

TUS

Ollscoil Teicneolaíochta na Sionainne:
Lár Tíre, An tIarthar Láir
Technological University of the Shannon:
Midlands Midwest

TUS

Athena Swan Action Plan

TUS Athena Swan Action Plan 2024-2028

This Athena Swan Action Plan was developed by the TUS Athena Swan Self Assessment Team and endorsed by TUS Vice Presidents and Deans Council, TUS Equality, Diversity and Inclusion Steering Committee and TUS Governing Body. The plan provides a framework for fostering an inclusive culture, and supporting career development.

Through a series of targeted actions informed by comprehensive data collection and consultation, we aim to create a supportive and equitable working environment. The plan includes 5 gender equality priority areas and 5 broader equality areas. These include:

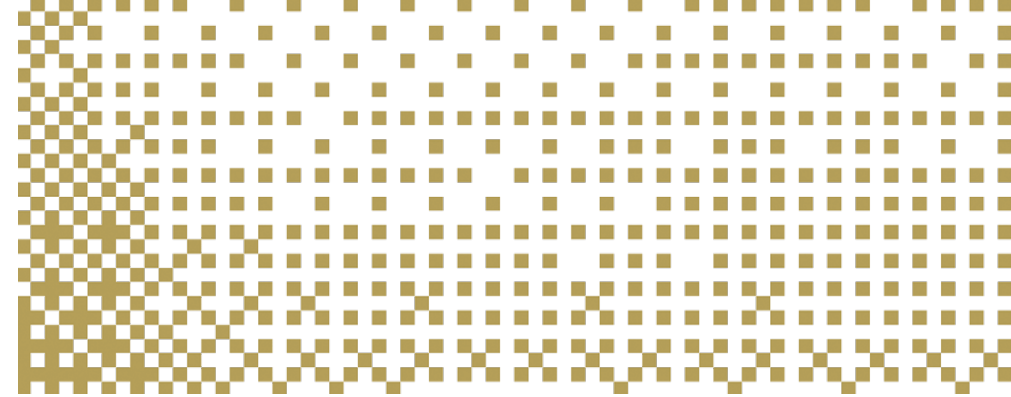
Gender equality priority areas

- Address and continually monitor representation in decision-making structures and committees
- Support faculty/departmental/functional area Athena Swan applications
- Support for sexual violence and harassment prevention and response initiatives
- Support dignity, respect and safety
- Support gender balanced participation in research as well as supporting a gender and sex dimension within research

Broader equality priority areas:

- Establish a feasible Professional Development Plan system to be implemented in a coherent manner across TUS
- Develop, implement and monitor a Health and Wellbeing Framework and Policy
- Enhance equality data systems
- Develop, implement and monitor a TUS Race Equality Action Plan
- Enhance access to EDI related training and development opportunities through coordinated staff learning and development processes

TUS 2024-2028 Athena Swan Action Plan Approved by		Date
VP and Deans Council		May 2024
EDI Steering Committee		June 2024
Governing Body		June 2024



TUS EDI Strategic Goals 2024 - 2026

The TUS 2024 -2028 Athena Swan Action plan has been framed within the [TUS EDI Strategy 2024-2026](#). This EDI Strategy identifies six strategic goals as outlined in Figure 1. The TUS Athena Swan Action plan identifies specific actions under each of these goal areas.

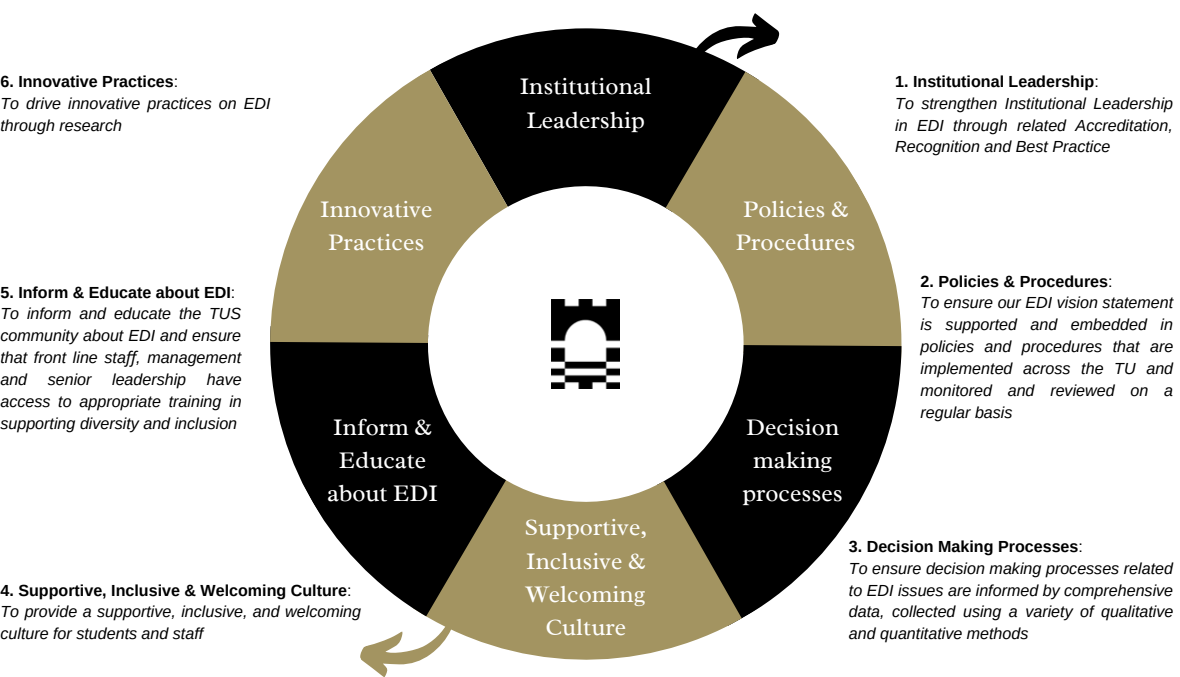


Figure 1

TUS is committed to its obligations across the nine equality grounds enshrined in Irish legislation – gender, disability, religion, family status, age, marital status, sexual orientation, race, and traveller community membership. TUS also includes socio economic status and the Roma community as additional equality grounds (Figure 2). Our Athena Swan Action plan considers the intersecting nature of these equality grounds.

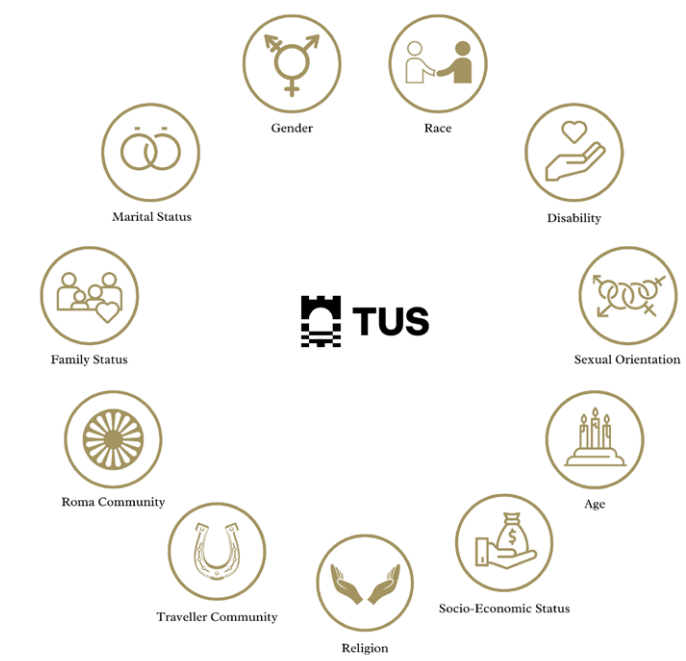


Figure 2

Strategic Goal 1

To strengthen Institutional Leadership in EDI through related Accreditation, Recognition and Best Practice



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
1.1 Address Under-Representation In Decision-Making Structures					
1.1a Priority Area Gender Equality	<p>Ongoing monitoring of gender balance in TUS committee and decision-making structures including:</p> <p>VP and Deans Council Executive Management Group EDI Committees Governing Body Sub Committees</p> <p>Targeted actions (as appropriate) implemented if a minimum 40% women, 40% men on these is not achieved/ maintained</p>	<p>TUS Equality Statement contains a commitment “to ensuring gender balance in key decision-making committees”.</p> <p>HEA 2nd GE Review:</p> <p>Min. of 40% men and 40% women on HEI decision making bodies, committees and working groups.</p>	President, VP People, Culture EDI EDI Manager	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 Priority Area Gender Equality	<p>Actively seek to share committee roles with a more diverse range of candidates.</p> <p>Develop a guidance document with clear targets to support the formation of committee structures</p>	Importance of representation, beyond gender on committees	President, VP People, Culture EDI EDI Manager	<p>Guidance document developed by Q1 2025</p> <p>2024-2028, with annual monitoring</p>	<p>Guidance document developed and disseminated</p> <p>Percentage increase in the representation of underrepresented groups (e.g., gender, ethnicity) within committees is tracked annually and reported in EDI Annual report.</p>
1.1c Priority Area Gender Equality	<p>Departments/ functional areas/ faculties apply for Athena Swan accreditation. Develop timeline and guidance document for departmental/functional areas/ faculties SATs</p> <p>Monitor gender balance on departmental/ functional area/ faculty level SATs</p> <p>Ensure Departmental/ faculty level applications include detailed targeted actions to address student underrepresentation in male/ female dominated courses and for part time students.</p>	<p>To expand the Institutional Bronze Award to departmental level and embed the ethos of Athena Swan throughout TUS</p> <p>HEA 2nd GE Review:</p> <p>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</p>	HoDs Deans CSM EDI Office Department SAT Chairs	<p>Guidance developed by Q 1 2025 and shared with Departments</p> <p>Timeline developed by Q 1 2025 - ongoing</p>	<p>Departments informed of Departmental Athena Swan processes, resources and commitments required</p> <p>At least 3 Departmental awards/ faculty/ functional area Bronze awards achieved by end of reporting period</p> <p>Gender balance on departmental SATs achieved</p>

Action No.	Action	Rationale	Person Responsible	Timeframe (start/end)	Success Indicator
1.1 Address under-representation in decision-making structures					
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. Increase gender balance, ethnic diversity and campus representation on SAT when looking at how SAT is amended going forward	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 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 Gender balance achieved in Athena Swan Champions Group as well as representation from campuses. 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 HEA 2nd GE Review: HEIs should report annually to the HEA on the resources dedicated to this task.	VP People, Culture EDI EDI Manager	2024-2028	Annual dedicated budget for EDI related work

Strategic Goal 2

Embedding EDI in Policy
& Procedure



Strategic Goal 2 To ensure that our vision statement for EDI is supported and embedded in policies and procedures 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
2.1 Review, develop, communicate and implement relevant policies and guidelines that support EDI					
2.1a Priority Area Equality	<p>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</p> <p>Working group established to assess potential PDP systems</p>	<p>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.</p>	<p>VP People, Culture, EDI HR Manager</p>	<p>Review of PDP options in Q2 2024</p> <p>Proposal for PDP By Q4 2024</p> <p>Implemented by Q4 2025</p>	<p>PDP system in place across all Departments and Functional areas</p> <p>80% Academic and 80% PMSS staff state they benefit from participating in PDP in 2027 EDI survey.</p>
2.1b Priority Area Equality	<p>Develop, implement and monitor a Health and Wellbeing Policy and Framework. This will include:</p> <p>Training and awareness in support of the See Change Workplace Pledge</p> <p>Supporting Menopause in the workplace</p>	<p>Provide an overarching framework for Staff Health and Wellbeing with consideration of age profile of staff at TUS</p> <p>Reduce stigma and discrimination in relation to mental health issues for staff</p>	<p>VP People Culture and EDI HR Manager EDI Manager</p>	<p>Draft Health and Wellbeing policy to be completed by Q 1 2025</p> <p>See Change Pledge signed by Q3 2024</p> <p>Managers workshops to take place in AY 24/25</p>	<p>Health and Wellbeing Policy developed and circulated to staff</p> <p>See Change Workplace Pledge signed</p>

Action No.	Action	Rationale	Person Responsible	Timeframe (start/end)	Success Indicator
2.1c	Implementation of Policy and Procedure for Preventing and Responding to Sexual Violence and Harassment	51% of AS Survey respondents know how to report sexual harassment	VP People, Culture, EDI SVH Manager	Policy approved by Q1 2025	TUS Policy & Procedure on Preventing and Responding to Sexual Violence and Harassment approved.
Priority Area Gender Equality	Detailed communication campaign on reporting processes	53% know how to report sexual violence		Policy communicated from Q1 2025 onwards	2027 Survey shows high level (n = more than 70%) of awareness of TUS Policy & Procedure
		Top 3 reasons from Female respondents who would not be comfortable reporting sexual violence and harassment include: <ul style="list-style-type: none"> • Fear nothing would be done • Fear it will be public knowledge • Fear it might affect career 			
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 This Code of Practice to highlight the supportive environment that TUS wishes to foster for staff with disabilities, commitment to reasonable accommodations for staff with disabilities	HR Manager EDI Manager HR Office	Annual communication campaign in Q4	Disclosure rates to HR in line with Athena Swan TUS anonymous survey findings Future staff surveys will show a high level of awareness of the Code of Practice: 60% in 2025 survey and 80% in 2027 survey

Action No.	Action	Rationale	Person Responsible	Timeframe (start/end)	Success Indicator
2.1e	<p>Monitor implementation of Recruitment and Selection policy and procedure including:</p> <ul style="list-style-type: none"> – Gender balance on interview boards – Metrics on Interview board training including processes to ensure adherence by external panel members – Enhance training on providing feedback to unsuccessful candidates – Review of usage of appeals procedure as contained in Appendix 1 of TUS Recruitment, Selection and Appointments policy. 	<p>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.</p> <p>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.”</p> <p>The TUS Recruitment and Selection policy is approved but further work is required to ensure this policy is disseminated to staff</p>	HR Manager	<p>Monitoring system in place from September 2024</p> <p>Annual monitoring of policy</p>	<p>2027 survey:</p> <p>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.</p> <p>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.”</p>
2.1f	Develop and disseminate Guidance on Right to Disconnect, and communicate to staff	In 2023 AS survey, in a statement of describing immediate work environment “Stressful” was one of the top 5 description choices, particularly for female (43%) and PMSS (44%) respondents	<p>EDI Manager</p> <p>HR Manager</p> <p>Quality Assurance Office</p>	Q4 2024	<p>Guidance on Right to Disconnect developed</p> <p>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.</p>

Action No.	Action	Rationale	Person Responsible	Timeframe (start/end)	Success Indicator
2.1g Priority area Gender Equality	Guidance on communication and meeting etiquette developed in line with TUS values, and communicated to staff	<p>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 staff rated a score of 4, or 5 as compared to 58% male staff.</p> <p>75% of female staff rated a score of 3, 4 or 5.</p> <p>73% of male staff rated a score of 3, 4 or 5.</p>	<p>EDI Manager</p> <p>HR Manager</p> <p>Quality Assurance Office</p>	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	<p>EDI Policy approved and implemented at university level</p> <p>2027 Survey shows high level of awareness (n = more than 70%) of TUS EDI Policy</p>
2.1i	<p>Approval, Dissemination and monitoring of GIED Policy</p> <p>Public commitment on all TUS campuses through visual demonstration of support and solidarity with LGBT+ staff and students</p> <p>Ensure that all TUS campuses have gender neutral toilets</p> <p>Ensure student preferred gender and personal pronouns are displayed on Banner web</p>	<p>To raise awareness and increase support for transgender and non-binary staff and students.</p> <p>There is a need to ensure trans / non-binary staff and students have access to necessary gender inclusive facilities in TUS</p>	<p>VP People, Culture and EDI</p> <p>EDI Manager</p> <p>Estates</p>	<p>GIED Policy to be approved by September 2024</p> <p>Visual display of support already installed in Moylish and Athlone. Visual display to be provided in Thurles, Clonmel, Ennis and Clare St in AY 2024/25</p>	<p>Gender Identity & Gender Expression Policy approved and implemented at university level</p> <p>Visual display of support for LGBT+ Community installed on all campuses. Success to be measured through feedback from the LGBT+ Students Society and LGBT+ Staff & Ally Network</p> <p>Appropriate gender inclusive facilities are in all TUS buildings</p>
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

Action No.	Action	Rationale	Person Responsible	Timeframe (start/end)	Success Indicator
2.1k	Finalise, approve, implement and monitor Domestic Violence Leave Policy Detailed communication campaign on accessing leave entitlements	There is currently no domestic violence leave policy in TUS	VP People, Culture, EDI SVH Manager HR Manager	Policy approved in Q2 2025 Policy awareness campaign from Q2 2025. Annual awareness campaign	TUS Domestic Leave Policy approved. 75% of staff aware of Domestic Violence Leave policy in 2025 EDI Survey
2.1l	Regular HR Information sessions on applying for flexible working and family leave arrangements 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 69% of employees agree/strongly agree with the statement "There are flexible working arrangements available that are suitable to my needs". 2nd GE Review: Appropriate supports and mitigations for the burden of caring on those staff with caring responsibilities.	HR Manager 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 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 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 uptake of remote/flexible working by gender	VP People, Culture, EDI HR Manager	Policy to be approved in AY 24/25	TUS Hybrid Working Policy approved. 75% of staff aware of Hybrid Working Policy in 2025 EDI Survey

Action No.	Action	Rationale	Person Responsible	Timeframe (start/end)	Success Indicator
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 Focus groups with staff who have returned from leave indicating they valued staying in contact with TUS while on leave
2.1p	<p>Implementation of recommendations from 2022 Maternity Leave FGD findings Report including:</p> <ul style="list-style-type: none"> 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. Accessible breastfeeding facilities to be identified on all campuses for staff and students. Details of accessing these facilities provided on TUS website and during induction. Parking permit for pregnant employees to enable them to park closer to their work location. 	<p>HEA 2nd GE Review:</p> <p>HEIs 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</p>	<p>HR Manager</p> <p>Estates</p> <p>HoDs</p> <p>Parents and Carers Network</p>	AY 25/26	<p>Before, During and After Maternity Leave” guidance handbook developed and disseminated</p> <p>Breastfeeding facilities provided on all campuses</p> <p>Parking permits for pregnant employees provided</p> <p>Focus 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</p>
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	<p>Estates</p> <p>Disability Office</p>	2026	Quiet Spaces available on all campuses

Action No.	Action	Rationale	Person Responsible	Timeframe (start/end)	Success Indicator
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, recommend tool to assess policies from EDI perspective	<p>No standardised mechanism exists in TUS for monitoring and reviewing institutional policies, procedures, documents and practices from an equality perspective.</p> <p>HEA 2nd GE Review: Public Sector Duty requirements, institutional policy development and review processes, to include the incorporation of equality impact assessment and the development/adoption of a tool to facilitate same.</p>	<p>VP for People, Culture and EDI</p> <p>EDI Manager</p> <p>HR Manager</p>	Assessment completed by Q2 2025 and recommendations taken forward in Q4 2025	Equality Impact Assessment Form or equivalent launched and in use

Strategic Goal 3

Using Data to Inform
Decision-Making



Strategic Goal 3 To ensure decision making processes 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
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	<p>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:</p> <p>Data on gender, ethnicity, disability.</p> <p>Increased capacity to capture data for Departmental Athena Swan applications and to provide a more accurate picture of TUS student population</p> <p>Strengthen data collection systems to support monitoring of gender disaggregated data on student uptake of ESVH related awareness activities</p>	<p>Multiple reporting requirements requires an agile data collection system</p> <p>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.</p>	<p>VP People, Culture, EDI</p> <p>HR Managers</p> <p>EDI Manager</p> <p>Data Analytics Section</p>	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
3.1b Priority Area Equality	<p>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:</p> <ul style="list-style-type: none"> Benchmarked data on staff profile, pay, contract types, recruitment, shortlisting and appointment statistics EDI data (where available) on TUS Leadership structures and committees Aggregate information of uptake of flexible working arrangements Training uptake on EDI related trainings Intersectionality data, including race and ethnicity, disability Progress in addressing the priority actions in the Athena Swan plan. <p>The report will be published and made available to the public via the University website.</p>	<p>This action provides for regular tracking and monitoring of EDI data in an accountable and transparent manner.</p> <p>2nd HEA GE Review: Institutional EDI audits to be carried out by HEIs</p>	<p>VP People, Culture, EDI</p> <p>EDI Manager</p> <p>HR Manager</p>	2025-2028	<p>The Annual Report shows year-on-year improvements leading to gender and diversity balance in decision-making and delivery on all priority action items.</p> <p>Annual presentation to EDI Steering Committee, VP and Deans Council, Governing Body</p>
3.1c	<p>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</p>	<p>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</p>	<p>HR Manager</p> <p>EDI Manager</p> <p>HR Office</p>	Annual campaign in Q4	<p>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</p>

Action No.	Action	Rationale	Person Responsible	Timeframe (start/end)	Success Indicator
3.1d	<p>Increase disclosure of disability data on Core HR through awareness-raising of Code of Practice for Employment of Staff with Disabilities.</p> <p>Provide training on implementation of Code of Practice</p>	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	<p>HR Manager</p> <p>EDI Manager</p> <p>HR Office</p>	Annual campaign in Q4	<p>Increased awareness of supports / reasonable accommodations available to staff.</p> <p>Increased disclosure rates by staff with disabilities to HR</p>
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.	<p>HR Manager</p> <p>EDI Manager</p> <p>HR Office</p>	Annual analysis in line with HEA Returns timeline	<p>Increased engagement with providing equality data on application for available posts.</p> <p>Baseline data collected on equality grounds beyond gender and race for job applicants.</p>
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	<p>VP for People, Culture and EDI</p> <p>HR Office</p> <p>EDI Office</p>	Annual	<p>Improved data collection systems to support more detailed GPG insights.</p> <p>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.</p>
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	2027	<p>System for recording attendance in place.</p> <p>Baseline data set in 2025. Ongoing gendered monitoring of attendance at events supports targeted actions to support gender balanced attendance</p>

Action No.	Action	Rationale	Person Responsible	Timeframe (start/end)	Success Indicator
Action 3.2 Conduct a biennial survey to collect and monitor relevant qualitative and quantitative EDI data from staff and students					
3.2a	<p>Conduct a biennial staff survey to collect and monitor relevant qualitative and quantitative EDI survey.</p> <p>Targeted Awareness Campaign for part time and hourly paid staff in advance of biennial EDI survey</p> <p>Targeted campaign to support male engagement in survey</p>	<p>To assess progress against Athena Swan actions and TUS Strategic Plan</p> <p>1% of Respondents to Athena Swan survey was from hourly paid staff</p> <p>4% of Respondents to Athena Swan survey were from part time staff</p> <p>23% of Male Academic staff and 19% of Male PMSS staff responded to 2023 survey</p> <p>33% of female Academic staff and 37% of female PMSS staff responded to survey</p> <p>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.</p> <p>75% of female staff rated a score of 3, 4 or 5.</p> <p>73% of male staff rated a score of 3, 4 or 5.</p>	VP People, Culture, EDI EDI Manager	Survey issued in October 2025 and October 2027	<p>40% staff response rate to EDI Surveys</p> <p>Minimum 40% response rate from Academic, PMSS, Male and Female staff</p> <p>10% of Respondents from hourly paid staff</p> <p>10% of Respondents from part time staff</p> <p>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</p>
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 and EDI EDI Manager	Biannual reporting in January and June from 2025 onwards	Athena Swan & EDI-related issues highlighted and addressed at senior level

Strategic Goal 4
Creating a Supportive
and Inclusive Culture



Strategic Goal 4 To provide a supportive, inclusive, and welcoming culture for students and staff.

Action No.	Action	Rationale	Person Responsible	Timeframe (start/end)	Success Indicator
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 Priority Area Gender Equality	<p>Increased Awareness of TUS Dignity and Respect at Work Policy and Procedure through:</p> <ul style="list-style-type: none"> Development of short video on policy and procedure available on staff portal Sessions on Dignity and Respect policy and procedure for Managers Training for Dignity and Respect Contact Persons Staff Inductions to include specific detail on Dignity and Respect Develop and Implement TUS wide anti-bullying and harassment campaign Promote/raise awareness and increase participation in the Bystander Intervention programme across all campuses. 	<p>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"</p> <p>Knowledge of reporting discrimination:</p> <p>52% (292) respondents to the EDI Survey confirmed they did.</p> <p>57% (134) of PMSS staff familiar with the process as compared to 48% (151) of Academic and Research staff.</p> <p>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.</p>	<p>HR Manager</p> <p>VP People, Culture, EDI</p> <p>SVH Manager</p> <p>EDI Manager</p>	<p>Video developed by Q1 2025</p> <p>Sessions for managers commence in Q2 2025</p> <p>Training for Dignity and Respect Contact Persons to commence in Q 4 2025</p> <p>Detail on Dignity and Respect included in Staff Inductions from September 2024</p> <p>Anti bullying and harassment campaign developed by Q4 2025</p> <p>Launch of Bystander Intervention Programme in Q 4 2024</p>	<p>2027 survey will show:</p> <p>75% respondents agree with the statement TUS promotes clear values and expectations about how people should behave towards each other</p> <p>75% respondents aware of bullying and harassment reporting mechanisms</p> <p>50% female respondents state they are confident that complaints regarding bullying and harassment would be appropriately managed</p>
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.	<p>VP People, Culture, EDI</p> <p>EDI Manager</p> <p>EDI Steering Committee Members</p>	Action plan developed by Q4 2024, launched in 2025	Race Equality Action Plan implemented, monitored

Action No.	Action	Rationale	Person Responsible	Timeframe (start/end)	Success Indicator
4.1c	Continued promotion of SpeakOut across all TUS campuses	<p>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</p> <p>Speak Out data indicates that most anonymous reports from students relate to sexual violence and harassment</p>	EDI, HR, Executive	Ongoing	Increased awareness amongst staff and students of SpeakOut, demonstrated through reporting of incidents captured.
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 VP People, Culture and EDI 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 Deans VPs	Ongoing	Gender balance achieved at SL1T and >€106,000 PMSS salary grade

Action No.	Action	Rationale	Person Responsible	Timeframe (start/end)	Success Indicator
4.2c	<p>Recruitment practices to include the following actions:</p> <ul style="list-style-type: none"> Ensure a diversity statement is included in all job postings for recruitment of positions, to actively welcome candidates from all backgrounds Increase database of where jobs are advertised to ensure a more diverse range of candidates are informed of vacancies Use gender decoder software to ensure gender neutral language in Job Descriptions Create a recruitment pack detailing benefits of working at TUS, including: development support, flexible working provision, information on local area e.g. childcare 	<p>Need for increased representation beyond gender in all roles, and specifically in leadership roles</p> <p>Need for increased applications from women for research roles and PMSS managerial roles</p> <p>Need for increased applications from men for PMSS roles</p> <p>In 2023, 70% of AL applicants and 62% of L applicants were White Irish.</p> <p>In 2023, 76% of PMSS applicants were White Irish.</p> <p>In 2023, approximately 40% of applicants for Research roles are from White Irish applicants</p>	<p>HR Manager</p> <p>EDI Manager</p>	<p>2024-ongoing for all recruitment</p>	<p>20% increase in applicants from minority backgrounds for vacant positions</p> <p>20% increase in applications from women for research roles and for PMSS managerial roles</p> <p>20% increase in applications from men for PMSS non-managerial roles</p>
4.2d	<p>Design and deliver TUS Career Information initiatives to include:</p> <ul style="list-style-type: none"> Explainer on TUS HR Portal on Progression from AL to L Explainer on TUS HR Portal on contract types (eg fixed term/ specified purpose/ confined roles) Explainer on TUS HR Portal on Career Progression within TU sector and requirements for SL posts TUS Career Information days on campuses Short video tutorial on TUS Recruitment and Selection policy and procedure available on HR website 	<p>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:</p> <p>How transparent is the process of applying for a vacancy at TUS?</p> <p>Academic and Research responses to score of 4 or 5: Female: 55%, Male: 59% PMSS responses to score of 4 or 5: Female: 60% Male: 62%</p> <p>How fair is the process of applying for a vacancy at TUS?</p> <p>Academic and Research responses to score of 4 or 5: Female: 47%, Male: 53% PMSS responses to score of 4 or 5: Female: 46%, Male: 49%</p>	<p>HR Manager</p>	<p>Information available on TUS HR website by end Q4 2024</p> <p>TUS Career Information days start AY 24/25, ongoing thereafter</p>	<p>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.</p>

Action No.	Action	Rationale	Person Responsible	Timeframe (start/end)	Success Indicator
4.2e	<p>Deliver biannual comprehensive staff induction for all staff (academic and PMSS)</p> <p>Induction information should be provided through an online induction portal and should include the following:</p> <ul style="list-style-type: none"> – Outline responsibilities for line managers and HR, and frequency of induction sessions – Information on TU policies and procedures, IT systems and EDI training. Feedback on effectiveness of induction programme to be obtained annually – 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. – 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 – 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) 	<p>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.</p> <p>As new staff members start throughout the academic year, an online induction portal is required</p>	<p>HR Manager</p> <p>Deans of Faculty</p>	Q4 2024	<p>New online induction programme rolled out.</p> <p>Uptake of induction programme monitored and reported in EDI annual report</p> <p>Assessment of induction shows a high level of satisfaction (n=more than 70%) with the content</p> <p>Guidance for a welcome meeting between new staff and relevant HOD/Dean/CSM developed</p> <p>A welcome handbook for new staff developed</p> <p>Buddy system in place</p>

Action No.	Action	Rationale	Person Responsible	Timeframe (start/end)	Success Indicator
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 reason for not applying for a position was "I did not think I would be successful".	HR Manager	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	<p>Continue support to Aurora Programme and associated Mentorship programme. This includes:</p> <ul style="list-style-type: none"> – Training for Mentors – Regular check ins with mentors – Facilitating Mentor Away day every 2 years – Ensure a balance of Academic, Research and PMSS staff have access to Aurora. <p>Review Impact of Aurora within TUS</p> <ul style="list-style-type: none"> – 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	<p>EDI Manager</p> <p>EDI Office</p>	<p>Ongoing annual Aurora Programme</p> <p>Review Impact in 2025, in line with EDI Survey</p>	<p>Continued support for 12 TUS staff to complete Aurora annually</p> <p>Revised supports for Aurora based on impact study recommendations</p>
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Action No.	Action	Rationale	Person Responsible	Timeframe (start/end)	Success Indicator
4.3b	<p>Further dissemination of SDN Mentorship programme:</p> <ul style="list-style-type: none"> – Recorded Information sessions on Mentorship programme – Details of Mentorship programme available on HR webportal <p>Track uptake of SDN Mentorship programme, disaggregated by gender and by Academic, Research and PMSS</p> <p>Gather feedback of those participating in SDN Mentorship programme to inform further improvements in the programme</p>	<p>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 mentors and 17 mentees (11F, 6M) within this programme.</p> <p>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.</p> <p>Only 29% of PMSS staff (27% F, 35% M) agreed that they have access to the mentoring support needed to support their career aspirations.</p>	HR Manager HR Office	Ongoing	<p>Increased engagement in SDN Mentoring scheme, and positive feedback from staff engaged in the scheme.</p> <p>By 2027 100 staff members have signed up to be mentors and 100 to be mentees within the scheme</p>

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	<p>Implementation of Emergency Contact system to contact Security Staff on all campuses</p> <p>Gendered Security Audit of Campus: particularly in relation to lighting and use of Salto Locks. Monitoring of Implementation of recommendations from Audit</p>	<p>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)</p>	Estates	<p>Q2 2025 Emergency contact system developed</p> <p>Security Audit of campuses commence in AY 24/25, results of Audit presented to VP and Deans Council</p>	<p>2025 Survey shows high level of awareness of Emergency contact system (n=60%)</p>
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Action No.	Action	Rationale	Person Responsible	Timeframe (start/end)	Success Indicator
4.4b	<p>Establish Social Club on all campuses</p> <p>Foster and develop social clubs, incorporate international food fairs, family days, language and culture sharing cafes</p>	<p>There are different experiences of social activities across campuses, with an active social club on Athlone campus, but currently not on other 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.</p>	VP People, Culture and EDI to initiate	AY 25/26	2027 survey shows positive feedback of social clubs on all campuses
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	<p>Support staff networks and collaboration between them through EDI related events and initiatives. Target growing membership of staff networks:</p> <p>LGBT+ and Allies</p> <p>TUS Women's Network</p> <p>Parents and Carers Network</p> <p>Disability Network</p> <p>Race Equality Network</p>	<p>Membership of staff networks is currently small, although they are relatively newly formed.</p> <p>Formally recognise key EDI days in TUS, with an associated budget</p> <p>Encourage intersectional approach to EDI through collaboration across staff networks</p>	<p>EDI Office</p> <p>Network Members</p>	Ongoing	<p>Networks Staff and EDI collaborate on annual calendar of EDI events</p> <p>By 2027, membership of networks has increased to the following:</p> <p>80 LGBT + Allies</p> <p>150 TUS Women's Network</p> <p>40 Parents and Carers Network</p> <p>40 Disability and Allies Network</p> <p>50 Race Equality Network</p>
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 AFU Working Group	AY26/27	<p>Working Group established to prepare to join the AFU Network</p> <p>Monitoring of implementation of 10 AFU principles reported to EDI Steering Committee</p>

Action No.	Action	Rationale	Person Responsible	Timeframe (start/end)	Success Indicator
4.5c	<p>Ongoing support for ESVH Allies Community of Practice:</p> <ul style="list-style-type: none">• Refresher training for current ESVH Allies• Regular Community of Practice Sessions• Ensure cohort of trained staff in all departments <p>Ongoing support for regular Disclosure trainings</p>	ESVH Allies provide support for initial staff and student disclosures relating to sexual violence and harassment	SVH Manager Student Counselling	Ongoing	<p>70% Engagement of ESVH Allies in Community of Practice sessions and refresher trainings.</p> <p>At least 2 ESVH Allies in All departments and functional areas by 2027</p>

Strategic Goal 5

Building EDI Awareness & Capacity



Strategic Goal 5 To inform and educate the TUS community about EDI, 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
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 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 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 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 EDI Manager VP Campus Services & Capital Development	AY 24/25	EDI Visibility guidelines developed and implemented across TUS Guidance on naming of new buildings and lecture halls developed

Action No.	Action	Rationale	Person Responsible	Timeframe (start/end)	Success Indicator
5.2 Provide specific trainings on EDI related matters for all staff					
5.2a	<p>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:</p> <ul style="list-style-type: none"> – Race and anti-racism facilitated and self-directed sessions – Gender Identity and Expression facilitated and self-directed modules <p>Increase engagement in EDI Moodle site through further promotion of the self-directed trainings and continuous improvement of the resources available.</p>	<p>Facilitated and self directed EDI trainings are available, but require further promotion and staff engagement</p> <p>HEA Race Equality Recommendations</p> <p>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.</p>	<p>EDI Office</p> <p>HoDs</p>	<p>Ongoing and promoted quarterly</p>	<p>Monitoring system developed and annual reporting on uptake of trainings</p> <p>50% of all staff to have undertaken the Equality & Diversity programme on the EDI Moodle page by 2028</p>

Action No.	Action	Rationale	Person Responsible	Timeframe (start/end)	Success Indicator
5.2b Priority Area Equality	<p>Develop, implement, and monitor TUS Staff Learning and Development Policy</p> <p>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.</p> <p>Develop training and development web portal where accredited and non-accredited trainings are available to staff</p> <p>Implement training plans for different grades and categories of staff as developed under NTUTORR project.</p>	<p>46% of Academic and Research staff (47% M, 47% F) are familiar with the range of training and development opportunities available within TUS.</p> <p>32% of PMSS staff (41%M, 30% F) are familiar with the range of training and development opportunities available within TUS.</p> <p>190 staff have completed Accredited programmes in 2023</p> <p>882 staff have completed non accredited programmes in 2023</p> <p>HEA 2nd GE Review: Appropriate and quality assured training and other change initiatives in relation to gender equality;</p>	<p>CPID</p> <p>NTUTORR</p> <p>HR</p> <p>EDI</p>	<p>AY 24/25</p>	<p>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.</p> <p>60% of PMSS staff (60%M, 60% F) are familiar with the range of training and development opportunities available within TUS</p> <p>25% increase in engagement of accredited and non-accredited programmes.</p>
5.2c	Roll out of EDIT Charter & Toolkit once completed.	<p>HEA Gender Review T&L:</p> <ul style="list-style-type: none"> 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. EDI and Teaching & Learning Teams to develop strategies together. 	<p>EDI Office</p> <p>CPID</p>	<p>Toolkit launched in Q2 2024, Workshops held for staff in AY 24/25 and ongoing thereafter</p>	<p>Toolkit provided to all staff to support ongoing inclusive curriculum being developed.</p>

Action No.	Action	Rationale	Person Responsible	Timeframe (start/end)	Success Indicator
5.2d	Implement "Engaging men in building gender equality – the development of a pilot programme in Irish HEIs" programme once finalised	<p>HEA Gender Review - Organisational Culture - HEIs to build on ... "the support and engagement of men in the process of change."</p> <p>In the 2022 Gender Equality and Enhancement Funding Call, TUS partnered with 10 other HEIs across Ireland on a GEEF project</p>	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
5.3 Make training available for managers in supporting diversity and inclusion					
5.3a Priority Area: Gender Equality	<p>Develop, roll out and monitor the impact of the Effective Leadership for an Inclusive Higher Education Pilot programme. Content to include:</p> <ul style="list-style-type: none"> fostering supportive, inclusive team cultures. Addressing gendered allocation of workload and gendered uptake of training opportunities 	<p>TUS is leading on a GEEF project to develop and deliver an EDI Leadership programme that would be open to all genders.</p> <p>AS 2023 Survey Responses:</p> <p>Prevailing culture and atmosphere in TUS is inclusive: 51% respondents scored this statement 4 or 5 (46% female, 62% male)</p> <p>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.</p> <p>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).</p>	EDI Manager	Programme to be piloted from Q1 2025	<p>Tailored leadership training programme developed and piloted.</p> <p>8 staff from TUS complete this programme in pilot year. Target rate for staff completion TBD following pilot</p> <p>70% of respondents (70% F, 70% M) to 2027 survey provide a score of 4 or 5 to questions on inclusive atmosphere in TUS.</p> <p>60% of respondents (60% F, 60% M) provide a score of 4 or 5 to questions on fairness and transparency of workload allocation.</p>

Strategic Goal 6
Driving EDI through Research



Strategic Goal 6 To drive innovative practices on EDI through research.

Action No.	Action	Rationale	Person Responsible	Timeframe (start/end)	Success Indicator
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	<p>Review of communication on research supports available to staff</p> <p>Further dissemination of Guidance document on incorporating a gender and sex dimension in research through</p> <ul style="list-style-type: none"> – Workshops with Research Staff – Document available on Research portal 	<p>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.”</p> <p>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).</p>	<p>Graduate Studies Research Office EDI Office</p>	<p>Review during AY 24/25</p> <p>Annual roll out of training through bootcamp trainings and incorporated into ongoing trainings for Researchers</p>	<p>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.”</p> <p>Survey shows high level of awareness (n=more than 60%) of Guidance document and support in incorporating gender and sex dimension in research</p>
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 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
6.2b	<p>Develop initiatives to support greater gender balance in research supervision, Postgraduate Exam Board Chairs and Postgraduate Examiners, affiliation with Research Units. Actions to include:</p> <ul style="list-style-type: none"> • Induction training for new supervisors. • Research mentoring scheme for new researchers. <p>Faculty workshops to support female staff to apply for Doctoral Scholarships and Bursaries</p>	<p>Gender analysis of staff research profile completed. Need to expand this analysis to Postgraduate Exam Board Chairs and Postgraduate Examiners, affiliation with Research Units.</p>	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 Priority Area Gender Equality	Ongoing gendered monitoring of uptake of support provided to staff at different stages of completing a PhD study of work.	<p>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.</p> <p>TUS Academic Staff Doctoral Bursary Awards in 2022: 48% (n=11) male, 52% female (n=12)</p>	Graduate Studies 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 Priority Area Gender Equality	Ongoing gendered monitoring of uptake of Research Time Release across TUS	<p>2023:</p> <p>64% (n=28/44) of successful applicants to the TUS Release Time Release Scheme for 2023 were female.</p> <p>No award of maximum time release of 8 hours was made in 2023.</p> <p>5 males and 1 female were awarded time release of 6 hours, all other successful applicants at 4 hours.</p>	Graduate Studies Research Office	Annual review of uptake of Research Time Release Scheme	<p>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</p> <p>Gender balance in Research Time Release Awards for 6 hours or more.</p>

Action No.	Action	Rationale	Person Responsible	Timeframe (start/end)	Success Indicator
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	<p>Researcher posts overall have been gender balanced from 2021-2023.</p> <p>There is a gender imbalance in Research Director Roles, with 78% of these roles held by male staff in 2023</p>	Research Office	Annual review of gender balance amongst Research Assistants, Post Docs and Research Fellows	<p>Minimum 40% female, 40% male research assistants, post Docs, Research Fellows</p> <p>Improved gender balance in Research Director roles by 2027.</p>

Action No.	Action	Rationale	Person Responsible	Timeframe (start/end)	Success Indicator
6.3d	<p>Monitor gender balance in TUS Research week and other research events such as :</p> <ul style="list-style-type: none"> • TUS Research Week • ICARUS Conference • RUN EU Career Development Training Programme • Graduate School Training Programmes <p>Ensure Gender balance in presenters for these initiatives</p>	<p>RUN EU PLUS Research Career Development Training Programme (2023):</p> <p>17 sessions completed in 2023. 58% of these were facilitated by female facilitators (n= 14/24). 42% by male facilitators (n=10/24)</p> <p>RUN EU Plus Research Career Development Training Programme: 5 sessions completed in 2021-2022.</p> <p>79% of these were facilitated by female facilitators (n = 27/34)</p> <p>21% by male facilitators (n= 7/34)</p> <p>ICARUS 2023 Conference included 30% female facilitators (n=3/10), 70% male facilitators (n=7/10)</p> <p>ICARUS 2022 Conference included 36% female facilitators (n= 5/14), 64% male facilitators (n= 9/14).</p> <p>2022 Midwest Research Postgrad Training sessions: Female facilitators: 65% (n=17/26) Male facilitators: 34% (n=9/26)</p>	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
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	<p>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.</p> <p>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 success in manufacturing and engineering.</p>	<p>Inspire: EDI Office</p> <p>Manufacturing Solutions: Precision and Mechanical Engineering Department</p>	Annually	<p>Inspire event completed and includes pre and post participation analysis. This information informs future targeted events</p> <p>Annual monitoring of gender balance in presenters for Manufacturing Solutions Conference</p>
6.4b	<p>EDI Office collaborates with EDI related TUS Research Institutes to provide advice and guidance on enacting intersectionality-focused measures, in particular:</p> <ul style="list-style-type: none"> - EDGE Research Institute - SHE Research Institute 	<p>HEA GE Review</p> <p>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</p>	<p>EDI Manager</p> <p>PIs of relevant Research Institutes</p>	Ongoing	<p>Collaboration between EDI Office and Research institutes supports the implementation of evidenced based best practice within TUS</p> <p>Collaboration through securing funding, hosting seminars and issue of publications</p>