



**Institution Application  
Ireland  
Bronze and Silver Award**



## ATHENA SWAN BRONZE INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

- = an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities
- = a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these
- = the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

## ATHENA SWAN SILVER INSTITUTION AWARDS

Recognise a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze institution award application, how the institution has built on the achievements of award-winning departments, and what the institution is doing to help individual departments apply for Athena SWAN awards.

## COMPLETING THE FORM

**DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.**

This form should be used for applications for Bronze and Silver institution awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

## WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections, and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommended word counts as a guide.

Institution application	Bronze	Application
<b>Word limit</b>	<b>10,500</b>	<b>10,751</b>
<i>Recommended word count</i>		
1. Letter of endorsement	500	751
2. Description of the institution	500	499
3. Self-assessment process	1,500	1459
4. Picture of the institution	2,000	2055
5. Supporting and advancing women's careers	5,000	5337
6. Supporting trans people	500	417
7. Further information	500	446

## Contents

Athena SWAN Silver institution awards.....	2
Completing the form .....	2
Word count .....	3
1.Letter of endorsement from the head of Institution.....	5
Abbreviations.....	9
2.Description of the Institution.....	11
3.The self-assessment process.....	17
4. A picture of the institution .....	24
5.Supporting and advancing careers .....	41
6.Supporting trans people .....	67
7.Further information .....	69
8.Action plan.....	70

**Images:** All images within this document contain image descriptions which aid visually impaired people who use text-to-speech readers in accessing this document

<b>Name of institution</b>	Dublin City University	
<b>Date of application</b>	30 <sup>th</sup> June 2020	
<b>Award Level</b>	<b>Bronze</b>	
<b>Date joined Athena SWAN</b>	2017	
<b>Current award</b>	<b>Date: April 2017</b>	<b>Level: Bronze</b>
<b>Contact for application</b>	<b>Dr Kim Connick</b>	
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<b>Telephone</b>	0867850440	

### 1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION

**Recommended word count: Bronze: 500 words | Silver: 500 words**

An accompanying letter of endorsement from the president or equivalent should be included. If the president is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming president.

Note: Please insert the endorsement letter **immediately after** this cover page.

Oifig an Uachtaráin  
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Athena SWAN  
Equality Challenge Unit  
7th Floor Queens House  
55/56 Lincoln's Inn Fields  
London WC2A 3LJ  
United Kingdom

25 June, 2020

Dear Equality Charters Manager

As President of Dublin City University, I wish to endorse DCU's Athena SWAN application for an Institutional Bronze Award in the strongest possible terms.

I have made the promotion of gender equality a personal priority of my presidency, and I am glad to say that we have made significant progress in advancing the Equality, Diversity and Inclusion agenda across the University since the establishment of the DCU Women in Leadership (WiL) initiative in 2015.

In 2017, we were honoured to receive recognition of this progress in the form of the Athena SWAN Bronze Award. This process provided an opportunity to consult widely with staff, reflect on where we were in terms of gender equality, identify the main challenges for the university and develop a strong action plan to address these issues over the 3-year lifetime of the award.

During that time, we have made considerable progress due to a project-managed approach to delivering on our 2017 Action Plan. 42 of the plan's 64 actions have been completed, while 18 are still in progress. Notable achievements include:

- An increase of 20% (27% to 47%) in female representation at Head of School level
- The establishment of DCU's Centre of Excellence for Diversity and Inclusion
- A minimum of 40% of each gender achieved on all senior committees of the University
- The percentage of females at Professor level has grown by 16% to 52% since 2015
- The percentage of females at Full Professor level has grown by 13% to 33% since 2015.
- Hosting of workshops sharing the DCU Athena SWAN story with other Irish Higher Education Institutions
- Increased supports for female staff through the DCU Women in Leadership suite of initiatives
- Annual reporting of DCU's gender statistics for academic leadership posts
- Centre of Excellence for Diversity and Inclusion established industry partnerships such as the 'Year of Inclusion in Aviation 2020'
- Growth of DCU's Age-Friendly University network (60+ institutions worldwide)

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- Establishment of the world's first Autism-Friendly University
- Continuing supports for refugees and asylum seekers via DCU's University of Sanctuary initiatives

The University's progress thus far has been due in large measure to the support and commitment of Senior Management and the diligence of DCU's Athena SWAN Steering Group. The next phase of our journey must begin with the admission that we still have more to do if we are to fully embed EDI values across the many facets of the University's activities.

An extensive staff survey has identified a number of issues that will be addressed. These include a low male participation and engagement in Athena SWAN, a low percentage of female Heads of School in Humanities and Social Sciences (currently 14%), and low numbers of male students in the DCU Institute of Education (19% male at undergraduate, 22% postgraduate taught). We have identified clear and achievable actions to address these and other related issues as part of a dynamic and effective Action Plan, and we have already begun the implementation process.

As President of DCU, I wholeheartedly support this application. I confirm that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of DCU. I can assure you that DCU is more committed than ever to creating the changes necessary to maintain its Athena SWAN status, and to attaining the coveted Silver Award.

Yours Sincerely

A handwritten signature in black ink, which appears to read 'Brian MacCraith'. The signature is written in a cursive, flowing style.

Professor Brian MacCraith  
President

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25 June 2020

Dear Equality Charters Manager,

As President-designate of Dublin City University, I wish to express my wholehearted support for this application. I want to affirm my resolute commitment to the promotion of Equality, Diversity and Inclusion at DCU, not merely as a matter of justice, but in the very best interest of the University. Coincidentally, I take office on 14th July, a date synonymous with 'égalité', and it is my intention to make the advancement of these values a personal priority and a core element of my tenure.

DCU has made great strides during the past five years in addressing gender imbalances, promoting diversity in a variety of contexts and working hard to develop a genuinely inclusive University community. It is imperative that we maintain this momentum in the coming years, and I can assure you that I intend to provide clear and strong leadership in this area.

As you will see in this application, I have committed to making myself a visible role model with regard to male participation and engagement with the Athena SWAN initiative. Through this and other actions I intend to signal to colleagues, students and stakeholders that everyone in DCU has a part to play, as we work together to embed Equality, Diversity and Inclusion in everything we do.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Daire Keogh', is written over a light blue horizontal line.

Professor Daire Keogh  
Deputy President and President Designate



## ABBREVIATIONS

<b>ACF</b>	Academic Career Framework
<b>AFU</b>	Autism Friendly University
<b>AHSSBL</b>	Arts, Humanities, Social Sciences, Business and Law
<b>AP</b>	Action Point
<b>APC</b>	Academic Promotions Committee
<b>AS</b>	Athena SWAN
<b>AS2017</b>	DCU Athena SWAN 2017 Application and Action Plan
<b>CICE</b>	The Church of Ireland College of Education
<b>Con</b>	DCU Connected
<b>CoE</b>	Centre of Excellence for Diversity and Inclusion
<b>COVID</b>	Coronavirus Virus Disease
<b>DCU</b>	Dublin City University
<b>D&amp;I</b>	Diversity and Inclusion
<b>BS</b>	DCU Business School
<b>EC</b>	European Commission
<b>EDI</b>	Equality, Diversity and Inclusion
<b>F</b>	Female
<b>FEC</b>	Faculty of Engineering and Computing FG Focus Groups
<b>FHSS</b>	Faculty of Humanities and Social Science
<b>FSH</b>	Faculty of Science and Health
<b>FTE</b>	Full Time Equivalent
<b>HEI</b>	Higher Education Institution
<b>HEA</b>	Higher Education Authority
<b>HoS</b>	Head of School
<b>HR</b>	Human Resources
<b>HSE</b>	Health Service Executive
<b>Ibec</b>	Irish Business and Employers Confederation
<b>INTRA</b>	Integrated Training (work experience for undergraduates)
<b>IoE</b>	Institute of Education
<b>ISL</b>	Irish Sign Language

<b>L&amp;D</b>	Learning and Development (Unit of Human Resources)
<b>LGBTQI+</b>	Lesbian, Gay, Bisexual, Transgender, Queer, Intersex +
<b>M</b>	Male
<b>MAC</b>	Maternity Academic Contribution
<b>MDI</b>	Mater Dei Institute of Education
<b>NIHE</b>	National Institute for Higher Education
<b>PATH</b>	Programme for Access to Higher Education
<b>PG</b>	Postgraduate Student
<b>PI</b>	Principal Investigator
<b>PRSL</b>	Professional Skills for Research Leaders
<b>RCF</b>	Researcher Career Framework
<b>RIS</b>	Research and Innovation Support
<b>SALI</b>	Senior Academic Leadership Initiative
<b>SAT</b>	Self-Assessment Team
<b>SDG</b>	Sustainable Development Goal
<b>SMG</b>	Senior Management Group
<b>SPC</b>	St Patrick's College
<b>STEMM</b>	Science, Technology, Engineering, Maths and Medicine
<b>TCD</b>	Trinity College Dublin
<b>UDL</b>	Universal Design in Learning
<b>ULM</b>	University Leadership and Management Programme
<b>VP</b>	Vice President
<b>WiL</b>	Women in Leadership
<b>UG</b>	Undergraduate Student

## 2. DESCRIPTION OF THE INSTITUTION

Recommended word count: Bronze: 500 words | Silver: 500 words

Please provide a brief description of the institution, including any relevant contextual information.

This should include:

- (i) information on where the institution is in the Athena SWAN process
- (ii) information on its teaching and its research focus
- (iii) the number of staff. Present data for academic and professional and support staff separately
- (iv) the total number of departments and total number of students
- (v) list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately

*Dublin City University (DCU)* is a vibrant university widely recognised as dynamic and innovative. The University celebrates its 40<sup>th</sup> anniversary in 2020, having admitted its first students in 1980 as the then *National Institute for Higher Education (NIHE)* and gained university status in 1989. In 2016, DCU completed the historic process of incorporating three other educational institutions: *The Church of Ireland College of Education (CICE)*, *Mater Dei Institute of Education (MDI)* and *St. Patrick's College (SPC)*. The University also purchased the grounds of *All Hallows* in 2015 bringing the number of academic campuses to three: Glasnevin, St. Patrick's and All Hallows. The incorporation was a significant milestone in the development of DCU as a comprehensive university and its ability to deliver our ambitious mission to 'Transform Lives'.

DCU was awarded its first institutional Athena SWAN (AS) Bronze Award in 2017 and has since dedicated significant attention to the challenges inherent in maintaining and building on this award. Of the 65 action items committed to in the 2017 submission, 92% have been delivered or substantial progress towards delivery has been made. Only four items remain outstanding and are included in the updated plan. DCU has made significant progress with regard to gender balance since the 2017 submission and remains steadfast in its ambition to reap the benefits of diversity at every level within the University, all whilst undergoing the cultural shift of incorporating three institutions, with their own unique cultures, into the University.

The Chancellor, Dr Martin McAleese, when launching the 2017 – 2022 DCU Strategic Plan (*Talent, Discovery and Transformation*) described it as 'not just a plan' but 'a promise to our people'. Ambitious diversity and inclusion goals, along with a commitment to providing educational opportunities as widely as possible underpin this commitment to equality, which lies at the heart of the Athena SWAN Charter. Notable achievements in this regard include *DCU's Access Programme*, the largest by far in any Irish University, the establishment of the *DCU Centre of Excellence for Equality, Diversity and Inclusion* and the *DCU Women in Leadership (WIL) Initiative*. In the Times Higher Education Global Impact Rankings, which ranked institutions (806 in total) on their responses to the United Nations Sustainable Development Goals (SDGs), DCU was ranked 84<sup>th</sup> overall, but notably, 43<sup>rd</sup> for SDG's on Gender Equality and 36<sup>th</sup> for SDG's on Reducing Inequalities.



**Image 2.1:** *DCU School of Biotechnology*' Undergraduate Student. [Image description: A student is conducting experiments in one of DCU's research labs situated in the Lonsdale Building. This building was named in honour of Dame Kathleen Lonsdale (1903-71), a crystallographer born in Newbridge, County Kildare, who was at the vanguard of establishing crystallography science.]

Academic excellence in teaching and research is at the core of DCU's reputation. The University is distinguished both by the quality and impact of its graduates and by its focus on providing interdisciplinary degree programmes. Having grown its student population by more than 50% since 2012, DCU is Ireland's fastest growing university, hosting more than 17,000 students. In 2017, DCU had 3,020 registered students holding non-Irish passports coming from 120 different nations. This diversity adds to a rich, multicultural on-campus experience.

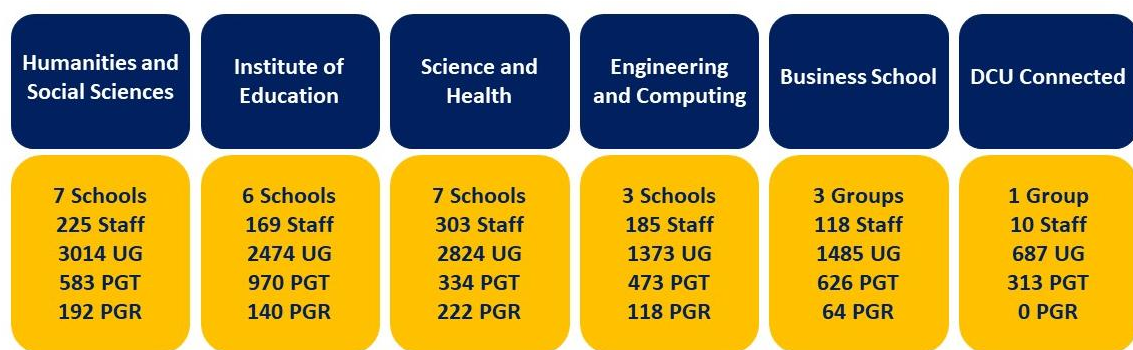


**Image 2.2:** *DCU International Students* conversing in the O'Reilly library, DCU Glasnevin Campus. [Image description: The O'Reilly Library acts as a central hub on the Glasnevin Campus for students from across the globe to come together and discuss ideas, placing students in a truly global and stimulating environment.]

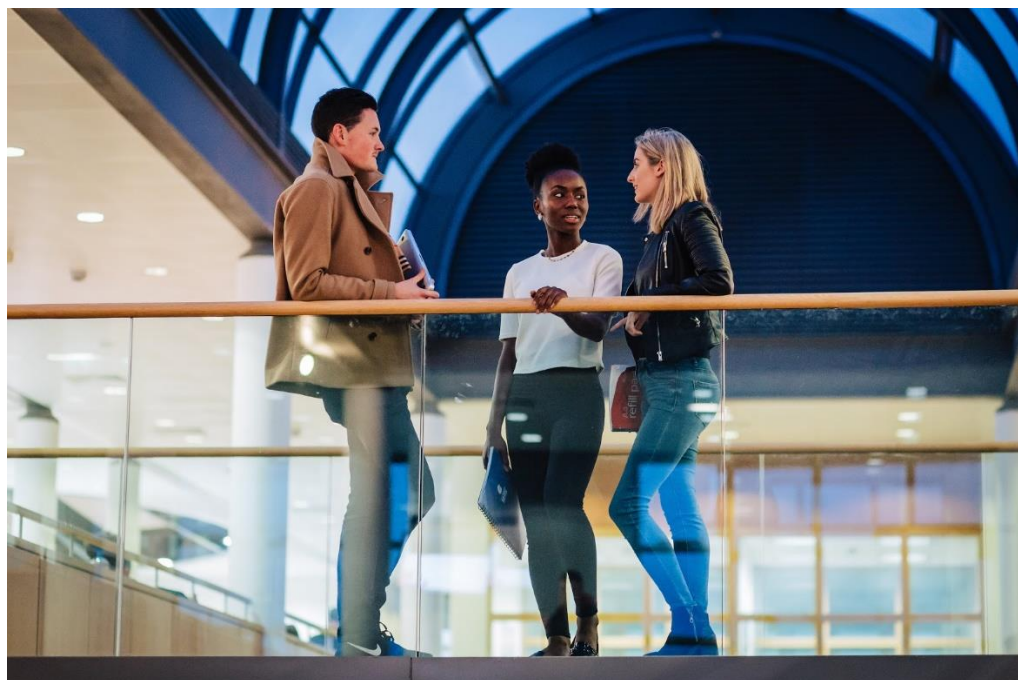
The University has a distinct mission to transform lives and societies through education, research and innovation. Academic excellence in teaching and research is at the core of DCU's strength and reputation, and the University is renowned for its focus on providing inter-disciplinary degree programmes.

The University comprises 25 schools across five Faculties (**Figure 2.1**). Faculties are led by Executive Deans who are all members of the University's Senior Management Group (SMG), which is an advisory group to the President. **Importantly, four of the five Executive Deans are female.**

In addition, DCU Connected provides remote learning to ~1000 students, enabling global access to DCU's world renowned teaching. DCU Connected has created a model that allows students to become active members of the DCU community.



**Figure 2.1:** Faculty breakdown. Undergraduate Student (UG); Post Graduate Taught Student (PGT); Post Graduate Research Student (PGR).



**Image 2.3:** DCU Postgraduate Students conversing [Image description: DCU has a vibrant and innovative Postgraduate community of 1,300+ students, from 95 countries.]

Described in **Tables 2.1** and **2.2** are the DCU staff and student numbers by gender per Faculty. This data is reflective of the date 31<sup>st</sup> July 2019.

**Table 2.1: Number of Students by Faculty**

Faculty	UG				PGT				PGR			
	F		M		F		M		F		M	
<b>HSS</b>	1809	60%	1205	40%	364	62%	219	38%	108	56%	84	44%
<b>IOE</b>	1994	81%	480	19%	754	78%	216	22%	94	67%	46	33%
<b>FSH</b>	1845	65%	979	35%	268	80%	66	20%	119	54%	103	46%
<b>FEC</b>	249	18%	1124	82%	130	27%	343	73%	33	28%	85	72%
<b>DCU BS</b>	1201	48%	1284	52%	346	55%	280	45%	36	56%	28	44%
<b>DCU Con</b>	390	59%	297	41%	107	34%	206	66%	N/A	N/A	N/A	N/A

**Table 2.2: Numbers of Staff by School**

Department	Academic				Researchers				Professional Staff			
	F		M		F		M		F		M	
<b>HSS</b>												
Fiontar	10	48%	11	52%	1	14%	6	86%	1	100%	0	0%
SALIS	29	73%	11	27%	1	50%	1	50%	2	100%	0	0%
Communication	7	37%	19	43%	5	71%	2	29%	0	0%	3	100%
English	5	42%	7	58%	0	N/A	0	N/A	1	100%	0	0%
History & Geography	8	50%	8	50%	0	N/A	0	N/A	1	100%	0	0%
Law & Government	14	41%	20	59%	9	75%	3	25%	1	100%	0	0%
Theology, Philosophy & Music	6	28%	15	72%	1	33%	2	77%	4	100%	0	0%
<b>IOE</b>												
Inclusive & Special Edu	12	71%	5	29%	1	100%	0	0%	1	100%	0	0%

Arts Edu & Movement	14	82%	3	18%	1	100%	0	0%	1	100%	0	0%
Human Development	21	75%	7	25%	1	50%	1	50%	1	100%	0	0%
Language, Literacy & Early Childhood	21	95%	1	5%	1	100%	0	0%	2	100%	0	0%
Policy & Practice	11	50%	11	50%	3	75%	1	25%	0	N/A	0	N/A
STEM Edu, Innovation & Global Studies	10	37%	17	63%	3	75%	1	25%	1	100%	0	0%
<b>FSH</b>												
Biotechnology	8	40%	12	60%	15	54%	13	46%	9	82%	2	18%
Chemical Sciences	10	53%	9	47%	7	47%	8	53%	6	60%	4	40%
Physical Sciences	2	13%	14	87%	1	6%	15	94%	1	14%	6	86%
Health & Human Performance	6	40%	9	60%	4	20%	1	80%	1	20%	4	80%
Nursing & Human Sciences*	57	83%	12	17%	3	50%	3	50%	8	80%	2	20%
Mathematical Sciences	5	25%	15	75%	0	0%	3	100%	0	0%	1	100%
<b>FEC</b>												
Computing	7	23%	24	77%	19	34%	37	66%	0	0%	4	100%
Mechanical Engineering	2	13%	14	87%	0	0%	11	100%	1	9%	10	91%
Electronic Engineering	3	13%	21	87%	2	16%	10	84%	1	13%	7	87%
<b>DCU BS</b>												
Business School	44	54%	38	46%	5	45%	6	55%	21	84%	4	16%

DCU Con												
Connected	5	50%	5	50%	0	N/A	0	N/A	10	100%	0	0%

\* Data created 31<sup>st</sup> July 2019 to ensure comparable - The School of Nursing and Human Sciences has since been divided into two schools: The School of Nursing, Psychotherapy and Community Health and the School of Psychology.

## DCU in Numbers

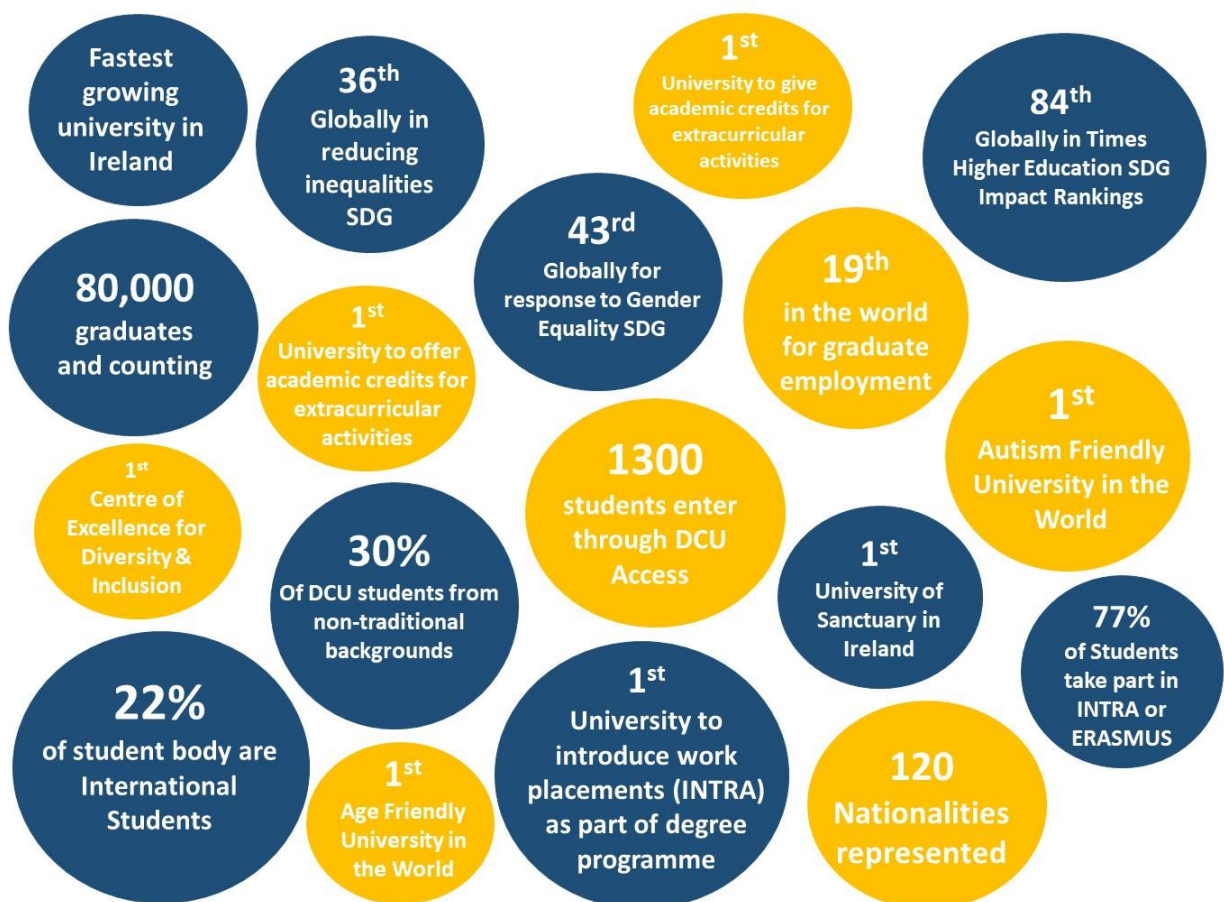


Figure 2.2: Equality, Diversity and Inclusion highlights for DCU.

498 words / 500 words



### 3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team

The DCU self-assessment team (SAT) was established in September 2014 by the President of the University. Professor Greg Hughes (Vice-President for Research and Innovation) was appointed as the chairperson and AS champion for the University.

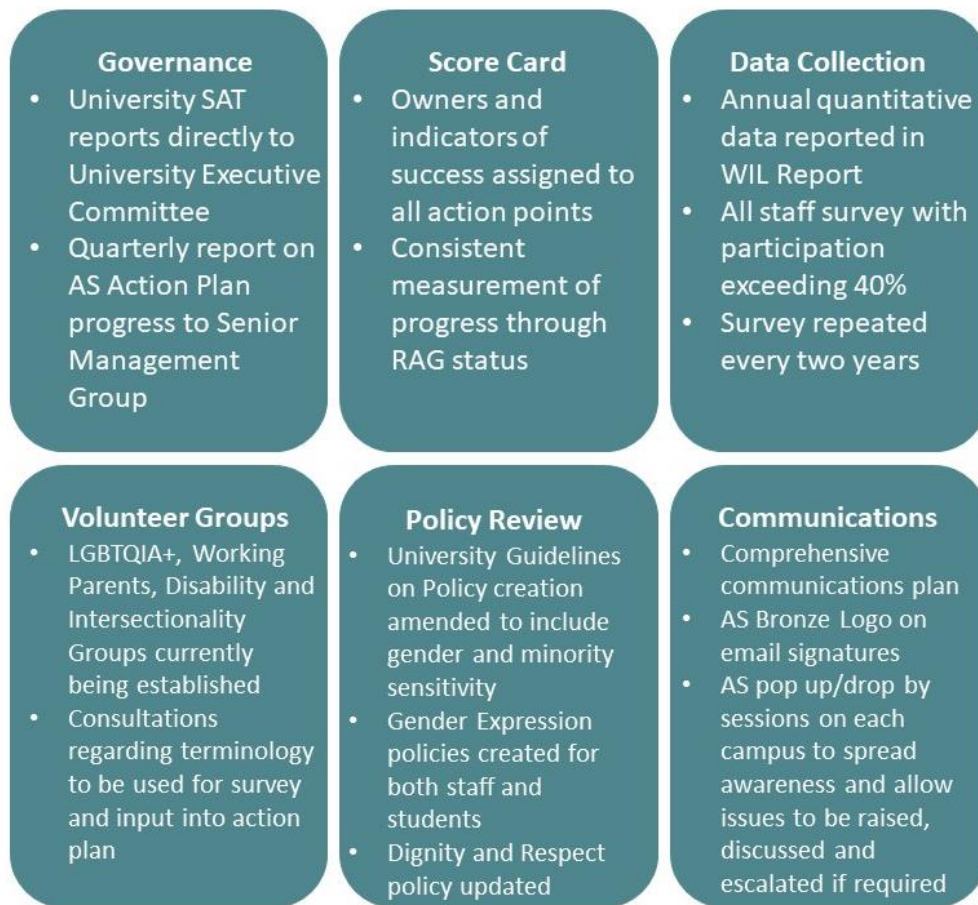
The membership was refreshed in early 2019 for the Bronze renewal application process under the continued leadership of Prof Hughes. Each faculty was invited to appoint representatives to the committee. The SAT also includes representatives from technical and administrative grades, the postdoctoral research and student communities. The current total membership is 19: twelve women and seven men (63% F). Membership of the SAT will be reviewed in Q4 2020 and will include a review of the gender balance (AP3.1).

**Table 3.1 DCU Athena SWAN Self-Assessment Team Membership**

Member	SAT Role	University Department	University Role
<b>Prof Greg Hughes</b>	Chair of SAT, Senior Management Group (SMG) direct report	School of Physical Sciences	VP for Research and Innovation
<b>Dr Kim Connick</b>	Athena SWAN Coordinator, Deputy Chair of SAT	Equality, Diversity and Inclusion Office	Athena SWAN Coordinator
<b>Sandra Healy</b>	Equality, Diversity and Inclusion	Equality, Diversity and Inclusion Office	Head of Equality, Diversity and Inclusion
<b>Aisling Fagan</b>	Undergraduate Representative	Students Union	VP For Welfare and Equality DCUSU
<b>Aisling McKenna</b>	Quality Promotions Representative	Quality Promotion Office	Director of Quality Promotion and Institutional Research
<b>Annabella Stover</b>	Student Support Representative	Student Support and Development	Deputy Director of Student Support and Development
<b>Dr Eabhnat Ní Fhloinn</b>	Faculty of Science and Health Representative	School of Mathematical Sciences	Academic, Director of the Maths Learning Centre, Chair of the School SAT

<b>Dr Eamon Costello</b>	Open Education Representative	Open Education	Head of Open Education
<b>Fiona Carvill</b>	Athena SWAN interim coordinator, Professional Staff Representative	Human Resources	Learning and Development
<b>Dr Joe Travers</b>	Institute of Education Representative	School of Inclusive and Special Education	Head of School
<b>Dr Siuin Ni Mhuiri</b>	Institute of Education Representative	STEM, Innovation and Global Studies	Academic
<b>Martin Leavy</b>	Professional Staff Representative	Learning and Development HR	Head of Learning and Development
<b>Maurice Burke</b>	Technical Staff Representative	Nano Bioanalytical Research Facility	Chief Technical Officer
<b>Dr. Melrona Kirrane</b>	Business School Representative	Business School	Academic and Member of the 30% Club
<b>Dr Nicola Gaynor</b>	Post-Doctoral Representative	National Institute of Cellular Biology	Post-Doctoral Researcher
<b>Dr Paul Clarke</b>	Faculty of Engineering and Computing Representative	School of Computing	Academic
<b>Christine Farrell</b>	Student representative and Champion	Students Union	President of DCU Student's Union
<b>Dr Damien Dupré</b>	Business School Representative	Business School	Academic
<b>Prof Regina Connolly</b>	Business School Representative	Business School	Academic

(ii) an account of the self-assessment process



**Figure 3.1:** The six key categories of self-assessment in DCU

A structured approach to self-assessment was developed with Figure 3.1 outlining the five categories of activity that comprise the approach.

- (1) **Governance:** *Prof. Greg Hughes* (VP for Research and Innovation, AS Champion and SAT Chairperson) oversees the University's participation in AS and, supported by the EDI Team, represents DCU on the AS National Committee. The SAT reports directly to the University Executive Committee via its Chair. The AS Coordinator, *Dr Kim Connick*, presents regularly at Heads and Deans meetings. The EDI team also provide regular updates to *Ms Marian Burns*, HR Director, and a member of the University Executive Committee.
- (2) **Scorecard:** Following achievement of the Bronze Award in 2017, a rigorous approach to managing the action plan (referred to as DCU/AS2017) was devised. Managed by the AS Co-ordinator, actions were assigned to six work streams (Plan to Silver, Communications/Events, Data, Policy, Supports and Research) with owners and deadlines assigned to each work stream and action. For completeness, recommendations from the Higher Education Authorities (HEA)

Gender Action Plan were integrated into this action plan. Progress is reported to the SMG on a quarterly basis. A similar rigour will be applied to the action plan resulting from this application (DCU/AS2020) (**AP3.2**).

- (3) Quantitative **Data collection** was managed by the Quality Promotion Office, HR and the EDI team through the use of central databases. Quantitative data analysis was conducted through gender disaggregated faculty data dashboards. Qualitative data collection and analysis was facilitated through an all staff AS survey in Summer 2019. Participation in the survey increased by over 8% (to 41%) since the last AS survey. Useful feedback received through the survey process in relation to, for example, terminology and targeting specific staff cohorts, is being used to design future AS surveys (**AP3.3**).
- (4) A number of **volunteer groups** were established including a Disability Group, a Working Parents Group and a Group looking at ethnic diversity. The Ethnic Diversity Group is currently helping to shape the national conversation on the appropriate terminology around ethnicity and race through communications with the national Intersectionality Working Group established by *AdvanceHE*. The Working Parents Group has influenced the implementation of a number of maternity and paternity supports (see section 5 for further details). It is envisioned that this group format will inform other working groups focused on various aspects of intersectionality (**AP3.4**).
- (5) A comprehensive **review of policies** was completed to ensure inclusivity. DCU's 'Policy Writing Guidelines' were updated to include guidance on gender/minority sensitivity. New Gender Expression policies for Staff and Students were produced and an updated Dignity and Respect Policy.
- (6) **Communications**: a comprehensive communications plan was developed; line managers and academic leaders were supported in enhancing their understanding of their responsibilities in relation to equality. The University training schedule was reviewed to ensure that staff received consistent EDI messages and all staff had access to AS objectives and progress on the DCU Website. All staff are encouraged to use the Bronze Award logo in their email signatures. Finally, an AS Pop Up initiative was introduced on each campus where people can stop by and learn more from the AS Coordinator and raise any issues they may have with respect to the AS agenda or their lived experience as a member of the University community.

This rigorous approach to self-assessment has supported progress towards a more inclusive culture, a recognition of the importance of AS and helped achieve progress on the ambitious action plan to which the University committed in 2017. This approach also helped to progress AS in the University, whilst working towards the integration of the distinctive cultures of the three incorporating institutions. The University reports annual gender statistics (both academic and professional support staff) through the DCU WIL Annual Report. This report, now in its fifth year, outlines the University's progress in tackling gender inequality, re-confirms DCU's commitment to AS and promotes the activities of the WIL Initiative both internally to all staff and externally to stakeholders and the wider community. The latest report, published in June 2020, reports impressive progress as follows: *'In summary, at Full Professor level we have increased 13 percentage points in 5 years from 20% to 33% - increasing the Female: Male ratio at this level from 1:4 to 1:2. At Professor level, the highest increase of 16 percentage points over the 5 years was observed from 36% to 52%, with this level joining Associate Professor and Assistant Professor in achieving over 40% for each gender'*. DCU's Women

in Leadership Programme was awarded the *Best Workplace Diversity Strategy* against tough competition at the HR Leadership & Management Awards 2018.



**Image 3.1:** *President Brian MacCraith and Dr Catherine Day launch the DCU Women in Leadership Annual Report 2018. [Image description: President MacCraith and Dr Day standing smiling holding an open copy of the DCU Women in Leadership 2018 Annual Report whilst standing in front of an orange sign reading DCU Mary McAleese Women in Leadership].*

(iii) plans for the future of the self-assessment team

The SAT membership will be reviewed annually for diversity, succession planning and to ensure appropriate expert input. The SAT will invite the Chairs of Departmental SATs to form a new group called the DCU AS Department Network **(AP3.5)** and this group will report directly to the University level SAT in order to oversee their AS application processes. Progress on the action plan will be managed by the SAT and owners of action plan points will be required to report quarterly on progress. The EDI team, in conjunction with the AS Coordinator, will continue to support departmental submissions. The AS university wide communications plan will be reviewed to ensure progress and initiatives that enhance the culture of equality, diversity and inclusion are widely and comprehensively communicated. **(AP3.6)**.

(iv) COVID-19 impacts

The global pandemic and subsequent measures to fight the spread of COVID-19 have had a massive impact on all aspects of university life within DCU. Following the official closure of all Irish education centres on 12<sup>th</sup> March 2020, all interactions with students were transferred to online platforms – both learning activities and student support services. At the same time, all non-essential workers began working from home, with a further increase in remote working following the March 27<sup>th</sup> announcement on additional mobility restrictions. The University has adapted quickly and effectively to these measures with the Chief Operations Officer providing daily updates to all staff and students in the early days of the crisis. A dedicated web page was created and featured prominently on the DCU homepage and as a headline banner on all other webpages. The Teaching Enhancement Unit (TEU) also acted swiftly in supporting all staff in the mammoth task of transitioning to online course delivery overnight. The TEU has worked intensively over the last number of years alongside the Universal Design in Learning (UDL) Committee, a university wide initiative, to embed UDL into all DCU teaching practices which greatly facilitated the sudden transition to online delivery.

The University has sought to support all staff during these difficult times with the introduction of a weekly COVID-19 staff update eZine from the President's Office – a university wide communication which outlines progress, future plans and all supports available to staff and students during the crisis. These communications include information on the Employee Assistance Programme, wellbeing initiatives run by DCU Healthy, free online fitness classes organised by DCU Sport, advice on home schooling from the IoE and much more. Human Resources (HR) has also established a COVID-19 response page to highlight important supports available for all staff.

Whilst the crisis continues to impact on every aspect of University operations and will continue to do so for some time to come, DCU remains committed to the principles of AS and is very aware that the crisis may be putting additional pressure on members of staff with caring responsibilities, particularly females. DCU remains committed to ensuring that all employees are afforded appropriate flexibility during these unprecedented times and is optimistic that enforced changes in working practices could actually result in more enduring benefits in the longer term.

The DCU community has responded in extraordinarily positive ways to national appeals for volunteers to undertake a wide range of support activities. A contact tracing centre based in DCU and staffed by DCU volunteers is currently aiding the Health Service Executive (HSE) and a HSE patient assessment facility has been set up on the Glasnevin Campus. The DCU COVID-19 Research and Innovation Hub has been established to tackle a number of key challenges associated with the crisis including challenges in the hospital and nursing home environment for frontline healthcare workers, tackling community spread and how to support the return to normality. A significant fund was established by the DCU Educational Trust (DCU's Foundation) to support this research work.

The University SAT has not been in a position to meet in person since February 2020, however all members have continued to actively input to this application remotely. The AS Coordinator also facilitates online meetings with smaller sub-groups of the SAT in order to progress various sections of both the application and ongoing AS initiatives.

**1521/ 1500 words**

## Section 3 Action Plan

**AP3.1** Review SAT membership and consider appropriateness of current gender balance. School and Department SATs to consider gender balance also with males to be actively encouraged to partake as active members and as Chair.

**AP3.2** Report progress on AS Action Plan to SMG on a quarterly basis.

**AP3.3** Feedback received on terminology and inclusion of questions from the large AS survey carried out in 2019 will be used to guide future surveys starting in 2021. Surveys targeting specific cohorts within the University e.g. people with disabilities, will also be carried out in order to better understand how to support them on campus (see also AP5.12).

**AP3.4** Expand the working group model to focus on supporting other minority groups

**AP3.5** Establish a DCU Athena SWAN Department Network (DASD) to allow Schools and Faculties who are beginning their AS journey to network and build support systems for review and sharing of best practice within the university.

**AP3.6** Maintain a process of all staff communications to ensure progress and initiatives that enhance the culture of equality, diversity and inclusion are widely and comprehensively communicated.

## 4. A PICTURE OF THE INSTITUTION

Recommended word count: Bronze: 2000 words | Silver: 3000 word

### 4.1. Academic and research staff data

- (i) Academic and research staff by grade and gender, with consideration of intersectionality

**Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any differences between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues in the pipeline at particular grades/levels. Provide consideration of the intersection of gender and ethnicity.**

Academic and research staff data are presented for the whole university and then separately for STEMM and AHSSBL disciplines. Between the 2015/16 and 2016/17 academic years, staff and student numbers increased significantly, reflecting the incorporation of three separate institutions into DCU and the creation of the new Faculty; the DCU Institute of Education.

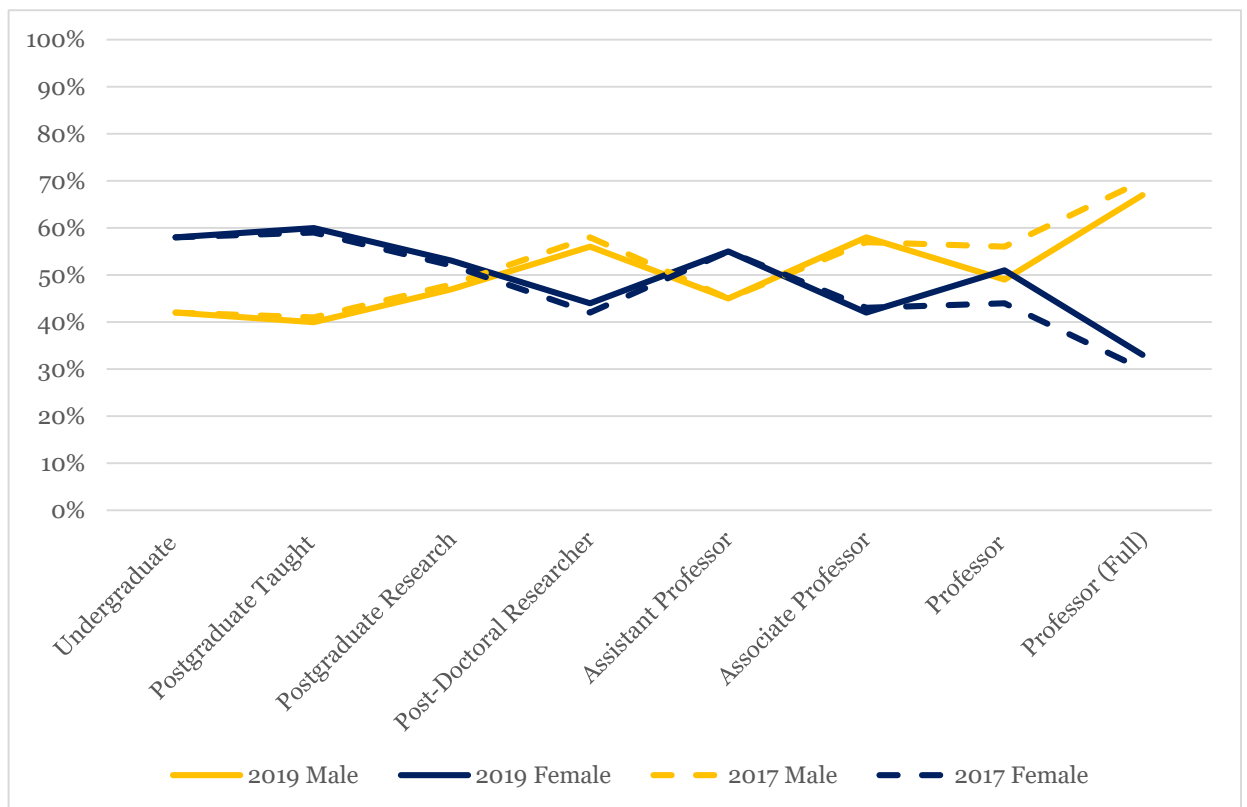
The data presented in **Table 4.1** shows that female representation at Full Professor level increased from 30% in 2017 to 33% 2019, reflecting a numerical increase from 16 to 19. This represents an impressive 7% above the national average (HEA Gender Statistics 2019, HEA) at this senior grade.

Encouragingly, there has also been an increase in female representation at Professor level from 44% to 51% in the same time period. The data for Associate Professor shows a marginal decrease of 1% over three years, however, a numerical increase of 4 females has been seen at this level during this time remaining over 40% female. These positive trends reflect the impact of the initiative to introduce two parallel promotion competitions to the Associate Professor grade, which is nationally unique. Since 2017, equal number of male and female academics have been promoted to this grade through the annual call for promotions from the Academic Promotions Committee (APC). These changing trends (2017-2019), shown in **Table 4.1**, are even more apparent, particularly for the senior academic grades, in **Figure 4.1** which graphically displays the data over this timescale.



**Table 4.1: All academic staff by grade and gender 2017 – 2019 (FTE)**

Grade	2017			2018			2019		
	M	F	% F	M	F	%F	M	F	%F
<b>Full Professor</b>	38	16	30%	42	18	30%	40	19	33%
<b>Professor</b>	15	12	44%	14	10	42%	11	11	51%
<b>Associate Professor</b>	66	51	43%	72	60	46%	75	55	42%
<b>Assistant Professor</b>	184	229	55%	165	221	57%	181	221	55%
<b>Post-Doctoral Researcher</b>	85	62	42%	72	47	39%	70	54	44%
<b>Postgraduate Research</b>	347	382	52%	348	386	53%	346	390	53%
<b>Postgraduate Taught</b>	1042	1524	59%	1209	1784	60%	1335	1982	60%
<b>Undergraduate</b>	5380	7434	58%	5383	7387	58%	5371	7509	58%



**Figure 4.1: The academic career pipeline for the University 2017 to 2019.**

There are currently 120 nationalities represented in DCU's student cohort. The DCU staff ethnicity breakdown (**Figure 4.2**) (AS Survey 2019) generally aligns with the Irish Census 2016 data. The survey was complemented with input from focus groups, where terminology and personal stories from the staff experience on campus were discussed. From analysis of the survey data and discussions with these groups, it was discovered that whilst members of the Irish Travelling Community currently self-identify in the student population, currently no staff self-identify with this ethnic community. At a sectoral level, the EDI Office participates in a Travellers in Higher Education Network established to address these issues. The University plans to address the under-representation of ethnic minorities, specifically the percentage of staff who identify as black which at 0.5%, is currently below the national average (1.3%) (**AP. 4.4**). DCU was the first Irish University to be designated a *University of Sanctuary* in 2016 in recognition of its commitment to helping asylum seekers and refugees within Ireland access higher education. As part of this initiative the University offers 30 scholarships to students in Direct Provision annually (increased from 15 as part of World Refugee Day 2020). To date 92 scholarships have been offered as part of this initiative.

DCU recognises that gender inequality often does not act alone in discriminating and that interwoven factors that build upon gender discrimination exist including, but not limited to, ethnicity, disability and LGBTQI+. DCU is committed to achieving intersectional gender equality, which recognises that ending gender inequality is not possible without addressing these other factors. As part of this commitment we have created a mini action plan, within our AS action plan, focused on race equality (**AP4.4**). Within this action plan we commit to the following:

- To creating safe venues for internal conversations through our ethnicity volunteer group.
- To mapping the presence and experience of our black and minority ethnic staff and students to draw in meaningful ways on these experiences to produce change within the University.
- To identifying improvements to approaches to curriculum, pedagogy, recruitment, retention, and progression.
- To implementing a multi-part cultural competency programme to foster understanding, respect, and communication across cultures and identities.
- To publishing anti-racism reading lists, resources and research guides.

As part of this commitment the DCU Centre of Excellence has established a 'Race Equality Employer Resources Hub', in partnership with the African Scholars Association Ireland, Business in the Community and Ibec. The initiative, led by Sandra Healy, DCU, and Dr Ebun Joseph, President of AfSI, and her AfSI colleagues, will provide employers in Ireland with a range of practical tools, best practice guidelines to tackle racism and foster more inclusive practices. There will also be a series of workshops covering key themes. The toolkit resource is currently in development and will be launched later this summer and is sponsored by Bank of Ireland.



**Figure 4.2:** Ethnic breakdown of DCU staff (AS Survey) versus the Central Statistics Office Census 2016 breakdown.

The number of people with disabilities who self-disclose within the University currently stands at 2.5% of total DCU staff. However, through the AS survey, 8.2% of staff who participated identified as having a disability. In 2021, the EDI team plans to hold a disability specific survey to analyse the reasons why people would not disclose and organise a campaign to encourage self-disclosure (AP4.5). In 2018, DCU became the world's first *Autism-Friendly University*. In conjunction with the charity *AsIAm*, DCU set about making all aspects of university life for the student body autism-friendly. In 2020, the *DCU Centre of Excellence for D&I*, alongside strategic partners *Facebook* and *AsIAm*, will undertake a project aimed at developing the ten key principles of the Autism-Friendly University and developing the Autism Friendly Workplace, in order to better support neuro-diverse staff.

As part of the Programme for Access to Higher Education (PATH) strand 1 Initial Teacher Education, DCU created an Irish Sign Language (ISL) entry route to the Bachelor of Education programme for Deaf and Hard of Hearing students. In September 2019, four students commenced this undergraduate degree programme. Additionally, 300 students and staff participated in deaf awareness training.

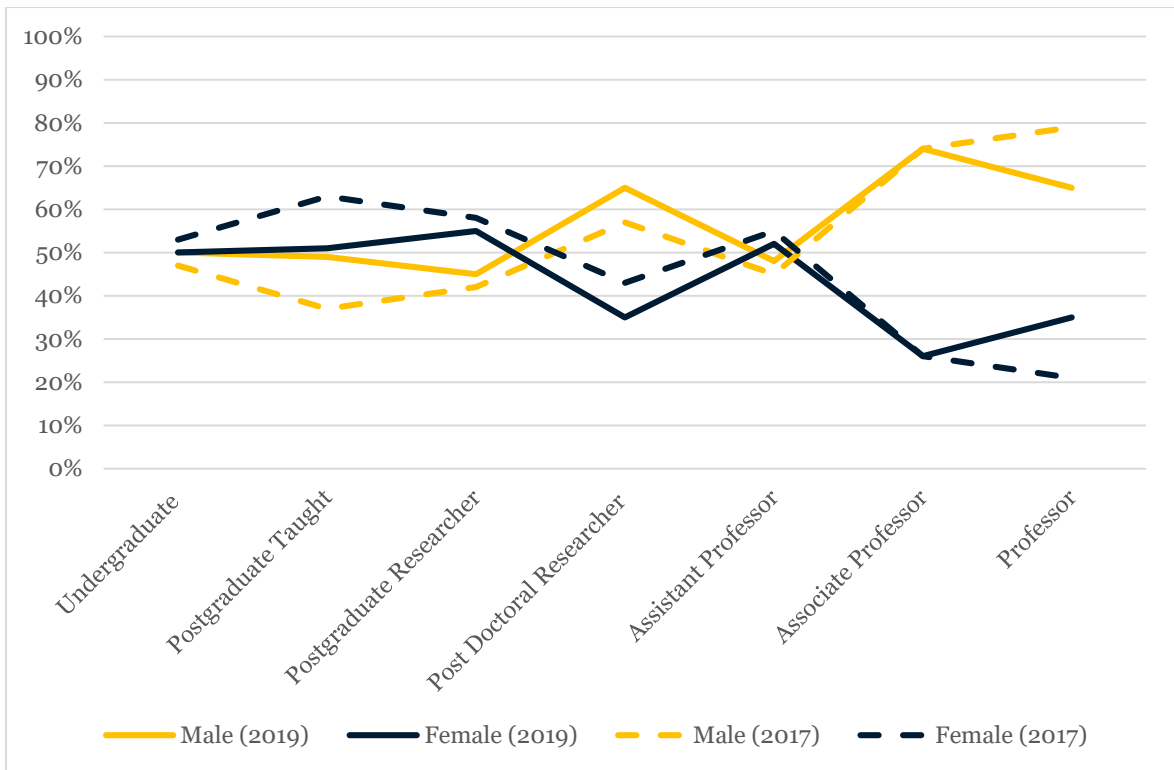
## STEMM

Currently, 43% of all core DCU academic staff in STEMM disciplines are female. This is 2% higher than the national university average (41% female for STEMM, HEA Gender Statistics 2019). The data presented in **Table 4.2**, which is graphically displayed in **Figure 4.3**, shows that the percentage of females at Professor and Full Professor level (these have been combined due to very low absolute numbers involved) in STEMM disciplines has increased from 21% in 2017 to 35% in 2019. The career pipeline towards Full Professor is also improving. The percentage of females at Associate Professor level has remain static at 26% since 2017, however, a numerical increase of three females has been seen over this time. It is anticipated that with continued proactive interventions, such as the new APC parallel promotions process to Associate Professor, the percentage of females at this level will begin to increase in the near future reflecting the greater gender balance at Assistant Professor level which currently stands at 52% female.

The rest of the pipeline (Undergraduate to Postgraduate Research) has also begun to show progress towards better gender balance. The only grade showing signs of an increase in males is Post-Doctoral Researcher. These data show a notable decrease in the number of female Post-Doctoral Researchers from 43% to 35%, which warrants further investigation through an analysis of the recruitment processes to Post-Doctoral positions in DCU (**AP4.1**). A training seminar around applying for funding, particularly aimed at female Post-Doctoral Researchers, is planned for each semester starting in Academic Year 2020/21 (**AP4.2**).

**Table 4.2: STEMM academic pipeline by grade and gender 2017 – 2019 (FTE).**

Grade	2017				2019			
	Male	%M	Female	%F	Male	%M	Female	%F
Professor	35	79%	9	21%	24	66%	13	35%
Associate Professor	35	74%	12	26%	43	74%	15	26%
Assistant Professor	56	45%	68	55%	60	48%	65	52%
Post-Doctoral Researcher	85	57%	64	43%	60	65%	33	35%
Postgraduate Researcher	164	42%	230	58%	152	45%	188	55%
Postgraduate Taught	140	37%	238	63%	398	49%	409	51%
Undergraduate	1931	47%	2175	53%	2094	50%	2103	50%



**Figure 4.3:** The career pipeline for **STEMM** within the University 2017 to 2019.

In 2019, the School of Computing and School of Physical Sciences were awarded new Professorship positions in the SALI initiative (*Senior Academic Leadership Initiative*) launched by the HEA and *Department of Education and Skills* (DES). These professorships will see female participation at professorial level in STEMM increase from 35% to 38% females in 2020, assuming all other numbers remain the same. An increase of 17 percentage points in 4 years (2017 – 2020) from 21% to 38% is a significant indication that positive intervention and embedding of gender equality within the institution is resulting in systemic change. The University is committed to further increasing the proportion of females at all levels where they are currently underrepresented, and as part of this commitment, will be applying again for the Senior Academic Leader Initiative positions in 2020 **(AP4.3)**. As part of the next phase of this process, the University will consider all disciplines.

## AHSSBL

The AHSSBL academic core staff in DCU is currently 52% female, 2% more than the 50% national university average (HEA Gender Statistics 2019). The AHSSBL disciplines in DCU have undergone a large transformation within the last five years, with the addition of an Institute of Education in 2016, Ireland's first full faculty of education, and an enhanced Faculty of Humanities. This presented the university with unprecedented capacity and potential. From the outset, it was determined that the new Institute would deliver promotional opportunities to the Teacher Education sector which was constrained by State policy which refused the grade of professor to the Colleges of Education. Significantly, the staff of the incorporating Colleges were predominantly female and, for historic reasons, monocultural. Combined with DCU's School of Education Studies, the new Institute was made up of 120 academic staff. In 2020, that number now stands at 140, and includes international staff, as well as a growing number of international research students. For academics, the Institute offers new pathways to promotion at University and Faculty level. Since incorporation, 6 staff have been promoted to Associate Professor – 4 female and 2 male, and a call for the professoriate saw the appointment of a new female professor in the Institute. The Institute offers academics opportunities for international engagement through supporting conference presentations, and was the first faculty to offer the Athena Swan support to an academic returning from maternity leave. The data presented in this section show comparisons between both 2015 – 2019 (pre-incorporation) and 2017 – 2019 (post-incorporation).

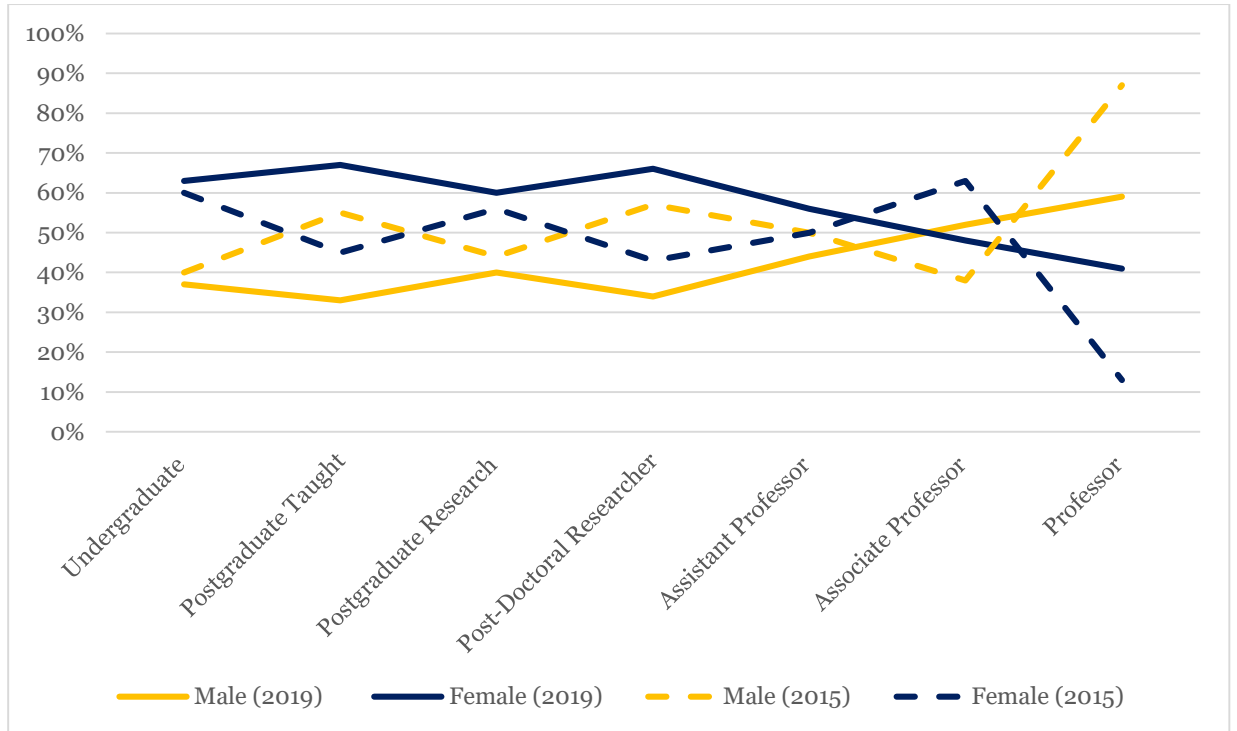
**Table 4.3** displays the breakdown of the AHSBBL academic staff by grade and gender pre – incorporation (2015 – 2019) and these data are graphically displayed in **Figure 4.4**. There has been a significant increase in females at all levels during this time, due in part to the progress of Athena SWAN and gender equality initiatives but also largely helped by the demographics of incorporating institutions (61% female academic core staff, **Figure 4.5**). Staff numbers in AHSBBL increased by 188 academic core staff from 176 (47% female) to 364 (53% female) during this time. Student figures also rose significantly with an additional 2500 undergraduate students, nearly 1000 postgraduate taught students and over 100 postgraduate research students.

The career pipeline data from 2015 to 2019 in **Figure 4.4** shows increases in the percentage of females at nearly all levels. The percentage of females at undergraduates remained at 60% throughout this time. DCU recognises that this imbalance of females versus males at undergraduate level represents a significant under-representation of males particularly in the IOE and education disciplines, with males currently making up 19% of the undergraduate population of this Faculty. Whilst this figure is one of the highest in Ireland for Bachelors of Education students, the University acknowledges the need to reduce this imbalance at undergraduate level. To do so a campaign will be run in order to attract more male students and encourage guidance counsellors, particularly in all-male schools, to promote primary school teaching as an option to males (**AP 4.6**) as recommended in the *Report of the Primary Education Committee 'Males into Primary Teaching'* from DES (2006) and, as Ireland's largest Faculty of Education, will aim to promote this programme nationally and encourage other teacher training institutions to participate as part of a national effort. DCU is also a member of the AS Practitioner's Network Sub-Committee focused on increasing male under representation within specific disciplines, in order to help drive the national conversation around encouraging males to apply to disciplines where men are routinely underrepresented.

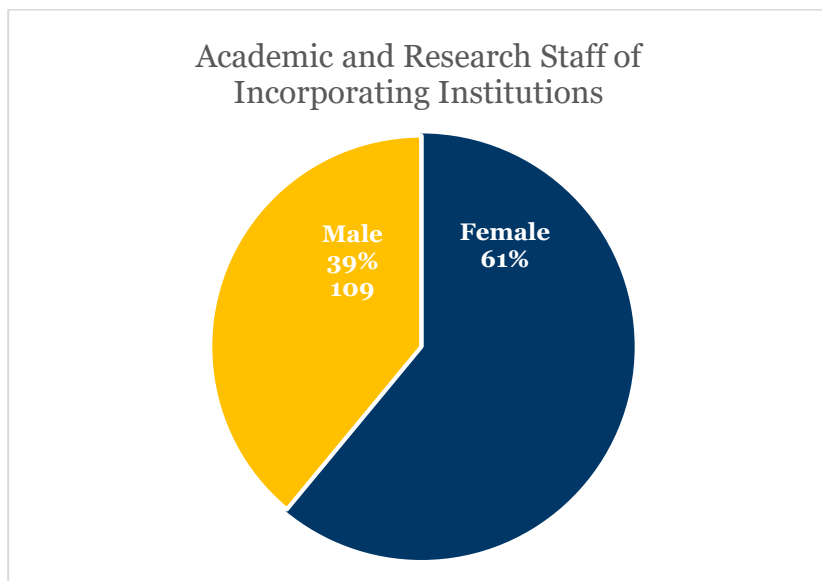
Female representation at all academic staff levels increased over this time (2015 to 2019) (as seen in **Figure 4.4**), except at Associate Professor level which recorded a decrease from 63% females to 48%. This decrease brings better balance at this academic level with a minimum of 40% of each gender represented. An increase of 63 staff at this level during this time has largely helped to achieve better gender balance. Very encouragingly, female representation at Full Professorial level increased 28 percentage points during the same period.

**Table 4.3:** AHSBBL academic staff by grade and gender 2015 (pre-incorporation) – 2019 (FTE).

Grade	2015				2019			
	Male	%M	Female	%F	Male	% M	Female	% F
<b>Professor</b>	15	87%	2	13%	24	59%	16	41%
<b>Associate Professor</b>	9	38%	15	63%	45	52%	42	48%
<b>Assistant Professor</b>	56	50%	56	50%	92	44%	116	56%
<b>Post-Doctoral Researcher</b>	13	57%	10	43%	10	34%	19	66%
<b>Postgraduate Researcher</b>	118	44%	152	56%	158	40%	238	60%
<b>Postgraduate Taught</b>	546	55%	691	45%	715	33%	1477	67%
<b>Undergraduate</b>	2200	40%	3237	60%	2964	37%	4991	63%



**Figure 4.4:** The career pipeline for AHSBBL within the University comparing 2015 (pre-incorporation) to 2019.



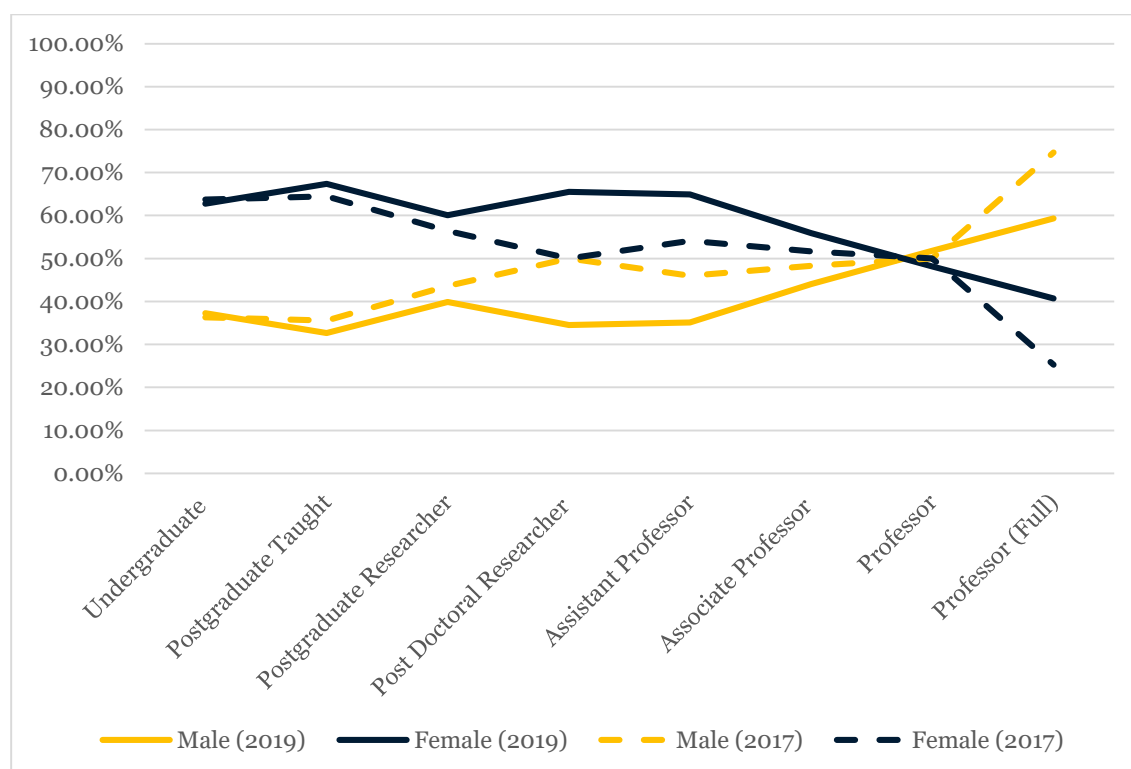
**Figure 4.5:** The Academic and Research gender profile incorporating institutions in 2016.

A comparison between AHSBBL post incorporation 2017 and 2019 academic years can be seen in **Table 4.5** and **Figure 4.6**. These figures are tangible recognition of how positive intervention and the embedding of AS within the institutions has increased the percentages of females at Full Professorial level in AHSBBL disciplines from 25% to 41%, an increase of 16 percentage points over the 3-year period.



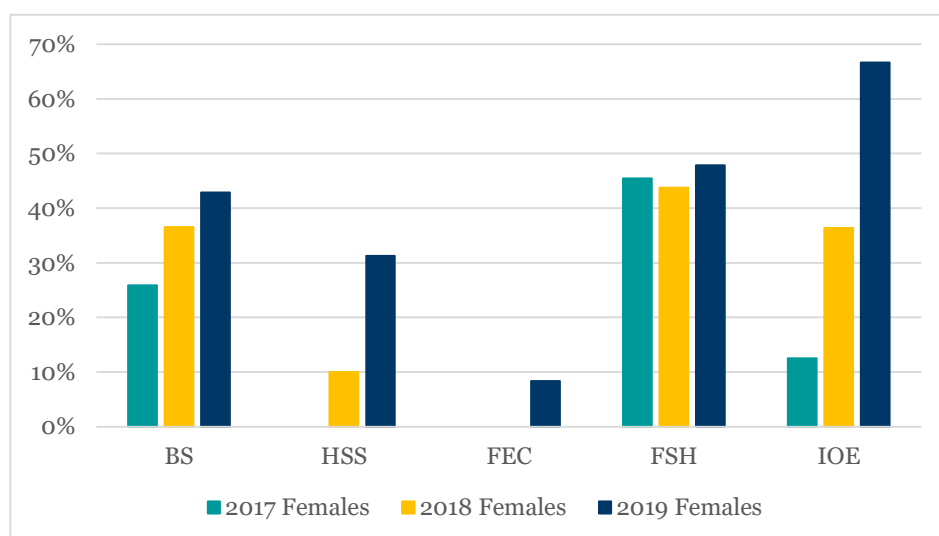
**Table 4.4:** AHSBBL academic staff by grade and gender 2017 (post incorporation) – 2019.

Grade	2017				2019			
	Male	%M	Female	%F	Male	% M	Female	% F
Professor	18	75%	6	25%	24	59%	16	41%
Associate Professor	29	48%	31	52%	45	52%	42	48%
Assistant Professor	99	46%	115	54%	92	44%	116	56%
Post-Doctoral Researcher	14	50%	14	50%	10	34%	19	66%
Post Graduate Researcher	163	44%	211	56%	158	40%	238	60%
Post Graduate Taught	678	36%	1229	64%	715	33%	1477	67%
Undergraduate	2886	36%	5064	64%	2964	37%	4991	63%



**Figure 4.6:** The career pipeline for AHSBBL within the University 2017 (post incorporation) to 2019.

Analysis on a Faculty basis displayed in **Figure 4.7** clearly illustrates that the percentage of female professors has increased in all Faculties (both professor grades) over the last three years, with the Business School increasing from 26% (3 FTE) to 43% (7 FTE), the Faculty of Humanities and Social Sciences increasing from 0% (0 FTE) to 31% (5 FTE), the Faculty of Science and Health increasing 3%, the Faculty of Engineering and Computing increasing from 0% (0 FTE) to 8% (1 FTE) and the Institute of Education seeing the largest increase of 54 percentage points from 13% (1 FTE) to 67% (4 FTE). These increases are in part due to the embedding of AS in all aspects of DCU.



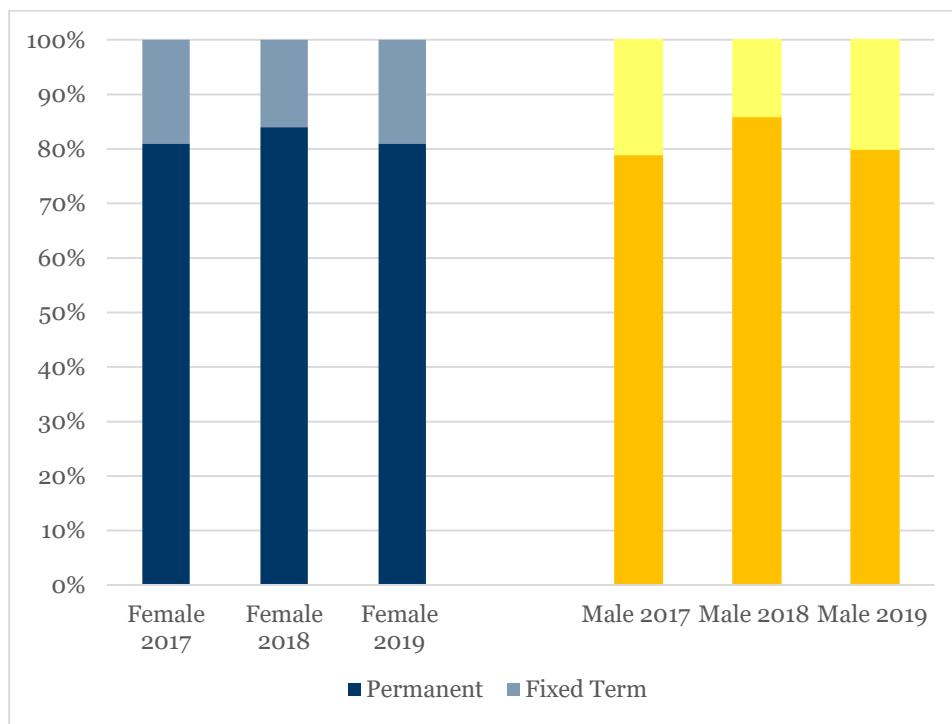
**Figure 4.7:** The percentage of female Professors by Faculty (2017 – 2019)

The overall representation of women has shown an increase in a number of academic grades, including Full Professor, Associate Professor and Assistant Professor. In this time, the University has successfully introduced an annual evaluation of gender-disaggregated staff data by all Faculties. This process offers an opportunity for each Faculty to identify any gender imbalance trends and develop a planned response in a data-informed way (AS2017). Greater progress is required however to achieve better gender balance at Professor level.

(ii) Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

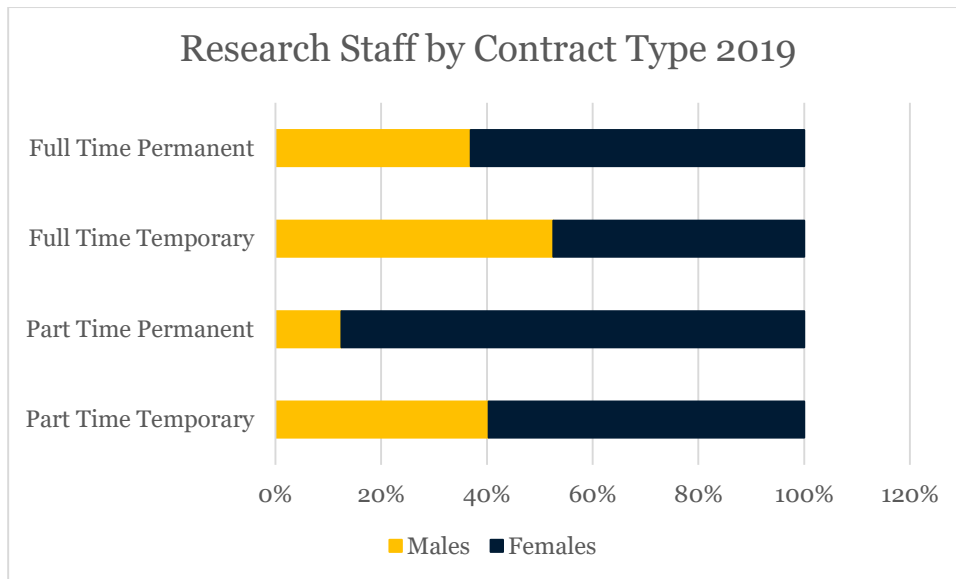
Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

Since 2017, **Figure 4.8 shows that** the percentage of female and male academics holding temporary or fixed term contracts has remained essential constant at ~20%. The percentage of females to males with full time permanent contracts (55% Female, 45% Male) in DCU is significantly higher than the national average figure for universities (42% Female, 58% Male) (HEA Gender Statistics, 2019). DCU continuously reviews deployment of staff and assesses if re-deployment is possible. This has become a priority during the current pandemic.



**Figure 4.8:** Academic staff on permanent versus fixed term contracts by gender for 2017, 2018 and 2019.

The percentage of research staff on full time permanent contracts shown in **Figure 4.9** reflects a majority female (63%) representation and the percentage on full time temporary contracts is effectively balanced (47% Female). However, the proportion of females on part time permanent contract is currently at 88% which is partly explained by the very low numbers involved (8 FTE total).

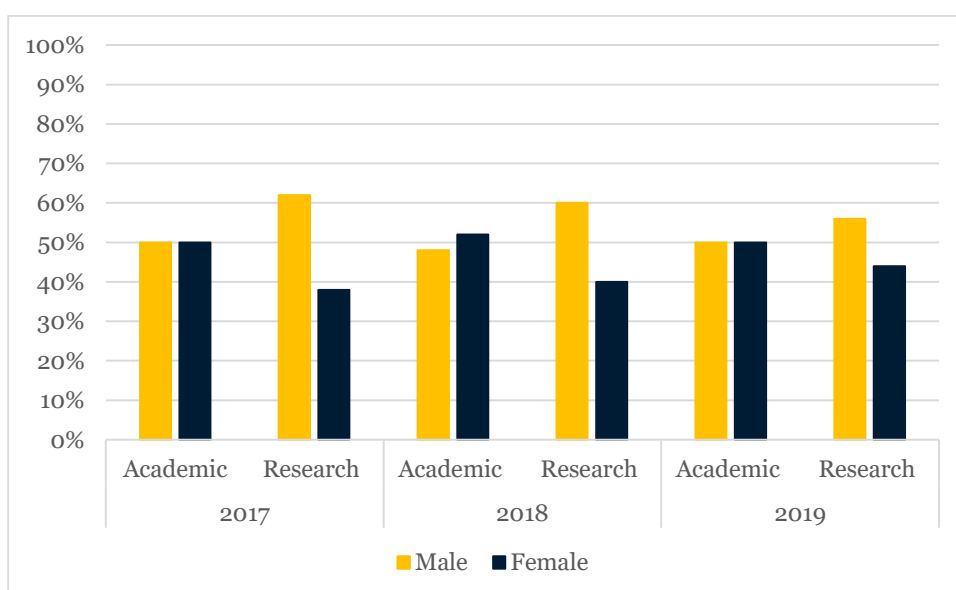


**Figure 4.9:** Research staff by contract type 2019

- (iii) Academic staff by contract function, gender: research-only, research and teaching, and teaching-only

**Comment on the proportions of men and women on these contracts and by job grade.**

All academic staff with teaching responsibilities are strongly encouraged to partake in research and are fully supported by the DCU Research and Innovation Office in developing this aspect of their career. The data in **Figure 4.10** shows that staff on academic contracts (with teaching and research responsibilities) have been largely gender balanced over the course of the last 3 years. Staff on research-only contracts currently are at 44% female (2019) which reflects a steady increase of 6 percentage points from 36% in 2017.



**Figure 4.10:** Academic staff by contract functioning showing percentages on academic contracts versus research-only by gender.

(iv) Academic leavers by grade and gender

**Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.**

As part of the previous AS action plan, HR introduced an exit questionnaire and whilst uptake of this has been low, the number completing the form has steadily increased each year as shown in **Table 4.6**. The main reason for leaving the University within the last three years has been end of contract. For those who did not get their contract renewed over the 3-year period, 61% were female, however, 96% of this cohort were on seasonal contracts of a known short duration.

No significant differences in employment trends across any of the Schools within the University have been identified during the past three years. The University is committed to ensuring all staff are treated fairly within their roles and is aware that a high turnover rate can be indicative of issues within particular Schools.

It is noted that the departure of 16 male Assistant Professors in 2018 is not in line with the data of other years (**Table 4.7**). This was the result of four retirements, one death in service, five natural ends of contract and six resignations. It is also noted that there has been an upward trend in resignations over the three years, with an increase from 12 to 43. This trend is being closely monitored through the exit interview process which has found that a substantial number of those who completed the survey was mainly staff on temporary contracts moving to new positions elsewhere. DCU commits to furthering the annual evaluation of gender disaggregated staff data by Faculty; including leavers data. This will ensure that any potential issues within a School would be highlighted within the same year (**AP4.7**).

**Table 4.5: Academic leavers by gender reasons for leaving 2017 - 2019**

Year	Reason for leaving	Female	Male	Other
<b>2017</b>	End of Contract	179	109	2
	Resigned	6	6	0
	Retired	1	3	0
<b>2017 Total</b>		186	118	2
<b>2018</b>	End of Contract	156	91	2
	Resigned	12	9	0
	Retired	1	6	0
	Death in service	0	1	0
<b>2018 Total</b>		194	115	2
<b>2019</b>	End of Contract	137	119	2
	Resigned	20	23	0
	Retired	5	7	0
	Death in service	0	2	0
	Leavers Form Not Completed	0	0	0
<b>2019 Total</b>		165	166	2

**Table 4.6 Academic leavers by grade and gender (2017 – 2019)**

	17			18			19		
	F	M	O	F	M	O	F	M	O
<b>Full Professor</b>	0	4	0	1	1	0	2	6	0
<b>Professor</b>	0	0	0	1	0	0	0	0	0
<b>Associate Professor</b>	0	2	0	1	2	0	2	4	0
<b>Assistant Professor</b>	8	5	0	5	16	0	7	10	0
<b>Lecturer</b>	1	1	0	6	1	0	3	1	0
<b>Part-time lecturer</b>	79	40	1	77	45	1	85	69	0
<b>Tutor</b>	38	31	0	40	32	0	30	40	0
<b>Post-Doc Researcher</b>	12	3	1	1	1	0	1	1	0
<b>Research Assistant</b>	1	1	0	2	0	0	1	1	0
<b>Supervisor</b>	11	6	0	4	3	0	2	6	0
<b>Teacher</b>	30	19	0	27	10	1	29	20	0
<b>Teaching Assistant</b>	6	6	0	5	4	0	3	8	0
<b>Total</b>	<b>186</b>	<b>118</b>	<b>2</b>	<b>194</b>	<b>115</b>	<b>2</b>	<b>165</b>	<b>166</b>	<b>0</b>

**(v) Equal pay audits/reviews**

**Comment on the findings from the most recent equal pay audit and identify the institution's top three priorities to address any disparities and enable equality in pay.**

While the University committed to conducting an equal pay audit/review in its action plan (2017), this unfortunately was not completed during this time (one of four action items from 64 points not completed). The University commits to conducting a pay gap audit, in which it will assess the current percentage gap between the average wage of a male and a female in DCU. The University commits to biennial pay gap audits in order to assess and respond in a meaningful way to any pay gap discovered (**AP 4.8**). Following this analysis, an investigation into any disparities will take place and action points to address these disparities will be put in place.

**2055 / 2000 words**

## Section 4 Action Plan

**AP 4.1** An analysis of the recruitment processes to Post-Doctoral positions in DCU will be carried out. Gender disaggregated data will also be collected on Post-Doctoral Researchers applying for funding. This will help to better understand and support those at Post-Doctoral level in transitioning to becoming independent researchers.

**AP4.2** In addition to AP4.1, training seminars around applying for funding particularly aimed at female Post-Doctoral Researchers will be created with the support of Research Innovation Support (RIS) and Learning and Development (L&D). These will be held each semester and Principal Investigators (PIs) will be encouraged to send their Post-Doctoral Researchers.

**AP4.3** The University has already received funding for two additional Professorships as part of the Senior Academic Leadership Initiative (SALI) and under this scheme, they are eligible to apply for an additional post on the next call. The University is committed to increasing female representation in underrepresented disciplines and will utilise this scheme to advance gender equality in leadership positions.

**AP4.4** An Ethnic Diversity Staff Volunteer Group will be created, including inviting staff members of the DCU Intersectionality Ethnicity Focus Group to be members. This volunteer group will focus on how best to support staff of diverse ethnicities and enable staff of different minority ethnic groups to more easily identify with the University's values.

**AP4.5** Through the AS survey, it has become apparent that not all staff with disabilities are willing to self-disclose their disability to the University. A further investigation will be carried out into the barriers to self-disclosure within the University and a campaign organised which will promote how and why to self-disclose. Heads of departments will be encouraged to promote this to all staff and it will be promoted at new staff orientation and EDI training.

**AP4.6** There is a widely recognised long standing issue associated with attracting more men to undertake a career in teaching, particularly Primary School Teaching. Currently only 18% of undergraduates in the IOE are male. The EDI team will work with the DCU Widening Participation Office to run a campaign to encourage career guidance counsellors to promote teaching to males in second level, particularly those in all male schools.

**AP4.7** Gender disaggregated data on all staff and students is reported annually to all faculties for their consideration. From 2021 leavers data will be included in this reporting in order to identify any potential issues or high turnover rates which may be indicative of a wider issue.

**AP4.8** A pay gap audit will take place every two years from 2021 in order to identify any potential disparity. The University is committed to responding and addressing any potential outcomes of this audit.



## 5. SUPPORTING AND ADVANCING CAREERS

Recommended word count: Bronze: 5000 words | Silver: 6000 words

The University wish to note that the majority of information collated in Section 5 falls under the remit of HR. The University has made significant progress in updating and embedding gender equality in the processes involved in recruitment, promotion and retention of staff and the work carried out by HR in this area has been central to the successes achieved.

### 5.1. Key career transition points: academic staff

#### (i) Recruitment

Data on the recruitment of academic staff (2017-2019) is presented in Table 5.1. Despite more male applicants, the offers made reflect a more balanced picture.

**Table 5.1 Recruitment of academic staff 2017 – 2019**

Grade	Competitions	Applications			Shortlisted			Offer		
		M	F	%F	M	F	%F	M	F	%F
<b>2017</b>										
Full Professor	4	41	14	25%	8	5	38%	1	3	75%
Professor	1	15	5	25%	4	1	20%	0	1	100%
Associate Professor	0	0	0	0%	0	0	0%	0	0	0%
Assistant Professor	16	131	113	46%	35	30	46%	9	10	53%
<b>2018</b>										
Full Professor	4	16	9	36%	3	3	50%	2	3	60%
Professor	1	12	3	20%	4	0	0%	1	0	0%
Associate Professor	2	0	2	100%	0	2	100%	0	2	100%
Assistant Professor	28	346	238	41%	52	57	52%	17	18	51%
<b>2019</b>										
Full Professor	5	64	20	24%	14	4	22%	4	1	20%
Professor	1	10	5	33%	2	1	33%	0	1	100%

<b>Associate Professor</b>	1	0	1	100%	0	1	100%	0	1	100%
<b>Assistant Professor</b>	55	635	465	42%	112	90	45%	32	32	50%

DCU has implemented the following initiatives to support and encourage more females to apply for promotion. Mandatory Unconscious Bias Training was introduced for interviewers (AS2017 AP4.1.13); 95% of those who sat on interview panels in 2019 had completed this training. Similarly, in 2019, 90% of interview panels were gender balanced. All job specifications are reviewed through a language identifier tool to ensure gender neutrality. All job advertisements outline the University's commitment to AS. To further underline this commitment, all job advertisements will be amended to include the AS logo and specific reference to diversity and inclusion objectives (Goal 5) in the Strategic Plan (**AP5.1**)

The introduction of an e-recruit system later this year will facilitate the collection of data relating to numbers formally accepting or declining job offers (**AP5.2**). This data collection enhancement will facilitate more sophisticated analysis of potential equality and diversity trends in acceptance rates.

In 2019 DCU began its search for a new President during which the HEA Stated Gender Objectives were adhered to - the final pool of candidates and the interview panel were gender balanced. This process resulted in the announcement of *Prof. Daire Keogh* as President Designate. *Prof. Keogh* has long been a champion of AS and a driver of diversity and inclusion within the University. As part of the handover, Prof. Keogh has attended and fully endorsed all Women in Leadership events. This continuity of commitment will ensure that the strong existing momentum on this very important journey will be led from the President's Office.

(ii) **Induction**

**Describe the induction and support provided to new staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.**

In addition to a structured local orientation process, all new staff must attend an Orientation Workshop (delivered online during COVID crisis) facilitated by the HR Learning and Development (L&D) Unit. The workshop features presenters from a wide range of units across the University and provides attendees with the opportunity to understand the University's strategy and values. Attendees meet the University President, senior members of staff and build networks with other new staff.

Attendees are introduced to the *DCU Academic Development & Promotion Framework*<sup>1</sup> which outlines expected standards of achievement at each stage of the academic career. Explicit within the framework is individual and leadership responsibilities regarding diversity, inclusion and AS

<sup>1</sup> A Professional Development Framework for non-academic staff is currently in development

commitments. The EDI unit presents at every workshop and highlights DCU’s ambitious diversity and inclusion strategy (AP4.2.4 AS2017).

A dedicated section for new staff is available on the DCU website. The information specifically highlights DCU’s approach to equality, diversity and inclusion and includes a link to all HR Policies, Procedures and Toolkits.

An additional structured induction process exists for new senior appointments. This now includes a one to one meeting with the Head of EDI during which their responsibilities regarding diversity and inclusion are highlighted (AP4.1.5 AS2017).

HR, L&D continually review the effectiveness of the Orientation process. Each participant provides written feedback, the outputs of which are incorporated into subsequent orientation sessions. L&D also link in with faculty management teams to assess the effectiveness of supports provided and any additional supports required. This resulted, in April 2020, in the introduction of a New Staff Buddy scheme - a particular requirement for new staff joining during COVID-19 and, therefore, working remotely.

Attendance at orientation is a requirement for all new DCU staff and is included in job specifications. As evidenced in **Table 5.2**, the higher rate of females recruited into professional roles results in a higher female attendance at Orientation.

**Table 5.2 Orientation Attendance**

	Total Attendees	% Academic	% Professional	% Male	% Female	Prefer not to say
<b>2019</b>	117	46%	54%	36%	61%	3%
<b>2018</b>	116	39%	61%	33%	67%	0%
<b>2017</b>	47	42%	58%	38%	62%	0%

(iii) Promotion

**Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.**

The Academic Promotions Committee (APC) radically reviewed the promotions process following the last AS submission and a number of initiatives were introduced targeting more balanced promotions:

- (1) DCU became the first Irish university to introduce a 50/50 policy for Associate Professor promotions awarded through the annual APC process.

- (2) Evidence of commitment to advancing diversity was included as a specific criterion in assessing eligibility for promotion through the DCU *Academic Development and Promotion Framework* (AP4.1.11 AS2017)
- (3) Information workshops for those interested in applying for promotion are run each year by L&D. Female attendance has been tracked since 2017 and has exceeded 50% each year (AP4.1.10 AS2017).

The promotions data shown in **Table 5.3** reflects progressive change towards more balanced appointments as a result of the above initiatives. (It should be noted that the 50/50 policy relates exclusively to promotions through the annual APC promotion process but that other promotions occur outside of this process and are not subject to the 50/50 policy).

The policy in relation to pay on promotion is implemented consistently across all grades.

**Table 5.3: Promotions 2017 – 2019<sup>2</sup>**

Grade	Comp	Application			Offer		
		M	F	%F	M	F	%F
<b>2017</b>							
Full Professor	4	2	2	50%	2	2	50%
Professor	1	0	0	0	1	0	0%
Associate Professor	3	26	26	50%	5	3	38%
<b>2018</b>							
Full Professor	4	1	3	75%	1	3	75%
Professor	0	0	0	N/A	0	0	N/A
Associate Professor	11	20	30	60%	6	10	63%
<b>2019</b>							
Full Professor	1	2	0	0%	1	0	0%
Professor	5	22	18	45%	2	5	71%
Associate Professor	11	38	28	42%	8	9	53%

<sup>2</sup> The Annual APC Promotion call for Associate Professor counts as one competition

## 5.2. Career development: academic staff

### (i) Training

**Describe the training available to staff at all levels. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?**

Supported by L&D, and endorsed by Senior Management, a culture of independent lifelong learning is encouraged to support staff in achieving their full potential. L&D runs a comprehensive programme of training courses on an annual schedule and bespoke programmes meeting particular organisational needs. The AS (2019) survey reported that 77% of staff agreed/strongly agreed that they are encouraged to take part in professional development with 75% reporting they were in a position to avail of development opportunities.

The programmes consistently receive positive feedback from participants and their sponsoring managers both for the standard of delivery and the impact they have on career development. This is borne out in the recent HR Quality Review questionnaire in which 84% of respondents strongly/agreed that L&D programmes are of a high standard.

The L&D team monitors quality (qualitative and quantitative) by connecting with key stakeholders and seeking formal feedback from participants after each course. Recent reviews of [Orientation, University Leadership and Management Programme \(ULM\)](#) and [Professional Skills for Research Leadership \(PRSL\)](#) are examples of this iterative process of quality enhancement with the ULM and PRSL programmes being successfully accredited by an external body, the Institute of Leadership and Management (UK).

In response to one of the major challenges often reported by staff - being “time poor”, L&D partnered with LinkedIn to provide 24/7 online learning access to all staff. There was a very enthusiastic response and by 2019 there were over 1,500 staff “activations” and in excess of 4,600 course views. This is a very valuable element of a flexible learning environment.

L&D has committed to reviewing options to ensure that part-time staff have appropriate access to training opportunities as this was raised as an issue in the last AS survey (**AP4.4**)

Attendance at training, **Table 5.4**, has increased significantly in the last three years with higher professional staff attendance than academic staff and higher numbers of female attendees than males. This is largely reflective of the higher percentage of female staff in professional roles.

**Table 5.4 Attendance at Learning and Development Courses 2017 – 2019**

Year	Total Attendees	% Academic	% Professional	% Male	% Female
2017	967	42%	58%	27%	73%
2018	1247	47%	53%	29%	71%
2019	1967	43%	57%	32%	68%

## Mentoring

DCU has surpassed its target of achieving a 5% annual increase in numbers taking part in the DCU mentoring scheme (AP4.2.6 AS2017), with 74 mentoring pairings 'graduating' from the scheme since 2017. This programme has resulted in a significantly strengthened mentoring culture and has provided a very valuable platform for influencing the growth of diversity mind-sets, generational change and leadership development. A significant 38% of females who participated in the scheme as mentees over the last four years have since achieved promotion. A number of female staff who benefitted as mentees have subsequently participated in the scheme as mentors. In addition, two new mentoring schemes have been launched - Group Mentoring for research leaders and Reverse Mentoring (students mentoring academic staff members). A formal Coaching programme was also introduced to support leadership development and succession planning. Equality and diversity are important considerations in the selection of coaches and mentees.

## Aurora Leadership Programme

Since 2015, 60 DCU female staff have completed the Aurora Leadership Development programme. This far exceeds the AS commitment made of 8 per annum (AP4.2.8 AS2017). 35% of DCU participants have achieved a promotion since completing the programme. Participants have benefitted from 'the opportunity for self-reflection and changing perspectives', 'increased self-confidence' and 'better negotiation and conflict handling skills'. Building internal and external female networks and role models has also featured as an important benefit. DCU has created an internal networking community for internal alumni of the programme to encourage best practice sharing and a support network.

### (ii) Appraisal/development review

**Describe current appraisal/development review for academic staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.**

The DCU performance review and development scheme for all staff underwent a complete review in 2019 and a new online process was developed using new project management software. A pilot involving extensive testing and a comprehensive range of stakeholders was successfully completed. The new process will go live in Q3 2020 (AP5.3) supported by intensive virtual training for managers. Engagement will be measured to ensure full participation.

(iii) Support given to academic staff for career progression

**Comment and reflect on support given to academic staff including postdoctoral researchers to assist in their career progression.**

DCU provides a suite of professional development initiatives to support career development at every level. This is underpinned by the *DCU Academic Development & Promotion Framework* and the *Research Career Framework*, which clearly outlines the expected standards of achievement for each stage of the academic career. DCU provides a multifaceted approach to supporting career progression by combining the expertise of a number of units:

1. *HR Learning & Development* host an annual schedule of 70+ training courses, workshops and seminars. The '*Professional Skills for Research Leaders*', accredited by the Institute of Leadership and Management, is specifically targeted at post-doctoral researchers and early career academics. The programme includes one to one support in evaluating career options. Academics aspiring to senior leadership roles can complete the '*University Leadership and Management*' programme.
2. HR provides a structured *Research Career Framework* underpinned by a comprehensive development plan for all researchers. HR, in conjunction with the *Research and Innovation Support (RIS)* team, achieved the *HR Excellence in Research* standard from the European Commission in recognition of the supports available to researchers.
3. The Teaching Enhancement Unit (TEU) leads academic development with respect to new approaches to teaching and learning, relevant educational research and the support of emerging educational technologies.
4. DCU's *Research and Innovation Support Office* provides a comprehensive information and support service to facilitate staff in their research activities.
5. *DCU Invent* provides assistance in accessing industrial research funding, help assess commercialisation options and training to meet the needs of research staff pursuing commercial exploitation opportunities.
6. The *Graduate Studies Office* provides a series of training and supports for staff taking on academic supervisory responsibilities.

All staff are encouraged to enhance their qualification record and are supported both financially and practically (through study and exam leave) to do so. Numbers graduating through the staff fee waiver scheme continue to increase. Since the last AS submission, 92 staff have been supported through Bachelor, Masters and PhD qualifications. Of these 63% were female and 54% were academic staff.

### 5.3. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

#### (i) Cover and support for maternity and adoption leave: before leave

##### **Explain what support the institution offers to staff before they go on maternity and adoption leave.**

Since the 2017 AS submission DCU has significantly enhanced the supports available to staff availing of maternity/adoption leave. Of particular note is that the best practice measures implemented were informed by a research project, funded through the DCU Women in Leadership initiative, focussing on the impact of maternity/adoption leave on female academic careers.

A Maternity Toolkit was launched to facilitate ease of access to maternity leave policies and procedures for anyone planning to take this leave and the managers who will guide them through the process. A 'buddy system' was also introduced in June 2019 (AP4.3.3 AS2017) following evidence gathered during the original AS application suggesting that staff often feel a lack of support around maternity leave. To date, 22 staff members volunteered and received training to mentor staff who are preparing for maternity leave. Staff will be invited to volunteer as buddies on an annual basis **(AP5.4)**.

#### (ii) Cover and support for maternity and adoption leave: during leave

##### **Explain what support the institution offers to staff during maternity and adoption leave.**

There is evidence that a majority of academic staff keep in touch during their leave to manage research or supervisory responsibilities. This led to the introduction of Maternity Academic Contribution (MAC) days (AP4.3.4 AS2017). Staff on maternity leave have the option to avail of up to three such days during their maternity leave and take days in lieu on their return. The effectiveness of this initiative and appropriateness of the number of days offered will be reviewed **(AP5.5)**.

A staff member on maternity leave can maintain contact with their maternity 'buddy' if they wish to as it offers a level of support and a point of contact other than their manager.

#### (iii) Cover and support for maternity and adoption leave: returning to work

##### **Explain what support the institution offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.**

The *Maternity Teaching Buy Out scheme* was piloted in 2019. This scheme affords staff members the opportunity to focus on specific research goals by relieving them of teaching duties for one semester following their return. The University has budgeted €60,000 per annum for this scheme and it is now available to all academic staff members returning from maternity/adoption leave (AP4.3.1 AS2017). The budget is based on the average number of academic staff with teaching responsibilities returning from maternity leave over the last 5 years. It will be reviewed if there is a change in this pattern **(AP5.6)**.



Staff returning from maternity leave can maintain contact with their buddy for a period of 6 months' post leave so as to avail of mentorship as they adjust to returning to work. Guidance for managers includes examples of best practice around supporting staff members in their return.

HR L&D offer a Return to Work after Extended Leave Workshop.

(iv) **Maternity return rate**

**Provide data and comment on the maternity return rate in the institution. Data and commentary on staff whose contracts are not renewed while on maternity leave should be included in this section.**

The maternity return rate in DCU as shown in **Table 5.5 indicated a high retention rate.** Analysis shows that the employment contract of five of the nine staff who left came to a natural end. The four who left mid-contract declined an exit interview so the reasons for their resignations are unclear.

**Table 5.5 Maternity rates and return rates for 2017 - 2019.**

Department	Have remained in position to date	Have left DCU	Total	Maternity Return Rate
Academic & Research staff	48	9	57	84%
Professional and support staff	8	0	8	100%

Further analysis by Faculty and grade is shown in **Table 5.6.**

**Table 5.6 The faculty and grade of those who left DCU during maternity leave 2017 - 2019.**

Individuals who have left by Faculty & Position				
Faculty	Research staff	PT lecturer/tutor	Assistant professor (Lecturer)	Total
DCUBS	0	0	0	0
FHSS	0	1	1	2
FEC	0	0	0	0
FSH	4	0	2	6
IoE	0	1	0	1

(v) Paternity, adoption, and parental leave uptake

**Provide data and comment on the uptake of these types of leave by gender and grade for the whole institution. Provide details on the institution's paternity package and arrangements.**

All DCU male staff are entitled to two weeks' paternity leave as stated in Irish law (*Paternity Leave and Benefit Act 2016*). DCU actively encourages staff to avail of this leave. However, as shown in **Table 5.7**, the number of those officially applying is low (12 within a 3-year period).

**Table 5.7 The number of paternity leave uptakes between 2017 – 2019**

Paternity Leave Summary	Total
Academic & Research Staff	10
Professional & support staff	2

All DCU staff are entitled to parental leave. However, as **Table 5.8** indicates, the majority of those currently availing of this leave are female (94.6%)

**Table 5.8 The number of parental leave uptakes between 2017 – 2019**

Parental Leave Summary	Female	Male	Total	% Female
Academic & Research Staff	35	2	37	94.6
Professional & support staff	35	10	45	77.8

Clearly, there is work to be done and in this regard an awareness campaign is planned to encourage male staff members to avail of these leave types (**AP5.7**). Entitlements will be explicitly mentioned at induction. Line managers will be encouraged to both promote this leave to staff and avail of the leave as role models if in a position to do so.

(vi) Flexible working

**Provide information on the flexible working arrangements available.**

Flexible working hours are available both formally and informally. Formal arrangements exist for administrative staff through a clock-in / clock-out flexi-time system. Flexible working arrangements for academics are less formal and managed locally by Heads of School.

An extensive range of leave options also provide flexibility for staff (e.g. Sabbatical, Leave of Absence, Exam and Study Leave, Force Majeure and Carer's leave). A shorter working year policy is available allowing for up to 13 weeks leave in order to assist people who may need extra time off.

In the AS Survey, 47.1% of survey respondents were aware of flexible working options, with 8.6% having applied for this option within the last two years (13% of females, 2% of males). Of these

50% were successful, 25% unsuccessful and 25% chose not to say. Approximately 28% of respondent's avail of informal flexibility (135 people).

A review of flexible working schemes will be conducted alongside the finalisation of a work from home (WFH) policy in order to enhance work-life balance (**AP5.8 AP5.9**). As a result of COVID-19 the majority of DCU staff are working from home since the middle of March 2020. The University recognises that a formal WFH policy can benefit both the institution and all staff including those with caring responsibilities, disabilities and individual circumstances for whom the flexibility could be transformative.

(vii) Transition from part-time back to full-time work after career breaks

**Outline what policy and practice exists to support and enable staff who work part-time to transition back to full-time roles when childcare/dependent or caring responsibilities reduce.**

The University offers return to work supports following periods of extended leave. To date, no request has been received for support in returning to full-time from part-time work. However, these return to work supports will be adapted to support staff in transitioning back to full time work (**AP5.10**).

(viii) Childcare

**Describe the institution's childcare provision and how the support available is communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.**

The crèche on the DCU Glasnevin campus provides a professional day-care service for children of DCU staff and students. The crèche is open from 8.15 am to 6.10 pm daily. DCU Student Support & Development office offers a crèche subsidy to fulltime students who are lone parents. The University provides set-down areas in front of the crèche to allow for easier and safer access.

DCU provides a 'Mothers' Rest Rooms', on the Glasnevin Campus, to facilitate mothers in expressing and storing breast milk. A review will take place to assess the need for a 'Mothers' Rest Room' on DCU All Hallows' Campus and the St Patrick's Campus in 2021 (**AP5.11**).

(ix) Caring responsibilities

**Describe the policies and practice in place to support staff with caring responsibilities and how the support available is proactively communicated to all staff.**

To support staff with caring responsibilities, DCU introduced a recommended core meeting hours' practice as part of the Women in Leadership initiative. University level meetings or events should not be scheduled outside the core hours of 10:00 – 16:00. This was widely welcomed and in the recent AS Survey 81% of staff confirmed they have had positive experience of this practice.

The formal flexitime policy for professional staff along with informal flexibility for academic staff also facilitates those with caring responsibilities.

HR L&D also introduced their first *Caring for an Older Relative* training course in January 2020, facilitated by the *DCU Age Friendly University* initiative. Parenting and stress management workshops are also available to staff through the *Employee Assistance Programme*.

All initiatives are communicated via all staff email and on the DCU website.

#### 5.4. Organisation and culture

##### (i) Culture

**Demonstrate how the institution actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the institution and how good practice is identified and shared across the institution.**

An analysis of AS survey 2019 results in **Table 5.8** shows an exceptionally positive reaction to questions relating to gender equality and inclusivity.

**Table 5.8 DCU Athena SWAN Survey Responses**

Survey Question	Male %	Female %
DCU is proactive in advancing gender equality	92%	85%
Your department is proactive in advancing gender equality	90%	80%
The prevailing culture in DCU is inclusive	90%	88%
I'm treated fairly at work regardless of my gender	89%	89%

% represents those who agree and strongly agree.

While there is no room for complacency, the DCU Women in Leadership Initiative has undoubtedly been transformative in embedding the principles of the AS Charter and influencing University culture culminating in positive progress towards gender balance.

Formal lectures through the Mary McAleese Women in Leadership series have attracted impressive numbers of attendees and positive feedback. But perhaps more importantly, initiatives such as the Listening Lunches and DCU Mentoring Programme have allowed for the voices and lived experience of female staff to be heard and disseminated. These channels are central to the identification and sharing of best practice across the institution. In reviewing progress this year, following five years of the WIL initiative, DCU's female: male ratio at Full Professor level has improved from 4:1 to 2:1. While this is very notable progress, we readily acknowledge more still needs to be achieved in reaching balanced gender representation at senior academic grades.

Following the integration of the incorporating institutions in 2016, the University actively utilised the AS charter principles to assist in developing an inclusive culture through the 2017 Action Plan. This approach has respected the distinctive cultures that these institutions bring, while working towards the development of a shared identity based on the AS principles.

DCU recognises its potential to influence the overall culture within higher education in Ireland and actively engages in cross-university networks. These activities have included informal mentoring of other institutions beginning their AS journey. The Head of EDI has presented DCU's story to six institutions individually and all Technological Higher Education Association (THEA) affiliated institutions. Through this work a number of organisations from external business sectors including Aviation and Finance have approached DCU requesting help in developing their Diversity and Inclusion strategies. The *DCU Centre of Excellence for Diversity and Inclusion* was launched to formalise the dissemination of this expertise (see Section 7).

The AS principles have been firmly embedded within the University, with consideration to the gender dimension now inherent in all relevant decision making. This can demonstrably be seen through the many campaigns which DCU has run promoting gender equality throughout the university. The renaming of 50% of our buildings after trailblazing women and the public statements made by our senior leaders promoting gender equality both within the University and at national level are examples of this commitment. However, the real impact of this cultural shift is most notably felt within the Institution, through extra supports for maternity leave, promotion of parental leave and the introduction of 10 am – 4 pm core hours for university meetings. Through embedding AS principles we have not only demonstrated our commitment to gender equality, but also for staff to feel supported when they are given the opportunity through, for example the Listening Lunches, to identify practices within the University which they feel discriminate against them based on their gender.

(ii) HR policies

**Describe how the institution monitors the consistency in application of its HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge**

DCU has worked extremely hard to minimise the number of formal issues which arise under these policies. The very low numbers involved reflect a strong emphasis on maintaining a positive organisational culture and daily engagement between HR, management and colleagues.

HR works closely on a daily basis with stakeholders across the University in monitoring the effectiveness of these policies and, more importantly, day to day practice in the interactions between colleagues. Issues which do arise are, for the most part, dealt with quickly and decisively to mitigate against further escalation. Parallel to this, there is constant engagement with Line Managers to ensure potential stress factors such as workload, employee engagement and external pressures are recognised and support provided at both a local and institution level.

The numbers of issues either formal or informal are constantly monitored with a view to identifying potential patterns or underlying issues. This is complimented by a comprehensive suite of learning and development supports and interventions for staff with management responsibilities.

The EDI unit alongside HR began an audit in 2018 of all EDI associated policies within HR to ensure consistency in application. This resulted in several new policies including Staff and Student

Gender Identity Policies, an updated Child Protection Policy and a refreshed Dignity and Respect Policy (currently under review, to be published in Q3 2020). These policies are reviewed every 3 years, in line with the DCU Policy on Policies and HR are developing and adopting a Practice Toolkits methodology for all policies.

(iii) Proportion of heads of school/faculty/department by gender

**Comment on the main concerns and achievements across the whole institution and any differences between STEM and AHSSBL departments.**

One of the distinctive features of DCU is that 80% (4 out of 5) of Executive Faculty Deans are female.

Across the whole university, female representation at Head of School (HoS) level has increased from 27% (2016) to 47% (2020). The 2020 HoS breakdown per Faculty is displayed in **Table 5.9** showing significant differences between the two STEM Faculties. In FSH, 70% are female while 33% are female in FEC (there are only three schools in this Faculty). **AHSSBL** Faculties show 14% and 33% female HoS for FHSS and The Business School, respectively. The IOE rate is 67% female.

Across the university, 45% of non-academic departments are led by female staff (9 of 20).

**Table 5.9 Percentage of each gender at Head of School level per Faculty.**

Faculty	Male	% Male	Female	% Female
HSS	6	86%	1	14%
IOE	2	33%	4	67%
FSH	2	33%	4	67%
FEC	2	66%	1	33%
BS	2	66%	1	33%

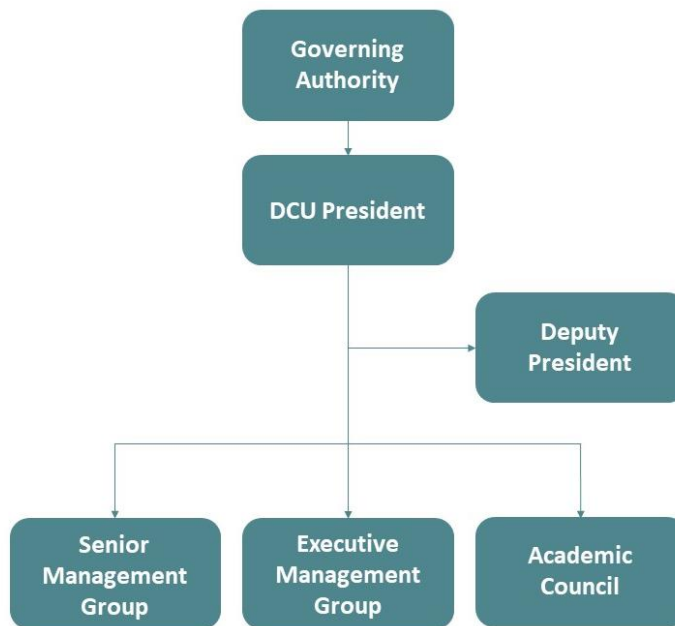
DCU is encouraged by the 20% increase in female representation at Head of School level since 2016. Actively encouraging applications from female members of staff for Dean and Head of School positions was a specific goal in the previous AS Action Plan (AP 4.4.2 AS2017). However, effort is required to achieve greater consistency across the Faculties and this will be the focus of this action in the new AS Action Plan (**AP5.14**).

(iv) Representation of men and women on senior management committees

**Provide data by gender, staff type and grade and comment on what the institution is doing to address any gender imbalance.**

DCU is one of only two Irish universities to have reached the minimum 40% representation on all senior management committees (HEA Gender Statistics 2019), alongside *Trinity College Dublin*, with DCU achieving a 50/50 gender balance on two of its four senior management committees.

DCU’s senior management committees consist of Governing Authority, University Executive, Senior Management Group and Academic Council with the organisational structure shown in Fig 5.1. The membership of these committees is primarily determined by the office holders who make up these committees. The number of female staff holding senior roles from which these committees are automatically populated has grown over the last number of years. **Table 5.10**, displays a consistent trend towards equal representation at the University’s decision making level in the period 2016-2019.



**Figure 5.1:** DCU organisational structure of senior management.

**Table 5.10** Percentage of each gender on DCU senior management committees comparing 2017 to 2019.

Committee	Male % (2017)	Female % (2017)	Male % (2019)	Female % (2019)
<b>Governing Authority</b>	57%	43%	45%	55%
<b>Senior Management Group</b>	57%	43%	50%	50%
<b>University Executive</b>	57%	43%	48%	52%
<b>Academic Council</b>	65%	35%	50%	50%

The breakdown of the gender composition of these Committees is displayed in **Tables 5.11, 5.12 and 5.13**.

**Table 5.11 Governing Authority representatives as of 31<sup>st</sup> December 2019.**

<b>Governing Authority</b>		
<b>Position held</b>	<b>Female</b>	<b>Male</b>
Chancellor	0	1
Chief Officer	0	1
Senior Officer	1	1
Professor/ Associate Professor	1	1
Other Academic Staff	1	2
Non Academic Staff	1	1
Student Representative	2	0
Employers, Trade Union, etc.	4	0
Ministerial Nominees	2	2
Artistic, Cultural Interest	1	1
DCU Graduates	1	1
Post Graduate Student Representative	0	1
Nominee of DCU Educational Trust	1	0
<b>Total</b>	<b>15</b>	<b>12</b>

**Table 5.12 Senior Management Group and University Executive representatives as of 31<sup>st</sup> December 2019**

<b>Senior Management Group</b>		
<b>Position held</b>	<b>Female</b>	<b>Male</b>
Deputy President	0	1
Vice President for Research and Innovation	0	1
Vice President for Academic Affairs/Registrar	1	0
Vice President for External Affairs	0	1
Executive Dean	4	1
Chief Operations Officer	0	1
Director of Human Resources	1	0
Director of Finance	0	1
<b>Total</b>	<b>6</b>	<b>6</b>

<b>University Executive</b>		
<b>Position held</b>	<b>Female</b>	<b>Male</b>
Deputy President	0	1
Vice President for Research and Innovation	0	1
Vice President for Academic Affairs/Registrar	1	0
Vice President for External Affairs	0	1
Executive Dean	4	1
Chief Operations Officer	0	1
Director of Human Resources	1	0
Director of Finance	0	1



Director of Communications and Marketing	1	0
Dean of Teaching and Learning / Deputy Registrar	0	1
2 x Staff Representatives	1	1
President of the Students Union	1	0
Director of Student Support and Development	1	0
Dean of Graduate Studies	0	1
<b>Total</b>	<b>10</b>	<b>9</b>

**Table 5.13: Academic Council representatives as of 31<sup>st</sup> December 2019.**

<b>Academic Council membership</b>		
<b>Position held</b>	<b>Female</b>	<b>Male</b>
Deputy President	0	1
Vice President Academic Affairs (Registrar) - Deputy Chair	1	0
Deputy Registrar/Dean of Teaching and Learning	0	1
Secretary	1	0
Executive Deans	4	1
Directors of Unit	3	0
Vice President for Research & Innovation	0	1
Dean of Graduate Studies	0	1
Chair of Examination Appeals Board	0	1
Director of the National Institute for Digital Learning	0	1
Representative of Faculty Administration	1	0
Vice-President Students' Union - Academic Affairs	0	1
Members Selected from Faculties	36	38
Members Selected from Open Education	1	2
Elected Student Members	3	2
<b>Total</b>	<b>50</b>	<b>50</b>

(v) Representation of men and women on influential institution committees

**Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.**

Female representation on committees in DCU ranges from 38% to 67%, with the majority reaching 40% representation and above. A number of committees have less than the minimum of 40% of either gender, with three committees failing to reach 40% males and two committees failing to reach 40% female as shown in **Table 5.14**.

Gender is an active consideration for all committee positions not determined by role (ex-officio). Workshops were delivered during 2018/2019 in each faculty by L&D to enhance awareness of the University governance and committee structures and encourage greater female participation.

Annual reporting to the Governing Authority of data on gender representation on all University committees (**AP5.15**) will be undertaken with the aim of achieving at least 40% of each gender. The EDI Team will also add to current guidelines on equality for committees, particularly influential committees, to ensure a minimum of 40% of each gender is represented (**AP5.16**).

**Table 5.14 Gender breakdown of membership of influential committees**

Committee	% Male	% Female
<b>Academic Council Sub Committees</b>		
Education Committee	33%	67%
University Standards Committee	60%	40%
Graduate Research Studies Board	35%	65%
<b>Other Committees</b>		
Research Committee	62%	38%
Quality Promotion Committee	35%	65%
Research Ethics Committee	59%	41%
Heads and Deans	62%	38%

(vi) Committee workload

**Comment on how the issue of ‘committee overload’ is addressed where there are small numbers of men or women and how role rotation is considered.**

Very encouragingly, over 84% of respondents to the AS Survey felt that there was a fair distribution of workload associated with committee membership at university level. The composition of many university committees is dictated by the office holder. Therefore, committee workload is often difficult to influence. Other members may be nominated or elected, however, conscious efforts to diversify committee membership has impacted positively on workload distribution. A challenge still to be addressed is where there are small numbers of men or women available. This is particularly evident for interview panels and Viva Voce panel selections. Guidance around how to address this within departments and schools will be issued and reminders to periodically rotate staff on these committees will be regularly promoted (**AP5.17**).

(vii) Institutional policies, practices and procedures

**Describe how gender equality is considered in development, implementation and review. How is positive and/or negative impact of existing and future policies determined and acted upon?**

A comprehensive review of policies has been completed to ensure inclusivity. DCU's 'Policy Writing Guidelines' were updated to include guidance on gender/minority sensitivity. New Gender Expression policies for staff and students have been produced in addition to an updated Dignity and Respect Policy.

Given the prominence of Diversity and Inclusion ambitions in the *DCU Strategic Plan 2017 – 2022*, policy owners are more cognisant of potential issues in this regard. Several policies are currently under EDI office audit. The EDI office also regularly contributes to policy development across the University to ensure the impacts are considered by all.

(viii) Workload model

**Describe any workload allocation model in place and what it includes. Comment on whether the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.**

The University has workload allocation principles to which all schools and faculties must align. These documented principles ensure that:

- Resources are allocated in a manner consistent with institutional priorities
- There is an appropriate balance of activities assigned to staff
- There is a transparent process of allocation with clear communication of the outcome
- The need for efficiency of staff deployment is balanced with ensuring the quality of research, teaching and service.

In the previous AS submission an issue with workload allocation for some female survey respondents was identified. Some felt they were being allocated a significantly greater proportion of lower status duties. Mandatory Unconscious Bias Training for academic leadership positions was introduced (AP4.1.13, AS2017) which highlights Head of School and Dean responsibilities in integrating gender equality into all staffing related decisions (AP4.1.5, AS2017). This has resulted in a marked improvement with 80.1% of respondents (78.9% Females) saying they feel tasks within the workload model are fairly allocated and only one respondent (from a total of 589) feeling that this was still an issue. These initiatives will be built upon in the next action plan – ensuring all decision makers within the University continue to undertake and refresh unconscious bias training (**AP5.18**).

(ix) Timing of institution meetings and social gatherings

**Describe the consideration given to those with caring responsibilities and part-time staff around the timing of meetings and social gatherings.**

Every effort is made to accommodate those with caring responsibilities and part-time staff around the timings of meeting and social gatherings. DCU introduced a recommended core meeting hours' practice which was widely welcomed and in the recent AS Survey 81% of staff confirmed that they had a positive experience of this practice. The recent practice of using virtual online platforms for meetings provides enhanced flexibility when scheduling meetings. Social events organised by the President take place during working hours. Social events organised locally take account of the individual circumstances of team members. The change in working arrangements imposed by the COVID-19 crisis has provided an opportunity to reflect and build more enduring flexibility into future working arrangements.

(x) Visibility of role models

**Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the institution's website and images used.**

For every major University event great care is taken to ensure balanced representation. When launching the Women in Leadership initiative the President Prof. Brian MacCraith underlined his commitment to cultural change by signing up to the following pledge:

"At a public conference I won't serve on a panel of two people or more unless there is at least one woman on the panel, not including the Chair" Owen Barder, Director, Centre for Global Development

The Mary McAleese Lecture Series (part of WIL) continues to attract a high calibre of internationally renowned role models including the sponsor, Dr. Mary McAleese, who returned in June 2020 to launch the WIL Annual report and commended five years of 'brilliant' progress. Her assertion that DCU no longer tolerates 'passive acceptance' of gender imbalance is a testament to the progress made in recent years.

Two annual events in celebration of International Men's Day have also taken place. However, the University recognises the need to encourage more male participation within AS and aims to address this by striving for a 10% increase in the number of males attending WIL events (**AP5.19**).

DCU has committed to naming 50% of university's major buildings after female role models and with financial support from Accenture Ireland, the *DCU Women on Walls Campaign* was announced in February 2020 which will see five portraits of trailblazing women displayed across the DCU Campuses.

DCU Communications & Marketing Team has been cognisant of gender balance in their campaigns. In 2016, they updated their branding guidelines to include an explicit statement on gender balance in published DCU materials and on the website, which is regularly audited for gender balance. The EDI team led on the *DCU Voices* campaign to ensure 50/50 representation

on all expert lists for media outreach media training was offered to all participants as part of this initiative.

The EDI office is currently developing an EDI lens for all events, conferences, publicity and other relevant activities which take place across the University (**AP5.20**).

Finally, the University also champions DCU's own role models in senior management positions, with four of the Executive Faculties being female and having a female Director of Human Resources and a female Head of Diversity and Inclusion.

(xi) Outreach activities

**Provide data on the staff involved in outreach and engagement activities by gender and grade. How is staff contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by school type or gender.**

DCU's Research Engine, which is the institutional researcher profile system, includes an Engagement category for academic staff. Currently, 180 staff are (37.8% male, 62.2% female) include this engagement category in their profile. Of these 180 individuals 8.9% are broadly categorised as junior members of staff, 67.8% middle grade and 23.3% senior. DCU does not collect outreach data for professional and support staff. However, the University celebrates the impact of outreach with the DCU President's Awards for Engagement. In the past three years the recipients of these awards have been largely gender balanced with 52% female winners. These annual awards, with both staff and student categories, see outreach and engagement of all kinds celebrated in DCU and encourage staff members to engage with the world outside of the campus walls.

DCU will begin to collate gender disaggregated data around outreach activities by professional and support staff across the campus in 2021 (**AP5.21**).

DCU has long recognised the importance of outreach by academic institutions, establishing 'DCU in the Community' in Ballymun in 2008. As part of this initiative, exploratory talks have begun with the *Young Ballymun* organisation on how to best support the many families and people currently housed in temporary accommodation. *Prof. Daire Keogh*, the incoming DCU President, and the Head of EDI, *Sandra Healy*, are committed to applying relevant aspects of DCU's research and innovation activities to finding both solutions and appropriate supports to this ongoing crisis. Similarly, President *MacCraith* is actively engaged with the Balbriggan area, which is currently home to Ireland's largest migrant population, chairing a leadership committee for the area.

As part of the Programme for Access to Higher Education (PATH), DCU has received funding under all three strands, including funding in PATH1 to establish community outreach lifelong learning hubs to increase access to initial teacher education for socially and economically disadvantaged students living in the DCU catchment areas of Darndale and Kilbarrack. The hubs provide weekly tutorials in Maths and Irish as well as a number of one-day intense revision workshops throughout the year. Approximately, 50 students registered to attend the hubs in 2019/20.

In 2019 DCU announced its first charity partnership with *Barretstown Children's Charity*. The three-year partnership will see DCU support Barretstown's work with children and their families living with serious illness.

STEMM outreach activities which encourages more girls to consider STEMM career paths is a focal point of DCU outreach, with DCU home to *CoderDojo* clubs at weekends which teach introduction to computer programming and web development. A partnership between the LEGO Innovation Studio, the IOE, and the Irish Girl Guides has resulted in the first Coding and Engineering Badges for guides at national level. *Compute TY* run by DCU's School of Computing takes in over 300 transition year students from local secondary schools and introduces them to computer programming and encourages them to study science and engineering subjects at third level. *The Centre for Talented Youth Ireland* was established in DCU in 1993 to meet the needs of high ability students aged 6 to 17 and to date over 35,000 students have attended or participated in their programmes.

(xii) Leadership

**Describe the steps that will be taken by the institution to encourage departments to apply for the Athena SWAN awards.**

A DCU specific toolkit is in place to guide schools and faculties applying for AS status (**AP5.22**). It includes a *'How to Guide'* adapted for each Faculty and data collection supports. An AS Department Network will be established (see **Section 3, AP3.5**) which will allow individual department SATs to collaborate and will also be used to provide a 'critical friend' facility when reviewing AS applications. As part of **AP3.5**, previous AS champions within Schools and Faculties will also be asked to volunteer as a mentor to other Schools beginning their AS journeys.

The AS coordinator will be available to guide all departments through the process and will deliver training to all newly formed school SATs. The EDI team has regular conversations with Faculties and Schools to ensure that they are fully supported as they begin their AS application journey.

The University has a comprehensive plan in place to ensure that the majority of Schools and Faculties engage with and apply for the AS award over the next 4 years. **Table 5.15** outlines confirmed applications. Ten other schools have begun the early stages of engaging with the process (**AP5.23**).

**Table 5.15 Plan for department awards**

<b>Department</b>	<b>Plan and Progress</b>
School of Communications	Submitting Bronze application June 2020
School of Mathematical Sciences	Resubmission planned November 2020
Business School Faculty	Submit Silver Application November 2021
School of Biotechnology	SAT in place, Bronze Application November 2021
Institute of Education	Submit Bronze Application April 2023
Faculty of Engineering and Computing	Submit Bronze Application November 2022
Faculty of Humanities and Social Sciences	Submit Bronze Application as a faculty by April 2023
Faculty of Science and Health – (Physics, Chemistry and Health and Human Performance)	Submit Bronze Applications by April 2023
Faculty of Science and Health (Nursing and Psychology)	Submit Bronze Applications by November 2023

**5072 / 5000 words**

## Section 5 Action Plan

**AP5.1** Amend all DCU job specifications to include the AS logo and reference to the DCU Strategic Plan 2017-2022 Goal 5.

**AP5.2** Currently recruitment data are not routinely collected on those who formally accept a position and whether they then take up or don't take up the post. This data will be collected from 2021 on formal offers, formal acceptance and new starts through the implementation of a new e-recruit system.

**AP5.3** The new staff appraisal system will go live in Q3 2020 with extensive virtual training for managers.

**AP5.4** The successful maternity buddy scheme will be continued and new buddies regularly recruited and trained in order to ensure all those who avail of maternity leave are supported.

**AP5.5** Maternity Academic Contribution (MAC) days will continue to be offered to all academic staff who avail of maternity leave. The amount (three days) will be reviewed and promotion of these days and other maternity leave policies will be prioritised.

**AP5.6** The maternity teaching buy-out scheme launched in 2019 will be continued with the amount appointed (€60,000 per annum) reviewed. The scheme, how to apply and research focus of this will be promoted to all academic staff.

**AP5.7** Male staff will be encouraged to avail of both paternity and parental leave with the aim to increase uptake of both of these by 5%. Male staff who have availed of these types of leave will be encouraged to act as role models to other staff.

**AP5.8** A review of flexible working schedules will be conducted with the view to facilitate these for a broader range of staff.

**AP5.9** A formal Working from Home policy will be finalised and implemented, providing flexibility for all staff including those with caring responsibilities, disabilities and other individual circumstances for whom flexibility is invaluable

**AP5.10** The Return to Work policy and workshops which currently are offered to staff who have been on long term leave such as extended sick leave, maternity leave, parental leave etc. will be adapted for staff who are transitioning back to full time from a part time role.

**AP5.11** The need for additional Mother's Rooms, based on both the All Hallows Campus and St Patricks Campus will be assessed and if deemed necessary will be established within two years.



**AP5.12** Schools from incorporating institutions will be encouraged to actively engage with the AS process in order to further facilitate the blending of cultures from incorporating institutions with DCU.

**AP5.13** The full AS survey will be re-administered every two years and engagement will be increased by at least 10% over 4 years.

**AP5.14** The success of the previous action plan point in encouraging female members of staff to apply for head of school and Dean positions will be built upon through the maintenance of over 40% of each gender represented at HoS level. These initiatives will also be specifically targeted at disciplines which have low numbers of either gender at HoS level.

**AP5.15** The gender breakdown of all university level influential committees will be reported annually to Governing Authority to ensure a minimum of 40% of each gender is maintained, an explanation will be required in any cases where 40% may not be possible.

**AP5.16** The EDI office will add guidelines on minimum gender representation to the Guidelines for Committees

**AP5.17** Guidance will be issued to all heads and deans on how to address committee workload and also reminders will be sent to regularly rotate staff on committees.

**AP5.18** Mandatory Unconscious Bias Training will be continued for all staff in leadership positions within the University. This has already been successfully implemented to all who sit on interview panels.

**AP5.19** Male attendance at WIL initiatives will be increased by 10% and all department level SATs will aim to have a 50/50 male/female split with rotating genders of chairs.

**AP5.20** An EDI Lens which will offer guidance on how to incorporate D&I for all events, conferences, publicity and other relevant activities that take place across the University will be developed by the EDI team.

**AP5.21** The University is committed to continuing and furthering the outreach that takes place across all faculties and departments. Gender disaggregated data on those who partake in outreach and the types of outreach which takes place will be collected with a database created.

**AP5.22** A DCU specific 'How to' toolkit for schools and departments beginning their AS journey is currently under development by the AS Coordinator. This toolkit will include information on how to gather data within the University, how to find critical friends and reviewers and other such requirements.

**AP5.23** All schools and departments will be encouraged to engage with AS and begin their journeys to applying for departmental awards. At least one faculty will apply for a silver award and ten schools will apply for bronze awards within the next three years (over 50% of eligible units).

## 6. SUPPORTING TRANS PEOPLE

Recommended word count: Bronze: 500 words | Silver: 500 words

### (i) Current policy and practice

Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans, including tackling inappropriate and/or negative attitudes.

*DCU's Staff and Student Gender Expression Policies* outline the University's commitment to supporting the rights of trans people in the DCU community. They aim to support an inclusive environment of dignity and respect where everyone can reach their full potential regardless of their gender identity or expression. The development of the policy practice toolkits, led by EDI was a co-creation with *Dr Tanya Ni Mhuirthile* from the DCU School of Law and Government, Trans Equality Network Ireland ( TENI) and DCU LGBTQA+ Student Society. They clearly state that DCU does not tolerate the harassment, bullying or discrimination of any member of the DCU community on the basis of their gender identity or expression. The policies provide information on correct terminology to use and provide information to all on how to better support trans staff and students. These policies confirm DCU's commitment to ensuring a supportive and accepting environment, including removing any unnecessary gender distinction within the University.

There are over 50 gender neutral bathrooms across all campuses which display appropriate signage.

### (ii) Monitoring

Provide details of how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.

DCU acknowledge that the data represented in this application is binary in nature and is not fully reflective of the DCU community. As a result, a third gender category (listed as other) will be collected from 2020 onwards in all staff data collection (**AP6.1**). This has already been developed by EDI as part of the new staff data collection system migration to Cloud Core HRM. Questions about gender identity history were included in the AS Survey and although numbers of trans people are low, it's possible to notice patterns of experience from these responses. In the survey, extra categories for gender including non-binary (0.5% selected), prefer not to say (1.8% selected) and gave the opportunity to self-describe (0%) were also included.

### (iii) Further work

Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institution.

DCU aims to introduce an awareness programme and publish guidance on supporting trans and non-binary people within the DCU community (**AP6.2**). As part of this programme, an Allyship programme will also be launched around encouraging cis members of the DCU community to be advocates for trans and non-binary people (**AP6.3**).

Trans awareness training for key members of staff such as HR officers will be provided by TENI and general briefings on policy and support procedures provided to staff (**AP6.4**). The option of using either the gender neutral Mx or no title for both staff and students in DCU records with the opportunity for alumni to also change their records to reflect this change in policy is currently being investigated and will be introduced if possible (**AP6.5**).

**418 / 500 words**

## Section 6 Action Plan

**AP6.1** Staff data collection system to include an 'other' category in gender categories.

**AP6.2** A Trans awareness programme on supporting trans people within the DCU community to be launched for all staff and students which will include TENI Trans 101 training.

**AP6.3** An allyship programme will be launched in parallel with AP6.2, in order to promote the importance of LGBTQI+ allies. Staff will be encouraged to wear LGBTQI+ Pride lanyards which promote inclusion.

**AP6.4** Specific trans awareness training will be held for key members of staff in front line positions such as HR who will be actively supporting transitioning staff.

**AP6.5** A gender neutral option (Mx) for titles will be introduced for all staff and student records.

## 7. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application; for example, other gender-specific initiatives that may not have been covered in the previous sections.

The *DCU Centre of Excellence for D&I* was established in 2018 and is a central hub for research, advice and knowledge exchange on D&I. The Centre is supported by global industry organisations and creates a bridge between DCU's academic talent, industry bodies and specialist groups, helping organisations build cultures of inclusion by providing access to the very latest in academic research, insights and tools on diversity and inclusion. It supports organisations in all aspects of their diversity and inclusion journey. A core element of the Centre is a membership community of academic experts, informed practitioners, thought leaders and networks that research and produce best practices in workplace diversity and inclusion. Alongside the Irish Aviation industry, the Centre launched the Year of Inclusion in 2020 to promote gender equality and inclusion of all in the aviation sector – over 400 organisations.

DCU Student Support and Development Unit is paramount in promoting gender equality within the DCU student body and beyond. Through their ongoing *Widening Participation Programme*, they actively encourage under represented genders to consider applying for DCU courses which they may not have otherwise considered. A Widening Participation Officer was appointed in 2019 to ensure the continuation of this programme. In November 2019, DCU received €200,000 from the Performance Funding awards from the DES for the Widening Participation Programme. Alongside this, they also offer ongoing support when students enter the University. Support includes financial support through Ireland's largest college access programme (DCU Access), with over 1200 students currently enrolled. *DCU Access to the Workplace* also provides DCU Access students with the opportunity to avail of a 6 week paid internships in some of Ireland's largest organisations between their second and third year of university. This programme is the first of its kind in Ireland and aims to reduce the inequality of access to work experience faced by socio economic disadvantaged students.

The DCU Alumni Office is fully committed to supporting both gender equality and diversity and inclusion through all of their activities. As part of their activities, they organise the DCU Alumni Awards to celebrate the achievements of DCU graduates each year. A *Diversity and Inclusion Leader Award* is part of these celebrations which recognises DCU Alumni who become champions of D&I within their industries.

In 2012 DCU became the world's first *Age Friendly University*. The University recognised the need to meet the challenge and opportunities of a rising age demographic both nationally and globally. To date over 2,000 older adults have visited DCU to take part in wellness, cultural, social, research and educational opportunities on a weekly basis. This brings a richness to the University campus, promotes intergenerational engagement, helps to challenge stereotypes and combat ageism. This pioneering approach to the inclusion of older people in higher education clearly resonated with other higher education institutions and the initiative has grown to over 60 members globally, including members in the UK, Canada, the USA, Australia and South Korea.

446 / 500 words

## 8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

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

See the awards handbook for an example template for an action plan.

AP	Action point	Indicators of Success	Progress (1-5)	Owner	Timescale
<b>Section 3</b>					
3.1	Address over representation of females on the SAT	To have as close to a 50:50 gender divide on the SAT as possible	2	Athena SWAN Coordinator (Kim Connick)	2021 when membership is reviewed
3.2	To continue quarterly reporting of Action Plan via a RAG status to SMG	Quarterly reports received on time to SMG	3	Owners of all Action Points	Each quarter starting Q4 2020
3.3	Implement feedback from survey into future surveys including more regular, shorter surveys	Every 2 years - surveying of staff with smaller surveys targeting specific areas of information e.g. disability	2	Athena SWAN Coordinator (Kim Connick)	Q3 2021, Q1 2022, Q3 2022, Q1 2023, Q3 2023
3.4	Intersectionality working groups to be established on other aspects of intersectionality	At least working group for each part of intersectionality to be held	2	EDI Team	Q3 2021
3.5	DCU Athena SWAN Department Network to be established	An active network set up between all established school and Faculty SATs	1	Prof Greg Hughes	Q1 2021
3.6	Athena SWAN Communications Plan Overhaul	A new plan to be put in place to ensure that communication is consistent on each campus	2	Athena SWAN Coordinator (Kim Connick)	Q4 2020

<b>Section 4</b>					
<b>4.1</b>	Analysis of funding fluctuations and its effect on Post-Doctoral positions	Collect gender disaggregated data of the genders of those applying for Post-Doctoral Funding	1	Research Support	To begin Q2 2021
<b>4.2</b>	A training seminar around applying for funding particularly aimed at female Post-Doctoral Researchers	Training sessions aimed at female Post-Doctoral researchers to be held each semester. At least two held in 20/21 academic year.	1	Research support / Learning and Development	Starting 2020/21 Academic Year
<b>4.3</b>	Apply for a 3rd SALI post in an area which would benefit from a female professor are eligible to apply	Apply to the HEA in the next two rounds.	2	President's Office HR	2020-2021
<b>4.4</b>	Race Action Plan	Organise ethnicity volunteer group, map the presence and experience of ME staff and students. Identify improvements to approaches to curriculum, pedagogy, recruitment, retention, and progression. Implement a multi-part cultural competency programme. Publish anti-racism reading lists, resources and research guides.	2	EDI, HR	Q2 2021
<b>4.5</b>	Encourage self-disclosure of disabilities	A survey around disclosure of disability and a campaign to encourage more to be carried out.  2% percentages	1	EDI	Q3 2021

4.6	Attract more males into IoE	Increase male representation at undergraduate level by 5% in 3 years	1	Office of Student Recruitment, Widening Participation Office, EDI	Launched 2020/2021 for incoming 2021/22 students
4.7	Include leavers data in gender disaggregated data evaluation by faculties annually	Leavers data to be included in annual report to faculties in order to be able to identify any issues or high turnover rates. For data to be included in all annual evaluations from 2020 onwards.	1	Deans, HR	2021 reporting
4.8	Biennial Pay Gap Audit	Conduct an audit every 2 years and respond to any pay gap which is discovered	1	HR	2021-2026

#### Section 5

5.1	DCU commitment to gender equality to be included consistently on all job specifications	A job specification format to be created and consistently used in all DCU job specifications	2	HR	Q4 2021
5.2	Data to be collected on those who formally accept positions	Data collected from 2021 on those who formally accept job offers	1	HR	Q4 2020
5.3	New staff appraisal system to be implemented	Staff appraisal system to be implemented in Q3 2020	4	HR	Q3 2020
5.4	Maternity buddy system to be continued	Continuation and annual review of the scheme	4	HR	Q4 2020
5.5	KIT days reviewed annually around amount of days and promotion of the scheme	Review and promotion campaign to be carried out	3	HR, HoS	Q1 2021
5.6	Maternity Teaching Buy Out to be promoted to all	€60,000 currently appointed – this will be reviewed annually	3	HR	Q4 2020



	academic staff and reviewed annually	to insure this is an appropriate amount			
<b>5.7</b>	Encourage male staff to avail of both paternity and parental leave	Increased males availing of these leaves by 5%	1	EDI, HR, HoS, Deans	Q3 2022
<b>5.8</b>	Review flexible working schedules and see if they can be facilitated for more staff	Review to take place	1	HR EDI	Q4 2023
<b>5.9</b>	Work from home policy to be finalised	Implementation of a work from home policy	3	HR EDI DCU Sustainable	Q4 2020
<b>5.10</b>	Adapting existing return to work policy and workshops to apply to people transitioning back to full time work	Policy and workshop to be implemented	2	HR	Q1 2023
<b>5.11</b>	Review into need for an additional Mothers' Room to be established in All Hallows' and St Patrick's Campuses	If deemed necessary Mothers' Room's will be established in All Hallows' and St Patrick's Campuses	1	EDI Estates	Q2 2022
<b>5.12</b>	Encourage schools from incorporating institutions to engage with AS process	At least 3 IOE schools to begin AS process	2	EDI, HoS IOE	Q4 2023
<b>5.13</b>	AS Survey to be re-administered	Survey to be re-administered biennially and engagement increased by 10% in 4 years	2	EDI	Q3 2021
<b>5.14</b>	Continue to actively encourage applications from female members of staff for HoS and Dean positions	Maintain percentage of over 40% both genders at HoS level	3	HR, SMG, Deans	Q3 2023

5.15	Annually report on gender representation on all university committees to Governing Authority	Ensure representation on all committees is over 40% for both genders	1	EDI	Q1 2021
5.16	Guidance to be added to committees guidelines on including representation of each gender	No influential committee to have under 40% of either gender represented	1	EDI	Q4 2020
5.17	Guidance around how to address committee workload and reminders to regularly rotate staff on these committees to be issued to school and faculty level	Guidance and reminders issued each semester	1	EDI HR	Q2 2022
5.18	Continue to ensure mandatory unconscious bias training for all HoS, Deans and people in leadership positions within the University	Over 90% of leaders to have completed unconscious bias training	3	EDI	Q4 2021
5.19	Encourage more male participation in AS, WIL and other D&I Initiatives with Prof. Daire Keogh a visible role model	Increase male attendance at WIL events by 10%, have 50/50 male female SAT breakdown in all School and Department SATs.	3	President's Office, EDI	Q4 2023
5.20	EDI Lens guidance for all events, conferences, publicity and other relevant activities that take place across the University to be developed	EDI lens developed and promoted	2	EDI, Comms and Marketing	Q3 2021
5.21	Gender disaggregated data around outreach to	Database including gender disaggregated data to be created	1	EDI	Q4 2022

	be collated and collected			Research Support	
<b>5.22</b>	A DCU specific 'How to' kit to be created for schools and departments	How to kit created and publicised	3	EDI	Q4 2020
<b>5.23</b>	School and departments to be encouraged to apply for AS	1 faculty to apply for silver and 10 schools to apply for bronze awards	2	SMG, Deans	Q2 2023
<b>Section 6</b>					
<b>6.1</b>	Data collection system to include 'other' in gender categories	This to be enacted into all data collection across the University	2	HR EDI	Q3 2021
<b>6.2</b>	Awareness programme on supporting trans people	Programme launched and engagement from staff	1	EDI, DCUSU	Q4 2020
<b>6.3</b>	Allyship program	Members of staff to engage	1	EDI	Q1 2021
<b>6.4</b>	Trans Awareness training for key members of staff	To hold 2 trans awareness training sessions every academic year	2	EDI	First 2 to be completed by end of Academic year 2020/21
<b>6.5</b>	Introduction of Gender Neutral titles in DCU staff and student records	Gender neutral options such as Mx or the option of no title to be introduced by 2021	2	HR	Q1 2022
<b>HEA Gender Action Plan</b>					
<b>TF 1.1</b>	Gender balance of Presidential candidate pool	At the final selection step, in the appointment of a new president, in so far as possible, the final pool of candidates will comprise an equal	5	HR Director	Complete

		number of women and men			
<b>TF 1.2</b>	In the appointment process for a new president, a requirement of appointment will be demonstrable experience of leadership in advancing gender equality	Demonstrable experience in advancing gender equality is a requirement	5	HR	Complete
<b>TF 1.3</b>	In the appointment process for a new vice president, a requirement of appointment will be demonstrable experience of leadership in advancing gender equality	Demonstrable experience in advancing gender equality is a requirement	4	HR	Q3 2021
<b>TF 1.4</b>	The deans and HoS divisional directors and section/unit managers will be responsible for integrating gender equality in all processes and decisions made. Evidence of leadership in advancing gender equality will be taken into account in appointments to these management positions	Linked to AP4.1.5 in 2017 Action Plan. Responsibilities in terms of advancing gender equality are included in the Academic Career Framework and outlines this as a requirement for progression through academic ranks	5	L&D	Complete
<b>TF 1.5</b>	Each HEI will, through a publically advertised competitive process, appoint a vice-president for equality who will be a full academic member of the executive	Head of D&I appointed December 2016	5	HR Director	Complete

	management team and who will report to the president.				
<b>TF 1.6</b>	Key decision making bodies (concerned with resource allocation, appointments and promotions) will consist of at least 40% women and 40% men)	All senior management committees are currently at over 40% of either gender. AP5.14 and AP5.15 of this Action Plan seek to address an imbalance of under 40% on other key decision making bodies	3	President, Governing Authority, HR	Q2 2021
<b>TF 1.7</b>	At least 40% of the <i>chairs</i> of key decision-making bodies (concerned with resource allocation, appointments and promotions) will be of each gender in any given year. It is expected that over a three year period the ratio would be 50:50 women and men chairs.	To be included in AP5.15 on guidance for key decision making bodies to include gender balance in chairs of committees. Currently above 40%.	4	EDI	Q4 2020
<b>TF 1.8</b>	A gender equality sub-committee of the governing authority/body should be established. The minutes of the sub-committee will be published within the University.	Women in Leadership Steering Committee and Action Group established to focus solely on gender equality in DCU. The steering committee is chaired by the VP for Academic Affairs and membership includes the President, Executive Deans, Director of HR and Head of Diversity & Inclusion.	5	WIL	Complete
<b>1.9</b>	Establish an independent academically-led	The DCU Athena SWAN SAT Committee chaired by	5	SAT	Complete

	gender equality forum, chaired by the vice-president for equality and comprising staff members drawn from across the HEI with sufficient influence and motivation to effect change.	the VP for Research & Innovation comprises academic and professional staff members from across DCU with a keen interest and appropriate expertise and influence to effect change.			
<b>TF 1.10</b>	Working groups for working parents and maternity leave	Establish a cross institutional working group to develop a funded structure of family leave (inclusive of maternity, paternity, parental, adoptive and carer's leave) and develop mandatory guidelines to underpin this.	4	HR EDI	To be complete by Q1 2021
<b>TF 1.11</b>	Increase gender awareness amongst staff	Adopt measures aimed at actively developing gender awareness among all staff	4	SMG, HR, EDI	Ongoing
<b>TF 1.12</b>	To embed the gender dimension in teaching and learning and quality review purposes	The gender dimension is included in all curricula through Universal Design in Learning and included in all quality review purposes	4	TEU, EDI, L&D	Ongoing
<b>TF 1.12</b>	To embed the gender dimension in research content	Ensure that the gender dimension is integrated into all research content and provide training and support for research staff on how to do this.	4	RIS	Ongoing
<b>TF 1.14</b>	To ensure transparent distribution of work	Section 5.4 (vi) in this application discusses this	4	SMG, Deans	Ongoing

<b>TF 1.15</b>	To enable gender disaggregated data-driven decision-making	A comprehensive gender disaggregated data system is currently in place. DCU provide the HEA gender disaggregated data annually and the Deans of each faculty receive this data for each of their faculties	5	HR	Complete
<b>TF 1.16</b>	To gender proof recruitment, selection and promotion procedures and practices	All job specifications are written in gender neutral language, AP5.1 notes a new job specification format which will now include the AS logo. Selection – all interviewers undergo unconscious bias training. The APC promotions now gender equal.	5	Academic Promotions Committee, HR	Ongoing
<b>TF 1.17</b>	To drive change through the use of positive action interventions for academic staff	Academic Promotions Committee introduced 50/50 promotions	5	APC, HR	Ongoing
<b>TF 1.18</b>	To drive change at professor level through the use of positive action interventions	A minimum of 40% women and 40% men to be full professors at the appropriate pay scale – Currently at 33% (14% increase since 2015)	4	President	Ongoing
<b>TF 1.19</b>	To drive change through the use of positive action interventions for professional, management and support staff	Gender balance is included in all final selections for senior positions.	5	HR	Ongoing
<b>TF 1.20</b>	Combat stereotyping of 'female' and 'male' roles and horizontal	The University are working towards achieving greater gender balance at all	3	President, EDI, HR	Ongoing

	segregation among non-academic staff	career levels (pay grades) within the institution. AP4.8, a commitment to an Equal Pay Audit will aid this.			
<b>TF 1.21</b>	To ensure a roadmap for attainment of gender equality is developed in each institution	Gender equality is firmly embedded in the DCU Strategic Plan 2017 – 2023. Specifically mentioned in Goal 5. This action plan represents the second gender action plan with the first firmly embedded within the University.	5	President	Complete, will continue
<b>TF 1.22</b>	To support and recognise the embedding of gender equality across all aspects of the work of HEIs	DCU have previously received an Athena SWAN Bronze Award in 2017. This application represents a commitment to further embed AS in the University.	5	SAT, Coordinator, VP, EDI, President	Complete



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