA on a quarterly basis, and the Chair of this committee provides an update to GA. The EDI Unit, tasked with leading on the implementation of the action plan, reviews it bimonthly, documents key progress, and shares updates with relevant stakeholders. This Unit also leads on the evaluation of the action plan, with key input from the SAT, as well as other departments/key stakeholders responsible for actions.

Several barriers to implementation emerged throughout the plan's life cycle, including:

1. The global COVID-19 pandemic coupled with the temporary move to remote working.
2. Changeover of key EDI staff, with the Equality Office disbanding, and the new EDI Unit within HR being created.
3. Wider issues with changing teams within the University due to natural staff turnover and promotion opportunities.
4. Trust / sensitivity issues concerning disclosure of EDI related issues / data within the university.

5. Governance structures / protocols related to EDI processes still in development.
6. Incomplete data picture due to delays in the development of data systems.
7. Overlap with other university priorities / strategies which impacted timing.

The following actions were delayed or impacted by these barriers:

Ref.	Objective /Action
AS3.4	To support the establishment of staff networks in intersectional areas.
AS5.5 - AS5.8	Actions linked to awareness raising of family-related leave and initiatives.
AS5.15 - AS5.16	Add guidance on inclusive representation on committees, and guidance on addressing committee workload to University Committee Guidelines.
AS4.7, AS5.2, AS 5.3	Use several new HR systems to capture leavers data accurately, capture formal offers and acceptances at recruitment stage, and rollout new PRD scheme for all staff.

Table 3.1: List of actions that have been impacted or delayed due to barriers.

Lessons learned:

1. Action plan baselines and measures of success must be tangible and clear to ensure that progress and impact can be clearly tracked from the outset.
2. It is important to gather data in real time to ensure effective monitoring and the ability to identify issues as quickly as possible.
3. In addition to providing progress reports to GA EDI sub-Committee, an Athena Swan Working Group made up of those listed as Action Owners would ensure action progress is being driven effectively.
4. It is essential to continue to build trust within the university community so that honest, constructive EDI conversations can occur.

2. Evaluating success against key priorities

- a. Provide information on the institution's key achievements in gender equality. This should include:
 - + evidence of how the institution has achieved the desired outcome/s and impact/s in relation to at least two previously identified key priorities;
 - + qualitative and quantitative data to evidence statements;
 - + reflection on the main facilitators or factors that supported success;

- + identification of whether there are any aspects that could be translated to other areas to support success against the institution's key priorities.

To demonstrate our key achievements on gender equality to date we have set out below the highlights in relation to outcomes and significant impact of two previously identified priorities (1) embedding gender equality within DCU and (2) supporting career development and advancing the representation of women in senior academic and leadership roles.

Priority 1: Embed gender equality throughout the institution

BAP Ref.	Outcome	Impact
AS3.3: Increase engagement with AS surveying	Increased engagement rate by 16%; moving from 40% engagement in 2019 and 2021 to 56% in 2023; exceeding our target by 6%.	Results of AS survey 2023 more accurately and fairly represent the views/ experiences of staff. Greater awareness levels of our gender equality journey.
AS3.5, AS 3.6, AS5.21, AS5.22: Engage schools and depts with AS and develop supports to guide them through the process	Eight Bronze department level awards achieved since 2021, with 12 schools in the process of carrying out a self-assessment for an award, and 6 further schools committed to engaging in the coming two years.	AS is becoming embedded in everyday activities with local impact and benefits being explored and experienced by staff.
	Established AS Peer Support Network, with representation from all Schools engaging with the AS process.	Lessons learned and expertise gained from school applications enhance the quality of subsequent applications. 100% of members agree that the Network has been valuable in supporting them through the AS process.
	Senior EDI Leads appointed on each Faculty Management Board (x5 roles). Leads are members of the University SAT and chair the Faculty EDI Committee. School Convenor roles in all schools who have achieved Bronze award.	EDI being owned and championed locally has had a significant impact on culture and engagement - as evidenced in significantly increased survey response rate.
AS5.1: Ensure	Commitment to gender	All candidates are assured of

visible commitment to gender equality	equality/EDI included in all job advertisements along with the AS Bronze Logo.	DCU's commitment to gender equality and inclusive employment.
	Engaged with Accenture's Women on Walls initiative which recognises the pioneering achievements of a group of extraordinary women.	Tangible visibility of female leaders in STEM within the University.
	Inclusion of GE/EDI specific section within DCU's Quality Review assessment templates.	Ensures all units systematically take GE into consideration when carrying out quality reviews.
AS5.8: Encourage male staff to avail of both paternity, parental and parent's leave to increase gender balance of those taking such types of leave	A 300% increase in the number of men availing of paternity leave during the period 2020 - 2022; exceeding our initial target of 5%.	Significantly increased gender balance among those taking family leave helping to foster a culture where all staff feel supported and encouraged to take leave for family reasons and where men are supported to be active and engaged family carers.
AS6.1, AS6.5, AS7.1: Introduce gender neutral titles in records, provide option of 'Other' for gender and address stereotyping of male and female roles	'Other' category added as an option for selection under gender within staff and student records.	Fosters a culture of inclusion for all genders at DCU and helps to ensure that all members of the community are supported to identify as the gender that is right for them.
	Mx. as an option for selection within staff and student records.	
	New Professional Development Framework launched in 2022 which saw the removal of 'Secretary' grade titles and introduction of more neutral titles.	Notable increase in the number of male applicants for junior administrative P1-P5 grades; increasing from 25% male applicants in 2020 to 38% in 2022.
AS4.8: conduct gender pay gap reports to identify gaps	Pay gap reduced from 10% in 2022 to 8.17% in 2023 (less than the national average).	University has better data and insight into the gender pay gap at DCU and can use this to identify and develop next steps to address the identified gap.

Table 3.2: Details on the outcome and impact of BAP actions aligned with priority area 1 to embed gender equality throughout the institution.

Priority 2: Support career development and advance the representation of women at senior academic levels and within leadership roles

BAP Ref.	Outcome	Impact
AS5.13: To continue to actively encourage applications from female members of staff for HoS and Executive Dean positions to increase gender balance at leadership level	60% Executive Dean positions are held by women since 2021. 27% increase in the number of women holding HoS positions since 2016, with 54% female HoS as of 2023.	Gender balance targets achieved at leadership level with more women in senior positions more generally, and more discipline-specific women role models in HoS roles, inspiring more women to consider leadership opportunities in the future.
AS4.3 and EDI5.1: To increase number of senior female academics, support career development for women and influence a gender-balanced culture	Three SALI positions awarded to DCU and appointed across diverse academic areas.	Contributed to an increase in female Full Professors from 19 to 24 in the three-year period.
	Introducing a gender quota for promotions to Associate Professor grade, which has resulted in a 10% increase in the number of women at this level since 2019. Currently 51% of Associate Professors are women.	More women are represented at a more senior level of academic grades and these women will therefore be in line for further advancement, helping to address the leaky pipeline over time.
	Financial investment commitment to facilitate 50 academic and professional women participating in Aurora (2020 – 2023).	51% of Aurora participants have been promoted since engaging with the programme.
	Won funding to lead on a sector-wide pilot female development programme (Vista) to support academic and professional women at mid-career stage.	Led two iterations of the programme with 60 participants from 6 institutions. A valuable network of mid-career women established as a result.
10 female Associate Professors have participated in the Preparing for Academic Advancement (PAA)	Increased female Associate Professors who are prepared to apply for promotion when the	

	programme, led by UL which DCU is a partner on.	appropriate opportunity arises; with 20% of DCU participants promoted since the programme.
	Mary McAleese Lecture Series and Lunch with Ted events held annually to celebrate International Women's Day with 300+ staff attending across 2022 and 2023.	Empowered women and men across the DCU community to celebrate the contributions of all women to our workplace as well as wider society and to provide access to women role models for all those aspiring to be leaders.
	Established an internal Aurora Alumni network.	Provided numerous networking opportunities for those who have completed Aurora and strengthened the reputation of the programme within the university through alumni testimonials and events.
	Developed a Women's Impact Network (WIN) Leading Through Change' internal programme.	A network of senior women leaders from a broad range of industries was established to mentor and develop women identified as challengers for leadership roles within the University.
AS5.4 and AS5.12: increase the support provided to those taking family-leave particularly maternity leave and review the need for additional Mother's Rooms	Those taking maternity leave feel much better supported before, during and after their period of leave; with 70% agreeing that they felt supported before, during and after leave in 2023, a staggering increase of 57% from 2019 where only 13% indicated that they felt supported.	Staff who take maternity leave experience a supportive and inclusive work environment where their needs are supported upon return from leave. They now have access to a maternity buddy, keep in touch days and a teaching free period on return from leave.
	Opportunity for all female academics returning from maternity leave to avail of the Teaching Free Period to support them with research activity; with 45% of those eligible taking up this	Academic staff can re-engage and focus on specific research activity after their period of leave to ensure they are not disadvantaged from taking such leave.

- The inclusion of EDI within the brief of the Deputy President, and buy-in from senior leaders, SAT members and key stakeholders across the University facilitated the implementation of the action plan and its progress greatly.
- Commitment from managers in taking ownership of GE/EDI locally.
- Commitment of financial and FTE resources to ensure successful delivery of the ambitious action plan.

How success can be translated to other areas

In driving implementation of BAP, intersectionality and wider EDI issues were always considered in parallel and specific actions put in place where possible. Improved recording of EDI data relating to the DCU community will allow for robust evidence gathering to help inform the development of clear, targeted actions to address issues that emerge through an intersectional lens. The robust governance, action planning, and tracking processes developed during DCU's AS journey provide a valuable scaffolding for extending the focus to other EDI ambitions.

- b. Where relevant, provide information on any key achievements on equality grounds in addition to gender. This should include:
- + qualitative and quantitative data to evidence statements;
 - + reflection on the main facilitators or factors that supported success;
 - + identification of whether there are any aspects that could be translated to other areas to support success against the institution's key priorities.

As part of our BAP, several other EDI initiatives were included to support the advancement of EDI more broadly, including plans around race equality and LGBTQ+ inclusion (detailed within the BAP progress report). Additional achievements include:

Disability / Accessibility

- Expansion of Autism-Friendly initiative to include a new principle which ensures specific for autistic staff.
- Autism Awareness Training held each semester for all staff in collaboration with AslAm, with 198 staff participating since 2021.
- Specific Autism Support Training held for the HR department in 2021 with 37 in attendance (approx. 74% of the dept).
- Neurodiversity Awareness Training on offer to all staff annually with 114 staff participating from 2022.
- Training on Digital Accessibility and Inclusive Technologies piloted for all staff in 2023.

- Universal Design for Learning course available through Teaching Enhancement Unit (TEU).
- Irish Sign Language courses ongoing, with 73 staff participating since 2022.
- Disability pulse survey conducted (March 2023) with a 7% response rate, and key findings incorporated into this self-assessment process.

Strengthening an inclusive university culture

- Reviewed and relaunched the Dignity and Respect at Work and Study Policy, with a clear set of procedures for staff and students reporting incidents of bullying, harassment, and discrimination.
- Launched a Domestic Violence Leave Policy which provides up to 10 days paid leave for staff experiencing domestic violence.
- EDI in HE online module included in Essential eLearning - completions are tracked and reported to Senior Management.
- All staff encouraged to complete the *Let's Talk About Race* online.
- Adapted UCC's Bystander Intervention online module for the DCU community.
- Signed HEA's anti-racism principles and committed to developing a race equality action plan in 2024.



Image 3.1: Signing of the HEA Anti-Racism Principles by DCU.

3. Evaluating local and discipline-specific progress and success

Comment and reflect on progress and success in academic departments or professional units. This should include:

- + localised and discipline-specific priorities, achievements and challenges;
- + key learning and outcomes from department/professional unit award holders and how these have informed institutional strategy, policy and practice;
- + the approach to identifying and sharing good practice across the institution.

To date, 8 schools (representing 46% of academic/research staff) have achieved Athena Swan Bronze and a detailed schedule of submission dates has been committed to for all remaining schools/faculties. An Athena Swan/EDI Committee has been established in each faculty (*detailed in section 1.2 of this application*). These Committees, comprising EDI Convenors/representatives from each School, identify and drive Faculty strategic EDI priorities, challenges and share progress on implementing school action plans, and ensure any shared actions are coordinated effectively. All Local APs align with institutional level plans. Some key challenges that have been identified via local self-assessment processes across the faculties have fed into the development of the SAP, including:

- Transparency and fairness issues relating to academic promotion;
- Awareness raising of career development supports available to all staff categories;
- Awareness raising of EDI policies, including D&R, sexual misconduct, and family-related leave policies;
- Transparency issues with academic workload allocation.

To ensure that localised and discipline-specific challenges are communicated and aligned with institutional AS/EDI priorities, the faculty EDI Leads are members of the University SAT (*as detailed in section 1.2*).

Each School AS/EDI Convenor is a member of their Faculty AS/EDI Committee. Additionally, the University's AS Officer supports each School through their self-assessment process and feeds progress and findings to University SAT and relevant stakeholders for consideration. Findings from all institutional AS/EDI surveys are filtered by Faculty, and main findings shared with Executive Dean, EDI Lead and FMB. There is potential to strengthen the feedback process to ensure full alignment of priorities, and effective implementation of actions at school, faculty, and institutional levels.

At institutional level, the establishment of the Athena Swan Peer Support Network enables sharing of good practice and lessons learned from engaging with the AS process. 100% of participants agree that the network provides invaluable support.



SAP 3.3.1: Formalise and enhance the AS feedback process to ensure that priorities and progress locally is shared at institutional level, and vice versa.

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 (on the landscape page to follow).

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).

The plan should be published on the institution's website to enable staff, students and the wider community to understand the institution's equality objectives and how these will be achieved.

Confirm the following:

The action plan will be published on the institution's website.

1. Action plan

Institutional Priority Areas – Colour Coding			
Gender Equality (GE) Priority Areas		Additional Equality Grounds (AEG) Priority Areas	
GE1	Enhance communication and engagement with Athena Swan to embed the principles further across practices in the University.	AEG1	Strengthen the governance of EDI across the University, and at all levels, to further embed EDI into the practices and ensure progression with several EDI frameworks including Anti-Racism, Consent, and Disability.
GE2	Enhance practices on inclusive leadership within the University from a gender and intersectional perspective.	AEG2	Increase data collection across all equality grounds to allow for a clearer understanding of our community, and where gaps in policy and practice are evident.
GE3	Develop robust succession planning and achieve appropriate gender representation across grades within all staff categories.	AEG3	Ensure a continued safe and respectful working environment for all staff and students, regardless of gender, age, ethnicity, sexual orientation, religion, civil/family status, disability status.
GE4	Strengthen awareness and transparency of career progression pathways for all categories of staff, with a particular emphasis on gender equality.	AEG4	Embed inclusivity into policies and practices to ensure they take into consideration those facing inequalities across all nine protected grounds.
GE5	Support work-life balance among all categories of staff, with a particular focus on gender and intersectionality, through an enhanced flexible working and family/caring entitlements.		

Ref.	Priority Area	Objective	Rationale	Actions/Milestones	Timeframe	Person(s) responsible	Measures of success
Section 1.2: Governance and recognition of equality, diversity and inclusion work							
1.2.1	GE 1	To further extend engagement with Athena Swan among all academic departments and professional, managerial and support (PMS) units, and among all genders and staff categories	<p>To continue to build a culture of equality and achieve maximum impact, it is essential that all academic departments engage with the departmental level process.</p> <p>While there has been increased engagement in AS surveys since 2019 (+16%), engagement from men with the staff consultation process was lower than that of women; 36% of respondents to 2023 survey were men and only 23% of focus group participants were men.</p>	<p>Monitor the existing timeframe for remaining academic depts engaging with the self-assessment process to ensure full engagement by 2026. Continue to provide adequate institutional support to depts carrying out self-assessment processes.</p> <p>Create a decision-making matrix to support PMS units in identifying their eligibility/benefit to apply for an AS award. Through this, identify key PMS units and create similar plans and timeframes to support these units through the process.</p>	Apr 2024 - Dec 2026	VP for EDI; Athena Swan Officer	<p>100% of academic departments have submitted a Bronze application by 2026. At least one Silver departmental award attained by 2028.</p> <p>A clear plan and timeframe are in place to support PMSS units through the process, with ≥2 PMSS Bronze award attained by 2028.</p>
				<p>Conduct an Athena Swan/EDI survey with all staff every two years. Leverage other University-wide surveys (such as DCU HR Engagement Survey) to gather EDI-related feedback from staff, where appropriate.</p> <p>Carry out pulse surveys as specific issues/opportunities arise.</p>	Apr 2025; biannually thereafter	Athena Swan Officer	<p>Two AS surveys conducted, with survey participation increased from 56% to 65% by 2028.</p> <p>Pulse surveys carried out as required, and findings incorporated into relevant action plans as necessary.</p>
				<p>Continue to engage as a project partner on the HEA-funded <i>Engaging Men in Gender Equality</i> initiative (led by MTU) and roll out project plans as appropriate.</p>	Ongoing	Athena Swan Officer/EDI Manager	<p>One male focus group held and appropriate actions developed and implemented.</p> <p>Male engagement in Athena Swan</p>

				<p>Hold a focus group with male employees on the barriers to engaging with GE/EDI in DCU, and develop actions based on findings.</p> <p>Create a targeted campaign on engaging men with GE/EDI work, with key leaders acting as role models.</p>	<p>Q1 2025</p> <p>Q2 2025</p>	<p>Comms Manager; EDI Unit</p>	<p>surveys increased from 36% to at least 46% by 2028.</p> <p>Male engagement with future AS focus groups increased from 23% to at least 35% by 2028.</p>
1.2.2	AE G1	To ensure an improved and robust EDI governance and operational structure is formalised and implemented to support the progression of EDI strategy and frameworks, including AS	<p>There is a growing need to ensure a cohesive approach to EDI from the staff and student perspective. At present, there is no active University committee which seeks to manage and progress EDI from both staff and student perspectives.</p> <p>There is a need to redistribute EDI work more broadly; and build on progress already made at faculty level.</p> <p>62% of survey respondents agreed that University Leadership is committed to EDI; and 66% agreed that</p>	<p>In line with new proposed governance/operational structures for EDI (<i>Figure 1.3</i>), establish an EDI Steering Committee, ensuring representation from stakeholders involved in the management and implementation of EDI initiatives from staff and student perspectives. Develop new Terms of Reference (ToR) for the committee.</p> <p>Develop key Working Groups (WGs) to lead on the implementation of relevant frameworks, including an Athena Swan WG, ensuring representation from across the University. This WG will lead on implementation of this action plan.</p> <p>Develop specific ToRs for these groups. Other groups proposed are Race Equality WG, Dignity, Respect & Sexual Violence Prevention WG, Disability WG.</p>	<p>Q3 2024</p> <p>Q3 2024</p> <p>Q3 2024</p>	<p>VP for EDI</p> <p>VP for EDI</p> <p>WG Chairs</p>	<p>An EDI Steering Committee operational with adequate representation from relevant stakeholders across the University and ToR in place.</p> <p>An increase from 62% to at least 70% in respondents agreeing that University Leadership is committed to EDI by 2028.</p> <p>Athena Swan WG, alongside 3 other WGs, operational to support the advancement of EDI frameworks.</p> <p>Successful implementation of SAP, with all actions progressed over the four-year period.</p>

			<p>leadership in their dept is committed to EDI.</p>	<p>Ensure that the role of EDI Lead in each Faculty is maintained, and that there is adequate resourcing of EDI activity locally.</p> <p>Develop an approach to identifying AS/EDI Leads within PMS departments to ensure the formalisation of EDI/AS structures locally (<i>in line with HEA 2nd national review recommendations</i>).</p> <p>Establish an internal network of EDI Leads to allow for collaboration across the University, meeting quarterly.</p>	<p>Q2 2024; and ongoing</p> <p>Q2 - Q3 2024; and ongoing</p> <p>Q1 - Q2 2025</p>	<p>VP for EDI</p> <p>VP for EDI; EDI Unit</p> <p>EDI Manager</p>	<p>EDI Leads in place for each of the five faculties, with EDI Committees operational at this level. EDI Leads in place for relevant PMSS departments.</p> <p>Internal network active, and cross-University collaboration taking place.</p> <p>By 2028, at least 75% agree that leadership in their department is committed to EDI.</p>
				<p>Develop and provide training for EDI Leads in academic and PMS departments annually to support them in their role.</p> <p>Develop and launch <i>Guidelines for Embedding EDI at DCU</i> to support local units.</p>	<p>Q4 2024; annually thereafter</p> <p>Q2 2025</p>	<p>Head of L&OD; EDI Manager</p> <p>EDI Manager</p>	<p>Training developed and held annually for EDI Leads, with at least 80% in attendance each year.</p> <p>Guidelines for Embedding EDI at DCU developed and launched with evidence to show utilised locally.</p>
1.2.3	AE G2	To ensure that robust data pertaining to staff demographics including ethnicity, disability, sexual orientation, and caring responsibilities is collected and	<p>At present no HR data can be disaggregated on grounds except for gender. It is important that the University encourages staff to self-disclose so that data can be analysed using additional equality grounds. This action is of high importance to</p>	<p>Develop an 'I Am' campaign to showcase diversity within the DCU Community.</p> <p>Run month-long promotional campaigns once per semester to encourage existing staff to self-disclose their personal data using Core diversity screen; utilising EDI structures throughout the University to support campaigns.</p> <p>Monitor participation rates quarterly and report to the EDI Steering Committee and</p>	<p>Q3 2024</p> <p>Oct 2024 & Feb 2025; annually thereafter</p> <p>Q4 2024; quarterly</p>	<p>EDI Unit; HR Director; with support from Comms & Marketing</p> <p>HR Systems and Data</p>	<p>Campaign developed and launched; with biannual campaigns running successfully.</p> <p>At least 60% participation rate with the Core Portal diversity screen by 2028.</p> <p>Demographic data available to allow for monitoring of staff profiles across the protected grounds.</p>

		<p>analysed so that gaps can be identified and proactively addressed.</p>	<p>ensure we can progress with several other actions in this plan.</p> <p>Currently we have a 31% participation rate with the Core Portal diversity screen, which was launched in June 2023.</p>	<p>other relevant stakeholders on a biannual basis.</p> <p>Establish and implement 'roadshows' to areas with low engagement to encourage staff participation in providing their data.</p>	<p>thereafter</p> <p>Q2 2025; and ongoing</p>	<p>Manager; EDI Unit</p> <p>HR Director; HRBPs; with support from the EDI Unit.</p>	<p>Roadshows take place regularly, where needed, with increase in engagement evident as a result.</p> <p>University can meet reporting requirements across several EDI priorities.</p>
				<p>Update the new employees 'Starter Letter' template to include information and instructions on updating personal information to help ensure all new staff are disclosing upon commencement of employment.</p> <p>Incorporate the engagement with the diversity screen at probation to help increase uptake.</p>	<p>Q2 2024</p> <p>Q4 2024</p>	<p>HR General Team Lead</p> <p>HR Director</p>	<p>Inclusion of information and instructions on all Starter Letters issued from May 2024 onwards.</p> <p>At least 60% of all new starters complete the Core Portal diversity screen by 2028.</p> <p>Inclusion of information at probation and PRD meetings.</p>
				<p>Commence reviewing career pipeline data through an intersectional lens as more robust demographic data becomes available.</p> <p>Consider and implement approaches to reducing gaps in diversity of employees as they arise.</p>	<p>Q1 2026; and ongoing as data increases</p>	<p>HR Director; HR Systems and Data Manager; EDI Unit</p>	<p>Trends in pipeline identified and evidence-based targeted actions created, where necessary.</p>

1.3.1	GE 1	To ensure all staff are aware of AS progress and updates as we implement the Silver action plan, and as local action plans progress	<p>While great strides were made to increase communication and awareness of AS in our BAP, it's important that we enhance our ability to provide regular and consistent ways to update staff that go beyond the use of staff emails. 86% of staff were aware of AS in 2019, and this dropped slightly to 75% in 2023.</p> <p>Additionally, 40% and 36% currently recognise how the principles of Athena Swan are embedded into the culture and working of DCU and their departments respectively.</p>	<p>Update the DCU Athena Swan webpages to allow for greater interactivity and the ability to provide quarterly update reports online. Communicate these to all staff via email, the internal communication portal, at Heads & Deans monthly meetings within 'Key Messages' document, and by leveraging the EDI governance structures at all levels in the University.</p> <p>Hold an annual Athena Swan information session on each of the three teaching campuses to provide staff with key progress and updates. Incorporate updates/progress into announcements at DCU Coffee mornings, where feasible.</p> <p>Embed the practice of publishing School/Unit applications and action plans, as soon as award is announced, to allow for shared learnings and awareness of priorities and plans. This will support in achieving school/unit award targets as per SAP 1.2.1.</p>	<p>Q2 - Q3 2024; and then quarterly thereafter</p> <p>Q4 2024; annually thereafter</p> <p>Q2 2024; and ongoing</p>	<p>Athena Swan Officer; with support from DCU Comms & AS WG Chair</p> <p>VP for EDI; EDI Unit</p> <p>Athena Swan Officer</p>	<p>Awareness levels of AS is maintained at ~85% by 2028.</p> <p>At least 65% of staff indicate that they understand the AS principles and can see how they are embedded into the culture of DCU by 2028.</p> <p>At least 60% of staff indicate that they can see how the principles are embedded into their school culture by 2028.</p> <p>All successful applications/action plans published and shared with our staff/student community within three months of award attainment.</p>
Section 2.1: Overview of the institution and its context							
2.1.1	AE G4	To support greater access and participation for staff with disabilities	<p>Currently 3.39% of staff have declared a disability via CoreHR and 7.40% via survey. In the disability pulse survey (Mar 2023), 49% agreed that they are fairly</p>	<p>Develop DCU's new Disability Policy and Toolkit in collaboration with a Disability Working Group.</p> <p>Launch policy and build an awareness raising approach to ensure employees and managers are aware of their rights and responsibilities under the new Policy</p>	<p>Q2 - Q4 2024</p> <p>Q1 - Q2 2025; and</p>	<p>HR Director; EDI Adviser</p> <p>HR Director;</p>	<p>Disability policy and toolkit in place; with at least 60% of staff aware of the policy by 2028.</p> <p>At least 60% of respondents agree that they are fairly treated in DCU regardless of their disability, and at least 60% agree that they are</p>

			treated in DCU regardless of their disability, but women were less agreeable than men (46%w v 59%m). 45% of respondents are comfortable disclosing their disability to their line manager, while 34% believe a disclosure would have a negative impact on their career. Additionally, 26% of disabled respondents were aware of the ability to request reasonable accommodations.	and Toolkit to normalise disclosure of a disability.	ongoing	EDI Unit	comfortable disclosing their disability to their line manager; with little difference in responses by gender. 10% of staff have declared their disability to HR via Core Portal by 2028.
				Review all HR procedural documents (applications for recruitment, promotion, family leave, etc) and move them to an online application system while ensuring full accessibility of all forms.	Q2 - Q3 2025	HR Service Delivery Managers	All HR procedural documents are online and fully accessible by 2028.
				Develop and provide training on supporting employees with a disability (including information on reasonable accommodation and how to receive disclosures) to relevant stakeholders such as Line Managers and HR representatives annually.	Q1 2025; annually thereafter	Head of L&OD; EDI Unit	Training developed and held annually. At least 80% of line managers and HR representatives trained on supporting employees with a disability by 2028.
2.1.2	GE 2	To ensure that inclusive representation is considered, monitored and increased on all University-level senior leadership	The key governance and senior leadership committees are gender balanced (GA, EMT, SMG, Academic Council). Four out of six additional influential committees are not	Monitor gender representation on all senior leadership committees annually and report to the EDI Steering Committee and other relevant stakeholders for consideration and action, where needed. Request that Chairs of Committees consider gender in each renewal of membership.	Dec 2024; annually thereafter Q2 2024; and ongoing	Athena Swan Officer VP for EDI	100% of the ten senior leadership committees identified in this application are gender balanced by 2028.

		<p>committees, and that EDI-related guidance is provided to committees at all levels</p>	<p>gender balanced.</p> <p>A broader EDI audit was conducted, and baseline data across all protected grounds captured for each of the ten committees.</p> <p>As part of our BAP, plans were in place to develop a guidelines document for the operation of University committees, including ensuring inclusive representation and addressing issues of rotation of membership. (BAP 5.15-5.16). These were not progressed.</p> <p>50% agreed that there is a fair distribution of workload associated with committee work in their department in 2019 survey; with gendered differences evident (48% of women agreed versus 55% of men). Similarly, 36% agreed that there is a fair distribution of workload associated with committee work at university level, with 35% of women agreeing versus 40% of men.</p>	<p>Conduct an EDI audit on the ten identified University Committees within this application annually to monitor representation from across the nine protected grounds, using 2024 findings as baseline. Benchmark against university-wide data as its captured (<i>linked to SAP 1.2.3</i>).</p> <p>Disseminate findings to Committee Chairs annually for insight, tracking and consideration.</p> <p>Develop an approach to specifically target members of these committees to self-report on CoreHR to reduce the percentage of blanks in the next audit (<i>aligned to SAP 1.2.3</i>).</p> <p>Develop targeted actions and set appropriate targets to address emerging/continuous gaps, where feasible.</p>	<p>Q1 2026; Q1 2028</p> <p>May 2024; and annually</p> <p>Ongoing</p> <p>Ongoing, as required</p>	<p>VP for EDI; with support from EDI Unit</p> <p>Chief Operations Officer; with support from EDI Unit</p>	<p>EDI audit conducted at least twice by 2028. Actions developed and implemented based on findings, and appropriate targets set and achieved by 2028.</p> <p>Clear guidelines in place to ensure a consistent operational approach to university committees.</p> <p>At least 65% of respondents agree that there is a fair distribution of workload associated with committee work in their department; and at least 60% agree that there is a fair distribution of workload associated with committee work at university level.</p>
				<p>Launch the <i>University Committees Policy</i> related to gender composition which mandates university-level senior committees to ensure that <i>“In determining the composition of the Committee no more than 60% of the membership should be of any one gender”</i>. The policy will be updated to account for broader representation once more established data on our gaps is produced.</p>	<p>Q2 2024</p>		

				Launch the <i>University Committee Guidelines</i> document to ensure that there is a consistent approach to how committees at all university levels operate, particularly in terms of membership and rotation of roles. This will include a specific protocol to support them in ensuring broader representation in addition to gender (<i>follow on from BAP 5.15 - 5.16</i>).	Q3 2024		
Section 2.2: Supporting and advancing academic and research staff careers							
2.2.1	GE 3	To achieve and maintain gender balance across all academic and research grades, particularly at senior levels	While great strides have been made in addressing gender imbalances across all academic grades, there is still lower than 40% representation of women at senior academic levels (38% Prof and 36% Full Prof).	Introduce more regular monitoring, on a quarterly basis, of academic and research statistics to ensure no significant negative change on representation after recruitment and/or promotional calls. Annual reports will be shared with the EDI Steering Committee, University Exec. and relevant stakeholders for consideration and actioning.	Q2 2024; and quarterly thereafter	HR Director; EDI Unit	Formal quarterly monitoring is established, with gaps/trends being identified as they emerge.
			There is also a leaky pipeline evident for female researchers with female representation at the Senior Research Fellow and Research Fellow grades lower than 40%.	Embed the flexible cascade model through positive action measures to ensure that female applicants are shortlisted for interviews, where they meet the minimum essential criteria, for all recruitment calls to Professor and Full Professor grade, and for calls to Research Fellow/Senior Research Fellow.			Q3 2024; and ongoing

				Where opportunity arises, apply for further SALI posts to increase the number of women represented at senior academic levels.	Ongoing, as funding becomes available	HR Director	Funding for SALI posts applied for where applicable, with a positive impact on female representation at senior academic levels.
				Conduct systematic reviews and consultations with female researchers at all postdoctoral levels, aligned with plans within the HR Excellence in Research action plan, to identify and understand the specific barriers to their career progression. Develop a targeted action plan to support the increase of women in these roles.	Q2 2024 - Q2 2025	Head of L&OD; EDI Unit	Barriers to female research career progression identified and key actions developed and implemented.
2.2.2		To continue to ensure that no gendered disparities in those holding temporary contracts across all grades is evident.	The % of men and women holding temporary academic contracts at most grades is equal, ~3% difference overall. However, at Assistant Prof BB, a clear disparity emerges with significantly more men (74%) holding temporary contracts than women at that grade (39%).	Capture and monitor this data annually to establish any continued or newly emerging trends. Identify key actions to address any gendered trends that emerge through annual monitoring.	Q4 2024; annually thereafter Ongoing, as required	HR Director	≤3% disparity in the percentage of men and women at each academic level holding temporary contracts by 2028.

2.2.3	AE G4	To strengthen recruitment practices to attract candidates from more diverse backgrounds and underrepresented groups.	At present there is no data collected to show candidates' personal details beyond gender. It is important that such data is collected to allow the University to identify and address gaps.	Develop a system to collect information through an <i>Equality Monitoring</i> form via PeopleXD Recruitment at application stage of the recruitment process to allow for the demographic monitoring of candidates and for the transfer of information to CoreHR for new starters going forward.	System developed Jan 2024; monitoring ongoing	HR Systems and Data Manager	At least 70% response rate to the Equality Monitoring form at the application stage of the recruitment process by 2028.
				Monitor data collected via this form quarterly to identify key demographic gaps across the nine protected grounds in our applicants and establish baselines after year 1. Develop actions to work towards reducing gaps identified, monitor the impact of such actions, and set appropriate targets for future years.	Q2 2024; quarterly thereafter Q1 2025	HR Director; HR Systems and Data Manager; EDI Unit	Improvement in the diversity of applicants by 2028 based on baseline and targets set after year 1.
				Review the sources in which we advertise our positions, and proactively identify diverse talent pools.	Q2 2024; quarterly thereafter	HR Service Delivery Managers	Sources of advertisements expanded and more diverse.
				Include both offers and acceptances when capturing and monitoring recruitment data, disaggregated by gender and additional equality data (where feasible), to ensure trends are identified (<i>this is a follow on from BAP5.2</i>).	Q2 2024	HR Systems and Data Manager	Data on offers and acceptances are captured, monitored, and gendered trends established and addressed.

2.2.4	GE 4	To ensure there is clarity on all promotional criteria and processes in DCU to increase perceptions of fairness and transparency	<p>27% believe promotional processes are fair and transparent, and 40% believe that the promotion criteria is fair and transparent. Additionally, focus groups have highlighted issues with transparency, particularly regarding <i>Targeted Promotions</i>.</p> <p>Feedback suggested that more promotions are done via targeted than the formal APC competition, and academics would prefer a more balanced approach to the two processes.</p> <p>Only 23% of respondents agree that it's clear how career breaks are considered in promotion decisions.</p>	<p>Develop an informational sheet showcasing all the promotional routes in DCU; with explainers of each route and links to policies and detailed procedures. Distribute this via email, through Faculty Management, and via website.</p> <p>Continue ongoing promotion and raising awareness around the Academic Development and Promotion Framework which outlines the clearly-defined expectations regarding standards for academic career development and progression.</p>	<p>Q4 2024</p> <p>Ongoing</p>	<p>HR Director</p> <p>HR Director; Head of L&OD</p>	<p>An increase in the percentage of survey respondents who agree that the promotional processes in DCU are fair and transparent from 27% to at least 50% by 2028.</p> <p>An increase in the percentage of survey respondents who agree that the promotional criteria are fair and transparent from 40% to at least 65% by 2028.</p> <p>At least 75% of staff feel informed going through the promotion process.</p>
			<p>Continue to implement a regular timetable of annual calls for promotion to Associate Professor. Where feasible, commit to annual calls related to the other academic grades.</p>	<p>Ongoing</p>	<p>APC Chair; HR Director; Executive Deans</p>	<p>Annual reports published, and case studies collated and available to all staff.</p> <p>Marking schemes in operation by all APC members.</p>	
			<p>Continue to publish an annual report on promotions across the University, broken down by Faculty/ School, and by gender, by grades and by targeted/competitive process. This will be shared with Executive Deans for consideration when making promotional appointments from a gendered perspective, with the goal of achieving gender balance across faculty promotions annually.</p>	<p>Q4 2024; annually thereafter</p>	<p>APC Chair; HR Director; Executive Deans</p>	<p>An increase in the percentage of respondents who agree that it's clear how periods of leave are taken into consideration in promotion decisions, from 23% to at least 50% by 2028.</p> <p>Training established for relevant Managers and held annually; with at least 85% in attendance each year.</p>	
			<p>Gather and disseminate 'case studies' after each promotional call, particularly at Associate Professor level, to showcase the different career journeys of successful</p>	<p>Q4 2024 - Q1 2025</p>	<p>APC Chair; HR</p>		

				candidates.		Director	
				Increase the number of promotions to Associate Professor made via APC process from 8 to 15; maintaining the appropriate gender quotas annually.	Feb 2024	APC Chair; HR Director	
				Emphasis the marking scheme (including the three domains and sets of dimensions under each domain) for those reviewing APC promotion applications to ensure full utilisation.	Q1 - Q2 2025	APC Chair; HR Director	
				Update the APC policy and all related promotion documentation and criteria to explicitly reference how periods of approved long-term leave are considered in the scoring system. This will also be included in the FAQ section on the HR website.	Q1 - Q2 2025	APC Chair; HR Director	
				Provide training for relevant managers, such as those in Head of School and Dean roles, in providing meaningful, supportive, robust and direct feedback as part of promotional outcomes. Utilise training already developed for Managers in conducting PRD reviews.	Q2 - Q3 2025	Head of L&OD	
2.2.5	GE 4	To ensure that researcher career path is clearly articulated and accessible to all	Feedback from the researcher focus group indicated that the researcher career path is unclear. 34% of research	Review, and update where necessary, the Researcher Career Framework (<i>linked to strategy for HR Excellence in Research Award</i>).	Q2 2024 - Q2 2025	VP for Research; HR Director VP for	RCF updated, operational and communicated to all researchers regularly. At least 60% of researchers agree that they utilise the Researcher

		<p>researchers in DCU, and that all available supports are clearly understood and utilised effectively</p>	<p>respondents agree that there are opportunities internally for them to progress in their careers, with men slightly less agreeable than women (30%<i>m</i> v 38%<i>w</i>).</p>	<p>Promote this Framework amongst all researchers through regular communication and via the annual PRD scheme.</p>	<p>Ongoing</p>	<p>Research; HR Director</p>	<p>Carer Framework by 2028.</p> <p>At least 50% agree that there are opportunities to support their development and career progression by 2028, with less than 5% disparity by gender.</p>
			<p>20% of researchers are currently aware of the PRD scheme, and 48% agree that they would benefit from the scheme. Male researchers are less agreeable, with 43% agreeing that they would benefit versus 54% of female researchers.</p>	<p>Capture and track career progression data for all researchers annually to understand accurate progression through the Framework.</p>	<p>Jun 2024; biannually thereafter</p>	<p>HR Director</p>	<p>Data captured and monitored regularly, with clear progression trends identified.</p>
				<p>Enhance the 'Researcher Development Hub' to ensure that all researcher career and development supports are accessible via one webpage and communicate this Hub to all new researchers joining DCU upon induction.</p> <p>Develop an 'induction template' to support faculties/schools in providing a standardised induction locally upon commencement of role.</p>	<p>Q2 2024; and ongoing</p> <p>Q4 2024 - Q1 2025</p>	<p>Head of L&OD</p> <p>Head of L&OD; Heads & Deans</p>	<p>Researcher Development Hub active, updated regularly and used by researchers; with at least 60% are of, and use, the Hub by 2028.</p> <p>Standardised induction in operation locally for researchers by 2028.</p>
				<p>Ensure PIs and Supervisors utilise the PRD scheme to identify appropriate training and development requirements for researchers (<i>linked to strategy for HR Excellence in Research Award</i>).</p>	<p>Q2 2024; and ongoing</p>	<p>Head of L&OD</p>	<p>At least 65% of researchers agree that PRD is beneficial to them by 2028.</p>

2.2. 6	GE 4	To enhance career development opportunities for all staff (academic, research, PMSS) through engagement with the newly relaunched Staff Mentoring Programme	Approx. 7% of employees have engaged with the mentoring programme since 2019 (81% were women). Academic and PMSS men are not engaging with the scheme at the same rate as academic or PMS women (24% of academics and 14% of PMSS engaging with the programme were men). Research and Technical staff in particular are underrepresented.	<p>Relaunch the newly improved staff mentoring programme and build an awareness-raising campaign to encourage staff to participate as mentors and mentees.</p> <p>Run promotional campaigns twice yearly to encourage engagement. Specifically, tailor messaging to target and encourage underrepresented cohorts to engage effectively with the scheme.</p> <p>Monitor mentor and mentee uptake of the scheme, by gender and category of post, biannually.</p>	<p>Jan 2024</p> <p>Q3 2024 and Q1 2025; biannually thereafter</p>	<p>Head of L&OD</p>	<p>Scheme relaunched and in operation. 25% of staff are engaging with the mentoring programme (as mentors or mentees) by 2028; with proportionate engagement across the three staff categories, and with less than 10% gender disparity for each category of staff.</p>
				<p>Provide opportunity for those engaging to provide feedback on the scheme annually; and adjust scheme based on feedback as appropriate.</p>	<p>Dec 2024; annually thereafter</p>	<p>Head of L&OD</p>	<p>Four mentee/mentor surveys carried out by 2028 and feedback taken on board.</p>

2.2.7	GE 3 / AE G4	To consider intersectional inequalities in access to career development opportunities by designing a new Talent Management and Development Strategy, with specific consideration for underrepresented groups	Intersectional disparities are evident in survey findings. For example, 41% of PMSS ethnic minority women and 17% of PMSS ethnic minority men agreed that they have opportunity to progress (compared to 53% of PMSS non ethnic minority women and 52% of PMSS non ethnic minority men). In a similar nature, we see disparities when looking at those with a disability and LGBTQ+ staff.	Develop and implement a Talent Management and Development Strategy, in line with the HR Strategic Plan, and proactively identify and address gaps within the University's pipeline in underrepresented groups, including gender and with consideration of intersectionality. In line with this strategy, consider a pilot sponsorship programme through which senior managers sponsor the career development of two staff members of the underrepresented gender in their area, and with particular attention paid to those who may be experiencing intersectional inequalities (<i>aligned with recommendations from the 2nd national review of gender equality in HE</i>).	Q4 2025 - Q2 2026 Q3 2026 - Q3 2027	HR Director; Head of L&OD; Executive Deans	Talent Management and Development Strategy created and operational; with evidence-based, targeted action plans developed based on gaps identified. Targets on appropriate gender representation met (SAP 2.2.1). A new sponsorship programme for underrepresented groups developed and piloted; with engagement from all five faculties and PMSS units by 2028.
2.2.8	GE 4	To ensure effective career development opportunities are made available to all staff through enhanced suite of training and leadership development initiatives with increased engagement from	59% of survey respondents agreed that they have access to the training they need to support their career aspirations (51% of academics, 64% of researchers and 64% of PMSS). Slight gendered differences are shown for academics where 49% women agree versus	Conduct a learning needs analysis annually across DCU to identify what development programmes are required to ensure that all academic, research and PMSS staff have the knowledge, skills and competencies required to successfully fulfil their roles. Investigate as to why participation in training and development opportunities from male staff is less than female staff.	Q2 - Q3 2024; annually thereafter Q1 2025	Head of L&OD Head of L&OD	Learning needs analysis conducted annually and used to create an L&OD offer that leverages a 70:20:10 model to all staff. At least 70% of survey respondents indicate they have access to the training they need to support career aspirations, with relatively little differences based on gender or category of post.

		all categories of staff	54% men. There is a clear gender disparity for researchers with 57% of men agreeing compared to 73% of women.	Use data gathered to inform future actions to improve male participation in L&OD and EDI training / awareness activities.		Head of L&OD; EDI Manager	Increased male participation in line with the proportion of female attendees based on overall gender ratio of the University.
			Current data trends also show an average of 30% of training participants over the reporting period are men. There are imbalances evident particularly on leadership programmes.	Develop a robust and targeted access strategy to work across academic, professional and research teams to identify and resolve any barriers to access to leadership programmes.	Q4 2024; and reviewed quarterly thereafter	Head of L&OD	A more balanced representation from all categories of staff and all genders on our leadership programmes annually; taking into consideration overall gender ratio within each staff category.
				Monitor applications for leadership programmes annually to ensure a more balanced pool of academic and research men and women are applying for and participating in these programmes.	Q3 2024; annually thereafter	Head of L&OD	
				Set diversity targets within existing leadership programmes to ensure underrepresented groups are provided opportunities to participate.	Q3 2024; annually thereafter	Head of L&OD; EDI Manager	
				Work with relevant ERGs to consider the development of targeted professional development opportunities for underrepresented groups.	Q3 2025; and ongoing	Head of L&OD; EDI Manager	
Ensure that all line managers are transparent in how they communicate the annual budget for training and development, and the process in which	Q4 2024; annually thereafter	Head of L&OD; HoS; Heads of	Transparent training budget for each function.				

				employees' are approved for training.		Functions	
2.2.9	GE4	To continue to enhance the <i>Women in Leadership (WiL)</i> initiative as a comprehensive and inclusive offering for all female staff (academic, research and PMSS), with increased focus on intersectionality.	To support our work in advancing gender imbalances within the university, and particularly in senior/leadership roles, it is important that we continue to build on the WiL initiative offer.	<p>Review the existing WiL lecture series and explore opportunities to enhance the diversity of backgrounds and experience represented by speakers.</p> <p>Host two lecture series events annually; one per semester.</p>	<p>Q4 2024</p> <p>Q1 2025 & Q3 2025; annually thereafter</p>	<p>EDI Unit</p> <p>EDI Unit; University Events Team</p>	<p>WiL events taking place twice annually, with more diversity in speakers and focus on intersectionality.</p>
				<p>Continue to offer places on the Aurora programme annually, identifying high potential, early-career female staff; with a more balanced pool of staff categories represented in the annual participant cohort. A particular focus will be on engaging more researchers and women from underrepresented groups on the programme.</p> <p>Consider the creation of an Aurora budget, managed and maintained by the EDI Unit, to support small departments and/or underrepresented staff with participating in the programme.</p>	<p>Q3 2024; annually thereafter</p> <p>Q3 2024; annually thereafter</p>	<p>Head of L&OD; EDI Unit</p> <p>Head of L&OD; EDI Unit</p>	<p>Aurora programme offered annually; with engagement from all staff categories. In particular, an increase in the number of researchers applying for, and participating in the Aurora programme; with at least 10% of participants being researchers annually.</p> <p>Aurora budget established and utilised annually where needed.</p>
				Identify ways to sustainably fund annual iterations of the Vista Mid-Career Programme nationally; or consider alternative programmes that target those	Q3 2024 - Q2 2025	Head of L&OD; EDI Manager	Funding for future Vista programmes (or alternative) sourced, and at least 2 iterations run by 2028.

				at mid-career stage, using lessons learned from the Vista pilot.			
				Develop and implement a strategic senior leadership development programme to enhance our female future leader pipeline.	Q3 2024 - Q2 2025	Head of L&OD	New programme is established and an annual offering for female leaders in DCU.
				Provide female Associate Professors the opportunity to participate in the PAA programme annually. Conduct evaluations with participants on the programme annually to understand their experience of participating on the programme and the impact it could potentially have on their career progression. Monitor all faculty promotion calls to Prof/Full Prof annually to determine the success of the PAA programme for DCU participants.	Q2 2024; annually thereafter	EDI Unit	At least 10 female academics participate in the PAA programme by 2028; and 50% of delegates are successful in promotion within 12-18 months, based on timeframe of calls. At least 75% of DCU participants annually feel more ready to apply for promotion as a result of participating in the programme.
2.2. 10	AE G4	To integrate DCU values, particularly the <i>'Inclusive'</i> value, into all training design, and particularly within management and leadership programmes	While there are many specific EDI training offerings to staff, it is important for embedding EDI that the concepts are included throughout all trainings regardless of theme/topic. This will	Review content of all L&OD training to ensure EDI and DCU values are embedded throughout. Update all leadership programmes (including Explore, PRSL) to incorporate a specific module on EDI.	Q4 2024; annually thereafter Q1 - Q2 2025	Head of L&OD; EDI Manager	All L&OD training content reviewed and updated to incorporate EDI. Both leadership programmes have a specific module focused on EDI.

			allow for an increased engagement with EDI.	Develop and introduce a specific 'Inclusive Leadership' module to be incorporated as part of DCU's Essential eLearning suite of trainings.	Q1 - Q2 2025		
2.2.11		To further understand the factors potentially impacting research funding outcomes in DCU, and ensure active engagement from researchers with funding application supports	Although there is disparity observed in the data between male versus female research activity, the general trajectory of female activity over recent years has been positive. This needs to be monitored regularly, and further actions developed to enhance female engagement.	Continue to track and annually monitor funding application and outcome data, disaggregated by gender and funder type. Report findings annually to the EDI Steering Committee and other relevant stakeholders. Create and maintain faculty-level researcher lists to allow for targeted communications with research cohorts, to support in tracking funding applications.	Q4 2024; annually thereafter Q4 2024; and updated quarterly	RIS; with support from EDI Unit HR Systems and Data Manager, support from ADRs; RD Team	Data tracked annually, and further trends or gaps identified and addressed through new actions. Researcher mailing list established, in operation, and updated regularly, allowing for targeted communication.
				Conduct further qualitative investigation with female researchers, via a focus group, to understand the observed gender disparities and to ascertain what factors may specifically be hindering female activity and/or engagement in applying for funding.	Q3 - Q4 2025	EDI Unit; with support from RIS and ADRs	A female-specific focus group held with findings used to develop tailored actions to address issues.
				Collect and monitor data, disaggregated by gender and faculty, on engagement with support and training provided by Research Development (RD) Team.	Q4 2024; annually thereafter	RD Manager	Training data captured annually, and trends or gaps identified and addressed.

				Develop actions to address any gaps or trends identified through annual monitoring.			
				<p>Review the DCU research grant repository through a gender lens to understand who currently engages with the repository.</p> <p>Update the repository to ensure equal representation from all genders.</p> <p>Monitor engagement with repository, disaggregated by gender, annually.</p> <p>Develop actions to address any gaps identified.</p>	Q1 2025; annually thereafter	RD Manager; Faculty RD Officers	Research grant repository reviewed, updated and maintained with successful applications from both genders included. Engagement of grant repository monitored annually, and gaps identified and addressed through targeted actions.
2.2.12	To ensure no gendered disparities emerge in the uptake of sabbatical leave	At present, there is general gender parity on those availing of sabbatical leave annually across the University. To date, only uptake is monitored and not application for sabbatical leave.	<p>Monitor applications for, and uptake of, sabbatical leave annually, by gender and faculty. Share report to Executive Deans annually for consideration.</p> <p>Develop actions to address any emerging gendered gaps.</p>	<p>Q4 2024; annually thereafter</p> <p>Ongoing</p>	HR Systems and Data Manager; Executive Deans	Data captured and tracked annually, with trends established.	

2.2.13		To ensure that information is systematically collected on reasons for employees leaving the University and continuously monitor leavers data for trends	At present, exit interviews are not conducted systematically and so no insight can be provided, based on reliable data, to understand the reasons as to why employees choose to leave. <i>(follow up from BAP 4.7)</i>	Introduce exit interviews/exit surveys to capture and track data on reasons for exiting the University, disaggregated by gender. Use this information to make changes to policy or practice, where applicable, to support in retaining employees. Produce unit-specific annual reports on leavers data and share with Heads and Deans.	Q1 2025 Q4 2024; annually thereafter	HR Director; HR Service Delivery Managers HR Systems and Data Manager	Process for tracking exit information in place, and information more readily available. Reports on leavers distributed annually for consideration.
2.2.14	GE 4	To ensure that all staff members in DCU have access and opportunity to effectively engage with annual performance review and development conversations through the new PRD scheme	55% of survey respondents are currently aware of the PRD scheme; and 54% believe they would benefit from a PRD process. Men are less agreeable that they would benefit from the PRD process than women (49% <i>m</i> v 57% <i>w</i>).	Implement the full rollout of the PRD scheme to all units within DCU, with senior management across the University championing the scheme. Provide targeted training to Reviewers to ensure that they are confident in their ability to conduct PRD meetings effectively. Training will also be provided to Reviewees. Monitor the uptake of PRD annually, by unit and gender. Report on uptake to EDI Steering Committee and other relevant stakeholders for consideration. Develop targeted actions to address any gaps/trends which emerge as the implementation of the scheme is embedded.	Oct 2023 - Apr 2024; annually thereafter Ongoing Ongoing Ongoing, as required	Head of L&OD	PRD scheme is in operation annually; with 80% of staff engaging. No gender disparities evident. At least 90% of staff are aware of the scheme by 2028. At least 70% see the benefit of engaging with the PRD process; with an equal percentage of men and women agreeing that they benefit from the process.

2.2.15		To ensure issues of transparency within workload allocation is reduced with an effective WAM in place across the University, and workload is distributed fairly and evenly, regardless of gender.	Clear transparency issues with workload among academics is evident from survey and focus group findings. 41% of academics agree that workload allocation is fair and transparent, and women are less satisfied here than men (35% of women agree versus 51% of men). Additionally, 54% of academics agree that there is active management of workload within their department.	Review the current 'Workload Principles' document to determine if it is fit for purpose and being utilised effectively. Consider the creation of a University-wide policy to address workload allocation, with the policy taking into account the different nature of work in different areas and disciplines. This aligns with plans within DCU'S Strategic Plan 2023 - 2028. Implement WAM recommendations from the HEA 2nd National Review on Gender Equality, including local publications of WAMs, and annual monitoring to identify any gender bias.	Q4 2025 - Q1 2026 (to be ready for April 2026) Q2 2026; annually thereafter	Deputy President; HR Director HR Director; Heads & Deans	New University-wide WAM policy in place. At least 60% of academics agree that workload allocation is fair and transparent by 2028, with less than 5% gender disparity. At least 70% of academics agree that there is active management of workload in their dept by 2028, with less than 5% gender disparity. By 2028, at least 60% of academics agree that workload is distributed fairly, regardless of gender, with less than 5% gender disparity evident.
2.2.16		To enhance the tool used to calculate the gender pay gap to allow for the disaggregation of data by staff category and role type.	At present, the tool used to calculate our GPG does not present us with stable data when disaggregating by staff category or role type.	Work with our provider (Makodata) to reconfigure the tool used to calculate GPG to allow for the disaggregation of data by staff category, role type, and department/unit. Monitor this data annually, and present disaggregated data to key stakeholders for consideration. Develop actions as trends emerge to lower the GPG in specific areas where higher GPG is highlighted.	Q2 - Q3 2024 Q4 2024; annually thereafter	HR Systems and Data Manager HR Director; HR Systems and Data Manager; EDI Unit	Tool used to calculate GPG updated to allow for stable data to be published by staff category, role type, department. More detailed data available for future AS applications. Data monitored, trends identified, and relevant action developed and implemented.

Section 2.3: Supporting and advancing PMS staff careers

2.3.1	GE 3	To increase male representation in PMS positions	Male representation in PMS roles is 34% overall. Male representation in admin roles is lowest at 25%. While recruitment trends show that the percentage of men applying and being shortlisted has increased since 2019, men are still underrepresented particularly in grades P2 - P5a.	<p>Monitor gender breakdown of applicants for all PMS positions to identify trends and gaps. Develop a report annually, with data disaggregated by gender and grade. Share with relevant stakeholders for consideration and action.</p> <p>Embed the flexible cascade model by introducing positive action measures to ensure that male applicants are shortlisted for interviews, where they meet the minimum essential criteria, particularly for recruitment calls to P2 to P5A grades.</p> <p>Introduce new actions to address emerging or continuous gaps and monitor new actions for impact.</p>	<p>Q4 2024; annually thereafter</p> <p>Q3 2024; and ongoing</p> <p>Ongoing, as required</p>	HR Director; HR Service Delivery Managers	<p>Gendered data captured annually, gaps identified, and new actions developed.</p> <p>Increase in % of men shortlisted for interviews as a result of flexible cascade model implementation.</p> <p>Increase in the overall representation of men in PMSS from 34% to 40% by 2028.</p>
2.3.2	GE 4	To support PMS with career progression opportunities, capture data on career progression among PMSS, and ensure the process of applying for an internal vacancy is transparent.	At present there is no formalised gathering of internal progression data for PMSS. 43% of PMSS survey respondents agreed that there are opportunities for them to internally progress (45% women and 40% men agreed).	<p>Develop and implement an approach to effectively capturing internal progression among PMSS.</p> <p>Monitor data annually and report to the relevant stakeholders. Publish report on progression rates, by gender and grade, for all staff to view (alongside academic and research progression rates).</p> <p>Develop a toolkit on the new HR website to compile detailed information on the practical steps and advice needed on</p>	<p>Q4 2024</p> <p>Q4 2025; annually thereafter</p> <p>Q4 2024 - Q1 2025</p>	<p>HR Director; HR Service Delivery Managers ; HR Systems & Data Manager</p> <p>HR Service Delivery</p>	<p>Clear data on internal career progression for all PMS staff is collected, analysed, and reported annually.</p> <p>At least 65% of survey respondents agree that applying for an internal vacancy is fair and transparent.</p>

			52% of PMS respondents agreed that the process of applying for an internal vacancy is fair and transparent; men and women responding similarly.	applying for internal vacancies and/or secondments to ensure internal candidates are aware of the process.		Managers	
				Build an awareness-raising approach to support the increased awareness and understanding of the Professional Development Framework among staff; and ensure it is being utilised during annual PRD meetings.	Q3 2024; and ongoing	HR Director; Head of L&OD	At least 75% of PMSS are aware of the Professional Development Framework by 2028. At least 60% agree that there is opportunity for them to internally progress in their careers; with less than 5% disparity based on gender.
				Continue to roll out the Emerge programme annually to support those at grade P3 and P4 in developing their skills for career progression.	Q3 - Q4 2024; annually thereafter	L&OD	At least 60 eligible PMSS have participated in the Emerge programme by 2028, with 25% successful making progression/change within two years of completion of the programme.
				Continue to ensure opportunity for PMSS to engage with mentoring and leadership programmes (SAP 2.2.6).		L&OD	PMSS engaging with mentoring and training programmes, with targets achieved as per SAP 2.2.6.
2.3.3	GE 4	To ensure that technical staff specifically feel supported in their career development and to ensure they have opportunities	Technical staff responding to the survey were less favourable across statements linked to career progression and development than other cohorts of staff. For	Commit to the new <i>Technician Commitment (TC)</i> Initiative being supported by the HEA to allow the University to carry out a more detailed analysis of the issues/barriers facing technical staff.	Q1 2025	HR Director; in collaboration with TC WG	Self-assessment process as part of the TC complete, with a specific action plan developed and in implementation to support technical staff.

		for development.	example, 37% of technical staff agree that they have access to training they need to support their career aspirations.	<p>Review training and development opportunities for technical staff, aligned to the general learning needs analysis being conducted (SAP 2.2.8), to determine if there are opportunities to improve the offering specifically for this cohort.</p> <p>Promote leadership development programmes to technical staff specifically to ensure they are aware of such programmes and apply to participate in these programmes where applicable.</p>	<p>Q2 - Q3 2024</p> <p>As programmes are launched annually</p>	<p>Head of L&OD</p> <p>Head of L&OD</p>	<p>Appropriate suite of training for technical staff in place.</p> <p>At least 60% of technical respondents agree that they have access to the training they need by 2028.</p> <p>Increase in the number of technical staff on leadership programmes such as Explore, Aurora</p>
Section 2.4: Evaluating culture, inclusion and belonging							
2.4.1	AE G3	To ensure that all staff are aware of, and can respond appropriately to, issues of Dignity and Respect and Sexual Misconduct as they arise	<p>50% of survey respondents agree that they know how to report bullying, and 48% agree that they know how to report discrimination.</p> <p>52% of survey respondents are aware of how to report issues of sexual misconduct.</p> <p>48% of survey respondents would be comfortable reporting issues of bullying and discrimination, and 59% would be comfortable</p>	<p>Create a communications strategy to support the delivery of key messages regarding the D&R and Sexual Misconduct policies and sets of procedures. Leverage the improved EDI governance structures to ensure that all staff engage with information.</p> <p>Develop an 'outreach programme' to promote and increase awareness of our newly updated Dignity and Respect Policy and new Sexual Misconduct Policy and implement annually.</p> <p>Develop and publish short, accessible infographic summaries of the two key</p>	<p>Q3 - Q4 2024</p> <p>Q1 -Q2 2025</p> <p>Q3 - Q4 2024</p>	<p>Dignity, Respect & Sexual Misconduct (DRSM) Response Manager; with support from EDI Unit</p>	<p>By 2028, at least 80% of survey respondents are aware of the D&R policy and at least 70% agree that they know how to report issues of bullying, harassment, and discrimination.</p> <p>By 2028, at least 80% are aware of Sexual Misconduct Policy, and at least 65% of survey respondents know how to report incidents of sexual misconduct by 2028.</p> <p>Outreach programme developed and implemented; with 30% of staff reached across all three teaching campuses each year.</p> <p>At least 65% of survey respondents feel comfortable making a disclosure</p>

		reporting on sexual misconduct.	policies that include an outline roadmap of reporting procedures.			regarding bullying, harassment, or sexual misconduct by 2028.
		Awareness levels among staff of Speak Out Tool are low. 22% of respondents to the disability pulse survey and 28% of respondents to the race equality pulse survey are aware of the anonymous reporting tool 'Speak Out'.	Incorporate information on Speak Out into all communications relating to D&R and Sexual Misconduct Policies (including roadshow series of events). This will include specific clarity on what the tool is used for, and what alternative structures for formal complaints/reports there are.	Q3 - Q4 2024	DRSM Response Manager; EDI Unit	At least 70% of survey respondents are aware of the Speak Out Tool by 2028.
			Include D&R policy within the required list of policies that all new starters need to read ahead of starting in their roles.	Q2 2025	HR Director	D&R policy read by all new starters going forward.
			Continue to roll out targeted D&R-related training, facilitated by the EDI Unit, for schools/departments in DCU. Enhance engagement among and encourage all Heads and Deans with this by ensuring it is included on the agenda for H&Ds meetings not less than once per semester.	Q2 2024; and ongoing	VP for EDI; DRSM Response Manager	Targeted D&R sessions carried out with at least 25% of schools/ departments engaging annually. A new Anti-Bullying and Harassment training developed and launched, with 20% of staff engaging by 2028.
			Develop an online Anti-Bullying and Harassment training available through Loop for DCU staff. Promote and monitor engagement levels annually; and consider incorporation into the Essential eLearning suite of training.	Q3 2026 – Q2 2027	Director of Engagement & Innovation (Anti-Bullying Centre)	

				Monitor awareness and confidence levels by conducting a specific D&R pulse survey every two years.	Q1 2025; Q1 2027	DRSM Response Manager; EDI Unit	Two pulse surveys on D&R carried out by 2028.
2.4. 2		To ensure a more equal gender representation at EDI training and awareness events	Male participation in EDI training is much lower than that of women (men currently represent 22% of EDI- specific training participants).	Include all EDI training as part of the learning needs analysis conducted as part of SAP 2.2.8 to ensure our EDI offerings suit the needs of staff. Develop more opportunities for “in team” and “in departmental” training / awareness sessions as these have been proven to help ensure a more equal gender engagement as well as reaching staff who may not choose to self-refer for an EDI training opportunity.	Q2 - Q4 2024 Q2 2024; and ongoing	Head of L&OD; EDI Manager	Male participation increased from 22% to at least 40% by 2028. EDI-specific training needs for staff identified with a more structured, coordinated suite of EDI training available.
				Host specific events that raise awareness as to the role men play in progressing GE/EDI (<i>aligned to actions in SAP 1.2.1</i>).	Q4 2024; annual thereafter	EDI Manager	One event held annually to engage men in gender equality.
				Develop improved evaluation forms for participants of EDI training to allow for more robust tracking of impact of programmes. Consider additional longer-term tracking with short survey 6-12 months post-training.	Q4 2024	EDI Manager	Improved evaluation in operation to track impact.

2.4.3	AE G4	To continue to identify and address gaps in our policies and practices related to intersectional inequalities which impact employees' experiences in DCU	<p>Survey findings showed that intersectional issues are evident, particularly in area of dignity and respect. For example, 17% of women who identify as having an EMS status agree that they have experienced sexual misconduct compared to EMS men (3%) / non-EMS women (1%) / non-EMS men (1%).</p> <p>EGRs will be valuable in providing opportunities for lived experiences to be captured and to support us in identifying gaps in current policy and practice.</p>	<p>Build on work undertaken to date to implement plans to establish Employee Resource Groups (ERGs), including launching the Employee Resource Groups protocol/guidelines and supporting Leads in creating ERGs related to Cultural Diversity, Disability, and LGBTQ+ (<i>this links with our previous BAP3.4</i>).</p> <p>Work collaboratively with ERGs to gather information and feedback on their experiences of policies and practices in DCU through focus groups/pulse surveys.</p>	<p>Q2 - Q4 2024</p> <p>Q4 2024 - ongoing</p>	<p>EDI Manager; EDI Unit</p> <p>EDI Manager</p>	<p>ERG Guidelines launched, and 3 ERGs created and in operation by 2028.</p> <p>Focus groups held with 3 staff networks by 2026. Actions developed based on feedback and incorporated into this action plan where relevant.</p>
			<p>Share relevant survey findings with institutional Working Groups (<i>as shown in Figure 1.3</i>) to support them identifying areas for action and to inform their next steps.</p> <p>As part of upcoming work on a DCU Anti Racism Action Plan, investigate the unique issues experienced by women with an ethnic minority background and provide a safe space to explore actions that would address gaps which have been highlighted through our AS survey 2023.</p>	<p>Q4 2024</p> <p>Q1 – Q3 2025</p>	<p>Athena Swan Officer</p> <p>Race Equality WG Chair; EDI Unit</p>	<p>All relevant findings shared with Working groups for consideration and action planning.</p> <p>A specific and dedicated DCU Anti Racism Action Plan is in place and actively implemented and monitored against reporting requirements.</p>	

2.4.4	AE G3	To ensure line management feels equipped in implementing D&R Sexual Misconduct, and Domestic Violence Leave Policies and appropriately manages disclosures.	Line management needs specific support to ensure that they can manage initial disclosures.	Design specific training for all staff with people-management responsibilities to ensure that they are aware of their role in the procedures and can appropriately respond to, and support, those who disclose.	Q2 – Q4 2025	Head of L&OD; DRSM Response Manager	At least 80% of line management have participated in training by 2028.
2.4.5	GE 5	To ensure that all staff are aware of and have opportunities to avail of flexible working arrangements, including hybrid working, to support work-life balance	56% of survey respondents indicated that there were flexible working arrangements available that suit their needs. 65% of respondents agree that they can work flexibly if they wish to do so (75% of academics and 78% of researchers agree with this, compared to 56% of PMSS). 47% of respondents agree that DCU facilitates a hybrid working approach that suits their needs (33% of	Package all formal flexible working policies together on a new HR webpage and disseminate to Heads and Deans for sharing to all staff to increase awareness of policies and flexible working options.	Q2 2024	HR Director	At least 75% of survey respondents are aware of the formal flexible working arrangement available to them by 2028. At least 70% of survey respondents agree that there are flexible working arrangements available that suit their needs.
				Conduct a benchmarking exercise to understand the flexible working offerings in all HEIs across Ireland, to better understand if there are current gaps in our offering compared to other institutions. Carry out a pulse survey and subsequent focus group to evaluate staff experiences of flexible working options to identify opportunities to improve / refine the current policy offerings. This action will be	Q3 - Q4 2024 Q4 2024	HR Director HR Director; Head of L&OD	Key gaps identified through consultation and actions developed and implemented to address these by 2028. At least 70% of survey respondents overall agree that they can work flexibly if they need or wish to do so; with less than 10% disparity between staff categories. At least 60% of survey respondents agree that DCU facilitates a hybrid

			<p>PMSS staff agreed compared to 60% of academics and researchers).</p> <p>51% of respondents agreed that they could strike a balance between work and home life.</p>	<p>aligned with plans to evaluate the remote working pilot.</p> <p>Review and update related policies in line with feedback from further consultation process.</p>	<p>Q4 2024 - Q1 2025; and ongoing as required</p>	<p>HR Director</p>	<p>working approach that suits their needs by 2028, with less than 10% disparity between staff categories.</p>
				<p>Undertake equality monitoring of the flexible working policies to gain a clearer understanding of who is engaging with the policies and identify any significant gaps.</p>	<p>Q4 2024; annually thereafter</p>	<p>HR Systems and Data Manager; EDI Unit</p>	<p>Equality monitoring of uptake of flexible working policies conducted, data analysed, and appropriate actions developed to address any gaps.</p>
				<p>Reinforce the expectations that university meetings should not be scheduled outside the core hours of 10:00 – 16:00 through inclusion of mandate in University Committee Policy and guidelines.</p>	<p>Sept 2024; biannually thereafter</p>	<p>Chief Operations Officer</p>	<p>At least 85% of survey respondents agree that meetings are scheduled within core working hours by 2028.</p>
2.4.6	AE G4	<p>To ensure that there is continuous improvement to the built environment to allow for full accessibility for all staff and students</p>	<p>Findings from the disability pulse survey suggest that there are some accessibility issues with our buildings, particularly for those with a physical disability.</p>	<p>Share relevant data from the staff survey with key stakeholders (Office of the COO / DCU Estates) to inform ongoing and future work to improve the built environment at DCU for those with disabilities.</p> <p>Leverage Disability ERG to further understand and monitor accessibility issues, with new actions being implemented as needed.</p>	<p>Q2 2024</p> <p>Ongoing</p>	<p>Athena Swan Officer</p> <p>COO; EDI Unit</p>	<p>Relevant information shared with key stakeholders, and appropriate actions implemented to address gaps/issues.</p>

2.4. 7	GE 5	To improve visibility and communication of family leave policies, while monitoring uptake to identify any significant gaps in who is availing of leave.	63% of survey respondents are aware of the family leave entitlements available to them; with men significantly less aware than women: 52% of men are aware of the entitlements compared to 70% women.	Relaunch the updated family-leave policies and one-page summary sheet for distribution to all staff. Promote through annual information sessions on each of the three teaching campuses.	Jun 2024	HR Director; HR Service Delivery Managers	Increase in the percentage of survey respondents who are aware of family leave entitlements from 63% to 80% by 2028; with less than 5% difference in awareness levels among men and women.
			While the numbers of men availing of family-related leave (particularly paternity leave) has grown since our last application, data shows that men currently constitute 12% of the parental leave uptakes, and 9% of parent's leave uptakes.	Monitor and report on applications for family-leave and uptake of family leave annually by gender, type of leave and other diversity demographics to identify any gaps in the practice of the policy. Develop actions to address any gaps identified through data monitoring.	Q4 2024; annually thereafter	HR General Office Team Lead; EDI Unit	Data captured, analysed and reported (to Athena Swan Working Group / EDI Steering Committee) annually; with clear trends identified.
			45% of eligible employees returning from maternity leave in the last three years have availed of the teaching-free period.	Develop a Maternity Leave Support Pack, to complement the Policy Toolkit, that provides additional, more detailed information to staff on the practical steps in availing of this leave, including the additional benefits available to them (KIT days, etc.). This should be provided to them once they have notified HR of their upcoming leave.	Q1 2025	HR Service Delivery Managers	New Support Pack developed and in operation.
				Conduct a review of the additional supports in place for those availing of Maternity Leave (buddy scheme, KIT days, teaching-free period) to assess employees' experiences. Make relevant changes to the operation of the supports, if required.	Q3 - Q4 2024	EDI Unit HR	Review of additional supports complete, with updates made where necessary. 100% of those availing of maternity leave are aware of the full level of entitlements by 2028. Uptake of additional maternity

				<p>Develop a more systematic approach to capturing uptake of the additional maternity benefits centrally and monitor the uptake of additional support within the maternity policy, including the buddy scheme, KIT days and teaching-free period annually (<i>follow on from BAP 5.5 - 5.7</i>).</p> <p>Continue to provide appropriate funding support to schools towards teaching-free period scheme; and review costs annually to adjust budget as necessary.</p>	<p>Q3 - Q4 2024</p> <p>Ongoing</p>	<p>Director; EDI Unit; with support from HoS</p> <p>Head of L&OD</p>	<p>benefits captured and monitored annually; with any negative trends addressed.</p>
				<p>Conduct a focus group on family-leave supports and barriers specifically for men to identify key issues. Develop targeted actions to support increased uptake of relevant policies based on focus group findings.</p>	<p>Q1 2025</p>	<p>EDI Unit</p>	<p>Actions developed, implemented and targets set as appropriate.</p>
2.4.8	GE 5	To enhance our HR offer to employees at key life stages to ensure that they are supported to achieve their full potential at work	We have identified some current gaps in our family-related policy offerings. Additionally, research shows that those experiencing menopause can be impacted in their ability to perform, and an informal employee support network developed in DCU has advocated	<p>Develop additional policies to support employees, including a Fertility Treatment Leave Policy and a Surrogacy Leave Policy.</p> <p>Aligned with DCU's Wellbeing initiative, create a Menopause Support Guidance document, and develop an online support hub, accessible to all staff.</p>	<p>Q4 2024 - Q2 2025</p> <p>Q4 2024</p>	<p>HR Director</p> <p>HR Wellbeing WG Chair</p>	<p>Enhanced set of policies available to staff to support them through key life stages.</p> <p>Menopause Support Guidance established and utilised. An online support hub in operation and actively used by relevant staff.</p> <p>Training for line managers held annually, with at least 70% in</p>

			strongly for formal supports to be provided.	Continue to host annual training for Managers on supporting those experiencing menopause.	Q4 2024; annually thereafter	Wellbeing WG Chair; Head of L&OD	attendance annually.
2.4.9	GE 5	To ensure those with people management responsibilities can effectively support staff applying for, and availing of family-related leave	~70% of survey respondents indicated that they felt supported before, during and on return from leave. However, findings from the family leave focus group indicate that employees' experiences of taking leave can depend on how knowledgeable and supportive their line manager is.	Carry out a pulse survey with Heads of Schools/Units to understand the management perspective and experience of managing leave and to inform guidance/training. Develop guidance/toolkit for line managers informed by feedback from focus group.	Q4 2024 Q2 - Q3 2025	EDI Unit Head of L&OD	Specific guidance/training in place for line managers to support staff in availing of family-related leave. At least 85% of staff feel supported by their line managers in availing of leave by 2028.
2.4.10	GE 5	To ensure all staff feel re-engaged within the University upon return from leave; particularly long periods of leave	Feedback from the survey and family leave focus group suggest that returning from a period of leave can be overwhelming, and structured supports are not provided consistently by the University. 21% of survey respondents indicated that on return from leave, supports	Investigate further the issues surrounding low levels of satisfaction with re-engagement upon return from leave, to further understand the complexity of these issues. In line with insight gathered, develop a 'return to work' orientation/induction programme for staff coming back from long periods of leave, such as maternity leave, carer's leave.	Q2 - Q4 2025 Q4 2025	EDI Unit Head of L&OD	At least 60% of staff who have taken leave in the last three years feel that supports were put in place to facilitate their re-engagement by 2028.

			were put in place to facilitate their re-engagement.				
2.4.11	GE 5	To ensure that there is a formal structure in place to provide adequate cover for those on long term family leave.	Survey findings indicated that: 60% agreed that colleagues took on some/all their responsibilities; 31% agreed that part-time or temporary staff were hired to cover some/all of their responsibilities; 41% covered some of their own responsibilities while on leave.	Carry out a review on the uptake of family-leave per school for the last three years and the approach taken in each of these Schools to cover this period of leave. This will help us gain clearer understanding of issues and gaps with approaches.	Q1 - Q2 2025	EDI Unit	Review conducted and insights gathered. Standardised approach for the cover of leave established based on insights.
				Introduce new questions in the next AS survey (2025) to gain further insight into the level of choice experienced by those who covered some/all their responsibilities.	Q1 - Q2 2025	Athena Swan Officer	More detailed staff experiences captured effectively in future iterations of surveys.
				Develop and implement actions based on findings from the review and next survey insights and set targets to work towards by 2028.	Ongoing	HR Director; EDI Unit	Targets identified and achieved by 2028.
				Ensure HoS and Heads of Functions are aware of their responsibility to adequately cover periods of leave, through regular communication aligned to family-leave awareness and manager support plans (SAP 2.4.10).	Ongoing	HR Director; EDI Unit	All Heads are aware of their responsibility.

2.4.12	GE 5	To ensure all staff with caring responsibilities feel supported by their line manager in balancing work with caring responsibilities, regardless of gender and type of caring responsibility	65% of respondents with caring responsibilities agree that their line manager is supportive of the need to balance their work with caring responsibilities (62% of women agree compared to 73% of men). Additionally, those with eldercare responsibilities are less agreeable with this statement (53%) compared to those with childcare responsibilities (69%).	Develop a toolkit specifically focused on supporting Line Managers with supporting their staff who have caring responsibilities (<i>aligned to SAP 2.4.9</i>). Hold annual <i>Caring for an Older Relative</i> training and promote the support workshops on offer via the EAP.	Jun 2024 Q2 2025; annually thereafter	HR Director Head of L&OD	Toolkit developed and in operation. At least 65% of respondents with caring responsibilities agree that their line manager is supportive of their need to balance their work with caring responsibilities; with less than 5% disparity between genders and types of caring responsibilities. Training held annually for relevant employees.
2.4.13	AE G4	To review and update the Student Gender Identity and Expression Policy	With the new SIS programme and new related systems, it is important to review the current policy to ensure it is in line.	Review and make necessary updates to the current <i>Student Gender Identity and Expression Policy</i> and related procedures, particularly in the context of the new SIS programme and related systems.	Q2 - Q3 2025	Dean of Students	Student Gender Identity and Expression Policy in operation which is up-to-date and in line with new system approaches.
2.4.14		To increase DCU student engagement with the HEA Equal Access Survey to allow for greater data to be available to DCU and wider HE sector.	DCU student engagement with the annual survey is currently at ~27%.	Actively promote the HEA Equal Access Survey and encourage students to engage with this data capture exercise to help improve the quality of equality data within the HE sector. Incorporate survey into registration and orientation programmes to support increased engagement.	Sept 2024; annually thereafter	Registrar / VP for Academic Affairs	At least 10% increase in engagement with Equal Access Survey by 2028. Greater understanding of the demographic profile of our 1st year community, benchmarked against national trends.

2.4.15		To improve engagement with the <i>Discover Community e-Learning Transition to University</i> series to ensure all cohorts of students are participating.	Data on participation and completion rates is captured, but not easily by gender. It is important to monitor completion by gender to identify any emerging trends or gaps.	Update the records system to ensure participation rates can be tracked by gender. Review and evaluate engagement annually in order to identify any gendered gaps in uptake and develop actions to reduce gaps.	Q4 2024; annually thereafter	Dean of Students	Increased engagement with the <i>Discover Community e-Learning Transition to University</i> series, with 60% completing at least one module by 2028, with less than 5% difference based on gender.
2.4.16	AE G3	To ensure that DCU continues to be a safe and respectful environment for all students through ongoing educational campaigns	To ensure continued safe and respectful environments, it is important that relevant policies are reviewed regularly and updated when necessary.	Review relevant policies, including the Student Complaint Policy and Procedures, the Alcohol Use Policy, and Drugs and Substance Use Policy as necessary and update as required. Run annual educational campaigns related to such policies to increase awareness and understanding.	Ongoing Q3 2024 - Q1 2025; annually thereafter	Dean of Students	Review of relevant policies undertaken as necessary. Three educational campaigns run by 2028 to support awareness raising.
2.4.17.		To ensure that all students with caring responsibilities feel supported and can effectively engage in student life	The University recognises the challenges facing student parents and carers, and there is currently no formal policy in place to provide supports to this cohort.	Develop a new policy on Supporting Student Carers. Establish a peer network of student carers. Conduct a needs analysis for student parents/carers to understand the challenges and gaps they face and how to mitigate these through policy and supports.	Q4 2027	Dean of Students	Needs analysis conducted with clearer understanding of issues and gaps identified. Support Student Carers Policy in operation. Peer Network of student carers established and in operation.

2.4. 18		To ensure that there are appropriate spaces for staff and students with religious requirements	DCU is committed to supporting our staff and student communities from diverse faith and non-faith backgrounds, and it is important to ensure appropriate spaces are available.	Review our available prayer spaces to meet the needs of students and our staff community.	Q4 2027 – Q1 2028	Dean of Students	Appropriate prayer spaces available to students from all religious backgrounds across our three teaching campuses
Section 3.3: Evaluating local and discipline-specific progress and success							
3.3. 1	GE 1	To formalise and enhance the AS feedback process to ensure a streamlined and cohesive approach to AS priorities	While there are mechanisms in place to ensure communication between local and institutional committees on key AS priorities, this could be strengthened in several ways.	<p>Include AS/EDI as a standing agenda item at all FMB meetings to allow for the Faculty EDI to provide progress reports.</p> <p>Put a mechanism in place to allow AS Chairs/Convenors to present key findings from their self-assessment process and AP to the Athena Swan WG.</p> <p>Present a quarterly update on the AS action plan to EDI Steering Committee; and distribute key updates back to Faculty Committees.</p>	<p>Q2 2024</p> <p>Q3 2024</p> <p>Q1 2025; quarterly thereafter</p>	<p>Faculty EDI Leads</p> <p>Athena Swan WG Chair</p> <p>Athena Swan WG Chair; Faculty EDI Leads</p>	<p>AS/EDI is a standing item on all FMB meeting agendas.</p> <p>Presentations to EDI Steering Committee take place after each successful departmental application.</p>