

Athena Swan Ireland Bronze Application: Institutions

Applicant information

Name of institution	Dublin Business School
Date of current application	14/06/2024
Level of previous award, if applicable	N/A
Date of previous award, if applicable	N/A
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Section	Words used
Section 1: An introduction to the institution's Athena SWAN work	1,491/2,000
Section 2: An assessment of the institution's gender equality context and, where relevant, wider equality context	14148/10,500
Section 3: Action plan	N/A
Overall word count	15639/12,500*

* 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.



Dublin Business School Application for the Institutional Athena SWAN Bronze Award



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Abbreviations

AAD	Assistant Academic Director
AASC	Academic Appointments Sub-Committee
AD	Academic Director
ADWG	Academic Delivery Working Group
ARPC	Applied Research and Practice Committee
ASIAM	Ireland's Autism Charity
ASC	Academic Support Community
BA	Bachelor of arts
CCO	Chief Commercial officer
CFO	Chief Financial Officer
CPD	Continuing Professional Development
CSR	Corporate Social Responsibility
DAC	Disability Access Certificate
DBS	Dublin Business School
DEI	Diversity Equity and Inclusion
DEIS	Delivering Equality of Opportunity in Schools
ERGs	Employee resource groups
FAQ	Frequently Asked Questions
FSD	Fund for Students with Disabilities
GDPR	General Data Protection Regulation
GPG	Gender Pay Gap
HoD	Head of Department
HR	Human Resources
HRIS	Human Resources Information System
IoT/TU	Institute of Technology/Technological University
IWD	International Women's Day
ICOS	Irish Council for International Students
KIT	Keep in Touch

KPIs	Key Performance Indicators
LGBTQ+	lesbian, gay, bisexual, transgender, intersex, queer/questioning, asexual and many other terms (such as non-binary and pansexual)
LT&A	Learning, Teaching and Assessment
LU	Learning Unit
UDL	Universal Design Learning
M/F	Male/Female
MBA	Master of Business Administration
NFQ	National Framework of Qualification
PARC	Practical and Applied Research Conference
PERM	Permanent
PLM	Programme Level Manager PRC Practice Research Coordinator
SAT	Self-Assessment Team
SC	Social Committee
SLT	Senior Leadership Team
SMART	Specific, Measurable, Achievable, Realistic, Times
UD	Universal Design
UDL	Universal Design for Learning
IADT	Institute Of Art Design + Technology
DKIT	Dundalk Institute of Technology
GMIT	Galway Mayo Institute of Technology
IT Carlow	Institute of Technology Carlow
IT Sligo	Institute of Technology Sligo
MIC	Mary Immaculate College
MTU	Munster Technological University
NCAD	National College of Art and Design
TUD	Technological University Dublin
TUS	Technological University of the Shannon: Midlands Midwest

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

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

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

Recommended word count: 2,000 words

1. Letter of endorsement from the head of the institution

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

- the link between the Athena SWAN Ireland principles and the institutional strategy;
- leadership of the head of institution in advancing equality, including any involvement in the self-assessment or specific actions;
- evidence of how the institution's equality work is led and supported by the institution's senior management;
- 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.



Sarah Fink

Head of Athena SWAN Ireland

Dear Sarah,

I am delighted to endorse this application from Dublin Business School for the Institutional Athena SWAN Bronze Award. I want to express my full support and commitment to ensuring that we continue to make progress on the issue of gender equality and other equality grounds.

I would also like to confirm my full support for the four-year action plan. I am very grateful for the hard work by the Self-Assessment Team to drive forward this application process. It reflects the collective efforts to date, and more importantly, our commitment to maintain progress and momentum in this critical area. The Self-Assessment Team can count on my continued support and willingness to invest my time and the institution's resources to achieve our goals.

DBS celebrates its 50th anniversary in 2025. We are proud of our continued growth and development as a business. In no small measure that achievement can be traced back to ensuring we build a diverse business that reflects our student community and society at large. Our vision is to build an institution that is diverse, innovative and collaborative. We want to be recognised globally for excellence in teaching and learning and for supporting every learner to build a successful career. We are currently refreshing our strategy for the coming 5 years. Building a diverse community around the needs of our team and our students will be a central pillar of our strategic programme. Obtaining Athena SWAN accreditation is a key next step for us.

We have put in place strong and effective governance to ensure delivery on our Diversity, Equity, and Inclusion objectives. Our DBS DEI Board and DBS DEI Steering Committee report to the Executive Board. We have made strong progress in building out both our Board of Directors and Senior Leadership Team to achieve gender balance and diverse insight in the leadership of the business. Currently, 60% of the Board Directors are female and 45% of the SLT are female. Our talent management and succession programme will look to ensure we have a diverse pipeline of talent ready for progression into leadership roles across the business as it develops further.

I was appointed as President earlier this year and I will be championing the continued build of a diverse culture as a core focus in my leadership of the business. Ensuring all our team feel they belong, they have a voice, they can make career progress and that they can achieve equality with regard to pay and benefits is a key area of focus for me personally.

This application process and the self-assessment and reflection has been very powerful and we are focused on some key actions, including the following:

- actively recruiting to further improve the diversity of our ethnic representation for both faculty and non-faculty roles;
- review of institutional committee membership with targeted recruitment of females for the majority of committees where there is under-representation;
- development and launch of a college wide high potential programme for diverse young talent that supports both specialist and generalist roles across faculty and non-faculty;
- development and launch of a high potential women's programme to support career development and promotions;
- continuing reporting on our gender pay gap seeking improvements on our mean and median results;
- Rolling out consent workshops to students and staff.

We have made good progress but there is much work to do still. As President of DBS, and the leadership team are committed to continued investment and hands-on involvement in the delivery of the programme of actions we have set out in our application.

I confirm that the information presented in this application is an honest, accurate and true representation of our institution today.

Yours sincerely,

Tim Bicknell
President
Dublin Business School



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

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

The DBS DEI (Diversity, Equity, and Inclusion) Steering Group and DBS DEI Board are both key structures to support DBS' efforts to promote diversity, equity, and inclusion.

The DBS DEI Steering Group is responsible for monitoring, reviewing, and reflecting on the progress made towards achieving the organisation's DEI objectives. This group consists of four members from the Senior Leadership Team who play a crucial role in driving DBS DEI efforts. They oversee the implementation of DEI initiatives and ensure alignment with DBS goals and vision.

One of their key responsibilities is to engage with Kaplan to track and assess the progress made in relation to DBS' DEI objectives. DBS is a wholly owned subsidiary of Kaplan, the Education Division of the Graham Holdings Company. This collaboration aims to ensure that the efforts and outcomes are consistent with the broader vision of Kaplan.

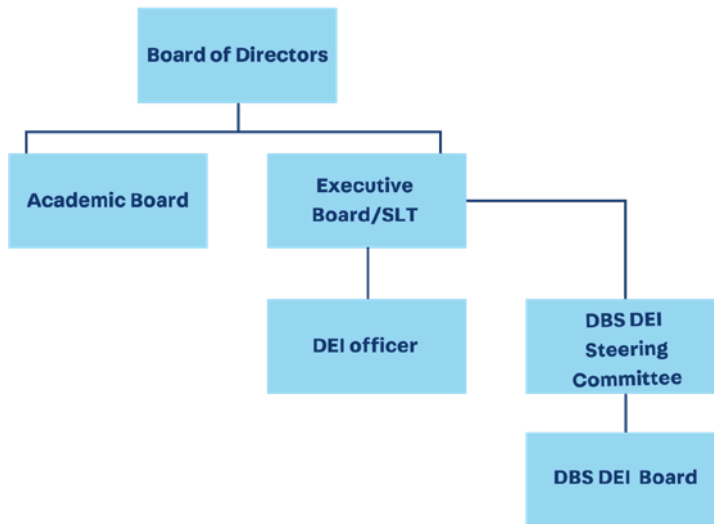
The DBS DEI Board serves as a leadership body responsible for fostering ongoing learning, discussion, dialogue, and understanding of diversity, equity, and inclusion among all members of the campus community. This board includes both non-faculty and faculty members who are committed to promoting DEI principles.

The primary role of the DEI Board is to provide advice and guidance to the DEI Steering Group. Offering insights, expertise, and perspectives on diversity, equity, and inclusion goals, strategies, plans, policies, and projects. This advisory function helps the Steering Group make informed decisions and develop effective initiatives.

Additionally, the DEI Board coordinates all initiatives related to each work stream. This means they oversee and align various DEI-related projects and efforts happening across DBS. By centralising and coordinating these initiatives, the DEI Board ensures synergy and effectiveness in implementing DEI goals.

Together, the DBS DEI Steering Group and the DBS DEI Board form a collaborative structure that enables DBS to drive its DEI agenda forward. The DBS DEI Steering Group provides strategic oversight and engages with external partners, while the DBS DEI Board serves as a knowledgeable advisory body and coordinates DEI initiatives driven top down across different areas of the organisation. Their combined efforts contribute to creating an inclusive and equitable campus community.

Figure 1



The DBS DEI Board meets quarterly with the DBS DEI Steering Committee to provide a progress update on the Athena SWAN action plan (Action item 1.1). Additionally, a progress update will be given bi-annually to the DBS Board (Action item 1.2) and the Senior Leadership Team (SLT) (Action Item 1.3).

The distribution of work and priorities as well as the resourcing is primarily managed by the two DEI Officers that manage the staff and student populations respectively. Both these officers engage with the SLT leaders that manage the people and student experience functions. Each has an assigned budget to coordinate with staff and students within the College. For Staff, the budget allocation which includes specific events, training and accreditations is circa €15,000 and for students it is circa €65,000 which includes disability and inclusion provision, clubs and societies, events, counselling, and student welfare.

To support the roll out of the 4-year action plan the DEI budget allocation for staff will increase to €25,000 in 2025. Further reviews of this budget will occur per annum to support planned initiatives as required (Action item 1.4).

In 2023, as part of the DBS Staff and Student Awards Ball, an event celebrating and recognising the achievements of staff and students, we introduced the *“Making a Difference - DEI Award”* recognising staff members who have played a pivotal role in pushing the DEI agenda forward. This award aims to acknowledge and appreciate staff members who have made notable contributions to DEI through their actions, initiatives, and support. This includes individuals who have championed DEI initiatives, implemented innovative practices, facilitated open and constructive discussions, advocated for marginalised communities, or supported diversity-related projects within their respective departments or teams.

Figure 2



Awarded to Kesya Rodrigues, 2023.

Figure 3



Awarded to Naiose Finnegan, 2024.

By recognising these staff members during the DBS Staff and Student Awards Ball, DBS demonstrates its commitment to promoting and valuing diversity, equity, and inclusion. It sends a powerful message that the efforts and contributions of those who actively support DEI are not only noticed but also celebrated and rewarded. It also inspires others within DBS to actively engage in DEI initiatives, reinforcing the importance of fostering an inclusive and equitable culture and encouraging staff members to continue their efforts towards creating a more diverse and inclusive environment.

We will continue to recognise staff through this award (Action item 1.5) on an annual basis and will expand our reward and recognition programme to recognise actions taken by staff in a voluntary capacity that support the DEI agenda (Action item 1.6).

The current application for the Athena SWAN accreditation is on behalf of the College. Given the size of the College (466 employees), we do not envisage expressions of interest from departmental/professional units at this time. Should the College experience significant growth where sub-units wish to apply in the future, the College will provide the appropriate guidance to support an expression of interest process.

- b. Provide information on how equality grounds are captured in staff data systems and/or other methods (e.g. staff survey). This should include comment on:
- whether or not data is collected across equality grounds;
 - how disclosure is supported and if appropriate safeguards are in place;
 - disclosure rates where identifiable or appropriate;
 - the process for recording staff as the gender with which they identify in staff data systems and in this submission.

The DBS HR department collates equality data across 7 categories via our Human Resources Information Systems (HRIS), Workday: sexual orientation, ethnic origin, religion or belief, disability, gender, gender identity, and marital status. These datasets in the tables below are broken down as follows and are the options that DBS staff can choose from.

Table 1: Protected criteria datasets on Workday

Sexual Orientation	Ethnic Origin	Religion or Belief
Asexual Bisexual Homosexual/Gay/Lesbian Heterosexual Queer Pansexual Other I'd rather not say	White Irish White Irish Traveller Any other White Background Black or Black Irish – African Black or Black Irish – any other black background Asian or Asian Irish – Chinese Asian or Asian Irish – any other Asian background Other (including mixed background)	Christianity Orthodox Buddhism Hinduism Islam Judaism Other Prefer not to disclose

Table 2: Protected criteria datasets on Workday

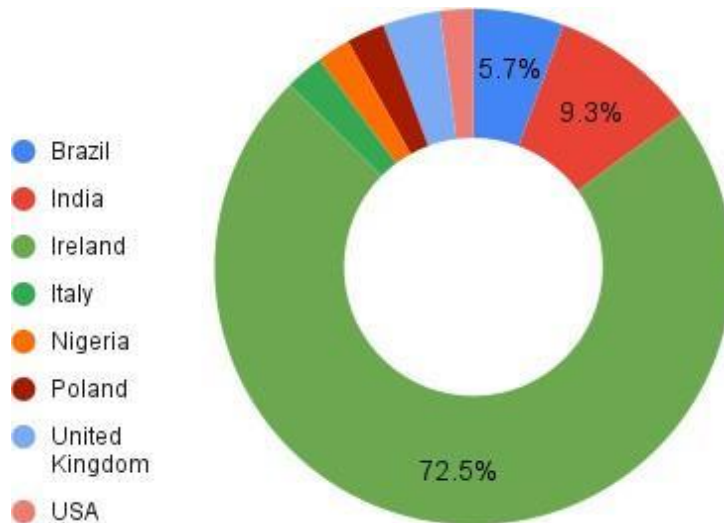
Disability Information	Gender	Gender Identity	Marital Status
Visible disability Non-visible disability No disability I'd rather not say	Female Male	Agender Genderqueer Man (cisgender) Non-binary Prefer not to disclose Transgender Man Transgender Woman Woman (cisgender) Other	Divorced Married/Civil Partnership Not disclosed Separated Single Widowed

All staff members are required to complete their protected criteria on their profile and to self-certify on all 7 categories including the gender to which they identify with.

We fully respect the privacy of our employees who choose not to disclose this information and have provided the option labelled “*prefer not to say*”. The protected criteria were integrated into our system by the end of 2023 and all new hires have completed it during their onboarding process. The majority of existing staff have completed this as well. All disclosures are supported by our GDPR policies and are safeguarded by the Workday systems which only the individual and the DBS HR team have access to.

Our data has shown that DBS has a diverse mix of nationalities (categorised as race/ethnicity on Workday) amongst staff, spanning 37 different countries and expanding. The diagram below shows that the largest representation from outside Ireland is India, followed by Brazil. This reflects DBS' capability to draw talent from diverse cultural and faculty backgrounds and is appropriate for the profile of students.

Figure 4: Staff Nationality



Within the demographic at DBS, there is a range of ethnic backgrounds, with notable numbers identifying as *White Irish*, *Any Other White Background*, and *Asian* or *Asian Irish - another Asian background*.

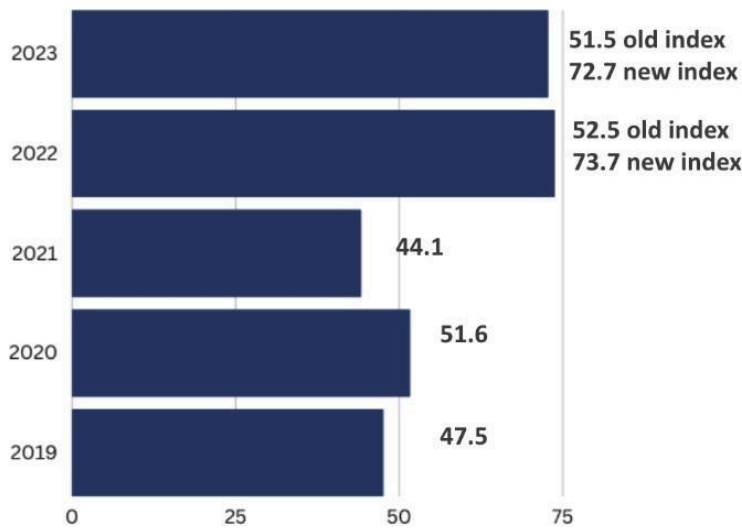
We will track and report on diversity metrics, specifically focusing on leadership roles to advance diverse representation across Senior Leadership and management roles (Action item 1.7).

We will expand our mandatory training requirements to include Unconscious Bias training for all staff and Inclusive leadership training for all managers (Action item 1.8).

DBS also gathers data on employees' perception of DEI within the College through the Annual Kaplan Employee Engagement survey conducted by an external specialist company, Perceptyx.

Over the subsequent five years, with the exception of 2021 due to COVID-19, DBS experienced incremental yearly improvements in staff engagement, resulting in an overall improvement of 13.2% from 2017 to 2022 with an Engagement score of 52.5%.

Figure 5: Annual Kaplan Engagement Survey year-to-year comparison.



In 2023, the methodology for calculating employee engagement was changed at the Kaplan Group level. In previous years, the Engagement score was derived from eight questions. Following feedback from across Kaplan business units, the measure has transitioned to the Core Engagement Score, focusing on four core questions. In that year, the Engagement score for DBS was 72.7%, which was an engagement approximately equal to the prior year, albeit on a different measure. In relation to the measurement of DEI, we have seen between the period of 2021 to 2023, an overall improvement in responses towards DEI topics by 7.4%.

We will continue to roll out initiatives that further support the engagement of staff with a particular focus on DEI initiatives (Action item 1.9) that are captured through the Kaplan survey measurement.

In addition to the Kaplan survey, we will launch pulse surveys during the course of the year to target specific DEI themes and focus areas (Action item 1.10).

We will raise further awareness of the Code of Conduct policy in relation to DEI (Action item 1.11).

Summary of Action Items

- The DBS DEI Board will meet quarterly with the DBS DEI steering committee group to give a progress update on the Athena SWAN action plan (Action item 1.1)
- Further Athena SWAN progress updates will be provided to the DBS Board bi-annually (Action item 1.2)
- Progress updates in relation to DEI will occur bi-annually to the DBS SLT (Action item 1.3)
- To support the roll out of the 4-year action plan the DEI budget allocation for staff will increase to €25K in 2025. Further reviews of this budget will occur per annum to support planned initiatives (Action item 1.4)
- We will continue to recognise staff through our 'Make a Difference' award (Action item 1.5)
- We will expand our reward and recognition programme to recognise actions taken by staff in a voluntary capacity that support the DEI agenda (Action item 1.6)
- We will track and report on diversity metrics, especially focusing on leadership roles to advance diverse representation across senior leadership and management roles (Action item 1.7)
- We will expand our mandatory training requirements to include Unconscious Bias training for all staff and Inclusive leadership training for all managers (Action item 1.8)
- We will continue to roll out initiatives that further support the engagement of staff with a focus on the continuous improvement of responses related to DEI topics (Action item 1.9)
- In addition to the Kaplan survey, we will launch pulse surveys during the course of the year to target specific DEI themes and focus areas (Action item 1.10)
- Raise awareness of the code of conduct policy as it applies to the range of protected characteristics (Action item 1.11)

3. The self-assessment process

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

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

Table 3

Name	DBS role	Professional/student	Gender	Ethnicity	Age group *
Tim Bicknell	President	Non-faculty/SLT/ member of DBS DEI Steering group	Male	English	Generation X
Amy Hayes	Academic Programme Manager	Non-faculty	Female	Irish	Millennial
Anna Leary	Faculty	Faculty	Female	American	Millennial
Darragh Breathnach	Registrar and Director of Campus Operations	Non-faculty/SLT/ member of DBS DEI Steering group	Male	Irish	Generation X
Julie Sharp	Head of People and Culture	Non-faculty/SLT/ member of DBS DEI Steering group	Female	Australian	Generation X
Luciana Farrelly	HR Business Partner	Non-faculty	Female	Brazilian	Millennial
Seamus Coogan	Content Production and Relationship Manager	Non-faculty	Male	Irish	Generation X
Shane Mooney	Head of Student Experience	Non-faculty/SLT/ member of DBS DEI Steering group	Male	Irish	Generation X
Kesya Rodrigues	HR Project Manager	Non-faculty	Female	Brazilian	Generation Z
John Noble	Faculty	Faculty	Male	Irish	Baby boomer
Kelly Hunnings	Programme Level Manager	Faculty	Female	American	Millennial
Derek Reynolds	Faculty	Faculty	Male	Irish	Generation X
Emer Brennan	Student	Student	Female	Irish	Generation Z

* *Baby Boomer - 1946-1964, Generation X - 1965-1980, Millennial - 1981-1996, Generation Z - 1997-2012*

We experienced one SAT exit over the accreditation process by one faculty member. We acknowledge that faculty and the student population are under-represented as well as ethnicity.

Over the next four years we will review bi-annually the demographic representation of the SAT to ensure it is balanced (Action item 2.1).

Throughout the accreditation process, there have been various meetings with the SAT, updates to the DBS Board, as well as a number of sub-committees/working groups focused on particular topics e.g. Academic Working Group (ADWG), recruitment, staff consultation survey.

The SAT has been fully debriefed over the Athena SWAN application, and our progress against key milestones and every member has been given the opportunity to input into each section of the application as well as the four-year action plan.

All SAT meetings were held online so as to facilitate attendance. More frequent meetings were held at the end of the process on a fortnightly basis.

All members of the SAT paid an equal and important role in the contribution towards the accreditation process. Where there were particular areas of focus in relation to data interrogation, certain members of the SAT were called upon to help collate, analyse and interpret data trends for particular themes.

In relation to the staff consultation process, the survey was opened for two weeks and 95 employees responded to the survey. 58.24% of respondents were females, 39.56% were males and 2.20% of respondents stated they preferred not to say.

By Q1 2026, we will have designed appropriate actions to increase the response rate to a minimum of 28% (Action item 2.2).

In evaluating progress against the four-year action plan, the SAT will meet every eight weeks to evaluate action progress (Action item 2.3). Succession plans will be put in place for the SAT members and, should turnover occur, this will be proactively planned and managed (Action item 2.4).

As mentioned previously, in section 2 information on how the findings and the activities of the SAT are monitored will continue to be communicated to the Board, the SLT and the College as a whole.

We will communicate all Athena SWAN progress updates to our staff through the monthly DBS DEI newsletter (Action item 2.5).

We will create a dedicated page on our staff intranet to promote DEI activities, policies, training and any updates in relation to Athena SWAN (Action item 2.6).

We will develop a framework to systematically account for DEI work in staff workload (Action 2.7).

Summary of Action Items

- Over the next four years we will review bi-annually the demographic representation of the SAT to ensure it is balanced (Action item 2.1)
- By Q1 2026 we will have designed appropriate actions to increase the response rate to a minimum of 28% (Action item 2.2)
- The SAT will meet every eight weeks to evaluate the action progress (Action item 2.3)
- Succession plans will be put in place for the SAT members, should turnover occur and this will be proactively planned and managed (Action item 2.4)
- We will communicate all Athena SWAN progress updates to our staff through the monthly DBS DEI newsletter (Action item 2.5)
- We will create a dedicated page on our staff intranet to promote DEI activities, policies, training and any updates in relation to Athena SWAN (Action item 2.6)
- We will develop a framework to systematically account for DEI work in staff workload. (Action 2.7)

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

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

- Evidence-based recognition of the issues and opportunities facing the applicant
- Recommended word count: 10,500 words

1. Overview of the institution and its context

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

Dublin Business School is a private Higher Education Institution operating out of Dublin city centre. It was established in 1975 to provide training and professional courses in business and, predominantly, accounting and finance subjects. It mainly provided evening courses for students preparing for the examinations of the professional accounting bodies. Since then the range of disciplines has expanded greatly. Typically, DBS has over 8,500 active students every year and in the last academic year, 2022/23, there were 8,527 students registered on programmes at DBS across a broad range of disciplines including accounting, business, computer sciences, film and creative media, finance, law, marketing, counselling and psychotherapy, psychology and social science. Enrolments so far in 2023/24 suggest that the total student population will be in the region of 8,500 again.

DBS offers programmes in a wide range of disciplines. We manage our programmes through a group of academic leaders (Academic Directors, supported by Assistant Academic Directors and Programme Level Managers), each of whom has responsibility for a set of programmes. Based on 2022/23, the proportion of students studying in the different disciplines are:

- Business, Marketing and Law – 35%
- Computing – 15%
- Accounting and Finance – 19%
- Human and Social Sciences – 14%
- Film, Creative Media and Study Abroad – 16%.

Figure 6



The heritage of the College is still evident in the volume of students taking the BA (Hons) in Accounting and Finance at the undergraduate level and the MBA at the postgraduate level. However, the Human and Social Science programmes in Psychology and Counselling and Psychotherapy are also very strong, as are Analytics Masters programmes introduced more recently.

As at the time of collating the data for this submission in H2 2023, DBS had 410 employees, comprising 275 faculty staff and 135 non-faculty staff. Currently, DBS employs 466 people. Of these, 309 are directly involved in teaching delivery while 157 are non-faculty staff.

DBS is guided and directed by an agreed purpose and a set of values. Our mission is to help individuals achieve their education and career goals. We build futures, one success story at a time. Our vision is to be diverse, innovative and collaborative. We are recognised globally for excellence in teaching and learning and for supporting every learner to build a successful career. Our purpose is to inspire and nurture every learner to realise their career ambitions.

In 2024, DBS was awarded 4 Stars in the influential global QS Stars Rating System, joining an exclusive group of higher education institutions worldwide in the ranking, which is considered one of the most influential and credible ratings for higher education institutions globally. In addition to the overall rating, DBS earned a rating of 5 Stars for Academic Development and Global Engagement and 4 stars in several other areas including Employability, Teaching, Governance and Facilities.

Our values inform everything DBS does and underpin the behaviours and actions of our organisation and our people. They are the foundation upon which we develop and grow as an institution and are aligned with the values of Kaplan.

We have set out how these values should be translated in the internal employee context and the learner context.

Figure 7



Table 4

We act with integrity ... which means we are honest and fair

For DBS	For learners
<p>Integrity is ingrained in the way we work, and everything we do is consistent with our purpose and values. We build clarity around how we will create success. And by being honest and fair, we also build trust between all of us to create a strong, dynamic and close team with clear roles and responsibilities.</p>	<p>Our relationships are built on fairness and trust. We do what we say we'll do. We deliver excellence in learning material and programmes. We provide the best in teaching. This integrity inspires learners and partners to continue engaging with us.</p>

We empower and support ... which means we are nurturing

For DBS	For learners
<p>We're in it together and we remember to stand in the other person's shoes. Yet we never stand still. We nurture our people to ensure they have the space and tools they need to work together to continuously improve how and what we deliver, directly or indirectly.</p>	<p>From delivering outstanding learning experiences to helping people, we genuinely care about empowering learners with the right tools, personal support and encouragement, to nurture them towards their individual successes.</p>

We create opportunity ... which means we are innovative

For DBS	For learners
<p>Opportunity doesn't just happen – we make it happen. From truly understanding the individual needs of learners to exploring exciting new approaches, we keep DBS personal, relevant and progressive. A place where we can become inspirational educators, grow into experts in our specialist fields and build leadership careers. Those who drive DBS' success, find their success at DBS.</p>	<p>By innovating and increasing quality, we actively help each learner to succeed and help them realise their personal ambitions. This in turn develops earning power – for them and the businesses they are part of.</p>

We grow knowledge ... which means we are inspiring

For DBS

Learning is in our DNA. Investing in knowledge of our ever changing markets, and our individual fields, creates success for our learners – and for ourselves. It all starts with thinking “How can we all keep learning and making a difference, to help DBS grow?”

For learners

Through excellence in service and learning environments, we are totally focused on delivering successful outcomes for every learner. This is how we help businesses grow the knowledge, quality and potential of their staff – and the future talent of tomorrow.

We drive results together ... which means we are agile

For DBS

Whatever our role, we all play an active part in helping our learners, and our organisation, consistently achieve success. Focusing on what matters most, we collaborate and partner with colleagues, setting targets and measuring progress to turn ambition into outcomes, which we all celebrate.

For learners

We are passionate about the shared success of helping all our different learners to qualify and progress – and making businesses thrive. Our blend of traditional methods, innovative use of technology and seamless administration means we drive outstanding results and futures for every learner.



DBS strives to create an environment and culture where every staff member and student can feel safe, experience a sense of belonging, and be empowered to achieve their full potential.

Our staff and student population is diverse, multinational and multicultural. This diversity is a unique strength of DBS, which the College is fully committed to harnessing for the benefit of all through robust and living DEI practices, underpinned by processes and policies.

DBS' DEI journey has been an ongoing and often challenging endeavour, and we have gained several key learnings and reflections throughout the process. We are very proud to be the first private 3rd level Institution in Ireland to submit for an Athena SWAN award, and this submission has allowed for a very robust review of the College's culture and the way we look, and operate, under the DEI banner.

As a private institution, the College and our students do not have access to funding which is available to public institutions around disability supports, living supports (such as the Student Universal Support Ireland Grant), research grants and other DEI related funding. DBS will continue to advocate and campaign for fair and equitable treatment of our students.

We acknowledge the significance of intersectionality in our DEI strategy. While our policy encompasses various protected characteristics, we recognise that individuals may face discrimination or unfair treatment based on multiple aspects of their identity. To address this, we are committed to raising awareness among our staff through a three-pronged approach, designed to educate, embrace and embed the principles of DEI. This is actioned through a variety of ways – our DEI newsletter, which has a different focus every month, training programs (like for e.g. unconscious bias, inclusive leadership), and other workshops that highlight the intersectional nature of discrimination and provide tools for building an inclusive environment. We continually review and revise our policies and practices to ensure they acknowledge the unique experiences and perspectives of all members of our community, advancing our pledge to equity and fairness for all.

One of our primary reflections is that DEI is a constant work in progress, and there's always room for improvement. Achieving true DEI within our organisation is a long-term commitment that requires continuous effort and a cultural shift. We recognise that addressing systemic issues and fostering an inclusive environment takes time and persistence. It is our belief that policies underpin our culture and actions, and reinforce the culture of the College. Our DEI policies have evolved and developed over time, to reflect our organisation's values.

In June 2020, DBS introduced the diversity, equity and inclusion policy. This covers a broad spectrum of protected characteristics, guaranteeing that all employees, job applicants, visitors, contractors, and learners are treated equitably and without prejudice. We are fully dedicated to fostering a workplace where every individual is treated with dignity and fairness. Any instances of discrimination, harassment, bullying, or victimisation are considered disciplinary offences and are promptly addressed under our organisation's disciplinary policy. We maintain a zero-tolerance stance towards such behaviour, striving to create an environment where everyone can excel based on their skills and contributions.

At DBS, we proactively manage incidents of discrimination or unfair treatment. Our diversity, equity, and inclusion policy is easily accessible to all employees via our HR shared drive and staff intranet, ensuring that everyone understands their rights and the expected standards of behaviour.

DBS's core values (Integrity, Knowledge, Support, Opportunity, Results) define Dublin Business School's culture, and as part of promoting that culture it is important to the Company that any fraud, misconduct or wrongdoing by workers is reported and dealt with properly. The DBS Whistleblower Policy allows individuals to raise any concerns they have about business malpractice and how those concerns will be dealt with.

Along with the appointment of our two Diversity, Equity, and Inclusion officers for staff and students who oversee policy implementation, we also display posters in staff areas containing information on reporting instances of bullying and harassment, along with contact details for accessing support. Furthermore, we also provide a 24-hour service to support staff who wish to avail of additional counselling services. In relation to reporting any occurrences, we have a hotline number, which is a service provided by an external company and managed by our parent company, Kaplan.

We will review our DEI related policies per annum to ensure they reflect our commitment towards diversity equity and inclusion for both staff and students. (Action item 3.1)

One of our key challenges is to develop a collective response as a College towards the ownership of DEI. It is our intention to set up employee resource groups (ERGs). ERGs are a valuable tool for promoting diversity and inclusion, as they provide a platform for employees to connect, support one another, and contribute to the organisation's DEI goals. However, whilst there has been active participation in DEI events, initial interest in employee resources groups was slow among staff. However the first ERG, LGBTQ+ is now firmly established and hosting regular supporting and informative events. Recently, the LGBTQ+ ERG hosted a "Coffee and Conversations" event which was well received.

We will continue to support the set up of ERGs across DBS. (Action item 3.2)

Figure 8



Figure 9



This was the first LGBTQ+ ERG meeting this year.

DBS has a DEI-themed calendar featuring various cultural and diversity themes throughout the year. Events included Pride lunches, celebrations of cultural diversity on National Diversity Day, and partnerships promoting LGBTQ+ visibility. These initiatives are showcased in our DEI Monthly Newsletter, fostering a culture of inclusivity and awareness.

DBS 2023 DEI Calendar

- January - Chinese New Year
- February - DEI and belonging from a place of love
- March - International Women's Day
- April - Diversity Awareness/Neurodiversity
- May - Mental Health Awareness
- June - Pride
- July - Family Dynamics
- August - Grief and Loss
- September - Cultural Awareness
- October - Black History Month
- November - Men's Health Awareness
- December - 2023 DEI recap

Figure 10



We have deliberately focused on experiences for both staff and students that target our DEI protected criteria encompassing gender, sexual orientation, gender identity, ethnic origin, religion or belief, disability, and marital status.

Gender

DBS celebrates International Women’s Day (IWD) each year with a series of high-profile events open to all staff and students.

The College held its first “Women in Leadership” panel talk and discussion as part of the Personal Career Development Week in 2017. This annual event brings together a number of inspirational women who share their experiences and career story, and is always a key part of the College calendar.

To mark International Women’s Day 2023, DBS launched a period poverty campaign across the College, making free period products available to both students and staff across the campus. The campaign supports both students and staff that cannot afford or do not have access to period products. By doing this DBS is able to combat a common barrier that affects students' ability to participate in their college experience and increases student engagement. While funding has been made available to public institutions by the Irish Government to support this type of campaign there is no funding for private institutions, DBS went ahead with this initiative because it is the right thing to do, regardless of cost.

DBS Student Leaders have completed training with the Dublin Rape Crisis Centre, and deliver these workshops to the student body under the We-Consent programme. This will be delivered annually to all student leaders with concurrent sessions also organised for the general student body and staff.

DBS policies supporting gender equality include:

- Dignity at Work Policy
- Maternity Leave
- Parental Leave
- Paternity Leave

Sexual Orientation and Gender Identity

In June 2023, DBS commemorated Pride by leveraging our DEI newsletter to champion the Dublin Parade and engage in a meaningful discourse on allyship. Collaborating with the DBS Library team, we curated book recommendations exploring diverse facets of the LGBTQ+ community for our staff's exploration and enlightenment.

As part of our Pride initiatives, we organised a Pride Lunch giveaway, where three staff members had the opportunity to attend the Executive Institute Pride Lunch at the Shelbourne Hotel. There, Kelly Holmes, a renowned double Olympic gold medalist and advocate for the LGBTQ+ community, shared her inspiring journey. We also hosted our annual DBS Pride Lunch, a vibrant gathering to celebrate diversity and reinforce our dedication to inclusion.

DBS policies supporting sexual orientation and expression include:

- Gender Identity & Expression Policy

Figure 11



Ethnicity

DBS has always been an open, inclusive organisation to both staff and students. The College is fortunate to have a diverse and multicultural staff and student population, and has always been seen as a welcoming and open environment, regardless of nationality, race, religion or other sexual orientation. In 2017 DBS identified the need to bring DEI in a meaningful way to our staff and students. We introduced a mandatory DEI module (which is a non credit bearing online module, accessed via the DBS Learning Platform) to reinforce and embed this attitude with our existing and new students. All new staff and students are expected to complete this module at induction. Sessions dedicated to consent and sexual harassment are included in these sessions.

Mandatory DEI training is held for all managers annually, focusing on Inclusive leadership and Unconscious Bias across the College. This initiative underscores our commitment to fostering a workplace culture that is not only diverse but also free from unconscious biases.

Cultural Awareness training is held at the start of each academic year provided through our partnership and membership with the Irish Council for International Students (ICOS). All new and front-facing staff are required to attend this training which gives an understanding of the different student and staff cohorts, and the tools to deal with the challenges that these groups face.

For National Diversity & Inclusion Day, DBS encourages staff to bring dishes reflecting their rich cultural heritage. This event served as a joyous celebration of diversity. Similarly students have an International Food Fair, which is supported and sponsored by the College.

DBS policies supporting ethnicity include:

- Diversity, Equity and Inclusion
- Gender Identity and Expression Policy
- Training and Development Policy

Religion

The DBS community is diverse and multicultural, with many nationalities and religions represented across the staff and student population. In response to feedback and to meet a growing need, a Multi-Faith Prayer Room was sourced and fitted out in Q3 2024. This room has been carefully curated to accommodate a range of spiritual practices. Key features include:

- Quiet Zones: Designated areas for silent prayer, meditation, or personal reflection.
- Flexible Spaces: Movable partitions to create private or communal spaces as needed.
- Prayer and Meditation Resources: Religious texts, prayer mats, and meditation guides are available to support various faiths and practices.

DBS policies supporting religious expression include:

- Diversity, Equity and Inclusion Policy
- Dignity at Work Policy

Disability

In Q1 2021, DBS had an extensive and all encompassing review of our disability services. This review led to the service being completely overhauled, with an ambition of becoming student centric, and giving every student regardless of any disability, every opportunity to realise their education and career goals. DBS are very proud to have Irish Deaf Language Interpreters at all Graduations. We are also trialling a relaxed graduation in 2024 for students who may struggle at a full graduation. This is aimed at students or guests with learning difficulties, autism, social anxiety, or sensory processing difficulties.

- Disability Meetings Pre-term

Students are given the opportunity to indicate if they have a disability on their application form. Every student who indicates that they have a disability is contacted by the Disability and Inclusion Officer and invited to a meeting pre term to discuss the student's particular needs and how DBS can support him/her.

- Universal Design Learning (UDL) for Staff and Students

DBS aligns course content, student engagement, and support with UDL principles, ensuring equal opportunities for all learners. The institution provides recorded lectures, hybrid learning facilities, and a pre-arrival FAQ for students emphasising inclusivity from the beginning.

- Recorded Lectures & Hybrid Learning

The majority of lectures are digitally recorded and accompanied by transcripts/subtitles promoting accessibility. DBS utilises advanced technology in classrooms to facilitate a hybrid learning experience.

- Academic Support Community (ASC)

The ASC brings together staff-led support through the library, student-led support through Student Experience and targeted support for at-risk learners through the Student Retention Unit. The ASC has developed a seven-phase programme of themed events and interventions over two semesters. The programme offers the same topics of learner support but from both the learner and staff perspective with the added layer of bespoke support for at-risk learners. By implementing the ASC, DBS seeks to create a culture of academic excellence and support that contributes to student retention and overall satisfaction.

- Fund for Students with Disabilities (FSD) Funding

DBS is proud to be the first private third level Institution in Ireland to secure FSD funding for one of our students in 2021. We have subsequently secured funding for a number of students allowing them to have the same opportunity to education as their peers in public institutions. Before this,

the lack of FSD funding for students in private institutions created an unequal opportunity for students based on their choice of institution.

- Eating Disorders

DBS works with Bodywhys to create informative podcasts to help staff and students understand eating disorders, how to spot an eating disorder and what we can do to support others with eating disorders. Bodywhys and DBS discussed the best method to present the information to our community. A podcast was chosen as some students might have felt uncomfortable with an in-person talk due to the sensitive nature of the topic.

- Sensory Space

DBS has created sensory spaces across the campus which provide students with the individualised sensory input they need to self-regulate, so they can be better prepared for learning and interacting with others.

These spaces were created in Q2 2024 following feedback and requests from the student body. They provide a soothing environment for sensory relaxation. Key features include:

- Calm Environment: Soft, adjustable lighting and sound-dampening materials to create a sensory-friendly atmosphere.
- Sensory Support: The room includes noise-cancelling headphones and other sensory tools for neurodiverse and autistic students seeking a calm environment.

- Hidden Disabilities

DBS is proud to be the first Third Level Institution in Ireland to support people with hidden disabilities through the Sunflower Hidden Disabilities Initiative within our community. This important initiative aims to raise awareness, promote inclusivity, and provide meaningful support to staff and students with hidden disabilities, ensuring they feel understood, respected, and valued within our institution.

- ASIAM

DBS is currently preparing an application to seek autism friendly status through ASIAM, Ireland's Autism Charity. We feel that this is important in our commitment to an equitable opportunity for everyone of our students regardless of any learning or physical disabilities.

We will develop further DEI policies focused around visible and non-visible disability with support from the Disability Federation of Ireland. (Action Item 3.3)

Marital Status

Whilst we have not addressed marital status directly we have focused on parenting and pregnancy/adoption concerns, particularly given the challenges faced around the COVID-19 pandemic. The COVID-19 pandemic brought into sharp focus the importance of an organisation adopting a compassionate and flexible environment for staff with children or dependents. The College has continued in this vein hosting regular parenting support talks with such companies as Parent Support. The Parent Support talks centred on navigating expectations, establishing boundaries, and achieving a harmonious balance between work and home life, particularly during the summer holidays.

DBS policies supporting a family friendly environment include:

- Adoptive Leave
- Fertility Treatment
- Maternity Leave
- Parental Leave
- Paternity Leave
- Parents Leave
- Pregnancy Loss

We will continue to facilitate events and initiatives that support staff and student experiences which promote our DEI culture and environment. (Action item 3.4)

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

Employment relationship by gender with DBS

Table 5 DBS Part-Time and Full-Time Staff (H2 2023)

Part-time vs Full-time						
	All Staff		Faculty		Non-Faculty	
	Part-Time	Full time	Part-Time	Full time	Part-Time	Full time
Female	113 (48.29%)	91 (51.70%)	107 (47.55%)	20 (40%)	6 (66.66%)	71 (56.34%)
Male	121 (51.71%)	85 (48.30%)	118 (52.45%)	30 (60%)	3 (33.34%)	55 (43.66%)
Total	234	176	225	50	9	126

As of H2 2023, DBS had a total of 410 staff.

Across the College, the gender balance between full-time and part-time staff is fairly aligned. There is a slight trend towards male staff in the part-time population and for female staff in the full-time population.

For faculty staff, there is a trend towards males in both part-time (4.9% difference) and full-time arrangements (20% difference).

The trend is reversed for non-faculty staff where females dominate in both part-time (33.6% difference) and full-time (12.68% difference) arrangements.

Table 6 DBS Full-time salaried vs Part time hourly Staff (H2 2023)

Permanent vs Fixed-term						
	All Staff		Faculty		Non-Faculty	
	Full-time salaried	Part-time hourly	Full-time salaried	Part-time hourly	Full-time salaried	Part-time hourly
Female	148 (48.36%)	48 (46.15%)	85 (43.23%)	42 (50.6%)	63 (55.26%)	14 (67%)
Male	158 (51.64%)	56 (53.85%)	107 (56.77%)	41 (49.4%)	51 (44.74%)	7 (33%)
Total	306	104	192	83	114	21

Athena SWAN Ireland Bronze Application

Across the College, there are more staff in permanent roles (306) than Part-time hourly (104). The gender balance for permanent staff is fairly aligned.

For Full-time salaried staff in faculty roles there is a trend towards males (13.54% difference) however for non-faculty staff there is a trend towards females (10.52% difference).

For fixed-term contracts in faculty roles, the gender split is fairly balanced. For non-faculty roles, there is a trend towards females of 33.3%.

Table 7: DBS Contingent workers (H2 2023)

Contingent Workers			
	All Staff	Faculty	Non-Faculty
Female	31 (31.31%)	29 (32.58%)	2 (20%)
Male	67 (68.69%)	59 (67.42%)	8 (80%)
Total	98	88	10

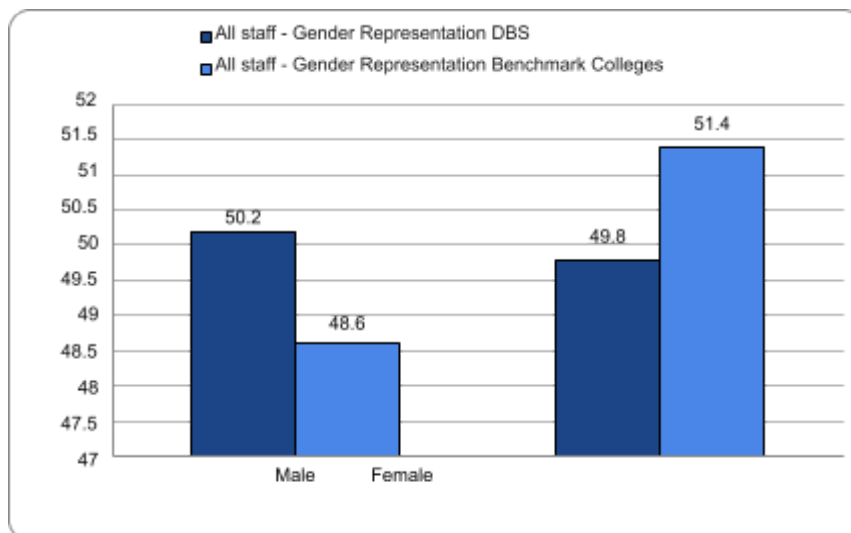
Contingent workers comprised 99 staff, of which 90 were in faculty roles and 10 were in non-faculty roles. Across the College, contingency workers were weighted more heavily towards males (37.38% difference). This trend continues for both faculty and non-faculty roles with 67.42% of faculty roles occupied by males and 80% of non-faculty roles occupied by males primarily due to timing, availability of candidates with the appropriate skills.

Contingent workers are individuals contracted to provide the business with their services. They are not employees and do not receive the same benefits or job security as full-time, part-time or hourly staff, but they play a vital role in meeting short-term business needs or specialised project demands.

DBS' gender profile compared to benchmark (IoT/TU sector)

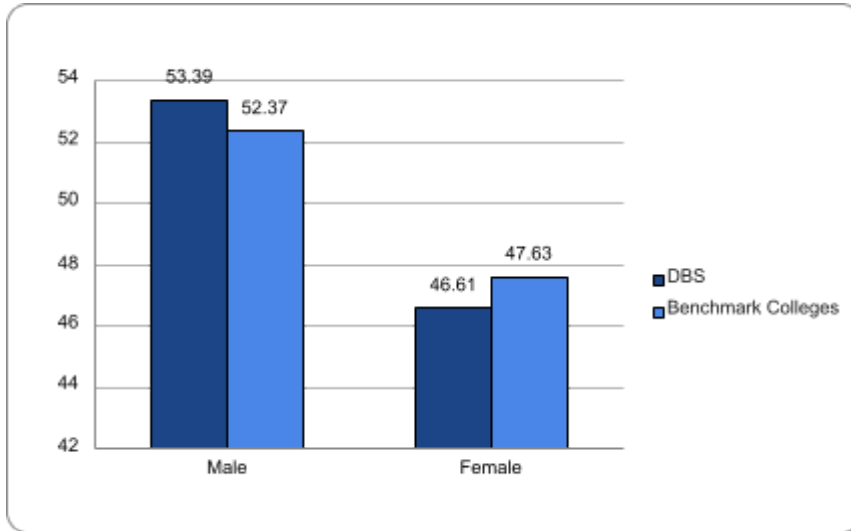
Compared to the benchmark, there is a fairly balanced gender representation across DBS.

Figure 12: DBS (H2 2023) vs Benchmark IoT/TU Sector (2021) – All Staff Gender Breakdown



College-wide the gender distribution for staff is quite balanced with a slight trend towards males (0.39% difference) which is more favourable in relation to gender split compared to the benchmark (2.8% difference).

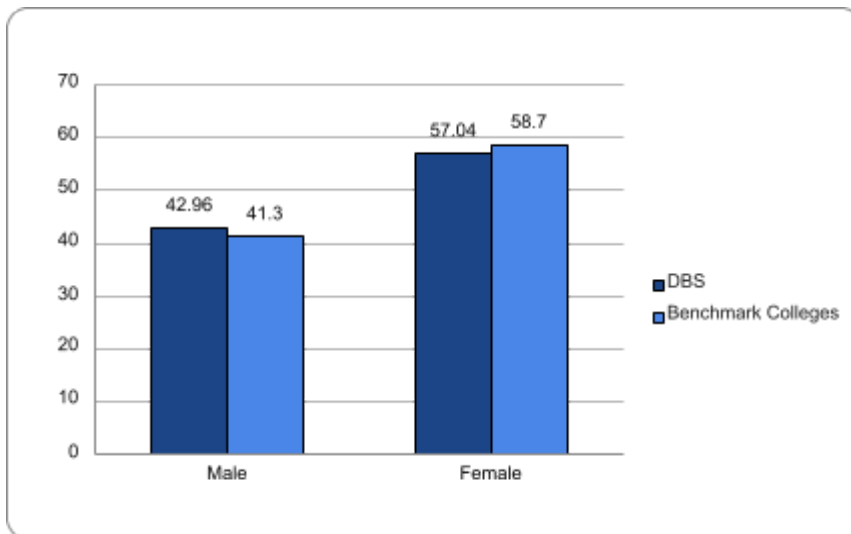
Figure 13: DBS (H2 2023) vs Benchmark IoT/TU Sector (2021) – Faculty Staff Gender Representation



Within faculty roles compared to the benchmark, DBS has slightly more male representation (1.02% difference) and slightly less female representation (-1.02%) than the benchmark.

Upon analysing the gender distribution, DBS trends towards males with a 6.78% difference, which is less favourable than the benchmark of 4.74%

Figure 14: DBS (H2 2023) vs Benchmark IoT/TU Sector (2021) – Non-faculty Gender Representation



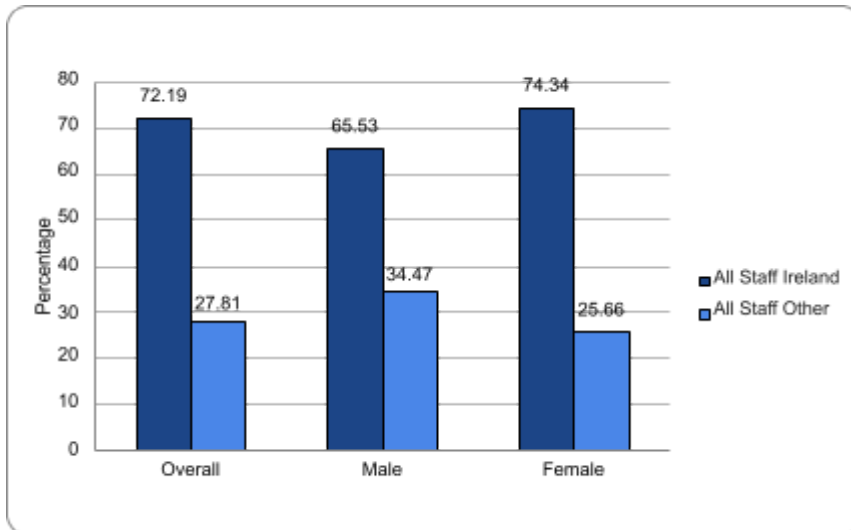
Within non-faculty roles compared to the benchmark, the gender distribution for DBS is weighted more towards females than males by 14.08%. This trend can also be seen in the benchmark data where there is a comparable trend towards females by 17.04%.

We will continue to monitor our gender representation for both faculty and non-faculty roles to ensure that we remain aligned with the benchmark, with the overall objective of further improving the industry standard (Action item 3.5).

DBS Ethnicity Profile

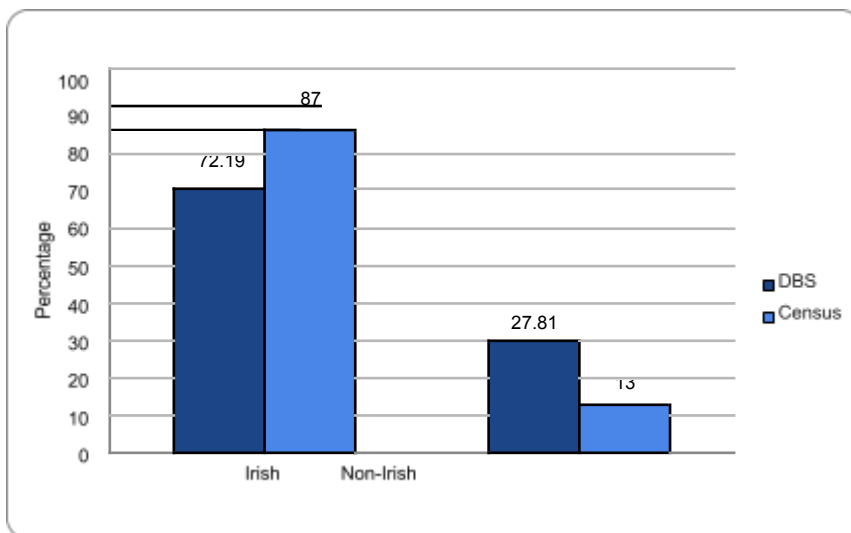
Of the staff employed at DBS, 72.19% have Irish citizenship. 65.53% of males are Irish citizens compared to 74.34% of females.

Figure 15: DBS (H2 2023) All Staff Citizenship Breakdown



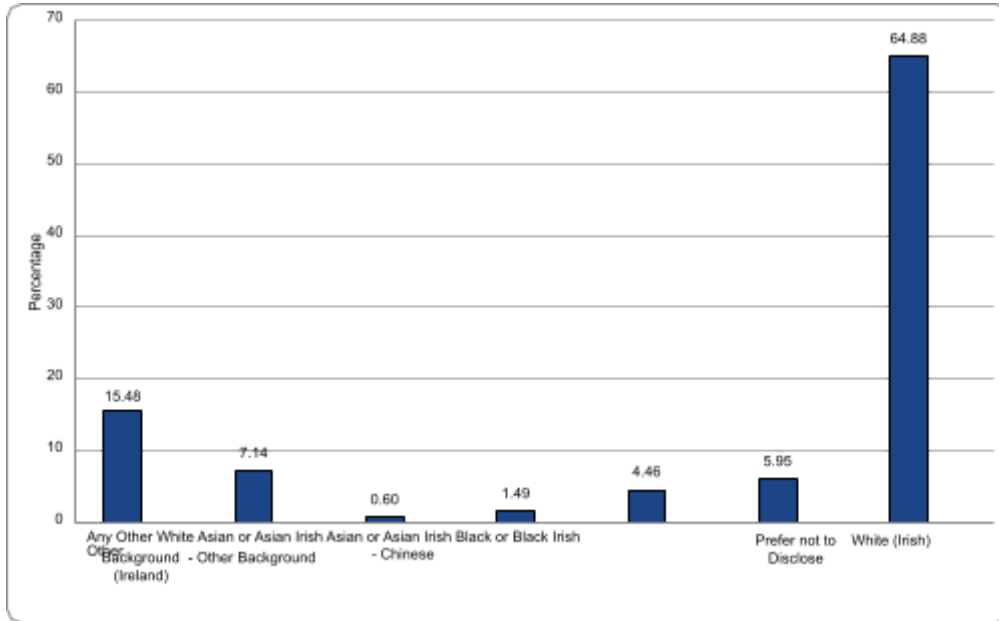
Compared to the Irish Census data, DBS has a more diverse workforce with 27.81% of staff employed with non-Irish backgrounds.

Figure 16: DBS (H2 2023) vs Census (2022)



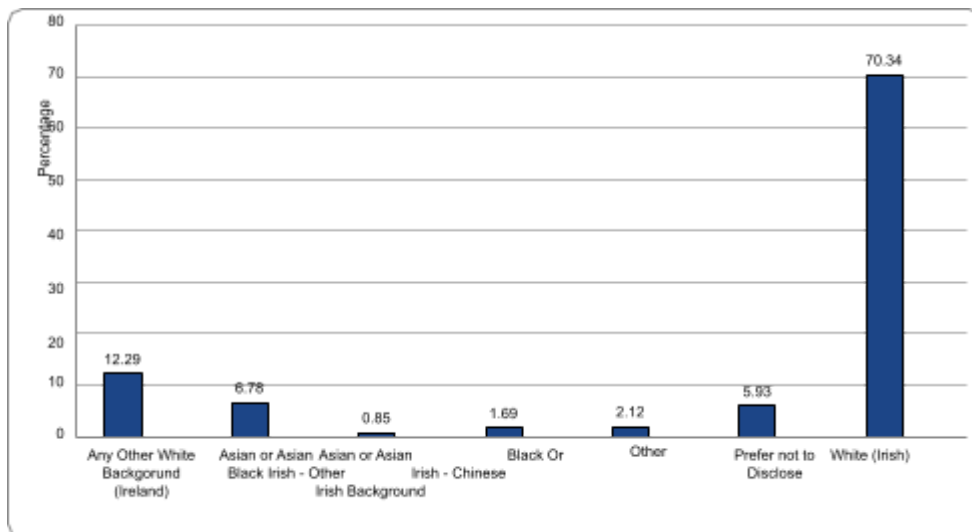
There is a diverse mix of ethnicities across DBS. However, white Irish remains the dominant ethnic representation and is more prominent among faculty staff than non-faculty staff by 18.04%.

Figure 17: DBS (H2 2023) All Staff Ethnicity Breakdown



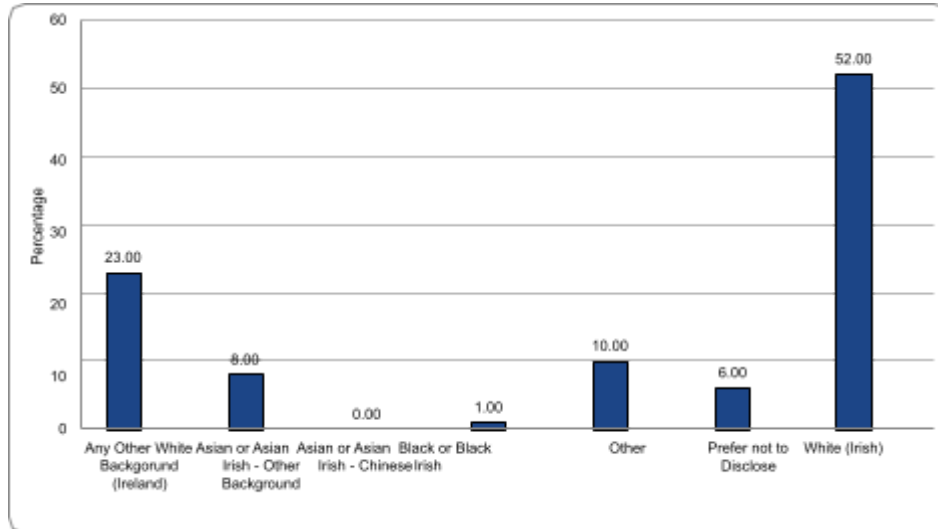
Within faculty roles, White Irish dominate as the leading ethnicity with a representation of 70.34%.

Figure 18: DBS (H2 2023) Faculty Staff Ethnicity Breakdown



Within non-faculty roles White Irish continues to dominate but to a lesser degree with 52% representation followed by other white backgrounds.

Figure 19: DBS (H2 2023) Non-faculty Staff Ethnicity Breakdown



We will actively recruit to further improve the diversity of our ethnic representation for both faculty and non-faculty roles. (Action item 3.6).

DBS breakdown of staff by age

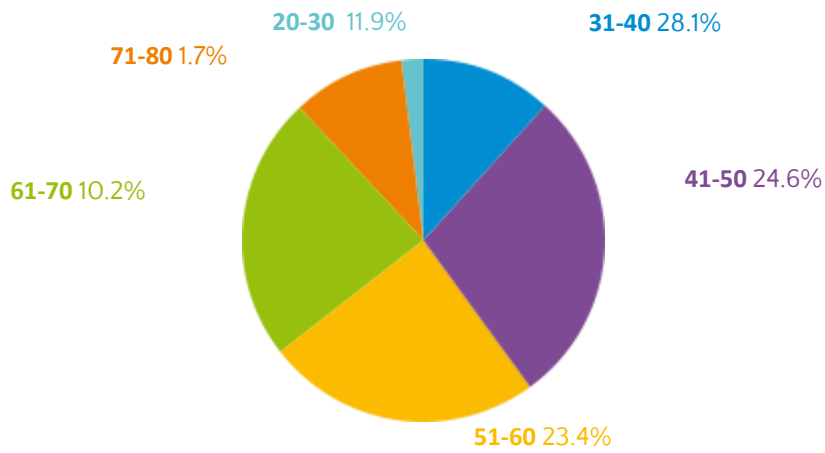
DBS has a younger-than-average workforce overall when compared to the Irish census data available. However, our overall age is higher than that of the mean age in Ireland.

Our highest representation is the 31-40 years old range, followed by the 41-50 years old range and 51-60 years old. As our staff workforce ages, it will be important to recruit in the age range of 20-30 and 31-40 years to strengthen our succession pipelines.

Table 8

Census Data points 2022	
Average age (Ireland) all	37.40
Average age (Ireland) Workers	47.36
Average age in DBS	45.22

Figure 20: DBS – Age Range



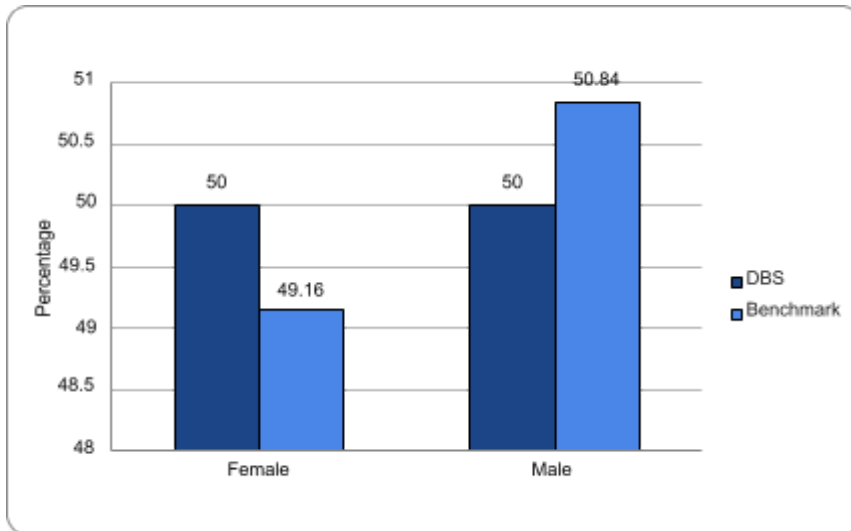
As part of our talent management and succession planning, we will continue to strengthen our succession pipelines by identifying gaps and recruiting and/or promoting diverse staff (Action item 3.7).



- c. Comment and reflect on the institution’s key leadership structures and committees. This should include data by gender, with benchmarks where available, on the following:
 - Governing Body/Authority membership;

The governing body which is the DBS Board is equally represented by both males and females and in relation to gender representation is more favourable than the benchmark.

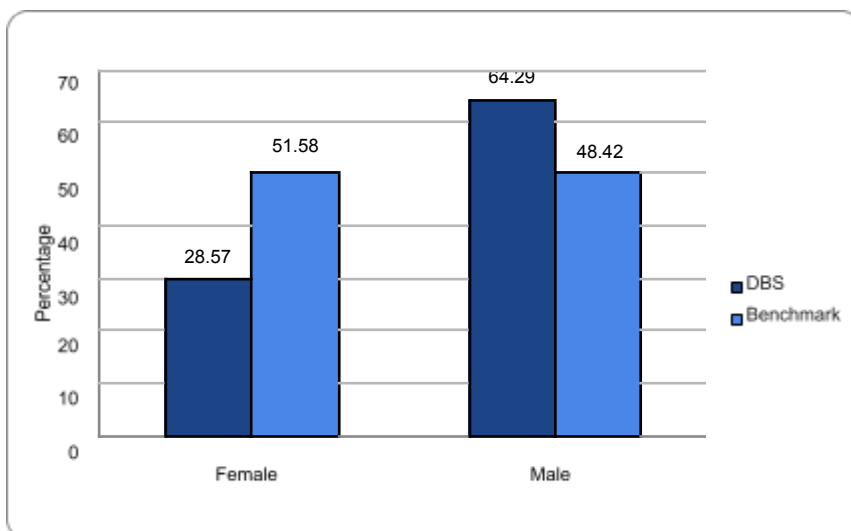
Figure 21: DBS (H2 2023) vs Benchmark IoT/TU Sector (2021) Governing Body



- Academic Council membership;

For Academic Council membership, gender representation in DBS trends towards males more than females compared to the benchmark data which trends towards more females than males. The gender distribution of DBS shows a 35.72% difference compared to the benchmark with trends towards females by 3.16%.

Figure 22: DBS (H2 2023) vs Benchmark IoT/TU Sector (2021) Academic Council



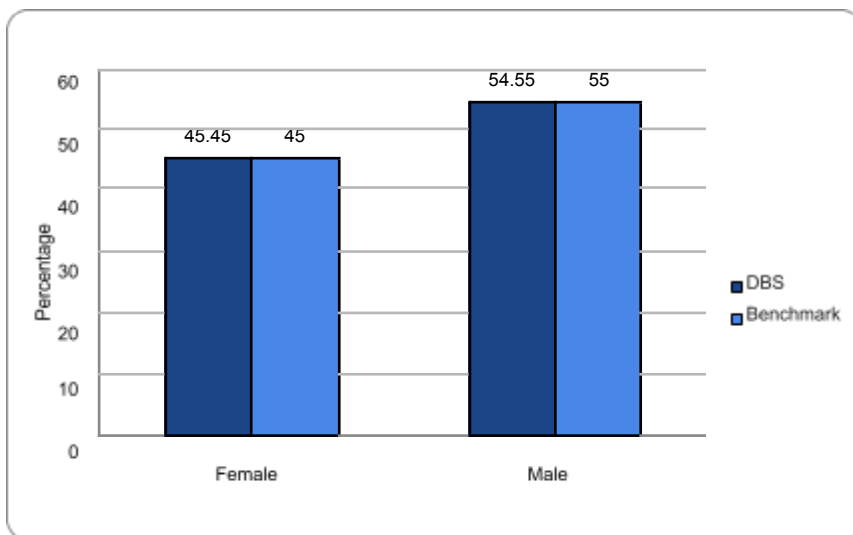
We will actively recruit more females for Academic Council membership to close the gender gap (Action item 3.8).

- Executive Management Team, or equivalent, membership;

Gender representation across DBS at executive management levels (DBS Senior Leadership Team) trends more towards males than females which is aligned with the benchmark.

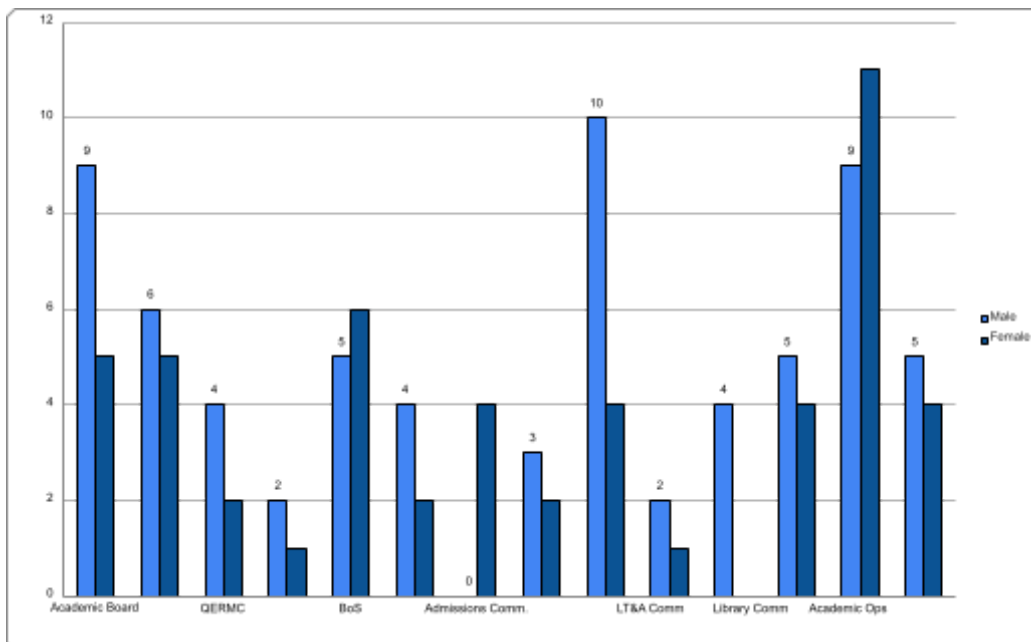
The gender distribution at DBS also trends towards males by 9.01% and is comparable to the benchmark which has a 10% difference towards males and females.

Figure 23: DBS (H2 2023) vs Benchmark IoT/TU Sector (2021) Senior Leadership Team



- Influential institutional committee membership

Figure 24: Gender Breakdown of Committees



We will actively review institutional committee membership with targeted recruitment of females for the majority of committees where there is under-representation (Action item 3.9).

- Heads of Academic Departments and Professional units.

Table 9: DBS (H2 2023)

Head of Faculty Departments	Gender
Academic Director – Human and Social Sciences	Female
Academic Director – Business, Law and Marketing	Female
Head of Department – Arts, Languages and Study Abroad	Male
Academic Director – Computing	Male
Academic Director – Accounting and Finance	Male

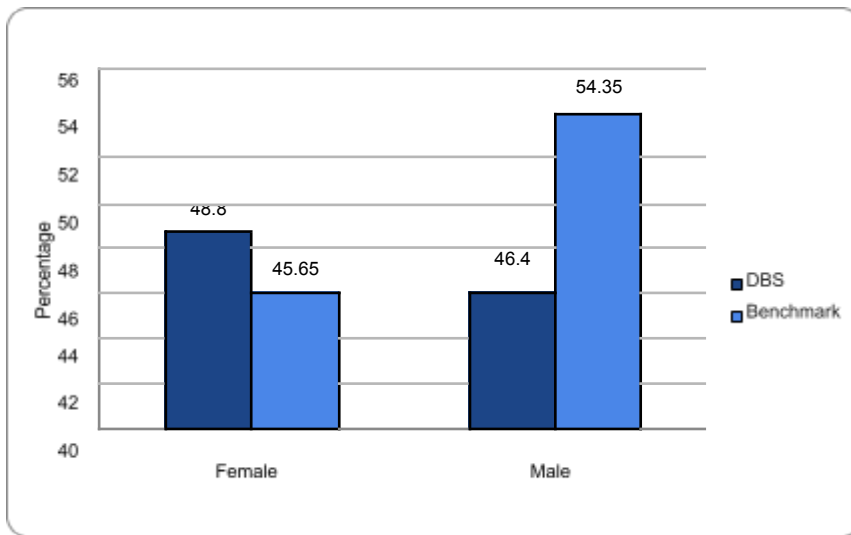
Table 10: DBS (H2 2023)

Head of Professional Units	Gender
President	Male
Registrar and Director of Campus Operations	Male
Head of Teaching Delivery and Content Production	Female
Academic Dean	Female
Head of Student Experience	Male
Head of IT	Male
Head of People and Culture	Female
Chief Commercial Officer	Female
Chief Financial Officer	Female

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

Gender representation across DBS at management levels trends towards females more than males by 2.04%, compared to the benchmark which trends towards males in management positions by 8.7%

Figure 25: Management – Gender Representation



We will continue to monitor gender representation across heads of faculty departments, heads of professional units and management to ensure we maintain a gender balance (Action item 3.10).

We will use the most updated census return to update benchmarking data for DBS on available protected criteria information (Action item 3.11).



Summary of Action Items

- We will review our DEI related policies per annum to ensure they reflect our commitment towards diversity equity and inclusion for both staff and students. (Action item 3.1)
- We will continue to support the set up of ERGs across DBS. (Action item 3.2)
- We will develop further DEI policies focused around visible and non-visible disability with support from the disability federation of Ireland. (Action Item 3.3)
- We will continue to facilitate events and initiatives that support staff and student experiences which promote our DBS DEI culture and environment. (Action item 3.4)
- We will continue to monitor our gender representation for both faculty and non-faculty roles to ensure that we remain aligned with the benchmark, with the overall objective of further improving the industry standard (Action item 3.5)
- We will actively recruit to further improve the diversity of our ethnic representation for both faculty and non-faculty roles (Action item 3.6)
- As part of our talent management and succession planning, we will continue to strengthen our succession pipelines by identifying gaps and recruiting and or promoting diverse staff (Action item 3.7)
- We will actively recruit more females for Academic Council membership to close the gender gap (Action item 3.8)
- We will actively review institutional committee membership with targeted recruitment of females for the majority of committees where there is under-representation (Action item 3.9)
- We will continue to monitor gender representation across heads of faculty departments, heads of professional units and management to ensure we maintain a gender balance (Action item 3.10)
- We will use the most updated census return to update benchmarking data for DBS on available protected criteria information (Action item 3.11)



2. Supporting and advancing Faculty and Research staff careers

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

modules. The following answers sections a and b.

In 2021, DBS devised a working group called the Academic Delivery Working Group (ADWG). The purpose of this working group was to lead a process that would define the pedagogical roles involved in for the future of DBS and outline the work done by all roles involved in teaching delivery. The ADWG commenced the process by focussing on the number of faculty contracts that were in place. The original 9 faculty contracts were moved to 3 types of contracts:

1. Full-time salaried
2. Part-time salaried
3. Part-time hourly

Full-time salaried (Permanent) employees typically work 37.5 hours per week (inclusive of teaching hours for faculty staff) under a permanent contract, receiving a set annual salary rather than hourly wages. This salary covers all work hours, and may include additional benefits such as paid leave, pension contributions, and insurance.

Part-time salaried (Permanent) employees work fewer hours than a full-time employee and their working week is pro-rated against the full-time working week of 37.5 hours, receiving a set pro-rated annual salary rather than hourly wages. Part-time employee workers are entitled to the same rights and protections as full-time employees, including pay, holidays, and other benefits.

Part-time hourly employees are hired for a specific period or project, and are paid based on hours worked with the contract ending on a set date or upon task completion. Part-time hourly workers are entitled to the same rights and protections as full-time employees including pay, holidays, and other benefits, on a pro-rata basis relative to their working hours.

DBS currently employs 309 faculty staff. This number also includes those roles involved in the faculty leadership and programme management within the school. 243 of our faculty are hourly paid and contribute to the delivery of core modules. The table below provides data on the number of Faculty we have broken down by contract type and gender. The current breakdown is that of a typical year. When we recruit new part-time hourly paid faculty we bring them in on a one-year fixed-term contract. If they continue to work with us the following year we move them to either a permanent part time hourly paid contract (circa 300 hours) or a permanent full time contract (500 hours). An action from the ADWG was to move some hourly paid staff to permanent full-time salaried contracts. The rationale for this was to increase the engagement of Faculty across the College but also among programme teams. We continue to increase the number of full-time salaried faculty in the school and this has resulted in an increase in the Kaplan engagement score of faculty by 11.8% when these changes were implemented.

Table 11 - Faculty and research staff by contract type and gender (2020-2023)

	Total numbers in this role	Full-time salaried (M / F breakdown)	Part-time salaried (M/F breakdown)	Part-time hourly (M/F breakdown)
Academic Director/HoD	5	5 (M3/F2)	-	-
Assistant Academic Director	6	6 (M3/F3)	-	-
Programme Level Manager (and Lecturer)	14	-	9 (M4/F5)	5 (M1/F3)
Lecturer	230	45 (M32/F13)	7 (M5/F2)	178 (M97/F81)
Supervisor	50	-	-	50 (M26/F24)
Scriptwriter	3	-	-	3 (M0/F3)

Table 12 - shows an analysis of hiring by contract types and gender (2020-2023)

Year	Full-time salaried		Part-time salaried		Part-time hourly		Contingent workers	
	Male	Female	Male	Female	Male	Female	Male	Female
2020-2021	1 (100%)	0 (0%)	3 (50%)	3 (50%)	4 (57.1%)	3 (42.9%)	5 (83.33%)	1 (16.67%)
2021-2022	2 (66.66%)	1 (33.34%)	2 (50%)	2 (50%)	2 (50%)	2 (50%)	11 (73.33%)	4 (26.67%)
2022-2023	2 (66.66%)	1 (33.34%)	9 (56.2%)	7 (43.8%)	4 (50%)	4 (50%)	6 (85.7%)	1 (14.3%)
Total	5 (71.4%)	2 (28.6%)	14 (53.8%)	12 (46.2%)	10 (52.6%)	9 (47.4%)	22 (78.5%)	6 (21.5%)

Within our Full-Time Salaried (Permanent) staff, there is a strong trend towards males (71.4 %) as compared to females (28.6%)

Within our Part-Time Salaried (Permanent) staff, there is a balanced gender distribution with males at 53.8% and females at 46.2%.

Within our Part time hourly (Fixed term) staff, Gender distribution is also balanced with males representing 52.6% and females 47.4%.

Our Contingent Workers show a strong trend towards males with 78.5% representation as compared to females who are underrepresented at 21.5%.

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

For faculty positions, we recruit specific skill sets depending on the role and discipline. Lecturers are normally required to be qualified to a minimum of one National Framework of Qualifications (NFQ) level above the level at which they will be teaching. For example, a lecturer hired to teach a Level 8 programme will have a minimum of a Level 9 qualification. There are exceptions for those programmes that are geared towards industry or professional engagement where individuals with lower-level qualifications may be considered based on their industry experience and expertise. For example, in counselling and psychotherapy programmes, practice expertise and experience are fundamental prerequisites.

In certain fields, we strive to fulfil the criteria set by professional bodies. For instance, the Psychological Society of Ireland requires that at least 80% of staff who are part of the delivery of psychology programmes are qualified in psychology to a doctorate level. To ensure the proficiency of our faculty, all candidates for faculty positions are presented to the Academic Appointments Sub-Committee (AASC) for endorsement prior to an offer and contract being issued. The committee, which is a sub-committee of the Academic Board, reviews CVs, qualifications and interview notes of successful candidates and determines if they should be accepted without conditions, accepted with certain conditions, or not accepted, based on the candidates' qualifications and professional and faculty experience.

The HR team continues to keep abreast of any changes in employment legislation to ensure that all DBS recruitment policies and procedures meet government legislation and directives, in particular as they pertain to contractual terms and conditions, GDPR guidelines and equal employment opportunities legislation.

The data for faculty recruitment reveals a consistent trend over the three-year period, with male applicants comprising the majority in each year, except for 2021-2022, where there was a notable increase in female applicants. Across the years, male applicants ranged from 47% to 57%, while female applicants ranged from 43% to 53%. In total, there were 324 male applicants and 275 female applicants.

Notably, in terms of hires, there was a marginal gender balance in 2020-2021. However, in 2021-2022, there was a significant increase in the hiring of females with 69% female hires, up 24% from the previous year. Conversely, in 2022-2023, there was an increase in male hires at 68% of hires, up 37% from the previous year. This fluctuation resulted in an aggregate hiring distribution of 52.5% males and 47.5% females over the three-year period.

The data presented below illustrates the gender distribution of faculty applicants, interviews conducted, and hires made from 2020 to 2023.

Table 13: Gender distribution of faculty applicants, interviews conducted, and hires made from 2020 to 2023.

Faculty Applications						
Year	No. of Applicants		No. of Interviews		No. of Hires	
	Male	Female	Male	Female	Male	Female
2020-2021	54 (57%)	40 (43%)	15 (62.5%)	9 (37.5%)	11 (55%)	9 (45%)
2021-2022	80 (47%)	91 (53%)	19 (41%)	27 (59%)	8 (31%)	18 (69%)
2022-2023	190 (57%)	144 (43%)	27 (64%)	15 (36%)	23 (68%)	11 (32%)
Total	324 (54%)	275 (46%)	61 (54.5%)	51 (45.5%)	42 (52.5%)	38 (47.5%)

We will analyse recruitment materials for gender-specific language and revise them as needed to foster inclusivity. (Action item 4.1).

- d. Comment and reflect on the promotions criteria and processes, including eligibility. This should include an analysis of three years of data on application and success rates by gender and grade and results from staff consultation presented by gender. Where prescribed promotion pathways are not in place, provide comment and reflection on alternative routes for career progression.

Over the course of the last three years, there has been a significant focus on providing clarity and transparency around the career paths available for staff in faculty roles based on core priority areas and workload.

These changes have resulted in two routes to which faculty can progress – the academic faculty pathway and the faculty leadership/management pathway, see table below.

Table 14

Pathway 1 (Academic Faculty)	Pathway 2 (Academic Leadership/Management)
Assistant Lecturer (500 teaching hours)	Programme Level Manager (350 to 450 teaching hours)
Lecturer (450 teaching hours)	Assistant Academic Director (250 teaching hours)
Senior Lecturer (400 teaching hours)	Academic Director (100 teaching hours)

For Faculty positions eligibility to certain roles is based on specific skills required for the role and discipline.

Criteria for promotion along career pathway 1 is based on teaching workload and experience in discipline. In order to be promoted to the role of a senior lecturer there needs to be evidence of a strong focus on discipline CPD and research contributing to the development of disciplines within the College.

Criteria for promotion in pathway 2 is based on subject matter expertise at the programme level manager (PLM) role (of which there are 3 levels based on student numbers). Promotion to Assistant Academic Director (AAD) is based on experience in providing faculty management and oversight of programmes in their discipline area, ensuring high quality learning opportunities for learners. The AAD serves as a deputy to the Academic Director (AD). The AD's main objectives are to drive innovation, retention and employer engagement initiatives in order to enhance graduate outcomes and the reputation of DBS.

The following tables reflect the results from the staff consultation. They illustrate staff perception in relation to promotion – the criteria and process involved as well as research funding.

Figure 26: Q: I understand the promotion process and criteria

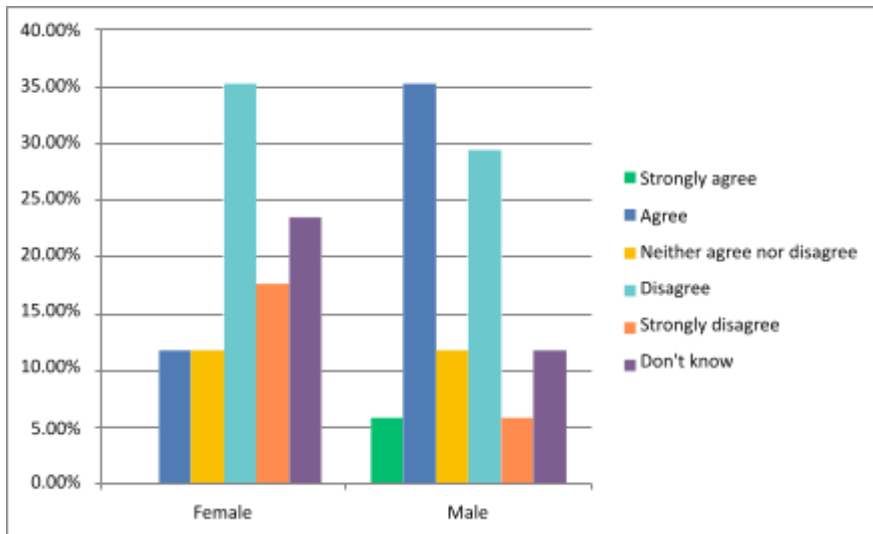


Figure 27: Q: The promotion criteria in my institution are transparent and fair

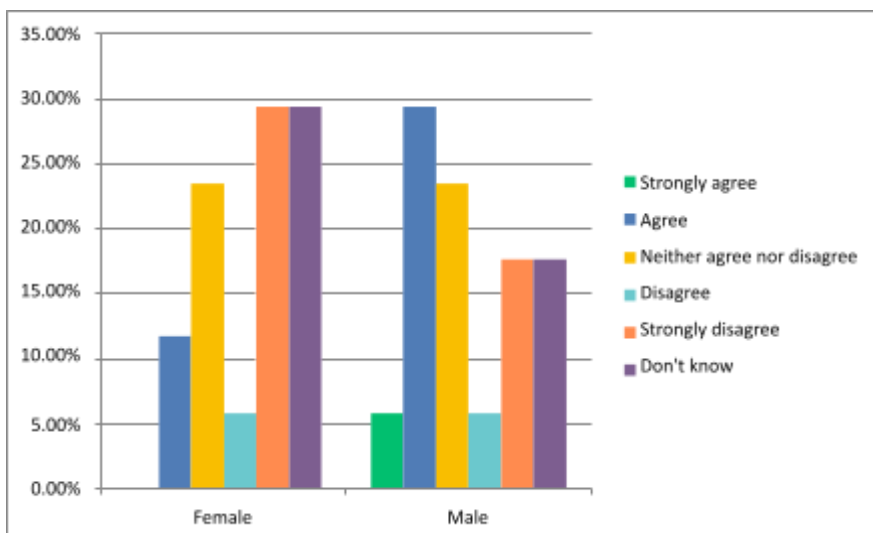


Figure 28: Q: The promotion process in my institution is transparent and fair

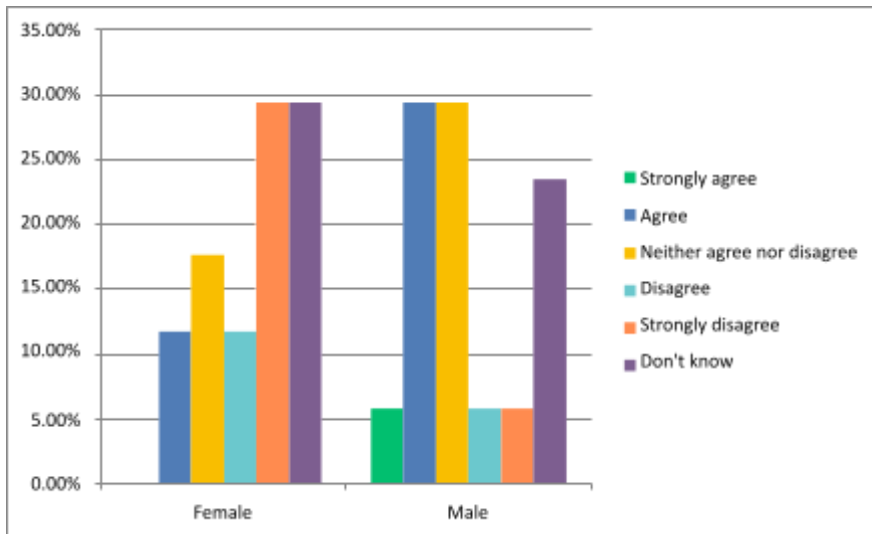
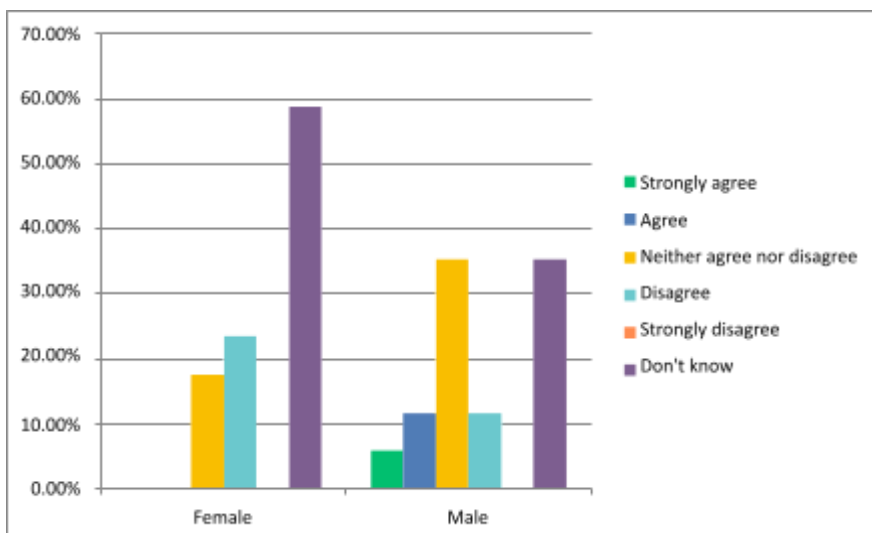


Figure 29: It's clear how career breaks will be considered in promotion decisions



Whilst there has been some progress in the development of career paths for faculty the staff consultation results suggest that not all staff believe the process for promotion is clear and transparent.

Table 15

The table below illustrates promotions post the restructure of faculty from the work undertaken by the ADWG.

Promotions within Faculty				
Year	No. of Applicants		No. of Promotions	
	Female	Male	Female	Male
2021	2	2	2	2
2022	N/A	N/A	N/A	N/A
2023	1	4	0	4

We will build upon the two faculty career paths developed outlining clear criteria for promotion based on technical and soft skills training needs (Action item 4.2).

We will audit how faculty are progressing with regards to development and research in relation to our recently launched CPD policy (Action item 4.3).



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

DBS actively funds research initiatives. The College manages a competitive annual research grant scheme that funds ten faculty up to 37.5 hours off their teaching timetable per Academic year to pursue research. DBS also has a research conference budget of €7,000 that funds faculty attendance to present research at conferences. Applications to access these funds are through the Applied Research and Practice Committee (ARPC) which answers to the Academic Board.

Support for research and applications for external research funding is managed by the ARPC which consists of the Practice Research Coordinator (PRC), the Research Librarian, senior lecturers, the Academic Dean and a representative cross section of academic staff. The group manages the research site on the staff intranet, which details funding opportunities and support for research managed through the library; this allows the researcher to move from applying for funding through to publication, specifically using the Grant Forward funding portal.

Grant Forward is a platform which serves to help academic staff secure research funding. It acts as a database for funding opportunities, with over 21,000 grant funders present on the site. Grant Forward is also a platform where academic faculty can build research profiles to allow them to network with peers with similar research interests and collaborate on research grant projects.

From January 15th 2024, Dublin Business School began a 6 month trial with Grant Forward. This trial was open to all DBS faculty. In total, 35 faculty registered to use the platform including 17 women and 18 men. When polled for feedback about usage of the platform in the first three months of the trial, a third of respondents replied that they had used the platform one to three times, a further third of respondents had used the platform three to six times, and the final third of respondents had used the platform six to nine times. All respondents said that they wanted continued access to the Grant Forward platform beyond the six month trial.

The ARPC also has a section in the staff monthly newsletter to highlight events, funding calls and support. The PRC and Senior Lecturers are frequent attendees at DBS Industry Advisory Board meetings which are discipline-based quarterly forums for faculty management teams to meet representatives from industry. The PRC also helps set up and facilitate research Communities of Practice which are groups of researchers who have coalesced around a particular research topic or funding opportunity.

DBS held its third International Practical and Applied Research Conference (PARC), a multidisciplinary research forum that highlights excellent practical and applied research and the benefits and challenges of pursuing applied research. DBS also publishes its own open-access journal, the *DBS Applied Research and Theory Journal*. The PRC produces an annual report each December, which details support for research and research outputs from DBS faculty.

The table below provides a gender breakdown of research grants provided in 23/24, and gender representation for PARC and ARPC.

Table 16

	Female	Male	Total
Research Grants 23/24	6	4	10
PARC presenters	14	24	38
ARPC	7	10	17

Continuous Professional Development Opportunities

DBS promotes accredited or recognised CPD on Learning, Teaching and Assessment (LT&A) such as the Advanced HE Fellowship Programme and the National Forum for Teaching and Learning short course. The Learning Unit (LU) was set up by the Academic Dean in 2022. It consists of two Education Developers and an Education Technologist, who work closely with Academic Directors, Assistant Academic Directors, Faculty Managers as well as all Faculty. The unit promotes Universal Design (UD) and accessibility in teaching and learning for all students and staff. The unit's mission is to promote a culture of excellence, innovation and collaboration in teaching and learning. The LU works with faculty on curriculum design, lesson planning, teaching strategies, formative and summative assessment and in-class, hybrid and hyflex teaching delivery. The LU has a designated page on the staff intranet whereby faculty can access Workshops, enrol on the Module Pathway Course or book adhoc training sessions for individuals or groups on specific topics on request. It also offers bespoke training plans for faculty and programme teams that can be activated by feedback from learners or other stakeholders.

Working with Academic Directors, the unit will develop interventions with faculty that target any learning, teaching and assessment performance issues that are raised by the Faculty Manager.

We are also in the process of devising a system where lecturers are awarded points to reflect and acknowledge engagement with continuing professional development (CPD). The proposed pilot is a mechanism for calculating points to acknowledge faculty's participation in CPD. Faculty are asked to keep a log of the CPD they engage with. For each CPD engagement, faculty record the details and allocate points based on which professional development domain and type they feel it reflects. This is reviewed by the Faculty Manager and Academic Director. The points consciously lean toward the more formal CPD that reflects teaching and learning practice and building digital capacity. The points system also acknowledges and recognises informal discipline-based CPD. The emphasis of the points system can change year-on-year depending on DBS's priorities.

The following tables reflect the results of the staff consultation. They illustrate staff perception in relation to access to training, mentoring and support regarding their career aspirations.

Figure 30: Q: I have opportunities to get the experience I need in teaching to support my career progression

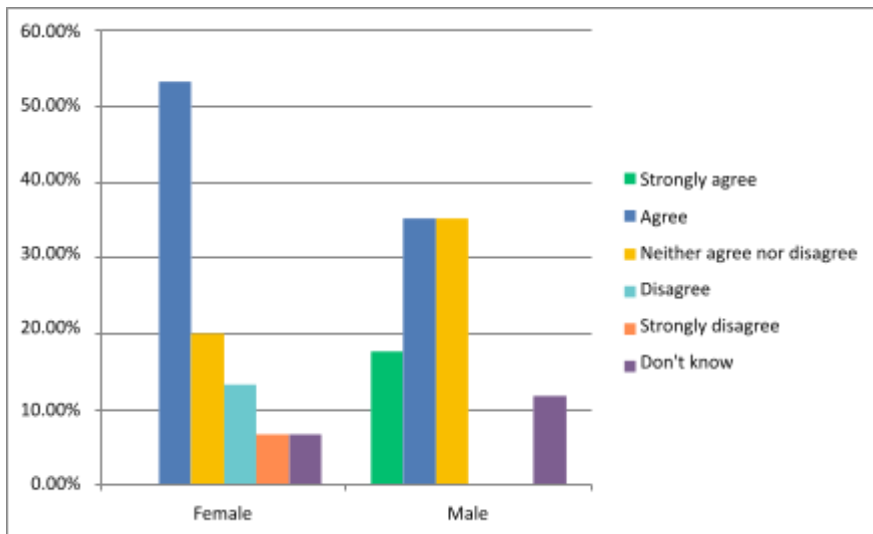


Figure 31: Q: I am satisfied with the support I received by my institution to develop excellence in teaching and learning

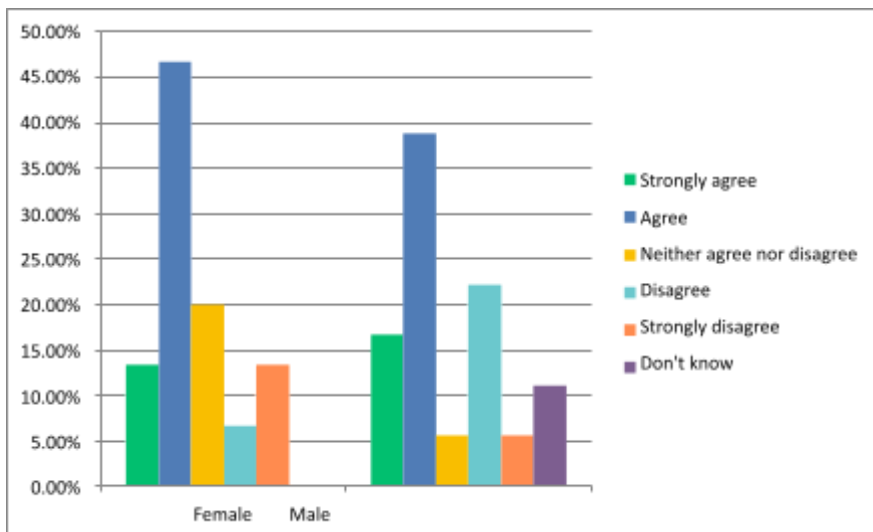


Figure 32: Q: I have opportunities to get the experience I need in research to support my career progression

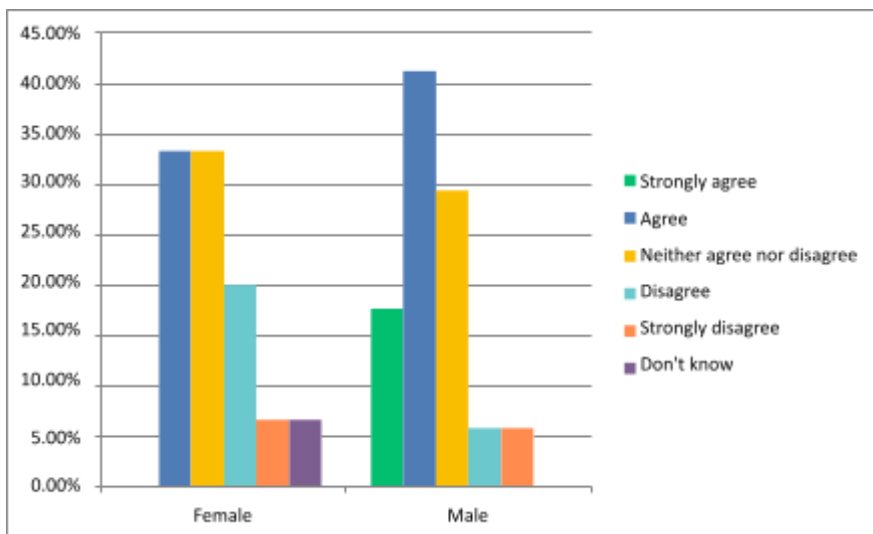
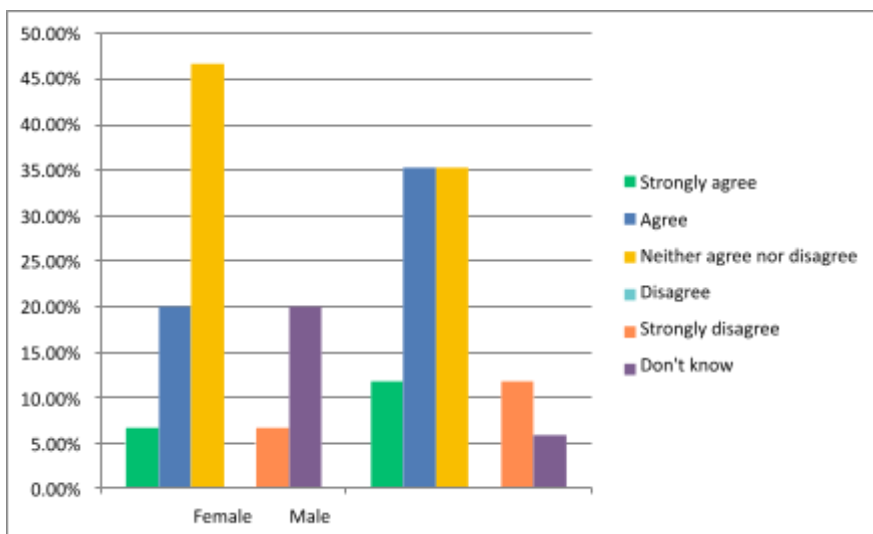


Figure 33: Q: I am satisfied with the support I receive by my institution to apply for research funding



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

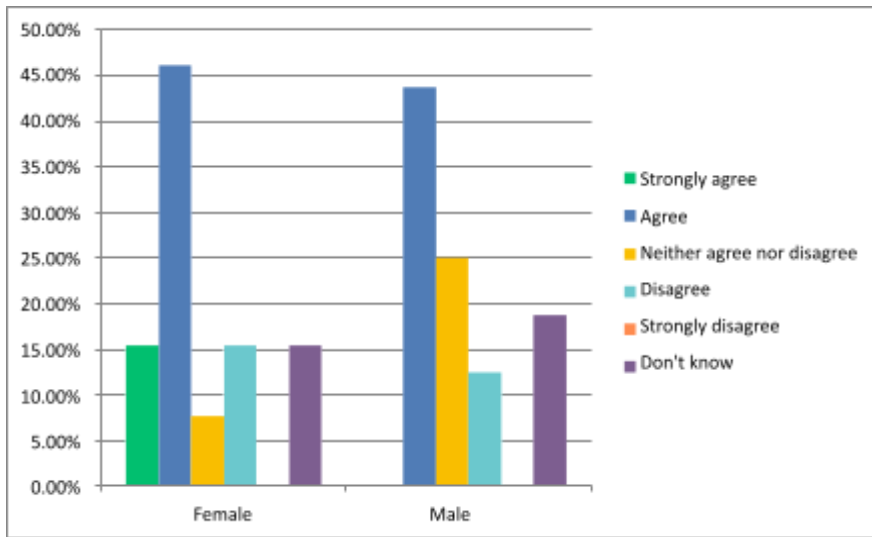
DBS have in place a faculty performance review system. This system assesses and enhances the growth and potential of staff within the College. The reviews provide a framework for evaluating employee performance, identifying strengths and areas for improvement and for facilitating professional development.

As part of the work of the ADWG, the performance appraisal forms were reviewed for each faculty post (teaching and faculty management posts). The purpose of this review was to ensure that the new performance appraisal forms reflected what was outlined in the new job descriptions. On the back of this review, Faculty Management created a performance review tracker in the form of a dashboard. This dashboard centralises all performance related information and allows the tracking of individuals' performance. The dashboard is updated in real time by Faculty Managers (FMs). The dashboard also includes results from the student survey and data in relation to the attendance of faculty at key meetings (programme team meetings, open events, etc.).

Feedback to faculty on performance is ongoing throughout the year and not just part of the final formal appraisal meeting. As concerns arise they are brought to the attention of the faculty member so that issues can be dealt with in a timely manner. Likewise with positive feedback, this is brought to the attention of the faculty member, and in turn, recorded on the dashboard. The performance review system also serves as a platform to recognise and reward employees for their achievements and progress.

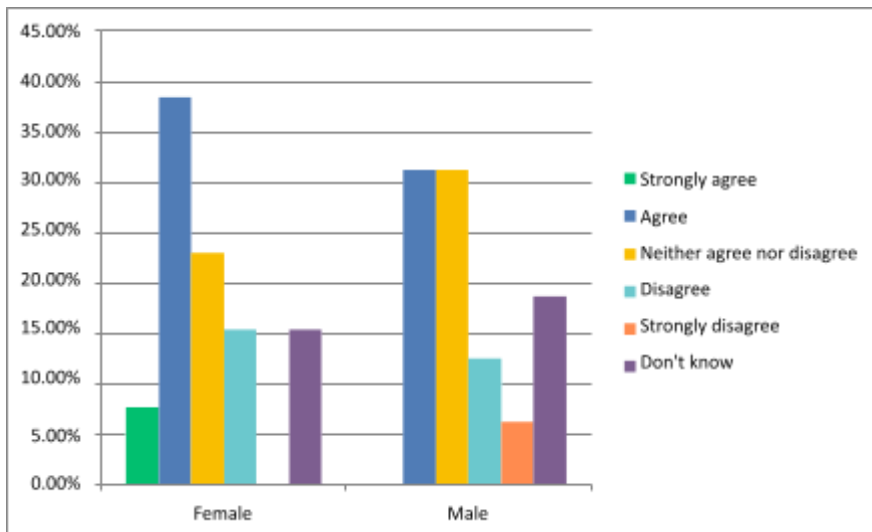
The following tables reflect the results of the staff consultation. They illustrate staff perception in relation to work objectives, career progression, and work-life balance as part of the development review process.

Figure 34: Q: I used the development review process to discuss my work objectives



61.53% of females agree or strongly agree that they use the development review process to discuss their work objectives. 43.75% of males agree that they use the development review process to discuss their work objectives.

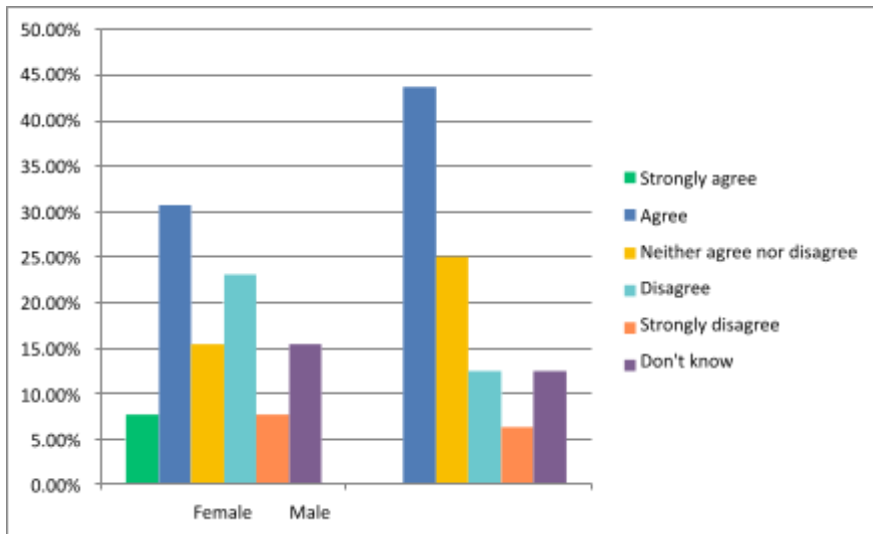
Figure 35: Q: I used the development review process to discuss my career progression



46.15% of females agree or strongly agree and 31.25% of males agree that they utilise the development review process for discussing career progression. It is clear that not all staff (less than 50%) use the development review process to discuss career progression and this therefore requires a review of the current process to ensure it is more effective.

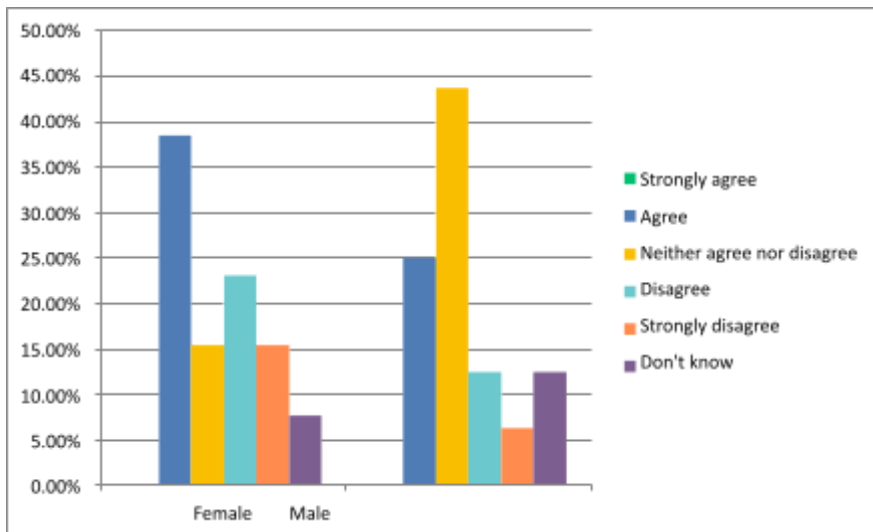
We will review the development review process to ensure it enables qualitative discussions around career progression. (Action item 4.4)

Figure 36: Q: I used the development review process to discuss work-life balance issues



More than 50% of staff (58.33% of females and 56.25% of males) are comfortable using the development review process to discuss work-life balance issues.

Figure 37: Q: I benefited from my participation in the development review process



Of the staff that use the development review process, 38.46% of females compared to 25% of males say they benefit from the process. This may be due to differing gender expectations around this process.

We will utilise the DBS talent management and succession planning framework to facilitate conversations with staff about individual development plans. (Action item 4.5).

We will operationalise staff reviews further so that there is a clear link between individual development plans and career progression. (Action item 4.6).

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

There are a number of faculty roles within the College which were redefined or created by the ADWG. The purpose of this was to ensure that each individual's workload aligned with their expertise, job responsibilities and contractual obligations. Its purpose was to contribute successfully towards all aspects of teaching, learning and assessment, including faculty, research and faculty specialist roles. The roles redefined and created are under section D. It is important to note that all faculty specialist roles include a teaching hour allocation, given that teaching is a fundamental aspect of each of these roles. All of these roles, and hour allocations, are captured on a staff utilisation sheet.

Faculty have an agreed allocation of teaching hours within their contract, which need to be utilised each academic year. The management of the utilisation of these hours is the responsibility of the relevant Faculty Manager. The allocation of the modules is led by the Faculty Manager, in consultation with the Academic Directors/Head of Department/ Programme Level Manager, for the subject specialism input, and the lecturer, and is based on faculty members' expertise and interests.

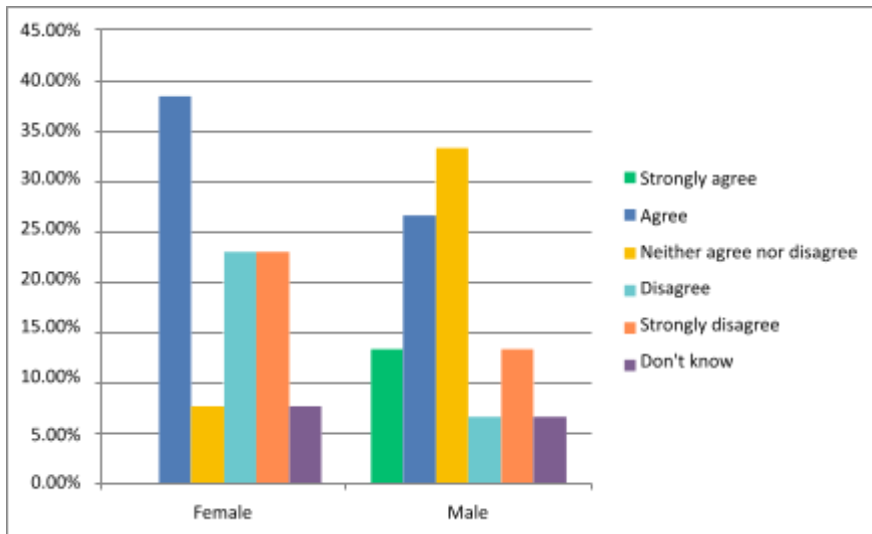
The new lecturer job descriptions, that were developed by the ADWG, put a strong focus on the engagement of other activities across the College, outside of teaching hours. The teaching hours, as well as the other activities, such as the supervision of students through their research projects and dissertations and the participation of faculty on DBS boards or committees, are captured as hours on the staff utilisation sheet. This sheet also allows the Faculty Manager to have oversight of the overall workload of their faculty in an academic year. The purpose of this model is to monitor and ensure that the distribution of tasks and responsibilities is fair and equitable for faculty members. It also helps to avoid workload disparities, ensuring everyone has a balanced and reasonable share of work. This utilisation sheet is updated on a weekly basis by the Assistant Faculty Manager and monitored regularly by Faculty Managers, with regular consultation with the faculty to ensure that all contractual obligations are met and hours are utilised. This utilisation sheet also includes the gender of each faculty member and forms the basis of the data which is included in the gender pay gap report.

The following tables reflect the results of the staff consultation. They illustrate staff perception in relation to workload, work allocation, alignment with career goals and the level of comfort in speaking to management if the workload becomes too heavy.

Workload distribution across departments may vary depending on student numbers within different programmes. Additionally, certain disciplines tend to reflect gender imbalances. For instance, computing and technology fields often have a higher proportion of male faculty while areas like counselling and psychotherapy tend to have more female lecturers.

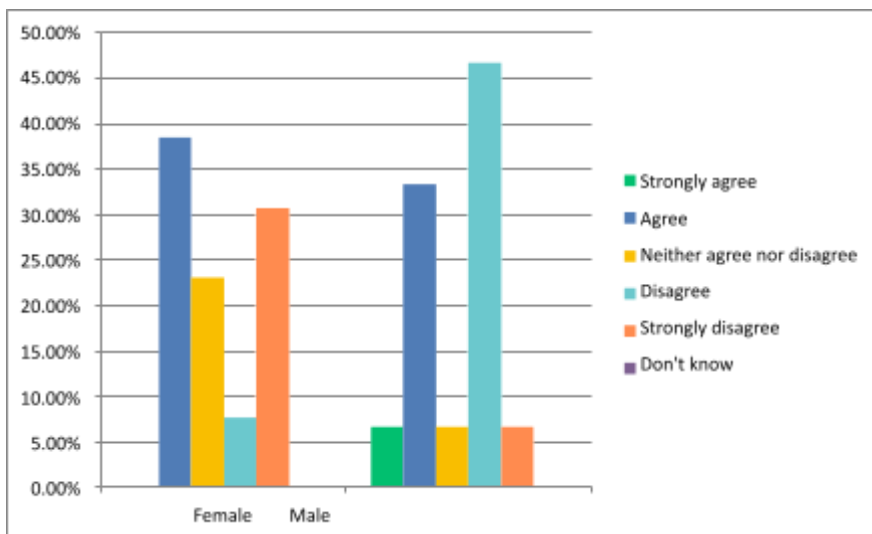
The following tables show a gender disparity in relation to workload allocation and expectations which is reflective of the various departments and programmes.

Figure 38: Q: There is an active management of workload in my department



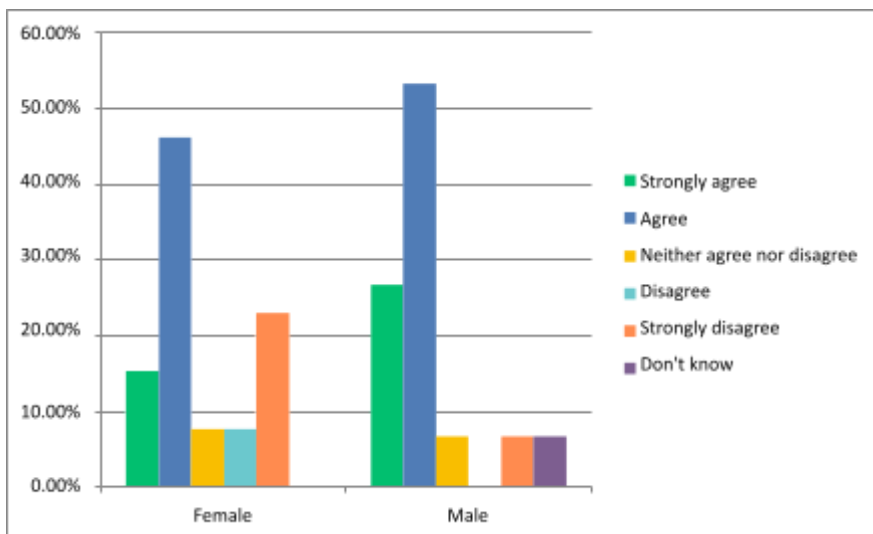
Less than 50% of staff across the College agree that there is an active management of workload. 38.46% of females agree that workload is actively managed in their department however 46.16% disagree or strongly disagree. This is compared to 40% of males who agree or strongly agree that there is an active management of workload compared to 20% who disagree.

Figure 39: Q: My workload is reasonable



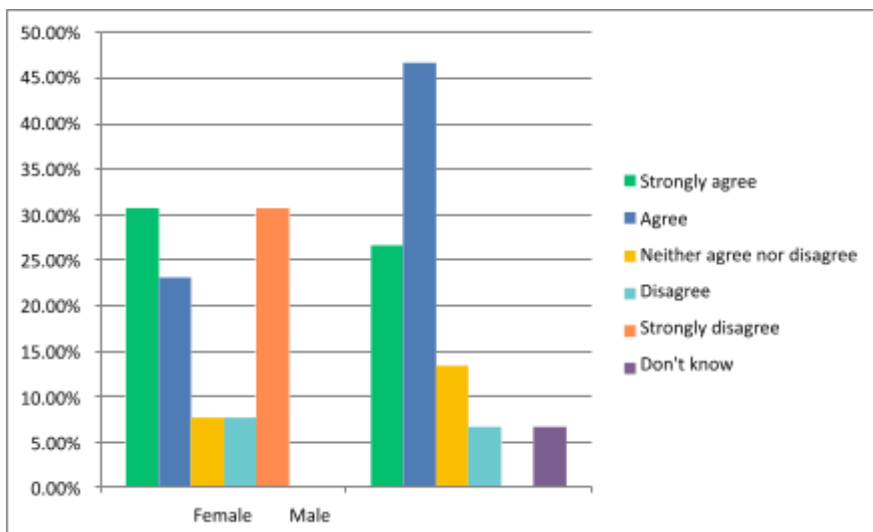
38.46% of females and 40% of males agree that their workload is reasonable. However 53.34% of males disagree or strongly disagree with this statement. This suggests a potential disparity in workload allocation or expectations between genders and the department that they are employed in.

Figure 40: Q: I feel that I can speak with my line manager if my workload gets too heavy for me or my work colleagues



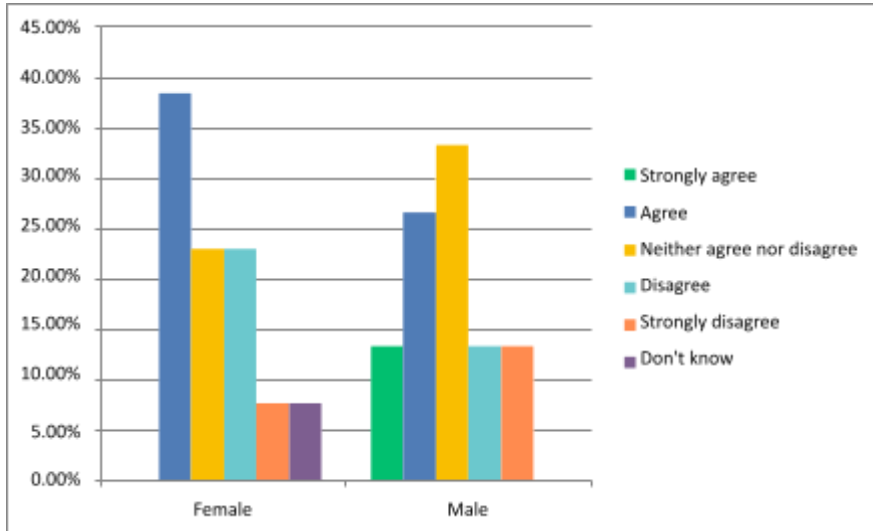
61.53% of females and 80% of males agree that they feel comfortable speaking with their line manager about a heavy workload. This illustrates that over 60% of staff feel that they can approach their manager in relation to heavy workloads with males proactively addressing this when required.

Figure 41: Q: If I spoke to my line manager about workloads being too heavy, I am confident that they would take action to address it for me and/or my colleagues



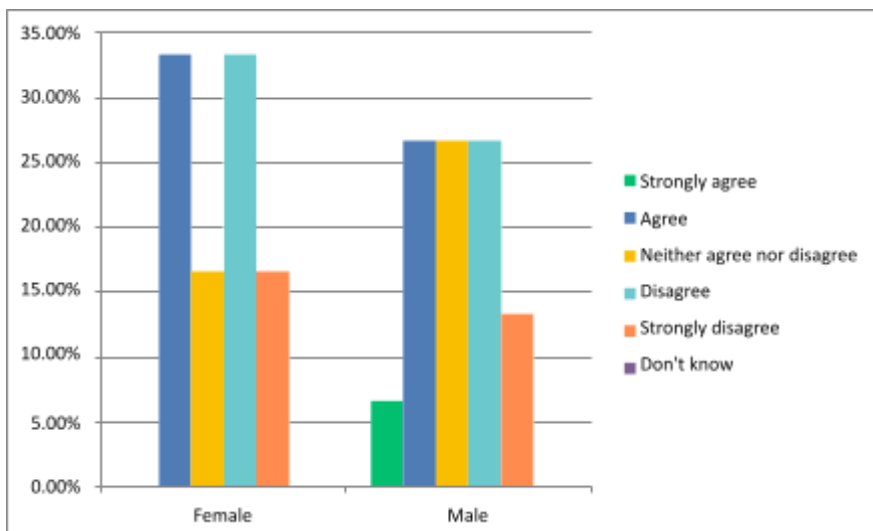
53.78% of females and 73.34% of males have confidence in their line manager taking action, however 38.39% of females disagree or strongly disagree, revealing a gender disparity in the confidence of females as compared to males with their manager.

Figure 42: Q: The allocation of workload aligns with my personal career development goals



Less than 41% of staff (38.46% of females and 40% of males) across the College feel that their workload aligns with their career goals. We recognise that there needs to be more transparency between the allocation of workload and the career goals of staff which is being addressed through individual development plans.

Figure 43: Q: I am given disproportionate responsibilities for teaching and examining



Approximately 1/3 of males and females within the College feel that they are given disproportionate responsibilities for teaching and examining. 50% of females also disagree or strongly disagree with this statement compared to 40% of males.

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

DBS started reporting on the gender pay gap in 2022. Over the last two years, there has been a significant focus on DEI, and gender pay is an area we want to further progress towards creating a more equitable environment for all staff.

In 2022, for our faculty staff we had a positive gender pay gap with our mean being -8.6% while our median was -2.2%.

We published our second Gender Pay Gap report in December 2023 with our mean being -7.13% and median -0.60%.

The results from 2022 to 2023 show a positive trend towards reducing the gender pay gap within DBS. Both the mean and median pay gaps have become less negative, indicating that efforts to address pay inequity are having an impact. These efforts include comprehensive data collection to monitor DEI progress, transparency around recruitment, training programmes targeted at DEI initiatives, and engagement with external stakeholders to strengthen the development of the DBS DEI strategy. We hope to continue this trend and achieve complete pay parity in the near future.

Table 17 - Gender pay gap mean and median calculations for Faculty Staff

Gender Pay Gap – Faculty Staff		
	2022	2023
Mean	-8.6%	-7.13%
Median	-2.2%	-0.60%

Upon analysing the gender pay gap data further the challenge remains the supply and demand of staff to recruit in the various departments and programmes across faculty. Whilst we see a positive trend towards reducing the gender pay gap, there still remains a higher proportion of males being recruited at level 9 (Masters programmes) than females, particularly in programmes related to computing and technology which are aligned to the gender representation of the industry. The challenge we face is that the gender pay gap mean and median calculation is based on an hourly rate that includes salary plus any additional paid work like e.g dissertation supervision. We are seeing more males than females seeking additional paid work which may be a reflection of gender disparity in relation to work life balance.

To gain a deeper understanding of staff perception in relation to the gender pay gap we will conduct focus groups and interviews to complement the collated gender pay gap mean and median data. (Action item 4.7)

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

In 2022, DBS developed a talent management and succession planning framework to aid in understanding and addressing issues related to supporting and advancing career development. We will utilise and leverage this framework to build upon our faculty career paths with clear criteria for promotion. We will harness the data from staff audits to make informed decisions to support and advance faculty in relation to gender and equality. We recognise we are on a significant journey in relation to DEI. We have focused on gathering and interrogating data to understand the demographics of the College so as to make informed decisions around DEI. One of our action items is the set up of Employee Representation Groups across equitable grounds for example gender, disability, sexual orientation etc.

Summary of Action Items

- We will analyse recruitment materials for gender-specific language and revise them as needed to foster inclusivity (Action item 4.1)
- We will build upon the two Faculty career paths developed outlining clear criteria for promotion based on technical and soft skills training needs (Action item 4.2)
- We will audit how faculty are progressing with regards to development and research in relation to our recently launched CPD policy (Action item 4.3)
- We will review the development review process to ensure it enables qualitative discussions around career progression. (Action item 4.4)
- We will utilise the DBS talent management and succession planning framework to facilitate conversations with staff about individual development plans (Action item 4.5)
- We will operationalise staff reviews further so that there is a clear link between individual development plans and career progression (Action item 4.6)
- To gain a deeper understanding of staff perception in relation to the gender pay gap we will conduct focus groups and interviews to complement the collated gender pay gap mean and median data. (Action item 4.7)



3. Supporting and advancing professional, managerial and support staff careers

- a. Provide data on staff by grade and gender. Analyse gender representation by grade across the institution, benchmarking where possible.

At DBS, we divide our grades into six categories. Each grade represents the level of skills that will match a salary range which is benchmarked to external market data. They are:

Table 18

G6 – Head of Department
G5 – Senior manager of a department, manager of a team, or key relationship, a senior specialist, or responsible for managing operational delivery (Grow Talent and Expertise)
G4 – First-level supervisor, or senior individual contributor (Inspire and empower people) G3 – More skilled or complex role (Create and innovate)
G2 – Experienced role (Build foundations)
G1 – Entry-level position (Build foundations)

In relation to gender representation, the below table illustrates that G1 is balanced, G2 has more females, G3 has more females, G4 has more males, and G5 and G6 are balanced. We are currently using a targeted recruitment approach to close the gap in gender representation across each level.

Table 19

Grade	Description	Gender	
		Female	Male
G6 (SLT)	Head of Department	4	4
G5	Senior manager of a department, manager of a team or key relationship a senior specialist, or responsible for managing operational delivery (Grow talent and expertise)	10	9
G4	First-level supervisor, or senior individual contributor (Inspire and empower people)	13	19
G3	More skilled or complex role (Create and innovate)	41	22
G2	Experienced role (Build foundations)	13	5
G1	Entry level position (Build foundations)	1	1

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

As previously outlined in section 2 b, fixed-term contracts are primarily used with new faculty hires. The table below is representative of a typical year.

The rationale for the use of short-term contracts is primarily to address staff on short-term statutory leave such as career breaks, maternity leave etc., as well as short-term projects.

The below tables show a gender representation in faculty staff with more males (56%) than females occupying permanent roles compared to non-faculty roles where 55% of females occupy permanent roles.

Within fixed-term contracts, the gender representation within the faculty staff is fairly aligned whereas in non-faculty staff the trend is towards females at 67%. This is similar to part-time roles with full-time roles for both faculty and non-faculty staff trending towards females.

Table 20

	Faculty		Non-Faculty	
Year	Male	Female	Male	Female
Permanent	107 (56%)	85 (44%)	51 (45%)	63 (55%)
Fixed-Term	41 (49%)	42 (51%)	7 (33%)	14 (67%)
Total	148 (54%)	127 (46%)	58 (43%)	77 (57%)

	Faculty		Non-Faculty	
Year	Male	Female	Male	Female
Part-Time	118 (52%)	107 (48%)	3 (33%)	6 (67%)
Full-Time	30 (60%)	20 (40%)	55 (44%)	71 (56%)
Total	148 (54%)	127 (46%)	58 (43%)	77 (57%)

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

Recruitment at DBS is managed by the HR team which monitors and has oversight of the process to ensure that all QA procedures in relation to DBS policies, current employment legislation, and DEI commitments are met and that candidates have the appropriate qualifications, experience and immigration status to be employed by DBS.

Interviews are conducted based on competency-based questions to ensure fairness and consistency in alignment with our commitment to equal opportunity as per the DBS DEI policy.

Supporting evidence is required to be submitted by the prospective candidate in relation to qualifications and immigration eligibility which are kept on the DBS Human Resources Information Systems (HRIS), Workday. Reference checks are also undertaken.

The HR team continues to keep abreast of any changes in employment legislation to ensure that all DBS recruitment policies and procedures meet government legislation and directives, in particular as they pertain to contractual terms and conditions, GDPR guidelines and equal employment opportunities legislation.

The non-faculty recruitment data over the last three years indicates a notable trend: female applicants consistently outnumber male applicants. Consequently, there is also a higher number of interviews conducted with females. With the exception of 2020-2021, where there is only a slight variance towards men, the number of hires is predominantly female.

Table 21

Non-Faculty applications						
Year	No. of Applicants		No. of Interviews		No. of Hires	
	Male	Female	Male	Female	Male	Female
2020-2021	786 (42%)	1,105 (58%)	30 (39.5%)	46 (60.5%)	20 (51%)	19 (49%)
2021-2022	788 (44%)	1,011 (56%)	54 (36%)	95 (64%)	20 (36%)	36 (64%)
2022-2023	487 (41%)	710 (59%)	15 (34%)	29 (66%)	12 (41%)	17 (59%)
Total	2,061 (42%)	2,826 (58%)	99 (37%)	170 (63%)	52 (42%)	72 (58%)

We will further develop our relationship with AHEAD to facilitate the appointment of applicants with disabilities (Action item 5.1).

AHEAD is an independent non-profit organisation working to create inclusive environments in education and employment for people with disabilities. The main focus of AHEAD's work is further education and training, higher education and graduate employment. Membership of AHEAD allows DBS to network with peers and apply best practice, supporting a range of student needs in the College

Table 22

	Male	Female	Non Binary
Number of students on disability Register	28	82	1
Percentage of students on disability Register	25%	74%	1%

Table 23

	Male	Female	Total
Number of those working in DBS with declared disability, visible or non-visible.	3	9	12
Percentage of those working in DBS with declared disability, visible or non-visible.	25%	75%	100%
Number of staff who Prefer not to disclose	17	12	29

The tables above indicate that data for both staff and students with disabilities trends towards females with females representing 75% of declared disabilities.

We will arrange college wide sessions to increase awareness around disabilities partnering with the Disability Federation of Ireland. (Action Point 5.2)

To gain a deeper understanding of staff perception in relation to disabilities across the College, we will conduct focus groups and interviews to complement the collated data above. (Action item 5.3)

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

As mentioned previously, DBS developed a talent management and succession planning framework in 2022 designed to place transparency around career progression as well as identify any succession gaps. Diversity metrics data were gathered for each team. In 2023, this framework was supported by the launch of a training needs analysis to ascertain the specific requirements of our staff cohort linked to the talent management and succession planning framework. This analysis resulted in the development of targeted training programmes to support progression aimed at courses College-wide as well as across teams. We are currently working on formulating a comprehensive training strategy that covers Kaplan mandatory courses, and specific courses to meet the training needs across the College, and within teams. Our focus going forward is to develop high potential programs for diverse young talent and for women to support career progression.

At an individual level, employees engage in one-on-one discussions with their managers to address their career progression and jobs are advertised internally so that employees can apply. Over the last 48 months, we had a number of promotions with emphasis on female career progression. The tables below also illustrate this.

Table 24

Non-faculty promotions: Last 48 months		
Gender	Female	Male
Non-faculty	30	19

The following tables reflect the results of the staff consultation for non-faculty staff. They illustrate staff perception in relation to career progression, and fair and transparent processes in relation to internal recruitment.

Figure 44: Q: There are opportunities internally for me to progress in my career

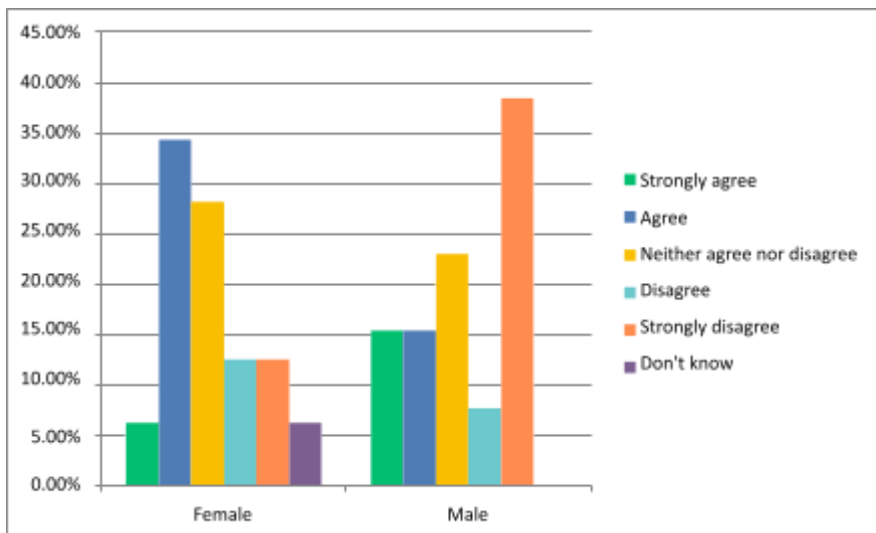
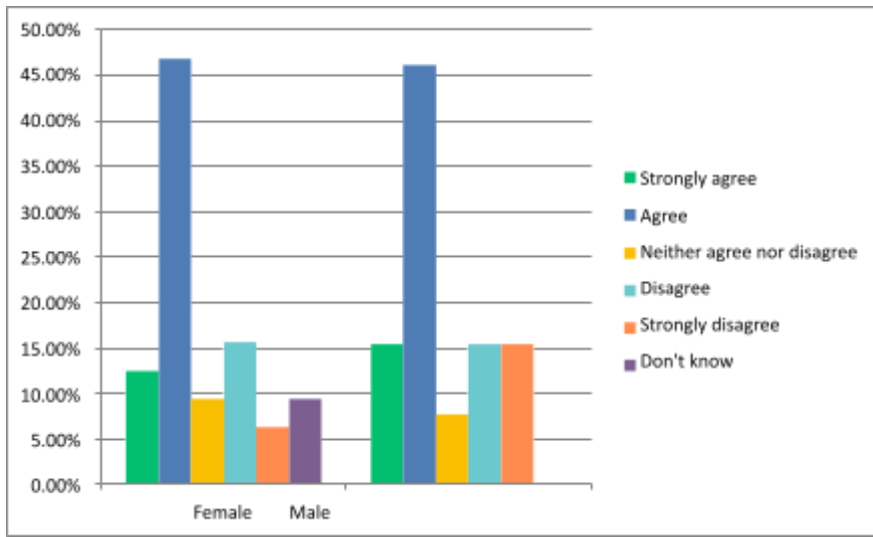


Figure 45: Q: The process of applying for internal vacancy is fair and transparent



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

At DBS, we're dedicated to nurturing the growth and development of our employees, both personally and professionally.

Identifying training needs is a collaborative effort between employees and their line managers, conducted through performance appraisals and surveys. Upon joining DBS, employees undergo a thorough induction process covering essential information about the College, policies, health and safety regulations, and work practices. They also gain insights into our products, services, goals, and structure, along with understanding performance management, support, and development expectations, and our core values.

Training methods include on-the-job learning, team-based cross-training, eLearning platforms, coaching and mentoring, and classroom-based instruction. Additionally, employees undergo mandatory training sessions as determined by the Kaplan Group and DBS, as well as training based on agreed development plans with LinkedIn Learning where we have invested in 199 training licences.

We actively encourage employees to apply for internal educational courses at no cost and provide financial assistance for external courses. Our study leave policy grants employees two days per subject, plus exam days, to support their participation in external courses. This comprehensive approach underscores our commitment to empowering employees and fostering their professional development.

The following tables reflect the results of the staff consultation for non-faculty staff. They illustrate staff perception in relation to training, mentoring, and support in relation to career aspirations.

Figure 46: Q: I have access to the training I need to support my career aspirations

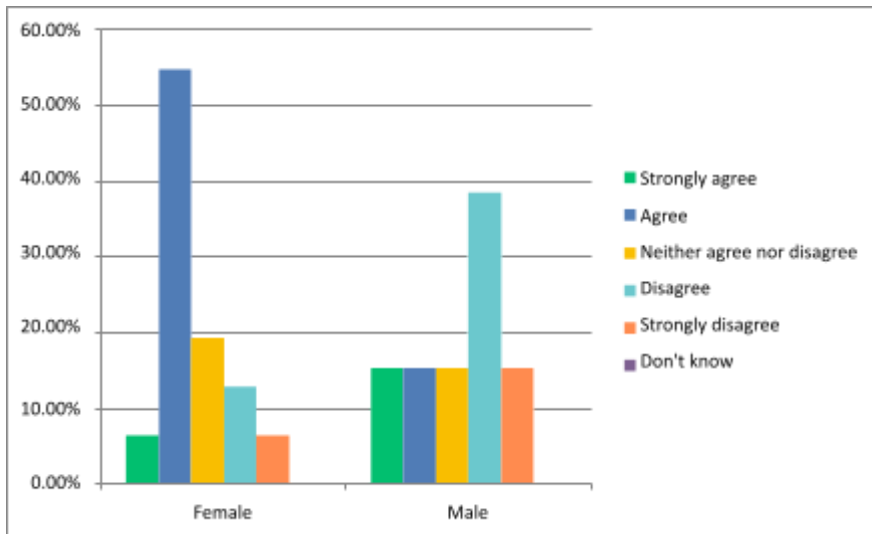


Figure 47: Q: I have access to the mentoring I need to support my career aspirations

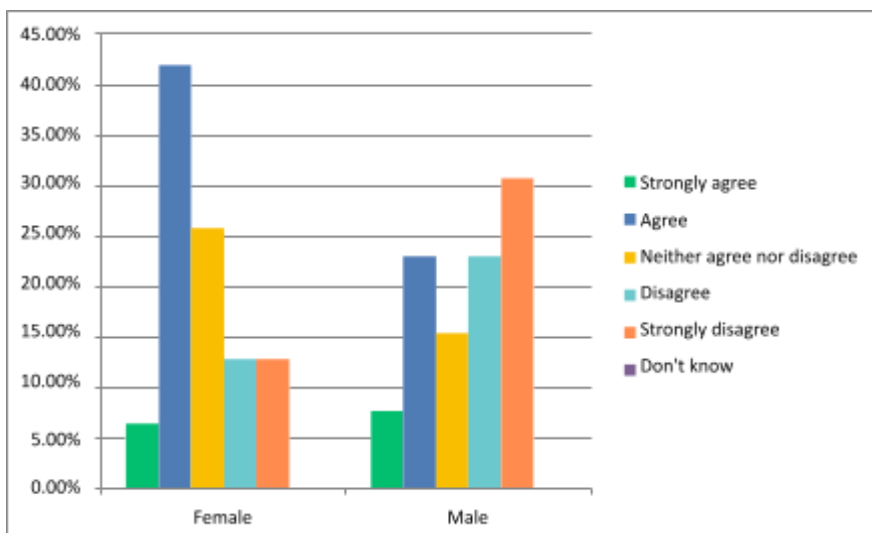


Figure 48: Q: My line manager engages with and supports my aspirations

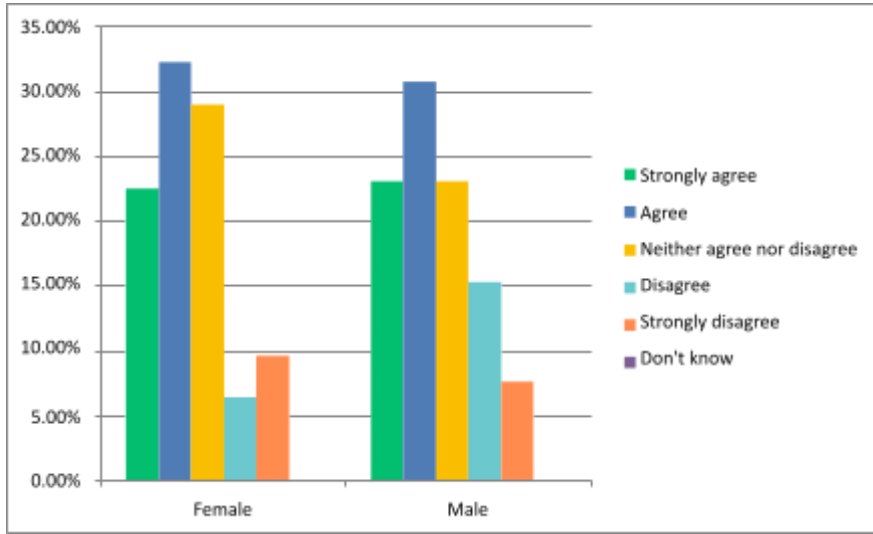
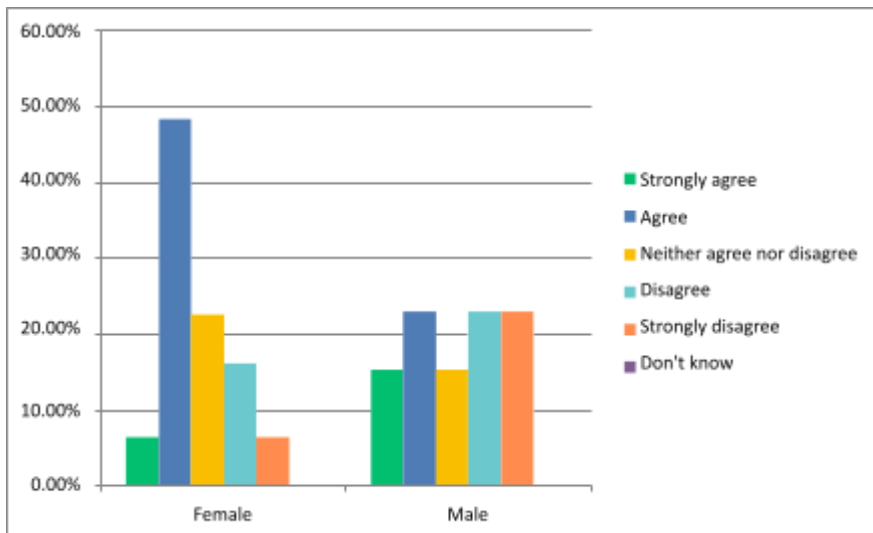


Figure 49: I have access to opportunities I need to support my career aspirations



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

We address staff requirements through performance evaluations and regular one-to-one meetings. Our focus going forward is to develop individual development plans aligned with our talent management and succession planning model. Additionally, we meticulously track qualifications to ensure they remain aligned with the evolving demands of the profession.

The following tables reflect the results of the staff consultation for non-faculty staff. They illustrate staff perception in relation to work objectives, career progression, workload, work-life balance and process review.

Figure 50: Q: I used the development review process to discuss my work objectives

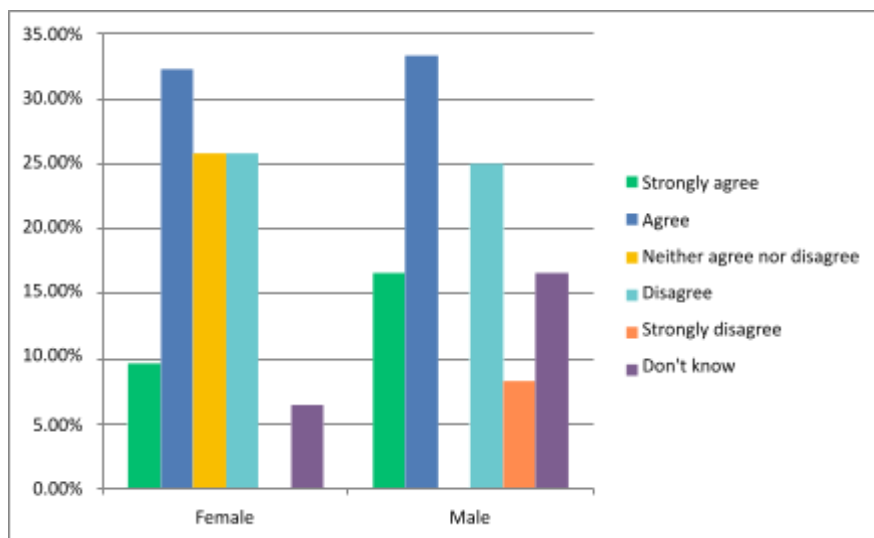


Figure 51: Q: I used the development review process to discuss my career progression

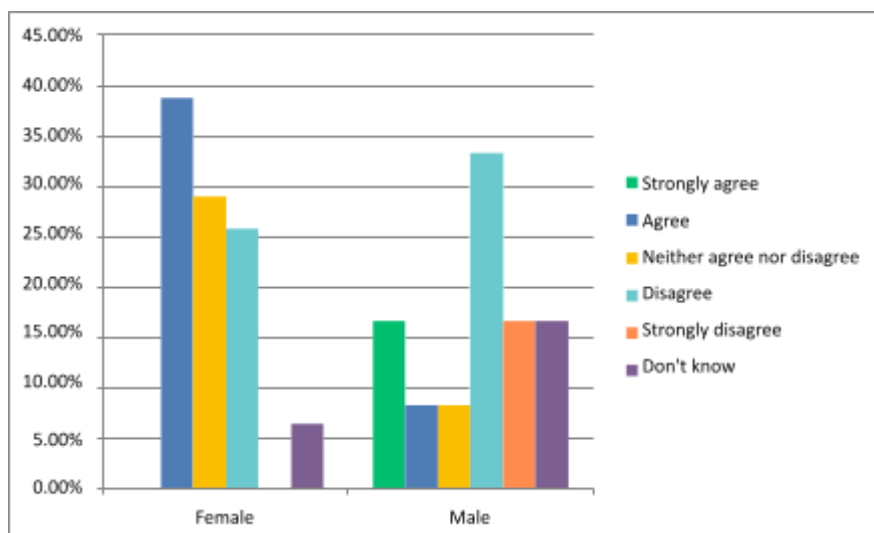


Figure 52: Q: I used the development process review to discuss my workload

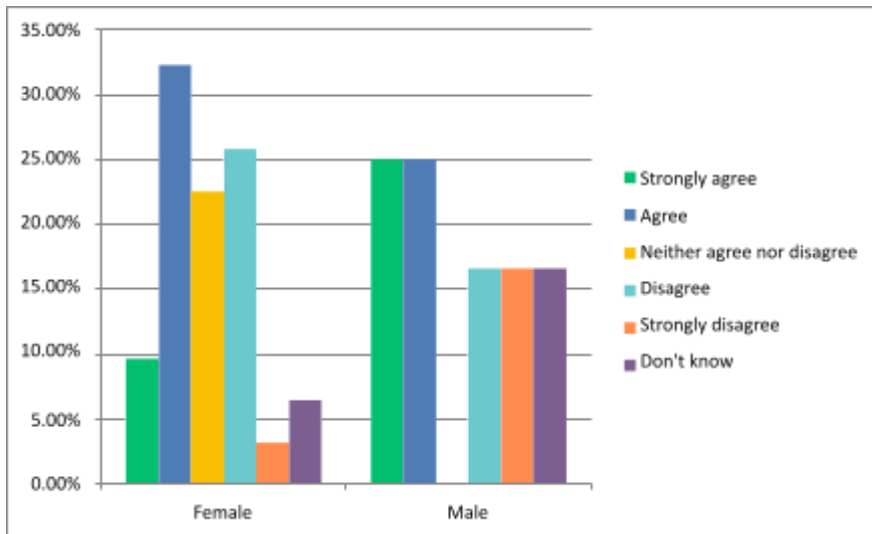


Figure 53: Q: I used the development review process to discuss work-life balance issues

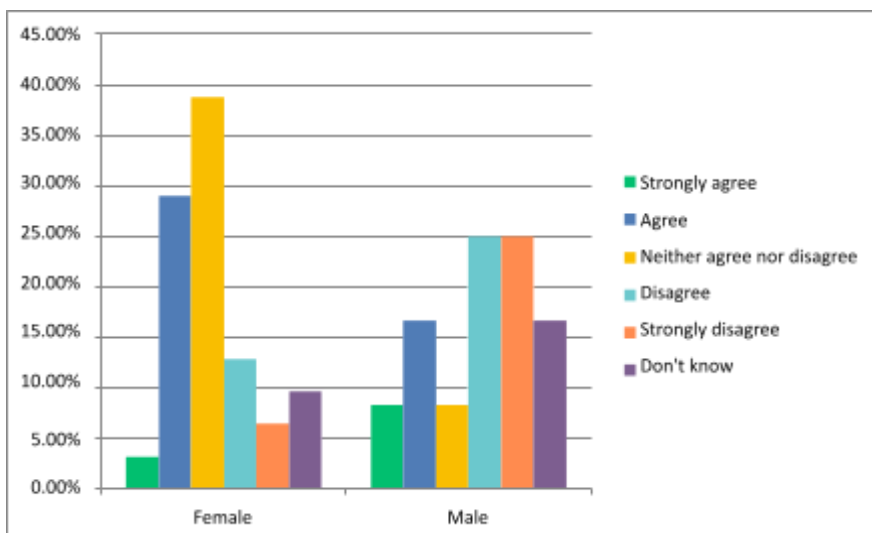
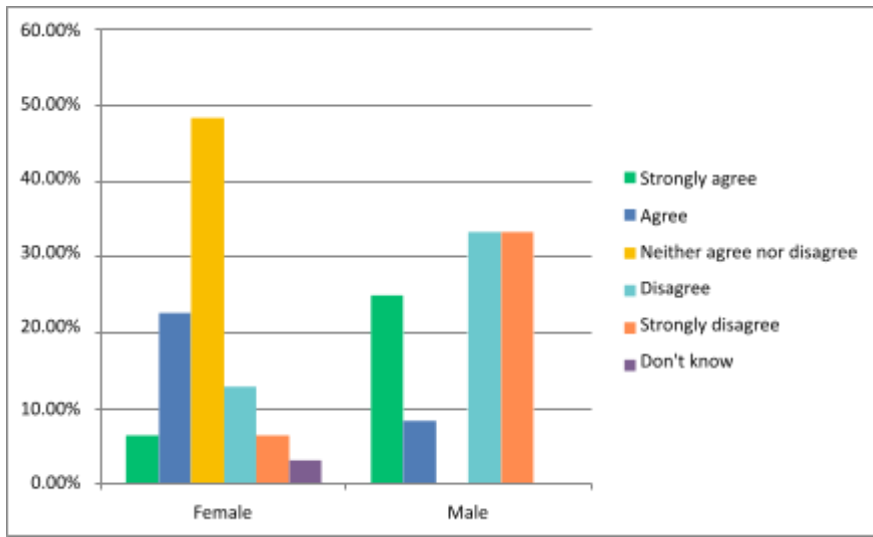


Figure 54: Q: I benefited from my participation in the development process review



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

Workload allocation is determined by agreed objectives approved by the President. The standard procedure involves SLT members developing a set of objectives as part of their own functional strategy which is aligned with the overall DBS strategy. These objectives are then discussed with the President for final approval. Once approved, SLT members discuss these objectives with their teams and allocate workload accordingly, taking into account role, grade, functional area, and level of engagement with staff and/or students. Key Performance Indicators (KPIs) are established and regularly monitored. Performance against these KPIs is managed within the annual performance management process.

The following tables reflect the results of the staff consultation for non-faculty staff. They illustrate staff perception in relation to work allocation and workload.

Figure 55: Q: There is a fair and transparent way of allocating work in my department/unit

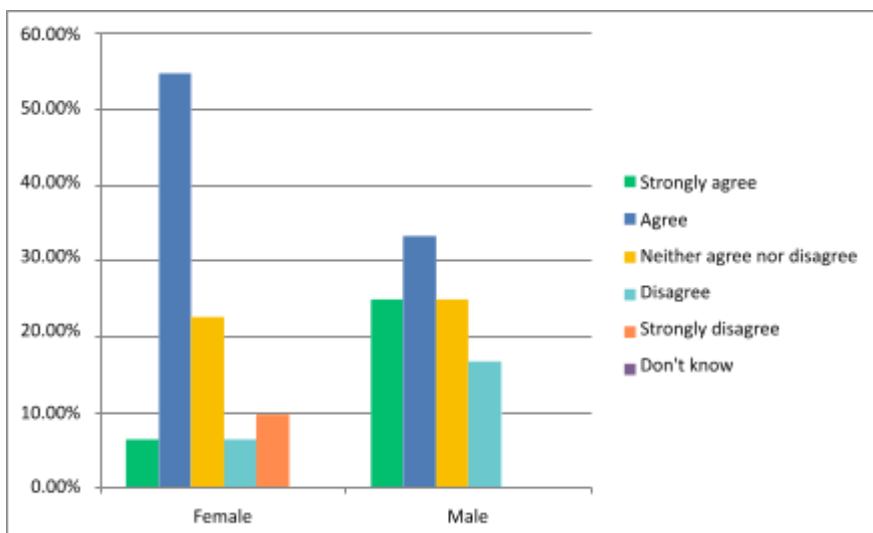


Figure 56: Q: There is an active management of workload in my department unit

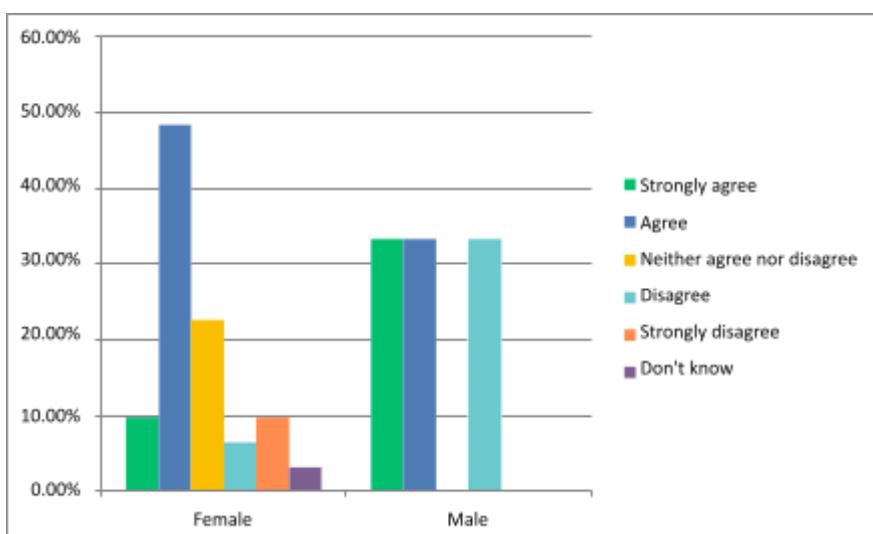


Figure 57: Q: My workload is reasonable

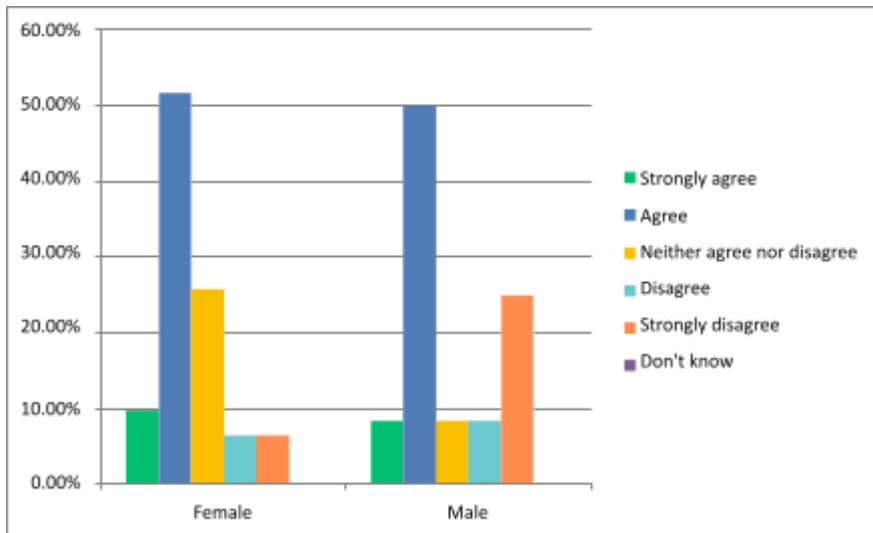


Figure 58: Q: I feel that I can speak with my line manager if my workload gets too heavy for me or my work colleagues

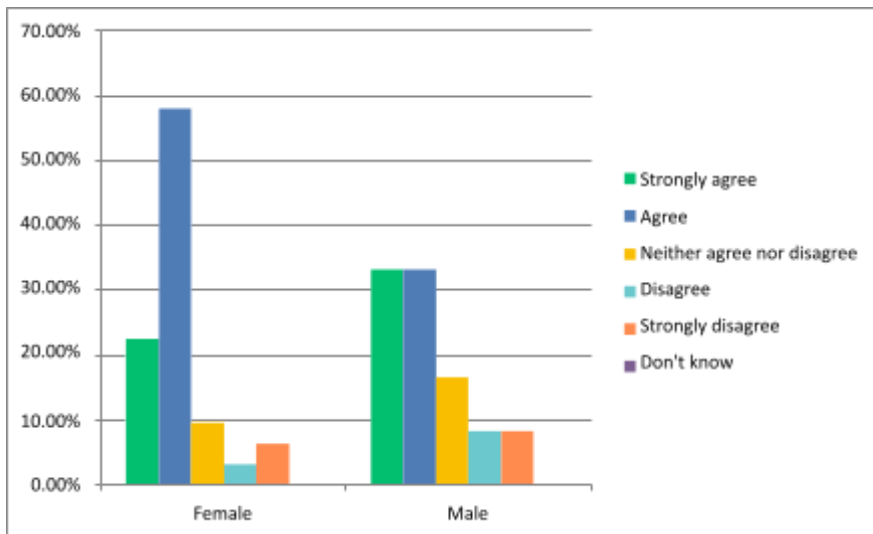


Figure 59: Q: If I spoke to my line manager about workloads being too heavy, I am confident that they would take action to address it for me and/or my colleagues

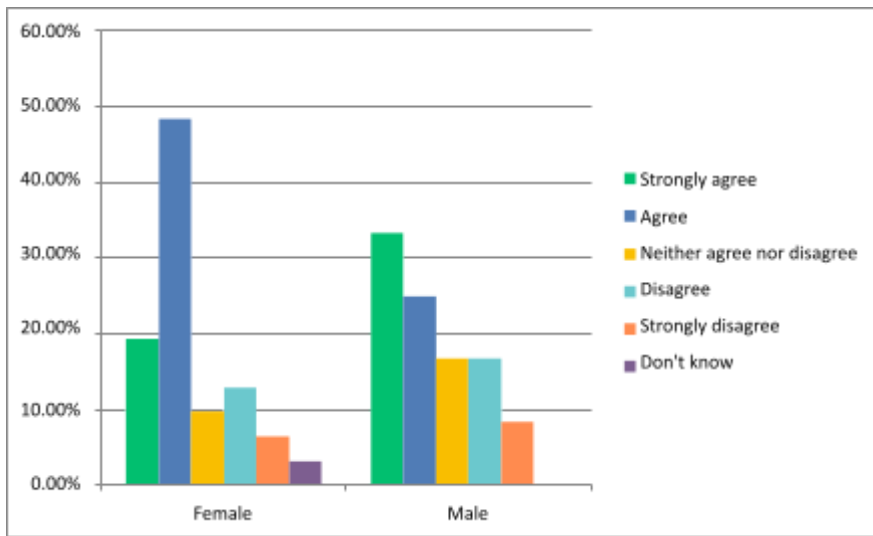


Figure 60: Q: The allocation of my workload aligns with my personal career development goals

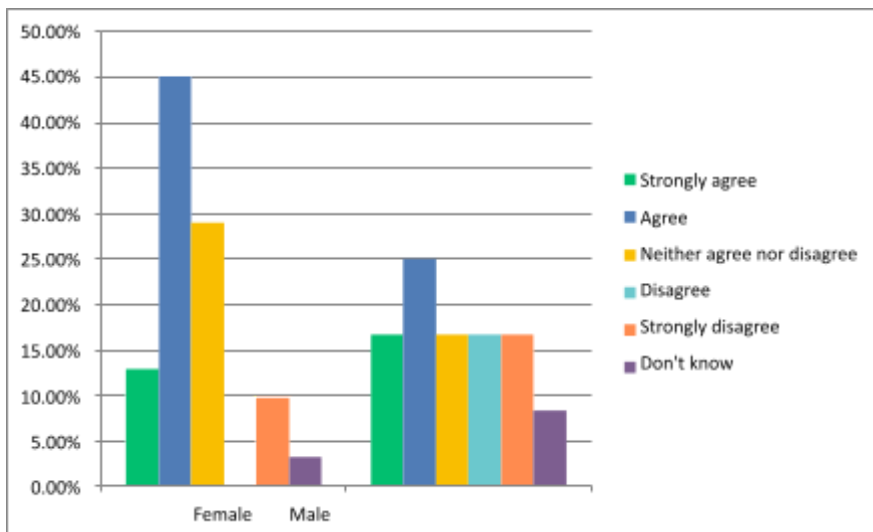
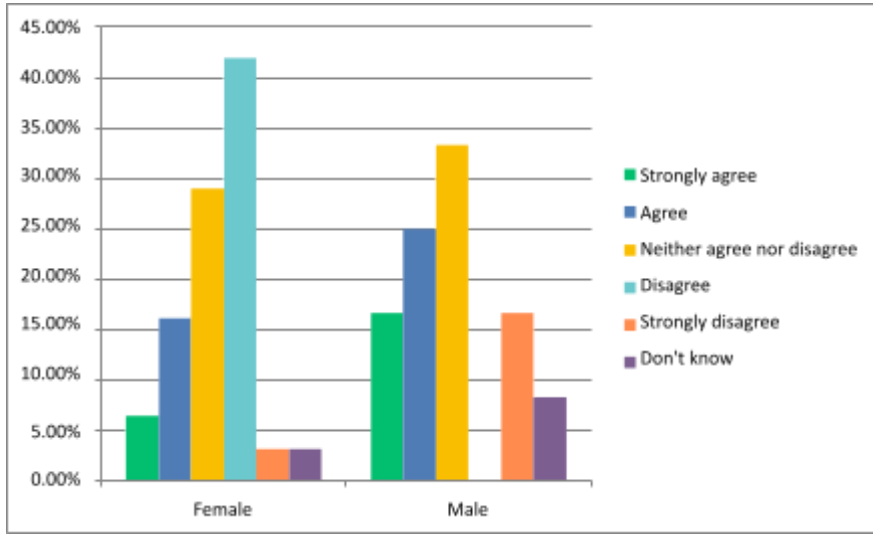


Figure 61: Q: I am given disproportionate responsibility for activities outside of my job description



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

In 2022, the Gender Pay Gap report revealed a mean gap of 18.3% and a median gap of 15.2% among non-faculty staff. To address this disparity, we formulated a series of targeted actions. However, in 2023, our gender pay gap among non-faculty staff widened, with a mean gap of 22.26% and a median gap of 34.91%.

When including both faculty and non-faculty staff, the overall Gender Pay Gap in 2023 showed a mean gap of 7.7% and a median gap of 35.8%. This represents an increase in the mean gap by 2.4% and the median gap by 10.7% compared to the previous year. This change indicates a larger representation of females in the lower quartile of our workforce. However, when compared to the industry average, our gender pay gap mean is lower, which is a positive sign.

Table 25

Benchmarking Institutions	Wage Gap Mean – 2023 %
IADT	15.5
DKIT	14.9
GMIT	14
IT Carlow	11.7
IT Sligo	11.3
MIC	11.09
MTU	8.1
NCAD	28.4
TUD	15.05
TUS	9.7
Average	13.974

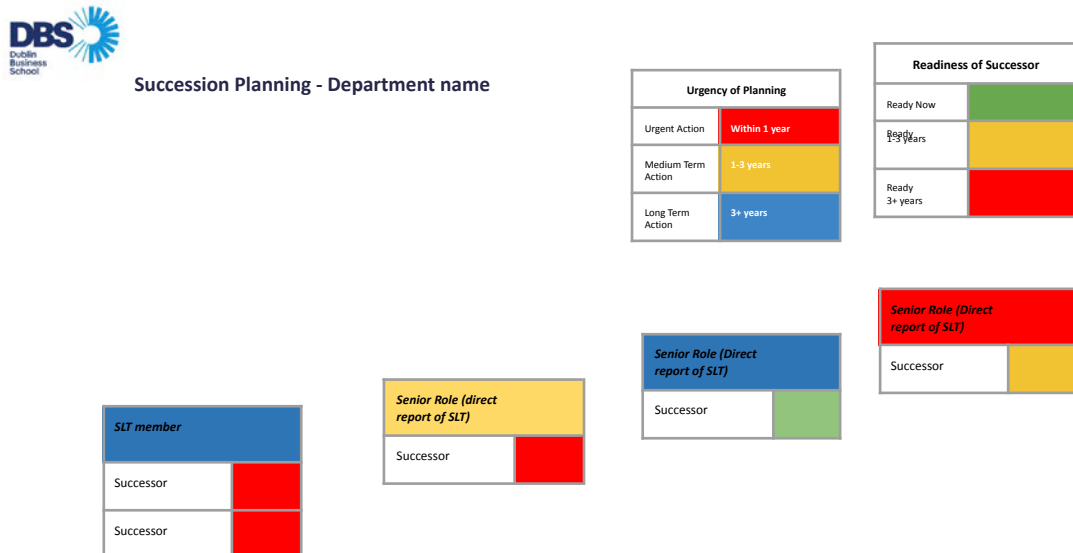
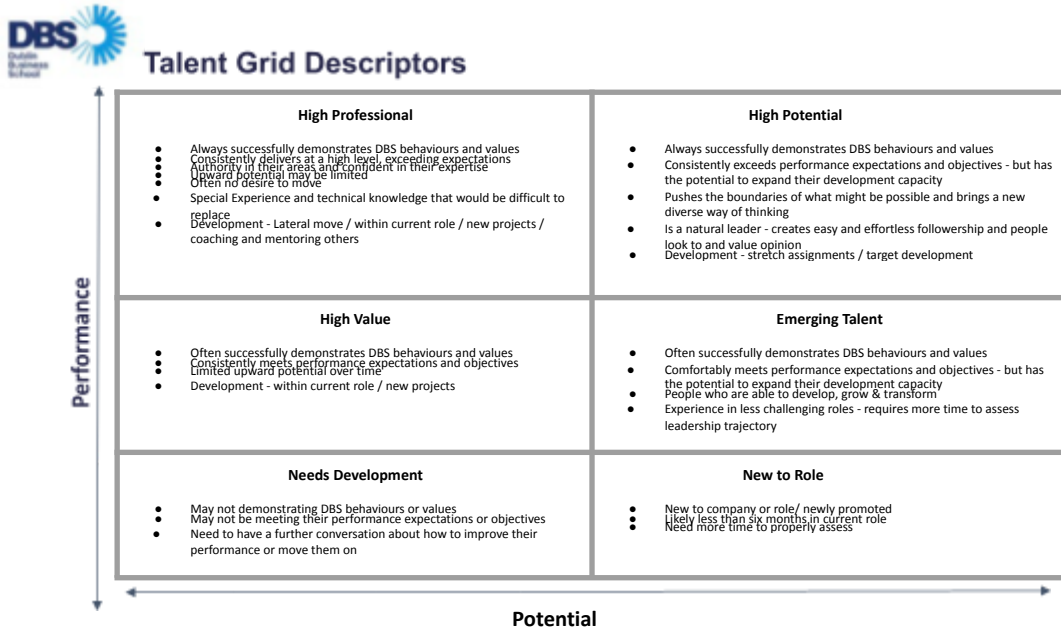
We will continue to report per annum on our Gender Pay Gap seeking improvements in our median and mean data results (Action item 5.4).

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

In 2022, DBS developed a talent management and succession planning framework to aid in understanding and addressing issues related to supporting and advancing career development. The Senior Leadership Team was tasked with categorising their teams alongside demographic information such as age, gender, ethnicity, and length of service. This information was also incorporated into a succession planning framework, which outlined every manager within the department and their successor's readiness level.

We are currently in the process of updating the framework to reflect organisational changes over the last twelve months. For non-faculty staff, successors have been identified for each material role.

Figure 62: Succession Planning – Department name



To continue to support talent management and succession planning, we will publish training and development opportunities for staff via a shared calendar on the staff intranet (Action item 5.5).

We will develop and launch a College wide high potential programme for young talent that supports both specialist and generalist roles across faculty and non-faculty (Action item 5.6).

We will launch and train specific staff across the College to facilitate career coaching (Action item 5.7).

To assist in improving the gender pay gap, we will develop and launch a high potential women's programme to support career development and promotions (Action item 5.8).

Summary of Action Items

- We will further develop our relationship with AHEAD to facilitate the appointment of applicants with disabilities (Action Item 5.1)
- We will arrange college wide sessions to increase awareness around disabilities partnering with the Disability Federation of Ireland. (Action Point 5.2)
- To gain a deeper understanding of staff perception in relation to disabilities across the College, we will conduct focus groups and interviews to complement the collated data above. (Action item 5.3)
- We will continue to report per annum on our gender pay gap seeking improvements on our mean and median results (Action Item 5.4)
- To continue supporting talent management and succession planning, we will publish training and development opportunities for staff via a shared calendar on the staff intranet (Action Item 5.5)
- We will develop and launch a College-wide high potential programme for diverse young talent that supports both specialist and generalist roles across faculty and non-faculty (Action item 5.6)
- We will launch and train specific staff across the College to facilitate career coaching (Action Item 5.7)
- To assist in improving the gender pay gap, we will develop and launch a high potential women's programme to support career development and promotions (Action Item 5.8)

4. Evaluating culture, inclusion and belonging

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

At DBS, we are fully dedicated to fostering a workplace where every individual is treated with dignity and fairness. We have put in place a robust Diversity, Equity and Inclusion policy that covers a broad spectrum of protected characteristics, guaranteeing that all employees, job applicants, visitors, contractors, and learners are treated equitably and without prejudice. Any instances of discrimination, harassment, bullying, or victimisation are considered disciplinary offences and are promptly addressed under our organisation’s disciplinary policy. We maintain a zero-tolerance stance towards such behaviour, striving to create an environment where everyone can excel based on their skills and contributions.

At DBS everything we do is influenced by our values. By working here at DBS we have all signed up to these values. To help all of us operate by these values, a set of acceptable and unacceptable behaviours, based on these values, have been developed which support our DEI policies.

Table 26

Act with Integrity	
Behaviours we accept	Behaviours we don't accept
<p>We</p> <ul style="list-style-type: none"> • Do everything to the highest ethical standards • Are open, honest and authentic • Trust each other • Are fair • Treat everyone the way we want to be treated • Deal in facts, but also make sure we have all the relevant facts before taking action • Put the team first 	<p>We don't</p> <ul style="list-style-type: none"> • Have ulterior motives or hidden agendas • Compromise or undermine each other • Hold back information • Compromise academic integrity for commercial gain • Tolerate anyone showing disrespect to a colleague • Foster a gossip culture • Tolerate passive aggression

Empower and Support	
Behaviours we accept	Behaviours we don't accept
<p>We</p> <ul style="list-style-type: none"> Share and solve problems together for the greater good of DBS Listen to each other's views Involve each other in decision-making and actively seek input Actively share data, information and knowledge Support and show interest in other departments of the College Support the agreed consensus and champion the decision 	<p>We don't</p> <ul style="list-style-type: none"> Belittle others or the work they do Go on a solo run or put yourself before the team Put personal interest or popularity over company objectives Be obstructive towards the progress of others Show passive resistance to agreed team decisions Operate in a silo Make decisions in isolation when it can affect others
Create Opportunity	
Behaviours we accept	Behaviours we don't accept
<p>We</p> <ul style="list-style-type: none"> Are curious and challenge the status quo Encourage new ideas and look for new ways of doing things Value achievement, however, small Create and maintain an environment that promotes innovation Show and encourage initiative Learn from our mistakes Foster individual growth 	<p>We don't</p> <ul style="list-style-type: none"> Avoid change or obstruct change Discourage new ideas because we don't understand them Keep doing things because "it's the way we've always done it" Look for reasons not to try something out Ignore or dismiss new ideas Passively resist new approaches
Grow Knowledge	
Behaviours we accept	Behaviours we don't accept
<p>We</p> <ul style="list-style-type: none"> Are ambitious, and promote ambition across the College Are passionate, optimistic and enthusiastic Challenge assumptions Raise the bar and set stretch targets for ourselves and others Have a 'can do, will do' attitude Encourage the development of our colleagues Proactively look for opportunities Are open to trying new things 	<p>We don't</p> <ul style="list-style-type: none"> Accept mediocrity Accept that the status quo is always the best Think we know everything Believe that our way of doing things is the only right way Discourage or dismiss new ideas Discourage the development of our colleagues Stay with the old way of doing things because it's easier

Drive results together	
Behaviours we accept	Behaviours we don't accept
<p>We</p> <ul style="list-style-type: none"> · Have a 'can do will do' attitude · Are agile · Are accountable and constantly focused on the agreed outcome · Take a team approach towards solutions · Foster an environment for personal, professional and institutional growth · Make decisions on an informed, evidential basis 	<p>We don't</p> <ul style="list-style-type: none"> · Ignore opportunities · Avoid doing something because we might fail · Obstruct others in our dealings with them · Communicate in a negative or pessimistic way about progress · Overly control · Remain so rigid and uncompromising in our position that we impact negatively on the results · Hide or manipulate facts for personal advantage

At DBS, we proactively manage incidents of discrimination or unfair treatment. Our diversity, equity, and inclusion policy is easily accessible to all employees via our HR shared drive and staff intranet, ensuring that everyone understands their rights and the expected standards of behaviour. We have appointed two Diversity, Equity, and Inclusion officers who act as a central point of contact for employees and students, overseeing policy implementation. Additionally, we display posters in staff areas containing information on reporting instances of bullying and harassment, along with contact details for accessing support. Furthermore, we also provide a 24-hour service to support staff who wish to avail of additional counselling services. In relation to reporting any occurrences, we have a hotline number, which is a service provided by an external company and managed by our parent company, Kaplan.

We acknowledge the significance of intersectionality in our diversity, equity, and inclusion strategy. While our policy encompasses various protected characteristics, we recognise that individuals may face discrimination or unfair treatment based on multiple aspects of their identity. To address this, we are committed to raising awareness among our staff through a three-pronged approach – to educate, embrace and embed the principles of DEI. This is actioned through a variety of ways – our DEI newsletter, which has a different focus every month, training programs (like for e.g. unconscious bias, inclusive leadership), and other workshops that highlight the intersectional nature of discrimination and provide tools for building an inclusive environment. We continually review and revise our policies and practices to ensure they acknowledge the unique experiences and perspectives of all members of our community, advancing our pledge to equity and fairness for all.

The tables below show the staff consultation of **faculty** responses to experiencing and/or witnessing discrimination and unfair treatment and their knowledge and level of comfort in reporting an event.

Figure 63: Q: I have experienced discrimination and/or unfair treatment in my workplace in the past 12 months

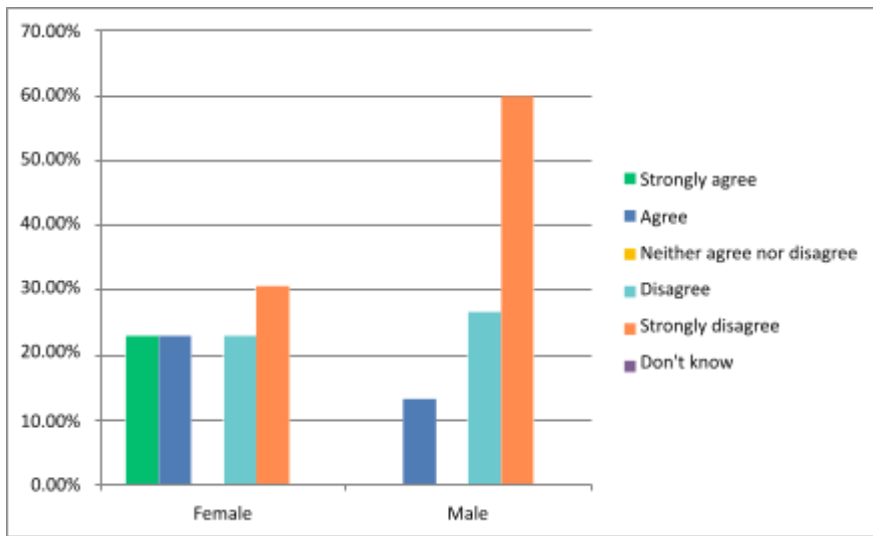


Figure 64: Q: I have witnessed discrimination and/or unfair treatment in my workplace in the past 12 months

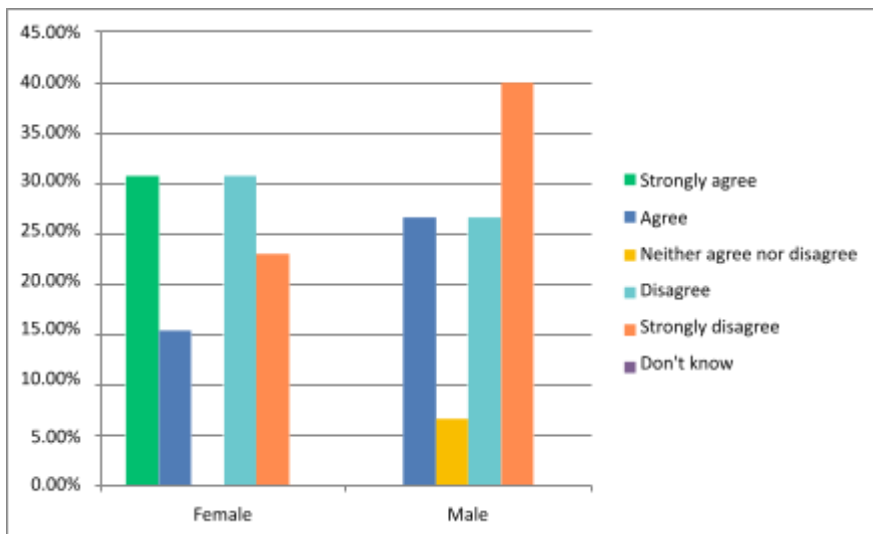


Figure 65: Q: I know how to report discrimination and/or unfair treatment

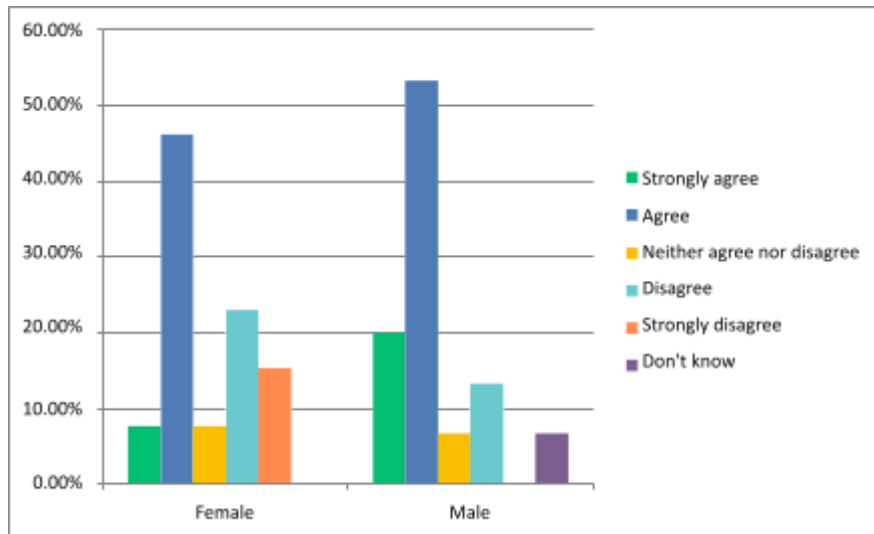
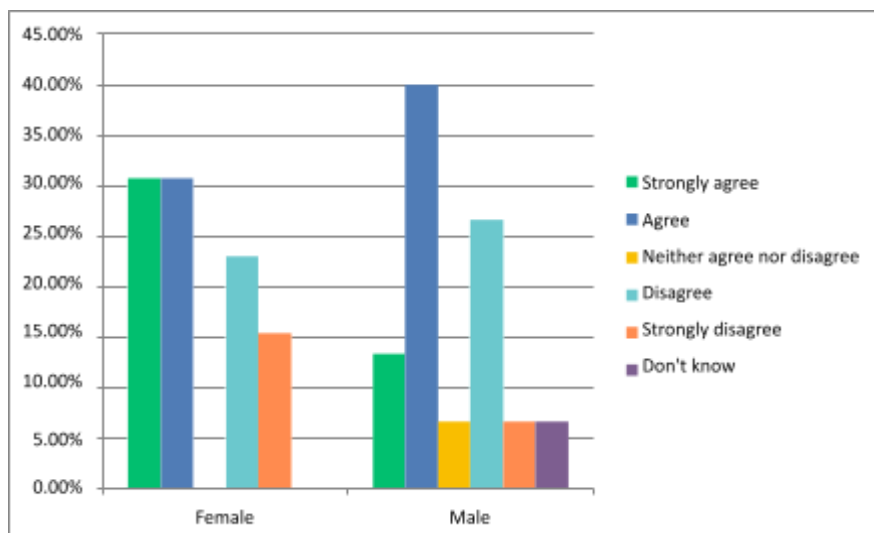


Figure 66: Q: I would feel comfortable reporting discrimination and/or unfair treatment



The tables below show the staff consultation of **non-faculty** responses to experiencing and/ or witnessing discrimination and unfair treatment and their knowledge and level of comfort in reporting an event.

Figure 67: Q: I have experienced discrimination and/or unfair treatment in my workplace in the past 12 months.

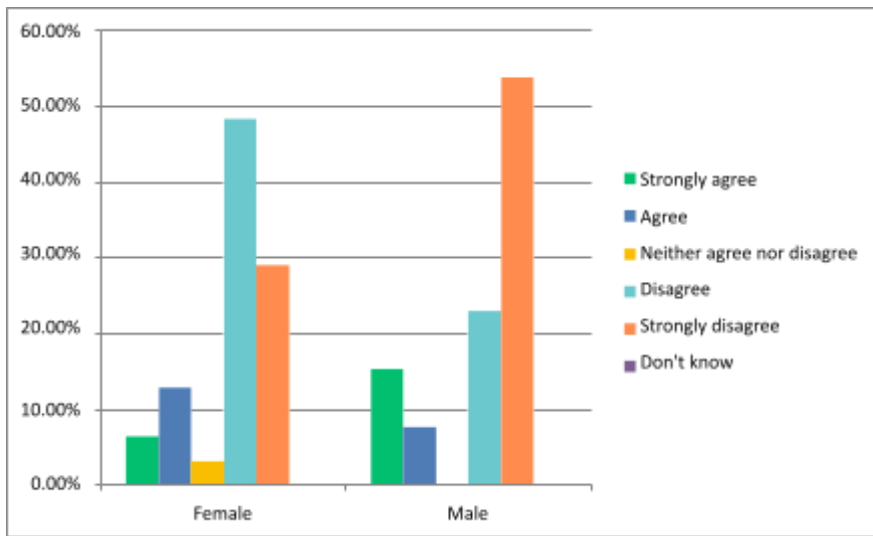


Figure 68: Q: I have witnessed discrimination and/or unfair treatment in my workplace in the past 12 months.

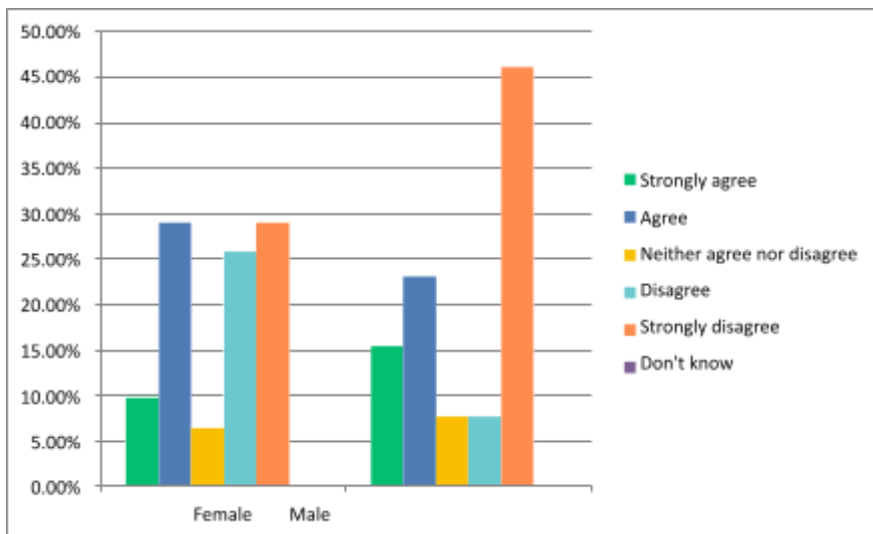


Figure 69: Q: I know how to report discrimination and/or unfair treatment

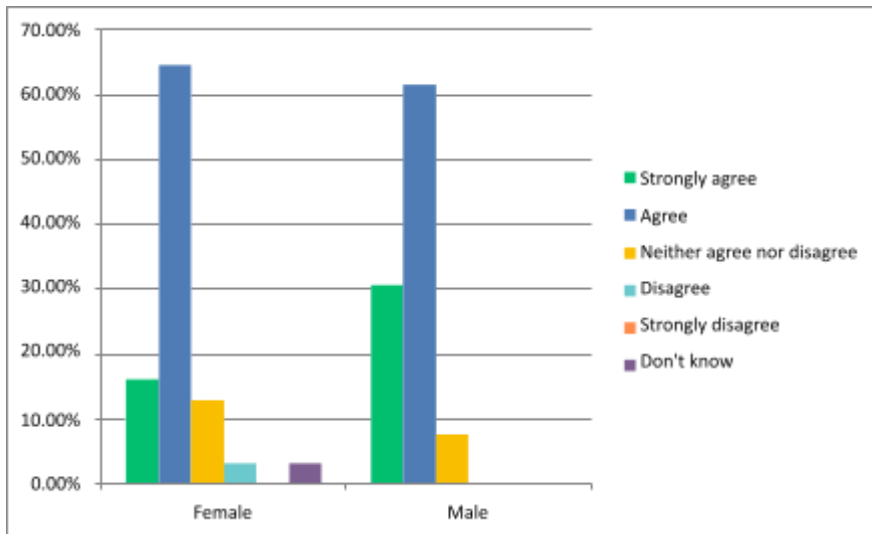
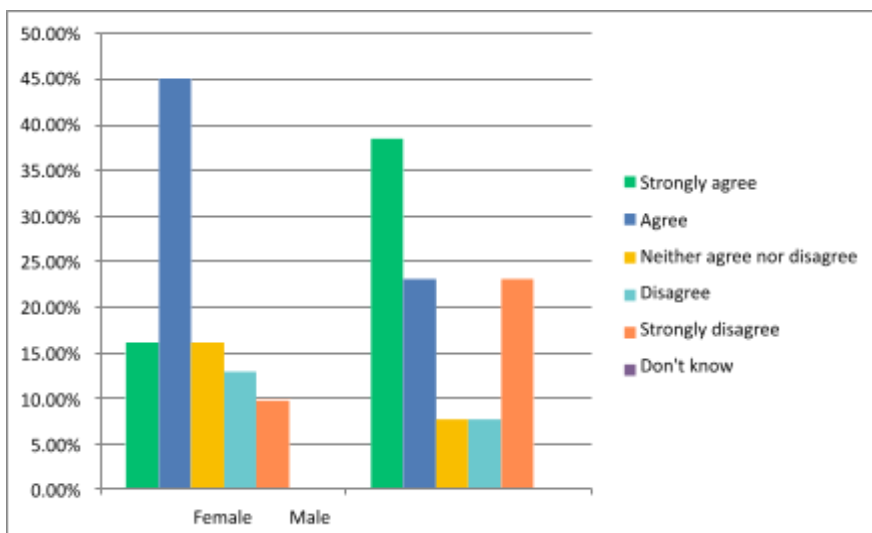


Figure 70: Q: I would feel comfortable reporting discrimination and/or unfair treatment



Whilst the tables above indicate that across both genders, for both faculty and non-faculty roles, over circa 55% of respondents have agreed that they have not been subject to or witnessed discrimination, there is still room to improve in this regard and we acknowledge we are on a journey. Further communications about DEI and how to report an event are planned as a further reminder to staff.

We will set up workshops guiding staff on what to do in the event of witnessing bullying, harassment and/or discrimination (action item 6.1).

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

DBS does not tolerate bullying and harassment. Our Dignity at the Workplace policy comprehensively covers bullying and harassment not only within the workplace but also in any work-related settings outside of it, such as business trips and work-related social events. Incidents involving customers, suppliers, vendors, or visitors are also addressed through our disciplinary procedure.

Any incidents of bullying and harassment is to be reported immediately to either the Diversity and Inclusion officer or the line manager. At DBS, we take immediate and appropriate steps to protect employees from such harassment. Additionally, if employees are dissatisfied with the actions taken, they have the option to raise a formal complaint using our Grievance Policy. Both policies are easily accessible to staff through the staff intranet and the employee-shared folder. In cases where a formal complaint is lodged, all conversations are minutely recorded, ensuring transparency and accountability. These records are shared only with the necessary parties, maintaining confidentiality while addressing the issue effectively.

Whilst we believe we have effective policies and procedures in place, we need to close the gap further by equipping staff with the knowledge of what to do in the first instance that they witness any forms of bullying, harassment or discrimination. DBS conducted focus groups raising awareness around DEI, the difference between equity and equality and the damaging impact poor behaviour can have on individuals, teams and organisations as a whole. While staff acknowledged the level of discomfort in witnessing an event, they also said they felt they were not equipped with knowing what to do in the first instance in relation to whether they should intervene at the time or just report it. DBS will be running further workshops and webinars to address this. This will be followed with a communications plan reminding everyone what to do should they witness an event and how to formally report it.

The tables below show the staff consultation of **faculty** responses to experiencing and/or witnessing bullying and harassment and their knowledge and level of comfort in reporting an event.

Figure 71: Q: I have experienced bullying and/or harassment in my workplace in the past 12 months

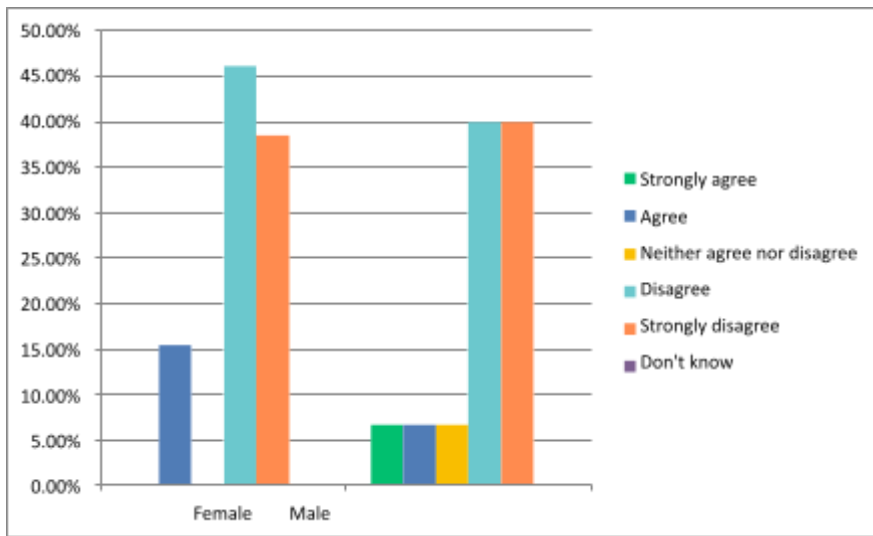


Figure 72: Q: I have witnessed bullying and/or harassment in my workplace in the past 12 months

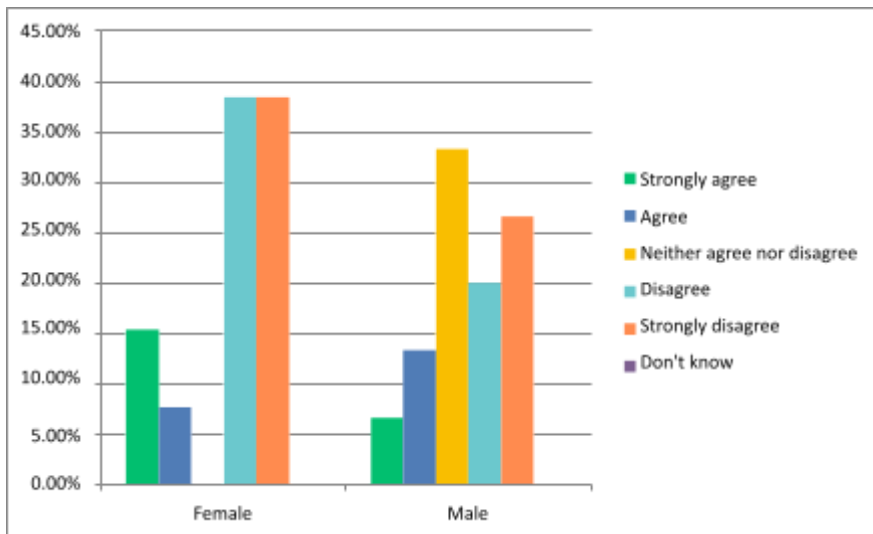
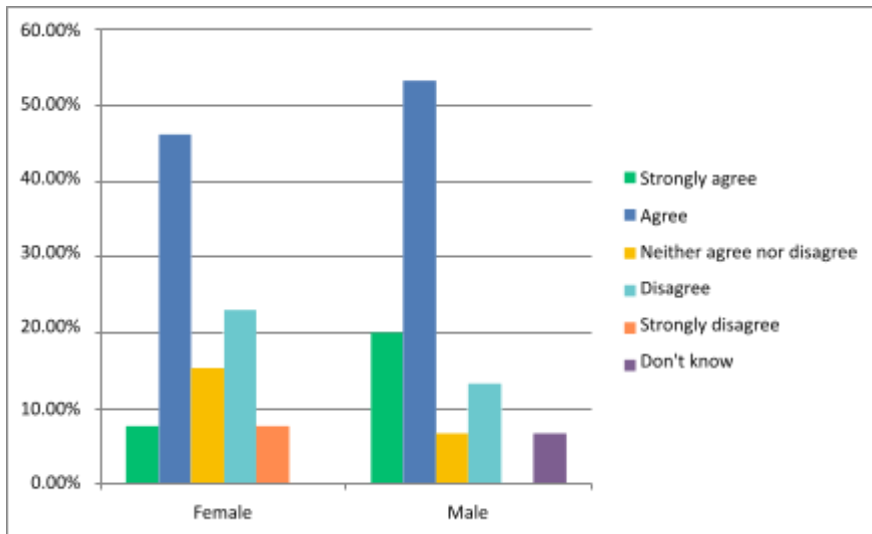


Figure 73: Q: I know how to report bullying and/or harassment



The tables below show the staff consultation of **non-faculty** responses to experiencing and/ or witnessing bullying and harassment and their knowledge and level of comfort in reporting an event.

Figure 74: Q: I have experienced bullying and/or harassment in my workplace in the past 12 months

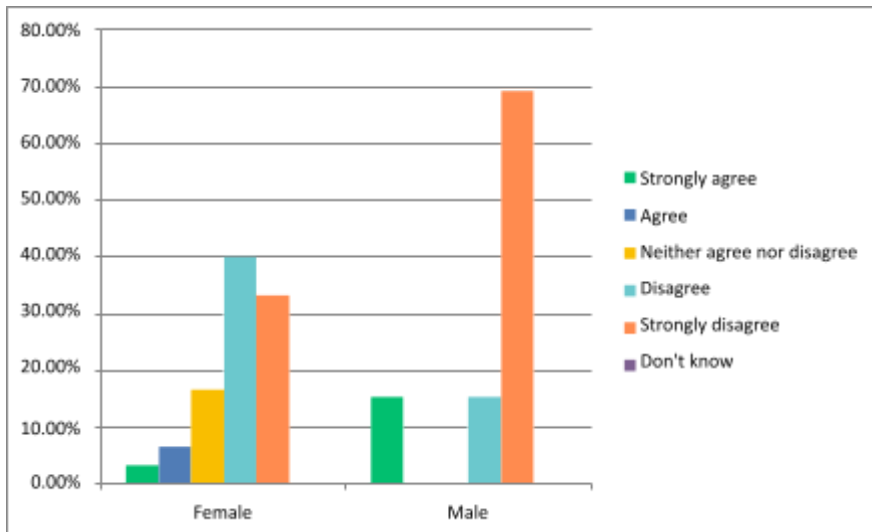


Figure 75: Q: I have witnessed bullying and/or harassment in my workplace in the past 12 months

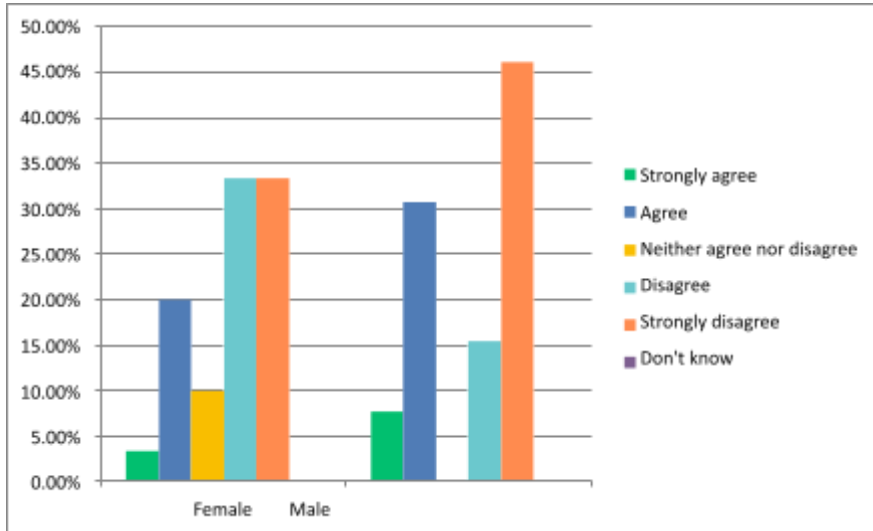
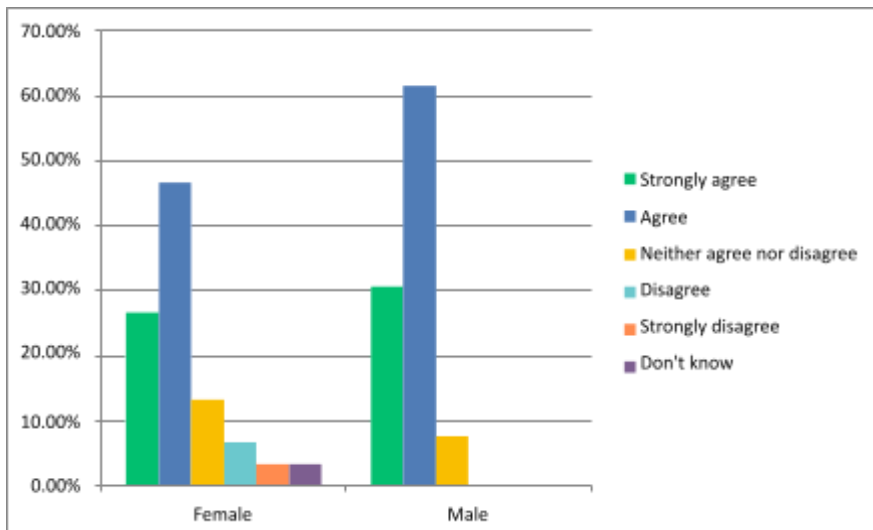


Figure 76: Q: I know how to report bullying and/or harassment



Whilst the tables above indicate that across both genders, for both faculty and non-faculty roles, over circa 60% – 80% of respondents have agreed that they have not been subject to or witnessed bullying and harassment, and feel comfortable in reporting the same, we believe that further reminders about our policies and how to report an event are required to close the gap.

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

In relation to addressing sexual harassment and sexual violence, we have robust plans and procedures in place for both staff and students. They follow the same process as our bullying and harassment policy and our Dignity at Work policy. Should an event of a serious nature occur then security will be notified immediately who will in turn call the Garda Síochána. The student will be offered whatever support is required ranging from medical support through to welfare support and counselling. A thorough investigation will take place in accordance with our DBS Dignity at Work Policy.

The tables below show the staff consultation of **faculty** responses to experiencing and/or witnessing sexual harassment and/or sexual violence and their knowledge and level of comfort in reporting an event.

Figure 77: Q: I have experienced sexual harassment and/or sexual violence in my workplace in the past 12 months

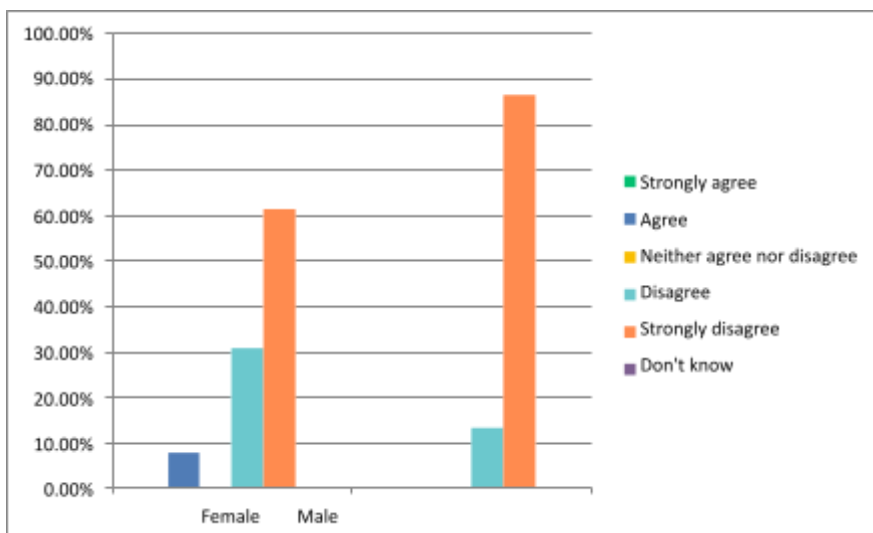


Figure 78: Q: I have witnessed sexual harassment and/or sexual violence in my workplace in the past 12 months

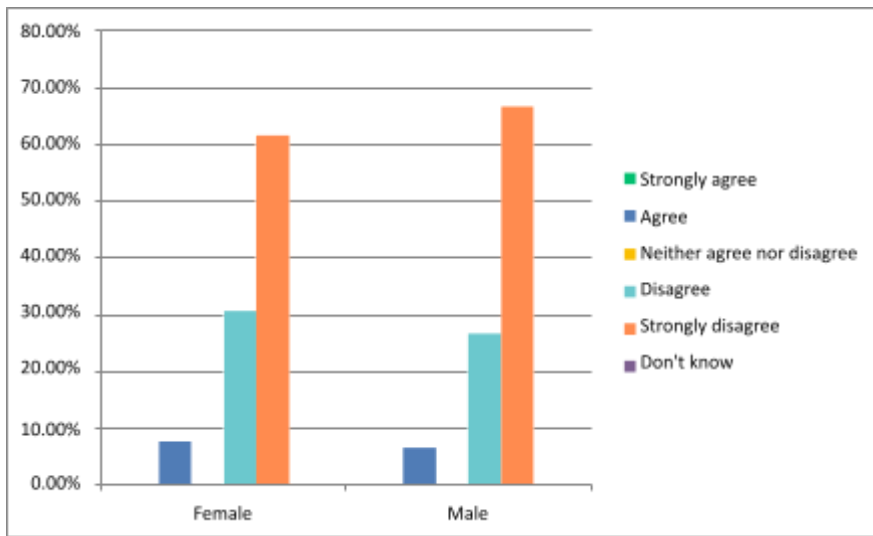


Figure 79: Q: I know how to report sexual harassment and/or sexual violence

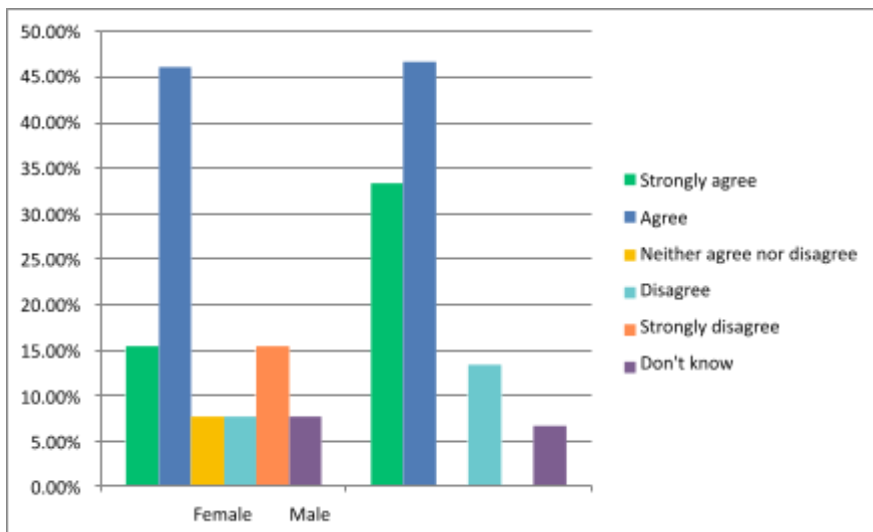
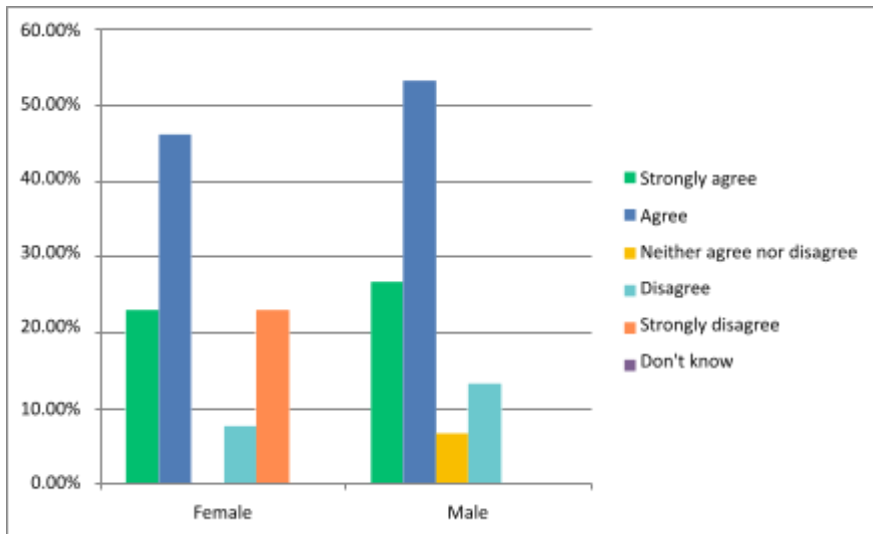


Figure 80: Q: I would feel comfortable reporting sexual harassment and/or sexual violence



The tables below show the staff consultation of **non-faculty** responses to experiencing and/or witnessing sexual harassment and/or sexual violence and their knowledge and level of comfort in reporting an event.

Figure 81: Q: I have experienced sexual harassment and/or sexual violence in my workplace in the past 12 months

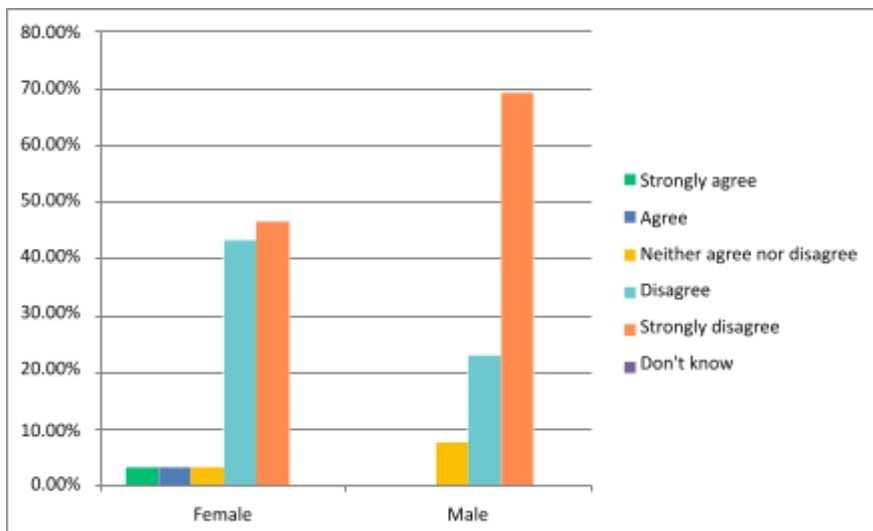


Figure 82: Q: I have witnessed sexual harassment and/or sexual violence in my workplace in the past 12 months

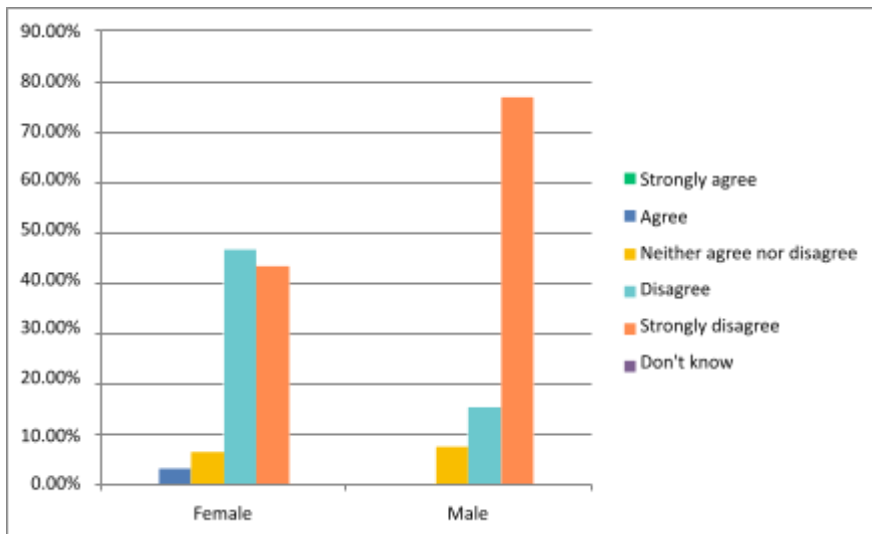
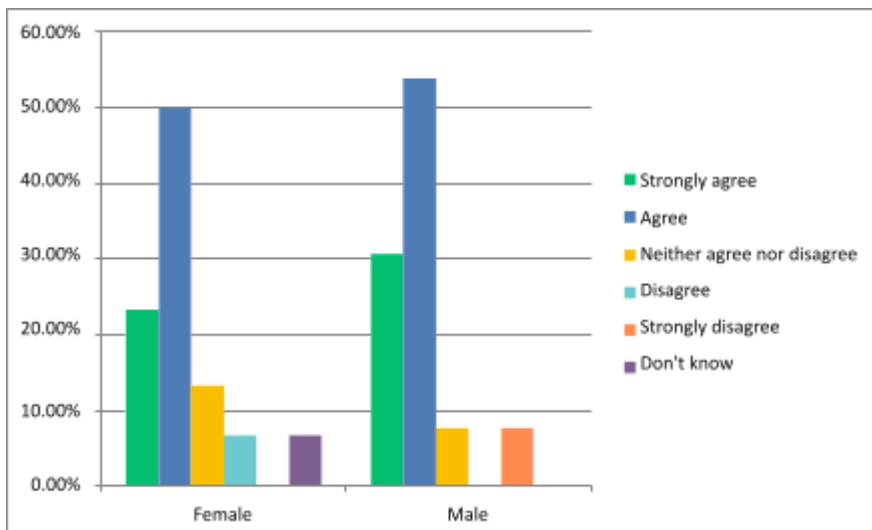


Figure 83: Q: I know how to report sexual harassment and/or sexual violence



Whilst our policies are clear, the results from the staff consultation still reflect some level of discomfort for some staff in relation to reporting. This will be a focus for us going forward in relation to refining our culture further to ensure that staff feel comfortable about reporting any breaches of our DEI policies.

We will promote our DBS Speak Up policy in the event of a breach of the Code of Business conduct (Action item 6.2).

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

In January 2024, DBS launched the Gender Identity and Expression policy as a formal commitment to affirming every individual's gender identity and supporting gender expression. By formally recognising and affirming individuals' gender identities and supporting gender expression, DBS demonstrates a proactive approach to addressing the needs of its diverse workforce.

The policy's stance against discrimination based on gender identity, gender expression, or intersex status, not only sets a clear standard for behaviour within the institution but also sends a message of acceptance and support to all employees.

Employees who wish to disclose a change of pronouns or are transitioning are advised to inform the College as soon as possible to allow appropriate arrangements to be made promptly.

DBS offers the appropriate support, where possible, during changes, and professional support is provided via the private and confidential service from the Employee Assistance Programme which includes 24/7 support.

Additional training has been provided in relation to gender identity and expression.

We will organise additional training and education sessions for staff to raise further awareness on trans and gender non-binary issues to coincide with the recently launched Gender Identity and Expression policy (Action item 6.3).



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

Informal and formal flexible working arrangements play a crucial role in fostering a supportive and inclusive work environment. DBS has implemented a range of policies that cater to various needs and circumstances of its staff that may require flexible work arrangements thereby promoting work-life balance and employee well-being.

Namely:

- Remote Working from Home Policy (hybrid)
- Menopause Policy (flexibility on start and finish times)
- Fertility Treatment (two days off per treatment cycle)
- Pregnancy and Loss (10 days off)
- Domestic Violence and Abuse Policy (5 days off)
- Short-Term Working Abroad Policy (10 days in a calendar year)
- Personal Appointments Policy (time off in lieu)
- Study Leave (2 days per subject exam days)
- Force Majeure Policy (legislative 3 days in 12 consecutive months, or 5 days in 36 months)
- Volunteer (2 days)
- Career-break

DBS' Corporate Social Responsibility (CSR) team and Sports and Social Committee host events at different times to ensure inclusivity and participation from all staff members regardless of their working arrangements.

Flexible working arrangements can also be agreed between employees and their line manager. Any arrangements will be based on the role and the degree of engagement with staff and/or students it has. DBS have a three-tiered approach towards agile working. The following table reflects this.

Table 27

Immersive Engagement	Blended Interaction	Virtual Impact
<p>This category includes roles that thrive on deep, in-person connections. Role holders in this category are essential for creating an immersive and dynamic experience for students and staff. They contribute significantly to the on-campus environment, fostering personal and faculty growth through hands-on interactions.</p>	<p>In this category, roles involve a balanced mix of in-person and virtual interactions. Role holders here navigate seamlessly between physical and digital realms, contributing to the functioning of administrative processes, research and development, and student support. The blend of interaction styles ensures flexibility and efficiency.</p>	<p>The roles in this category primarily operate in the virtual space, making a significant impact without the continuous need for in-person presence. These role-holders leverage technology to create and enhance educational experiences, provide technical support, and engage with staff and students online.</p>

The following tables show the breakdown of Faculty and Non-Faculty staff by gender in relation to agreed flexible working arrangements.

Table 28

Non-Faculty	Immersive Engagement	Blended Interaction	Virtual Impact
Male	23.44%	59.91%	16.65%
Female	18.14%	72.64%	9.22%

More females work in blended interaction roles than the other two combined arrangements. More males on average are in immersive engagement roles and virtual impact roles.

Table 29

Non-Faculty	Immersive Engagement	Blended Interaction	Virtual Impact
Overall		100%	
Male		53.82%	
Female		46.18%	

All DBS Faculty staff are in blended interaction roles with slightly more male representation than females.

Table 30

Combined - Total Male/Female			
	Immersive Engagement	Blended Interaction	Virtual Impact
Male	7.06%	88.03%	4.91%
Female	6.50%	90.23%	3.27%

The table above combines all staff across Faculty and Non-Faculty positions. The vast majority of male and female staff have blended interaction arrangements. Slightly more males than females work in both immersive engagement and virtual impact arrangements.

DBS policies apply to all employees whether full-time, part-time, part-time hourly, temporary or permanent and the aim is to ensure consistent and fair treatment for all in the organisation.

Currently, DBS has a total of 46 policies, of which one is specifically focused on males (paternity leave) while three are focused on females: maternity leave, menopause, and pregnancy loss.

The College has introduced two policies: Fertility Treatment and Gender Identity and Expression Policy that are focused on both male and female employees.

We will provide further education and awareness to support our menopause policy (Action item 6.4) and roll out initiatives for men’s health in the workplace to support our November DEI newsletter, which focuses on men’s wellbeing (Action item 6.5).

The tables below show the staff consultation of **faculty** responses to flexible work arrangements.

Figure 84: Q: There are flexible working arrangements available that are suitable to my needs

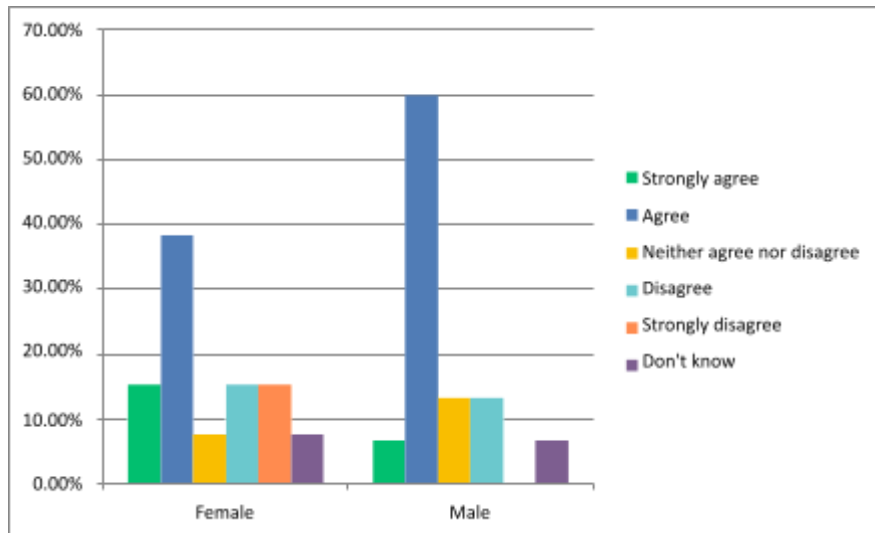


Figure 85: Q: I am able to work flexibly if I need or wish to do so

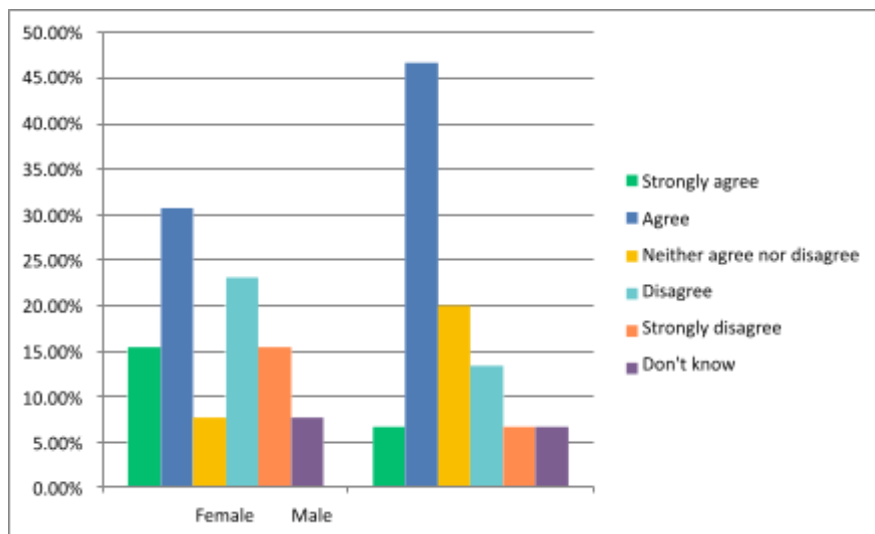
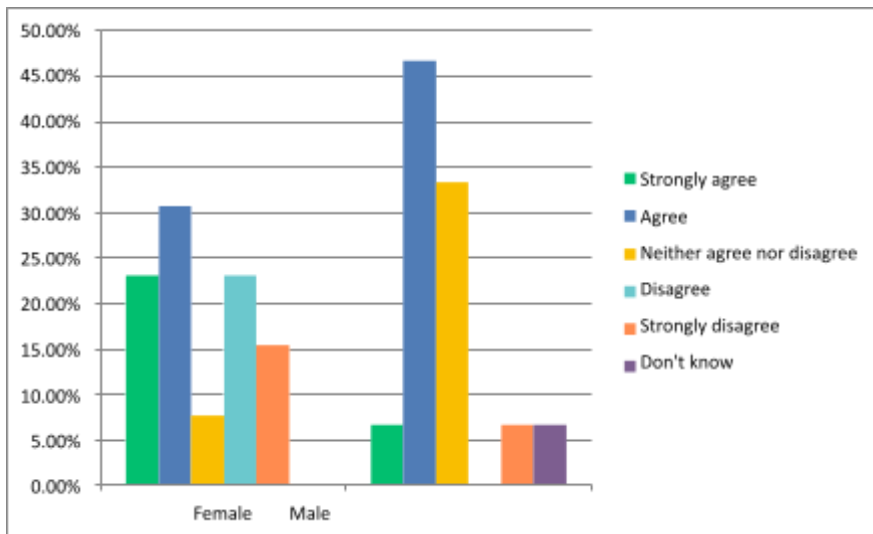


Figure 86: Q: I can negotiate flexible working arrangements on an informal basis with my line manager



The tables below show the staff consultation of **non-faculty** responses to flexible work arrangements.

Figure 87: Q: There are flexible working arrangements available that are suitable to my needs

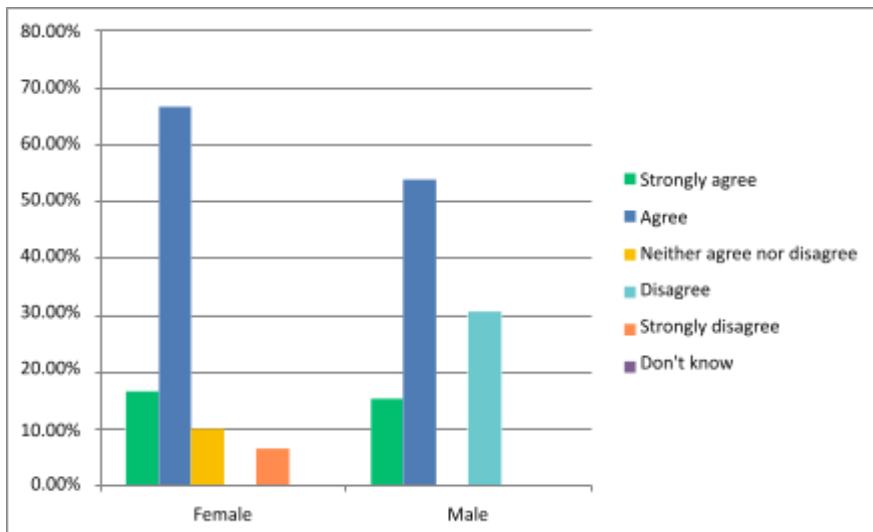


Figure 88: Q: I am able to work flexibly if I need or wish to do so

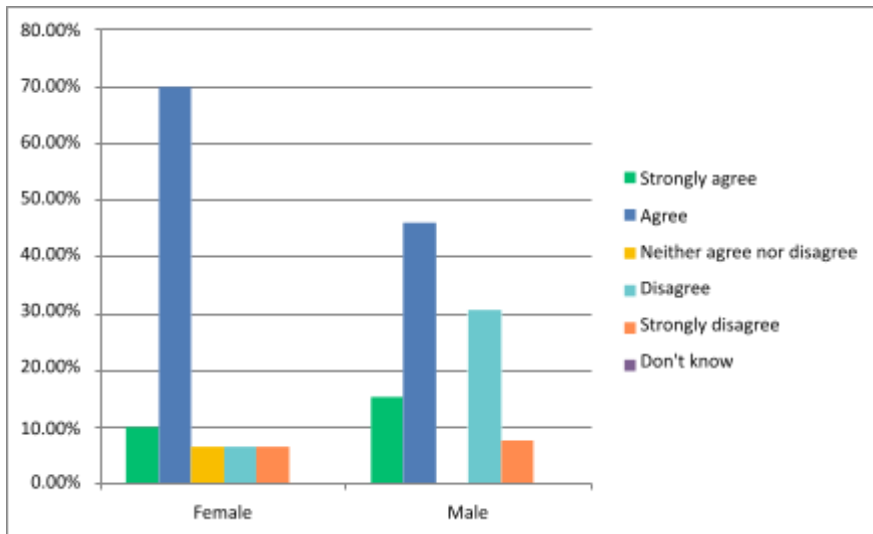
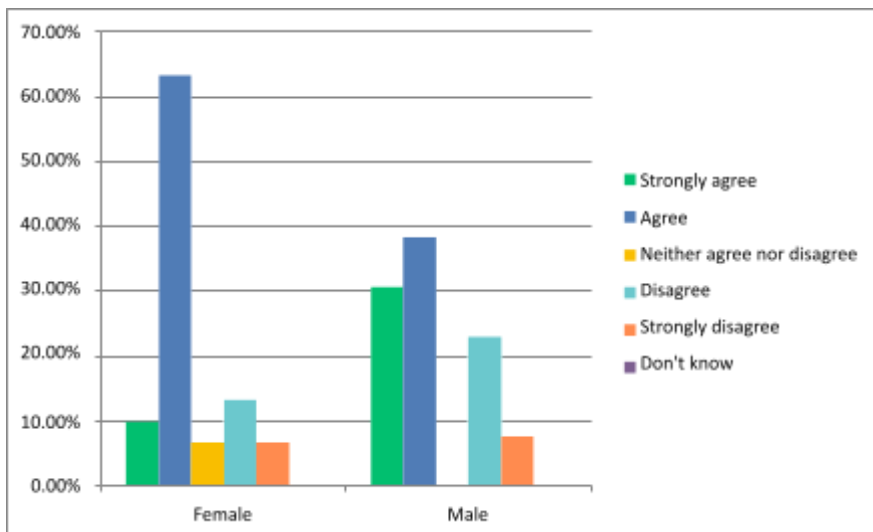


Figure 89: Q: I can negotiate flexible working arrangements on an informal basis with my line manager



We will further communicate and promote our agile working framework to all employees (Action item 6.6).

- f. Comment and reflect on how the institution considers equality, diversity and inclusion in institutional spaces. This should include:
- the built environment;

DBS holds a Disability Access Certificate (DAC) from Dublin City Council Building Control Division, demonstrating our commitment to creating an inclusive and accessible environment for all. Our efforts encompass a range of measures, including:

Arranging Furniture Appropriately: Ensuring that furniture is positioned to maximise accessibility and comfort for all users.

Keeping Circulation Routes Clear: Maintaining clear pathways and ensuring facilities are clean and well-maintained, with all equipment such as lifts and communication aids functioning properly.

Regular Maintenance Audits: Conduct frequent audits to identify and address any maintenance issues promptly.

Staff Training and Awareness Campaigns: Providing comprehensive training for staff on the specific needs of individuals with disabilities and the proper use of assistive equipment within our buildings. This includes the upkeep of induction loops, hoists, and other assistive devices.

Detailed Emergency Action Plans: Implementing thorough emergency action plans to ensure safe evacuation for all persons during an emergency.

Procurement of Accessible Goods and Services: Acquiring accessible furniture and security services to enhance the overall accessibility of our facilities.

Pre-visit Information on Accessibility: Offering detailed access information on our organisation's website, allowing visitors to plan their visit with ease.

Communication of Accessibility Features: Providing occupants with information about the building's accessibility features to facilitate effective management procedures.

Additionally, DBS supports the needs of all individuals by providing:

Breastfeeding Facilities: Designated areas for breastfeeding to ensure privacy and comfort.

Prayer Rooms: Dedicated spaces for prayer to accommodate diverse religious practices.

Hearing Loops in Classrooms: To assist hard-of-hearing learners. Lectures are all recorded, allowing playback with captions, further assisting hard-of-hearing or deaf students.

We will revise the letter sent by HR to staff returning from maternity leave to include information about accessing breastfeeding resources (Action item 6.7).

- organisation of meetings and events;

Meetings are organised online and in person to take into account any disability considerations as well as any other circumstances. For example, religious events that may hinder an individual from attending.

- publicity materials, including the institution's website and images used on campus.

Figure 90






Diplomas/Accountancy	International Students	Student Experience	Employability / Careers
 <p>ONLINE DIPLOMAS</p> <p>Upskill with an Online Diploma from DBS. Choose from our extensive suite of programmes offered across a range of subject areas from Leadership to Human Resource Management, Entrepreneurship and many more. Currently enrolling for September 2024.</p> <p>Learn more</p>	 <p>PROFESSIONAL ACCOUNTANCY</p> <p>As part of Kaplan, Dublin Business School (DBS) has an unrivalled reputation as one of Ireland's leading colleges to study professional accountancy. DBS offers comprehensive tuition options to students of ACCA and CIMA.</p> <p>Learn more</p> 		

Figure 91

Diplomas/Accountancy	International Students	Student Experience	Employability / Careers
 <p>WHY CHOOSE DUBLIN</p> <p>Dublin's strength and success comes from its diversity and unique mix of cultures. The city is constantly changing - retaining a sense of tradition while also embracing the new.</p>	 <p>DBS INTERNATIONAL PROGRAMMES</p> <p>The International Department at Dublin Business School offers a wide range of Undergraduate and Postgraduate Programmes in the areas of Business, Arts, Law, Psychology, Computing and more. Programmes are awarded by Quality & Qualifications Ireland (QQI).</p>		

We will include more diverse imagery reflective of both of our domestic and international student populations (Action item 6.8).

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

DBS offers a range of policies for family leave. Prior to taking the leave, employees are required to meet with their line manager, followed by a meeting with HR to discuss the leave policy and agree on the criteria associated with it. HR issues a letter confirming leave details. Upon returning from leave, employees meet with their line manager on the first day to receive assistance settling back in. If an employee is taking maternity leave, they can also use Keep in Touch (KIT) Days, in addition to the maternity leave entitlement benefit.

These days can be used for any activity typically considered work under their contract of employment. KIT days are optional and must be agreed upon in advance with the line manager. They can be used after 14 weeks of the baby's birth and up to the return-to-work date.

Maternity Leave

DBS provides 26 consecutive weeks of maternity leave, the Maternity Benefit payment is topped up to 100% gross pay to employees who have completed two years of service, followed by 16 weeks of unpaid Maternity Leave. Employees are also entitled to paid time off for medical appointments related to pregnancy and have a one-time entitlement to paid time off work to attend a set of ante-natal classes. Expectant fathers have a one-time right to attend the two classes immediately prior to the birth.

Full health risk assessment is completed by the HR department in consultation with the pregnant staff member to ensure any changes in the role or environment are addressed.

Ten females took maternity leave in the last twenty-four months, totalling 2,021 days.

Table 31

Maternity Leave	
Faculty	Non-Faculty
5	5

Paternity Leave

DBS provides two weeks of paternity leave at full pay, providing employees have a minimum of 10 months of continuous employment from the birth of the child.

Six males took paternity leave in the last twenty-four months, totalling 60 days.

Table 32

Paternity Leave	
Faculty	Non-Faculty
3	3

Parent Benefit and Leave

The Parent Benefit and Leave Policy allows parents to take a further seven weeks in the first two years of their child's birth or placement if adopted, which will increase to nine weeks in August 2024.

Table 33

Parent Benefit and Leave	
Faculty	Non-Faculty
4	5

Seven females and two males took parental leave and benefits, totalling 141 days for females and 50 days for males.

Adoptive Leave

DBS provides 26 consecutive weeks of adoption leave, during which the statutory adoption benefit is topped up by DBS to 100% of the employee's gross pay for those who have completed two years of service. This is followed by an additional 16 weeks of unpaid adoptive leave.

There have been no employees who took adoption leave in the last twenty-four months.

Parental Leave

Employees are entitled to 26 weeks of unpaid parental leave to enable care of children under 12 years and 16 years of age if the child has a disability or long-term illness.

Five females took parental leave in the last 24 months, totalling 1,154 days. No male has taken parental leave.

Table 34

Parental Leave	
Faculty	Non-Faculty
3	2

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

Following responses from the staff consultation, 43.33% of respondents availed of carer's leave, of those 45.28% were female and 40% were male. When asked to select their caring responsibility, 42.86% said childcare, followed by caring for an adult with a disability or long-term illness at 23.81%.

DBS caring policies include:

- Force Majeure Leave
- Parental Leave
- Paternity Leave
- Maternity Leave
- Parents' Leave and Benefit
- Carers' Leave Policy
- Adoptive Leave
- Fertility Treatment Policy
- Menopause Policy

Among the faculty staff who responded to the staff consultation survey, 41% were female of which 41.67% felt that their line manager was supportive of the need to balance their work with caring responsibilities and 64.24% of males also felt the same. Additionally, they felt that key staff meetings were planned sufficiently in advance to allow them to attend.

Among non-faculty respondents, 67.68% of females and 64.5% of males felt that their line manager was supportive of the need to balance their work with caring responsibilities. Additionally, they felt that key staff meetings were planned sufficiently in advance to allow them to attend.

DBS provides to all staff a 24/7 employee assistance programme should this be required.

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

During the application process, students are required to provide data on birth, gender, nationality, and country of birth. All data is saved in DBS' online registration system.

Once in the system, students have the option to change their gender. Currently, we offer the options of female, male, non-binary, and prefer not to say.

All disclosures are supported by our GDPR policies and are safeguarded by DBS Internal Student systems, with access customised for students and departments as necessary for carrying out their duties.

For ethnicity, the options available are as follows: Asian/Pacific Islander, Biracial/Black, Biracial/Non-Black, Black/African American, Hispanic/Latino, and White/Caucasian.

DBS also gathers data from StudentSurvey.ie, piloting questions to ask about characteristics not currently included, namely disability, ethnicity, caring responsibilities, gender, socio-economic and socio-cultural status, and sexual orientation.

In order to align the student equality data to our staff equality data **we will conduct a student survey across the seven categories of sexual orientation, ethnic origin, religion or belief, disability, gender, gender identity, and marital status as similarly captured in tables 1 and 2 for staff, by Q4 2025 (Action item 6.9).**

Table 35

Programmes	Female	Male	I'd rather not say	Grand Total
Bachelor of Arts	1,218	948	4	2,170
Certificate	148	94	1	243
Diploma	117	69		186
Higher Certificate	3	11		14
Higher Diploma	216	170		386
Master Arts	1195	2,277		3,472
Other	163	221		384
Grand Total	3,060	3,790	5	68,55

- information on how the institution supports student data collection for departmental Athena SWAN submissions.

In order to further build on staff equality data, we will analyse the educational qualifications for staff by gender as similarly captured in Table 29 for students (Action item 6.10).

N/A

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

Students at DBS integrated into the institution's DEI objectives through a multifaceted approach aimed at fostering a welcoming and inclusive environment for all.

DBS learners are responsible for their own actions, behaviours and decision-making. However, in order to ensure a respectful environment conducive to learning and development, DBS further imposes minimum states of conduct that are expected of all learners, and this is reflected in the Learner Code of Conduct.

DBS is also committed to inclusivity through the establishment of dedicated support positions, including the International Student Officer, Student Welfare and Wellbeing Officer, and Disabilities and Inclusion Officer. These individuals provide targeted assistance to students from diverse backgrounds, ensuring their needs are addressed and their voices heard. They partake in regular cultural diversity training, and understand the different needs of our learners.

DBS takes proactive steps to prepare international students for their faculty journey through a comprehensive Pre-arrival FAQ, covering essential topics such as transportation, cuisines, and city details. This resource creates a supportive environment from the outset, setting the stage for safe, respectful and inclusive experiences.

Some particular initiatives are to note:

- Student Leaders have undertaken training in the Dublin Rape Crisis Centre "We-consent" programme, and deliver this, with the support of the College, to all students through a series of workshops and promotional activities.
- The College has also introduced a Stop Period Poverty initiative, with free sanitary products now available in both staff and student toilets.
- Suicide Prevention Training is provided for all staff and students annually through Safetalk, approximately 25 staff and students complete this annually.
- DBS supports and promotes Niteline to our student body. Niteline is a listening, support and information service run by and for the students of DBS, DCU, DkIT, IADT, MU, NCAD, RCSI, TCD, TU Dublin, UCD and UL and their affiliate colleges. All Niteline student volunteers go through a rigorous training and screening programme based on the Samaritans model.

Central to DBS's DEI efforts is the implementation of a mandatory DEI module for all students. This module aims to increase awareness of cultural diversity and promote acceptance and inclusivity within the multicultural faculty environment. By instilling these values early on, DBS fosters an atmosphere of acceptance and celebration of diversity among its student body.

DBS prioritises accessibility and equal opportunities through Universal Design Learning (UDL) principles, ensuring that course content, student engagement, and support services are accessible to all learners. Recorded lectures, hybrid learning facilities, and a Pre-arrival FAQ further emphasise inclusivity and accommodate diverse learning needs.

The Academic Support Community (ASC) plays a pivotal role in providing tailored support to students throughout their faculty journey. By offering themed events, targeted resources, and enhanced communication channels, the ASC promotes faculty excellence and supports student retention and satisfaction.

DBS also places a strong emphasis on student health and wellbeing, offering holistic support services to improve mental health and engagement. From partnerships with medical and dental services to dedicated welfare officers and counselling support, DBS ensures that students receive comprehensive care to address their individual needs.

We will further roll out more DEI and consent workshops to students and staff (Action item 6.11).

- supporting students with family and caring responsibilities;

DBS recognises the importance of supporting students with caring responsibilities and acknowledges that this is an area where further attention is warranted. While the institution currently does not have specific provisions in place to address the needs of students balancing their faculty pursuits with caregiving responsibilities, DBS is actively exploring avenues to better accommodate this demographic.

We will conduct a needs assessment survey to identify specific challenges faced by students with caring responsibilities and develop policies and resources accordingly (Action item 6.12).

- equality, diversity and inclusion in student intake, engagement and activities.

DBS organises a variety of events celebrating diversity, including culture fairs, international food fairs, fashion shows, roundtable discussions, and podcasts. These initiatives, spearheaded by the Disability and Inclusion Officer in collaboration with the students' union, provide platforms for cultural exchange, dialogue, and community building.

The students' union has a wellbeing team which are responsible for promoting and supporting students' wellbeing and inclusion in the college. Throughout the year they are to run events, campaigns, workshops and talks that provide guidance to promote student wellbeing. They also work closely with staff to implement support and campaigns to educate students on common mental health and well-being issues. They are also available to signpost students to the available supports in the college.

DBS sees our students as collaborators and partners in programme design, teaching delivery and support provided to students. Student leaders, including class reps, students' union members, and peer mentors, are actively involved in a monthly student council meeting where concerns and feedback are raised. These are then formally recognised and responded to by the College. The Student Union President and Vice-Presidents are members of, and attend, all Academic Board Meetings meetings, where a standing item on the agenda is a report given by the Student Union President. This endorses and ensures that the student body are active participants in the College decision making process and that the student voice is central to all decisions made.

DBS currently provides three bursary scholarships to local disadvantaged schools in the Dublin area each academic year to incoming CAO students. The scholarship entails a bursary of the full tuition fees payable as well as a stipend to each scholarship student annually for the duration of their programme. This initiative has been in place since 2000.

We are also committed to access and widening participants on an international level and have been successful in conjunction with the HEA in offering the Government of Ireland International Education Scholarships (GOI-IES) programme on an annual basis for some years. In addition, DBS participates in the Irish Fellows Programme offering bursaries on a number of fellowship programmes to students from developing countries to undertake full-time study at Masters level at an Irish higher education institution, with a focus on courses that are relevant to Irish Aid's development objectives.

We will continue our scholarship programs for both domestic and International students to support our community and give access to education for disadvantaged learners. (Action item 6.13).

In 2022, DBS was honoured to receive the 'Investors in Diversity: Bronze' award from the Irish Centre for Diversity, in collaboration with Ibec. This prestigious accreditation acknowledges our commitment to fostering a diverse and inclusive environment, which is crucial for our community's growth and success. Recently we have been awarded the Silver accreditation.

The 'Silver Investors in Diversity DEI Mark' represents a significant progression from the Bronze level. It emphasises the importance of amplifying the voices of our employees and understanding their experiences within our organisation. By listening attentively to our team members, we gain valuable insights into areas of strength as well as opportunities for improvement. This benchmark not only enables us to compare our progress with other organisations but also guides us in enhancing our DEI initiatives and fostering a culture of belonging.

We will continue to seek DEI accreditations to further embed DEI within our college (Action item 6.14).

Summary of Action Items

- We will set up workshops guiding staff on what to do in the event of witnessing bullying, harassment and/or discrimination (Action item 6.1)
- We will promote our DBS Speak-up policy in the event of a breach of the Code of Business Conduct (Action item 6.2)
- We will organise additional training and education sessions for staff to raise further awareness on trans and gender non-binary issues to coincide with the recently launched Gender Identity and Expression policy (Action item 6.3)
- We will further provide education and awareness to support our menopause policy (Action item 6.4)
- We will roll out initiatives for men's health in the workplace to support our November DEI newsletter, which focuses on men's wellbeing (Action item 6.5)
- We will further communicate and promote our agile working framework to all employees (Action item 6.6)
- We will revise the letter sent by HR to staff returning from maternity leave to include information about accessing breastfeeding resources (Action item 6.7)
- We will include more diverse imagery reflective of both of our domestic and international student populations (Action item 6.8)
- We will conduct a student survey across the seven categories of sexual orientation, ethnic origin, religion or belief, disability, gender, gender identity, and marital status as similarly captured in tables 1 and 2 for staff, by Q4 2025 (Action item 6.9).
- We will analyze the educational qualifications for staff by gender as similarly captured in Table 29 for students (Action item 6.10).
- We will further roll out more DEI and consent workshops to students and staff (Action item 6.11)
- We will conduct a needs assessment survey to identify specific challenges faced by students with caring responsibilities and develop policies and resources accordingly (Action item 6.12)
- We will continue our scholarship programs for both domestic and International students to support our community and give access to education for disadvantaged learners. (Action item 6.13)
- We will continue to seek DEI accreditations to further embed DEI within our college (Action item 6.14)

5. Institutional priorities for future action

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

The following five action items are the key priority areas where DBS will strive for impact.

Table 36

Action No.	Objective	Measure of success
3.9	We will actively review institutional committee membership with targeted recruitment of females for the majority of committees where there is under-representation	Active recruitment of females onto institutional committees. Balanced gender representation in institutional committees
3.10	We will continue to monitor gender representation across heads of faculty departments, heads of professional units and management to ensure we maintain a gender balance	Active recruitment of females across heads of faculty departments, heads of professional units and management. Balanced gender representation at management level
5.4	We will continue to report per annum on our gender pay gap seeking improvements on our mean and median results	Improvement in mean and median results year on year
5.8	To assist in improving the gender pay gap, we will develop and launch a high potential women’s programme to support career development and promotions	High potential women’s programme developed and launched. Success measured through number of participant promotions and committee membership

- b. Identify the institution’s key issues relating to additional equality grounds and establish key priorities for action over the next four years. Include comment on how these priorities will provide a foundation for addressing intersectional inequality:
- Select up to five key priority areas where the institution will strive to make progress. Selected priorities should be justifiable and based on the quantitative and qualitative evidence presented in Section 2. Where evidence has not been presented in Section 2, priorities should be aligned with established good practice to progress equality and support the institution to build capacity in evidence-based equality work.
 - Specific action(s) to support progress in priority areas should be identified.

The following five action items are the key priority areas where DBS will strive for progress.

Table 37

Action No.	Objective	Measure of success
3.6	We will actively recruit to further improve the diversity of our ethnic representation for both faculty and non-faculty roles.	Report submitted annually to DBS Steering Board showing positive results of ethnic representation year on year
5.6	We will develop and launch a College-wide high potential programme for diverse young talent that supports both specialist and generalist roles across faculty and non-faculty	High potential young talent programme developed and launched. Success measured through number of participant promotions
6.1	We will set up workshops guiding staff on what to do in the event of witnessing bullying, harassment and/or discrimination	Focus groups/webinars will be organised, supported by communication in the monthly newsletter and the staff intranet Pulse survey indicating a positive staff response to increased awareness of what to do in the event of witnessing bullying, harassment and/or discrimination
6.3	We will organise additional training and education sessions for staff to raise further awareness on trans and gender non-binary issues to coincide with the recently launched Gender Identity and Expression policy	We will continue to raise awareness by highlighting trans and gender non-binary issues on the staff intranet, the DEI newsletter and will organise a lunch and learn per annum dedicated to this topic
6.11	We will further roll out more DEI and consent workshops to students and staff	Number of new students and staff who complete this module as part of their induction. Existing staff will participate in culture workshops to avail of this training

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

Table 32

No.	Description of Action	Basis for Action	Timeframe	Responsible	Measure of success
Section 1: An introduction to the Institution's Athena SWAN Work					
Subsection 1: Governance and recognition of equality, diversity and inclusion work					
1.1	The DBS DEI Board will meet quarterly with the DBS DEI steering committee group to give a progress update on the Athena SWAN action plan	As per the terms of reference, the primary role of the DEI Board is to provide advice and guidance to the DEI Steering Group as well as coordinate a number of DEI initiatives. This advisory function helps the Steering Group make informed decisions and develop effective initiatives for the future	Quarterly (First week of every month) 2025-2029	DBS DEI Board members	Report developed for DBS steering committee providing a progress update against agreed DEI initiatives and timelines
1.2	Further Athena SWAN progress updates will be provided to the DBS Board bi-annually	DBS Board fully endorses the Athena SWAN application and will take an active interest in progress against agreed action items	Bi-annually (Last week of Q2 and first week of Q4) 2025-2029	SAT	Report developed for DBS Board of Directors providing a progress update against agreed DEI initiatives and timelines
1.3	Progress updates in relation to DEI will occur bi-annually to the DBS SLT	SLT fully endorses the Athena SWAN application and will take an active interest in progress against agreed action items	Bi-annually Q2 and Q4 at monthly SLT meeting 2025-2029	Head of People and Culture	Report developed for DBS steering committee providing a progress update against agreed DEI initiatives and timelines
1.4	To support the roll out of the 4-year action plan the DEI budget allocation for staff will increase to €25,000 in 2025. Further reviews of this budget will occur per annum to support planned initiatives	Budget aligned to increased DEI initiatives as agreed by DBS Steering Group	Budget increased to €25,000 in 2025 and reviewed per annum thereafter	Head of People and Culture	Head of People and Culture to get approval from President and CFO for budget increase

No.	Description of Action	Basis for Action	Timeframe	Responsible	Measure of success
1.5	We will continue to recognise staff through our 'Make a Difference' award	The 'Make a Difference' award has been well received with its focus on DEI	Annually The 'Make a Difference' DEI award recognises both staff and students at the Staff and Student Ball.	SLT The President	Nominations linked to DEI specific criteria will be recognised and celebrated per annum
1.6	We will expand our reward and recognition programme to recognise actions taken by staff in a voluntary capacity that support the DEI agenda	This is an additional recognition focused on staff involvement in a voluntary capacity with the local community	Rewards and Recognition programme developed and launched by Q1 2025	SLT The President	Nominations linked to DEI specific criteria in relation to voluntary contributions with the community will be recognised and celebrated per quarter
1.7	We will track and report on diversity metrics, with a specific focus on achieving a 50/50 gender balance across both Management and Senior Leadership Teams (SLT) by 2028.	Our current Management team consists of 26 males (58%) and 19 females (42%), and our SLT comprises 6 males(60%) and 4 females (40%). Aiming for balanced gender representation in leadership and management roles that align with our DEI commitments.	Annually reported in December Q4 2025 Management targets to be achieved: Males (57%) Female (43%) 2026- Management targets to be achieved: Males (55%) Female (45%) 2027- Management targets to be achieved: Males (53%) Female (47%) 2028- Management targets to be achieved: Males (51%) Female (49%) 2029 - Management target males 50% females 50% By 2027 SLT target to be achieved: 50% males and 50% females. Q2 2025	Head of People and Culture	Achievement of a 50/50 gender balance within Management and SLT by 2029; annual reporting on gender diversity progress, with incremental improvements toward the goal each year.

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No.	Description of Action	Basis for Action	Timeframe	Responsible	Measure of success
1.8	We will expand our mandatory training requirements to include Unconscious Bias training for all staff and Inclusive Leadership training for all managers	Unconscious Bias and Inclusive Leadership training has been rolled out to staff and managers but now requires follow-up and refreshing to address turnover. We feel this training is important to categorise as mandatory in our embrace of DEI principles	Q2 2025	Head of People and Culture	Unconscious Bias training for all staff and Inclusive Leadership training for managers will be included as part of the induction programme for new hires. All existing hires will receive follow-up training
1.9	We will continue to implement initiatives to enhance staff engagement, with a focus on improving responses related to DEI topics in the annual Kaplan Employee Engagement Survey.	The Kaplan Employee Engagement Survey includes 6 DEI-related questions. Currently, 3 questions scored above 80% and 3 scored above 70%, resulting in an overall score of 78.8%. Our goal is to achieve a score above 80% for all six questions by Q4 2026.	Annually. The Kaplan survey is usually conducted in Q2/Q3. 2025 - overall score of 80% 2026 - overall score of 82% 2027- Overall score of 83% 2028- Overall score of 84% 2029- Overall score of 85%	DBS DEI Board	Achievement of an overall score of 80% or higher for all DEI-related survey questions by Q4 2026; annual monitoring and reporting of incremental improvements towards this goal.
1.10	In addition to the Kaplan survey, we will launch pulse surveys during the course of the year to target specific DEI themes and focus areas	These surveys will allow us to do a deep dive into specific themes or initiatives that we have launched to assess the positive impact	Conducted once a quarter 2025-2029	Head of People and Culture	Greater than 60% positive response in surveys
1.11	Raise awareness of the code of conduct policy as it applies to the range of protected characteristics	The Kaplan Code of Business Conduct policy is supported with mandatory training	Conducted Annually 2025-2029	Head of People and Culture	Code of conduct policy re-communicated each year

No.	Description of Action	Basis for Action	Timeframe	Responsible	Measure of success
Subsection 2: The Self-assessment Process					
2.1	Over the next four years we will review bi-annually the demographic representation of the SAT to ensure it is balanced	The SAT requires more diversity and we will actively seek this with membership	Bi-annually Q2 and Q4 2025-2029	Head of People and Culture The President	Increase in the demographic representation of the SAT with a balance of faculty, non-faculty, staff and students, and other protected characteristics
2.2	By Q1 2026, we will design and implement targeted actions to increase staff consultation response rates to a minimum of 28%.	Increasing the response rate is essential for gathering meaningful feedback to inform DEI initiatives. Achieving an increased response rate will enhance representation in our data and support evidence-based decision-making.	Designed appropriate actions to increase response rate by Q1 2026 Response rate targets: Q4 2026- 28% Q4 2027- 30% Q4 2028- 32% Q4 2029- 34%	SAT	Achievement of a 28% response rate by Q4 2026, with incremental increases in response rate annually; regular monitoring and adjustments to encourage participation.
2.3	The SAT will meet every eight weeks to evaluate the action progress	Frequent meetings to ensure progress against action items are tracked	Every eight weeks 2025-2029	SAT	Meetings held every eight weeks
2.4	Succession plans will be put in place for the SAT members, should turnover occur and this will be proactively planned and managed	Succession plans will be actioned on a bi-annual basis meeting the criteria set out in action item 2.1	Bi-annually reviewed Q2, Q4 2025-2029	SAT	Successors identified through bi-annual succession plans to ensure SAT has full membership and represents a balanced demographic

No.	Description of Action	Basis for Action	Timeframe	Responsible	Measure of success
2.5	We will communicate all Athena SWAN progress updates to our staff through the monthly DBS DEI newsletter	We publish a monthly DBS newsletter focused on DEI topics. We will now include a section on Athena SWAN and outline progress against our action items	Monthly 2025-2029	Head of People and Culture	Progress against Athena SWAN action items published in DBS DEI newsletter
2.6	We will create a dedicated page on our staff intranet to promote DEI activities, policies, training and any updates in relation to Athena SWAN	Staff intranet has been updated and DEI news is published but there is no single dedicated page	Q2 – 2025	Head of People and Culture	Single page created on staff intranet dedicated to DEI
2.7	We will develop and implement a framework to systematically account for Diversity, Equity, and Inclusion (DEI) work in staff workload allocation.	Recognizing and including DEI work in staff workload is essential towards encouraging active participation and ensuring that DEI contributions are valued. A clear framework will provide guidance on how DEI work is measured and rewarded	Framework developed by Q3 2025 Survey conducted in Q2 2026 to assess feedback.	Head of People and Culture, DEI Board	Completion and rollout of the DEI workload framework. Positive feedback from staff on DEI workload recognition and clear inclusion in workload allocations.

Section 2: An Assessment of the Institution’s Gender Equality Context and, Where Relevant, Wider Equality Context					
Subsection 1: Overview of the institution and its context					
3.1	We will conduct an annual review of DEI-related policies to ensure they align with and reflect our ongoing commitment to diversity, equity, and inclusion for both staff and students.	Regular policy reviews help ensure that DEI commitments are current, comprehensive, and responsive to the evolving needs of staff and students.	Annually Q3 2025-2029	Head of People and Culture. Any changes approved by SLT	Completion of annual policy review with updates implemented as necessary; feedback from staff and students indicating increased awareness and alignment with DEI values.
3.2	We will continue to support the establishment and growth of Employee Resource Groups (ERGs) across DBS to foster a more inclusive and supportive environment for all staff.	ERGs provide essential peer support, enhance DEI awareness, and foster a sense of belonging among diverse groups within DBS. Supporting ERGs aligns with our DEI commitment and encourages greater employee engagement.	LGBTQ+ ERG created Q4 2024 Target one ERG created per annum 2025-2029	Head of People and Culture, DEI Board	Increase in number of active ERGs; regular ERG meetings and events held; positive feedback from ERG participants on impact and support received

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No.	Description of Action	Basis for Action	Timeframe	Responsible	Measure of success
3.3	We will develop and implement DEI policies specifically addressing visible and non-visible disabilities, in collaboration with the Disability Federation of Ireland, to better support staff and students with disabilities.	Focused policies on visible and non-visible disabilities will foster a more inclusive environment and provide clearer support structures for individuals with diverse accessibility needs. Partnering with the DFI will ensure these policies are comprehensive and aligned with best practices.	Completion and rollout of disability-focused DEI policies by Q4 2025	Head of People and Culture, DEI Board	Completion and rollout of disability-focused DEI policies; positive feedback from staff and students on accessibility improvements; increased awareness and engagement in disability support initiatives.
3.4	We will continue to facilitate events and initiatives that enhance staff and student experiences, promoting a culture of diversity, equity, and inclusion within DBS.	Regular DEI focused events and initiatives foster an inclusive community, strengthen DEI values, and improve the overall experience for staff and students.	Twice a quarter 2025-2029	Head of People and Culture, DEI Board, ERG's.	Successful execution of quarterly DEI events and initiatives; increased participation and engagement rates among staff and students; positive feedback indicating enhanced DEI culture and environment.
3.5	We will continue to monitor our gender representation for both faculty and non-faculty roles to ensure that we continue to be aligned with benchmark, with the overall objective of further improving the sector standard	We want to continue to align with the sector standard and where possible improve the sector standard in relation to gender representation across the college	Reviewed annually Q4 2025-2029	Head of People and Culture	Report submitted annually to DBS Steering Board showing results as compared to sector standard
*3.6	We will actively recruit to further improve the diversity of our ethnic representation for both faculty and non-faculty roles	We currently have over 37 different nationalities across the College in both faculty and non-faculty roles and we wish to continue with this diverse representation and where possible improve upon it	Reviewed annually Q4 2025- 2029	Head of People and Culture	Report submitted annually to DBS Steering Board showing positive results of ethnic representation year on year

No.	Description of Action	Basis for Action	Timeframe	Responsible	Measure of success
3.7	As part of our talent management and succession planning, we will continue to strengthen our succession pipelines by identifying gaps and recruiting and or promoting diverse staff	In 2023, a new talent management and succession planning framework was developed for DBS. This is in the process of being updated to reflect organisational changes and gaps	Reviewed Bi annually at SLT meetings Q2, Q4 2025 -2029	Head of People and Culture The President	Successors identified for each material role based on the timeline of successor readiness. Any succession gaps are actively managed either through promotion or external hire
3.8	We will actively recruit more females for Academic Council membership to close the gender gap	For Academic Council membership, gender representation in DBS trends towards males more than females compared to the benchmark data which trends towards more females than males. The gender distribution of DBS shows a 35.72% difference compared to the benchmark with trends towards females by 3.16%.	Gender representation across Academic Councils reported per annum Q4 2025 targeted gap less than 30% Q4 2026- targeted gap less than 20% Q4 2027- targeted gap less than 10%	Academic Dean Head of People and Culture	Active recruitment of females onto Academic Councils. Improvement in gender representation of females across Academic Councils
*3.9	We will actively review institutional committee membership with targeted recruitment of females for the majority of committees where there is under-representation	While some institutional committees have a balanced gender representation, others don't, so we would like to close the gap by using targeted recruitment	Gender representation across institutional committees Reviewed annually Q4 2025 - 2029	The President	Active recruitment of females onto institutional committees. Balanced gender representation in institutional committees

No.	Description of Action	Basis for Action	Timeframe	Responsible	Measure of success
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Athena SWAN Ireland Bronze Application

*3.10	We will continue to monitor gender representation across heads of faculty departments, heads of professional units and management to ensure we maintain a gender balance	Our focus is to ensure as the organisation changes and grows that we prioritise the gender balance of appointments, either through promotion or external hires to ensure gender representation is balanced	Gender representation across heads of faculty departments, heads of professional units and management reported Reviewed annually Q4 2025 - 2029	Head of People and Culture The President	Active recruitment of females across heads of faculty departments, heads of professional units and management. Balanced gender representation at management level
3.11	We will use the most updated census return to update benchmarking data for DBS on available protected criteria information	We have not regularly used census information as a form of benchmarking and we believe it is a useful source of data	Reviewed annually upon receipt of report 2025 to 2029	Head of People and Culture	We will benchmark per annum against census information and report findings to the DBS DEI steering committee

Subsection 2: Supporting and advancing Faculty and Research staff careers

4.1	We will analyse recruitment materials for gender-specific language and revise them as needed to foster inclusivity	We would like to strengthen our recruitment processes to ensure our materials and language reflect our focus around DEI	Q1 2025	HR Operations Manager	All materials and related recruitment communications are updated to reflect our DEI principles
*4.2	We will build upon the two Faculty career paths developed outlining clear criteria for promotion based on technical and soft skills training needs	As part of the ADWG work we have recreated two faculty career paths. The next step will be to outline clear criteria for promotion	Q4 2025	Head of People and Culture Head of Teaching Delivery and Content Production	Clear criteria for promotion based on soft skills and technical skills will be developed and communicated to staff

No.	Description of Action	Basis for Action	Timeframe	Responsible	Measure of success
4.3	We will audit how faculty are progressing with regards to development and research in relation to our recently launched CIPD policy	CIPD policy recently launched. We would like to measure effectiveness in relation to staff development and staff research activity	Reviewed annually Q4 2025 to 2029	Head of Teaching Delivery and Content Production	Policy audited per annum. Improvements seen year on year
4.4	We will review and enhance the development review process to ensure it facilitates meaningful, qualitative discussions around career progression for all staff.	A robust development review process supports career growth, employee satisfaction, and retention by ensuring that discussions about career progression are meaningful and aligned with individual goals.	Develop and launch individual development plans aligned to DBS training and third party providers. Q1 2025 Provide training to support managers in conducting qualitative conversations with staff. Q1 2025	Head of People and Culture, SLT	Positive feedback from staff on the quality of career discussions; measurable increase in staff engagement and satisfaction with career progression opportunities; regular monitoring of career development outcomes.
4.5	We will utilise the DBS talent management and succession planning framework to facilitate conversations with staff about individual development plans	We have partnered with LinkedIn to avail of their training offerings. We are working with the SLT and their teams to establish individual development plans tied to training and succession plans	Q1 2025	SLT The President	Individual development plans in place for all staff members. Talent management and succession framework updated to reflect changes in organisational structure
4.6	We will operationalise staff reviews further so that there is a clear link between individual development plans and career progression	DBS is undergoing a culture review linked to strategy. Staff reviews are in place but need to be updated to reflect revised culture	Fully operationalised by Q2 2025.	SLT	Staff reviews updated. Strong communications plan in place to reflect revised culture priorities linked to strategy

No.	Description of Action	Basis for Action	Timeframe	Responsible	Measure of success
4.7	To gain a deeper understanding of staff perceptions regarding the gender pay gap, we will conduct focus groups and interviews to complement the collected mean and median gender pay gap data.	Quantitative gender pay gap data provides a baseline, but qualitative insights from staff will help us understand perceptions, challenges, and potential actions to address the gap more effectively.	Conduct focus group and interviews Q3 2025 Actionable insights documented Q4 2025 Targeted strategies to address gender pay gap issues based on feedback Q4 2025	Head of People and Culture	Completion of focus groups and interviews with actionable insights documented; identification of key themes and perceptions; development of targeted strategies to address gender pay gap issues based on feedback.
Subsection 3: Supporting and advancing professional, managerial and support staff careers					
5.1	We will further develop our relationship with AHEAD to facilitate the appointment of applicants with disabilities	We have an existing relationship with AHEAD and we would like to develop this further	Meet with AHEAD annually. Successful appointment of applicants with disabilities on short term assignments. One per year 2025 to 2029	Head of Student Experience	Successful appointments of applicants with disabilities on short term assignments. One per year
5.2	We will arrange college-wide awareness sessions on disabilities in partnership with the Disability Federation of Ireland (DFI) to promote understanding and inclusivity for individuals with visible and non-visible disabilities.	Collaborating with DFI will enhance awareness of disability-related issues, foster an inclusive culture, and equip staff and students with knowledge to support individuals with disabilities.	Arrange college wide awareness session Q3 2025 Pulse survey launched in Q4 2026 to assess staff and student feedback in relation to disability awareness.	Head of People and Culture	Successful delivery of disability awareness sessions; increased staff and student understanding as reflected in feedback surveys; ongoing engagement with DFI for relevant resources and updates.
5.3	To gain a deeper understanding of staff perceptions regarding disabilities across the College, we will conduct focus groups and interviews to complement the quantitative data collected on disability.	Quantitative data provides a baseline for understanding disability representation, but qualitative insights from staff will reveal perceptions, challenges, and areas for improvement to support an inclusive environment for individuals with disabilities.	Arrange focus groups and interviews by Q4 2026 Identification of key themes and areas for action Q1 2027; Development of targeted initiatives to address identified needs and enhance inclusivity Q1 2027.	Head of People and Culture	Completion of focus groups and interviews with comprehensive insights documented; identification of key themes and areas for action; development of targeted initiatives to address identified needs and enhance inclusivity.

No.	Description of Action	Basis for Action	Timeframe	Responsible	Measure of success
*5.4	We will continue to report per annum on our gender pay gap seeking improvements on our mean and median results	This is a government directive where data should be analysed at the end of June based on median and mean calculations	Reviewed annually based on 30 June data. Published Q4 2025 to 2029	Head of People and Culture	Improvement in mean and median results year on year
5.5	To continue supporting talent management and succession planning we will publish training and development opportunities for staff via a shared calendar on the staff intranet	We regularly publish training courses but would like to develop a calendar on the intranet so that staff can plan ahead	Calendar published annually Q1 2025-2029	Head of People and Culture	Calendar published and regularly updated as training courses are organised
*5.6	We will develop and launch a College wide high potential programme for diverse young talent that supports both specialist and generalist roles across faculty and non-faculty	We would like to target and develop diverse high potential young talent to strengthen our succession plans and to bring more diversity to our talent pipelines	Launch program Q3 2025	The President Head of People and Culture	High potential young talent programme developed and launched. Success measured through number of participant promotions
5.7	We will launch and train specific staff across the College to facilitate career coaching	We would like to increase capability across the College by organising career coaching for nominated staff to support talent management and succession plans	Q1 2026	Head of People and Culture	External provider organised to train nominated staff in career coaching to support
*5.8	To assist in improving the gender pay gap, we will develop and launch a high potential women's programme to support career development and promotions	We would like to target and develop high potential women to strengthen our succession plans and to bring more diversity to our talent pipelines and committees	Q2 2026	The President Head of People and Culture	High potential women's programme developed and launched. Success measured through number of participant promotions and committee membership

No.	Description of Action	Basis for Action	Timeframe	Responsible	Measure of success
Subsection 4: Evaluating Culture, Inclusion and Belonging					
*6.1	We will set up workshops guiding staff on what to do in the event of witnessing bullying, harassment and/or discrimination	While staff are aware of the policies in relation to bullying and harassment, they do not feel equipped as to what they should do in the event of witnessing a situation	Q2 2025	Head Of People and Culture	Focus groups/webinars will be organised, supported by communication in the monthly newsletter and the staff intranet Pulse survey indicating a positive staff response to increased awareness of what to do in the event of witnessing bullying, harassment and/or discrimination
6.2	We will promote our DBS Speak-Up policy in the event of a breach of the Code of Business Conduct	This has been previously communicated. We feel this is an important topic and we would like to continue to raise awareness	Reviewed and promoted annually Q3 2025 to 2029	Head of People and Culture	Will continue to raise awareness by highlighting it on the staff intranet, in our induction programme and through College-wide communications
*6.3	We will organise additional training and education sessions for staff to raise further awareness on trans and gender non-binary issues to coincide with the recently launched Gender Identity and Expression policy	The policy has been launched but we feel there needs to be more education and awareness around this topic	Appropriate training organised annually 2025 to 2029	Staff DEI Officer	We will continue to raise awareness by highlighting trans and gender non-binary issues on the staff intranet, the DEI newsletter, and will organise a lunch and learn per annum dedicated to this topic
6.4	We will further provide education and awareness to support our menopause policy	Menopause Policy in place. We organised an external speaker as part of the promotion of the policy. We would like to continue to raise awareness	Education session to be organised annually Q3 2025 to 2029	Staff DEI Officer	Will continue to raise awareness by highlighting it on staff intranet, the DEI newsletter and will organise a lunch n learn per annum dedicated to this topic

No.	Description of Action	Basis for Action	Timeframe	Responsible	Measure of success
6.5	We will roll out initiatives for men's health in the workplace to support our November DEI newsletter, which focuses on men's wellbeing	We have highlighted mental health each November but would like to focus on this further	Education session to be organised for November 2025 to coincide with men's wellbeing.	Staff DEI Officer	Lunch and learn organised around men's health. Mental health highlighted in the DEI newsletter. External speaker organised
6.6	We will further communicate and promote our agile working framework to all employees	We have a three pronged approach to agile working based on the degree of engagement with staff and/or students the role has. The SLT actively communicates this to their team. We will continue this communication to ensure all staff and in particular new hires are aware of our agile working policy	Quarterly 2024-2028	Head of People and Culture	Reminders of the agile policy communicated every quarter on staff intranet
6.7	We will revise the letter sent by HR to staff returning from maternity leave to include information about accessing breastfeeding resources	DBS' maternity leave policy addresses breastfeeding. Should a staff wish to avail of this then a room is allocated to them. Our letters will be updated to reflect this	June 2024	HR Operations Manager	Letter revised and updated
6.8	We will include more diverse imagery reflective of both of our domestic and international student populations	DBS website imagery whilst somewhat diverse reflects the domestic market rather than the international market which we now predominantly operate in	Q2 2025	Marketing Manager Chief Commercial officer	Imagery updated to reflect international and domestic markets

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No.	Description of Action	Basis for Action	Timeframe	Responsible	Measure of success
6.9	We will conduct a student survey to capture equality data across seven categories (sexual orientation, ethnic origin, religion or belief, disability, gender, gender identity, and marital status), aligning it with staff equality data, and will expand DEI and consent workshops for all new students and staff.	Aligning student equality data with staff data helps ensure consistent reporting and supports targeted DEI initiatives. Facilitating DEI workshops aims to increase awareness and foster an inclusive environment.	Survey completed by Q4 2025, Facilitate other DEI workshops focused on protected criteria conducted bi annually Q1 Q3 2025 to 2029	Head of People and Culture Head of Student Experience	Completion of a student survey by Q4 2025 with comprehensive data collated across all categories; increased participation of new students and staff in DEI workshops.
6.10	We will analyse staff educational qualifications by gender to expand on staff equality data, aligning this analysis to the student data presented in Table 35.	Analysing staff qualifications by gender will provide insights into potential disparities and inform DEI strategies, aligning staff data metrics with those established for students	Data analysis to be completed by Q4 2025 and presented to the DEI Board	Head of People and Culture	Completion of a comprehensive report on staff educational qualifications by gender, with findings used to inform future DEI initiatives.
*6.11	We will further roll out more DEI and consent workshops to students and staff	All new students must complete a DEI and consent module as part of their induction. We will expand this to all new staff. Cultural Awareness workshops are organised for staff through the Irish Council for International Students (ICOS). These will be made available before each new student intake	Expand to staff from September 2024	Head of Student Experience	Number of new students and staff who complete this module as part of their induction. Existing staff will participate in culture workshops to avail of this training
6.12	We will conduct a needs assessment survey to identify specific challenges faced by students with caring responsibilities and develop policies and resources accordingly	We currently don't have this in place. We will be researching best practice through AHEAD and AWARE and other third level institutions and from this our policies and resources will formulate	January 2025	Head of Student Experience DEI officer for students	Policies and resources in place

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No.	Description of Action	Basis for Action	Timeframe	Responsible	Measure of success
6.13	We will continue our scholarship programs for both domestic and International students to support our community and give access to education for disadvantaged learners	These full academic scholarships are targeted at domestic underprivileged learners who otherwise would not be able to afford to attend a third level education. Scholarships are also awarded in conjunction with Government of Ireland International Education Scholarships and Irish Aid Programmes	Per annum 2024-2028	Chief Commercial Officer	Number of scholarships offered and taken up. Minimum of three per annum
6.14	We will continue to seek DEI accreditations to further embed DEI within our college	Over the last 18 months DBS have been shortlisted in external awards for our DEI work. We have also attained bronze and silver accreditation from the Irish Centre for Diversity. We would like to continue this progress	Q1 2026	Head of People and Culture	Achieve Gold accreditation from the Irish Centre for Diversity by Q1 2026



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