

# Athena Swan Ireland Renewal Application: Institutions

## Applicant information

Name of institution	Royal College of Surgeons in Ireland (RCSI)
Date of current application	4 May 2023
Level of previous award	Bronze
Date of previous award	April 2018
Contact name	Ms Liz Hughes
Contact email	
Contact telephone	

Section	Words used
Section 1: An overview of the institution and its Athena Swan work	3,986/2,500
Section 2: An evaluation of the institution's progress, opportunities and issues	6,775/4,500
Section 3: Action plan	N/A
<b>Overall word count</b>	10,761/7,000*

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

## Email from Ms Sarah Fink confirming revised wordcount

This email is to confirm that RCSI has been offered additional words for the institutional renewal submission, bringing the total word count offered to 12,000. These extra words have been granted following a review of our initial word counts, and to support further narrative and reflection across the submission.

Please include a copy of this email in the front of your application.

This has been noted in our records.

Best wishes  
Sarah

**Sarah Fink**  
Head of Athena Swan Ireland

 **AdvanceHE**



## Wordcount Analysis

<b>Section 1</b>	<b>Word Limit</b>	<b>Actual</b>
Letter of endorsement	500	608
Description of Institution	1,000	1,300
Governance	500	772
Self-Assessment	500	1,306
Sub total	2,500	3,986
Additional Word Count	2,500	
Total	5,000	3,986

<b>Section 2</b>	<b>Word Limit</b>	<b>Actual</b>
A picture of the institution	250	333
Supporting and Advancing Careers	2,500	2,999
Organisation and Culture	1,250	2,564
Priorities	500	879
Sub total	4,500	6,775
Additional Word Count	3,500	
Total	8,000	6,775

Total word limit – 12,000

Total word count – 10,761

## Contents

Applicant information .....	1
List of Acronyms .....	5
List of Figures .....	8
List of Tables .....	10
Section 1: An introduction to the institution's Athena Swan work .....	12
1. Letter of endorsement from the head of the institution.....	12
2. Description of the institution .....	15
3. Governance and recognition of equality, diversity and inclusion work.....	27
4. The self-assessment process.....	33
Section 2: An evaluation of the institution's progress, opportunities and issues .....	43
1. Evaluating progress against the previous action plan.....	43
2. Identifying issues and priorities for future action .....	124
Section 3: Action plan.....	132
1. Action Plan.....	133

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## List of Acronyms

**A&R** – Academic and Research

**AC** – Academic Council

**AP2018** – RCSI Athena Swan Action Plan 2018-2023\*

**AP2023** – RCSI Athena Swan Action Plan 2023-2027

**AS** – Athena Swan

**ASWG** – Athena Swan Working Group

**CPHS** – Centre for Positive Health Sciences

**CSO** – Central Statistics Office

**DCU** – Dublin City University

**DEM** – Direct Entry Medicine

**DSC** – Data Science Centre

**DVC** – Deputy Vice Chancellor

**DVCAA** – Deputy Vice Chancellor for Academic Affairs

**EDI** – Equality, Diversity and Inclusion

**EDIC** – Equality, Diversity and Inclusion Committee

**FTE** – Full Time Equivalent

**GEM** – Graduate Entry Medicine

**GEP** – Gender Equality Plan

**GPG** – Gender Pay Gap

**GSM** – Graduate School of Healthcare Management

**HEA** – Higher Education Authority

**HEI** – Higher Education Institution

**HoD** – Head of Department

**HORC** – Health Outcomes Research Centre

**HoS** – Head of School

**HPEC** – Health Professions Education Centre

**HR** – Human Resources

**HRPRG** – Human Resources Policy Review Consultation Group

**IADT** - Dún Laoghaire Institute of Art, Design and Technology

**L&D** – Learning and Development

**MHSB** – Medicine and Health Sciences Board

**MI** – Management Information

**MTP** – Managing Through People

**NFQ** – National Framework of Qualifications

**NUI** – National University of Ireland

**NUIG** – National University of Ireland, Galway

**ORI** – Office of Research and Innovation

**PBS** – Pharmacy and Biomolecular Sciences

**PDP** – Professional Development Plan

**PG** – Postgraduate

**PGR** – Postgraduate Research

**PGT** – Postgraduate Taught

**PI** – Principal Investigator

**PMSS** - Professional, Managerial and Support Staff

**QEO** – Quality Enhancement Office

**RAG** – Red, Amber, Green

**RCSI** – Royal College of Surgeons in Ireland

**REAP** – Race Equality Action Plan

**REF** – Race Equality Forum

**SARA** – Student, Academic, and Regulatory Affairs

**SAT** – Self-Assessment Team

**SDG** – Sustainable Development Goals

**SL** – Senior Lecturer

**SMART** – Specific, Measurable, Achievable, Relevant and Time-bound

**SMT** – Senior Management Team

**SoM** – School of Medicine

**SoNM** – School of Nursing and Midwifery

**SoP** – School of Physiotherapy  
**SoPBS** – School of Pharmacy and Biomolecular Sciences  
**SPGS** – School of Postgraduate Studies  
**StAR** – Strategic Academic Recruitment Programme  
**StEP** – Student Engagement and Partnership  
**SU** – Student Union  
**TCAP** – Traveller Community Access Programme  
**TCD** – Trinity College Dublin  
**THEP** - Transforming Healthcare Education Project  
**ToR** – Terms of Reference  
**UBT** – Unconscious Bias Training  
**UCC** – University College Cork  
**UCD** – University College Dublin  
**UG** – Undergraduate  
**UL** – University of Limerick  
**UN** – United Nations  
**VC** – Vice Chancellor  
**WLM** – Work Load Management

\***AP2018** followed by a number (e.g. **AP2018 1.1.1**) indicates the action number in the RCSI Action Plan 2018-2023 for cross referencing. **Action** followed by a number (e.g. **Action 1**) indicates the action number of RCSI Action Plan 2023 –2027 for cross referencing.

## List of Figures

Figure 1: RCSI Highlights 2021/2022 .....	15
Figure 2: Governance Structure RCSI University of Medicine & Health Sciences .....	16
Figure 3: Vice-President Prof Deborah McNamara & President Prof Laura Viani .....	17
Figure 4: Image of Branded Hoarding .....	18
Figure 5: Breakdown of Staff by Gender and Role.....	19
Figure 6: RCSI Staff Numbers by Gender & Role (2017-2021) .....	19
Figure 7: Academic Staff Population by School 2021 .....	20
Figure 8: Academic Staff Population by Specialist Centre .....	21
Figure 9: 2021 Breakdown of Staff by Ethnicity and Role .....	22
Figure 10: Snapshot of Other Equality Data Disclosed in the 2021 EDI Survey.....	23
Figure 11: 2021 Breakdown of Students by Gender and School .....	24
Figure 12: RCSI Student Nationalities 2021/2022.....	26
Figure 13: RCSI Strategy - EDI as a Foundation and Success Measure .....	28
Figure 14: Examples of Forum and Network Activities.....	29
Figure 15: RCSI EDI Governance and Reporting Structure.....	30
Figure 16: Workstream Responsibilities for Bronze Renewal Application .....	33
Figure 17: Membership intersectional data .....	35
Figure 18: Staff & Student Athena Swan Consultation & Engagement (2022/2023)...	38
Figure 19: RCSI Athena Swan Communications .....	39
Figure 20: Presentation of 2021 EDI Survey Results Given to RCSI Staff .....	40
Figure 21: Staff Pulse Survey Announcement on Workvivo .....	42
Figure 22: Academic Staff Recruited by Gender (2018-2021) .....	<b>Error! Bookmark not defined.</b>
Figure 23: Research Academic Recruitment (2021) .....	<b>Error! Bookmark not defined.</b>
Figure 24: 2021 Academic Staff Career Pipeline .....	<b>Error! Bookmark not defined.</b>
Figure 25: 2021 Breakdown of Academic Staff by School and Gender .....	<b>Error! Bookmark not defined.</b>
Figure 26: Academic Promotions by Gender and Role (2018-2021) ..	<b>Error! Bookmark not defined.</b>
Figure 27: Rates of Promotion Applications and Appointments by Gender 2021..	<b>Error! Bookmark not defined.</b>
Figure 28: Academic Heads of Departments by Gender (2018-2021)	<b>Error! Bookmark not defined.</b>
Figure 29: RCSI Academic Leader Portraits March 2020 .....	94
Figure 30: Staff Reasons for Leaving by Gender 2021 .....	97
Figure 31: Staff Breakdown by Contract Type and Gender .....	<b>Error! Bookmark not defined.</b>
Figure 32: Selection of mentoring opportunities available to RCSI Staff .....	98
Figure 33: Research Development Framework.....	103



Figure 34: Male & Female Research Career Framework Applicants & Successful Recruits (2021) .....	104
Figure 35: StAR Role Progression (2022).....	105
Figure 36: StAR Research Lecturers and Recruitment.....	105
Figure 37: Team agreement to support hybrid/flexible working .....	106
Figure 38: Male and Female Family Days Taken (2018-2021).....	108
Figure 39: Domestic Violence and Abuse Leave Policy launch, Gender Identity and Expression Policy launch, and poster for Speak Out anonymous reporting tool. ....	112
Figure 40: Examples of initiatives at RCSI to increase representation of women .....	115
Figure 41: Emily Winifred Dickson Award Recipients .....	117
Figure 42: RCSI PROGRESS Women in Surgery Fellowship .....	117
Figure 43: RCSI Engage Initiatives: REACH Sports Day, Intergenerational Day 2018, York Street community playground and Pride breakfast with TENI .....	118
Figure 44: Committee or Key Decision Group Membership by Gender (2021) .....	121
Figure 45: Previous 2018 Athena Swan Priorities.....	125

## List of Tables

Table 1: Breakdown of Staff by Gender and Role.....	19
Table 2: Breakdown of Staff by Gender and Role for Schools and Specialist Centres	20
Table 3: Breakdown of Staff (HC & Percentage) by Gender, Ethnicity & Role .....	22
Table 4: 2021 Breakdown of Students by School and Gender .....	24
Table 5: Student Benchmarking Course Level by Percentage Female (2021/2022)...	25
Table 6: HEA Student Statistics by Gender (Health and Welfare – 2021/2022).....	25
Table 7: RCSI Departmental Athena Swan Award Holders 2022.....	31
Table 8: Pipeline for Athena Swan Submissions.....	32
Table 9: Athena Swan Working Group Members.....	34
Table 10: ASWG Activity over Renewal Application Period (Jan 2022 – May 2023) ..	37
Table 11: Focus Groups by Gender .....	41
Table 12: Focus Groups by Role .....	41
Table 13: Academic Staff Recruited by Grade and Gender (2018-2021).....	<b>Error!</b>
<b>Bookmark not defined.</b>	
Table 14: Academic Staff Recruitment Cycle by Grade and Gender (2021) .....	<b>Error!</b>
<b>Bookmark not defined.</b>	
Table 15: Staff Attendance at HR Induction by Gender .....	91
Table 16: EDI Staff Survey 2021 Responses – Induction .....	91
Table 17: 2021 Breakdown of Academic Staff by School, Gender and Role.....	<b>Error!</b>
<b>Bookmark not defined.</b>	
Table 18: 2021 Breakdown of Academic Staff by School and Gender	<b>Error! Bookmark not defined.</b>
Table 19: HEA Benchmarking 2021/2022 .....	<b>Error! Bookmark not defined.</b>
Table 20: Staff Promotions Data by Gender (2018 – 2021).....	<b>Error! Bookmark not defined.</b>
Table 21: Academic Heads of School by Gender (2018-2021).....	93
Table 22: EDI Staff Survey 2017 Responses – Promotions .....	<b>Error! Bookmark not defined.</b>
Table 23: EDI Staff Survey 2021 Responses – Promotions .....	<b>Error! Bookmark not defined.</b>
Table 24: Staff Reasons for Leaving by Gender 2021 .....	97
Table 25: Staff Contract Type by Gender and Role .....	97
Table 26: Staff Development Opportunities.....	99
Table 27: EDI Staff Survey 2021 Responses – Career Development .....	100
Table 28: EDI Staff Survey 2021 Responses – Research Staff.....	101
Table 29: EDI Staff Survey 2021 Responses – Career Development .....	101
Table 30: Contract Researcher Progression 2018-2021.....	104
Table 31: Table of number of staff taking parental leave 2018-2021 .....	108
Table 32: EDI Staff Survey 2017 Responses – Reporting .....	111
Table 33: EDI Staff Survey 2021 Responses – Reporting.....	111

Table 34: EDI Staff Survey 2021 Responses – Work-life balance..... 113  
Table 35: Gender Representation of Key Decision-Making Committees..... 120

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

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

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

Recommended word count: 2,500 words

### 1. Letter of endorsement from the head of the institution

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

- + the link between the Athena Swan Ireland principles and the institutional strategy;
- + leadership of the head of institution in advancing equality, including any involvement in the self-assessment or specific actions;
- + evidence of how the institution's equality work is led and supported by the institution's senior management;
- + key priorities, achievements and challenges relating to gender equality as discerned from the self-assessment;
- + where relevant, key priorities, achievements and challenges relating to additional equality grounds, as discerned from the self-assessment; priority actions to address the issues and opportunities identified.

#### **Confirm the following:**

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

4 May, 2023

**RE: RCSI Athena Swan Institutional Bronze Renewal**

Dear Ms Fink,

I am delighted to present RCSI's application for the renewal of our Institutional Athena Swan (AS) Bronze Award. I appreciate the granting of a one-year submission deferral of the renewal. As a healthcare university, the pandemic significantly impacted our work. Given this challenging context, I am pleased to confirm that our commitment to the principles of Athena Swan remained a priority for RCSI.

As Vice Chancellor, I chair the Athena Swan Working Group and can confirm that our application represents a fair and accurate assessment of RCSI. Our new AS Action Plan has my complete support and commitment, and that of our Governing Council and Senior Management Team. RCSI's new strategy (2023-27) will continue to embed EDI in RCSI.

This application builds on the progress that RCSI has made since our application in 2018. Over the past five years, we have made significant progress on **90%** of our actions. We are pleased to note the progress made in relation to the promotion and progression of academic staff who are women. The number of senior female staff at Professor level has increased **by 10% to 33% since 2017**, and excellent progress has been made on our academic promotion pipeline.

Aligned to promotion and progression is our continued focus on providing flexible working and leave opportunities for all. RCSI has developed and enhanced a number of policies and tools that further support our staff. Research indicates that female staff in particular are concerned about the impact that leave will have on their career prospects, therefore this is an area of focus in our new action plan.

Fairness and transparency are essential to embedding a positive culture in RCSI and a principles-based workload model forms an important part of how to balance the demands of teaching, research and service for academic colleagues. In 2022, our School of Pharmacy and Biomolecular Sciences developed a workload model pilot. This pilot was successful; plans are being put in place to develop principles-based workload models throughout the University.


Robust data management systems are critical in the advancement of gender equality and other grounds under Equality legislation. While we can report significant progress in the collection of ethnicity data on staff (**90%**), we have prioritised the collection of other equality data for both students and staff. Investment in data related projects is included in our IT infrastructure plans. A new Institutional Data Team will also support our increasing data needs and statutory requirements.

While the career development and progression model is more structured for academic and research staff, we will pilot a new sponsorship programme for PMSS to support their career journey. Complementing this activity is a series of actions ranging from information sessions and greater visibility of role models for all staff.

RCSI's EDI Unit has been in existence for six years. Much has been achieved in terms of embedding the principles of gender equality into the fabric of RCSI. We have continued our Athena Swan journey in achieving four Athena Swan Bronze awards during this period. With a team of four full-time staff, we have expanded our focus beyond gender and developed action plans to support race equality, end sexual violence and harassment and champion our students and staff with disabilities.

We remain firmly committed to working towards the achievement of the Athena Swan Ireland charter's aims and are confident that the next four years will see progress to support transformational change to advance our progression towards an Athena Swan Silver award.

Yours sincerely,



Cathal Kelly

**Prof. Cathal Kelly** He/Him. BSc, MB, MCh, FRCSI(Gen), EMBA  
Vice Chancellor and CEO / Registrar

<608 words>

## 2. Description of the institution

Provide a brief introduction to the institution, including any relevant contextual information. This should include information on:

- + the mission of the institution, including its teaching and research focus;
- + the total number of staff by gender and category of post;
- + the total number of staff by ethnicity and category of post as well as data on additional equality grounds collected by the institution;
- + the total number of student enrolments by gender and programme type;
- + any changes to the institution's context since the previous award (e.g. national or international strategy, structural changes, significant expansions).

The Royal College of Surgeons in Ireland (RCSI) became a member of the Athena Swan Charter in 2015 and achieved a Bronze Institutional Award in 2018 under the expanded charter. RCSI has dual status in Irish and EU legislation (1) University of Medicine & Health Sciences and (2) Professional Training Body for Surgery and Postgraduate Faculties. This application focuses on our University and higher education remit. RCSI is a private, not-for-profit, registered charity with a mission “to educate, nurture and discover for the benefit of human health”. RCSI is a Recognised College of NUI and is designated as a university under the Qualifications and Quality Assurance (Education and Training) Amendment Act 2019. Quality and Qualifications Ireland undertakes monitoring and review of RCSI. Many RCSI programmes are accredited by relevant regulatory bodies i.e. the Irish Medical Council, the Pharmaceutical Society of Ireland, CORU and the Nursing and Midwifery Board of Ireland.

Figure 1: RCSI Highlights 2021/2022



RCSI's education and research is focused on medicine and health sciences. The Faculty of Medicine and Health Sciences is responsible for all degree-awarding activities of the University (Figure 2). The Medicine and Health Sciences Board (MHSB) is the governing authority for all RCSI educational programmes relating to the seven schools in the University. The Faculty is led by the Deputy Vice Chancellor for Academic Affairs (F) and each School is led by a Head of School (50%F). The President of RCSI is elected, in accordance with our Charters and Bye Laws, for a period of two years. In 2020, Professor Laura Viani was elected as the second female Vice-President of RCSI. Her Presidency commenced in June 2022 and she will be succeeded by Professor Deborah McNamara in 2024 (Figure 3). Our Vice Chancellor (VC) (M) is the Chief Executive Officer and Registrar to whom our Deputy Vice Chancellors and Directors of the Senior Management Team (SMT) report.

Figure 2: Governance Structure RCSI University of Medicine & Health Sciences

*Governance Structure RCSI University of Medicine & Health Sciences*

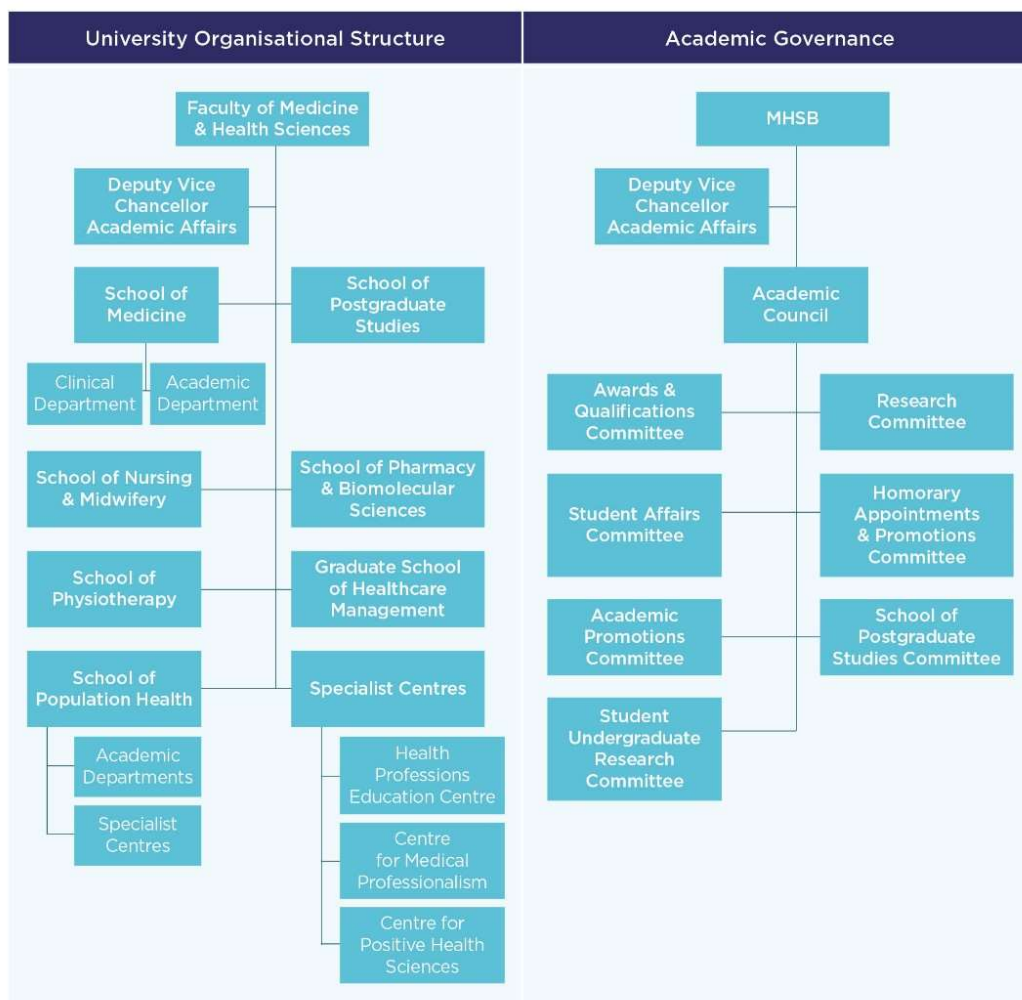




Figure 3: RCSI Vice-President Prof Deborah McNamara & President Prof Laura Viani



RCSI is Ireland's largest medical school and awards undergraduate and postgraduate degrees across a range of healthcare-related disciplines. In 2021, RCSI won The Sunday Times Good University Guide University of the Year 2022 award for student engagement, and the internationally-recognised AMEE ASPIRE-To-Excellence Award for Student Engagement in 2022. RCSI is ranked in the top 250 in the Times Higher Education World University Rankings 2023, Top 50 for UNSDG3 Good Health and Wellbeing in the Times Higher Impact Ranking 2022, Top 200 for QS Subject Ranking in Medicine and Top 250 QS Subject Ranking in Pharmacy & Pharmacology 2023.

Other changes since achieving the Bronze Award in 2018 include:

- RCSI received University status in 2019;
- School of Pharmacy merged with the Department of Molecular and Cellular Therapeutics to become the School of Pharmacy and Biomolecular Sciences (SoPBS);
- The RCSI Centre for Positive Health Sciences was established in 2019 in response to the increasing prevalence of diseases associated with lifestyle and growing evidence of the role of psychological factors in optimising health and well-being;
- RCSI's new School of Population Health was launched in October 2022, including the Institute of Global Surgery which works to leverage RCSI's heritage in surgical education and research to improve global surgical care equity, particularly in Low and Middle-Income Countries.

Future plans to expand RCSI's provision of education, research and public engagement include:

- Project Connect, due to open in 2025, is a €95 million building which will create a new “front-door” to our campus for the public, with a dedicated Engagement Space including accessible changing facilities for people with disabilities. Branded hoarding has been installed for the duration of the construction to showcase our plans and celebrate diversity of RCSI staff and students with 60% of those featured women and 20% people of colour (Figure 4);
- A new €22 million Education and Research Centre at Connolly Hospital due for completion in February 2024 that will expand our capacity to recruit mature learners through our Graduate Entry Programmes.

Figure 4: Image of Branded Hoarding



### RCSI Staff by Gender

In 2021, RCSI employed 908 staff (66%F). Since 2017, staff numbers increased by 20%, with staff gender breakdown remaining broadly the same (Figure 5). Whilst we have good gender balance across academic and research grades, women represent 73% of our professional services staff (Table 1). More detailed information can be seen in Table 2 and Figures 5 to 8 below.

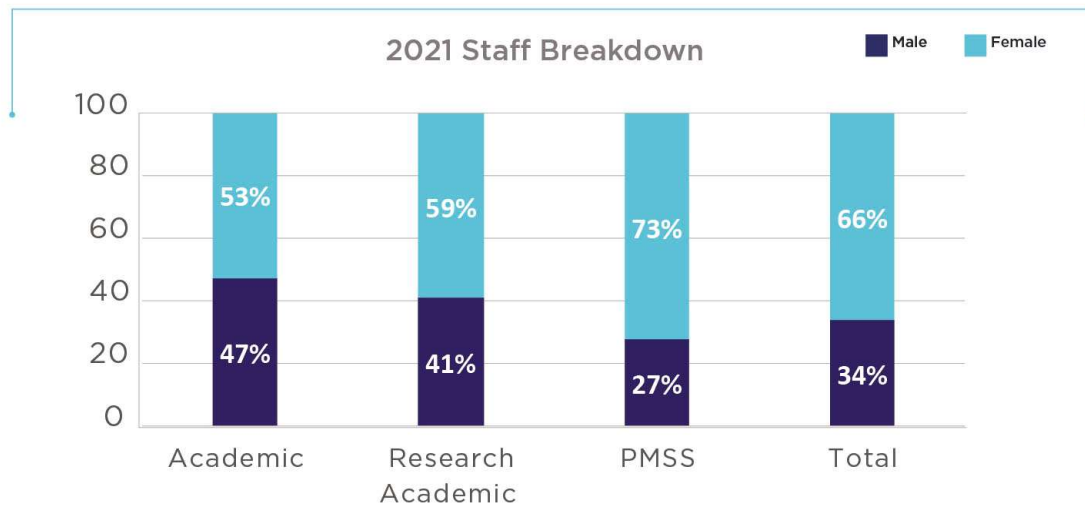
**Table 1: Breakdown of Staff by Gender and Role**

*2021 Breakdown of Staff by Gender and Role*

2021	M	F	%F
Academic	92	102	53%
Research Academic	60	86	59%
PMSS	156	412	73%
<b>Total</b>	<b>308</b>	<b>600</b>	<b>66%</b>

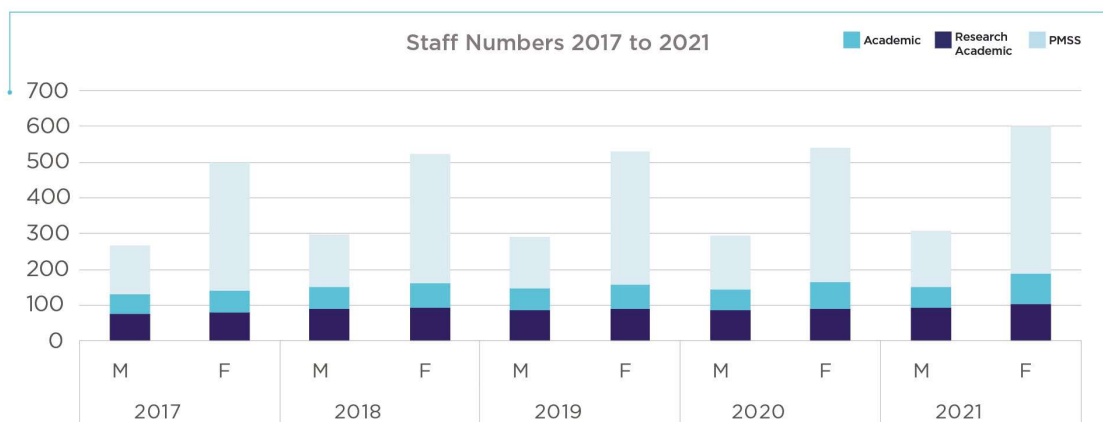
**Figure 5: Breakdown of Staff by Gender and Role**

*2021 Breakdown of Staff by Gender and Role*



**Figure 6: RCSI Staff Numbers by Gender & Role (2017-2021)**

*RCSI Staff Numbers by Gender and Role (2017-2021)*



**Table 2: Breakdown of Staff by Gender and Role for Schools and Specialist Centres**

*Breakdown of Staff by Gender and Role for Schools and Specialist Centres*

School	Academic			Research			PMSS		
	M	F	%F	M	F	%F	M	F	%F
School of Medicine	59	49	45%	46	56	55%	36	131	78%
School of Pharmacy & Biomolecular Sciences	18	25	58%	12	18	60%	13	25	66%
School of Physiotherapy	0	7	100%	0	3	100%	0	6	100%
School of Nursing & Midwifery	4	6	60%	0	2	100%	1	9	90%
School of Postgraduate Studies	1	0	0%	0	0	0%	1	3	75%
Graduate School of Healthcare Mgmt	1	7	88%	0	1	100%	2	13	87%
<b>Specialist Centres</b>									
Centre for Positive Health Sciences	3	2	40%	0	1	100%	0	4	100%
Data Sciences Centre	1	3	75%	1	2	67%	0	0	0%
Global Surgery	1	0	0%	0	0	0%	1	3	75%
Health Outcomes Research Centre	1	0	0%	0	0	0%	0	0	0%
Health Professions Education Centre	0	2	100%	0	0	0%	1	7	88%
Medical Professionalism	2	0	0%	0	1	100%	0	2	100%
RCSI SIM Centre	1	1	50%	1	1	50%	5	7	58%
<b>Total</b>	<b>92</b>	<b>102</b>	<b>53%</b>	<b>60</b>	<b>85</b>	<b>59%</b>	<b>60</b>	<b>210</b>	<b>73%</b>

**Figure 7: Academic Staff Population by School 2021**

*Academic Staff Population by School 2021*

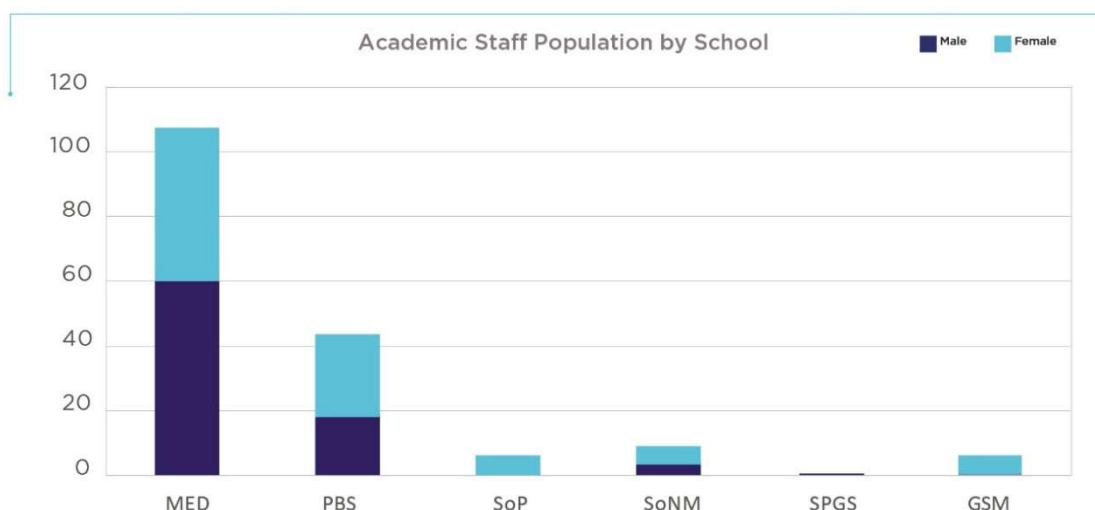
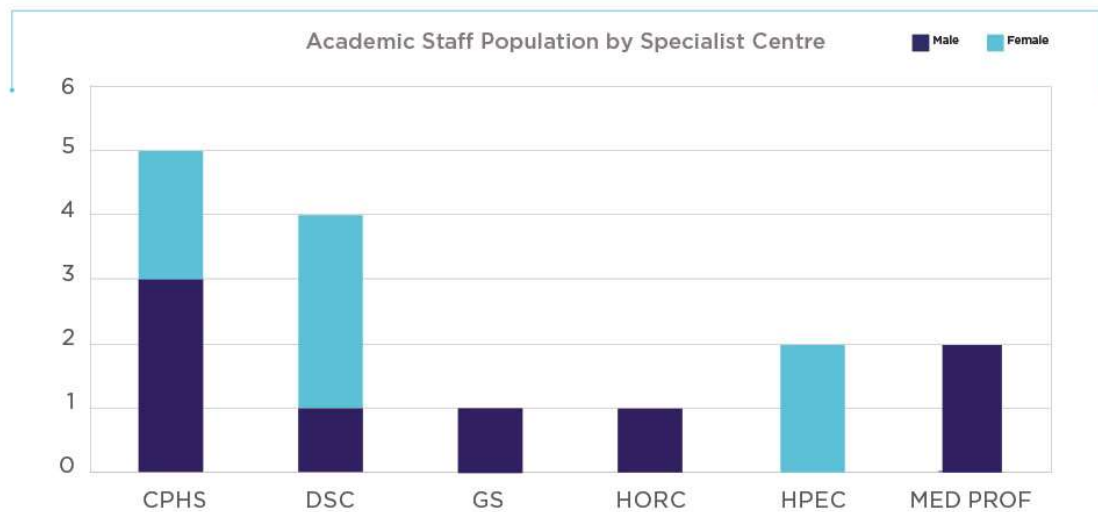


Figure 8: Academic Staff Population by Specialist Centre

Academic Staff Population by Specialist Centre



### Staff by Ethnicity

RCSI recognises that collecting ethnicity data is an important factor in progressing EDI in higher education. In 2022, our VC supported a campaign led by HR and the EDI Unit which led to 90% of staff recording their ethnicity on our staff record system CoreHR (**AP2018 9.1.1**). This high response rate was generated through a comprehensive internal communication campaign and increased awareness of race equality driven by the work of our Race Equality Forum. The results in Table 3 and Figure 9 indicate that our staff are predominately white.

Ethnicity data is not available for the total population of HEI staff in Ireland at present, however, 2016 CSO data indicates an 82.2% “White Irish” population, and “Any Other White Background” at 9.5% (combined “White” background of 91.7%). This benchmarking indicates that RCSI broadly mirrors the national picture.

We will continue monitoring the ethnic diversity of our staff (**Action 2.10**). We have developed inclusive recruitment actions that aim to support inclusivity across all the equality grounds. These actions complement the ongoing work of the RCSI Race Equality Action Plan (2021-2024).

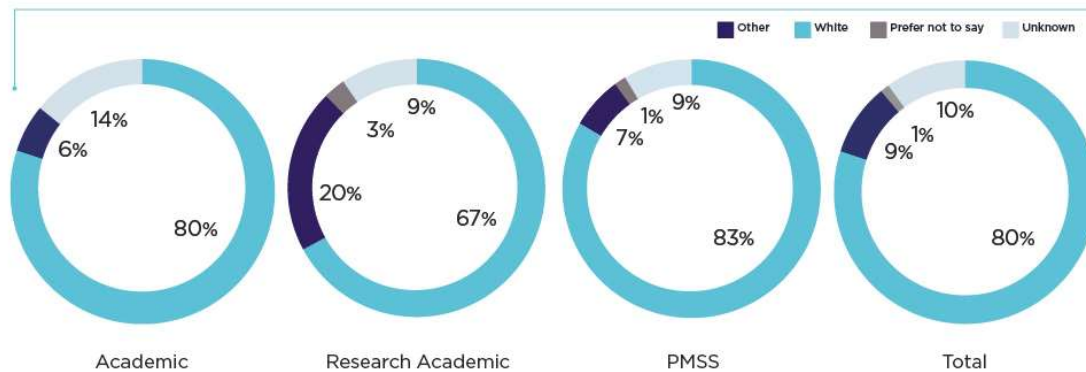
Table 3: Breakdown of Staff (Headcount (HC) & Percentage) by Gender, Ethnicity and Role

*Breakdown of Staff (Headcount & Percentage) by Gender, Ethnicity and Role*

Ethnicity	Academic		Research Academic		PMSS		Total	
	HC	%	HC	%	HC	%	HC	%
White	155	80%	98	67%	474	83%	727	80%
Other	11	6%	30	21%	37	7%	78	9%
Prefer not to Say	1	0%	4	3%	8	1%	13	1%
Unknown	27	14%	14	9%	49	9%	90	10%
<b>Total</b>	<b>194</b>	<b>100%</b>	<b>146</b>	<b>100%</b>	<b>568</b>	<b>100%</b>	<b>908</b>	<b>100%</b>

Figure 9: 2021 Breakdown of Staff by Ethnicity and Role

*2021 Breakdown of Staff by Ethnicity and Role*



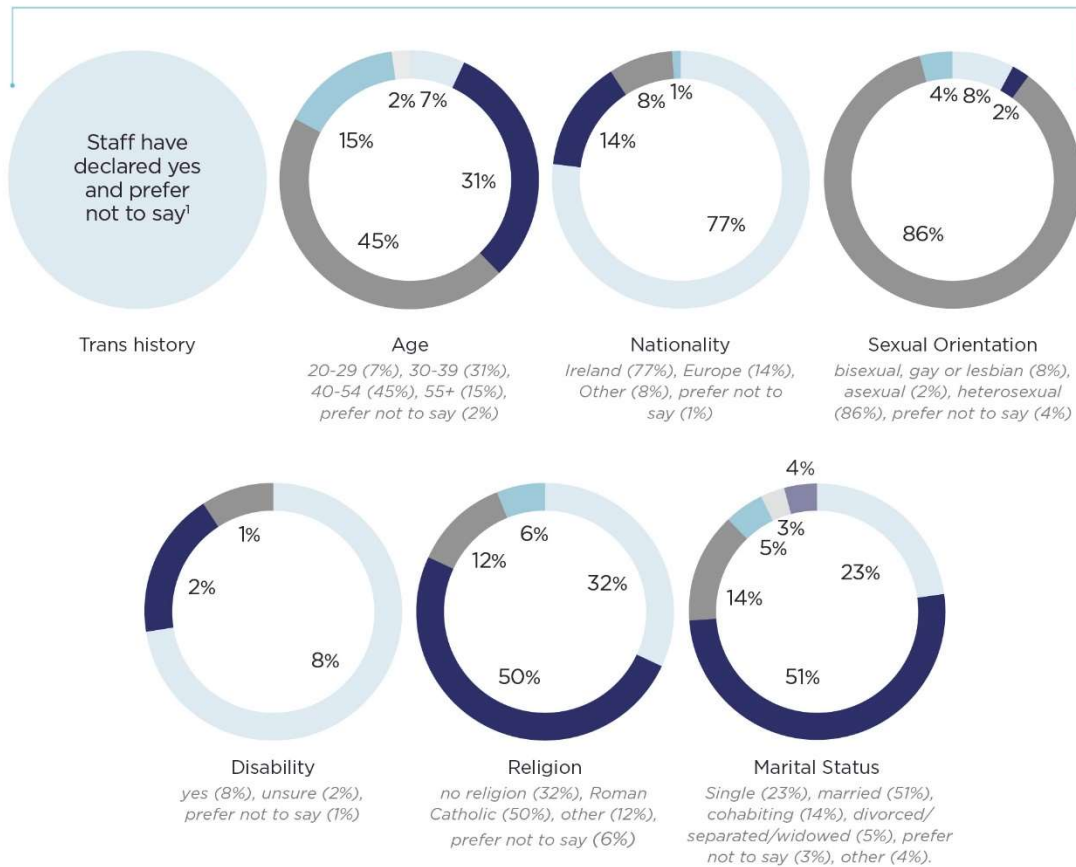
<b>Action 2.10</b>	All panel members (including external panel members) to complete EDI in HE Recruitment Module and Anti-Racism training.
	HR panel member to serve as Equity Advisor on panels.
	Identify and train Equity Advisors for panels that do not involve HR participation.
	Create and promote resource pack with recruitment tools, templates and resources for PIs who recruit locally.
	Targeted advertising campaign to job sites and networks that are accessible/utilised by diverse groups.
	Tracking ethnicity recruitment data upon application.
	Positive action statement included in all job specifications.

## Other Equality Data

The annual EDI Survey provides an opportunity for staff and students to self-declare a range of equality data. In 2021, our EDI staff survey response rate was 48%. In addition, the CoreHR system allows staff to update their personal details in relation to gender identity, disability, ethnicity, civil status and family status (Figure 10). A question on ethnicity was added to the 2022 EDI survey. Given the success of the ethnicity data collection on CoreHR, we aim to replicate this campaign on an annual basis, focusing on a different equality ground per campaign (**Action 1.1**).

Figure 10: Snapshot of Other Equality Data Disclosed in the 2021 EDI Survey

A Snapshot of Other Equality Data Disclosed in the 2021 EDI Survey (n=602)



<sup>1</sup>Due to low numbers in some categories, not all percentages relating to intersectional data will be presented in this application.

### Action 1.1

Run annual CoreHR campaign to increase staff disclosing equality data.

## RCSI Students

In the academic year 2021/2022, there were a total of 4647 (65%F) students registered on full-time, part-time, degree and non-degree programmes. Over the past four years, the student population has grown from 3980 to 4647, split equally between UG and PG levels. During this time, gender composition has remained broadly stable: 62%F in 2017 and 65%F in 2021 (see Table 4 and Figure 11), with similar trends of minimal change to gender balance within Schools over the same period.

Table 4: 2021 Breakdown of Students by School and Gender

*2021 Breakdown of Students by School and Gender*

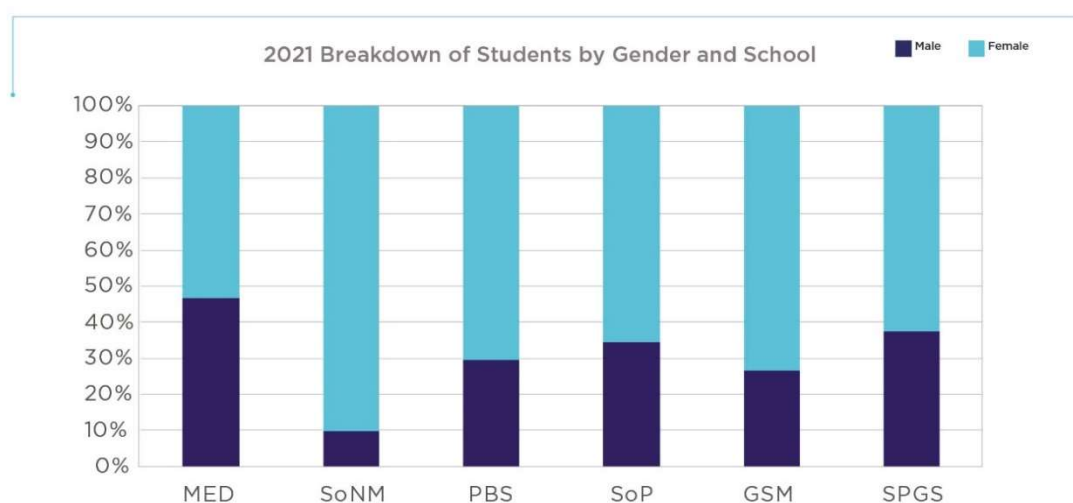
School	UG			PGT			PGR		
	M	F	%F	M	F	%F	M	F	%F
School of Medicine	1045	1176	53%	5	21	81%	N/A*	N/A*	0%
School of Nursing & Midwifery	19	175	90%	61	561	90%	N/A*	N/A*	0%
School of Pharmacy & Biomolecular Sciences	81	185	70%	12	38	76%	N/A*	N/A*	0%
School of Physiotherapy	48	80	63%	0	11	100%	N/A*	N/A*	0%
Graduate School of Healthcare Management	0	0	0	159	442	74%	N/A*	N/A*	0%
School of Postgraduate Studies	0	0	0	89	126	59%	109	204	0%
<b>Total</b>	<b>1193</b>	<b>1616</b>	<b>58%</b>	<b>326</b>	<b>1199</b>	<b>79%</b>	<b>109</b>	<b>204</b>	<b>65%</b>

**Overall total: 4647 (65%F)**

*\*N/A: all students under PGR are registered to SPGS, however all supervisory capacity sits within the School*

Figure 11: 2021 Breakdown of Students by Gender and School

*2021 Breakdown of Students by Gender and School*





The majority of RCSI students are female – this is most visible in the PGT population (Table 5). This is driven by the SoNM which is 90%F while the GSM is 74%F. This is in line with national trends where 2021-2022 HEA benchmarking data for Health and Welfare courses was 77%F (total of overall student population – Table 6), rising to 91%F in the Nursing and Midwifery subset. It is also important to note that in both the SoP and SoNM School level SATs - following achievement of their Athena Bronze joint awards in 2022 - there are actions included to address the underrepresentation of men in these disciplines.

Table 5: Student Benchmarking Course Level by Percentage Female (2021/2022)

*Student Benchmarking Course Level by Percentage Female (2021/2022)*

Level	RCSI Total	NUIG CMNHS <sup>2</sup>	All Irish Universities <sup>3</sup>
UG	58%	73%	73%
PGT	79%	77%	77%
PGR	65%	63%	65%

Table 6: HEA Student Statistics by Gender (Health and Welfare – 2021/2022)

*HEA Student Statistics by Gender (Health and Welfare - 2021/2022)*

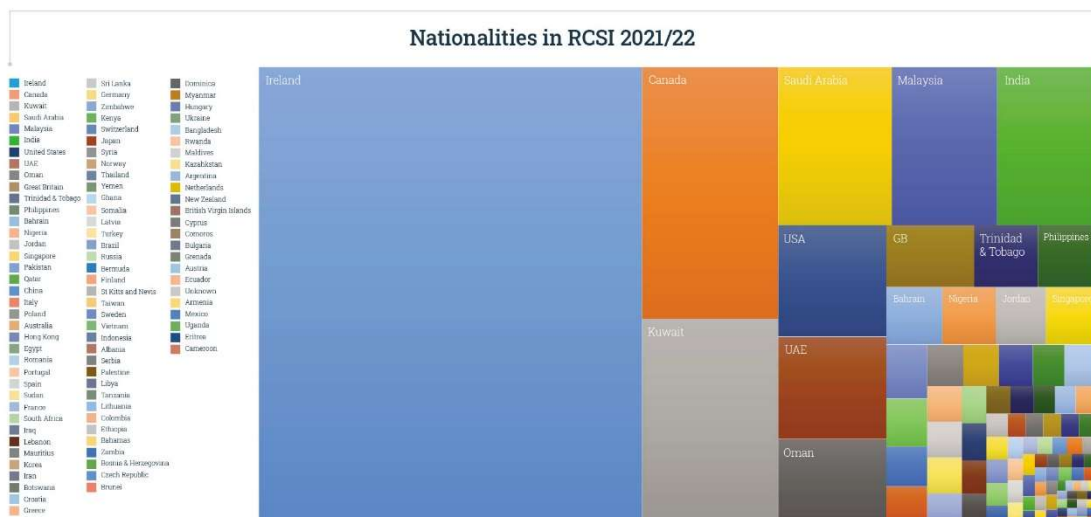
	M	F
<b>All</b>	<b>24%</b>	<b>76%</b>
DCU	23%	77%
NUIG	27%	72%
RCSI	36%	64%
TCD	21%	79%
UCC	24%	76%
UCD	26%	74%
UL	27%	73%

Our student body is comprised of 97 nationalities with less than half of our students declaring Irish nationality (46%). We showcase and celebrate this culturally diverse

community. 7.3% of full-time undergraduate students have registered a disability (June 2021). This aligns with national trends; the AHEAD report “Students with Disabilities Engaged with Support Services in Higher Education in Ireland 2020/21” found 7.8% of Institute of Technology and university undergraduate students had registered a disability.

We have made efforts to progress **AP2018 1.1.5** and **AP2018 9.1.2** to systematically collect student data at entry but have encountered barriers due to the multiple application routes through which student data is collected. We recognise that this action will take greater resources than originally intended, and so have extended this into AP2023 as a priority (**Action 1.2**)

Figure 12: RCSI Student Nationalities 2021/2022



**Action 1.2** Develop a process for the systematic collection of EDI related student data during admission and/or registration.

<1,300 words>

### 3. Governance and recognition of equality, diversity and inclusion work

Provide a description of the institution's equality, diversity and inclusion structures and institution and department/professional unit-level resources, including staff resources.

This should include information on:

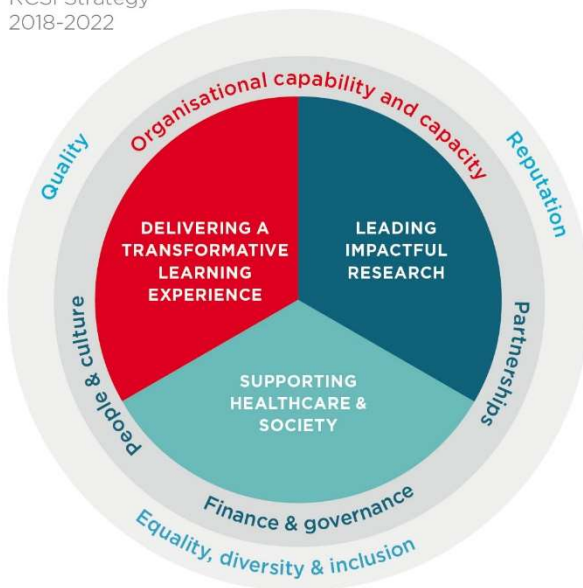
- + the formal processes in place to resource, distribute, recognise and reward equality, diversity and inclusion work;
- + any changes in governance, recognition or resourcing of EDI work since the previous award (e.g. changes in key management/committee structures or reporting lines that support EDI work; staffing changes), with reflection, where relevant, on how the changes have impacted on the institution's EDI work;
- + resource provision for the action plan and associated activities to ensure effective implementation;
- + the support for equality activity in the institution's sub-units (e.g. academic departments and professional units), including steps taken by the institution to identify, support and resource sub-units to apply for Athena Swan awards;
- + any departmental/professional unit Athena Swan awards achieved to date.

RCSI's most recent strategy (2018-2022) details our commitment to embedding equality into all we do and illustrates that EDI is a strategic priority of RCSI:

- EDI is included as a key pillar that underpins all work and relationships at RCSI;
- Implementation of the EDI Policy and Action Plan is a strategic focus;
- EDI Strategy (2018-2022) states "Institutional Athena SWAN Bronze award achieved and maintained";
- A section is devoted to EDI within the RCSI Strategic Plan Action #36 – "*Achieve equality, diversity and inclusion*".

Figure 13: RCSI Strategy - EDI as a Foundation and Success Measure

Overview of  
RCSI Strategy  
2018-2022



RCSI has a dedicated EDI infrastructure to ensure that gender equality and other equality grounds are effectively supported in RCSI culture and practice (see Figure 15). AS activities are firmly embedded within our strategy as pictured in Figure 13 above **(AP2018 1.1.3)**.

As part of AP2018, we have achieved the following in relation to EDI governance:

- Established EDI office with four staff and dedicated AS budget **(AP2018 1.1.1, 1.1.4)**;
- Hired an Athena Swan Project Officer to support AS activities **(AP2018 7.11.1 – 7.11.3)**;
- Established an EDI Committee (EDIC) (students and staff) to oversee EDI governance which meets three times per year **(AP2018 1.1.2)**;
- Established four more departmental AS SATs that report into the EDIC **(AP2018 7.11.4)**;
- Achieved 4 (1 joint) Departmental Bronze AS awards **(AP2018 7.11.4)**;
- Progressed beyond plans within AP2018 and in response to staff and societal needs; established three staff and student forums: Ending Sexual Violence, Supporting Survivors and Promoting Consent (ESP), VisABILITY<sup>1</sup> and Race Equality (REF). Each forum is provided with a specific budget and is implementing an individual three-year action plan;

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<sup>1</sup> The VisABILITY Forum is dedicated to supporting the rights of students and staff with disabilities.

- Established six staff networks (including Parents and Carers' Network and Pride Network) that meet 2 to 6 times per year, and are resourced to host events, training and networking opportunities (AP2018 6.6.1, 8.3.3, 8.3.4).

Figure 14: Examples of Forum and Network Activities

**PANEL DISCUSSION**

Siobhan McKenna, Head of EDI, Public Appointments Service  
 Caitriona Gleeson, CEO Women for Election  
 Prof Deborah McNamara, Vice President RCSI

**Empowering Women Towards Leadership**

16 November, 12:30-13:30pm  
 MS Teams

**RCSI Positive Ageing Week**  
 SEPT 28TH - OCT 2ND

**AgeAction**  
 For all older people

**International Day of Persons with Disabilities**

**Reasonable Accommodations: Student Perspectives**

Friday 2 December  
 1:00-1:45pm  
 MS Teams

**Speakers:**  
 John Brown, RCSI Physiotherapy student  
 Aoife McCabe, RCSI Physiotherapy graduate  
 Jacinta Burke, Academic Development  
 Liz Hughes, Head of EDI  
 Collette Power, Senior Estates Manager

**LAUNCH OF THE RCSI RACE EQUALITY ACTION PLAN**  
 BROUGHT TO YOU BY THE RACE EQUALITY FORUM  
 29 NOVEMBER 14.00-15.00  
 REGISTER ON EVENTBRITE

Our EDI Unit and EDIC report to our SMT with direct line management to the VC. The EDIC consults regularly with our academic and university governance structures. Each of our Schools and Academic Departments participating in AS reviews have nominated “Champions” to engage with the EDI Unit.

Figure 15: RCSI EDI Governance and Reporting Structure

*RCSI EDI Governance and Reporting Structure*

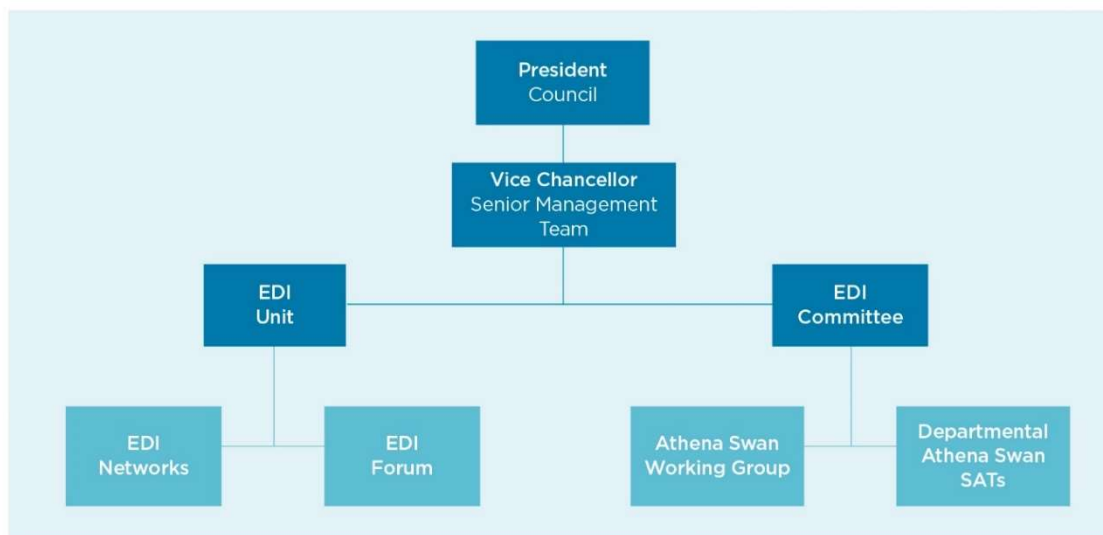


Figure 15 reflects changes that have been made to the AS EDI governance structure, namely the establishment of the EDIC as the structure into which all AS and equality activities report **(AP2018 1.1.2)**. The EDIC is chaired by a member of SMT (F) and includes Forum Chairs, the EDI Unit, SU leaders and student reps, senior staff members, and Ex Officio representatives from key units such as HR, SARA and QEO, who are essential partners to our equality work. Staff feedback indicated that EDI network and forum activities are a key contributor to positive culture at EDI. All networks and forums report annually into the EDIC **(AP2018 8.2.3, 5.3.2, 6.6.1)**.

*“I found from my perspective that [staff networks] raised my awareness very much of diversity, and my confidence” – male staff*

*“I’m participating in the parents and carers’ network, which demonstrates you have a life outside the RCSI and it can be a struggle and it can be hard to combine the two” – female staff*

In 2022, the Institutional SAT was reconstituted as the Athena Swan Working Group (ASWG). This group is tasked with implementing the Institutional AS action plan and preparing the renewal application. For the duration of this renewals process (January 2022 – April 2023), the ASWG was embedded within the EDIC for the purpose of streamlining resources and respecting staff time. Two thirds of every EDIC meeting

focused on AS and the ASWG also conducted separate working group meetings where necessary throughout the year. All AS documentation was managed through SharePoint. This approach ensured regular engagement and prevented the potential overburdening of any particular staff cohort.

In relation to reward and recognition of staff, we aim to formalise the recognition of any EDI work (service) in the institutional PDP process by adding an EDI service objective and for AS committee work (e.g. departmental SATs, AS Champions, ASWG membership) to be recognised in work allocation (**Action 1.8**).

<b>Action 1.8</b>	An EDI service objective is added to the staff online Professional Development Programme to acknowledge the commitment and workload involved, and recognise service efforts.
	Other service work (e.g. UN SDG) to be included in drop-down list by 2024.

### Departmental Athena Swan Awards

Since 2017, RCSI has achieved four Departmental AS Awards (including 1 joint award – Table 7). The Athena Swan Officer provides coordination, resources, support and guidance to all SATs in preparation and submission of an award application, emphasising the development of SMART action plans and provision of ‘critical friend’ feedback. In addition, following an award submission, the Athena Swan Officer conducts a debrief session with SATs for the purpose of continuous improvement and learning. SAT feedback indicated that consistent support of the Athena Swan Officer was highly valued.

Table 7: RCSI Departmental Athena Swan Award Holders 2022

*RCSI Departmental Athena Swan Award Holders 2022*

School/Department	Award	Date Received
Department of Anatomy and Regenerative Medicine	Bronze	Nov-19
School of Pharmacy and Biomedical Sciences	Bronze	Nov-21
Department of Physiology and Medical Physics	Bronze	Nov-21
School of Nursing and Midwifery (Joint Award)	Bronze	April-22
School of Physiotherapy (Joint Award)	Bronze	April-22

A new Institutional Data Team will provide expert support to Departments in terms of collecting, analysing and reporting data (**Action 1.4**).

<b>Action 1.4</b>	A new Institutional Data Team will provide a workshop/session to Departments/Schools that are making an application for Athena Swan to support data analysis.
	Develop and provide an Athena Swan toolkit for use by SATs using consistent data reporting methodology (e.g. templates for Excel/ graphs/dashboards by School/Department/Unit).

The AS Champions for each SAT meet biannually to discuss implementation and share best practice. The AS Champions also present to the EDIC each year on progress. Further research and analysis are needed to determine the prioritisation of and requirements for Department and School Awards. Table 8 below shows the provisional timeline for our upcoming School and Departmental AS Submissions.

**Table 8: Pipeline for Athena Swan Submissions**

*Pipeline for Athena Swan Submissions*

<b>Athena Swan Pipeline</b>	<b>Award</b>	<b>Submission Date</b>
Department of Anatomy and Regenerative Medicine	Renewal/Silver	Nov-23
School of Pharmacy and Biomedical Sciences	Renewal/Silver	Nov-24
Department of Physiology and Medical Physics	Renewal/Silver	Nov-24
School of Population Health	Bronze	April-25
School of Medicine	Bronze	Nov-25
School of Nursing and Midwifery, School of Physiotherapy	Renewal/Silver	Nov-26
RCSI Silver Award	Silver	April-27

<772 words>



## 4. The self-assessment process

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

- + a description of the self-assessment team (SAT), including comment on the roles and responsibilities of individuals and how these were assigned. The gender of SAT members, their professional/student role in the institution and their specific role in the SAT should be noted in a table;
- + an overview of the approach taken to evidence-gathering and analysis. Details of consultation response rates, disaggregated by gender, should be provided;
- + information on plans for evaluating progress, including action plan implementation, over the coming four-year period. This should make reference to how often the SAT will meet and how SAT succession and turnover will be planned and managed;
- + information on how the findings and activity of the SAT are, and will continue to be, communicated to senior management and the wider institution.

The ASWG is the SAT at RCSI. There are 26 members (73%F) divided into six workstreams as per Figure 16 below. The ASWG is chaired by VC (M), Prof Cathal Kelly. In January 2022 a new ToR was developed and new members were recruited (**AP2018 2.1, 2.2**). For continuity purposes, some previous members remained on the ASWG. The VC announced an open call for new members at a Town Hall meeting in Q1 2022. Members are either in a role with specific responsibility under AS or have been nominated to represent their Department/School or committee (Table 9). Figure 17 details the intersectional identities and experiences of staff on the ASWG. In November 2021, RCSI signed the new Athena Swan Charter.

Figure 16: Workstream Responsibilities for Bronze Renewal Application

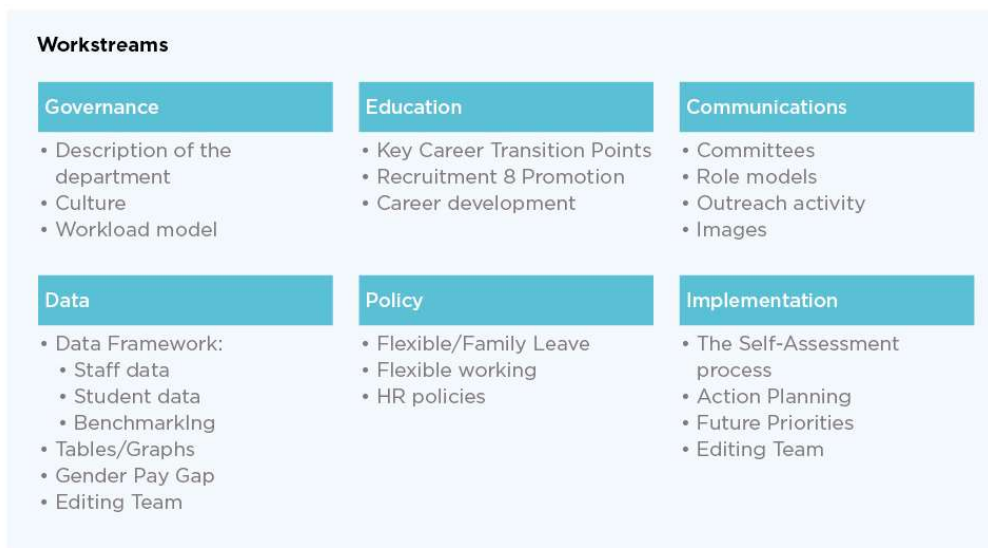


Table 9: Athena Swan Working Group Members

Table 9: Athena Swan Working Group Members

ASWG Member	M/F	Staff Category	Role
1	M	SMT	Chair, Vice Chancellor of RCSI
<b>WORK-STREAM 1 - GOVERNANCE</b>			
2	F	PMSS	Governance WS Lead, Head of Quality Enhancement Office, VisABILITY Forum Member
3	M	SMT	Director of Human Resources, previous ASWG Member, EDI Champion
4	M	A&R	Athena Swan Departmental Champion, Senior Lecture Dept of Physiology and Medical Physics
5	F	PMSS	Associate Director of Research
<b>WORK-STREAM 2 - DATA</b>			
6	F	PMSS	Data WS Co-Lead, Head of Insights and Planning Office
7	F	PMSS	Data WS Co-Lead, Management Information (MI) Manager
8	M	PMSS	IT Programme Manager
9	F	PMSS	Student Data Reporting and Analysis
10	F	PMSS	Quality Reviews Manager, previous SAT member for 2018 submission
<b>WORK-STREAM 3 - EDUCATION</b>			
11	M	A&R	Education WS Lead, Athena Swan Departmental Champion, Associate Professor and Director of Research SoNM
12	F	A&R	Deputy Head of School of Postgraduate Studies, Associate Professor, Previous ASWG Member
13	F	A&R	Postdoctoral Researcher (2021) Lecturer (2022)
14	F	Student	Postgraduate Student
<b>WORK-STREAM 4 - POLICY</b>			
15	M	PMSS	Policy WS Co-Lead, HR Partner, Chair of Policy Review Group
16	F	PMSS	Policy WS Co-Lead, EDI Research and Policy Officer, Parents & Carers Network Coordinator. Previous ASWG Member
17	M	PMSS	Technology Transfer Case Manager
18	F	A&R	Lecturer, Molecular Medicine

WORK-STREAM 5 - COMMUNICATIONS				
19		F	PMSS	Communications WS Lead, Communications Manager
20		F	SMT	Director of International Engagement and External Relations, Race Equality Forum SMT Champion
21		F	PMSS	Associate Director, Chief Communications Officer
22		F	A&R	Lecturer, Department of Surgery
WORK-STREAM 6 - IMPLEMENTATION				
23		F	PMSS	Implementation WS Co-Lead, Athena Swan Project Officer, Race Equality Forum Coordinator, Focus Group Facilitator
24		F	PMSS	Implementation WS Lead, Head of EDI Unit, Co-Chair VisABILITY Forum/ESP Forum/Race Equality Forum
25		F	PMSS	Head of Staff Learning and Development, Aurora Manager
26		F	A&R	Professor in School of Pharmacy and Biomolecular Sciences, Departmental SAT Member, previous ASWG member

Figure 17: Membership intersectional data

Membership intersectional data



In preparation for renewal submission, workstreams met regularly over a 12-month period, in between full EDIC and ASWG meetings, and Workstream Leads convened 6 times (Table 10).

As part of our self-assessment, the ASWG reflected on how it functions as an important working group and the impact of COVID-19. We had limited progress in one of our overall objectives “to ensure fully functioning, effectively supported and transparent SAT” (AP2018 2.1 – 2.4) and reflected on key challenges.

The ASWG was not reconstituted in 2018, in part due to communication and staffing changes, but also as oversight was provided by the EDIC who received AS reporting annually. This was deemed to be sufficient, particularly during the pandemic when staff members had many competing commitments. Reporting to the EDIC included updates on EDI staff and student survey results. However, as EDIC oversight is high level, we now recognise that more granular tracking is needed. We recognise this was a barrier to continuous monitoring and evaluation of action plan implementation, which meant that we relied on individual action owners to drive activities.

### Plans for the future of the ASWG (self-assessment team)

Moving forward, central coordination by the EDI Unit will ensure that the ASWG meets biannually over the award period (**Action 1.10**). Members also acknowledge that more structured biannual progress reporting to the EDIC and SMT is essential as an accountability mechanism (**Action 1.10**). This includes annual analysis of staff and student data provided by a new Institutional Data Team (**Action 1.3**) and use of a strategic action plan tracking tool (**Action 1.5**).

In September 2023, ASWG membership will be reconfigured into a smaller steering group with a call for new members, while a proportion of existing members will be invited to continue for a final year to ensure continuity of knowledge and practice. Membership will continue to roll-over the implementation period, with a call for additional members to take place in 2026 focused on improving gender balance and intersectional representation (**Action 1.10**).

Throughout the development of this submission, we consulted extensively with core University functions and identified the most appropriate action owners. We note that certain Ex Officio roles will remain in place to support implementation. This reflects our goal to embed action owners into the ASWG membership for periods throughout implementation.

<b>Action 1.3</b>	Create an Institutional Data Team to include the management of all Athena Swan data requests, and support annual Athena Swan reporting at institutional and departmental level
<b>Action 1.5</b>	Scope out requirements and develop an online strategic action tracking tool to monitor implementation of Athena Swan actions at institutional and departmental level.
<b>Action 1.10</b>	ASWG steering group meeting to take place twice per year (two weeks before the EDIC) with an annual report on progress presented to SMT/EDIC
	Open call for new ASWG steering group members to oversee implementation, with provision to ensure membership from core University functions associated with action 'owners'

**Table 10: ASWG Activity over the Renewal Application Period (Jan 2022 – May 2023)**

*ASWG Activity over the Renewal Application Period (Jan 2022 – May 2023)*

Output/Activity	Date
Reconstitute ASWG	Jan-22
ASWG Meeting	Jan-22
Workstream Monthly Meetings (Feb - June 2022, ad hoc between Sept 2022 - March 2023)	Feb-22
Workstream Lead Meeting	Mar-22
Data Framework Developed	Mar-22
EDI Survey 2021 results analysed	Mar-22
ASWG Meeting 2	Mar-22
Workstream Lead Meeting	Apr-22
Staff data provided to ASWG	Apr-22
Student data provided to ASWG	May-22
Workstream Lead Meeting	May-22
ASWG Meeting - Advance HE Action Planning Session (Ms Sarah Fink)	Jun-22
Progress Report on AP2018 developed	Jun-22
Workstream Lead Meeting	Jun-22
Staff Focus Groups	Jul-22
Staff Focus Groups	Aug-22
Draft 1 of Submission (Section 1 and 2.1)	Aug-22
EDIC Meeting	Sep-22
Workstream Lead Meeting	Oct-22
Workstream Lead Meeting	Nov-22
ASWG Meeting	Dec-22
Athena Swan updated presented to SMT	Dec-22
EDIC Meeting	Jan-23
Draft 2 Submission (full submission)	Feb-23
SMT Action Plan 2023 - 2027 presentation and approval	Feb-23
'Critical Friend' - External Review	Mar-23
Final Draft Review - SMT and ASWG	Apr-23
Submit Application	May-23

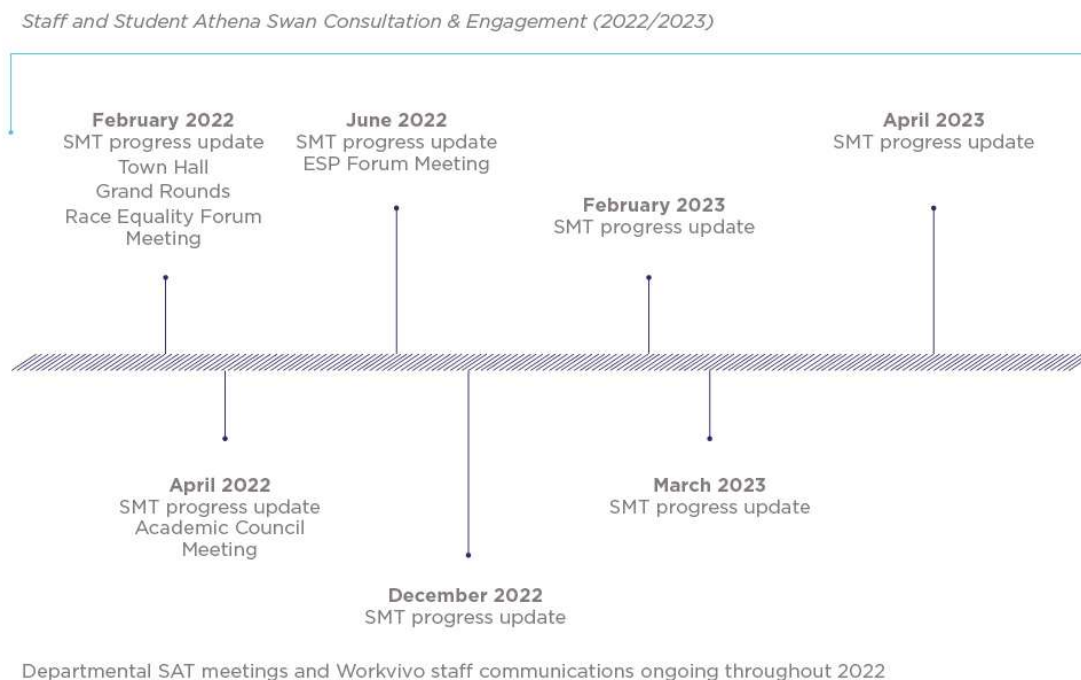
## **Evidence Gathering and Analysis**

Staff and student consultation was an integral part of our self-assessment, and a range of qualitative and quantitative data was analysed by the ASWG. This data is described in more detail below and is reported on throughout the latter sections of the application, as our rationale for future priorities and actions.

## Communications Campaigns

The EDI Unit supported various communication campaigns at important all-staff events to raise awareness of the AS renewals process and to encourage maximum engagement in the various consultation processes detailed below in Figure 18. This has resulted in staff self-reported knowledge of AS increasing from 74% in 2017 to 88% in 2021. **(AP2018 1.1.6)**. Staff engagement was also a way to gather informal feedback and consultation from staff on our equality issues.

Figure 18: Staff & Student Athena Swan Consultation & Engagement (2022/2023)

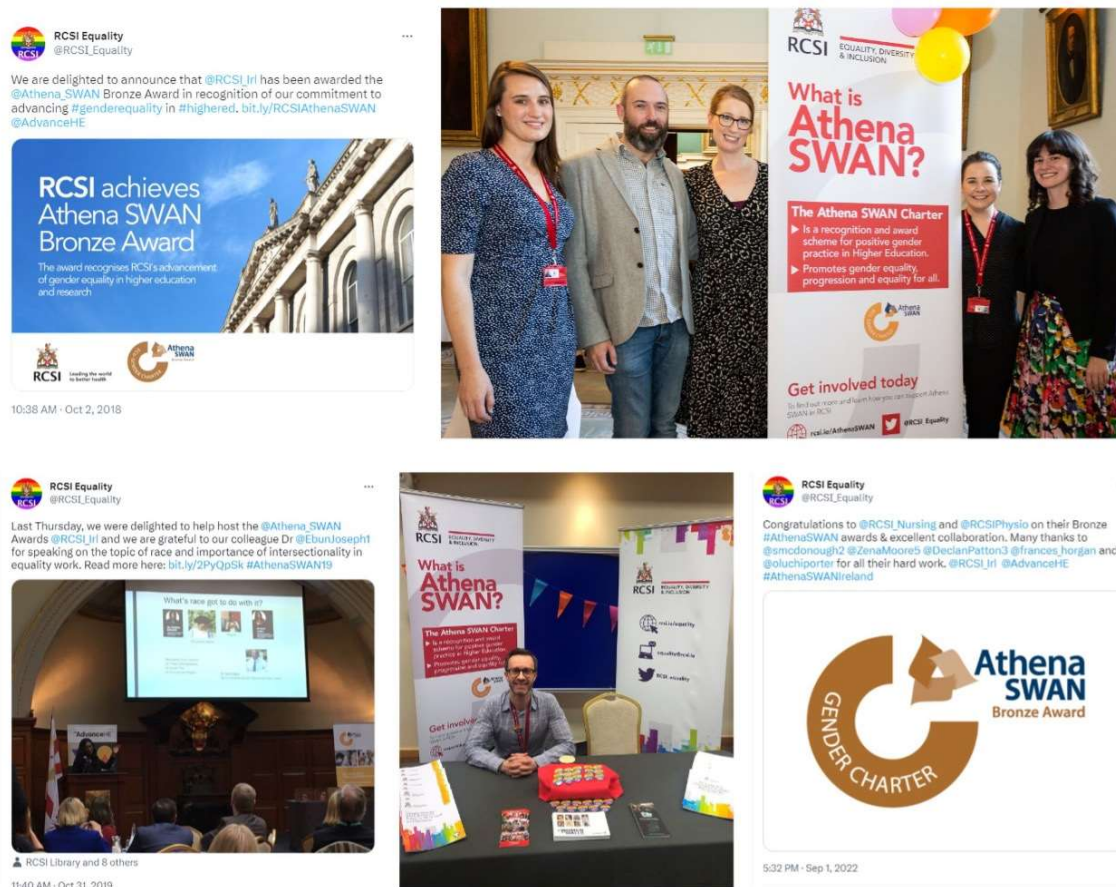


Communication with students regarding the AS principles and RCSI's AS activity and progress was also conducted throughout the year during student orientation (Sept/Oct 2022), EDI guest lectures (Nov 2022, Feb 2023), SU meetings, and on social media (Twitter and Instagram – Figure 19).

Some further progress on **(AP2018 1.1.6)**:

- Traffic to the EDI section on website has increased from 915 visits in 2018 to 4,463 visits in 2021. At the end of 2022, our Twitter account had 1,266 followers and our Instagram account had 281 followers;
- A new gender equality webpage was built in 2019 and traffic has increased from 363 visits in 2019 to 422 visits in 2021;
- Workvivo is RCSI's internal communications hub, bringing staff together into a virtual social experience. Since its launch in April 2019, over 336 posts dedicated to EDI initiatives, events or conversations have been shared.

Figure 19: RCSI Athena Swan Communications



EDI Staff Survey

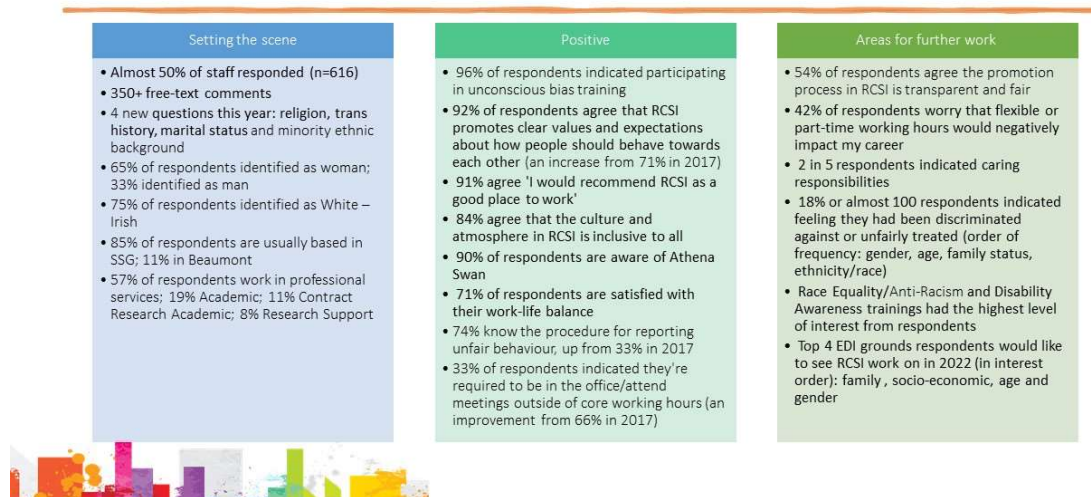
The response rate for the 2021 EDI Staff Survey was 48% (65%F, 33%M, n= 602) an improvement on the previous year (2020; 45%), and there was an increase in overall staff numbers. We are conscious of survey fatigue, particularly in the wake of the pandemic, and believe the current response rate allows for good insight into staff experiences.

The outcomes of the EDI Staff Survey were shared during Town Halls (see Figure 20), presented to SMT, EDIC and Council, and at a dedicated information session for all staff. We believe that communications to staff and increased departmental engagement with the AS accreditation process are key to maintaining a high response rate (**Action 1.6**).

Throughout this submission, 2017 data is included for comparative purposes where available, however, as the survey has evolved, we have added new question sets and so comparative data is not always directly available.

Figure 20: Presentation of 2021 EDI Survey Results Given to RCSI Staff

## 2021 EDI Staff Survey: key indicators



**Action 1.6** Results from the EDI Survey will be communicated to all staff through Town Halls, EDI Inductions and SAT meetings to educate staff on the importance of EDI Survey data for driving equality and culture initiatives.

### Student EDI Survey

The response rate for our annual Student EDI Survey (January 2022) was 7% (total for UG, PGR, PGT). In this survey, we collect equality data, and data on experiences of discrimination, including knowledge of and confidence in RCSI reporting mechanisms. Given the importance of this student feedback mechanism, we aim to introduce targeted measures to attract better responses (**Action 1.7**). QEO runs various student surveys throughout the year for which student experience is also collected and incorporated into important reviews e. g. QQI CINNTE Quality Review.

**Action 1.7** Run annual promotional campaigns to increase student engagement in EDI Survey through social media channels (including Student Life HQ, Library screens).  
Funding allocated for incentives/competitions for students to encourage engagement.



## Staff Focus Groups

In July and August 2022, the EDI Unit conducted five staff focus groups, one of which was thematic (74%F – Table 11 and 12).

The focus groups were as follows:

1. Academic Staff
2. PMSS Staff
3. Research Staff
4. Parents and Carers
5. All Staff

The focus groups considered the ways in which staff describe their experience at work in RCSI as well as exploring some areas highlighted in the EDI Staff Surveys in more depth. We aim to conduct focus groups at different times of the year in future to encourage maximum engagement. Additionally, the free-text options available in the annual EDI Staff Survey provides a rich qualitative data set which supplemented our focus group analysis.

Table 11: Focus Groups by Gender

*Focus Groups by Gender*

Output/Activity	Date
Male	7
Female	20
<b>Total</b>	<b>27</b>

Table 12: Focus Groups by Role

*Focus Groups by Role*

Staff group	Number of participants
Academic	10
Researcher	7
PMSS	10
<b>Total</b>	<b>27</b>

## EDI Strategy Evaluation - Focus Groups & Interviews

Between September and November 2022, an external evaluation<sup>2</sup> of the RCSI EDI Strategy and Action Plan was undertaken. The evaluation reviewed the delivery and impact of the EDI Action Plan, as well as wider institutional engagement in driving EDI. Themes explored were aligned with AS; people and culture, career progression, women's leadership and representation, leadership engagement with EDI, policy and processes.

The following were part of the consultation:

- Staff interviews: 3 A&R staff, 1 PMSS; 3F/1M
- Senior Women's Focus Group: 6 A&R staff, 3 PMSS
- Student Focus Group: 5 students (4F/1M)

## HR Pulse Surveys

HR Pulse Surveys (Figure 21) also provide valuable feedback relating to core themes included in AS (e.g. flexible and hybrid working, well-being and engagement). Staff response rates are high (e.g. 40% - February 2022).

Figure 21: Staff Pulse Survey Announcement on Workvivo



## External Feedback

We would like to acknowledge the support of our HE colleagues, Ms. Claire McGing, EDI Manager, IADT and Dr. Vanessa Ho, Dean for EDI, St George's University of London who generously provided considered feedback on our draft application in March 2023.

<1306 words>

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<sup>2</sup> The external evaluation was managed by Ms Olwen Dawe and Ms Adaku Okafor.

## Section 2: An evaluation of the institution's progress, opportunities and issues

In Section 2, applicants should evidence how they meet criteria B and D:

- + Evidence-based recognition of the issues and opportunities facing the applicant
- + Demonstration of progress against the applicant's previously identified priorities

Recommended word count: 4,500 words

### 1. Evaluating progress against the previous action plan

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

## 1.a Previous action plan

### RCSI ATHENA SWAN ACTION PLAN 2018 - 2023

Ref #	Objective	Action	Rationale	Time-frame	Person Responsible	Success criteria and outcome	RAG
<b>1. DESCRIPTION OF THE INSTITUTION</b>							
1.1 Consolidate EDI structure and mandate at RCSI							
1.1.1	<b>Establish dedicated EDI infrastructure to ensure gender identity is effectively supported and embedded in RCSI culture and practice</b>	Establish & staff EDI Office	To ensure Athena Swan Working Group is effectively supported	Q2 2017	CEO/HR	<b>EDI Office established with 4 staff</b>	<b>G</b>
1.1.2		Establish EDI Committee	To provide oversight and monitoring of AS activities	Q1 2018	CEO/EDI Unit	<b>EDI Committee established and meets four times per year</b>	<b>G</b>
1.1.3		Embed EDI/AS in Strategic Plan 2018 - 2020	To underpin institutional commitment to AS	Q1 2018	SMT	<b>EDI (including Athena Swan) included as key pillar in Four Year Strategic Plan</b>	<b>G</b>
1.1.4		Provide EDI Budget Line, with dedicated fund	To ensure AS actions are viable	Q1 2018	CEO/Finance Dept	<b>Dedicated budget line allocated for Athena Swan and EDI</b>	<b>G</b>

		for Athena Swan Actions					
1.1.5		Develop Athena Swan Data Collection Mechanism	To allow tracking and progress reporting of AS actions	Q1 2018	EDI Unit/QEO/HR /SARA/AS Data Workstream	<b>Athena Swan specific data collection mechanism established on CORE HR, Quercus and E-Recruit</b>	<b>A</b>
1.1.6		Develop Athena Swan Communications Strategy	To raise awareness and encourage support for AS objectives and activities	Q3 2017 and reviewed annually	EDI Unit/ Communications Office	<b>Increased awareness of Athena Swan in EDI staff survey question by Q4 2019. which in 2017 staff reported 74% “Before you were invited to take this survey, had you heard of Athena Swan?”</b>	<b>G</b>
<b>2. SELF-ASSESSMENT TEAM</b>							
2.1	<b>Ensure fully functioning, effectively supported and transparent ASWG</b>	Review & revise ASWG Terms of Reference	To set out governance structure of ASWG	Q3 annually	EDI Unit, CEO/Chair of ASWG, ASWG Members	<b>Governance structure of ASWG agreed</b>	<b>G</b>

2.2		Launch expression of interest call for new ASWG members	To ensure opportunities for staff to participate in ASWG	Q3 2018, Q3 2020	CEO/Chair of ASWG/ EDI Unit	<b>ASWG members rotated every two years, with 10 new ASWG members by Silver application.</b>	A
2.3		Convene ASWG quarterly to provide progress report	To report on action plan implementation	Quarterly	CEO/Chair of ASWG/ EDI Unit/ ASWG Members	<b>ASWG meetings held four times per annum</b>	A
2.4		Publish ASWG ToR, minutes and status reports on staff portal	To ensure transparency and accountability of ASWG	Quarterly	EDI Unit/Workstream Leads	Different approach taken to this action involving reporting to EDI Committee annually and during Town Halls. New Action for AP2023 <b>ASWG information made available in folder on staff portal.</b>	R
<b>3. A PICTURE OF THE INSTITUTION</b>							
<b>3.1 Academic Staff</b>							
3.1.1	<b>Ensure gender equality in advancement</b>	Increase the number of female staff in	There is gender imbalance for academic staff at	2018 - 2022	Dean's Office/L&D	Increases the number of female professors to 25%	G

	<b>opportunities for female academic staff</b>	senior roles through promotion by provision of professional development opportunities such as:  - External mentoring programme  - Establish overnight conference fund to support female academics to attend external conferences.	senior level (Prof 21% and AP is 39%)			Dedicated funds made available to support female academics to attend external conferences.	
<b>3.1.2</b>		Undertake review of the career pipeline	To determine what additional supports could be	Nov annually (post	Dean's Office/HR	<b>Gap analysis report on female academic pipeline completed to assess supports required to</b>	<b>A</b>

		for female staff to determine what additional supports the college can implement to support the transition from AP to Professor Level	implemented for female staff at AP level	promotions)		<b>transition to senior levels (AP and Prof)</b>	
<b>3.1.3</b>		Profile RCSI role models past and present through “Success Stories” profile about female staff in RCSI using print/online material to illustrate career development opportunities	To highlight past opportunities and potential for growth of junior female academic/research staff and mainstream gender equality in communications.	Q2 2019 and ongoing	Communications ASWG Workstream	<b>Success Stories developed and rolled out in internal publications e.g. Surgical Scope magazine and Women in Leadership website page.</b>  <b>Monitoring staff reporting in the EDI Survey “there are people at RCSI that I can identify with a role models” to see increase annually.</b>	<b>G</b>



3.2 Research Staff							
3.2.1	Ensure gender equality in advancement opportunities for female research staff	Create an apprenticeship model to increase the number of female co-PIs and through offering shadowing/deputy roles on grant calls.	To increase proportion of females serving as PIs on major research grants.	Q1 2022	AS Data Workstream, EDI Unit, Office of Research & Innovation	Percentage of female PIs increased to 40%	G
3.2.2		Increase the percentage of female applicants applying for and being promoted to Senior Research Fellow level through development opportunities such as provided	To increase proportion of female staff in senior research roles - 2017, 38%F	Q2 2021 and ongoing	Office of Research & Innovation	Percentage of female Senior Research Fellows increased to 45%	G

		by the Research Career Development Framework.					
<b>3.3 Academic and Research Contracts</b>							
<b>3.3.1</b>	<b>Ensure equal distribution of contract types to academic and research staff by gender</b>	Undertake audit to assess whether any gender bias in contract types awarded to men and women	Reduce female academic staff on fixed term contracts	Q2 2021	EDI Unit/HR	<b>Percentage of female staff of fixed term and specified purpose contracts reduced &gt;40% by 2021 (2017 83%F)</b>	<b>G</b>
<b>3.3.2</b>		Develop approach to address continuity of employment for female research staff	To demonstrate viable career path to female research staff	Q2 2022	HR, ORI	<b>Research Career Framework rolled out to support progression of female contract researchers</b>	<b>G</b>
<b>3.4 Academic Leavers</b>							

3.4.1	<b>Develop insights of reasons behind departures of academic staff</b>	Formalise exit interview process for academic and research staff	To capture feedback from departing staff	Q4 2019 and ongoing	HR/ ORI	<b>Exit survey made available to all staff leavers</b>	<b>G</b>
3.4.2		Conduct analysis of leavers data in relation to analyse trends and areas for concern	To gain insights and develop actions to address factors which may lead staff to leave.	From Q1 2022	HR/EDI Unit	<b>Key factors which may accelerate leave rate identified and addressed</b>	<b>G</b>
<b>3.5 Equal Pay Audit</b>							
3.5.1	<b>Determine whether gender pay gap exists</b>	Undertake annual gender pay gap audit, including professional, support staff from May 2018.	To assess if any gender pay gap and allow implementation of appropriate measures to address same as required.	Q2/Q3 annually	HR/EDI Unit/SMT	<b>Publish gender pay gap audit as part of annual financial returns.</b>  <b>Develop and implement action plan to address gender pay gap.</b>	<b>G</b>
<b>4. SUPPORTING AND ADVANCING CAREERS</b>							

4.1 Recruitment							
4.1.1		Develop recruitment panel database to track gender of interview panels and interviewees.	To track trends related to female applicants	Q3 2018	HR	Gender breakdown of all interview panels and interviewee pools recorded	G
4.1.2		Ensure minimum 40% gender presentation on each interview panel (5 people or more), including at long-listing and short-listing stage.	To ensure all stages of decision making are informed by gender balanced panels	From Q1 2018	MHSB/SMT/HR/EDI Unit	40% gender representation on all interview panels achieved	G
4.1.3		Appoint one person on the recruitment panel tasked with having a gender	To ensure gender equality is integral to all decision-making.	From Q1 2018	HR/EDI Unit	Gender equality representative designated on each interview panel	R

		equality view and remind the panel of their duties as appropriate					
4.1.4		Continue to roll out mandatory unconscious bias online training for all interview panel members.	To counter unconscious bias by raising awareness of same among interview panel members	Q1 annually & as required	HR/EDI Unit/ Head of L&D	<b>100% completion rate of unconscious bias training by interview panel members</b>	<b>G</b>
<b>4.2 Induction</b>							
4.2.1	<b>Ensure equal opportunity to access information and support systems are provided to all new academic, research and professional recruits</b>	Revise induction handbook and update annually. Publish on staff portal and email to all new recruits.	To provide induction information to staff to set the scene for gender equality upon commencement of work/as reference during employment	Q2 annually	HR/ L&D	<b>New induction handbook published on staff portal and shared with new recruits.</b> <b>Induction email shared with all new starters sharing fast facts about RCSI.</b> <b>Staff reporting satisfaction with formal induction increasing annually.</b>	<b>G</b>

4.2.2		Promote induction to academic staff (who have the lowest attendance rate by staff category).	To ensure academic staff benefit from induction	Q1 2020	Dean's Office/Academic Council/HR/EDI Unit/HoDs	<b>Attendance by academic staff at induction increased to 80% per annum</b>	<b>G</b>
4.2.3		Incorporate an EDI presentation into the formal induction session.	To set out RCSI's commitment to EDI to new recruits	From Q2 2018	EDI Unit/HR	<b>Dedicated EDI content included in staff induction</b>	<b>G</b>
<b>4.3 Promotions</b>							
4.3.1	<b>Provide adequate and targeted supports are in place to improve promotion opportunities for female academic and research staff</b>	Develop mentoring scheme for academic promotions	To provide mentorship supports for female academics seeking promotion	From Q2 2019	Dean's Office/HoDs/L&D	<b>Cross Departmental Academic promotions mentorship scheme rolled out</b>	<b>G</b>
4.3.2		Provide refresher unconscious bias training for	To remind panel members of	From Q3 2018	Academic Promotions &	<b>All promotions panel members have completed online unconscious bias module within</b>	<b>G</b>

		promotion panels, including external members	potential impact of unconscious bias		Appointments Committee, HR Director	<b>one month of sitting on promotions panel.</b>	
<b>4.3.3</b>		Appoint one person on the promotions panel tasked with having a gender equality view and remind the panel of their duties as appropriate	To ensure gender equality is integral to all decision-making.	From Q3 2018	Academic Promotions & Appointments Committee, HR Director/ EDI Unit	<b>Gender equality representative designated on each promotions panel</b>	<b>R</b>
<b>4.3.4</b>		Ensure gender balance on promotions panels, including external panel members	To ensure gender balance is considered at all stages in the promotions process.	From Q3 2018	Academic Promotions & Appointments Committee, HR Director	<b>40% gender representation on all promotions committee achieved</b>	<b>G</b>

4.3.5		Publish academic promotions criteria on RCSI website	To ensure transparency around promotions and encourage benchmarking with peer HEIs	From Q3 2018	Director of IT/Director of HR	<b>Academic promotions criteria published on RCSI website</b>	<b>G</b>
4.3.6		Continue feedback process for supporting those who have not been successful	To share lessons learned and strengthen future promotion applications	Q1 annually	HR/Dean's Office	<b>Written and verbal feedback provided to unsuccessful candidates within 2 weeks of notification</b>	<b>G</b>
<b>5. CAREER DEVELOPMENT</b>							
<b>5.1 Training</b>							
5.1.1	<b>Provision of dedicated unconscious bias and EDI training to all staff</b>	Increase uptake of online unconscious bias training	To help address unconscious bias among staff	Q2 2020	EDI Unit/HR/HoDs	<b>Completion rate of unconscious bias training increased to 90% uptake</b>	<b>G</b>
5.1.2		Develop and roll out half-day classroom based	To augment understanding and awareness of	3 x per annum	EDI Unit/ EDI Champions/ L&D		<b>A</b>



		unconscious bias training to staff.	unconscious bias and its impact			<b>120 staff complete classroom based UB training per annum and feedback assessed</b>	
<b>5.1.3</b>		Develop EDI 101 Course and provide half-day workshop to staff.	To educate staff on EDI and its impact	3 x per annum	EDI Unit/ EDI Champions/ ASWG Education Workstream	<b>120 staff take part in New EDI in HE Module made available to all staff on Moodle.</b>	<b>A</b>
<b>5.2 Appraisal</b>							
<b>5.2.1</b>	<b>Ensure PDP is accessible, transparent and free of gender bias</b>	Review PDP forms to make more user-friendly & fit for purpose.	To streamline PDP review process. During the staff consultation staff reported that more clarity was required on how to use the PDP form, manage PDP and that the process was challenging for large departments.	Q4 2017	HR/HoDs/Staff	<b>PDP forms streamlined to reduce time required for completion, with clearer instructions for HoDs/Managers/Staff</b>	<b>G</b>

5.2.2		Conduct annual review of PDP process and revise accordingly.	To evaluate impact of PDP process	Q4 annually	HR Director	<b>Annual assessment of PDP process undertaken with actions for improvement identified. Monitor staff reporting "<i>I found participation in the PDP useful</i>" in EDI Survey.</b>	<b>G</b>
5.2.3		Continue to develop and enhance the supports available to staff to ensure they get the most from the PDP process including online guidance materials, workshops, and one-to-one specialist supports from HR.	To provide supporting documentation for PDP process	Ongoing	HR/ HoDs	<b>Annual PDP workshop provided to HoDs and managers. Individual consultations provided as required</b>	<b>G</b>

5.2.4		Transition from paper-based to automated PDP management system	To measure PDP uptake by gender	Q1 2021 annually	IT/ HR/ HoDs	<b>Online PDP system identified and piloted, with permanent uptake if successful. Participation rates to be tracked and monitored.</b>	<b>G</b>
<b>5.3 Support Given to Academic Staff for Career Progression</b>							
5.3.1	<b>Increase mentoring, networking and professional development opportunities for female academic staff</b>	Continue to provide annual promotions workshops for female academic staff.	To provide information on the promotions process to female academic staff	Q3 annually	HoDs, Dean's Office, L&D	<b>One dedicated promotions workshop offered to staff per annum</b>	<b>G</b>
5.3.2		Develop and RCSI Womens Network	To provide internal networking opportunities for female staff	3 x per annum	EDI Unit, HR, Aurora Network	<b>Womens Network set up with 3 meetings per year, and two events</b>	<b>G</b>
5.3.3		Expand pool of mentors through participation in cross institutional	To expand mentorship opportunities for female staff	Q1 & Q3 annually	30% Club Members, SMT, L&D	<b>4 female staff per annum participated in cross institutional mentoring programme</b>	<b>A</b>

		mentoring programme.					
5.3.4		Continue to provide Aurora Leadership Programme to female staff and conduct impact assessment	To provide dedicated professional development opportunities for junior and senior female staff	Q3 2018 annually  Conduct impact assessment in 2021	L&D	<b>12 female staff completing Aurora each year. Impact assessment to monitor benefits and progression of staff</b>	<b>G</b>
<b>6. FLEXIBLE WORKING</b>							
<b>6.1 Cover Before Maternity &amp; Adoptive Leave</b>							
6.1.1	<b>Provide clear and relevant support and information to staff before maternity and adoptive leave</b>	Review and update RCSI Maternity/Adoptive Leave Policy & develop plain English guide.	To ensure information on maternity/adoptive leave is easily accessible, up to date and understood	Q1 2018 & Q1 2020 or as legislative changes require	HR, EDI Unit, Parents and Carers Network	<b>Maternity/Adoptive leave policy updated as part of annual review process (or as legislation requires) and plain English guide published on RCSI staff portal.</b>	<b>G</b>

6.1.2		Provide summary guidance document for HoDs/managers How to Support Your Team During Family Leave	To provide information to HoDS/ managers to outline best practice in supporting staff on family leave	Q3 2019	HR, EDI Unit, HoDs, Managers, Parents and Carers Network	<p><b>How to Support Your Team During Family leave incorporated into new manager induction process.</b></p> <p><b>Monitoring staff reporting “I was supported by my School/Dept/Centre Office before my family leave” in EDI Survey (2017 73%F/70%M)</b></p>	A
6.1.3		Develop dedicated policy and information for managers to support those receiving IVF treatment.	To support staff undergoing IVF and provide information for their managers	Q1 2020	HR, EDI Unit, HoDs, Parents and Carers Network	<p><b>IVF policy and supporting documented developed and disseminated via staff portal and to HoDs/Managers</b></p>	G
6.1.4		Publish maternity/adoption benefits on HR Section of RCSI website	To ensure transparency and ensure information maternity/adoption	Q3 2018	IT, HR, EDI Unit	<p><b>Maternity and adoption benefits published on RCSI website.</b></p> <p><b>Monitor staff responding to “the process for applying for family</b></p>	G

			n benefits are readily accessible			leave was straightforward” in the EDI survey.	
<b>6.2 Cover During Maternity &amp; Adoptive Leave</b>							
<b>6.2.1</b>	<b>Clarify supports offered to staff during maternity and adoptive leave</b>	Define maternity/adoptive leave keep in touch days and requirements to staff and managers in RCSI Maternity/Adoptive Leave Policies.	To provide clarity on contact time with College during maternity/adoptive leave	Q3 2018	HR, EDI Unit, HoDs, Managers, Parents and Carers Network	<b>Keep in touch days clearly defined in maternity/adoptive leave policy</b>	<b>R</b>
<b>6.2.2</b>		Provide staff on maternity/adoptive leave with option to attend RCSI All Staff Town-hall meetings through remote access (optional).	To allow staff on maternity/adoptive leave to keep up to date with institutional developments (as required)	From Q3 2019	Conference & Events, HoDs, Pls, HR, EDI Unit, Parents and Carers Network	<b>IT log-in details remain in place for staff on maternity/adoption leave</b>	<b>G</b>

6.3 Cover and Support for Maternity & Adoptive Leave: Returning to Work							
6.3.1	<b>Promote and advance back to work supports for staff returning from maternity &amp; adoptive leave</b>	Continue Protected Teaching Time Scheme for staff returning from maternity/adoptive leave.	To support academic staff returning from maternity/adoptive leave in managing workload	Ongoing	HoDs, HR	<b>Six month teaching free period provided to female academic staff post maternity/adoptive leave.</b>	<b>G</b>
6.3.2		Host National Mumager Back to Work Workshop onsite in RCSI.	To highlight RCSI's participation in national back to work scheme for staff	Q1 2018	L&D, HoDs, Managers	<b>National Mumager Back to Work Workshop hosted at RCSI twice per year and attendance monitored</b>	<b>G</b>
6.3.3		Provide access to the Breastfeeding/Expressing Room in 123 SSG for staff returning from maternity leave.	To ensure staff requiring breastfeeding expressing facilities are aware of facilities	Ongoing	Estates & Facilities, HR, HoDs	<b>Tour and swipe access to breastfeeding room provided to staff upon return to work post maternity/adoption leave</b>	<b>G</b>

6.3.4		Identify a room or area(s) in each building on campus and new buildings with breastfeeding/expressing or rest facilities for breastfeeding or pregnant people.	To provide suitable rest facilities for breastfeeding/expressing mothers	2020 (old buildings) 2022 (new buildings)	Estates & Facilities, EDI Unit	<b>Breastfeeding/expressing facilities included in all new RCSI building</b>	<b>A</b>
6.3.5		Back to Work details provided returning female staff, including guidelines on Breastfeeding Policy and Expressing Room Access	To provide uniform information on available supports to all staff returning from maternity/adoptive leave	Q2 annually	HR, EDI Unit, Parents and Carers Network	<b>Back to Work details included in maternity leave policy</b>	<b>G</b>
6.3.6		Ensure baby-changing facilities	To ensure appropriate baby-changing facilities	2020	Estates & Facilities, EDI Unit	<b>Baby-changing facilities installed in RCSI student buildings</b>	<b>G</b>



		in all RCSI buildings	are available across campus				
<b>6.4 Maternity Return Rate</b>							
<b>6.4.1</b>	<b>Equip HoDs and Managers with information and advice on how to effectively support staff returning from maternity leave.</b>	Develop and publicise dedicated information pack to managers to support staff taking/returning from maternity leave.	To raise awareness of facilities in place and outline best practice for HoDs/managers in supporting staff and students	Q4 2018	HR, EDI Unit, Parents and Carers Network	<b>Information pack on supporting staff post maternity/adoptive leave provided to all HoDs and Managers.</b>  <b>Monitoring staff reporting “I was supported by my School/Dept/Centre Office after my family leave” in EDI Survey (2017: 66%F and 44%M)</b>	<b>A</b>
<b>6.5 Support During Parental and Paternity Leave</b>							
<b>6.5.1</b>	<b>Promote and support parental leave scheme</b>	Develop awareness raising campaign of parental leave benefits available to staff.	To increase awareness of parental leave programme. In 2017 – 24F and 2M availed of parents leave.	Q1 2020	HR, EDI Unit, Parents and Carers Network, HoDs, Managers	<b>Increased knowledge of parental leave benefits and people reporting yes to “Are you aware that all parents of children up to 8 years are eligible to take Parental leave?” in the EDI Survey (2017: 57%F and 44%M)</b>	<b>G</b>

6.5.2		Where feasible, encourage male and female staff to take parental leave as required – work to change the status quo/ any potential unconscious bias towards taking parental leave.	To increase uptake of parental leave among male and female staff	From Q3 2018	HR, EDI Unit, Parents and Carers Network, HoDs, Managers	<b>Increased uptake (10 per annum) of parental leave, particularly by male staff</b>	<b>R</b>
<b>6.6 Childcare</b>							
6.6.1	<b>Assess existing childcare supports and consider provision of alternative childcare supports</b>	Establish Parents and Carers Staff Network to promote existing supports and identified opportunities for improved support	To promote existing supports for parents/carers and identify opportunities for development.	Q2 2018/ quarterly	EDI Unit	<b>Parents and Carers Network launched and convened 4 x per annum</b>	<b>G</b>

6.6.2		Undertake review of crèche subsidies contract and provision of places.	To assess effectiveness of existing crèche subsidies scheme	Q3 2018	HR, Parents and Carers Network	<b>Crèche subsidies contract reviewed</b>	<b>A</b>
6.6.3		Identify new crèche facilities near Beaumont hospital (current contracted crèche agency does not cover this area).	To provide equal opportunity to access childcare support in Beaumont	Q2 2019	HR	<b>Crèche facilities identified near Beaumont hospital</b>	<b>A</b>
6.6.4		Raise awareness of Term Time Leave scheme.	To highlight existing opportunities for term time leave	From Q3 2019	HR, HoDs, Managers, Parents and Carers Network	<b>Presentation on Term Time Leave scheme at Parents and Carers Network</b>	<b>G</b>
6.6.5		Develop partnership with local play scheme	To provide play scheme for parents	From Q2 2019	HR, Parents & Carers Network	<b>Pilot summer play scheme to assess impact/uptake for longer term uptake</b>	<b>R</b>

		providers to support parents during school holidays.	during school holidays				
<b>6.7 Caring Responsibilities</b>							
<b>6.7.1</b>	<b>Clarify supports required and provided to staff who are carers.</b>	Provide additional flexibility in working arrangements for those with caring responsibilities, for example through buying additional leave, temporary adjustments and a career break/unpaid leave scheme.	To provide supports required by staff who are carers	From Q1 2020	EDI Unit, HR, HoDS, Managers	<b>Undertake dedicated needs assessment with carers to identify requirements.</b>	<b>A</b>

7. ORGANISATION & CULTURE							
7.1 Culture							
7.1.1	<b>Continue to develop and nurture with EDI and gender equality are the foundation which underpins all work at RCSI.</b>	Roll out <i>Mind the Gap</i> campaign to remind management/staff to stop and consider gender equality and work to ensure minimum 40% representation.	To promote Gender Equality on panels/working groups/committees/speakers etc.	Q2 2023	EDI Unit, Communications Dept, Management Team, HoDs, Committee Chairs, all staff	<b>Mind the Gap email and poster campaign rolled out to committee chairs, HoDs, managers</b>	R
7.1.2		Launch EDI grant scheme.	To encourage staff to lead and develop gender equality initiatives/events	Q3 annually	EDI Unit, all staff	<b>Dedicated grant scheme provided to 3 student led initiatives/events to promote gender equality per annum</b>	G
7.1.3		Champion #heforshe initiatives across the campus and promote the	To encourage male staff to support gender equality initiatives	ongoing	EDI Unit, all staff	<b>#HeforShe elements included in flagship events and/or stand alone event</b>	A

		behaviours, values and expectations which are needed among male and female staff to make gender equality a reality.					
<b>7.1.4</b>		Continue support for 30% Club Women in Leadership Scholarships for 3 year period and evaluate impact in 2021.	To provide dedicated opportunities for further education/career develop through female only scholarship programmes	2018 - 2021	EDI Unit, Institute of Leadership	<b>Two fully funded 30% Club Women in Leadership scholarships provided per annum – MSc in Leadership and Professional Diploma in Healthcare Management</b>	<b>G</b>
<b>7.2 HR Policies</b>							
<b>7.2.1</b>	<b>Embed EDI/gender equality across all staff policies and</b>	Undertake awareness raising campaign of	To raise awareness of amendments and supports	Q1 2019, Q1 2021	HR, EDI Unit, HoDs, MHSB, all staff	<b>Dignity at work policy and mechanism for reporting bullying</b>	<b>G</b>

	<b>ensure this is represented in practice.</b>	revised Dignity at Work Policy, Summary Guide and Mechanism for Reporting Bullying/Harassment and Discrimination.	available to staff under the Dignity at Work Policy			<b>and harassment highlighted on the staff portal and through Workvivo. An annual increase in staff reporting they know how to report unfair treatment, bullying/harassment and discrimination in the EDI survey.</b>	
<b>7.2.2</b>	<b>Promote zero tolerance policy for bullying and harassment through Dignity at Work policy and roll out systems, which allow effective monitoring of same.</b>	Establish a case management system for reporting bullying and harassment cases.	To track bullying and harassments cases on stand alone case management system	Q4 2018	HR, IT, EDI Unit	<b>Case management software identified and rolled out.</b>	<b>R</b>
<b>7.2.3</b>		Hold a series of workshops to share good practice in addressing bullying and harassment at	To outline best practice for addressing bullying/harassment	Q1 & Q3 annually	HR, EDI Unit, HoDs, Managers, Pls	<b>Dignity at Work briefings provided during manager workshops.</b>	<b>G</b>

		department/unit level					
<b>7.2.4</b>		Develop and launch Safe Campus Initiative for staff and students	To develop a respect, consent and safety agenda for RCSI staff and students	Q3 2021	EDI Unit	<b>Ending Sexual Violence and Promoting Consent (ESP) staff and student forum established to develop and advance actions to promote a safe campus</b>	<b>G</b>
<b>7.3 Proportion of Heads of School/Department by Gender</b>							
<b>7.3.1</b>	<b>Increase number of female HoDs</b>	Review and equality proof heads of school and department policy with provision of gender targets for HoD	To address gender imbalance at HoD level	Q1 2019	CEO, Dean's Office, HoD	<b>Appointment process for head of schools/department reviewed and potential for new/rotating appointments identified</b>	<b>A</b>
<b>7.3.2</b>		Support attendance by female staff at one external	To encourage development of potential female	Q3 2018	EDI Unit, L&D	<b>Five female staff attended Women on Boards training</b>	<b>G</b>



		Women on Boards seminar per annum	HoDs/Board representatives				
<b>7.4 Representation of Men and Women on Senior Management Committees</b>							
<b>7.4.1</b>	<b>Review Terms of Reference of governing body, executive board and committees and ensure clause on 40% gender representation is included.</b>	Review and revise membership policy of governing Body (MHSB) and recruitment practice for Executive Board (Senior Management Team - SMT)	To increase female representation governing body and executive management board	Q4 2022	MHSB, SMT, HR, peer HEI representative	<b>Membership and recruitment reviewed and actions identified to increase female representation to 40%</b>	<b>G</b>
<b>7.4.2</b>		Conduct audit of committee membership and standardise definitions of committees/work	To clarify committee structures to ensure gender recommendations are applicable	Q2 2022	EDI Unit, Committee chairs & secretaries, MHSB, SMT	<b>Audit of all RCSI Committees etc undertaken and reported to MHSB and SMT</b>	<b>R</b>

		king groups/task forces/panels etc.					
<b>7.5 Representation of Men and Women on Influential Institutional Committees</b>							
<b>7.5.1</b>	<b>Ensure 40% minimum male/female representation on all boards, committees, working groups, panels across the college.</b>	Ensure recommendation by HEA Expert Group on Gender Equality in HEIs - 40% minimum female representation on Committees - is embedded through adoption of RCSI Gender Representation on Committees Policy	To ensure institutional commitment to achieving 40% representation on committees is embedded	Q4 2019	EDI Unit, Committee Chairs	<b>40% minimum gender representation is added to the ToR on all relevant committees</b>	<b>G</b>
<b>7.5.2</b>		Extend membership base of	To allow Committees with established	Q2 2022	MHSB, Committee Chairs	<b>Membership base of institutional committees extended to allow 40% gender representation, where</b>	<b>R</b>

		Committees to ensure balanced perspective, where possible.	membership base to reach 40% representation			<b>rotation of members is not feasible</b>	
<b>7.5.3</b>		Annual reporting to Governing Body and Executive Management Team on % of female representation.	To ensure oversight and reporting of gender targets for committees	From Q3 2022 annually	MHSB, SMT, Committee Chairs	<b>Gender profile reports submitted by Committee Chairs to MHSB and SMT</b>	<b>R</b>
<b>7.5.4</b>		Actively encourage female members of staff to apply for Committees through the adoption of a formal process of appointment for any/all	To ensure appointments to committees are transparent and open	ongoing	HoDs, Dean's Office	<b>Openings on committees published to ensure open and transparent appointment processes</b>  <i>Monitor staff reporting "there are equal opportunities to become involved in internal activities (interview panels, committees,</i>	<b>A</b>

		Committee members.				<i>working groups)</i> ” in EDI Survey (2017: 69%F/83%M)	
<b>7.6 Institutional Policies, Practices and Procedures</b>							
<b>7.6.1</b>	<b>Undertake staff consultation and EDI proofing of staff policies</b>	Undertake annual EDI audit of RCSI staff policies.	To ensure staff policies are kept up to date with legislative developments	Q2 Biannually	EDI Unit, HR, Staff Policy Consultation Group	<b>EDI audit of RCSI staff policies undertaken biannually.</b>	<b>G</b>
<b>7.6.2</b>		Review Policy Amendments and new Policies at Staff Policy Consultation Group meetings.	To ensure consultation/buy in for policy amendments/new staff policies	Q1 & Q3 Annually	EDI Unit, HR, Staff Policy Consultation Group	<b>Staff Policy Consultation Group convened annually to review policy amendments and new policies, make recommendations to SMT/MHSB.</b>	<b>G</b>
<b>7.7 Workload Modelling</b>							
<b>7.7.1</b>	<b>Support departments to assess current workload management and identify/address</b>	Identify good practice for workload management and develop clear	To support departments in identifying good practice for workload management	Q3 2020	HoDs, Department Staff	<b>Best practice for workload management in peer institutions reviewed and guidelines developed with staff.</b>	<b>A</b>

	<b>any gender disparities in task allocation.</b>	guidelines for all departments.					
<b>7.7.2</b>		Collect and analyse data from departmental pilot models to identify any gender disparities and introduce actions in response to these as appropriate.	To address any gender disparities in task allocation at department level	Q2 2021	HoDS, HR, EDI Unit, MHSB, Academic Council	<b>Self-nominated departments share results on workload modelling pilot at Academic Council</b>	<b>A</b>
<b>7.8 Timing of Institutional Meetings and Social Gatherings</b>							
<b>7.8.1</b>	<b>Roll out core meeting hours policy and provide necessary supports to allow compliance.</b>	Develop & implement Core Meetings Hours Policy.	To ensure staff meetings take place between core meeting hours	From Q1 2018	MHSB, SMT, Dean's Office, EDI Unit, HR, all staff, HoDs	<b>All core institutional and departmental meetings take place between 9-5pm</b>	<b>G</b>

7.9 Visibility of Role Models							
7.9.1	<b>Ensure 50% of honorary doctorate nominations/appointments are female.</b>	Revise the Terms of Reference of the Honorary Awards and Appointments Committee to stipulate that 50% of nomination and appointments are female.	To recognise the contributions of distinguished females through honorary appointments	Twice annually	MHSB, Dean, Honorary Awards and Appointments Committee	<b>Half of honorary doctorates are awarded to female candidates.</b>	<b>G</b>
7.9.2	<b>Emphasis commitment to EDI through profiling female role models and provision of gender equality events</b>	Support events highlighting gender equality annually e.g.  Women's Day (Mar annually) and International Men's Day (Nov annually)	Ensure visibility of female role models. "You cannot be what you cannot see"	Q2 2018 annually	ASWG Comms Workstream, Conference & Events, EDI Unit, EDI Champions, ASWG Members	<b>Annual calendar of gender equality events rolled out, with International Women's Day as landmark event each year.</b>	<b>G</b>

		Unveiling of Women on Walls					
7.9.3	<b>Continue to raise awareness of female role models/RCSI Women in STEMM and gender equality initiatives through online and print media</b>	Update RCSI EDI/Gender Equality webpage with transition to new RCSI website in September 2018	To ensure accessible repository for all EDI/Gender Equality/Athena Swan information.	Q4 2022	Chief Information Officer, IT, Communications, ASWG Workstream	<b>Increased number of page views on RCSI Athena Swan webpage</b> <b>RCSI webpage dedicated to gender equality at RCSI</b>	<b>G</b>
7.9.4		Continue to profile gender equality initiatives through social media platforms – Twitter, Facebook, Snapchat.	To ensure actions are promoted to internal, external & staff/student audiences.	Q4 2022	Communications ASWG Workstream, EDI Unit	<b>Number of Twitter followers increased to 1000</b>	<b>G</b>
7.9.5		Develop photo bank of RCSI women in STEMM for use	To ensure design team/all departments	Q4 2022	Communications ASWG	<b>Increased representation of females in RCSI branded</b>	<b>G</b>

		by design and communications team to draw from in RCSI publications/design.	responsible for RCSI publications (Annual Report, Internal publications including CEO memo, Scope, bulletins etc.) have access to gender balanced imagery.		Workstream, EDI Unit	<b>institutional and departmental print and online material</b>	
<b>7.10 Outreach</b>							
<b>7.10.1</b>	<b>Demonstrate that outreach activities are core to EDI mandate</b>	Define outreach at RCSI, particularly engagement outside of REACH community engagement programme and through programmes undertaken	To classify outreach activities and capture breadth of outreach activities taking place	Q3 2018	MHSB, ASWG Comms Workstream	<b>Outreach objectives clearly defined in RCSI Engage Strategy</b>	<b>G</b>



		through individual grants and assess how this relates to Strategic Plan objectives for EDI					
7.10.2		Develop reporting tool to track outreach uptake by staff	To record participation of staff in outreach activities.	Q4 2019	EDI Unit, REACH, IT, HoDs, Pls, Managers	Launch online reporting tool which will allow outreach leads to share details of activities and uptake by staff by gender	G
<b>7.11 Leadership/Departmental Applications</b>							
7.11.1	<b>Develop and implement AS departmental applications process</b>	Engage with peer HEIs to learn about best practice for Athena Swan departmental submissions.	To learn from best practice in AS departmental applications	2 x per annum	EDI Unit, peer HEIs	<b>Peer engagement with departmental SATs in peer institutions facilitated to all departments with SATs</b>	G

7.11.2		Provide briefing sessions on the Athena Swan departmental application process.	To provide information to Departmental leads interested in submitting AS departmental application	Q1 & Q3 per annum	Athena Swan Project Officer, ECU lead	<b>Departmental Athena Swan briefing sessions provided to all departments and schools interested in pursuing Athena Swan Awards</b>	<b>G</b>
7.11.3		Appoint dedicated Departmental Athena Swan Project Officer to support departmental application process.	To ensure in-house support for departmental submissions	Q3 2018	EDI Unit, HR	<b>Departmental Athena Swan Project Officer appointed</b>	<b>G</b>
7.11.4		Submit one departmental application per round/year	To ensure AS principles are embedded at departmental level	Q2 & Q4 per annum	Department ASWGs, EDI Unit, Athena Swan Project Officer	<b>Departmental applications submitted annually (in line with School/Departments work plans). All Departments/School wishing to pursue AS accreditation with the</b>	<b>G</b>

						next two-year period have SAT set up.	
<b>8. SUPPORTING TRANS PEOPLE</b>							
<b>8.1 Current Policy &amp; Practice</b>							
<b>8.1.1</b>	<b>Cultivate inclusive environment and support mechanisms for trans and gender non-conforming staff and students</b>	Roll out Phases 2-5 of TENI Trans 101 training (Phase 1: Front Line Service Staff; Phase 2) Student Class Representatives; Phase 3) SMT/ HoDs/ Academic Staff; Phase 4) Pls/ Research Staff; 5) Managers/ Professional Staff  Offer open attendance at	To raise awareness of transgender and gender non-conforming staff and students	Q1 2018 – Q1 2019  Q4 annually	EDI Unit, ASWG, staff and student networks, Pride Network, Education ASWG Workstream, TENI	<b>500 staff and students trained in Trans 101</b>	<b>G</b>

		annual refresher training.					
8.1.2		Include Gender Identity and Expression/Trans Introduction and information on Pride Network at EDI Induction for all new staff.	To ensure transgender and gender non-conforming staff are represented in EDI induction materials	monthly	EDI Unit, Pride Network	<b>Gender Identity and Expression included in EDI induction presentation</b>	<b>G</b>
<b>8.2 Monitoring</b>							
8.2.1	<b>Undertake monitoring and evaluation of gender identity and expression initiatives</b>	Assess and report on impact of Gender Identity and Expression initiatives in the EDI Annual Report.	To ensure transparency and accountability for gender identity and expression initiatives	Q1 2019 and 2021	EDI Unit, Pride Network	<b>Pronouns, mainstreaming pride staff BBQ</b>	<b>G</b>
8.2.2		Review Trans 101 Training Programme	To assess impact of Trans 101 training	Q1 2019	EDI Unit, Policy ASWG	<b>Trans 101 training reviewed through evaluation forms</b>	<b>G</b>

					Workstream, all staff		
8.2.3		Engagement with staff Pride Network	To engage with staff Pride network to monitor any positive/negative impact of interventions.	ongoing	EDI Unit, QEO, Pride Network. Policy ASWG Workstream	<b>Pride Network activity reported into the EDIC annually</b>	<b>G</b>
8.2.4		Include dedicated question on implementation of Gender Identity and Expression Policy in staff EDI survey.	To benchmark progress against gender identity and expression targets	Q3 bi-annually	EDI Unit, QEO, Pride Network. Policy ASWG Workstream	<b>New question on Gender Identity and Expression added to EDI staff survey.</b>	<b>G</b>
<b>8.3 Further Information</b>							
8.3.1	<b>Progress Gender Identity and Expression agenda through engagement with</b>	Develop and share guidance documents on supporting trans and gender non-	To ensure information on gender identity and expression is	Q3 2018 Q3 2020 (update)	EDI Unit, TENI, Policy ASWG Workstream	<b>Trans 101 Jargon Buster published on EDI Hub on Moodle for all staff and students</b>	<b>G</b>

	<b>external stakeholders.</b>	conforming staff and students	clear and easily accessible				
<b>8.3.2</b>		Undertake consultation to assess how RCSI can position itself to best support medical requirements of transgender people in Ireland.	To determine what additional supports the college can provide for trans and gender non-conforming people	2020 – 2022	EDI Unit, Pride Network, Academic Council, MHSB, Students Union	<b>Public event with medical experts provided on medical support for trans people</b>	<b>G</b>
<b>8.3.3</b>		Provide support for Staff Pride Network events/activities per annum	To increase visibility and raise awareness of staff Pride Network	From Q1 2018	EDI Unit, Pride Network and Allies, all staff	<b>Two - four pride networks activities completed per annum</b>	<b>G</b>
<b>8.3.4</b>		Annual participation in Dublin City Pride celebrations	To demonstrate support for the LGBT+ community	Q2 annually	EDI Unit, Pride Network and Allies		<b>G</b>
<b>9. INTERSECTIONALITY DATA COLLECTION</b>							

9.1.1	Assess cross cutting themes of ethnicity and gender equality (Intersectionality).	Capture data for ethnicity of staff on CORE HR.	To establish impact of ethnicity and gender on female advancement.	Q3 2020	HR, EDI Unit	Intersectionality data collection and review process implemented with follow up actions as required.	G
9.1.2		Capture data for ethnicity of students via Quercus.		Q3 2020	HR, SARA Office		A

- b. Comment and reflect on the progress achieved through implementation of the institution's most recent action plan. This should include:
- + direct reference to the previous action plan, and, where appropriate, future action plan;
  - + qualitative and quantitative data to evidence the evaluation of progress;
  - + information on the methodology of action implementation, evaluation and iteration;
  - + comment on factors (internal or external to the institution) that acted as barriers or facilitators to the implementation of actions and meeting of success measures. Where relevant, make reference to actions from the previous action plan that have been rated as amber or red, and any actions that were removed over the course of the award. Where challenges to successful implementation are noted, outline the steps taken to respond to these, and how the action plan was adjusted;
  - + description of the main learnings and outcomes from the evaluation of the action plan and how learning can be applied to improve implementation, outcomes or impacts of the future action plan;
  - + information, where relevant, on how panel feedback on the previous institution application has been actioned over the course of the award.

Since achieving a Bronze Award in 2018, we have seen progress on important milestones in our action plan and have reflected upon the challenges we face in making transformative change at RCSI. We have responded to panel feedback regarding our action plan and focused on making actions "SMARTer" to achieve impact.

Our self-assessment revealed some key barriers and enablers to progress that we will address in our reflections below and with future actions. We noted that some actions were not designed with a clear evidence base related to the needs of RCSI staff; other actions included success measures that did not provide scope for measuring real change, which created a challenge in clearly defining our objectives. These barriers, coupled with SAT functioning issues as noted above, did impact our progress, however this reflection has provided key insights into how we can solve issues over the next award period. That said, important progress has been made throughout this award period, as will be reflected upon below.

AP2018 contains 109 actions; 73% (79) are green and have been completed, with a further 17% (19) amber where we have made good progress, but the action is still ongoing; and 10% (11) red that we have stalled on progress mostly due to COVID-19 delays or have re-evaluated our approach for AP2023. This means that we have



progressed/completed **90%** (98) of our actions. Various actions were merged due to duplication/repetition or discontinued over the course of the award.

Our decision to discontinue actions was based on:

- Lack of evidence base from staff/student data that the action was addressing any current need e.g. upon reflection, action was not SMART;
- Actions no longer align with the new AS Charter Framework.

Our ASWG 'SMART Action Planning Workshop' with the Head of Athena Swan Ireland, Ms Sarah Fink, in 2022 was an important facilitator to our work on AP2023. We recognise that our action plan is a 'living' document and our ambition is to make continuous improvements and enhancements over its lifetime.

### **Career Pipeline: Key Career Transition Points**

#### **Recruitment**

AP2018 recruitment priorities aimed to remove potential bias from the recruitment process as per best practice.

The following have now been successfully implemented:

- Inclusion of Equality of Opportunity positive action statement in all job adverts:
  - *We are all too aware that imposter syndrome and the confidence gap can sometimes stop fantastic candidates putting themselves forward, so please do apply - we would love to hear from you.*
  - *We seek candidates whose experience to date has prepared them to contribute to our commitment to the "Race Equality Action Plan 2021-2024" at RCSI.*
- We track and ensure 40% gender balance on recruitment panels, managed centrally by HR (**AP2018 4.1.1, 4.1.2**);
- All staff, recruitment and promotion panel members complete mandatory Unconscious Bias Training (UBT). UBT was initially biennial, now annual: 2018 69%, 2019 (N/A), 2020 80%, 2021 100% (**AP2018 4.1.4**).

**-Redacted-**

## Research Academic Recruitment

**-Redacted-**

### General Recruitment

In 2021, it was recognised that sourcing male panel members to participate in recruitment for schools and departments with predominantly female staff cohorts was a consistent challenge. In response, HR conducted a university-wide campaign to recruit male panel members which led to successful engagement **-Redacted-** which will support continued gender balance in the recruitment process. We will continue to run this campaign in the future (**Action 2.11**).

#### Action 2.11

Proactively recruit and train male colleagues to participate in interview panels.

We will continue monitoring recruitment practices, particularly around panels, to eliminate any potential bias in the selection process as per **Action 2.10** referenced above. Reflecting on the recruitment-related actions in AP2018, we recognise a need for continued data-driven analysis of trends to understand where we can best make impact around equal gender representation, particularly at senior levels.

As per the new 2021 AS framework, we aim to develop a categorisation system for PMSS staff by gender and role to monitor recruitment trends in preparation for Silver award application (**Action 1.9**)

#### Action 1.9

Develop a categorisation system to differentiate / categorise PMSS staff to support Athena Swan reporting and analysis.

### Induction

We have seen significant progress in our efforts to provide the best experience for new starters:

- Attendance at induction has steadily increased over the past four years, with 100% attendance of academic staff (**AP2018 4.2.2**);
- Staff provide feedback on the induction process via a survey and satisfaction has improved from 70%F and 63%M in 2017 to 80%F and 82%M in 2021.

- In 2021, 89% of staff invited to the formal half-day HR induction attended one of the sessions;
- EDI presentation is now included (**AP2018 4.2.3**) to increase awareness of inclusive policy and practice;
- Staff portal now includes a section with information and resources for new employees (**AP2018 4.2.1**);
- The VC or HR Director attends all the induction sessions.

Table 13: Staff Attendance at HR Induction by Gender

*Staff Attendance Rates at HR Induction by Gender*

Role	2021					
	Invited	Attended	% Attendance	M	F	%F
Academic	12	12	100%	4	8	67%
Research	110	91	83%	35	56	62%
PMSS	60	59	98%	17	42	71%
	<b>182</b>	<b>162</b>	<b>89%</b>			

Table 14: EDI Staff Survey 2021 Responses – Induction

*EDI Staff Survey 2021 - those reporting "strongly agree" and "agree"*

Induction	M	F
I was satisfied with the formal induction/orientation arrangements offered to me when I joined RCSI	82%	80%
I got the support I needed to help me settle into my new role in RCSI	90%	82%

Staff feedback on induction is consistently positive, including;

*“The involvement from the CEO was valuable and I really appreciated that he took the time to welcome us”*

*“I am only in my first week and everything has been great so far. I have been very impressed with the induction by HR and also locally by my manager and have been made to feel very welcome.”*

Staff consultation revealed support gaps can sometimes be found at department level, indicating greater guidance is needed at local level (**Action 2.9**):

*“I would say that the induction [at department level] was almost non-existent and very informal. [Joining as] lecturer is kind of just a chat with the head of department and they kind of handshake and welcome aboard, here's the key to your office” – male staff*

Staff also indicated that induction processes were particularly challenging for international staff who are predominantly research staff (**Action 2.8**).

Action 2.8	Create a 'Moving to Dublin' guide for all international staff including details of how to apply for PPSN etc.
Action 2.9	Review and add to existing induction checklist for managers.
	Add more specific questions to the new starter survey to assess where gaps in experience exist.
	Create dedicated Workvivo channel for all new staff to engage with each other and ask questions (suggested from staff consultation)
	Record screencasts of key functionality used by all staff in HR (CoreHR) and IT (Agresso) systems. Make available as part of induction supports and on the staff portal.

## Promotions

Significant progress has been made in the past five years to support the advancement of women leaders throughout the pipeline, with an emphasis on internal promotion as a key mechanism for advancement to senior leadership positions.

**-Redacted-**

We have reviewed the academic career pipeline (**AP2018 3.1.2**), aligned to trends in the education sector generally and highlighted the success of our promotions-related actions as detailed below. We aim to continue this positive trend by spotlighting role models at senior levels who have progressed internally while availing of flexible leave arrangements (**Action 2.2**).

**-Redacted-**

We link our progress on this key career transition point to actions (**AP2018 4.3.2, 4.3.4 - 4.3.6**):

- HR provide promotions workshop to staff and management each year;
- Academic Promotions Criteria published on staff portal;
- UBT 100% of staff 2020,2021;
- Achieved 50% gender balance of voting members of the promotions committee;
- Inclusive statement added to promotions application form:  
*Since your last promotion, since you joined RCSI, or in the last 5 years (whichever is shortest) please indicate for how many months you availed of statutory and/or University approved leave for example Maternity leave, Carer's leave, absence due to illness or injury. This information is collected to ensure equality of opportunity for staff that have taken such leave.*

Recognising the impact of caring responsibilities, in 2022 we revised our Conference Grant Fund (**AP2018 3.1.1**) which can facilitate cost of childcare supports (or other costs) to support carers to attend conferences, which supports promotion eligibility more broadly. This will be reviewed for impact.

**-Redacted-**

Figure 22: RCSI Academic Leader Portraits March 2020



Prof Teresa Pawlikowska



Prof Hannah McGee



Prof Marie Guidon



Kate Kelly, Chief Librarian



Prof Anne Hickey



Prof Mary Leader



Prof Zena Moore



Prof Niamh Moran



Prof Tracy Robson

It is positive to see a significant increase in staff understanding of the promotions process over the reporting period (Table 22). Staff consultation in 2022 highlighted opportunities to improve perception of the promotions selection process, with women more likely to perceive the process more negatively (Table 23). This emphasises the

need for greater awareness that the current promotions criteria process takes career breaks or family leave into account in promotions decisions (**Action 2.1**).

**-Redacted-**

In response to feedback, we aim to increase awareness of the transparency of the process conducted by the Academic Promotions Committee, and of how career breaks, caring responsibilities and service objectives are taken into account<sup>3</sup> (**Action 2.1**). In addition, data relating to the gender balance of appointments will be made visible to staff. Feedback mechanisms (both verbal and written) already exist for applicants (**AP2018 4.3.6**) however consultation indicated more support could be provided (**Action 2.5**).

Áine Hyland, Board Emeritus Professor of Education and former Vice-President of UCC, has commented favourably on the RCSI promotions process:

*“The Promotions process in RCSI is the most comprehensive and considered I have encountered. The Promotions Board is very well balanced by gender and great care is taken to ensure that the criteria for promotion are objective and are fair and equitable.” - Áine Hyland, External Member RCSI Promotions Board*

In 2021/2022, 33 PMSS staff were promoted within their department or successfully applied for a new role. Staff focus group consultation indicated that PMSS staff would like to see a defined role-based promotions pathway. While a formalised role-based promotions pathway is not possible at present, we aim to prioritise awareness and engagement with the career advancement opportunities that are in place and continue to see advancement of PMSS staff through these channels (**Action 2.3, 2.12.2, 2.12.3**)

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<sup>3</sup> School level data indicated that women staff members engage in high proportion of service activities.

Action 2.1	More explicit information to be added to academic briefing sessions, and during one-to-one HR discussions on career breaks and how the details of same are considered in the promotions form.
	Annual review of academic promotions form in line with best practice benchmarking from other Universities.
	Guidance document on how to describe career breaks and general personal circumstances, including resulting from COVID, in the promotions application provided to staff through the Staff Portal, and links in the EDI survey.
	To mitigate the impact of COVID, include a section in promotion applications where impact of COVID on workload and caring roles is captured.
Action 2.3	Examine promotion data trends since 2020 to see if any negative impact of COVID evident.
	Department/School pilot study taking place to understand impact of COVID on research outputs and grant income.
Action 2.4	All pipeline academic leadership roles to follow formal appointments process regardless of Dept/School size. This is aimed to support the pipeline of senior academics e.g. Cycle Director, Deputy Dean role.
Action 2.5	Record Academic Promotions staff information session which will include more content on panel composition, procedures followed, highlight Director of HR presence (non-voting) to monitor fairness and challenge decisions if needed.
	Provide the promotions committee with additional guidelines on ensuring fair and equitable decision making.
	Director of HR to serve as Equity Champion on the Academic Promotions Committee including an opening message at the committee meeting underscoring our commitment to ensuring equality and eliminating bias.
	Review EDI survey feedback on the promotions process biennially, and update survey question set as necessary.
	Review existing template for providing feedback to applicants and benchmark process/level of detail against other universities nationally and internationally.
	Analyse success rates of those reapplying for promotion.
Action 2.6	In the context of the wider review of the promotions form (Action 2.1), in particular consider the Service word count allocation (50 words) which is lower than other sections, and carry out benchmarking against other Universities.

## Staff Leavers

RCSI staff turnover is closely monitored, with formal exit interview offered (**AP2018 3.4.1**) and feedback sought from all leavers to ensure that RCSI remains an employer of choice (Table 24, Figure 30). Voluntary turnover is currently low at 7.5% (December 2021). Feedback from leavers is positive (**AP2018 3.4.2**), with 95% ranking RCSI as a good or excellent place to work.



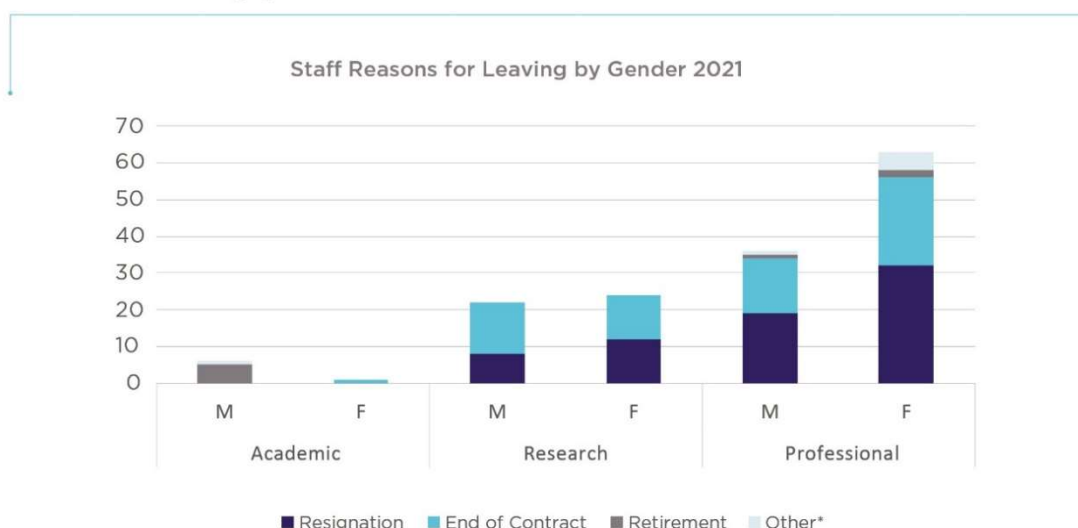
Table 15: Staff Reasons for Leaving by Gender 2021

Staff Reasons for Leaving by Gender 2021

2021	Academic		Research		Professional	
	M	F	M	F	M	F
Resignation	0	0	8	12	19	32
End of Contract	0	1	14	12	15	24
Retirement	5	0	0	0	1	2
Other*	1	0	0	0	1	5
<b>Total</b>	<b>6</b>	<b>1</b>	<b>22</b>	<b>24</b>	<b>36</b>	<b>63</b>

Figure 23: Staff Reasons for Leaving by Gender 2021

Staff Reasons for Leaving by Gender 2021



## Contracts

**-Redacted-**

## Career Development

We have made significant progress implementing bespoke career development initiatives for all staff cohorts (Figure 32). Positive achievements since AP2018 include:

- “Collaborate” inter-university peer mentoring pilot programme for PMSS people managers (**AP2018 5.3.3**);
- Staff Development Scheme: funding support of 80% of fees to attend an RCSI postgraduate programme (5 awards), up to 50% support for external courses (3 awards), and Doctoral Funding for educators (3 awards);

- Women’s Network re-established in 2021: 112 members with annual training and networking opportunities (**AP2018 5.3.2**) (Figure 33);
- Aurora Leadership Development programme: 46F completed since 2018. In the past 7 years, 87 have completed the Aurora programme. 55% have advanced into a more senior role (**AP2018 5.3.4.**);
- In 2021 the ‘Positive Connections’ early career academic mentoring programme was launched (**AP2018 4.3.1**) to address mentoring needs, we will monitor for impact (**Action 2.7**);
- Mentoring for StAR Research Lecturers and staff on Researcher Career Development Framework.<sup>4</sup> (**AP2018 3.3.2**);
- Participated in the 30% Club mentoring programme in 2019, but based on feedback from participants decided not to take part in subsequent years (**AP2018 7.1.4**);
- 10 women were supported to attend the Advance HE ‘Women on Boards’ training in 2018 (the conference was cancelled from 2019) (**AP2018 7.3.2**).

Figure 24: Selection of mentoring opportunities available to RCSI Staff



<sup>4</sup> Informal mentoring also takes place across schools and departments

<b>Action 2.7</b>	Academic - Expand cross departmental mentoring programme for early career academics (Positive Connections - commenced in late 2021 pairing Lecturers with Assoc Profs/Profs to support career advancement). This programme will expand to include more Schools/ Departments from 2023 onwards.
	Research - All StAR Research Lecturers are paired with a mentor to support the career pipeline (these staff go on to become academic staff on successful completion of the StAR programme).
	Clinical - Roll out Career Development Programme for Clinical Educators which matches participants with clinician mentors.

Due to COVID-19, training and development opportunities moved to online delivery which has increased engagement with short courses. In 2021, 526 staff availed of LinkedIn Learning courses, a broad range of high-quality video-based courses delivered by experts. We also saw an increase in our virtual classroom-based courses with attendance rates increasing to 1137 in 2021, from 659 in 2019. In addition, a new EDI in HE course was launched in 2021 in place of an in-person session. In October 2022 this course had 95 staff completions (**AP2018 5.1.3**).

It is positive to see high awareness of training and development opportunities amongst staff in 2021 (83%F and 83%M). Much has been achieved; however, 2021 staff consultation indicated that only 55%F and 54%M PMSS staff believe they can access mentoring opportunities (see Table 27). We recognise that more targeted supports for PMSS and better understanding of the needs of part-time staff are priorities.

Table 16: Staff Development Opportunities

*Staff Development Opportunities*

Development Opportunities	2018		2019		2020		2021	
	M	F	M	F	M	F	M	F
Aurora	N/A	12	N/A	11	N/A	12	N/A	13
Staff Development Scheme	4	1	0	4	0	0	3	5
Managing through People	4	11	6	9	0	0	0	0

Table 17: EDI Staff Survey 2021 Responses – Career Development

EDI Staff Survey 2021 – those reporting “strongly agree” and “agree”

Career Development	M	F
I have access to the training and development required to help me apply successfully for roles to advance my career <b>(PMSS only)</b>	75%	76%
I have access to the mentoring I need to support my career aspirations <b>(PMSS only)</b>	54%	55%
I have access to opportunities I need to support my career aspirations <b>(PMSS only)</b>	54%	60%
I am aware of the range of training and development opportunities available within RCSI <b>(all staff)</b>	83%	83%
Staff who work part-time are offered the same opportunities as those who work full-time <b>(all staff)</b>	51%	52%

In the absence of a traditional promotions pathway for PMSS staff, we recognise the importance of career development opportunities for this cohort as a key enabler to progress to more senior roles in the University **(Action 2.12.1 – 2.12.2)**. Consultation with academic part-time staff indicated inconsistencies in workload allocation based on FTE, namely that academic staff workload is focused on teaching only, which does not allow time for the research or service needed for promotion eligibility. We will address this in the workload management section **(Action 3.6.1)**. More information is needed to understand the profile of part-time staff in order to provide bespoke supports for this diverse group **(Action 2.12.3)**.

Action 2.12.1	Continue formal mentoring opportunities for PMSS Staff
	Run campaign to encourage informal mentoring connections and conversations outside of formal programmes.
	Pilot a sponsorship programme for early to mid-career female staff in PMSS
Action 2.12.2	Communications campaign to facilitate greater awareness raising of PMSS staff internal progression opportunities.
Action 2.12.3	Increase visibility of role models who have worked part-time (including those who have progressed, and accessed career development opportunities) through staff communications campaign.
	Collect and analyse HR data on the diverse cohort of part-time staff to conduct a deeper dive on this theme in 2024 staff consultation (Action 2.5).

Table 28 indicates high satisfaction rates for research staff with career development opportunities. Some suggestions for improvement were made during staff consultation:

*“there are trainings, there are mentoring programmes, there are resources such as ORI and lots of other things that are available, but I get the sense for researchers that there is that lack of communication, there's a communication gap” –female staff*

Table 18: EDI Staff Survey 2021 Responses – Research Staff

*EDI Staff Survey 2021 – those reporting “strongly agree” and “agree”*

I am a member of the Research Staff, and I am satisfied with the opportunities I have:	M	F
to discuss training and mentoring opportunities with my PI	78%	71%
I am satisfied with the support I receive to apply for research funding	88%	75%

### Professional Development Plan (Appraisal)

The RCSI staff appraisal process led by HR is a significant area of success. Having been established in 2015, the PDP process has undergone significant review and is now fully online (**AP2018 5.2.1 – 5.2.4**).

In 2017, staff uptake of PDP was 14%M and 20%F. Considerable institutional efforts have increased this figure to 98% in 2022, and annual staff feedback on the process has been positive (Table 29):

*“My PDP is helpful for me...I look through my PDP on a regular basis, maybe twice a month, to see where I am with my objectives and what do I need to focus on for the next two months ” – female staff*

*“I personally find the PDP process very good for directing me towards what I should be pointing to next” – male staff*

Table 19: EDI Staff Survey 2021 Responses – Career Development

*EDI Staff Survey 2021 – those reporting “strongly agree” and “agree”*

Career Development	M	F
I used the PDP process to discuss my career progression	72%	64%
I used the PDP process to discuss my work objectives	90%	89%
I found my participation in PDP useful	68%	64%

We used focus group consultation to gain a better understanding of our EDI Survey 2021 results (Table 29) and identify opportunities to improve the PDP process. PMSS staff were more likely to note challenges in using the PDP to include career development opportunities (**Action 2.12.4**):

*“I have to bring that up, I’m never asked what it is that I want to develop or what are the skills that I want to better myself...career progression is always fobbed off and I have to keep bringing it up or else it will never be brought up” – female staff*

For academic staff, a significant impediment to the PDP performing the desired function, particularly in relation to workload management and work-life balance, was the internal structures within departments (**Action 2.12.4, 2.12.5**):

*“I’m not having the PDPs with my line manager, I’m having the PDP with a person that has been assigned by my line manager and the person that I’m having the PDP with has no say in these things, so it’s utterly pointless” – female staff*

<b>Action 2.12.4</b>	Analyse data on CoreHR to understand scale of this issue – how many staff have PDPs completed by someone other than their line manager in order to devise actions to address this at local level.
	Provide people managers with a conversation guide for career check-ins to encourage conversations as part of normal schedule of one-to-ones.
<b>Action 2.12.5</b>	Add an explicit question on wellbeing/work life balance to the end of year PDP question set to ensure this becomes part of all PDP conversations.

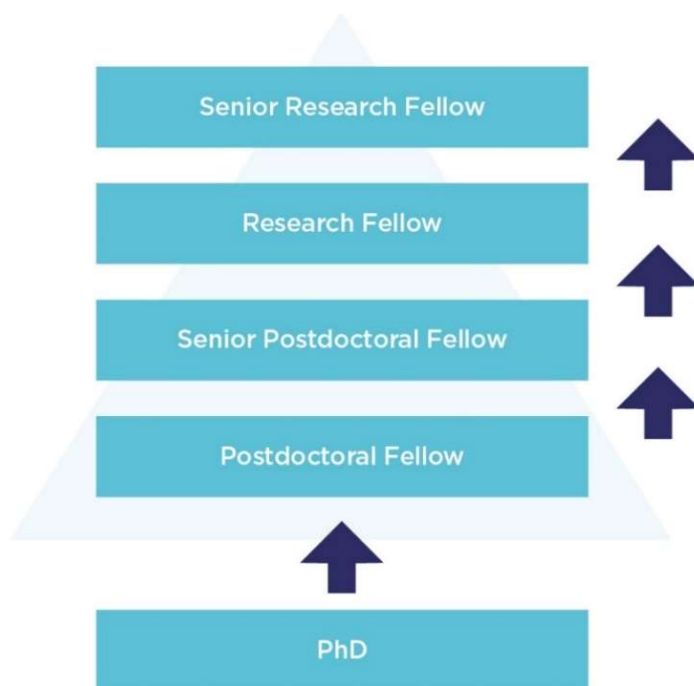
## Career Progression and Impact of COVID-19

Staff consultation consistently highlighted how flexible working was key to mitigating the negative impact of COVID-19 in relation to career development and progress, particularly for female staff. Staff reported heavy workload (particularly teaching and administration) coupled with significant caring challenges experienced throughout the pandemic, which was seen to impact the ability to go 'above and beyond' and achieve excellence needed for promotion eligibility. Given the impact of the pandemic on workload and career progression, particularly for those with caring responsibilities, we aim to monitor potential impacts on specific groups (**Action 2.3**).

## Contract Researchers and Research Development Framework

The Research Career Development Framework is an important tool that provides post-PhD researchers with support to help them define and fulfil their personal development and career progression objectives (Figure 33). Each level of the framework provides guidelines in relation to research outputs, necessary and desirable experience and competencies. The framework also provides advice on the development and training opportunities that can help researchers transition to the next level.

Figure 25: Research Development Framework



During this reporting period, we saw the progression of 15 researchers, and exceeded our target of 45%F (38%F in 2017) progression to Senior Postdoc level (**AP2018 3.2.2**). Briefing sessions are delivered on the Researcher Career Development Framework for

key audiences (e.g. Postdoc Society) and at career development workshops during 'Research Appreciation Day'. All applicants for the Researcher Career Development Framework receive:

- Constructive feedback to successful and unsuccessful candidates following the outcome of the process;
- Psychometric/Emotional Intelligence (EQi) assessment and coaching session;
- Successful applicants are offered a mentor for 12 months.

Figure 26: Male and Female Research Career Framework Applicants and Successful Recruits (2021)

Male and Female Research Career Framework Applicants and Successful Recruits (2021)

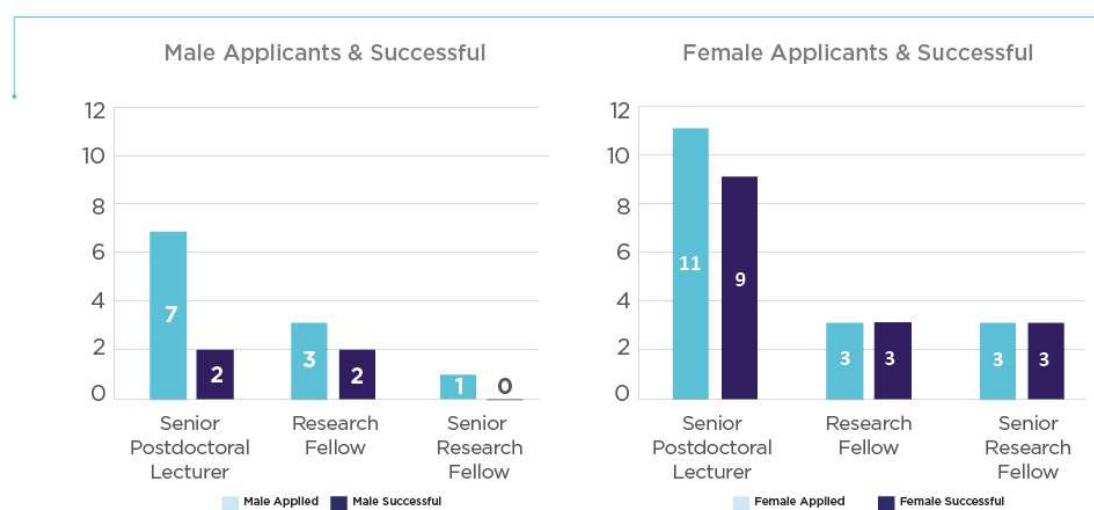


Table 20: Contract Researcher Progression 2018-2021

Contract Researcher Progression 2018-2021

Promotions 2018 - 2022	Applied			Successful			Success Rate	
	M	F	% F	M	F	% F	M	F
Senior Postdoctoral Researcher	7	11	61%	2	9	82%	29%	82%
Research Fellow	3	3	50%	2	3	60%	67%	100%
Senior Research Fellow	1	3	75%	0	3	100%	0%	100%

The RCSI StAR Programme provides an opportunity for early career academics to progress on a tenure track to an academic role starting at Lecturer level. Up to December 2022, 19 StAR lecturers (47%F) have come through the programme and 14 (50% F) have progressed to academic roles (Figure 35).



The StAR programme feeds into **AP2018 3.2.1** which aimed to increase shadowing roles for researchers by offering specific training and mentoring (Figure 37). However, the ASWG have reflected on this action and revised the approach, as our initial application did not include any baseline data on the gender breakdown of PIs. Further investigation indicated that the role definitions including PIs need to be clarified, which the Institutional Data Team will action (**Action 1.3**).

Figure 27: StAR Role Progression (2022)

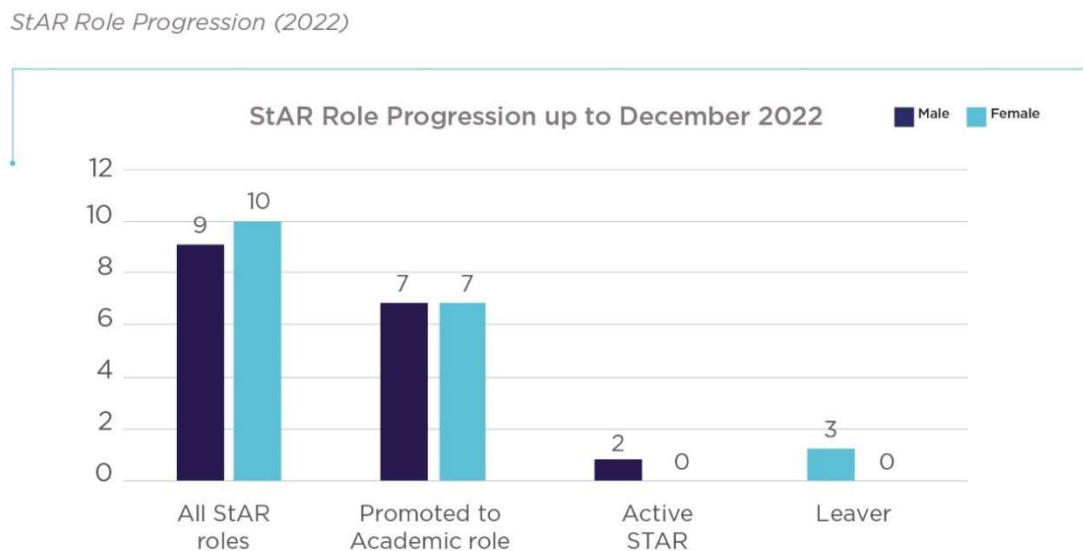


Figure 28: StAR Research Lecturers and Recruitment

**DR SUDIPTO DAS**  
StAR research lecturer and Principal Investigator  
RCSI School of Pharmacy and Biomolecular Sciences

**StAR:**  
RCSI Strategic Academic Recruitment

**DR CIARA MURPHY**  
RCSI Star Research Lecturer,  
RCSI Tissue Engineering Research Group

**RCSI StAR**  
INTERNATIONAL PhD PROGRAMME  
RESEARCH PROJECTS

**StAR:**  
RCSI Strategic Academic  
Recruitment

## Flexible Working and Family Leave

### Flexible Working

There has been a steady growth in staff being supported to balance their work and home lives, including those with caring responsibilities. This is evidenced by an increase from an average of 57% in 2017 to 88%F and 86%M in 2021 of staff responding that their Head of School/Dept/Unit would be supportive of the need to balance work with caring responsibilities, through ad hoc flexibility. While this was a focus of AP2018, this has also in part been advanced because of the pandemic and the new flexible ways of working that RCSI has embraced. RCSI has developed a Flexible Working Framework which sets out clear supports and guidance for staff and managers when agreeing a flexible working arrangement (Figure 37).

RCSI policies go beyond minimum criteria to meet legislative requirements, the aim is to foster a positive culture by embedding policies that prioritise employee wellbeing. An example is the recent Code of Practice on the employee 'Right to Disconnect' which includes the Core Meeting Hours Policy (**AP2018 7.8.1**) and Email Usage Policy (2018). In 2021, awareness of the Core Meeting Hours Policy was 81%F and 80%M and adherence reported as 89%F and 86%M. With the onset of the pandemic, 33% of respondents indicated that they felt an increased expectation to respond to emails outside of core hours.

Staff consultation with carers (**AP2018 6.7.1**) indicated that flexible working arrangements were essential in supporting work-life balance and reducing impacts to career progression from COVID-19 (**Action 3.3**).

Figure 29: Team agreement to support hybrid/flexible working

RCSI Hybrid Working

**TEAM AGREEMENT**  
**When, where and how we do our best work**

RCSI Team name:  Date:

<b>DECISION-MAKING</b> What methods do we use to make decisions?  <text here>	<b>OUR UNIQUE WAY OF COLLABORATING</b> Which work must be done in person? When shall we work together or not?  Working together, on campus <text here>  Working together, remote <text here>  Working alone, on campus <text here>  Working alone, remote <text here>	<b>RITUALS</b> What do we consistently do to keep our culture alive?  <text here>
<b>NORMS &amp; RULES</b> What written and unwritten rules define expected behaviours?  <text here>	<b>PURPOSE</b> Why do we exist as a team? <text here>  <b>VALUES</b> What do we believe in? <text here>	<b>PSYCHOLOGICAL SAFETY</b> How do we promote participation and diversity of thought?  <text here>
<b>ENGAGEMENT GUIDELINES</b> What do we agree in terms of meetings/emails/MS Teams messaging?  <text here>		

RCSI UNIVERSITY OF MEDICINE AND HEALTH SCIENCES

### Action 3.3

Finalise and publish flexible working policy in line with new legislation in this area (when published) – guidance principles document has already been shared with staff

Question to be added to EDI Survey on awareness of flexible working policy and satisfaction with same

## Family Leave

RCSI is committed to helping balance the needs of work and family life. A significant achievement since the AP2018 is the development of a dedicated policy page on our intranet where staff are updated periodically on policies and initiatives. Staff are also informed of flexible working options via all-staff communications and events (**AP2018 6.5.1**), and through EDI networks, (e.g. the Parents and Carers Network established in 2019 has 70 members) (**AP2018 6.6.1, 6.6.4**). The HR Policy Review Committee, which has an EDI representative, ensures policies are updated annually in line with best practice (**AP2018 6.1.1, 7.6.1, 7.6.2**).

Other achievements include:

- Removing tenure-qualifying criteria from our policies, enabling all staff to apply for family-friendly policies, including maternity leave, from their date of commencement with RCSI;
- Developed a Parents' Leave policy which provides for RCSI topping up staff salary for the first 2 weeks of parents leave;
- Adapted Sick Leave policy to provide increased flexibility for staff becoming ill during the pandemic;
- Developed a Fertility Treatment policy (**AP2018 6.1.3**);
- Developed a Supporting Staff with Disabilities policy;
- Provision of unpaid leave options for all staff.

**AP2018 6.5.1 & 6.5.2** focused on raising awareness and supporting staff wishing to avail of parental leave. EDI Staff Survey results indicate increased staff awareness of parental leave from 57%F and 43%M in 2017 to 69%F and 62%M in 2021. The number of respondents in 2021 EDI Staff Survey who had taken parental leave was low, however of those that responded, 88%F and 100%M reported they were supported by their School/Office/Dept/Unit before taking parental leave:

*“I have benefitted from working reduced hours using parental leave and working flexibly...to balance work with my caring responsibilities. My Heads of School were instrumental in supporting this flexibility” – female staff*

Since 2018, there had been an increase in women taking parental leave until 2020, when numbers dropped. This may be linked to the increased flexibility afforded to staff

since the pandemic (Table 31, Figure 38). We aim to consult with men to understand barriers to engagement with family leave to support future actions (**Action 3.2**).

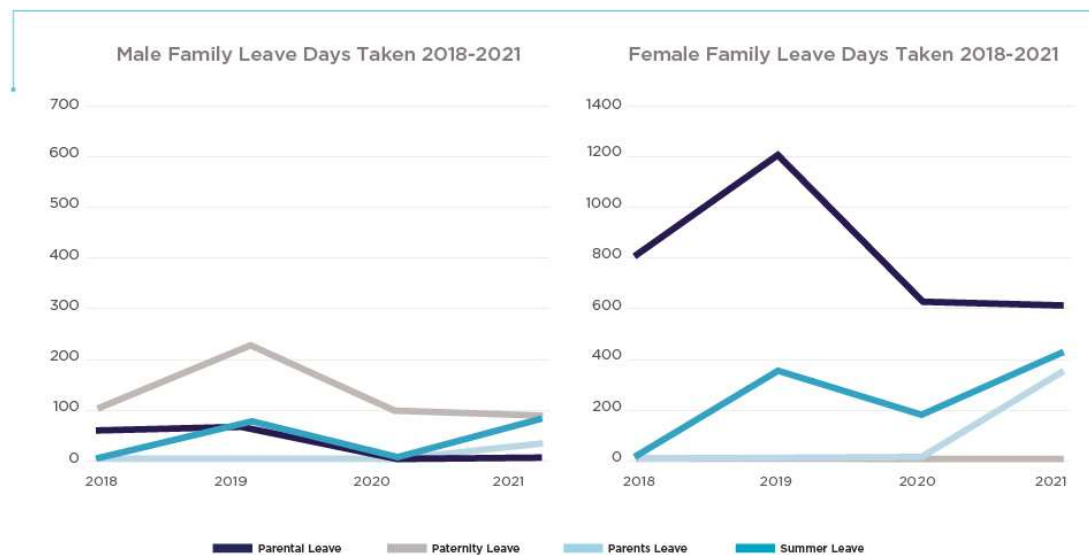
Table 21: Table of number of staff taking parental leave 2018-2021

Table of number of staff taking parental leave 2018-2021

Role	2018		2019		2020		2021	
	M	F	M	F	M	F	M	F
Academic	0	4	0	5	0	6	0	3
Research	0	3	1	3	1	3	0	2
Professional	3	13	2	23	0	16	0	14
<b>Total</b>	<b>3</b>	<b>20</b>	<b>3</b>	<b>31</b>	<b>1</b>	<b>25</b>	<b>0</b>	<b>19</b>

Figure 30: Male and Female Family Days Taken (2018-2021)

Male and Female Family Days Taken (2018-2021)



Staff with caring responsibilities reported difficulties in availing of parental leave or flexible leave options, challenges with reduced working weeks and workload, and concerns about promotion eligibility (**Action 3.2**):

*“to actually try and find a three week block and to define it where I don't already have commitments in the diary, even if I'm looking at October, November, is nearly impossible” – female staff*

*“I’m only in a small department, but we’re all so busy. So if I was to say, “I’m going to take three weeks parental leave,” I know I’m leaving my colleagues who are already at full capacity with even more work, so then there’s that guilt”*  
 – female staff

AP2018 included actions (**AP2018 6.6.2. - 6.6.5**) on assessing additional childcare supports for staff. Reviews have taken place but access to subsidies and onsite crèche facilities are not feasible.

<b>Action 3.2</b>	Using the philosophy of #HeforShe Campaign create a call to action for male colleagues and host facilitated conversations to share data about notable areas of absence/lack of engagement from men e.g. around flexible and family leave, and co-create targeted plan on how to address this with the support of male champions.
	Explicit note in academic promotions briefing sessions content on how any family leave is considered in promotion decisions, and add this information as a line in the academic promotions form.
	Pilot project to track and quantify annual volume of unpaid leave and assess how to manage resourcing and financing to support staff to avail of flexible leave options e.g. parental leave that relates to reduction in workload commensurate with FTE/ better workload management.

### Cover and Support Before, During and After Maternity Leave

Staff quantitative data indicated high satisfaction rates for both male and female staff in feeling supported by their School/Dept/Unit before and after family leave (100%F and M for both). Many RCSI initiatives contributed to this, such as the availability of a six-month teaching-free period provided to academic staff post maternity/adoptive leave (**AP2018 6.2.2, 6.3.1 – 6.3.6**). In addition, RCSI maternity retention rates are high.

Positive staff experiences of returning from maternity leave were linked to having proper cover and supports in place:

*“The experience of returning to work after the birth of my last child compared to my first child was vastly different. The changes that Athena Swan brought about were transformational, for example there was proper cover in place for my final maternity leave which made a big difference”* – female staff

However, despite incorporating guidance on how to support staff on family leave into manager induction training (**AP2018 6.1.2**), qualitative data indicated that a guidance document for managers, or a training session, would facilitate a more consistent approach to supporting staff. A specific point of interest was how staff can avail of ‘touch point days’ and this is contextualised by the experience of staff who availed of maternity leave:

*“I think moms want to feel connected because it's quite isolating when you're home with a baby crying” – female staff*

*“They say whether they want to opt or opt out in terms of being in contact with work, and that then it says, “If you change your mind on this, get in touch with us or reach out,” – female staff*

RCSI have reviewed the concept of ‘touch point days’ (**AP2018 6.2.1**) and given the importance of maintaining family leave as protected time have decided not to proceed with this initiative (**Action 3.1**).

<b>Action 3.1</b>	Create guidance document for people managers on range of family leave available and tips on how to support staff before, during and after taking this leave.
	Explore functions on CoreHR to auto distribute guidance document once the manager signs off this leave.
	Expanded package of supports for New Parents provided including pre-leave modules, return to work webinars and group coaching sessions post return.

## Culture

### HR Policies

Established in 2019, the HR Policy Review Consultation Group (HRPRCG) ensures all policies and procedures are reviewed annually and updated in a consistent and collaborative manner. This process incorporates staff consultation (**AP2018 7.6.2**).

We endeavour to raise awareness of all our staff policies. As a result of targeted communications campaigns (via all-staff emails and Workvivo), and management workshops (**AP2018 7.2.1, 7.2.3**), there has been a significant increase in staff awareness of how to report unfair treatment such as bullying, harassment, sexual harassment and/or sexual violence (from 31%F and 37%M in 2017 to 74%F and 78%M in 2021). Staff comfort in reporting has also trended upward (Table 32 and 33).

To further understand staff sentiment and experiences, additional questions were added to our annual EDI Staff Survey in 2021 which enabled staff to select the type of unacceptable behaviour experienced. Over time, this information will help identify potential trends and support ongoing policy development. HR Partners and the HR Director meet bi-monthly for case management meetings and **AP2018 7.2.2** will be carried forward for completion (**Action 3.5.1**).

Reports from the Speak Out tool, an anonymous reporting platform launched in 2022, also allow us to track and monitor trends (Figure 39). These reports also inform policy development and awareness campaigns. We continue to work to improve visibility of reporting mechanisms to further grow staff confidence in reporting (**Action 3.5.1**).

Table 22: EDI Staff Survey 2017 Responses – Reporting

*EDI Staff Survey 2017 – those reporting “strongly agree” and “agree”*

2017 Staff Survey Responses	M	F
I know the procedure for reporting unfair behaviour	37%	31%
If I felt treated unfairly I would feel comfortable reporting it	59%	46%

Table 23: EDI Staff Survey 2021 Responses – Reporting

*EDI Staff Survey 2021 – those reporting “strongly agree” and “agree”*

Reporting	M	F
I know how to report unfair/inappropriate behaviour, bullying, harassment, sexual harassment and/or sexual violence	78%	74%
If I felt I had experienced unfair/inappropriate behaviour, bullying, harassment, sexual harassment and/or sexual violence, I would feel comfortable reporting it	75%	63%
If I witnessed others experience unfair/inappropriate behaviour, bullying, harassment, sexual harassment and/or sexual violence, I would feel comfortable reporting it	80%	73%

Other achievements include:

- Domestic Violence and Abuse Leave Policy developed which includes the provision of additional 10 days leave;
- Established the ESP Forum (students and staff) which is responsible for the implementation and monitoring of the Framework for Consent in HEIs (**AP2018 7.2.4**);
- Enhancements to our Dignity at Work Policy to include increased emphasis on sexual harassment;
- Gender Identity and Expression Policy developed;
- Conducted an EDI audit of staff policies in 2022;
- All EDI Forums discuss ‘report and support’ procedure annually;
- Menopause Policy was launched in April 2023 (**Action 3.4**).

In addition, information on reporting systems is included in EDI trainings (e.g. responding to sexual and domestic violence, race equality, Trans 101), and the positive staff engagement at these trainings helps to embed tolerance and fair treatment at the University. Bystander Intervention training will be rolled out in 2023 (**Action 3.5.1**).

Figure 31: Domestic Violence and Abuse Leave Policy launch, Gender Identity and Expression Policy launch, and poster for Speak Out anonymous reporting tool.



Action 3.4	Develop and launch Menopause Policy including information campaign.
	Training for managers on Menopause Policy provided.
	Add question on awareness of Menopause Policy to EDI survey,.
Action 3.5.1	Run communication campaigns twice annually to remind staff and students of the 'Speak Out' tool as an anonymous reporting mechanism.
	Highlight 'Speak Out' tool and Dignity and Respect policy to all staff at induction.
	Roll out mandatory Bystander Intervention training to all staff to build skills and confidence in calling out inappropriate behaviours.
	Carry over from AP2018: Develop a reporting tracking tool to monitor trends and provide strategic guidance to where supports are required (use the 'Speak Out' annual reporting framework as a template).

### Workload

As part of the annual EDI Staff Survey, respondents are asked to consider their agreement with the statement “my workload is reasonable” (see Table 34 below), and the percentage of staff who agree has stayed relatively constant since 2019.

Additionally, a thematic analysis of RCSI internal quality reviews found that many reviews had recommendations for enhancement in relation to workload. Exploration of this issue has identified that a uniform system to manage workload is not in place



across the higher education sector (**AP2018 7.7.1**). As part of individual unit-level Athena Swan Bronze applications, a number of units have committed to implementing additional approaches to track and manage academic workload (**AP2018 7.7.2**). It is worth noting that these units have developed differing approaches to this issue, varying from a deeply forensic, highly structured, formulaic approach to a more principles-based approach. The varying approaches are cognisant of the needs and culture of the different units.

The staff consultation process in 2021 indicated that workload is a thread that impacts the outcomes of staff in a range of the themes captured in this application which emphasises the need to prioritise workload management at an institutional level (**Action 3.6.1**).

Table 24: EDI Staff Survey 2021 Responses – Work-life balance

*EDI Staff Survey 2021 – those reporting “strongly agree” and “agree”*

Work life Balance	M	F	A&R	PMSS
I am satisfied with my work-life balance	74%	70%	59%	78%
My workload is reasonable	67%	65%	59%	69%
My School/Department/Centre/Office/Unit has a clear and transparent way of allocating workload	65%	57%	49%	66%
There is an active management of workload in my Department/Unit	62%	60%	51%	66%

Analysis of the EDI Staff Survey 2021 showed differences in experience of workload were more pronounced by role than by gender. However, workload pressure was reported by all staff groups. Responses varied, but generally there was a sense that workload could be managed better. Academic staff reported the greatest issues with resolving workload allocation, as did staff in niche support roles. Research staff also noted the difficulties faced by early career employees in advocating for work-life balance and in addressing any issues with a line manager (e.g. PI):

*“At my own PDP meetings I get told you’re doing too much here... but there’s no structure for me to get rid of other stuff that’s eating up my time. So I have flagged that a few times, but there still doesn’t seem to be a process for that” – female staff*

*“I think it probably depends on your role... I don’t have anyone to share my work with, I just have to try and manage that...”- female staff*

*“I think RCSI has to make an induction for the PI...because even if I’m a PhD student and I know that should be my workload, if my PI requires more, forget about the workload because I don’t have any power there” – male staff*

### Action 3.6.1

Review pilot WLM conducted in PBS, benchmark approaches throughout the University and develop RCSI principles-based approach and guidelines for workload management for all academic departments.

Training provided to heads of academic units on this framework.

## Gender Pay Gap

RCSI published a gender pay gap (GPG) report in December 2022 (**AP2018 3.5.1**) with a mean GPG of 16.3%. Positively, our GPG has fallen by 3% over the past five years. We know that increasing representation of women in more senior roles is essential to reducing our GPG. RCSI has put in place specific measures to address this in terms of recruitment, promotion, family-friendly policies and career development. Our AS actions will support this work as referenced under these themes throughout the document, in particular **Action 2.3 and 2.5**.

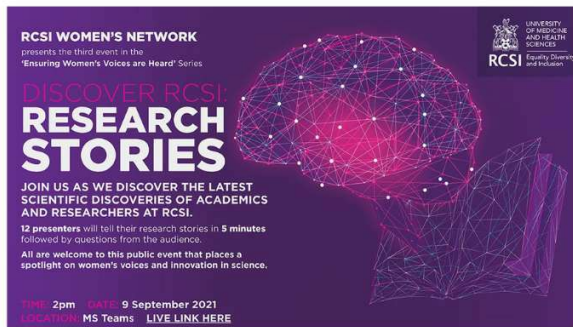
Given the size of RCSI compared to some of our other Irish HEIs we are also cognisant that a change in gender in appointments can skew our figures and indeed GPG considerably, therefore we are proceeding with a sustainable progression plan over the next number of years.

All the actions identified are ongoing and it may be several years before they have any impact on the gender pay gap. In the meantime, RCSI is committed to reporting annually on progress made.

## Role Models

RCSI is intentional about ensuring representation and visibility of women and other minoritised groups in our events, publicity and outreach (**Action 3.7.5 and 3.7.6**). In 2021, 83%F and 80%M reported there are people in RCSI they identify with as role models (this question was added to the EDI Survey in 2018 – 73% for both M and F) which shows the positive impact of the staff ‘Success Stories’ initiative (**AP2018 3.1.3**).

Figure 32: Examples of initiatives at RCSI to increase representation of women



UN Deputy Secretary-General Amina J. Mohammed, Carmichael Lecture (2022)



Attendees at the Women in Surgery Meeting held in RCSI (2018)

Some other success on these AP2018 actions include:

- 139 strategic communications campaigns featured a female academic or researcher as the case study, 138 featured a male academic or researcher and 55 featured a mixed group;
- The RCSI MyHealth expert directory is a list of RCSI experts available to engage with the media. At present, 37.5% are female and a project is currently underway aimed at increasing the number of female members;
- Continued recognition of pioneering women through the Emily Winifred Dickson Award (Figure 41);
- In March 2019, RCSI’s Women on Walls campaign (in partnership with Accenture) unveiled eight specially commissioned portraits of historical female leaders in healthcare;
- PROGRESS Women in Surgery Fellowship, Ireland’s first Fellowship for women surgeons, was launched by RCSI in 2019 (Figure 42);
- In March 2020, RCSI unveiled a new collection of nine contemporary photographic portraits of leading female academic staff at RCSI (Figure 29);
- RCSI renamed its primary ‘Harvard-Style’ video conferencing room in honour of Dr Mary Emily Dowson, the first female licentiate of RCSI. RCSI’s microbiology laboratory at Beaumont Hospital was named after Professor Ellen Moorhouse, RCSI’s foundation Professor of Microbiology;
- Amina J. Mohammed, Deputy Secretary-General of the UN, delivered the Carmichael Lecture and was awarded an Honorary Fellowship in 2022;
- In December 2022, RCSI unveiled new sculptural portraits commissioned by the Faculty of Nursing and Midwifery to celebrate two pioneering women in this field: Florence Nightingale and Elizabeth O’Farrell.

**AP2018 7.9.1 - 7.9.5** illustrate initiatives that have helped achieve this positive result, including ensuring that 50% of honorary doctorates are awarded to female candidates. However, we recognise opportunities to enhance role modelling in relation to awareness raising e.g. uptake of parental leave as mentioned above and diverse experiences of staff.

<p><b>Action 3.7.5</b></p>	<p>Track and monitor intersectional diversity in specific institutional-level communications: annual report, promoted social media campaigns and on-campus branding.</p>
<p><b>Action 3.7.6</b></p>	<p>Develop policy on diversity and communications and share with all relevant internal stakeholders e.g. Heads of Schools, School-level SATs, PIs.</p>

Figure 33: Emily Winifred Dickson Award Recipients



Mary Robinson, First female President of Ireland



Samantha Power, Former US Ambassador to the UN



Karen DeSalvo, Google Chief Health Officer



Ellen Johnson Sirleaf, First female President of Liberia and Nobel Peace Laureate

Figure 34: RCSI PROGRESS Women in Surgery Fellowship



Ailin Rogers, FRCSI, recipient of the first PROGRESS Women in Surgery Fellowship (2020)



Helen Mohan, FRCSI, recipient of 2021 PROGRESS Women in Surgery Fellowship



Christina Fleming, PhD, FRCSI, recipient of 2021 PROGRESS Women in Surgery Fellowship

## Outreach

In 2019, the RCSI Engage Strategy was launched and a Head of RCSI Engage and REACH Programme was appointed. The aim is to enhance human health and education by building reciprocal partnerships between RCSI staff and students and our local and national communities. Core to this mission is widening participation in higher education for traditionally underrepresented groups and the promotion of health and wellbeing (**Action 4.9 - 4.11**) (Figure 43). Systemic tracking of engagement has been developed to support this work (**AP2018 7.10.1 and 7.10.2**).

Figure 35: RCSI Engage Initiatives: REACH Sports Day, Intergenerational Day 2018, York Street community playground and Pride breakfast with TENI



Action 4.9	Host events with Pavee Point and other relevant advocacy groups highlighting opportunities for study and achievements of RCSI alumni/ students from the Traveller and Roma Community as well as education and awareness events for RCSI staff.
	Develop a targeted advertising campaign to promote awareness of RCSI scholarship opportunities, to enhance visibility of the programme, and for relationship building with relevant groups.
	Secure recurring funding (e.g. HEA PATH 5) to will enable direct support to promote and encourage Traveller and Roma students access to RCSI and higher education.
Action 4.10	Data collection process will be reviewed and refined on annual basis to capture ongoing staff and student engagement activity and seek to track patterns within e.g. gender participation
Action 4.11	Explore development of a mechanism (Digital Badge Framework) to recognise staff and student community, public and patient engagement.

## Representation of Women and Men on Key Decision-Making Bodies and Committees

Since our previous AS submission, RCSI has introduced a policy of 40% minimum gender representation on key institutional committees. An audit conducted in 2022 by the ASWG (**AP2018 7.4.2**) identified that 10 out of 23 key decision-making bodies or committees are gender balanced. Of the remaining 13, 6 are too female-dominated and 7 are too male-dominated (see Table 35). We reflected upon the barriers to progressing gender balance in committees. Our approach has changed, in 2018 we were specifically focusing on 40% female representation (which currently sits at 16 of 24 committees) but this has evolved to consider 40% for both women and men (**AP2018 7.5.1**). In addition, we are addressing the absence of a central repository where committee data is stored, analysed and flagged for gender imbalance (**Action 3.7.1**). This impacted oversight and prevented annual reporting as intended (**AP2018 7.5.3**). Furthermore, EDI training for the decentralised secretariat is required to standardise committee operations and tracking (**Action 3.7.1**).

**Table 25: Gender Representation of Key Decision-Making Committees**

*Gender Representation of Key Decision-Making Committees. Key: Blue = gender balanced, White = gender imbalanced*

Committee	Male	Female
Academic Governance: Academic Appointments and Promotion Committee	58%	42%
Academic Governance: Academic Council	55%	45%
Academic Governance: Awards & Qualifications Committee	32%	68%
Academic Governance: Honorary Appointments and Promotion Committee	64%	36%
Academic Governance: School of Post Graduate Studies Committee	43%	57%
Academic Governance: Student Affairs Committee	22%	78%
Academic Governance: Student Undergraduate Research Committee	50%	50%
Academic Governance: Academic Review Committee	55%	45%
Corporate Governance: Audit Committee	83%	17%
Corporate Governance: Finance Committee	67%	33%
Corporate Governance: Council	76%	24%
Corporate Governance: College Advisory Board	73%	27%
Corporate Governance (University): Medicine and Health Science Board (MHSB)	44%	56%
Research Governance: Ethics Committee - Animal Research	38%	63%
Research Governance: Ethics Committee - Human Research	22%	78%
Research Governance: Research Strategy Advisory Committee	61%	39%
Research Governance: Biomedical Research Facility Committee	42%	58%
Strategic Governance: Quality Committee	50%	50%
Strategic Governance: Equality Diversity and Inclusion Committee	30%	70%
Strategy and Executive Leadership: Senior Management Team	64%	36%

We also identified challenges in achieving minimum gender balance on some of our key corporate and academic governance committees due to Ex-Officio positions that are role dependant (e.g. HoS, Head of Professional Unit, Council member), where a nomination or election process is not applied. In these circumstances, the option exists for committees to extend the membership where needed (**AP2018 7.5.2 carried over to Action 3.7.3**). This will be addressed through a standard ToR template which will include an EDI statement on gender balance guidelines.

In addition, we are prioritising actions on the pipeline of nominations to the RCSI Council. Due to RCSI's 1784 charters and supplementary legislation, Council members are surgeons who are Fellows/Members of RCSI are elected by the Fellows/Members of RCSI every two years. Council members are core members of many of our corporate and academic governance committees (e.g. MHSB is Chaired

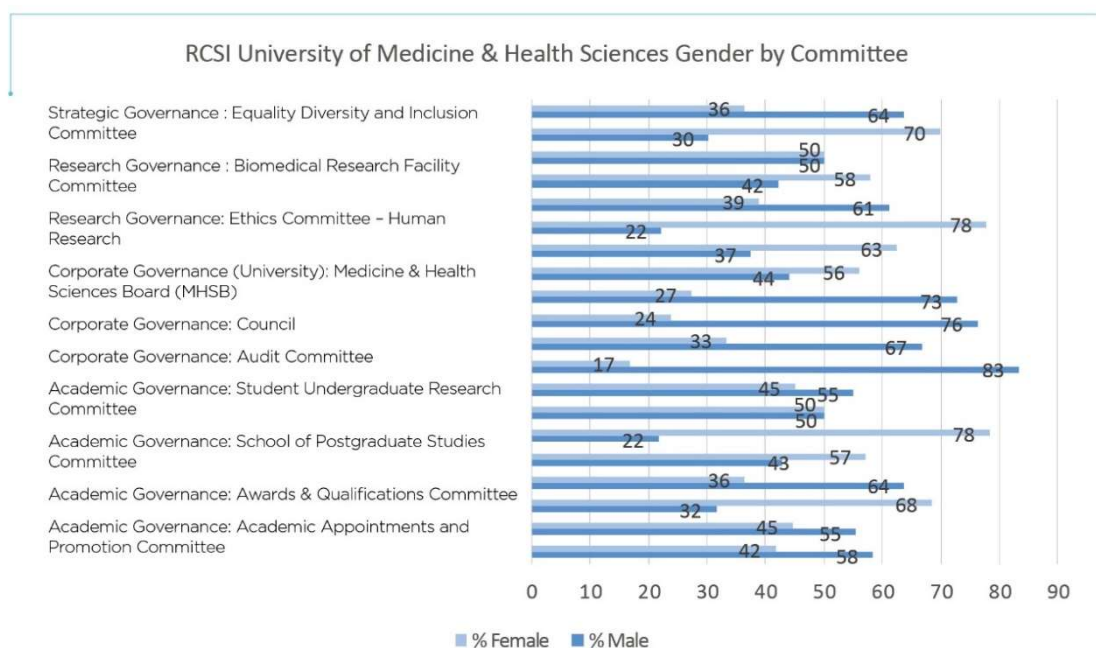


by the President and 10 Council representatives form part of the membership; **Action 3.7.2**). For key, senior, institutional, decision-making committees, many of which include representation from external members to the University, 40% gender representation remains the goal. However, for internal staff-only committees, targets reflect the gender representation of staff as a whole, which in RCSI is 66%F, to reduce overburdening under-represented groups. This will fluctuate at School/Dept level.

In 2020, the gender balance shifted on our SMT from 30%F to 36%F (7M, 4F). We hope to continue this positive trend.

Figure 36: Committee or Key Decision Group Membership by Gender (2021)

Committee or Key Decision Group Membership by Gender (2021)



Staff reporting that there is equal opportunity to become involved in internal activities such as committees has decreased (67%F and 73%M in 2021; 69%F and 83%M in 2017). Additionally, 38%F and 43%M believe that gender and diversity is considered by senior management when forming committees (**Action 3.7.3**). Qualitative data indicates a lack of information on available committees and transparency of membership. We aim to address these factors through a central committee advertisement system (**Action 3.7.3**):

*“So for years you're looking to get promoted you sort of need to be visible, they need to know who you are. And there's no list of committees” – female staff*

*“Your boss emails you and says here I've been asked to nominate someone for this, are you interested? And it comes down to how much your boss likes to champion you I feel” – male staff*

*“Out in Beaumont, it's far harder to get seen, and to get any of these committee jobs. All of the ones that have been brought to me was pure accidental. So far, there was nothing where I chose to do it” – female staff*

<b>Action 3.7.1</b>	Annual reporting to Governing Body and Executive Management Team on % gender representation on committees.
	Central repository established where committee secretaries can update membership details of all senior committees annually to allow for tracking of equality data and forward planning regarding nomination announcements for external representatives (data includes gender, role, term dates etc.).
	Standard ToR templates and membership recruitment guidance document developed and available on the staff portal for any new committees forming in relation to EDI and governance.
	Head of EDI to present to Governance and Nomination Committee biannually on the importance of diverse representation and ways to achieve this.
	EDI topics to be added to secretariat training.
<b>Action 3.7.2</b>	Include positive action statement relating to committee chairs in all committee ToRs.
	Roll out a campaign targeted at fellows and members to provide more information on the Council nomination and election process.
	Host a pre-election workshop for interested nominees to help prepare them for the nomination procedure.
	Post-election analysis report conducted.
<b>Action 3.7.3</b>	Including a statement in each ToR that allows for membership base of institutional committees to be extended to allow 40% female representation, and to target other diversity representation where rotation of members is not feasible.
	General EDI reflection on committee composition to be added to the agenda as the first item of the year as a quality process. This action is to be minuted, and sent to EDI Unit as record.
<b>Action 3.7.4</b>	Committee section to be added to the Staff Portal detailing membership of committees, and the process for joining.
	Provide opportunity for internal talent development through membership of committees. An open call to staff for committee roles will be advertised throughout the year.
	Roll out Mind the Gap campaign to remind management/staff to stop and consider gender equality and work to ensure

### Intersectionality

RCSI is committed to supporting the rights of all our students and staff, with a specific focus on the protected equality grounds enshrined in Irish legislation.

Key achievements include:

- A range of staff and student trainings are provided which are essential to embedding our EDI policies in practice. Trainings include consent, disclosure, race equality, transgender rights and autism awareness. Participant feedback is incorporated to strengthen the trainings **(AP2018 8.2.2)**;
- RCSI launched three new EDI thematic action plans, for race equality, disability inclusion and ending sexual violence and harassment. These action plans contain links to AP2023 for intersectional analysis;
- Pride Network events throughout the year raise awareness around gender identity and expression **(AP2018 8.2.3)**.

We have more to achieve regarding intersectional data collection of staff and students, particularly relating to ethnicity, disability and socioeconomic status. This is a future priority.

Another area of focus over the next four years is the development and mainstreaming of race equality within our medical curriculum. The RCSI Race Equality Action Plan includes a dedicated Education Workstream. Actions within this workstream include a curriculum review to improve learning outcomes which embed race equality in learning and teaching as well as tools, supports and training to empower students to provide equitable healthcare for all. These initiatives began within our GEM programme and will be extended throughout our university programmes.

<5896 words>

2. Identifying issues and priorities for future action

- a. Reflecting on the self-assessment undertaken to support this application, consider the following:

The self-assessment has addressed the areas covered by the charter framework for institutions, including analysis of necessary data sets and evaluation of policies, processes, practices and culture.	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If you answered 'no', please comment.

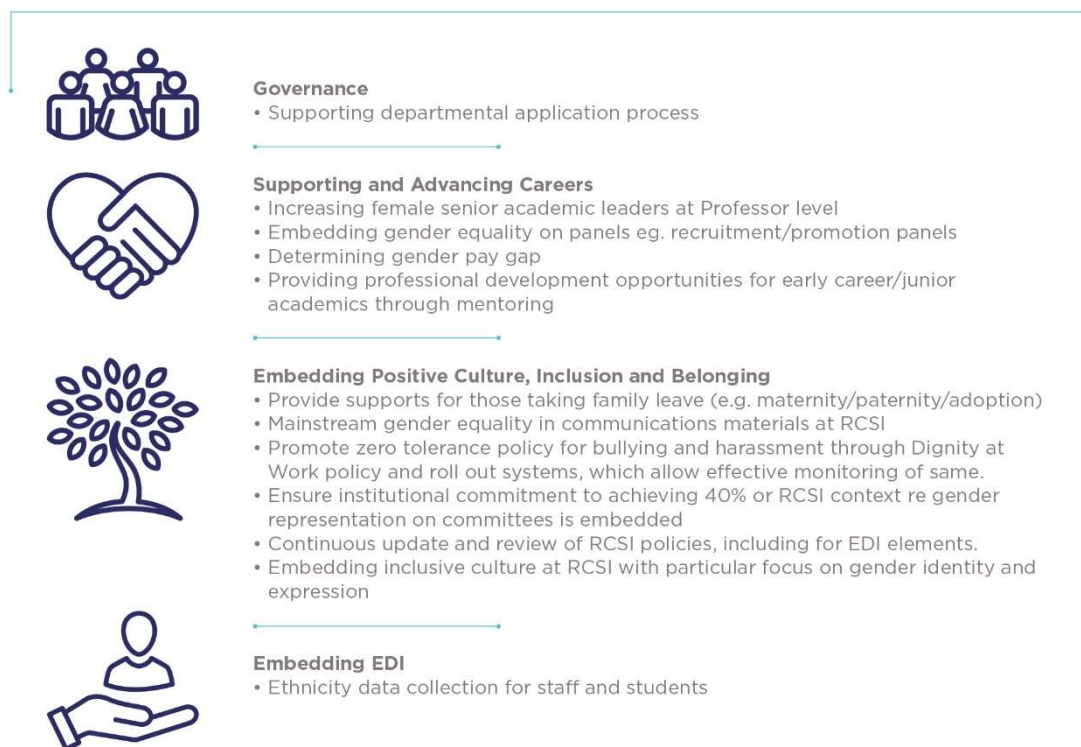
- b. Based on the self-assessment undertaken, comment and reflect on the institution's key issues relating to gender equality and explain key priorities for action over the next four years. This should include:
- + consideration of how the institution's issues have changed since the previous award, drawing on qualitative and quantitative data sets to evidence statements. Where appropriate, reference past and future action plans;
  - + comment on any need to further support Athena Swan activity in sub-units (e.g. academic departments and professional units);
  - + selection of up to five priority areas where the institution will strive for impact. Selected priorities should be justifiable and make reference to quantitative and qualitative evidence. Specific action(s) to support progress in priority areas should be identified;
  - + reference to previously identified key priorities. If applicable, applicants may carry previously identified key priorities into the upcoming award period; where previously identified priorities are adjusted or edited for incorporation in the coming award period, the rationale for these changes should be presented.
- c. Comment and reflect on the institution's key issues relating to additional equality grounds and explain key priorities for action over the next four years. This should include:
- + selection of up to five priority areas where the institution will strive to make progress. Selected priorities should be justifiable and make reference to qualitative and quantitative evidence. **Where evidence is not yet available, priorities should be aligned with established good practice to progress equality and support the institution to build capacity in evidence-based equality interventions;**
  - + identification of specific action(s) to support progress in priority areas.

Our core gender equality and wider equality issues remain the same, however, we now have a deeper understanding of our challenges and opportunities. Through consistent staff and student consultation, we have improved our evidence base for taking appropriate action (as referenced in qualitative and quantitative data in Section 2).

Given the substantial progress made on certain past priorities in AP2018 (e.g. mainstreaming gender equality in communications at RCSI and reviewing policies – Figure 45) these actions will remain on our agenda but will not feature in our future priorities. In response to societal and sectoral changes we have included new gender equality issues in AP2023 (e.g. monitoring the impact of COVID-19 (**Action 2.3**), responding to the needs of PMSS staff development and progression (**Action 2.12.1 and 2.12.2**) and better recognition for EDI work (**Action 8**)).

We have identified future priorities following our self-assessment and progress review in the previous sections, while also aligning with Horizon Europe GEP requirements and the HEA Gender Equality Report 2022.

Figure 37: Previous 2018 Athena Swan Priorities



## Priority 1: Increasing the representation of women at senior academic grades

Our ambition is to continue progressing the gender balance of senior academics as these are core leadership and decision-making roles. We also recognise that increasing representation of women in these senior roles will contribute to lowering our GPG.

Staff consultation tells us that female staff need more clarity on how leave periods are handled, would like more mentoring opportunities and 56%F do not believe that the promotion process is fair and transparent. To encourage female candidates, we will focus on promotion of role models, in particular colleagues who have taken periods of leave (for caring or other purposes) as well as those who have worked flexibly but still progressed their careers. Additional detail will be provided on how breaks are considered by promotion committees in all leave policies.

Action 2.2	Spotlight campaign of academic staff who have progressed to senior levels - ideally highlighting staff who took family leave or other absences during their careers. Spotlight case studies to be made available on Staff Portal.
	Provide communication materials for HoS/HoD to play leadership role in encouraging promotion applications at staff departmental meetings.
Action 2.3	Examine promotion data trends since 2020 to see if any negative impact of COVID evident.
	Department/School pilot study taking place to understand impact of COVID on research outputs and grant income.
Action 2.4	All pipeline academic leadership roles to follow formal appointments process regardless of School/Dept size. This is aimed to support the pipeline of senior academics e.g. Cycle Director, Deputy Dean role.
Action 2.5	Record Academic Promotions staff information session which will include more content on panel composition, procedures followed, highlight Director of HR presence (non-voting) to monitor fairness and challenge decisions if needed.
	Director of HR to serve as Equity Champion on the Academic Promotions Committee including an opening message at the committee meeting underscoring our commitment to ensuring equality and eliminating bias.
	Review EDI survey feedback on the promotions process biennially, and update survey question set as necessary.
	Review existing template for providing feedback to applicants and benchmark process/level of detail against other universities nationally and internationally.
	Analyse success rates of those reapplying for promotion.

## Priority 2: Continue to embed a positive culture at RCSI through workload management and satisfaction with work-life balance

Staff experiences with workload management highlights an institutional imperative to support consistent and transparent practices. Prioritising the development of an institutional principles-based workload model is key, as is monitoring and promoting staff wellbeing. RCSI received the "Best in Class Mental Health Award" at The IBEC

KeepWell Awards<sup>5</sup> in 2022 which demonstrates the institutional commitment to embedding a workplace culture that supports staff health and wellbeing, and where everyone feels safe, valued, and is treated fairly.

Action 2.12.4	Analyse data on CoreHR to understand scale of this issue (PDP)– how many staff have PDPs completed by someone other than their line manager
	Provide people managers with a conversation guide for career check-ins to encourage conversations as part of normal schedule of one-to-ones.
Action 2.12.5	Add an explicit question on wellbeing/work life balance to the end of year PDP question set to ensure this becomes part of all PDP conversations.
Action 3.6.1	Review pilot WLM conducted in PBS, benchmark approaches throughout the University and develop RCSI principles-based approach and guidelines for workload management for all academic departments.
	Training provided to heads of academic units on this framework.

### **Priority 3: Enhancing institutional data collection and reporting mechanisms to facilitate annual provision and monitoring of AS staff and student data**

As noted in section 2.1, data remains essential to ensuring progress and impact of our AS equality work. We recognise that greater streamlining of our institutional data reporting mechanisms is key to advancing our equality agenda and note current gaps in data collection, particularly in relation to student equality data and PMSS categorisation.

As our AS ambitions continue to grow, we have consulted with departments engaged in the awards process and identified how we can further support AS activity in sub-units. We received feedback that greater institutional support with standardised, annual data reporting and analysis would help departments applying for new awards. It is also important in monitoring progress on current action plans in order to achieve change and impact, and ultimately progress to higher AS award levels. Therefore, our priority is not only to collect and track data, but to enhance our data collection systems and processes to facilitate annual monitoring of AS actions at both institutional and departmental level.

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<sup>5</sup> IBEC Keepwell <https://www.ibec.ie/employer-hub/corporate-wellness/the-keepwell-mark-public-page>

Action 1.1	Run annual CoreHR campaign to increase staff disclosing equality data.
Action 1.2	Develop a process for the systematic collection of EDI related student data during admission and/or registration.
Action 1.3	Create an Institutional Data Team to include the management of all Athena Swan data requests, and support annual Athena Swan reporting at institutional and departmental level. Consultation with departments/schools involved with Athena Swan to review their experience with Athena Swan data requests and reports.
Action 1.4	A new Institutional Data Team will provide a workshop/session to Departments/Schools that are making an application for Athena Swan to support data analysis. Develop and provide an Athena Swan toolkit for use by SATs using consistent data reporting methodology (e.g. templates for Excel/graphs/dashboards by School/Department/Unit).
Action 1.5	Scope out requirements and develop an online strategic action tracking tool to monitor implementation of Athena Swan actions at institutional and departmental level.
Action 1.9	Develop a categorisation system to differentiate / categorise PMSS staff to support Athena Swan reporting and analysis.

#### **Priority 4: Embedding a culture of awareness and support for flexible working and family/caring leave for staff**

COVID-19 had a significant impact on the flexible work practices developed by RCSI and focused attention on providing the tools and supports to enable staff to work remotely and flexibly. We feel it is a priority to build on this momentum and a flexible work policy in line with new legislation is being developed. Staff consultation indicated that uptake of family leave (particularly among men) is still low, that a more consistent approach to supporting staff on leave is needed and that workload and lack of awareness of how periods of leave are captured in promotions processes were barriers to taking leave. Therefore, we are prioritising actions to improve staff capacity to avail of flexible leave. Our action on workload management is a cross-cutting action as staff noted workload as barrier to availing of flexible working/leave (**Action 3.6.1**), as is **Action 3.2** regarding how flexible and family leave is captured in promotion.



Action 3.2	Using the philosophy of #HeforShe Campaign develop a call to action for male colleagues and host facilitated conversation to share data about notable areas of absence/lack of engagement for men e.g. around flexible and family leave, and create a targeted plan on how to address this with the support of male champions.
	Explicit note in academic promotions briefing sessions content on how any family leave is considered in promotion decisions, and add this information as a line in the academic promotions form.
	Pilot project to track and quantify annual volume of unpaid leave and assess how to manage resourcing and financing to support staff to avail of flexible leave options e.g. parental leave that relates to reduction in workload commensurate with FTE/ better workload management.
Action 3.3	Finalise and publish flexible working policy in line with new legislation in this area (when published) - (guidance principles document has already been shared with staff)
	Question to be added to EDI Survey on awareness of flexible working policy and satisfaction with same

### Priority 5: Embedding Career Development and Advancement Opportunities for PMSS and Part-Time Staff.

Mentoring opportunities were a priority in AP2018 and since then we have established over 180 mentoring partnerships through various programmes, of these mentees, 74% were women. However, bespoke focus on PMSS and part-time staff development is a new priority, particularly given that just over half of PMSS staff believe they have access to the mentoring needed to support their career aspirations. Piloting a sponsorship programme for PMSS is a unique opportunity to support career advancement in a meaningful way. Internal staff advancement opportunities exist at RCSI and, while not a traditional pathway to promotion, greater awareness of these options can support progression of PMSS staff (more PMSS than academic staff progress annually, but this has not been visible previously).

Action 1.8	An EDI service objective is added to the staff online Professional Development Programme to acknowledge the commitment and workload involved, and recognise service efforts.
Action 2.12.1	Continue formal mentoring opportunities for PMSS Staff.
	Run campaign to encourage informal mentoring connections and conversations outside of formal programmes.
	Pilot a sponsorship programme for early to mid-career female staff in PMSS.
Action 2.12.2	Communications campaign to facilitate greater awareness raising of PMSS staff internal progression opportunities.
Action 2.12.3	Increase visibility of role models who have worked part-time (including those who have progressed, and accessed career development opportunities) through staff communications campaign.
	Collect and analyse HR data on the diverse cohort of part-time staff to conduct a deeper dive on this theme in 2024 staff consultation (Action 2.5).

**(c) Embedding EDI – five equality priorities:**

While gender equality remains a key driver for RCSI's EDI work, we take an intersectional approach to ensure we address all equality grounds enshrined in Irish legislation.

Given that AS initiatives should be evidence-based, we have prioritised the collection of staff and student data across a number of grounds, including disability and socio-economic status. By capturing this data, we will build a more comprehensive picture of our university population and identify ways in which we can create a more equitable environment while also supporting our commitment to the UN SDGs.

As an international educator, we have a responsibility to create and maintain an inclusive environment, where everyone can fulfil their potential. As the first university in Ireland to develop a Race Equality Action Plan, we acknowledge that racism exists in our education system and our wider society. Our role is to educate and empower staff and students to reject racism in all its forms.

We will achieve this by understanding the challenges that our minoritised communities face, standing up to bullying and harassment, addressing bias and ignorance, and encouraging our staff and students to engage in training and discussion to instil a culture of belonging for all.

<b>Action 4.1</b>	Develop an introductory EDI training module for staff to include elements of unconscious bias, bystander intervention, microaggressions and social norms, racial justice, cultural intelligence
	Develop an in-depth staff and student bystander intervention programme with specific scenarios relevant to the medical environment.
<b>Action 4.2</b>	Identify areas of excellence for EDI in the curriculum and mainstream EDI in all relevant SIM and CBL for students so that “ideas and expectations of patients” have EDI considerations
	Track increased recruitment of diverse simulated patients to facilitate more inclusive case-based learning experiences.
	Develop EDI resource pack to support educators to feel comfortable/ knowledgeable in discussing EDI with students
	Suite of EDI recorded lectures and presentations available for staff.
	EDI presentation at annual Tutor induction training.
	EDI workshop during International Education Forum (IEF) for academic colleagues from RCSI and other HEIs.
<b>Action 4.3</b>	Student voice presentation to be included at every EDI Committee meeting.
	Funding of three EDI specific StEP Projects annually.
	Bi-annual meetings with SU, PGSU and EDI to highlight and progress student initiatives and ensure collaboration with student societies on events and campaigns throughout the year e.g. sexual health awareness week.
<b>Action 4.6</b>	New race equality metrics on staff experiences added to the EDI Survey and data analysed.
	Track all reports of racial discrimination (anonymous and formal) to establish baseline and monitor trends.
	Review of curriculum for racially biased content and incorporation of anti-racism workshops.
<b>Action 4.12</b>	Develop and roll out a three-year VisABILITY action plan
	Complete an Autism-Friendly University Application

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## Section 3: Action plan

In Section 3, applicants should evidence how they meet Criterion C:

- + Action plan to address identified issues

Present the action plan in the form of a table (on the landscape page to follow).

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

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

### **Confirm the following:**

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

## 1. Action Plan

Action no.	Objective	Rationale for Action	Detailed Description of Action	Timeframe	Responsible for Implementation	Success Measure: Outcomes and Impact
1. Governance and recognition of equality, diversity and inclusion work, and data systems						
1.1	<p>Equality data collection carried out annually to ensure evidence-based EDI policy and practice.</p> <p><b>Priority Action</b></p> <p><b>Alignment to HEA Gender Equality Key Recommendation 1.4</b></p>	90% staff ethnicity declared on CoreHR, but much lower rates of disclosure of other equality grounds	<p>Run annual CoreHR campaign to increase staff disclosing equality data.</p> <p>The campaign is to educate staff to the importance of equality data collection (e.g. why RCSI is collecting this data and how the data will be used to inform policy and practice for the benefit of all staff) and to create a culture of safety around disclosure in order to increase staff intersectional equality data collection, particularly on gender identity, ethnicity and disability.</p>	<p>Q1 annually for campaign</p> <p>Reporting Q1 annually in line with HEA returns</p>	MI Manager in HR, Head of EDI	<p>An increase per year of staff disclosing equality data on CoreHR.</p> <p>Limited disability data currently available Target – 75%</p> <p>Gender identity Currently – 73% Target – 90%</p>
1.2	Ensure that equality, diversity and inclusion (EDI) data relating to students is collected systematically to ensure evidence-	EDI data relating to students not currently captured systematically	<p>This is an outstanding action from AP 2018 1.1.5</p> <p>Develop a process for the systematic collection of EDI related student data during admission and/or registration</p>	Q2 2026	SARA Registry, EDI Unit, Insights & Planning Office, Institutional Data Team	<p>System in place to capture student EDI data.</p> <p>Once system in place an annual enhancement of the quality and integrity of EDI student data.</p>

	based EDI policy and practice.  <b>Priority Action</b>		using Quercus (or other system). Data to be collected: Ethnicity Disability First Generation University Students (socio-economic background) Gender Identity			Evidence of using EDI student data to inform planning and supports.
1.3	Develop a streamlined data collection and reporting process to ensure annual data requirements are met.  <b>Priority Action</b>  <b>Alignment to HEA Gender Equality</b>  <b>Key Recommendation 8, Indicator 2</b>	Improve cross-institutional coordination and reporting of Athena Swan	<ul style="list-style-type: none"> <li>a) Create an Institutional Data Team to include the management of all Athena Swan data requests, and support annual Athena Swan reporting at institutional and departmental level. (Including clarifying the definitions used around staff and student data collection).</li> <li>b) Consultation with Departments/Schools involved with Athena Swan to review their experience with Athena Swan data requests and reports.</li> </ul>	As per new RCSI Strategy – Q4 2023 Mid-term review in Q4 2025	Head of EDI, Head of Insights and Planning, MI Manager (HR), Business Intelligence Analyst, IT Project Manager	<ul style="list-style-type: none"> <li>a) Data Team established and meets regularly (minimum twice annually). Definitions relating to data collection developed and accessible to relevant stakeholders. Stakeholder focus group session carried out and feedback incorporated into data processes.</li> <li>b) Annual Athena Swan equality data is easily accessible at institutional and</li> </ul>

						departmental level.
1.4	<p>Enable the successful and streamlined implementation of Athena Swan activities across the institution.</p> <p><b>Priority Action</b></p> <p><b>Alignment to HEA Gender Equality</b></p> <p><b>Key Recommendation 8, Indicator 2</b></p>	Continue to provide practical support for Schools/Department/Unit to apply for Athena Swan Awards and implement action plans.	<p>Continuation of AP 2018.</p> <p>a) A new Institutional Data Team will provide a workshop/session to Departments/Schools that are making an application for Athena Swan to support data analysis.</p> <p>b) Develop and provide an Athena Swan toolkit for use by SATs using consistent data reporting methodology (e.g. templates for excel/graphs/dashboards by School/Department/Unit).</p>	<p>a) Q4 2023 and annually as required</p> <p>b) Q4 2023</p>	Institutional Data Team	<p>a) One workshop/session provided for all SATs that are making an application for an award (in the 12-month period prior to submission)</p> <p>b) Standardised Athena Swan data framework added to ASWG SharePoint dashboard and accessible to all SATs.</p> <p>Schools/Depts are resourced to successfully implement and advance equality work.</p>
1.5	Ensure that Action Plan tracking is streamlined, provide clarity on ownership and simplify reporting.	Improve cross-institutional coordination and reporting of Athena Swan at	Scope out requirements and develop an online strategic action tracking tool to monitor implementation of Athena Swan actions at institutional and departmental level.	Scoping exercise completed by Q4 2023.	Athena Swan Project Officer, HR Partners, Institutional Data Team, Athena Swan	Dedicated tool is established to support the successful implementation of the action plan.

	<b>Priority Action</b>  <b>Alignment to HEA Gender Equality</b>  <b>Key Recommendation 3, Indicator 6</b>	local level monitoring.		Implement tool Q2 2024 (starting with Institutional action plan as pilot)	Departmental Champions	Reporting on progress of actions provided to EDI Committee annually by Departmental Athena Swan Champions and ASWG Representative.  RCSI achieves Silver Award in 2027.
1.6	Continue to build awareness and understanding of the importance of evidence-based research and feedback in supporting EDI goals.	Maintain high levels of staff engagement in the annual EDI Survey	<p>Results from the EDI Survey will be communicated to all staff through Town Halls, EDI Inductions and SAT meetings to educate staff on the importance of EDI Survey data for driving equality and culture initiatives.</p> <p>Carry out analysis on the value and impact of moving to biannual surveys due to survey fatigue.</p>	Q1 Annually	Head of EDI	<p>All staff webinar facilitated by EDI Unit and results shared at a Town Hall annually.</p> <p>Response rate target of 50% and maintain target annually.</p>
1.7	Identify priority areas of discussion development for	Improve student feedback mechanism by increasing EDI	a) Run annual promotional campaigns to increase student engagement in EDI survey through social media	a) Q1 Annually b) Annual	a) Head of EDI b) Head of EDI, SU Reps	a) Increase response rate annually (2021: 7%) to reach 20% by 2027.



	students in relation to EDI issues	Student Survey response rate	channels (including Student Life HQ, Library screens). b) Funding allocated for incentives/competitions for students to encourage engagement, and ongoing engagement with SU and student reps to promote engagement.			b) Annual budget provided by EDI Unit
1.8	<p>Ensure the staff are rewarded and recognised for their contribution in EDI Work.</p> <p><b>Priority Action</b></p> <p><b>Alignment to HEA Gender Equality Key Recommendation 2, Indicator 1.7</b></p> <p><b>Key Recommendation 3, Indicator 8</b></p> <p><b>Key Recommendation 6, Indicator 1</b></p>	While staff engagement in EDI activities (including Athena Swan) is high across RCSI it was recognised that formal recognition was important to embed EDI for reward and recognition of staff efforts.	<p>a) An EDI service objective is added to the staff online Professional Development Programme to acknowledge the commitment and workload involved, and recognise service efforts. (Further objectives to be added over the course of the award that relate to EDI including the annual Vice Chancellor EDI Award, Community Engagement, UN SDGs, Digital Badge)</p> <p>b) Drop down list to be reconfigured for 2024.</p>	<p>a) Q1 2023</p> <p>b) Full drop down list to be reconfigured for 2024.</p>	HR, Head of EDI	<p>a) An EDI Service objective is added to the online staff PDP form.</p> <p>b) Further objectives added to PDP form.</p>

1.9	Disaggregation of PMSS staff categories – professional, administrative and technical  <b>Priority Action</b>  <b>Alignment to HEA Gender Equality Key Recommendation 1.4</b>	RCSI does not currently disaggregate/categorise PMSS staff according to gender and role type for Athena Swan reporting. The new Athena Swan framework requires the same level of disaggregation and analysis for PMSS staff as academic and research staff.	Develop a categorisation system to differentiate / categorise PMSS staff to support Athena Swan reporting and analysis.	Q4 2024	MI Manager (HR), HR Partners	Disaggregated PMSS data is available by gender and role category.
<b>Self-Assessment Process</b>						
1.10	Ensure the effective functioning of the ASWG to implement and monitor progress on the AS Action Plan.	Structured monitoring and evaluation of Athena Swan work is needed to ensure effective implementation of equality actions.	ASWG steering group meeting to take place twice per year (two weeks before the EDI Committee) with an annual report on progress presented to SMT/EDIC.	Meetings in Q1 and Q3 Annually  Report shared in Q3 Annually	Athena Swan Project Officer, ASWG Chair	The ASWG is successfully functioning, meeting twice per year, and effectively implementing the action plan.

	<p><b>Alignment to HEA Gender Equality</b></p> <p><b>Key Recommendation 3, Indicator 8</b></p>	Reconfigure ASWG to allow for member rotation and reduce size to a core group to oversee implementation	Open call for new ASWG members to oversee implementation, with provision to ensure (Ex Officio) membership from core University oversee functions.	Q2 2023 and Q2 2026		ASWG membership reconstituted with 40% minimum gender balance, 10% ethnic minority staff.
<b>2. Supporting and advancing academic, research and PMSS staff careers</b>						
<b>Career Pipeline, Recruitment, Induction, Promotion</b>						
2.1	<p>Ensure greater staff awareness and clarity on how career breaks are considered in promotions decisions.</p> <p><b>Alignment to HEA Gender Equality</b></p> <p><b>Key Recommendation 3, Indicator 5</b></p> <p><b>Key Recommendation 6, Indicator 5</b></p>	20%F and 45%M are clear how career breaks are considered in promotions decisions at RCSI	<p>a) More explicit information to be added to academic briefing sessions, and during one-to-one HR discussions on career breaks and how the details of same are considered in the promotions form.</p> <p>b) Annual review of academic promotions form in line with best practice benchmarking from other Universities.</p> <p>c) Guidance document on how to describe career breaks and general personal circumstances, including resulting from COVID, in the promotions application provided to staff through</p>	<p>a) Q3 2023</p> <p>b) By end of Q2 annually</p> <p>c) Q2 2023</p> <p>d) Q2 2027</p>	DVCAA, HR Partners	<p>a) Content of Academic Promotions Briefing Sessions updated to include more emphasis on how periods of leave are evaluated and d) Academic promotions form reviewed annually and updated if necessary</p> <p>b) and d) Academic promotions form reviewed annually and updated if necessary</p> <p>c) All family leave policies updated to include statement on how this leave is considered in academic promotions decisions</p> <p>Increase in staff reporting they are clear how career</p>

			<p>Staff Portal, and links in the EDI survey.</p> <p>d) To mitigate the impact of COVID, include a section in promotion applications where impact of COVID on workload and caring roles is captured.</p>			breaks are considered in promotions decision at RCSI to be 60%F/M by 2027.
2.2	<p>Continue to increase women senior academics at Professorial level.</p> <p><b>Priority Action</b></p> <p><b>Alignment to HEA Gender Equality Key Recommendation 6, Indicator 7</b></p>	<p>Percentage of professors who are women has risen from 21%F in 2017 to 33%F in 2021 (exceeding Action Plan 2018 target of 25%). There is scope for further improvement on this figure. Majority Assoc Prof and Prof comes through promotion. Success rate is higher for female. Strong pipeline of women lecturers/SL.</p>	<p>Spotlight campaign of academic staff who have progressed to senior levels – ideally highlighting staff who took family leave or other absences during their careers. Spotlight case studies to be made available on Staff Portal. Particular emphasis on the School of Medicine.</p> <p>Provide communication materials for HoS/HoD to play leadership role in encouraging promotion applications at staff departmental meetings.</p>	Q3 2023 Q4 2023	HR, Heads of Schools	<p>Multichannel staff role mode campaign completed and Staff Portal updated</p> <p>Communications material for HoS/HoDs developed and shared</p> <p>&gt;35% of professors are women by 2027</p> <p>&gt;45% of associate professors are women by 2027</p>

2.3	<p>Assess scale of impact of COVID-19 on ability of female staff to progress to senior levels.</p> <p><b>Priority Action</b></p>	<p>Monitor COVID impact on rates of promotion application and success</p> <p>Staff focus group consultation indicates that COVID-19 had a significant impact on workload which has impacted on career progression particularly those with caring roles.</p>	<p>a) Examine promotion data trends since 2020 to see if any negative impact of COVID is evident.</p> <p>b) Department/School pilot study taking place to understand impact of COVID on research outputs and grant income. Gather data on publications pre and post COVID publications for academics and researchers, and report on data to EDI Committee.</p>	<p>a) Q2 2023 annually</p> <p>b) Q4 2024</p>	<p>a) Institutional Data Team</p> <p>b) School of Pharmacy SAT, Head of Insights &amp; Planning, ORI</p>	<p>a) Data analysis on impact of COVID disruptions complete and insights shared with the ASWG for any further actions</p> <p>b) Grant award data analysis completed and reviewed by the Institutional Data Team and reported to EDI Committee. Further actions taken based on data collected.</p>
2.4	<p>Ensure continued upward trend of women Heads of Department</p> <p><b>Priority Action</b></p>	<p>To continue positive trend of female HoD which has increased from 13% in 2017 to 22% in 2021 (80% of roles in this time period were filled by female staff).</p>	<p>Outstanding action from AP 2018 7.3.1: All pipeline academic leadership roles to follow formal appointments process regardless of Dept/School size. This is aimed to support the pipeline of senior academics e.g. Cycle Director, Deputy Dean role.</p>	<p>Q4 2023</p> <p>Reviewed in Q4 2025</p>	<p>HR Recruitment Team, Head of Department</p>	<p>All academic pipeline leadership roles are advertised through a formal appointments process.</p>
2.5	<p>Ensure that academic</p>	<p>44%F and 68%M believe the</p>	<p>a) Record Academic Promotions staff information session</p>	<p>a) Q3 2023</p> <p>b) Q1 2023</p>	<p>HR Partner, HR Director</p>	<p>a) Recorded Academic Promotions workshop</p>

	<p>promotions decisions follows fair and transparent appointment processes and that staff understand and have confidence in the process.</p> <p><b>Priority Action</b></p>	<p>promotion process is fair and transparent</p> <p>Five-year analysis of promotions data indicated that appointments are gender balanced, but encouraging greater female application rates is key to continued progression.</p> <p>Staff qualitative information indicated lower perception of the transparency of the process is linked to a lack of clarity on how promotion decisions are made relating to the eligibility criteria, but further analysis is needed to understand the low perception of</p>	<p>which will include more content on panel composition, procedures followed, highlight Director of HR presence (non-voting) to monitor fairness and challenge decisions if needed.</p> <p>b) Provide the promotions committee with additional guidelines on ensuring fair and equitable decision making.</p> <p>c) Director of HR to serve as Equity Champion on the Academic Promotions Committee including an opening message at the committee meeting underscoring our commitment to ensuring equality and eliminating bias.</p> <p>d) Staff consultation and an update to question set in the EDI survey to understand more about staff perceptions of the promotion process.</p> <p>e) Review existing template for providing feedback to applicants and benchmark</p>	<p>c) Q3 2023 d) Q3 2024 e) Q3 2023 f) Q2 2025</p>		<p>content enhanced and updated to provide awareness of the selection process and shared on staff portal.</p> <p>b) And c) additional processes adopted by the Academic Promotions Committee to ensure continued fair and equitable decision making</p> <p>d) Perceptions of staff in relation to the promotions processes understood and addressed.</p> <p>e) Academic Promotions feedback template benchmarked and updated as necessary</p> <p>f) Data analysis of reapplications complete and reported to ASWG and EDIC to provide information on trends and any further action needed</p>
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		<p>female staff in particular in the fairness and transparency of the promotions process.</p> <p>Staff focus group consultation also indicated that more detailed feedback would be welcomed by unsuccessful academic promotions candidates.</p>	<p>process/level of detail against other universities nationally and internationally.</p> <p>f) Analyse success rates of those reapplying for promotion.</p>			<p>Annual increase in staff reporting they believe a. the promotions process is a. fair and b. transparent to 75% by 2027</p>
2.6	<p>Ensure that Service contributions at RCSI are adequately represented in promotions decisions.</p> <p><b>Priority Action</b></p>	<p>53%F and 77%M believe the full range of work activities (including research, education and service) are taken into consideration in promotions decisions at RCSI.</p>	<p>In the context of the wider review of the promotions form Action 2.1, in particular consider the Service wordcount allocation (50 words) which is lower than other sections, and carry out benchmarking against from other Universities.</p>	Q3 2023	HR Partner, DVCAA	<p>Academic promotions form reviewed and updated in line with best practices identified.</p> <p>Annual increase in the percentage of staff that believe the full range of work activities are taken into consideration in promotions activities to 85% by 2027.</p>

		A School with an Athena Swan Award has carried out analysis on this and noted that women staff are carrying out a greater level of service yet the promotions form service word count allocation is lower than for research and education (at 50 words only).	In addition, this particular element of staff perception in the promotions process will be included in the staff consultation noted in Action 2.5			
2.7	Supporting academic and education career progression  <b>Priority Action</b>	60%F and 71%M report “I have access to the training and mentoring I need to help me meet the criteria for promotion or to improve my success at promotion”.  Qualitative data indicated the staff regarded	a) Academic - Expand cross departmental mentoring programme for early career academics (Positive Connections - commenced in late 2021 pairing Lecturers with Assoc Profs/Profs to support career advancement). This programme will expand to include more Schools/Depts from 2023 onwards. b) Research - All StAR Research Lecturers are paired with a mentor to support the career	Ongoing	Head of L&D, HR Partner for Research, Academic Schools and Departments	a) All academic schools and departments participating in Positive Connections by 2026 b) Ongoing mentor pairing for StAR Research Lecturers: 1 allocated for 23/24 and 24/25. Other potential opportunities subject to funding. c) Annual offer of mentoring support for Clinical Educators – 48



		mentoring support around the promotions process in particular to be of great benefit for successful progression.	pipeline (these staff go on to become academic staff on successful completion of the StAR programme) c) Clinical - Career Development Programme for Clinical Educators which matches participants with clinician mentors			mentoring pairings are in place A/Y 22-23
2.8	Ensure that international staff are supported in their transition to working life in Dublin.	Staff consultation indicated that bespoke supports for international staff would improve induction experience	Create a 'Moving to Dublin' guide for all international staff including details of how to apply for PPSN etc.	Q4 2023	HR Recruitment Team	All international staff receive a 'Moving to Dublin' guide to support the smooth transition to living in Dublin.
2.9	Review and improve resources for local level staff induction.	Staff consultation indicated that induction supports at Department/Unit/School level would benefit from having a streamlined approach due to varied experiences by staff	a) Review and add to existing induction checklist for managers b) Add more specific questions to the new starter survey to assess where gaps in experience exist c) Create dedicated Workvivo channel for all new staff to engage with each other and ask questions d) Record screencasts of key functionality used by all staff	Q4 2023 for all	HR Recruitment Team, HR Operations Team	a) Manager's induction checklist reviewed and updated b) New Starter survey reviewed and updated c) New starter Workvivo channel established and continuously managed d) Screencasts of key IT functionality recorded and available on staff portal

			in HR (CoreHR) and IT (Agresso) systems. Make available as part of induction supports and on the staff portal.			
2.10	Review and revise recruitment processes to embed inclusive recruitment processes with particular emphasis on increasing ethnic diversity of staff.	<p>Given that not all recruitment campaigns involve HR participation provide extra supports for hiring managers to ensure inclusive practices.</p> <p>Our staff population is 89% White, and while Irish Census 2016 reports 91% White we want to continue seeing increase in ethnic diversity of staff to reflect our student population.</p>	<p>a) All panel members (including external panel members) to complete EDI in HE Recruitment Module and Anti-Racism training. (Adherence to be monitored through self-declaration system prior to participating in panels.)</p> <p>b) HR panel member to serve as Equity Advisor on all panels with HR involvement. They will remind panel members of RCSI's commitment to intersectional equality and highlight the key principles of inclusive interviewing at the beginning of each panel (this is continuation of AP 2018 4.3.3). Identify and train Equity Advisors for panels that do not involve HR participation.</p> <p>c) Create and promote resource pack with recruitment tools,</p>	<p>a) Q2 2023</p> <p>b) Q2 2023</p> <p>c) Q2 2024</p> <p>d) Q4 2023</p> <p>e) Q4 2023</p> <p>f) Q4 2023</p>	HR Recruitment Team, MI Manager	<p>a) b) c) Recruitment panels are resourced and enhanced to ensure inclusive interviewing practices are embedded. Pilot to train 8 HR Equity Advisors in the first instance</p> <p>And f) Collect and monitor recruitment data by gender and ethnicity</p>

			<p>templates and resources for PIs who recruit locally.</p> <p>d) Targeted advertising campaign to job sites and networks that are accessible/utilised by diverse groups.</p> <p>e) Tracking ethnicity recruitment data upon application.</p> <p>f) Positive action statement included in all job specifications.</p>			
2.11	Continue to ensure gender balanced recruitment panels at RCSI.	Keeping to the Gender Balance on recruitment panels outlined in 2018 AS action plan (40% female representation) is challenging due to fewer male colleagues across RCSI (66% F, 33% M staff)	Proactively recruit and train male colleagues to participate in interview panels.	Annually, as needed	HR Recruitment Team	Increased pool of men to sit on recruitment panels to achieve 40% gender balance on panels.

2.12 Career Development and Appraisal						
2.12.1	<p>Increase awareness and availability of career progression opportunities for PMSS staff</p> <p><b>Priority Action</b></p> <p><b>Alignment to HEA Gender Equality Key Recommendation 6 Indicator 6</b></p>	55%F and 54%M PMSS staff believe they can access the mentoring needed to support career aspirations	<p>a) Continue formal mentoring opportunities for PMSS staff:</p> <ul style="list-style-type: none"> <li>- 'Collaborate' inter university mentoring programme commenced in 2021 for people managers in PMSS, expanded to other groups including Pls.</li> <li>- All participants in Leadership Programmes (Aurora and Managing Through People) participate in mentoring</li> </ul> <p>b) Run a campaign to encourage informal mentoring connections and conversations outside of formal programmes.</p> <p>c) Pilot a sponsorship programme for early to mid-career female staff in PMSS. Initial scoping exercise needed to confirm target for number of sponsors and participants.</p>	<p>a) Ongoing</p> <p>b) Q4 2023</p> <p>c) Q4 2024</p>	Head of L&D	<p>a) Publicise number of staff who have engaged in formal mentoring annually</p> <p>b) Informal mentoring encouraged and highlighted as part of the culture of RCSI.</p> <p>c) Sponsorship pilot completed and evaluated using participant feedback.</p> <p>Increase to 70% of PMSS staff reporting they can access mentoring needed to support career aspirations by 2027.</p>
2.12.2	Develop greater awareness of the differences in	Qualitative data indicated that PMSS staff	Run communications campaign to facilitate greater awareness of	Q2 2024	HR Recruitment Team, MI Manager	Continue to track and publish PMSS progression

	<p>career paths for PMSS and academic and research staff and the opportunity paths available for each group</p> <p><b>Priority Action</b></p>	<p>considered there to be limited career progression opportunities internally, noting a lack of career progression pathway and dissatisfaction with same. However, a greater number of PMSS staff progress internally than academic staff every year.</p> <p>That being said the PMSS progression pathway is distinct to academic promotions pathway. More information and communication is needed to support PMSS staff to understand this process in RCSI and to access internal</p>	<p>PMSS staff internal progression opportunities.</p> <p>Create dedicated internal vacancies 'Workvivo' channel (RCSI internal communications platform) to ensure all vacancies are visible to staff.</p> <p>Add a question to the EDI Survey to gauge staff levels of awareness with the internal vacancies portal/system.</p>			<p>data (by gender) annually at staff Town Hall.</p> <p>Track levels of staff awareness with internal vacancies and use of same in EDI survey.</p>
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		career progression opportunities				
2.12.3	Facilitate processes where part time staff have access to appropriate career development opportunities  <b>Priority Action</b>	52%F and 51%M believe that staff who work part-time are offered the same opportunities as those who work full-time.  Feedback from part-time staff indicated inconsistencies in workload allocation based on FTE namely that academic staff workload is focused on teaching only, which doesn't allow time for research or service (or general development opportunities) needed for progression	a) Increase visibility of role models who have worked part-time (including those who have progressed, and accessed career development opportunities) through staff communications campaign  b) Collect and analyse HR data on the diverse cohort of part-time staff across the University to conduct a deeper dive on this theme in 2024 staff consultation (Action 2.5)	a) Q3 2023 b) Q2 2024	a) HR b) Institutional Data Team	a) Role models identified and communication campaign complete  b) Part-time staff profiles collected and results shared with ASWG and EDIC and appropriate actions incorporated into this action plan in order to see impact by 2027

		<b>See Action 3.6.1 for detail on workload management and related actions</b>				
2.12.4	<p>Review the PDP process and ensure that staff have adequate touch points and mechanisms to discuss workload and career progression.</p> <p><b>Priority Action</b></p>	<p>Staff consultation indicated that not all academics complete PDP with their line manager which negatively impacts the efficacy of the tool for discussion on career progression, workload etc. Workload management was noted as particularly negatively affected by this arrangement and 60%F and 64%M use PDP to discuss workload</p>	<p>a) Analyse data on CoreHR to understand scale of this issue – how many staff have PDPs completed by someone other than their line manager</p> <p>b) Provide people managers with a conversation guide for career check-ins to encourage conversations as part of normal schedule of one-to-ones.</p>	<p>a) Q2 2023</p> <p>b) Q4 2023</p>	<p>MI Manager, Head of L&amp;D</p>	<p>a) Total number of staff impacted quantified, and appropriate actions/next steps discussed with ASWG.</p> <p>b) People managers receive conversation guide reminder annually</p> <p>Annual increase in staff reporting they use PDP to discuss workload to 70% in 2027, and to discuss career progression to 75%.</p>

2.12.5	Enhance practices around discussing and promoting work-life balance at RCSI.  <b>Priority Action</b>	54%F and 46%M use the PDP process to discuss work-life balance issues	<ul style="list-style-type: none"> <li>a) Add an explicit question on wellbeing/work-life balance to the end of year PDP question set to ensure this becomes part of all PDP conversations.</li> <li>b) Provide 'How to talk about Wellbeing' Conversation Guide with People Managers</li> <li>c) Include module on Supporting your Team's Wellbeing as part of leadership development programme 'Managing Through People'</li> </ul>	<ul style="list-style-type: none"> <li>a) Q4 2023</li> <li>b) Ongoing</li> <li>c) Ongoing</li> </ul>	HR Partner, Head of L&D	<ul style="list-style-type: none"> <li>a) Wellbeing/work-life balance question included in the standard PDP question set on CoreHR and monitored for completion rates annual aiming for &gt;90%.</li> <li>b) Conversation Guide shared with managers annually (as per Action 28 above)</li> <li>c) Wellbeing module delivered on each MTP programme</li> </ul> <p>Annual increase in staff reporting they use the PDP process to discuss work life balance issues to 70% by 2027</p>
<b>3. Embedding a positive culture, inclusion and belonging</b>						
<b>Flexible Working, Managing Career Breaks &amp; Leave</b>						
3.1	Embed a consistent approach to supporting staff	Staff quantitative data indicated high satisfaction rates for both male and	<ul style="list-style-type: none"> <li>a) Create guidance document for people managers on range of family leave available and tips on how to</li> </ul>	<ul style="list-style-type: none"> <li>a) Q1 2025</li> <li>b) Q1 2024</li> <li>c) Q4 2023</li> </ul>	HR Operations	Guidance document proactively distributed to managers and staff immediately after leave is



	<p>who are availing of family leave.</p> <p><b>Alignment to HEA Gender Equality Key Recommendation 6, Indicator 5</b></p> <p><b>Recommendation 6, Indicator 9</b></p>	<p>female staff in feeling supported by their School/Dept/Unit before, during and after family leave (100%F and M)</p> <p>However, qualitative data indicated that a guidance document for managers, or a training on how to support staff taking family leave, would facilitate a more consistent approach to supporting staff before, during and after family leave</p>	<p>support staff before, during and after taking this leave. This to include options/ guidelines about how staff can choose at their own discretion to be in contact with their team, supervisor or otherwise during this protected leave in which case, and through informal arrangement with their line manager, this contribution can be recognised for up to 3 days additional leave. This was a specific point of interest for staff from AP2018 and recurring.</p> <p>b) Explore functions on CoreHR to auto distribute guidance document once the manager signs off this leave.</p> <p>c) Expanded package of supports for New Parents provided including pre-leave modules, return to work webinars and group coaching sessions post return.</p>			<p>approved on CoreHR (or at some other check point on the taking of leave journey.</p> <p>Staff continue to report high levels of satisfaction (&lt;90%) with support provided before and after taking leave.</p> <p>Continue to track retention rates to see that rates remain high, on average 90%</p>
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3.2	<p>Establish clarity and processes to facilitate greater access to parental leave (and other flexible leave) options for staff and embed a family friendly support culture for all staff at RCSI, while encouraging a greater gender balance of staff availing of family leave.</p> <p><b>Priority Action</b></p> <p><b>Alignment to HEA Gender Equality Key Recommendation 6, Indicator 5</b></p>	<p>66% of staff are aware of parental leave.</p> <p>Women are far more likely to avail of parental leave (and family/flexible leave), and mostly the PMSS cohort. The uptake of parental leave, particularly amongst male colleagues, is relatively low (in 2021 19F and 0M) although numbers decreased since Covid, potentially due to increased flexibility.</p> <p>Qualitative information for women in particular indicated that workload is a</p>	<p>a) Using the philosophy of #HeforShe campaign, create a call to action for male colleagues and host facilitated conversations to share data about notable areas of absence/lack of engagement from men e.g. around flexible and family leave. Co-create targeted plan on how to address this with the support of male champions.</p> <p>b) Explicit note in academic promotions briefing sessions content on how any family leave is considered and accepted in promotion decisions and add this information as a line in the academic promotions form.</p> <p>c) Pilot project to track and quantify annual volume of unpaid family leave/flexible leave and assess how to manage resourcing and financing to support staff to avail of flexible leave options e.g. parental leave that relates to reduction in</p>	<p>a) Q1 2026 b) Q1 2024 c) Q3 2024 and report by Q3 2025</p>	<p>a) HR L&amp;D b) HR Partner c) HR MI Manager, Finance</p>	<p>a) Facilitated conversation conducted with male colleagues and actions co created to address barriers to male engagement with the support of a cohort of male role models (30 spaces).</p> <p>b) Academic promotions form changed.</p> <p>c) Project delivered and report shared with SMT and EDIC, with findings reviewed for development into an initiative.</p> <p>Increase % of staff awareness of all family/flexible leave to 70% by 2027</p>
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		<p>barrier for ability to take family leave options such as parental leave. In addition, there is qualitative and anecdotal evidence that women academics worried about how parental leave would affect their eligibility for promotion.</p> <p>This links with a carryover action [6.7.1] from AP2018 which sought to provide support for carers to avail of flexible leave arrangements.</p>	<p>workload commensurate with FTE/ better workload management.</p> <p><b>[This links to action around workload allocation model].</b></p> <p><b>3.6.1</b></p>			
3.3	Introduce an institution wide flexible working policy for staff and promote	Staff consultation with carers indicated that flexible working arrangements were	<p>a) Finalise and publish flexible working policy in line with new legislation in this area (when published) – guidance principles document has</p>	<p>a) When legislation is made available</p> <p>b) Q3 2024</p>	<p>a) HR Head of Change</p> <p>b) Institutional Data Workstream</p>	<p>a) Flexible Working policy published on staff portal.</p> <p>b) Staff awareness of [and satisfaction with]</p>

	<p>awareness of same.</p> <p><b>Priority Action</b></p> <p><b>Alignment to HEA Gender Equality Key Recommendation 6, Indicator 2</b></p>	<p>essential for supporting work-life balance and to reduce impacts to career progression from COVID-19.</p> <p>38% of staff reported that there are flexible working arrangements that are suitable to their needs.</p>	<p>already been shared with staff</p> <p>b) Question to be added to EDI Survey on awareness of flexible working policy and satisfaction with same</p>			<p>flexible working policy to be added to EDI survey and baseline established and tracked annually for possible intervention, and also disaggregated by part time staff.</p> <p>Annual increase in staff reporting satisfaction with flexible working arrangements to 50% by 2024 and new target reviewed for 2027.</p>
3.4	<p>Ensure support mechanisms in place to meet the needs of staff at RCSI experiencing perimenopause and menopause.</p>	<p>RCSI have 25% of female staff aged between 45-55, the majority of whom will experience perimenopause and menopause during this period.</p>	<p>a) Develop and launch Menopause Policy including information campaign.</p> <p>b) Training for managers on Menopause Policy provided.</p> <p>c) Add question on awareness of Menopause Policy to EDI survey</p>	<p>a) Q2 2024</p> <p>b) Q3 2024</p> <p>c) Q4 2024</p>	<p>a) Head of L&amp;D</p> <p>b) Head of L&amp;D</p> <p>c) Head of EDI</p>	<p>a) Approval and implementation of menopause policy</p> <p>b) Campaign and training update to coincide with World Menopause Day</p> <p>c) Staff awareness of Menopause Policy added to EDI survey</p>

						and baseline established and tracked annually.
<b>3.5 HR Policies and Reporting Unfair/Inappropriate Behaviour, Bullying, Harassment, Sexual Harassment and/or Sexual Violence</b>						
3.5.1	<p>Increase awareness of reporting mechanisms within RCSI and the importance of formal, informal and anonymous reporting to encourage a more open, safe and supportive culture</p> <p><b>Alignment to HEA Gender Equality Key Recommendation 3, Indicator 3</b></p>	<p>There is high staff awareness of how to report (74%F and 78%M) but slightly lower staff inclination to do so if personally affected: 63%F and 75%M reported “If I felt I had experienced unfair/inappropriate behaviour, bullying, harassment, sexual harassment and/or sexual violence, I would feel</p>	<p>a) Run communication campaigns twice annually to remind staff and students of the Speak Out tool as an anonymous reporting mechanism.</p> <p>b) Highlight Speak Out tool and Dignity and Respect Policy to all staff at induction.</p> <p>c) Roll out mandatory Bystander Intervention training to all staff to build skills and confidence in calling out inappropriate behaviours (Building more awareness – testimonial or quote about their positive experience. Tying it to launch</p>	<p>a) Ongoing</p> <p>b) Ongoing</p> <p>c) Q3 2023</p> <p>d) Q3 2024</p>	<p>EDI Unit;</p> <p>ESP Forum</p> <p>HR Partner</p>	<p>a) Speak Out communications campaign complete</p> <p>b) Induction content updated</p> <p>c) Bystander Intervention training developed and launched</p> <p>d) Annual monitoring and internal publication of high-level anonymous, informal and formal staff reporting to show to staff that reports are made and taken seriously</p>

	<b>Key Recommendation 5, Indicator 1</b>	comfortable reporting it”	<p>of Bystander Intervention training.)</p> <p>d) Carry over from AP2018: develop a reporting tracking tool to monitor trends and provide strategic guidance to where supports are required (use the Speak Out annual reporting framework as a template)</p> <p>The above actions are embedded into our Ending Sexual Violence, Supporting Survivors and Promoting Consent (ESP) Forum. The Forum launched its three-year action plan in January 2023</p>			
3.5.2	Annual Reporting of Gender Pay Gap	Gender pay gap reporting forms part of a wider societal strategy to address female participation rates and employment gaps between genders.	<p>a) Calculate, report and analyse our gender pay gap on an annual basis</p> <p>b) Develop an action plan to address the underlying causes of the gender pay gap.</p> <p>c) Track progress on the implementation of the actions.</p>	Q1 2024	HR MI Manager, Director of HR	A sustained progressive reduction in our gender pay gap
3.6 Workload Management and Work-Life Balance						

3.6.1	<p>Introduce an institution-wide, principles-based workload management (WLM) system enhancing clear and transparent mechanisms for workload allocation.</p> <p><b>Priority Action</b></p> <p><b>Alignment to HEA Gender Equality Key Recommendation 6, Indicator 4</b></p>	57%F and 65%M report “My school has a clear and transparent way of allocating workload”	<p>Carried forward from AP2018 7.8.1 and 7.8.2:</p> <p>Review pilot WLM conducted in PBS, benchmark approaches throughout the University and develop RCSI principles-based approach and guidelines for workload management for all academic departments.</p> <p>Training provided to heads of academic units on this framework.</p>	Q4 2024 and reviewed annually	HR Partner	<p>Annual increase of staff reporting their School/Dept/Unit has a clear and transparent way of allocating workload to 70% by 2027.</p> <p>Framework developed and training conducted for 90% of all heads of academic units.</p> <p>All Schools to have implemented a workload management approach using these principles by 2027.</p>
3.7 Committee Membership and Role Models						
3.7.1	Continue to improve gender balance and wider	Since AP2018 RCSI has established 40% minimum	a) Annual reporting to Governing Body and Executive Management	a) Q4 Annually	a) EDI Unit, ASWG	a) 80% of senior institutional committees

	<p>diversity across all committee types including statutory and project-based committees.</p> <p><b>Alignment to HEA Gender Equality Key Recommendation 2, Indicator 1.1</b></p>	<p>gender representation policy on senior institutional committees. 65% of committees have established this practice.</p>	<p>Team on % of female representation on committees.</p> <p>b) Central repository established where committee secretaries can update membership details of all senior committees annually to allow for tracking of equality data and forward planning regarding nomination announcements for external representatives (data includes gender, role, term dates etc).</p> <p>c) Standard ToR templates and membership recruitment guidance document developed and available on the staff portal for any new committees forming in relation to EDI and governance. [note to be shared with incoming President who choses many of the members]</p> <p>d) Head of EDI to present to Governance and Nomination Committee biennially on the importance of diverse</p>	<p>b) Establish in Q4 2023, update annually</p> <p>c) Q1 2024</p> <p>d) Q3 2024</p> <p>e) Q3 2024</p>	<p>Comms WS, Office of VC</p> <p>b) Office of VC, Committee Secretariat</p> <p>c) EDI Unit, Office of VC</p> <p>d) Head of EDI</p> <p>e) Head of EDI</p>	<p>established minimum gender representation policy by 2027.</p> <p>b) Central database established updated annually, and used to reporting to Governing Body and Executive Management Team.</p> <p>c) All new committees using standard approved documentation and processes.</p> <p>d) Governance and Nomination Committee are up to date on best practice regarding diverse representation leading to more diverse candidate recruitment as tracked on the membership database.</p> <p>e) Committee secretariat are trained in EDI in relation to committee processes and membership.</p>
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			<p>representation and ways to achieve this.</p> <p>e) EDI topics to be added to secretariat training</p>			
3.7.2	Increase diversity in all Committees across key equality grounds including gender, ethnicity, age etc.	<p>A committee audit in 2022 flagged a continued lack of diversity such as gender imbalance, including ethnicity and disability representation in committee Chairs (27%F in 2017, 29%F in 2022). However, Committee Chairs are generally Council members and are assigned by ex officio roles or selected by President/Vice-Chancellor and therefore focusing on fellows and members who can be elected to Council will help</p>	<p>a) Include positive action statement relating to committee chairs in all committee ToRs.</p> <p>b) Roll out a campaign targeted at fellows and members to provide more information on the Council nomination and election process. This awareness campaign will emphasise the importance that Council reflects the fellow and member surgical community in Ireland and internationally. Specific webpage and social media platforms to support this initiative.</p> <p>c) Host a pre-election workshop for interested nominees to help prepare them for the nomination procedure</p> <p>d) Post-election analysis report conducted</p>	<p>a) Q4 2023</p> <p>b) 2024</p> <p>c) 2024</p> <p>d) 2024</p>	<p>a) All Committee Chairs, Office of the VC</p> <p>b) Office of VC, Surgical Affairs, Comms Manager</p> <p>c) Surgical Affairs</p> <p>d) Surgical Affairs</p>	<p>a) All ToRs include positive action statement that is referenced at the beginning of each year.</p> <p>b) Biennial campaign run on Twitter, LinkedIn and through email.</p> <p>c) Biennial pre-election workshop hosted in advance of Council Nominations (attendance tracked and monitored)</p> <p>d) Biennial post-election analysis conducted and insights used to guide further action.</p>

		develop the Chair pipeline.				
3.7.3	Identify committee structures where gender recommendations cannot be implemented in full due to legacy corporate governance structures	Committee membership on senior institutional committees can be ex officio (e.g. Head of School) which does not allow for gender to be considered in selection process. To allow Committees with established membership base to reach 40% representation	This is an outstanding action from AP2018 7.5.2: a) Including a statement in each ToR that allows for membership base of institutional committees to be extended to allow 40% female representation, and to target other diversity representation where rotation of members is not feasible. b) General EDI reflection on committee composition to be added to the agenda as the first item of the year as a quality process. This action is to be minuted, and sent to EDI Unit as record.	a) Q4 2023 b) Q1 2024	a) Office of the VC, Committee Secretariat b) Committee Secretariat, Head of EDI	a) Membership base of committees extended where needed to allow greater diversity. [This to be tracked in the report provided in Action 3.7.1] b) EDI reflection minutes recorded and sent to EDI unit annually.
3.7.4	Provide clear and open process for staff to gain experience in non-statutory	To promote gender equality on panels/working groups/committees/speakers etc.	a) Committee section to be added to the Staff Portal detailing membership of committees, and the process for joining.	a) Q4 2023 b) As required c) Q3 2023	a) HR, Office of the VC and Office of the DVCAA	a) Committee section on staff portal updated annually with necessary membership documentation.

	committees to build experience for future committee engagement.	[67%F and 73%M report there are equal opportunities to get involved in internal activities like committees]  Qualitative data indicated that staff believe there is a lack of transparency about committee membership and information on same.	b) Provide opportunity for internal talent development through membership of committees. An open call to staff for committee roles will be advertised throughout the year. (use MHSB election process as example). Announcement for committees openings to take place at Ground Rounds, Town Hall. Committee vacancies section on staff portal announce open calls to support internal talent pool.  AP2018 7.1.1 action that is carried over:  c) Roll out <i>Mind the Gap</i> campaign to remind management/staff to stop and consider gender equality and work to ensure minimum 40% representation.		b) HR, Committee Secretariat c) EDI Unit, Comms	b) By the end of 2026 75% committee vacancies will be advertised using staff portal. c) 80% staff report there are equal opportunities to be involved in internal activities like committees by 2027.
3.7.5	Promote, enhance and celebrate the diversity of our students and staff	Incorporate intersectionality in corporate-level campaigns to	Track and monitor intersectional diversity in specific institutional-level communications: annual report, promoted social media	Q1 2024 develop the system and track and	Head of Comms	Maintain minimum 80% of staff agreeing that there are people across the University that they can

	by ensuring representation in all communications materials.	ensure we are providing representation of diverse role models at RCSI	campaigns and on-campus branding.  (Specifically relating to gender and ethnicity of imaging)	report annually		identify with as role models (83% F and 80% M in 2021).  Baseline to be developed by Q4 2024 relating to percentage of total imagery that must include diverse imagery and review target once baseline established with 50% minimum gender balance, and 30% ethnic diversity.  Report annually to EDIC
3.7.6	Embed EDI into RCSI communications and ensure RCSI public image is respectful of intersectionality.	Embed gender equality and intersectionality in all School/Dept/ Unit communications, reflecting what has been achieved at the institutional level.	Develop policy on diversity and communications and share with all relevant internal stakeholders e.g. Heads of Schools, School level SATs, PIs.	Q4 2024	Head of Comms	Policy is published, shared and promoted on WorkVivo.

4. Embedding EDI (eg Transgender rights, race equality etc)						
4.1	<p>Review and refresh key EDI trainings based on priority areas. Develop short mandatory EDI training for staff which will sign post to other offerings including in-depth Bystander Intervention and anti-racism training. Ensure student leader participation in priority areas.</p> <p><b>Priority Action</b></p> <p><b>Alignment to HEA Gender Equality Key Recommendation 1.5</b></p>	<p>Staff and student consultation indicated an appetite for more EDI training including a focus on bystander intervention training and supports. Student feedback indicated specific interest in bystander scenarios in the medical environment.</p>	<p>a) Develop an introductory EDI training module for staff to include elements of unconscious bias, bystander intervention, microaggressions and social norms, racial justice, cultural intelligence.</p> <p>b) Develop an in-depth staff and student bystander intervention programme with specific scenarios relevant to the medical environment.</p>	<p>a) Q3 2023 b) Q1 2024</p>	<p>a) Head of EDI, IT, HR b) Head of EDI, IT, HPEC, Students Union, Surgical Affairs</p>	<p>a) Online mandatory EDI Training Module available for all staff. 100% completion rate. b) All student leaders (SU, EDI reps, StEP Programme participants, society and clubs committees) complete training. 50% of staff represented on EDI fora complete training. 100% completion rate for Senior Management Team and HR.</p>
4.2	<p>Mainstream EDI subject matter into teaching and</p>	<p>New Athena Swan framework highlighted the</p>	<p>a) Identify areas of excellence for EDI in the curriculum and mainstream EDI in all</p>	<p>a) Q3 2023 and ongoing</p>	<p>a) THEP Implementation Group</p>	<p>a) All new learning resources to have incorporated EDI into</p>

	<p>learning material while embedding equality grounds into interactive learning tools including Case Based Learning (CBL) and simulation (SIM)</p> <p><b>Priority Action</b></p> <p><b>Alignment to HEA Gender Equality Key Recommendation 4, Indicator 2</b></p>	<p>need to support managers to embed gender equality and EDI at local level including in teaching, learning and research</p>	<p>relevant SIM and CBL for students so that “ideas and expectations of patients” have EDI considerations</p> <p>b) Track increased recruitment of diverse simulated patients to facilitate more inclusive case-based learning experiences.</p> <p>c) Develop EDI resource pack to support educators to feel comfortable/knowledgeable in discussing EDI with students.</p> <p>d) Suite of EDI recorded lectures and presentations available for staff.</p> <p>e) EDI presentation at annual tutor induction training</p> <p>f) EDI workshop during International Education Forum (IEF) for academic colleagues from RCSI and other HEIs</p>	<p>b) Q3 2024</p> <p>c) Ongoing</p> <p>d) Q3 2023 annually</p> <p>e) Q3 2024 and Q3 2026</p> <p>f) Q4 2026</p>	<p>and/or the Director of Curriculum, CBL Management</p> <p>b) As above</p> <p>c) EDI Events and Communications Co-ordinator</p> <p>d) Head of EDI, Programme Leads</p> <p>e) Head of EDI, EDI Unit</p> <p>f) Head of EDI</p>	<p>each year of the programme and audit carried out annually, with the view of expanding to other programmes outside of GEM and DEM over time and following feedback.</p> <p>b) Suite of resources available to educators and monitor usage across programmes – e.g. Visual Dx</p> <p>c) Suite of resources available to educators and monitor usage across programmes.</p> <p>d) 100% tutors receive EDI training during induction</p> <p>e) EDI incorporated into the IEF Conference to educate academics and embed EDI as a core educational outcome.</p> <p>f) Specific EDI student training developed by 2027.</p>
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4.3	Provide opportunities to students to contribute to the development of EDI supports including training, projects campaigns and other initiatives  <b>Priority Action</b>	Feedback from student representatives indicated greater input and engagement from students is welcome to inform EDI work	<ul style="list-style-type: none"> <li>a) Student voice presentation to be included at every EDI Committee meeting.</li> <li>b) Funding of three EDI specific StEP Projects annually.</li> <li>c) Bi-annual meetings with SU, PGSU and EDI to highlight and progress student initiatives and ensure collaboration with student societies on events and campaigns throughout the year e.g. sexual health awareness week.</li> </ul>	<ul style="list-style-type: none"> <li>a) 3 times per year during EDIC Meetings</li> <li>b) Q4 annually</li> <li>c) First meeting in Q3 annually and second in Q2 annually</li> </ul>	<ul style="list-style-type: none"> <li>a) EDI Unit, EDI Student Representatives</li> <li>b) EDI Unit, Dean of Student Engagement, Student Representatives</li> <li>c) EDI Unit and SU</li> </ul>	<ul style="list-style-type: none"> <li>a) Three student led initiatives prioritised and actions per year</li> <li>b) 3 EDI StEP Projects implemented per annum.</li> <li>c) Collaboration on four initiatives/campaigns per year</li> </ul>
4.4	Improve male participation and engagement in all EDI related work including Athena Swan, Forums, Networks, panels and training	Increasing male engagement in EDI (and trainings) with a focus on men being part of the solution	<ul style="list-style-type: none"> <li>a) Implement actions arising from the Gender Equality Enhancement Fund Project on 'Engaging men in building gender equality – the development of a pilot programme in Irish HEIs'.</li> <li>b) Renewal of the Men's Shed Network with flagship event on International Men's Day to include men-only</li> </ul>	<ul style="list-style-type: none"> <li>a) Q2 2024</li> <li>b) Q4 2023</li> </ul>	<ul style="list-style-type: none"> <li>a) EDI Unit, HR</li> <li>b) EDI Unit, Men's Shed Network.</li> </ul>	<ul style="list-style-type: none"> <li>a) Actions implemented to increase male engagement in EDI as per pilot programme outcomes.</li> <li>b) Active Men's Shed Network. 10 male bystander intervention champions</li> </ul>

	<b>Alignment to HEA Gender Equality Key Recommendation 3, Indicator 1</b>		bystander intervention focus group.			
4.5	Increase awareness and understanding of Age as an Equality Ground	Staff consultation indicated need for increased awareness of age as an equality ground [and qualitative comments from EDI survey from 2018-2021 indicate same desire from staff]	<ul style="list-style-type: none"> <li>a) Age Friendly Network to focus on ageing throughout the lifespan e.g. collaboration with the Centre for Positive Psychology &amp; Health on proactive supports for ageing through the lifespan.</li> <li>b) Develop bystander intervention scenario to address ageism in the workplace</li> <li>c) Undertake staff consultation to understand the needs of older and younger workers.</li> </ul>	<ul style="list-style-type: none"> <li>a) Q3 annually (Positive Aging Week)</li> <li>b) Q1 2024</li> <li>c) Q3 2025</li> </ul>	<ul style="list-style-type: none"> <li>a) EDI Unit, Centre for Positive Psychology &amp; Health, Age Friendly Network, EDI Unit</li> <li>b) EDI Unit, Age Action</li> <li>c) EDI Unit, QEO, HR</li> </ul>	<ul style="list-style-type: none"> <li>a) Flagship event(s) carried out annually during Positive Ageing Week.</li> <li>b) Bystander intervention ageism scenario incorporated into training.</li> <li>c) Staff consultation to be presented to staff at Positive Ageing Week and outputs incorporated into EDI strategy.</li> </ul>
4.6	Quantify the scale of racism in RCSI	To understand staff and student	<ul style="list-style-type: none"> <li>a) New race equality metrics on staff experiences added to</li> </ul>	<ul style="list-style-type: none"> <li>a) Q4 2022</li> <li>b) Q3 2023</li> </ul>	<ul style="list-style-type: none"> <li>a) EDI Unit</li> </ul>	<ul style="list-style-type: none"> <li>a) Specific race equality metrics added to the</li> </ul>



	<p>while reiterating our commitment to rejecting racial discrimination in all its forms as wrong and fundamentally inconsistent with our mission and values.</p> <p><b>Priority Action</b></p> <p><b>Alignment to HEA Gender Equality Key Recommendation 5, Indicator 2</b></p>	<p>experiences of race equality at RCSI following the implementation of the Race Equality AP.</p>	<p>the EDI Survey and data analysed each year.</p> <p>b) Track all reports of racial discrimination (anonymous and formal) to establish baseline and monitor trends.</p> <p>c) Review of curriculum for racially biased content and incorporation of anti-racism workshops.</p>	<p>c) Q3 2025</p>	<p>b) Head of EDI, HR, CoMPPAS</p> <p>c) Deputy Director GEM and REF Education Workstream</p>	<p>staff and student EDI survey and reported annually in the EDI survey feedback.</p> <p>b) Reporting data tracked centrally, analysed and reported annually to REF, EDIC and SMT.</p> <p>c) Curriculum review completed and incorporation of anti-racism material related to healthcare into the curriculum.</p>
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4.7	Promote and champion gender identity and expression to enhance RCSI's culture of belonging	To further develop an understanding and tolerance of gender identity and expression at RCSI including clinical sites	<ul style="list-style-type: none"> <li>a) Update RCSI Gender Identity and Expression Policy, and develop awareness campaign to promote new policy</li> <li>b) Mainstream the use of pronouns across the University e.g in email signature, presentations</li> <li>c) Pronoun badges rolled out in University and clinical sites</li> <li>d) Annual campaign to support above</li> <li>e) Develop gender identity supports and materials which promote existing infrastructure and supports including gender neutral toilets and gender recognition supports in Registry and Alumni</li> </ul>	<ul style="list-style-type: none"> <li>a) Q2 2025</li> <li>b) Q3 2024</li> <li>c) Q3 2024</li> <li>d) Q3 annually</li> <li>e) Q1 2025</li> </ul>	<ul style="list-style-type: none"> <li>a) EDI Unit, HR</li> <li>b) EDI Unit, Dean of Medical Programmes</li> <li>c) EDI Unit</li> <li>d) EDI Unit</li> <li>e) EDI Unit</li> </ul>	<ul style="list-style-type: none"> <li>a) Annual review of the staff and student survey tool and question set to build knowledge of gender identity and expression at RCSI. Updated Gender Identity and Expression Policy published on staff portal</li> <li>b) Pronouns campaign included in all student and staff induction.</li> <li>c) Measure baseline of staff using pronouns in email signatures and increase this figure annually.</li> <li>d) 3000 pronoun badges distributed</li> <li>e) Gender identity materials provided to all Academic Units</li> </ul>
4.8	Mainstream EDI into research with particular emphasis on the gendered	To ensure RCSI meets all requirements needed for GEP for Horizon Europe by	Grant writing course rolled out for researchers with module dedicated to learning about mainstreaming the gender and diversity dimension in research	Q4 2023	ORI, L&D	Module made available to research staff once per year and attendance tracked.

	dimension in research content.	promoting awareness and integration of the gender and intersectional dimension in research and innovation.	content through all stages of the research process.			
4.9	<p>Educate the RCSI community on the role that the Traveller Community plays in Irish society as a recognised and unique ethnic group</p> <p><b>Alignment to HEA Gender Equality Key Recommendation 4, Indicator 4</b></p>	Amplify the voice and needs of the Irish Traveller and Roma community in relation to education and healthcare.	<p>a) Host events with Pavee Point and other relevant advocacy groups highlighting opportunities for study and achievements of RCSI alumni/students from the Traveller and Roma Community as well as education and awareness events for RCSI staff.</p> <p>b) Develop a targeted advertising campaign to promote awareness of RCSI scholarship opportunities, to enhance visibility of the programme, and for relationship building with relevant groups.</p>	<p>a) Q2 2023</p> <p>b) Q3 2023 annually</p> <p>c) Q4 2023, Q4 2024 and activities carried out by 2025</p>	<p>a) EDI Events &amp; Comms Co-ordinator, Head of RCSI Engage, Conference and Events Manager</p> <p>b) EDI Events &amp; Comms Co-ordinator, Head of RCSI Engage, EU Admissions Officer</p> <p>c) Head of RCSI Engage, EU</p>	<p>a) Online event hosted in partnership with Traveller and Roma advocacy groups to promote career opportunities in healthcare; number of participants and gender breakdown</p> <p>b) Increase engagement with Traveller and Roma groups. Scholarships promoted in relevant media (e.g. Traveller Voice Magazine). Media metrics from relevant channels.</p>

			c) Secure recurring funding (e.g. HEA PATH 5) to enable direct support to promote and encourage Traveller and Roma students access to RCSI and higher education.		Admissions Officer	c) Funding secured. Pre-entry access engagement in TCAP of two new students in 2024. Target to be defined for 2025.
4.10	Develop robust data collection processes to capture gender balance in community, public and patient engagement activities across the university	Refine data collection tool to develop a digital information management system to capture staff and student community, public and patient engagement activity across all categories of engagement	As per AP2018 7.11.2 RCSI Engage piloted a data collection tool to capture Community engagement activity in 2022. Data collection process will be reviewed and refined on annual basis to capture ongoing staff and student engagement activity and seek to track patterns within e.g., gender participation	Q2 2023, 2024, 2025	Head of RCSI Engage, Institutional Data Team	Digital information system created that allows review and extraction of relevant data points and tracking of participation.
4.11	Review and enhance	Explore reward and recognition for	Explore development of a mechanism (Digital Badge	Q1 2025	RCSI Engagement	Evaluation and recommendation on

	mechanism to reward staff and student engagement in community, public and patient engagement activity with a focus on EDI	staff and students who take part in community engagement activities	Framework) to recognise staff and student community, public and patient engagement		Committee, Head of RCSI Engage, HR, HPEC	feasibility of an RCSI Digital Badge Framework or alternative solution for recognition and reward
4.12	Increase awareness and understanding of Disability as an Equality Ground and support continued development of an environment where students and staff with disabilities can thrive	To support and promote the rights of students and staff with disabilities	<ul style="list-style-type: none"> <li>a) Develop and roll out a three-year VisABILITY Action Plan</li> <li>b) Complete an Autism-Friendly University Application</li> </ul>	<ul style="list-style-type: none"> <li>a) Q1 2023 developed and signed off</li> <li>b) Q4 2024</li> </ul>	<ul style="list-style-type: none"> <li>a) EDI Unit, VisABILITY Forum</li> <li>b) EDI Unit</li> </ul>	<ul style="list-style-type: none"> <li>a) Action plan developed and implemented over three-year period.</li> <li>b) Achieve Autism Friendly University Award</li> </ul>

	Priority Action					
4.13	Mainstream principles of UDL across RCSI to highlight the importance of inclusive teaching and learning practices for all	Embed principles of UDL in teaching materials	<ul style="list-style-type: none"> <li>a) Create sub group within VisABILITY Forum to champion key principles of UDL across RCSI</li> <li>b) Analysis on reasonable accommodations requests.</li> <li>c) Ensure that RCSI's websites align to EU's Web Content Accessibility Guidelines (WCAG) 2.0. (Ref: National Disability Authority IT Accessibility Guidelines).</li> </ul>	<ul style="list-style-type: none"> <li>a) Q3 2025</li> <li>b) Q1 2026</li> <li>c) Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>a) UDL Sub Group</li> <li>b) CoMPPAS</li> <li>c) Chief Technology Officer (IT)</li> </ul>	<ul style="list-style-type: none"> <li>a) Biennial report outlining progress in embedding UDL principles in teaching</li> <li>b) Track how increased use of UDL impacts wider student experience</li> <li>c) Continuous improvement project to align RCSI websites with best practice accessibility guidelines</li> </ul>
4.14	Provide the public including our local community with opportunities to learn and immerse themselves in EDI issues which	Maximise advocacy on core EDI topics relating to the equality grounds to contribute to societal change	EDI exhibition in Project Connect exhibition space which is open to public	<ul style="list-style-type: none"> <li>Q3 2026</li> <li>Q3 2027</li> </ul>	Head of EDI, Head of RCSI Engage, Estates	EDI exhibitions provided to the public for two months

	impact broader society					
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