# Athena Swan Action Plan

| Approved by | Date |
|---|---|
| VP and Deans Council | May 2024 |
| EDI Steering Committee | June 2024 |
| Governing Body | June 2024 |

# TUS Athena Swan Action Plan 2024- 2028

**Strategic Goal 1: To strengthen Institutional Leadership in EDI through related Accreditation, Recognition and Best Practice.**

| Action No. | Action | Rationale | Person Responsible | Timeframe (start/end) | Success Indicator |
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| **1.1 a Address under-representation in decision-making structures** | | | | | |
| **1.1a** <br><br> **Priority Area Gender Equality** | Ongoing monitoring of gender balance in TUS committee and decision-making structures including: <br><br> VP and Deans Council Executive Management Group <br> EDI Committees <br> Governing Body Sub Committees <br><br> Targeted actions (as appropriate) implemented if a minimum 40% women, 40% men on these is not achieved/ maintained | TUS Equality Statement contains a commitment "to ensuring gender balance in key decision-making committees". <br><br> **HEA 2nd GE Review:** <br><br> Min. of 40% men and 40% women on HEI decision making bodies, committees and working groups. | President (R), <br><br> VP People, Culture EDI (R) <br><br> EDI Manager (I) | 2024-2028, with annual monitoring | TUS will have gender balance (at least 40% female and 40% male) on committees and decision-making structures |
| 1.1b <br> **Priority Area Gender Equality** | Actively seek to share committee roles with a more diverse range of candidates. <br><br> Develop a guidance document with clear | Importance of representation, beyond gender on committees | President (R), <br><br> VP People, Culture EDI (R) <br><br> EDI Manager (I) | Guidance document developed by Q1 2025 <br><br> 2024-2028, with annual monitoring | Guidance document developed and disseminated <br><br> Percentage increase in the representation of underrepresented groups (e.g., gender, ethnicity) within |

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| | targets to support the formation of committee structures | | | | committees is tracked annually and reported in EDI Annual report. |
| **1.1c Priority Area Gender Equality** | Departments/ functional areas/ faculties apply for Athena Swan accreditation. Develop timeline and guidance document for departmental/functional areas/ faculties SATs<br><br>Monitor gender balance on departmental/ functional area/ faculty level SATs<br><br>Ensure Departmental/ faculty level applications include detailed targeted actions to address student underrepresentation in male/female dominated courses and for part time students. | To expand the Institutional Bronze Award to departmental level and embed the ethos of Athena Swan throughout TUS<br><br>**HEA 2nd GE Review:**<br><br>Athena Swan self-assessment teams (SATs), at both institutional and departmental levels, have a minimum of 40% men and 40% women on the SAT and key working groups associated with institutional and departmental SATS / action plan implementation groups | HoDs (R) (I)<br><br>Deans ( R ) (I)<br><br>CSM ( R) (I)<br><br>EDI Office (R)<br><br>Department SAT Chairs (I) | Guidance developed by Q 1 2025 and shared with Departments<br><br><br>Timeline developed by Q 1 2025 - ongoing | Departments informed of Departmental Athena Swan processes, resources and commitments required<br><br>At least 3 Departmental awards/ faculty/ functional area Bronze awards achieved by end of reporting period<br><br>Gender balance on departmental SATs achieved |
| 1.1d | Revise Athena Swan SAT Terms of Reference (TOR) to Athena Swan Champion Group with new EOI for membership of the group, reporting to EDI Steering Committee. | The SAT will be reconfigured to Athena Swan Champions Role, with their focus on supporting AS departmental/functional area applications and monitoring progress on the TUS Athena Swan Action plan through quarterly meetings | EDI Manager<br><br><br>SAT Members | Athena Swan Champions Group established by Jan 2025 | Engagement of Athena Swan Champions Group in support of departmental/ functional area applications and monitoring of TUS Athena Swan Action Plan<br><br>Gender balance achieved in Athena Swan Champions |

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| | Increase gender balance, ethnic diversity and campus representation on SAT when looking at how SAT is amended going forward | | | | Group as well as representation from campuses.<br><br>Athena Swan Champions Group includes members from ethnic minorities |
| **1.2 Ensure adequate human, financial and physical resources are put in place to allow for the advancement of intersectional gender equality within TUS** | | | | | |
| 1.2a | Continued dedicated budget for EDI related work. | Continued dedicated EDI budget required to progress EDI related work<br><br>**HEA 2nd GE Review:**<br><br>HEIs should report annually to the HEA on the resources dedicated to this task. | VP People, Culture EDI (R)<br><br>EDI Manager (I) | 2024-2028 | Annual dedicated budget for EDI related work |

**Strategic Goal 2: To ensure that our vision statement for EDI is supported and embedded in <u>policies and procedures</u> for staff, students and stakeholders that are implemented across TUS and monitored and reviewed on a regular basis.**

| Action No. | Action | Rationale | Person Responsible | Timeframe (start/end) | Success Indicator |
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| **2.1: Review, develop, communicate and implement relevant policies and guidelines that support EDI** | | | | | |
| 2.1a<br><br>**Priority Area Equality** | Establish a feasible PDP system to be implemented in a coherent manner across TUS. All TUS Managers to be trained in best practice in conducting personal development plans for staff<br><br>Working group established to assess potential PDP systems | Professional development plans (PDPs) are in operation in some but not all departments within TUS. A challenge to the full implementation of a PDP is the time pressure it would place on academic managers with a large number of reports. 28% of Academic and Research respondents (29% F, 28% M) and 19% of PMSS (14% F, 33% M) to the 2023 AS survey stated that they have an annual development review with their line manager. 66% Academic staff and 80% PMSS staff stated they benefited from participating in the PDP. | VP People, Culture, EDI<br><br><br><br>HR Manager | Review of PDP options in Q2 2024<br><br><br>Proposal for PDP By Q4 2024<br><br><br><br>Implemented by Q4 2025 | PDP system in place across all Departments and Functional areas<br><br>80% Academic and 80% PMSS staff state they benefit from participating in PDP in 2027 EDI survey. |
| 2.1b<br>**Priority Area Equality** | Develop, implement and monitor a Health and Wellbeing Policy and Framework. This will include:<br><br>Training and awareness in support of the See Change Workplace Pledge | Provide an overarching framework for Staff Health and Wellbeing with consideration of age profile of staff at TUS<br><br>Reduce stigma and discrimination in relation to mental health issues for staff | VP People Culture and EDI<br><br>HR Manager<br><br>EDI Manager | Draft Health and Wellbeing policy to be completed by Q 1 2025<br><br>See Change Pledge signed by Q3 2024<br><br>Managers workshops to take place in AY 24/25 | Health and Wellbeing Policy developed and circulated to staff<br><br>See Change Workplace Pledge signed |

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| | Supporting Menopause in the workplace | | | | |
| 2.1c<br><br>**Priority Area Gender Equality** | Implementation of Policy and Procedure for Preventing and Responding to Sexual Violence and Harassment<br><br>Detailed communication campaign on reporting processes | 51% of AS Survey respondents know how to report sexual harassment<br><br>53% know how to report sexual violence<br>Top 3 reasons from Female respondents who would not be comfortable reporting sexual violence and harassment include:<br>-Fear nothing would be done<br>-Fear it will be public knowledge<br>-Fear it might affect career | VP People, Culture, EDI<br><br>SVH Manager | Policy approved by Q1 2025<br><br>Policy communicated from Q1 2025 onwards | TUS Policy & Procedure on Preventing and Responding to Sexual Violence and Harassment approved.<br><br>2027 Survey shows high level (n = more than 70%) of awareness of TUS Policy & Procedure |
| 2.1d | Finalise and disseminate TUS Code of Practice for the Employment of Staff with Disabilities. | Data on disability is recorded by HR but not mandated, with approximately 5.6% currently choosing to disclose their disability, as compared to the 11% of anonymous respondents to the 2023 Athena Swan Survey. To avail of reasonable accommodations, staff need to be supported to disclose their disability to HR<br><br>This Code of Practice to highlight supportive environment that TUS wishes to foster for staff with disabilities,  commitment to reasonable accommodations for staff with disabilities | HR Manager (R)<br><br>EDI Manager (R)<br><br>HR Office (I) | Annual communication campaign in Q4 | Disclosure rates to HR in line with Athena Swan TUS anonymous survey findings<br><br>Future staff surveys will show a high level of awareness of the Code of Practice: 60% in 2025 survey 80% in 2027 survey |

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| 2.1e | Monitor implementation of Recruitment and Selection policy and procedure including:<br><br>- Gender balance on interview boards<br>- Metrics on Interview board training including processes to ensure adherence by external panel members<br>- Enhance training on providing feedback to unsuccessful candidates<br>Review of usage of appeals procedure as contained in Appendix 1 of TUS Recruitment, Selection and Appointments policy. | **Academic and Research staff:** 55% Female and 59% Male respondents to AS survey rated a score of 4 or 5 that the process of applying for vacancies at TUS is transparent, and 47% Female and 53 Male respondents rated a score of 4 or 5 that the process of applying for a vacancy at TUS is fair.<br><br>**PMSS**: 49% Male and 46% Female respondents rated a score of 4 or 5 to the statement "Process of applying for a vacancy at TUS is fair."<br><br>The TUS Recruitment and Selection policy is approved but further work is required to ensure this policy is disseminated to staff | HR Manager (R) | Monitoring system in place from September 2024<br><br><br>Annual monitoring of policy | **2027 survey:**<br><br>**Academic and Research staff:** 70% of female respondents rated a score of 4 or 5 that the process of applying for vacancies at TUS is transparent, and 70% of female respondents rated a score of 4 or 5 that the process of applying for a vacancy at TUS is fair.<br><br>**PMSS**: 70% Male and 70% Female respondents rated a score of 4 or 5 to the statement "Process of applying for a vacancy at TUS is fair." |
| 2.1f | Develop and disseminate Guidance on Right | In 2023 AS survey, in a statement of describing immediate work environment "Stressful" was one of | EDI Manager | Q4 2024 | Guidance on Right to Disconnect developed |

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| | to Disconnect, and communicate to staff | the top 5 description choices, particularly for female (43%) and PMSS (44%) respondents | HR Manager<br><br>Quality Assurance Office | | In 2027 staff survey, "stressful" is not selected as a descriptor within the top 5 responses to describing immediate work environment for any category of staff. |
| 2.1g<br><br>**Priority area Gender Equality** | Guidance on communication and meeting etiquette developed in line with TUS values, and communicated to staff | Respondents to the 2023 Athena Swan Survey were asked to rate on a scale of 1 - 5 the extent to which they felt their views were welcomed and respected at TUS. 41% of female rated a score of 4, or 5 as compared to 58% male staff.<br><br>75% of female staff rated a score of 3, 4 or 5.<br>73% of male staff rated a score of 3, 4 or 5. | EDI Manager<br><br><br>HR Manager<br><br><br>Quality Assurance Office | Q1 2025 | 2027 survey: 85% of staff (85% F, 85% M) rate a score of 4 or 5 in relation to extent to which they felt their views were welcomed and respected at TUS |
| 2.1h | Approval, Dissemination and monitoring of implementation of EDI Policy | EDI Policy to provide an overarching framework for EDI considerations across TUS | VP People, Culture and EDI | Ongoing, due for completion in AY 24/25 | EDI Policy approved and implemented at university level<br><br>2027 Survey shows high level of awareness (n = more than 70%) of TUS EDI Policy |
| 2.1i | Approval, Dissemination and monitoring of GIED Policy<br><br>Public commitment on all TUS campuses through | To raise awareness and increase support for transgender and non-binary staff and students.<br><br>There is a need to ensure trans / non-binary staff and students have access to necessary gender inclusive facilities in TUS | VP People, Culture and EDI<br><br>EDI Manager<br><br>Estates | GIED Policy to be approved by September 2024<br><br>Visual display of support already installed in Moylish and Athlone. Visual display to be | Gender Identity & Gender Expression Policy approved and implemented at university level<br><br>Visual display of support for LGBT+ Community installed on all campuses. Success to be |

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| | visual demonstration of support and solidarity with LGBT+ staff and students<br><br>Ensure that all TUS campuses have gender neutral toilets<br><br>Ensure student preferred gender and personal pronouns are displayed on Banner web | | | provided in Thurles, Clonmel, Ennis and Clare St in AY 2024/25 | measured through feedback from the LGBT+ Students Society and LGBT+ Staff & Ally Network<br><br>Appropriate gender inclusive facilities are in all TUS buildings |
| 2.1j | Ongoing dissemination and monitoring of implementation of name change procedure | 34 students have availed of the name change procedure to date | EDI Manager | Ongoing | 75% Staff aware of name change procedure in 2025 EDI Survey |
| 2.1k | Finalise, approve, implement and monitor Domestic Violence Leave Policy<br><br>Detailed communication campaign on accessing leave entitlements | There is currently no domestic violence leave policy in TUS | VP People, Culture, EDI<br><br><br>SVH Manager<br><br><br><br>HR Manager | Policy approved in Q2 2025<br><br>Policy awareness campaign from Q2 2025. Annual awareness campaign | TUS Domestic Leave Policy approved.<br><br>75% of staff aware of Domestic Violence Leave policy in 2025 EDI Survey |

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| 2.1l | Regular HR Information sessions on applying for flexible working and family leave arrangements<br><br>Promote Family Leave at a Glance Information sheet | Qualitative responses to AS Survey highlighted some misunderstandings of the process of applying for flexible working. The application process for flexible working was streamlined within TUS in 2023<br><br>69% of employees agree/strongly agree with the statement "There are flexible working arrangements available that are suitable to my needs".<br><br>**2nd GE Review:**<br>Appropriate supports and mitigations for the burden of caring on those staff with caring responsibilities. | HR Manager<br><br>Parents and Carers Network to promote family leave options | Annual campaign in Q1 each year | 2025 EDI survey: 75% of employees agree/strongly agree with statement "There are flexible working arrangements available that are suitable to my needs." |
| 2.1m | Develop and share case studies of staff who have availed of flexible and family leave working arrangements. This should include a diversity of staff in terms of age, category of post, gender | To further support staff considering flexible working options to apply for it<br><br>Gender balance in uptake of parent's leave in 2021 and 2023, but higher numbers of female staff avail of unpaid parental leave in 2021-2023 | EDI Office supported by Parents and Carers Network | 2026 | Focus groups to gather qualitative feedback on the impact of the case studies on employees' understanding and attitudes toward flexible working. Qualitative feedback shows increased understanding of applying for flexible working<br><br>20% increase in number of males taking Family leave options by 2027 |
| 2.1n | Develop, approve and disseminate TUS Hybrid Working Policy | HEA 2nd GE Review: Where practicable, HEIs to adopt flexible working as the default position for both academic and professional services roles and to monitor the | VP People, Culture, EDI<br><br>HR Manager | Policy to be approved in AY 24/25 | TUS Hybrid Working Policy approved. |

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| | | uptake of remote/flexible working by gender | | | 75% of staff aware of Hybrid Working Policy in 2025 EDI Survey |
| 2.1o | Encourage a culture of optional connectivity for TUS staff on all types of leave (career breaks, sick leave, maternity leave, retirement) through development of a guidance document | Focus groups with staff who had availed of maternity leave highlighted value of keeping in touch during leave.  SAT Working Group highlighted that it is likely this is also the case for staff on other types of leave, and a TUS wide optional system needs to be implemented | HR Manager | AY 25/26 | Guidance document developed\n\nFocus groups with staff who have returned from leave indicating they valued staying in contact with TUS while on leave |
| 2.1p | Implementation of recommendations from 2022 Maternity Leave FGD findings Report including:\n• Develop and roll out a "Before, During and After Maternity Leave" guidance handbook and a checklist to help managers support staff in relation to maternity leave.\n• Accessible breastfeeding facilities to be identified on all campuses for | HEA 2nd GE Review:\nHEIs to provide particular supports for those with caring responsibilities; for example, breastfeeding/parenting support networks, creche facilities, childcare support/voucher schemes, ongoing access to library services for postgraduate students on maternity/adoptive leave | HR Manager\n\nEstates\n\nHoDs\n\nParents and Carers Network | AY 25/26 | Before, During and After Maternity Leave" guidance handbook developed and disseminated\n\nBreastfeeding facilities provided on all campuses\n\nParking permits for pregnant employees provided\n\nFocus group with staff returning from maternity leave indicate they process of applying for maternity leave was straightforward and they felt supported upon returning from maternity leave |

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| | staff and students. Details of accessing these facilities provided on TUS website and during induction.<br>• Parking permit for pregnant employees to enable them to park closer to their work location. | | | | |
| 2.1q | Ensure dedicated quiet spaces are available on all TUS campuses | Dedicated quiet spaces are purposely located in low-traffic areas in Athlone campus and need to be provided on all campuses. These spaces include specialist furniture which promotes a sense of calm, reducing anxiety and stress | Estates<br><br>Disability Office | 2026 | Quiet Spaces available on all campuses |
| **2.2 Use Equality Impact Assessments (EIA) to integrate EDI considerations into other policies and procedures** | | | | | |
| 2.2a | Assess role of Equality Impact Assessment processes in other HEIs when monitoring and reviewing policies from an equality perspective. Based on review, | No standardized mechanism exists in TUS for monitoring and reviewing institutional policies, procedures, documents and practices from an equality perspective.<br><br>HEA 2nd GE Review: Public Sector Duty requirements, institutional policy development and review processes, to include the incorporation of equality | VP for People, Culture and EDI<br><br>EDI Manager<br><br>HR Manager | Assessment completed by Q2 2025 and recommendations taken forward in Q4 2025 | Equality Impact Assessment Form or equivalent launched and in use |

| Action No. | Action | Rationale | Person Responsible | Timeframe (start/end) | Success Indicator |
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| | recommend tool to assess policies from EDI perspective | impact assessment and the development/adoption of a tool to facilitate same. | | | |

**Strategic Goal 3: To ensure <u>decision making processes</u> related to EDI issues are informed by comprehensive data, collected using a variety of qualitative and quantitative methods**

| Action No. | Action | Rationale | Person Responsible | Timeframe (start/end) | Success Indicator |
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| **3.1 Capture data, guided by an intersectionality frame, to understand the EDI make-up of the existing employee and staff population eg gender, ethnicity, sexual orientation, disability status and age** | | | | | |
| 3.1a **Priority Area Equality** | Enhance equality data capture systems to allow for multi-purpose use e.g., in Public Sector Duty reporting, Gender Pay Reporting and for public reporting on Athena Swan action plan progress. This to include: Data on gender, ethnicity, disability. Increased capacity to capture data for Departmental Athena Swan applications and to provide a more accurate picture of TUS student population | Multiple reporting requirements requires an agile data collection system

While data capture systems to support gender disaggregated data has improved in recent years, challenges remain in ensuring robust data capture systems for other equality grounds, for both staff and students. It is currently a time-consuming task for all involved and further work is required to integrate data systems across campuses. | VP People, Culture, EDI

HR Managers

EDI Managers

Data Analytics Section | AY 25/26 | Software implemented to support the collation of EDI related data across the institution and departments for staff and students. EDI data available for additional reporting purposes, as recommended by the HEA. |

| Action No. | Action | Rationale | Person Responsible | Timeframe (start/end) | Success Indicator |
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| | Strengthen data collection systems to support monitoring of gender disaggregated data on student uptake of ESVH related awareness activities | | | | |
| 3.1b **Priority Area Equality** | Prepare and present an annual report on Equality, Diversity and Inclusion to the EDI Steering Committee, VP and Deans Council, Governing Body. This will include:<br><br>• Benchmarked data on staff profile, pay, contract types, recruitment, shortlisting and appointment statistics<br>• EDI data (where available) on TUS Leadership structures and committees<br>• Aggregate information of uptake of flexible working arrangements<br>• Training uptake on EDI related trainings | This action provides for regular tracking and monitoring of EDI data in an accountable and transparent manner.<br><br>**2nd HEA GE Review:**<br><br>Institutional EDI audits to be carried out by HEIs | VP People, Culture, EDI<br><br><br>EDI Manager<br><br><br>HR Manager | 2025- 2028 | The Annual Report shows year-on-year improvements leading to gender and diversity balance in decision-making and delivery on all priority action items.<br><br>Annual presentation to EDI Steering Committee, VP and Deans Council, Governing Body |

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| | • Intersectionality data, including race and ethnicity, disability<br>• Progress in addressing the priority actions in the Athena Swan plan.<br><br>The report will be published and made available to the public via the University website. | | | | |
| 3.1c | Increase % of staff disclosing Ethnicity data on Core HR. To be achieved by raising awareness of the reasons for doing so and reminding staff of the steps to be taken to disclose this information | 20% of staff disclosed ethnicity data by December 2023. Further data is required to be able to disaggregate future survey results across category of post and by gender | HR Manager (R)<br><br>EDI Manager (R)<br><br>HR Office (I) | Annual campaign in Q4 | 50% of staff have disclosed their ethnicity data by 2028. Data used to undertake analysis of data from a race equality perspective across category of post and by gender |
| 3.1d | Increase disclosure of disability data on Core HR through awareness-raising of Code of Practice for Employment of Staff with Disabilities.<br><br>Provide training on implementation of Code of Practice | Data on disability is recorded by HR through voluntary disclosure in a periodic census, with 5.96% currently choosing to disclose their disability, as compared to the 11% of anonymous respondents to the 2023 Athena Swan Survey | HR Manager (R)<br><br>EDI Manager (R)<br><br>HR Office (I) | Annual campaign in Q4 | Increased awareness of supports / reasonable accommodations available to staff.<br><br>Increased disclosure rates by staff with disabilities to HR |

| Action No. | Action | Rationale | Person Responsible | Timeframe (start/end) | Success Indicator |
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| 3.1e **Priority Area: Equality** | Examine and review method of collecting equality data from candidates when applying through CORE HR System | Optional equality data collected when candidates apply through the HR Core system. A high number of candidates do not complete the "gender" category, making trend analysis of applicants challenging. | HR Manager (R)<br><br>EDI Manager (R)<br><br>HR Office (I) | Annual analysis in line with HEA Returns timeline | Increased engagement with providing equality data on application for available posts.<br><br>Baseline data collected on equality grounds beyond gender and race for job applicants. |
| 3.1f | Conduct an annual gender pay gap report to comply with Gender Pay Gap Information Act 2021 and the report will be published. From 2024 onwards, GPG reports will provide more detailed analysis of GPG within part time and temporary staff cohorts and disaggregation across PMSS, Academic and Research staff. | Annual gender pay gap report and enhanced analysis to provide more detailed insights into GPG within different staff cohorts | VP for People, Culture and EDI (R<br><br>HR Office (I)<br><br>EDI Office (I) | Annual | Improved data collection systems to support more detailed GPG insights.<br><br>Reduced GPG amongst all staff cohorts. Reduce all staff mean and median GPG from 9.7% to 5% by 2028. Targets for disaggregated cohorts of staff to be developed upon baseline data. |
| 3.1g | Disaggregate attendance at EDI related events by gender | Attendance at events is currently not disaggregated by gender. Future attendance at events where registration is required will include a question to enable monitoring of attendance by gender. | EDI (R, I) | 2027 | System for recording attendance in place.<br><br>Baseline data set in 2025. Ongoing gendered monitoring of attendance at events supports targeted actions to support gender balanced attendance |

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| **Action 3.2 Conduct a biennial survey to collect and monitor relevant qualitative and quantitative EDI data from staff and students** | | | | | |
| 3.2a | Conduct a biennial staff survey to collect and monitor relevant qualitative and quantitative EDI.

Targeted Awareness Campaign for part time and hourly paid staff in advance of biennial EDI survey

Targeted campaign to support male engagement in survey | To assess progress against Athena Swan actions and TUS Strategic Plan
1% of Respondents to Athena Swan survey was from hourly paid staff

4% of Respondents to Athena Swan survey were from part time staff

23% of Male Academic staff and 19% of Male PMSS staff responded to 2023 survey

33% of female Academic staff and 37% of female PMSS staff responded to survey

Respondents to the 2023 Athena Swan Survey were asked to rate on a scale of 1 - 5 the extent to which they felt their views were welcomed and respected at TUS. 41% of female rated a score of 4, or 5 as compared to 58% male staff.

75% of female staff rated a score of 3, 4 or 5.
73% of male staff rated a score of 3, 4 or 5. | VP People, Culture, EDI

EDI Manager | Survey issued in October 2025 and October 2027 | 40% staff response rate to EDI Surveys

Minimum 40% response rate from Academic, PMSS, Male and Female staff

10% of Respondents from hourly paid staff

10% of Respondents from part time staff

2027 survey: 85% of staff (85% F, 85% M) rate a score of 4 or 5 in relation to extent to which they felt their views were welcomed and respected at TUS |

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| 3.2b | Annual Athena Swan Action Plan progress reports to EDI Steering Committee, VP/ Deans Council and Governing Body Sub-Committee on People, Culture & EDI in terms of actions which are completed, underway or off track | To ensure clear oversight of all Athena Swan and EDI related matters | VP People, Culture EDI (R)<br><br>EDI Manager (I ) | Biannual reporting in January and June from 2025 onwards | Athena Swan & EDI-related issues highlighted and addressed at senior level |

**Strategic Goal 4: To provide a <u>supportive, inclusive, and welcoming culture</u> for students and staff.**

| Action No. | Action | Rationale | Person Responsible | Timeframe (start/end) | Success Indicator |
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| **4.1 Support staff and students to question, challenge and report bullying, harassment, discrimination and unfair treatment without fear of repercussion and with confidence on support for those who speak up** | | | | | |
| 4.1a<br><br>**Priority Area Gender Equality** | Increased Awareness of TUS Dignity and Respect at Work Policy and Procedure through:<br><br>• Development of short video on policy and procedure available on staff portal<br>• Sessions on Dignity and Respect policy and procedure for Managers<br>• Training for Dignity and Respect Contact Persons<br>• Staff Inductions to include specific detail on Dignity and Respect<br>• Develop and Implement TUS wide anti-bullying and harassment campaign<br>• Promote/raise awareness and increase participation in the Bystander Intervention programme across all campuses. | 52% of respondents (49% F, 63% M) agree/strongly agree with the statement "TUS promotes clear values and expectations about how people should behave towards each other"<br><br>Knowledge of reporting discrimination:<br>52% (292) respondents to the EDI Survey confirmed they did.<br>57% (134) of PMSS staff familiar with the process as compared to 48% (151) of Academic and Research staff.<br><br>55% of respondents are aware of the bullying reporting mechanisms, only 36% state that they would be confident that complaints regarding bullying would be appropriately managed. | HR Manager (R )<br><br>VP People, Culture, EDI<br><br>SVH Manager<br><br>EDI Manager | Video developed by Q1 2025<br><br>Sessions for managers commence in Q2 2025<br><br>Training for Dignity and Respect Contact Persons to commence in Q 4 2025<br><br>Detail on Dignity and Respect included in Staff Inductions from September 2024<br><br>Anti bullying and harassment campaign developed by Q4 2025<br><br>Launch of Bystander Intervention | 2027 survey will shows:<br><br>75% respondents agree with the statement TUS promotes clear values and expectations about how people should behave towards each other<br><br>75% respondents aware of bullying and harassment reporting mechanisms<br><br>50% female respondents state they are confident that complaints regarding bullying and harassment would be appropriately managed |

| Action No. | Action | Rationale | Person Responsible | Timeframe (start/end) | Success Indicator |
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| | | | | Programme in Q 4 2024 | |
| **4.1b** **Priority Area Equality** | Develop, implement and monitor Race Equality Action plan including actions on recruiting and attracting staff from minority ethnic backgrounds. | HEA Anti Racism Principles commitment to HEI Race Equality Action Plan Institutional identification and targeted support for underrepresented groups. | VP People, Culture, EDI (R)  EDI Manager (R)  EDI Steering Committee Members (I) | Action plan developed by Q4 2024, launched in 2025 | Race Equality Action Plan implemented, monitored |
| 4.1c | Continued promotion of SpeakOut across all TUS campuses | SpeakOut data report indicates that most anonymous reports from a staff perspective relate to bullying. There is an opportunity to promote the tool as a means of reporting racism and/or other acts related to all equality grounds  Speak Out data indicates that most anonymous reports from students relate to sexual violence and harassment | EDI, HR, Executive, | Ongoing | Increased awareness amongst staff and students of SpeakOut, demonstrated through reporting of incidents captured. |

| Action No. | Action | Rationale | Person Responsible | Timeframe (start/end) | Success Indicator |
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| **4.2 Continue to improve recruitment processes to support EDI and attract employees and students from all backgrounds, and in particular employees/ students from under-represented backgrounds** | | | | | |
| 4.2a | Appointees to leadership roles demonstrate evidence of leadership in the advancement of equality as part of suitability for the role. | Leadership in advancing equality requires fostering an organisational culture that prioritises EDI values and principles | President<br><br>VP People, Culture EDI (R)<br><br>HR Manager | Ongoing | All Newly appointed senior level roles have a documented track record of advancing equality initiatives or promoting diversity and inclusion within their previous roles or organisations |
| 4.2b | The flexible cascade model to be used as a monitoring and, where necessary, as an intervention tool for both recruitment and promotion, particularly for senior level posts (posts with salary in excess of €75,000) in both academic and professional services | From 2021-2023, there has been a good balance between male and female academic staff at AL, L and SL3 Dean grades, and, improvement at SL2 Head of Department. However, there is a worsening of the male-female ratio at SL1T grade and of PMSS salary grade of >€106,000 | HoDs<br><br>Deans<br><br>VPs | Ongoing | Gender balance achieved at SLIT and ay >€106,000 PMSS salary grade |
| 4.2c | Recruitment practices to include the following actions:<br><br>• Ensure a diversity statement is included in all job postings for recruitment of positions, to actively welcome candidates from all backgrounds<br>• Increase database of where jobs are advertised to ensure a more diverse range of | Need for increased representation beyond gender in all roles, and specifically in leadership roles<br><br>Need for increased applications from women for research roles and PMSS managerial roles<br><br>Need for increased applications from men for PMSS roles | HR Manager (R)<br><br><br>EDI Manager (R) | 2024 – ongoing for all recruitment | 20% increase in applicants from minority backgrounds for vacant positions<br><br>20% increase applications from women for research roles and for PMSS managerial roles<br><br>20% increase in applications from men for |

| Action No. | Action | Rationale | Person Responsible | Timeframe (start/end) | Success Indicator |
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| | candidates are informed of vacancies<br>• Use gender decoder software to ensure gender neutral language in Job Descriptions<br>• Create a recruitment pack detailing benefits of working at TUS, including: development support, flexible working provision, information on local area e.g. childcare | In 2023, 70% of AL applicants and 62% of L applicants were White Irish.<br><br>In 2023, 76% of PMSS applicants were White Irish.<br><br>In 2023, approximately 40% of applicants for Research roles are from White Irish applicants | | | PMSS non-managerial roles |
| 4.2d | Design and deliver TUS Career Information initiatives to include:<br><br>• Explainer on TUS HR Portal on Progression from AL to L<br>• Explainer on TUS HR Portal on contract types (eg fixed term/ specified purpose/ confined roles)<br>• Explainer on TUS HR Portal on Career Progression within TU sector and requirements for SL posts<br>• TUS Career Information days on campuses<br>• Short video tutorial on TUS Recruitment and Selection policy and procedure available on HR website | Respondents to 2023 survey were asked to score the following questions on a scale of 1-5 where 1 is not at all transparent/very unfair and 5 is very transparent/very fair:<br><br>How transparent is the process of applying for a vacancy at TUS?<br>**Academic and Research responses** to score of 4 or 5: Female: 55%, Male: 59%<br>**PMSS responses to score of 4 or 5**: Female: 60% Male: 62%<br><br>How fair is the process of applying for a vacancy at TUS?<br>**Academic and Research responses to score of 4 or 5**: Female: 47%, Male: 53%<br>**PMSS responses to score of** | HR Manager (R) | Information available on TUS HR website by end Q4 2024<br><br><br>TUS Career Information days start AY 24/25, ongoing thereafter | 2027 EDI survey at least 70% F and 70% M rate a score of 4 or 5 to transparency and fairness questions regarding applying for a vacancy at TUS. |

| Action No. | Action | Rationale | Person Responsible | Timeframe (start/end) | Success Indicator |
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| | | **4 or 5**: Female: 46%, Male: 49% | | | |
| 4.2e | Deliver biannual comprehensive staff induction for all staff (academic and PMSS)<br><br>Induction information should be provided through an online induction portal and should include the following:<br>- Outline responsibilities for line managers and HR, and frequency of induction sessions<br>- Information on TU policies and procedures, IT systems and EDI training. Feedback on effectiveness of induction programme to be obtained annually<br>- Guidance for a welcome meeting between new staff and relevant HOD/Dean/CSM to include key elements that new staff need to know about TUS.<br>- A welcome handbook for new staff, which will include details of development support, flexible working provision, key institutional policies and procedures, creche and childcare provisions and local facilities<br>- A 'buddy' to all new staff as part of the induction process, whose role is to advise and support new staff (e.g. help with day-to-day issues) | There needs to be consistency in welcoming new staff at Faculty, departmental and functional level. This will help build a stronger inclusive culture within TUS from the start.<br><br>As new staff members start throughout the academic year, an online induction portal is required | HR Manager<br><br><br>Deans of Faculty | Q4 2024 | New online induction programme rolled out.<br><br>Uptake of induction programme monitored and reported in EDI annual report<br><br>Assessment of induction shows a high level of satisfaction (n=more than 70%) with the content<br><br>Guidance for a welcome meeting between new staff and relevant HOD/Dean/CSM developed<br><br>A welcome handbook for new staff developed<br><br>Buddy system in place |

| Action No. | Action | Rationale | Person Responsible | Timeframe (start/end) | Success Indicator |
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| 4.2f **Priority Area: Gender Equality** | When senior academic or PMSS promotional posts become available, provide training workshops and/or access to online training sessions for staff on completing application and preparing for interview process to encourage and support applications. | 2023 AS Survey: top 3 reasons for not applying for a position was "I did not think I would be successful". | HR Manager (R) | As Senior Academic or PMSS promotional posts are available | Access provided to online training sessions available and/or face-to-face training sessions held when and as SL / promotional PMSS posts are advertised |
| **4.3 Implement Mentoring Support structures for staff** | | | | | |
| 4.3a | Continue support to Aurora Programme and associated Mentorship programme. This includes:<br><br>- Training for Mentors<br>- Regular check ins with mentors<br>- Facilitating Mentor Away day every 2 years<br>- Ensure a balance of Academic, Research and PMSS staff have access to Aurora.<br><br>Review Impact of Aurora within TUS – Conduct a qualitative study of previous Aurora participants | Given TUS support for this initiative since AY 21/22, it would be useful to gauge the impact of such a programme more formally | EDI Manager (R )<br><br>EDI Office (I) | Ongoing annual Aurora Programme<br><br><br>Review Impact in 2025, in line with EDI Survey | Continued support for 12 TUS staff to complete Aurora annually<br><br><br>Revised supports for Aurora based on impact study recommendations |
| 4.3b | Further dissemination of SDN Mentorship programme:<br><br>- Recorded Information sessions on Mentorship programme<br>- Details of Mentorship programme available on HR webportal | In November 2023, through the Staff Developers Network, TUS launched a broader mentoring programme for staff, in conjunction with ATU, SETU, IADT, Dundalk IT, MTU. To date 19 staff (10F, 9M) members have signed up to be | **HR Manager (R )**<br><br>**HR Office (I)** | Ongoing | Increased engagement in SDN Mentoring scheme, and positive feedback from staff engaged in the scheme.<br><br>By 2027 100 staff members have signed up |

| Action No. | Action | Rationale | Person Responsible | Timeframe (start/end) | Success Indicator |
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| | Track uptake of SDN Mentorship programme, disaggregated by gender and by Academic, Research and PMSS<br><br>Gather feedback of those participating in SDN Mentorship programme to inform further improvements in the programme | mentors and 17 mentees (11F, 6M) within this programme.<br>Only 24% of Academic and Research staff (25% F, 24% M) agreed that they have access to the mentoring support needed to support their career aspirations.<br>Only 29% of PMSS staff (27% F, 35% M) agreed that they have access to the mentoring support needed to support their career aspirations. | | | to be mentors and 100 to be mentees within the scheme |
| **4.4 Collaborate with relevant key internal stakeholders and function units (HR, Student Services, Estates) to improve physical, social and general well-being in our communities** | | | | | |
| 4.4a<br>**Priority Area Gender Equality** | Implementation of Emergency Contact system to contact Security Staff on all campuses<br>Gendered Security Audit of Campus: particularly in relation to lighting and use of Salto Locks. Monitoring of Implementation of recommendations from Audit | There is a significant reduction in staff feeling safe (rating a score of 4 or 5) on campus during hours of darkness in comparison to daylight hours. This is particularly significant for female respondents to the survey: Female response of 4 or 5 on feeling safe during day light hours (92% n=312). During hours of darkness: (44% n=148) | Estates | Q2 2025 Emergency contact system developed<br><br>Security Audit of campuses commence in AY 24/25, results of Audit presented to VP and Deans Council | 2025 Survey shows high level of awareness of Emergency contact system (n=60%) |
| 4.4b | Establish Social Club on all campuses<br><br>Foster and develop social clubs, incorporate international food fairs, | There are different experiences of social activities across campuses, with an active social club on Athlone campus, but currently not on other | VP People, Culture and EDI to initiate | AY 25/26 | 2027 survey shows positive feedback of social clubs on all campuses |

| Action No. | Action | Rationale | Person Responsible | Timeframe (start/end) | Success Indicator |
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| | family days, language and culture sharing cafes | campuses. 35% of respondents (36% female, 30% male) to the 2023 EDI survey neither agreed nor disagreed with the statement "Work related social activities are scheduled at a time that make it feasible for me to attend".  Qualitative responses to the survey highlighted the lack of social activities beyond the annual Christmas party. | | | |
| **4.5 Support the development and embedding of a TUS Women's Network, LGBT+ & Allies Staff Network, Parents and Carers Network and other relevant EDI Networks** | | | | | |
| 4.5a | Support staff networks and collaboration between them through EDI related events and initiatives. Target growing membership of staff networks:<br>LGBT+ and Allies<br>TUS Women's Network<br>Parents and Carers Network<br>Disability Network<br>Race Equality Network | Membership of staff networks is currently small, although they are relatively newly formed.<br><br>Formally recognise key EDI days in TUS, with an associated budget<br><br>Encourage intersectional approach to EDI through collaboration across staff networks | EDI Office<br><br>Network Members | Ongoing | Networks Staff and EDI collaborate on annual calendar of EDI events<br><br>By 2027, membership of networks has increased to the following:<br><br>80 LGBT + Allies<br>150 TUS Women's Network<br>40 Parents and Carers Network<br>40 Disability and Allies Network<br>50 Race Equality Network |

| Action No. | Action | Rationale | Person Responsible | Timeframe (start/end) | Success Indicator |
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| 4.5b | Join Age Friendly University Global Network and establish an AFU Working Group to monitor implementation of 10 Principles of an Age Friendly University | The majority of staff are within 35-64 age bracket, with 4% in the 65+ age bracket | VP People, Culture, EDI<br><br><br>AFU Working Group | AY26/27 | Working Group established to prepare to join the AFU Network<br><br>Monitoring of implementation of 10 AFU principles reported to EDI Steering Committee |
| 4.5c | Ongoing support for ESVH Allies Community of Practice:<br><br>• Refresher training for current ESVH Allies<br>• Regular Community of Practice Sessions<br>• Ensure cohort of trained staff in all departments<br>Ongoing support for regular Disclosure trainings | ESVH Allies provide support for initial staff and student disclosures relating to sexual violence and harassment | SVH Manager<br><br><br>Student Counselling | Ongoing | 70% Engagement of ESVH Allies in Community of Practice sessions and refresher trainings.<br><br>At least 2 ESVH Allies in All departments and functional areas by 2027 |

**Strategic Goal 5: To <u>inform and educate the TU community about EDI</u>, and ensure that front line staff, line management, and senior leadership have access to appropriate training in supporting diversity and inclusion.**

| Action No. | Action | Rationale | Person Responsible | Timeframe (start/end) | Success Indicator |
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| **5.1 Develop a Communication Strategy to inform and educate staff on EDI events, progress of EDI initiatives and how these contributed to the achievement of the actions in the EDI Strategy** | | | | | |
| 5.1a | Continue to promote EDI Project Fund to support innovative sub-unit projects which promote EDI and human rights | Embedding EDI across faculties and functional units and fostering collaboration amongst staff | EDI Manager<br><br>EDI Office | Annual EDI Project Fund | Successful EDI Project funds implemented across a variety of functional units and departments across all campuses. |
| 5.1b | Create and implement EDI visibility guidelines for publicity materials<br><br>Develop guidance on the naming of new buildings and lecture halls with EDI considerations | Operational principles in place for ensuring diversity is represented in publicity materials, but no formal guidelines exist<br><br>Named rooms on campus are not linked to females or consider broader diversity. Naming lecture theatres creates visibility and allows us to tell equality related inspiring stories in a public and celebratory way | Marketing Office<br><br>EDI Manager<br><br>VP Campus Services & Capital Development | AY 24/25 | EDI Visibility guidelines developed and implemented across TUS<br><br>Guidance on naming of new buildings and lecture halls developed |
| **5.2 Provide specific trainings on EDI related matters for all staff** | | | | | |
| **5.2a**<br><br>**Priority Area Equality** | Deliver TUS wide diversity and inclusion education through facilitated sessions and self-directed platforms. Trainings based on 9 grounds of discrimination in Irish legislation to include: | Facilitated and self directed EDI trainings are available, but require further promotion and staff engagement | EDI Office (I )<br><br>HoDs (I) | Ongoing and promoted quarterly | Monitoring system developed and annual reporting on uptake of trainings<br><br>50% of all staff to have |

| Action No. | Action | Rationale | Person Responsible | Timeframe (start/end) | Success Indicator |
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| | - Race and anti-racism facilitated and self-directed sessions<br>- Gender Identity and Expression facilitated and self-directed modules<br>Increase engagement in EDI Moodle site through further promotion of the self-directed trainings and continuous improvement of the resources available. | **HEA Race Equality Recommendations**<br><br>Antiracism training for staff at all levels with an emphasis on intersectionality. This should include elements such as bystander intervention, unconscious bias, cultural intelligence, equitable practice and racial justice. These should also counter myths about positive discrimination. | | | undertaken the Equality & Diversity programme on the EDI Moodle page by 2028 |
| **5.2b Priority Area Equality** | Develop, implement, and monitor TUS Staff Learning and Development Policy<br><br>Establish Learning and Development Steering Group to provide oversight of staff learning and development activity across the university and will report directly to the VP & Deans Council.<br><br>Develop training and development web portal where accredited and non-accredited trainings are available to staff<br><br>Implement training plans for different grades and categories of staff as developed under NTUTORR project. | 46% of Academic and Research staff (47% M, 47% F) are familiar with the range of training and development opportunities available within TUS.<br><br>32% of PMSS staff (41%M, 30% F) are familiar with the range of training and development opportunities available within TUS.<br><br>190 staff have completed Accredited programmes in 2023<br><br>882 staff have completed non accredited programmes in 2023<br><br>**HEA 2nd GE Review:** Appropriate and quality assured training and other | **CPID (R, I)**<br><br>**NTUTORR**<br><br>**HR (R, I)**<br><br>**EDI (R, I)** | AY 24/25 | 2027 survey:60% of Academic and Research staff (60% M, 60% F) are familiar with the range of training and development opportunities available within TUS.<br><br>60% of PMSS staff (60%M, 60% F) are familiar with the range of training and development opportunities available within TUS<br><br>25% increase in engagement of accredited and non-accredited programmes. |

| Action No. | Action | Rationale | Person Responsible | Timeframe (start/end) | Success Indicator |
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| | | change initiatives in relation to gender equality; | | | |
| 5.2c | Roll out of EDIT Charter & Toolkit once completed. | HEA Gender Review T&L:<br><br>• Gender equality and equality to be incorporated into curriculum development, review, and delivery processes, as well as staff Teaching & Learning Continuous Professional Development and postgraduate courses."<br><br>• EDI and Teaching & Learning Teams to develop strategies together. | **EDI Office**<br><br>**CPID** | Toolkit launched in Q2 2024, Workshops held for staff in AY 24/25 and ongoing thereafter | Toolkit provided to all staff to support ongoing inclusive curriculum being developed. |
| 5.2d | Implement "Engaging men in building gender equality – the development of a pilot programme in Irish HEIs" programme once finalised | HEA Gender Review - Organisational Culture - HEIs to build on … "the support and engagement of men in the process of change."<br><br>In the 2022 Gender Equality and Enhancement Funding Call, TUS partnered with 10 other HEIs across Ireland on a GEEF project | EDI Manager | Consultant has been procured and is undertaking desk research and FGDs before developing the programme. | Increased participation of men in equality-related activities. To be measured through improved data collection systems |

| Action No. | Action | Rationale | Person Responsible | Timeframe (start/end) | Success Indicator |
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| **5.3: Make training available for managers in supporting diversity and inclusion** | | | | | |
| 5.3a **Priority Area: Gender Equality** | Develop, roll out and monitor the impact of the Effective Leadership for an Inclusive Higher Education Pilot programme. Content to include:<br><br>• fostering supportive, inclusive team cultures.<br><br>• Addressing gendered allocation of workload and gendered uptake of training opportunities | TUS is leading on a GEEF project to develop and deliver an EDI Leadership programme that would be open to all genders.<br><br>**AS 2023 Survey Responses:** Prevailing culture and atmosphere in TUS is inclusive: 51% respondents scored this statement 4 or 5 (46% female, 62% male)<br><br>There are gendered differences in staff survey responses to workload allocation regarding fairness (36% F, 47% M scored this a 4 or 5), transparency (33% F, 39% M scored this a 4 or 5), and active management (32% F, 48% M scored this a 4 or 5) by Academic Staff.<br><br>There are similar gendered differences between PMSS Staff and Academic Staff in responses on workload allocation, particularly of those who indicated a ranking of 4 or 5 for fairness (40% F, 50% M PMSS scored this a 4 or 5) and transparency of the process of allocating work (35% F, 44% M of PMSS scored this a 4 or 5). | EDI Manager  (R) | Programme to be piloted from Q1 2025 | Tailored leadership training programme developed and piloted.<br><br>8 staff from TUS complete this programme in pilot year. Target rate for staff completion TBD following pilot<br><br>70% of respondents (70% F, 70% M) to 2027 survey provide a score of 4 or 5 to questions on inclusive atmosphere in TUS.<br><br>60% of respondents (60% F, 60% M) provide a score of 4 or 5 to questions on fairness and transparency of workload allocation. |

**Strategic Goal 6: To drive <u>innovative practices</u> on EDI through research.**

| Action No. | Action | Rationale | Person Responsible | Timeframe (start/end) | Success Indicator |
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| **6.1 Support Graduate Research Office to guide researchers on embedding a strong gender/sex dimension as well as consideration of other equality grounds into funding applications, methodologies and content** | | | | | |
| 6.1a **Priority Area Gender Equality** | Review of communication on research supports available to staff<br><br>Further dissemination of Guidance document on incorporating a gender and sex dimension in research through<br><br>- Workshops with Research Staff<br>- Document available on Research portal | Perception of support available for researchers is low, with only 28% of staff (26% F, 31% M) rating a score of 4 or 5 to the statement "I am satisfied with support from TUS to apply for research funding."<br><br>24% of male respondents and 19% of female respondents are satisfied with the support from TUS to consider a gender dimension in research (rated a score of 4 or 5, where 1 is very unsatisfied and 5 is very satisfied). | Graduate Studies<br><br>Research Office<br><br>EDI Office | Review during AY 24/25<br><br>Annual roll out of training through bootcamp trainings and incorporated into ongoing trainings for Researchers | By 2027 50% of staff (50% F, 50% M) rating a score of 4 or 5 to the statement "I am satisfied with support from TUS to apply for research funding."<br><br>Survey shows high level of awareness (n=more than 60%) of Guidance document and support in incorporating gender and sex dimension in research |
| **6.2 Develop mechanisms to support Early Career Researchers** | | | | | |
| **6.2a** | Annual review of TUS Research Career Framework in line with National Control Framework and Directives. | TUS Research Career Framework approved in 2022 but is currently under review in the context of developing operational procedures to support the Framework | Research Office<br><br>HR | Annual review | Number of staff (gender disaggregated) availing of progression through the RCF framework each academic year |

| Action No. | Action | Rationale | Person Responsible | Timeframe (start/end) | Success Indicator |
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| **6.2b** | Develop initiatives to support greater gender balance in research supervision, Postgraduate Exam Board Chairs and Postgraduate Examiners, affiliation with Research Units. Actions to include:<br><br>• Induction training for new supervisors.<br>• Research mentoring scheme for new researchers.<br>Faculty workshops to support female staff to apply for Doctoral Scholarships and Bursaries | Gender analysis of staff research profile completed. Need to expand this analysis to Postgraduate Exam Board Chairs and Postgraduate Examiners, affiliation with Research Units. | Research Office | AY 24/25 ongoing | Gender balance achieved in Postgraduate Exam Board Chairs and Postgraduate Examiners, affiliation with Research Units |
| **6.3 Continue to track gender balance in research and take appropriate action to encourage greater participation by women** | | | | | |
| 6.3a<br>**Priority Area Gender Equality** | Ongoing gendered monitoring of uptake of support provided to staff at different stages of completing a PhD study of work. | 43% of academic staff respondents to 2023 All-Staff Athena Swan Survey agreed or strongly agreed that they have opportunities to get experience in research to support their career aspirations.<br><br>TUS Academic Staff Doctoral Bursary Awards in 2022: 48% (n=11) male, 52% female (n=12) | Graduate Studies<br><br>Research Office | Annual review of uptake of support provided to staff at different stages of completing a PhD study of work | Report on uptake of leave analysed by gender and report presented to EDI Steering group with recommended actions if gender imbalance present. Survey shows over 60% agreement with the following statement: I have opportunities to get the experience I need in research to support my career aspirations |
| 6.3b<br>**Priority Area Gender Equality** | Ongoing gendered monitoring of uptake of Research Time Release across TUS | **2023:**<br><br>64% (n=28/44) of successful applicants to the TUS Release Time Release Scheme for 2023 were female. | Graduate Studies<br><br>Research Office | Annual review of uptake of Research Time Release Scheme | Report on uptake of research Time Release Scheme analysed by gender and report presented to EDI Steering group with recommended actions if gender imbalance present |

| Action No. | Action | Rationale | Person Responsible | Timeframe (start/end) | Success Indicator |
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| | | No award of maximum time release of 8 hours was made in 2023.<br><br>5 males and 1 female were awarded time release of 6 hours, all other successful applicants at 4 hours. | | | Gender balance in Research Time Release Awards for 6 hours or more. |
| 6.3c **Priority Area Gender Equality** | Ongoing monitoring of gender balance amongst Research Directors, Research Assistants, Post Docs and Research Fellows with targeted actions implemented if a minimum gender balance is not maintained | Researcher posts overall have been gender balanced from 2021-2023.<br><br>There is a gender imbalance in Research Director Roles, with 78% of these roles held by male staff in 2023 | Research Office | Annual review of gender balance amongst Research Assistants, Post Docs and Research Fellows | Minimum 40% female, 40% male research assistants, post Docs, Research Fellows<br><br>Improved gender balance in Research Director roles by 2027. |
| 6.3d | Monitor gender balance in TUS Research week and other research events such as :<br><br>• TUS Research Week<br>• ICARUS Conference<br>• RUN EU Career Development Training Programme<br>• Graduate School Training Programmes<br>Ensure Gender balance in presenters for these initiatives | RUN EU PLUS Research Career Development Training Programme (2023):<br><br>17 sessions completed in 2023. 58% of these were facilitated by female facilitators (n= 14/24). 42% by male facilitators (n=10/24)<br><br>RUN EU Plus Research Career Development Training Programme: 5 sessions completed in 2021-2022.<br><br>79% of these were facilitated by female facilitators (n = 27/34) 21% by male facilitators (n= 7/34) | Research Office | Annual review of gender balance in presenters | Minimum 40% female, 40% male presenters at Research related events and trainings |

| Action No. | Action | Rationale | Person Responsible | Timeframe (start/end) | Success Indicator |
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| | | ICARUS 2023 Conference included 30% female facilitators (n=3/10),70% male facilitators (n=7/10)<br><br>ICARUS 2022 Conference included 36% female facilitators (n= 5/14), 64% male facilitators (n= 9/14).<br><br>2022 Midwest Research Postgrad Training sessions: Female facilitators: 65% (n=17/26) Male facilitators: 34% (n=9/26) | | | |
| **6.4 Support and showcase good research and best practice examples in EDI emerging from students and staff** | | | | | |
| 6.4a | Ensure female representation in Explore Engineering and Manufacturing Solutions events | TUS is currently an active member of the Diversity Working Group of Explore Engineering, tasked with organising the Inspire event. This group also has other plans to support under-represented groups and TUS engagement in this may support increased opportunities for students to access STEM related courses.<br><br>TUS leads on the annual Manufacturing Solutions Conference – a focal point for manufacturing technologies and engineering solutions. This conference provides an opportunity to highlight women's | Inspire: EDI Office<br><br>Manufacturing Solutions: Precision and Mechanical Engineering Department | Annually | Inspire event completed and includes pre and post participation analysis. This information informs future targeted events<br><br>Annual monitoring of gender balance in presenters for Manufacturing Solutions Conference |

| Action No. | Action | Rationale | Person Responsible | Timeframe (start/end) | Success Indicator |
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| | | success in manufacturing and engineering. | | | |
| 6.4b | EDI Office collaborates with EDI related TUS Research Institutes to provide advice and guidance on enacting intersectionality-focused measures, in particular:<br><br>- EDGE Research Institute<br><br>- SHE Research Institute | **HEA GE Review**<br><br>EDI Units to be resourced with senior professional services and access to relevant research capacity specifically to provide advice and guidance on enacting intersectionality-focused measures | EDI Manager<br><br>PIs of relevant Research Institutes | Ongoing | Collaboration between EDI Office and Research institutes supports the implementation of evidenced based best practice within TUS<br><br>Collaboration through securing funding, hosting seminars and issue of publications |