![TUS logo]

Equality, Diversity & Inclusion
Annual Report 2023/24

Contents

Abbreviations

Acronym	Explanation	Acronym	Explanation
AC	Academic Council		
ADHD	Attention Deficit Hyperactivity Disorder	LGBT+	Lesbian, Gay, Bisexual, Transgender +
AIT	Athlone Institute of Technology	L	Lecturer
AL	Assistant Lecturer	LIT	Limerick Institute of Technology
AS	Athena Swan	M	Male
ATU	Atlantic Technological University	MIC	Mary Immaculate College
AY	Academic Year	MTU	Munster Technological University
COMAND	Connected Media Application Design and Delivery	ML	Midlands
CID	Contract of Indefinite Duration	MW	Midwest
CoP	Community of Practice	O	Other
CPID	Centre for Pedagogical Innovation and Development	OECD	Organisation for Economic Co-Operation and Development
DKIT	Dundalk Institute of Technology	NDA	National Disability Authority
DPER	Department of Public Expenditure and Reform	N-TUTORR	National Technological University Transformation for Recovery and Resilience
EDI	Equality, Diversity and Inclusion	PMSS	Professional, Management & Support Service
EDGE	Exploring Diversity, Gender and Equality Research Institute	RDI	Research Development and Innovation
ESVH	Ending Sexual Violence and Harassment	RUN EU	Regional University Network – European University
F	Female	SALI	Senior Academic Leadership Initiative
GB	Governing Body of TUS	SAT	Self-Assessment Team
GBV	Gender Based Violence	SDN	Staff Developers Network
GEAP	Gender Equality Action Plan	SETU	Southeast Technological University
GEEF	Gender Equality Enhancement Fund	SL	Senior Lecturer
GPG	Gender Pay Gap	SU	Student's Union
HC	Headcount	TU	Technological University
HEA	Higher Education Authority	TUS	Technological University of the Shannon
HEI	Higher Education Institution	UDL	Universal Design for Learning
HOD	Head of Department	VP	Vice President
HR	Human Resources	WTE	Whole Time Equivalent
HPAL	Hourly Paid Assistant Lecturer		
IADT	Institute of Art, Design and Technology		
ICARUS	International Conference on Applied Research with Business and Society		
IDPWD	International Day of Persons with Disabilities		
IoT	Institute of Technology		

Foreword by Vice President for People, Culture & EDI

I am delighted to present our Equality, Diversity, and Inclusion Annual Report for AY 23/24. As Vice President for People, Culture, and EDI, I am committed to championing this work. This year has been particularly busy for EDI at TUS, and I am especially proud of our TUS Athena Swan Bronze Award and our Newcomer Category of the EU Gender Equality Champions Award. Gender equality underpins both awards, but they incorporate broader equality work, as espoused in our TUS EDI strategy. We acknowledge that diversity encompasses a multitude of dimensions - disability, gender, race, ethnicity including of the Traveller community, sexual orientation socio-economic status, among others. Each of these identities brings with it unique perspectives, experiences, and strengths that enrich our collective community. The recognition of our work through Athena Swan and EU awards underscore our strong commitment to EDI principles at TUS.

We reached this point through detailed consultations and analysis. I sincerely thank everyone involved in staff consultations and the multitude of EDI initiatives led by departments, functional areas, staff networks, and the EDI Office. Highlights during Academic year 23/24 have included: the new Pride areas on Moylish and Athlone campuses; launch of the TUS Women's network; continued trainings such as supporting the Aurora Women's leadership programme; and enhancing TUS sessions for managers, which aim to support awareness of developments on EDI both within TUS but also at a national level. In AY 23/24 TUS also hosted the Equitas conference, bringing together over 140 researchers and practitioners from Ireland, UK and Holland to discuss best practices and share learnings related to supporting equality, diversity and inclusion.

While we have made substantial progress, further work is required, which will be addressed through our new action plan from AY 24/25. Priority areas include ongoing monitoring and concerted action to support gender balance in key decision-making structures within TUS and developing strategies to ensure our staff profile is as diverse as our student profile. We are also focused on strengthening our policies to ensure dignity, respect, and safety for all. Our 2023 Athena Swan survey revealed opportunities to improve awareness and confidence in our Dignity and Respect at Work policy and our reporting processes for sexual violence and harassment. We are taking decisive action on these, including finalising and implementing our policies in these areas.

As TUS grows, we are integrating data collection systems and investing in mechanisms to streamline EDI monitoring and data-informed decision-making. Our strategic plan prioritises well-being, and we aim to implement best practices through a Health and Wellbeing framework and initiatives.

My hope is that through building on the work achieved to date and continuing to work with all in our TUS community to support the implementation of future initiatives, TUS will be a place where equality is not just a goal but a lived reality for all.

Figure 1 Marian Duggan, VP for People, Culture and EDI

TUS EDI Vision, Mission, Values

This 2023/24 Annual Report highlights the achievements and ongoing initiatives at Technological University of the Shannon (TUS) in terms of Equality, Diversity & Inclusion (EDI). These efforts align with the Strategic Goals outlined in the TUS EDI Strategy 2024–2026 and reflect our commitment to the TUS EDI vision, mission, and values.

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).
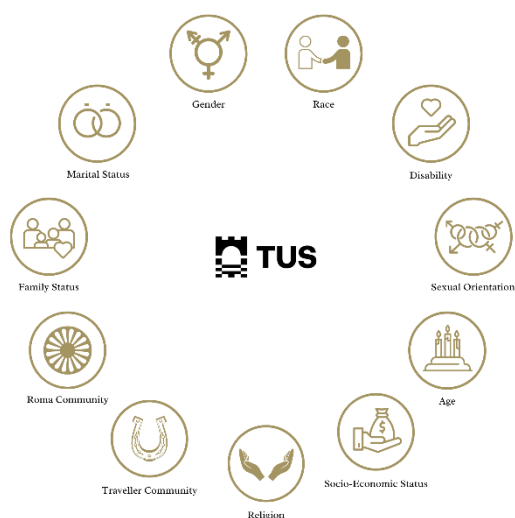

Figure 2 Equality Grounds

Vision

Our TUS EDI vision is to be recognised as a leader in advancing equality, diversity, and inclusion. TUS promotes and supports a culture where diversity is celebrated and is a driver and influencer of cultural and societal change locally, regionally, and nationally.

Mission

Our Technological University promotes inclusion of all and embraces equality of opportunity and diversity of perspective. We are a TU with a 'Heart' facilitating active engagement, providing opportunities for all our students and staff to thrive in higher education. We support and empower those studying and working in TUS to explore, understand and develop inclusive practices for the benefit of everyone connected, both directly and indirectly, with TUS. Through celebrating diversity and difference, and the provision of an inclusive, participative culture and environment, staff and students develop a sense of involvement within our TUS community and wider community (regionally, nationally, and internationally).

Values

- We strive to build **community** through partnership and developing connections.

- We foster **growth** through collaborative learning and reflection.

- We advocate for fairness of treatment, social responsibility, **equity** of opportunity and equal access for all, taking an intersectional lens through all our activities.

- We promote working with **empathy** through being accepting, respectful and understanding of individual needs and differences.

- We aim for **authenticity** through being research led and transparent to impact change.

EDI Strategic Goals 2024 - 2026

The TUS EDI Strategy 2024–2026, aligned with the TUS Strategic Plan 2023–2026, is available on the EDI section of the TUS website. The TUS Strategic Plan identifies four Strategic Priorities, with the EDI Strategy supporting Strategic Priority 3: People and Organisation. This priority aims to create an integrated organisation where everyone can realise their potential and have equal opportunities.

TUS is committed to treating all staff and students equally, as required by various equality laws and the Public Sector Duty. The Technological Universities Act 2018 also mandates promoting gender balance and respecting diversity. TUS is dedicated to meeting these obligations and proactively promoting equality.

The EDI Strategy identifies six strategic goals as outlined in Figure 3. The following pages report on the institution's progress under each of these strategic goals in the Academic Year 2023-24 and provides updates on our Athena Swan Action Plan 2022- 2024.
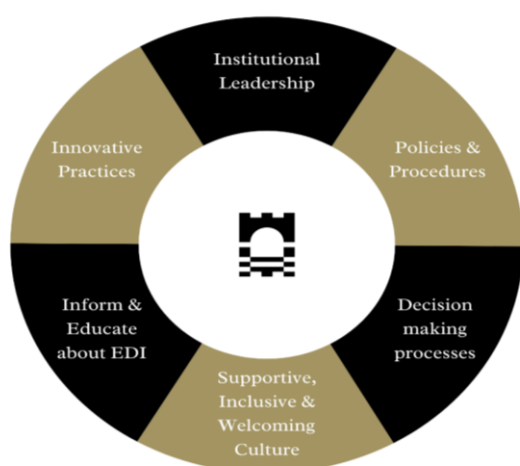

Figure 3 EDI Strategic Goals 2023- 2026

Strategic Goal 1

Institutional Leadership

To strengthen institutional leadership in EDI through related accreditation, recognition and best practice

Athena Swan Bronze Award

TUS successfully secured an institutional Athena Swan Bronze Award following its application on June 25, 2024, which was assessed by an external panel.

The assessment panel commended the structures TUS has in place to support equality related work, the evidence-based identification of issues and our comprehensive action plan. Following the achievement of the TUS Athena Swan Bronze Award, TUS will implement the Athena Swan Action Plan 2024-2028 from AY 24/25.

This EDI Annual report focuses on the progress achieved against the TUS Athena Swan Legacy Award Action Plan 2022- 2024. An overview of the 2024 Athena Swan application process and a summary of the results of the All-Staff Survey conducted in late 2023 are available on the TUS Moodle **EDI Training page**.

Figure 4 L-R Geraldine McDermott (TUS Lecturer), Carol Wrenn (EDI Manager), Marian Duggan (VP People, Culture & EDI) & Alan Tobin (EDI Officer) collect Athena Swan Bronze Award in Trinity College Oct 2024

National Committees

TUS is represented on the following national level EDI related committees:

HEA National EDI Committee
THEA EDI Group
Athena Swan Ireland National Steering Committee
Athena Swan Ireland National Practitioners Group
Athena Swan Race and Ethnicity Working Group
HEA EDI Data Working Group
Aurora Champions Advisory Group
ESVH Practitioners Network

Table 1 National EDI Related Committees
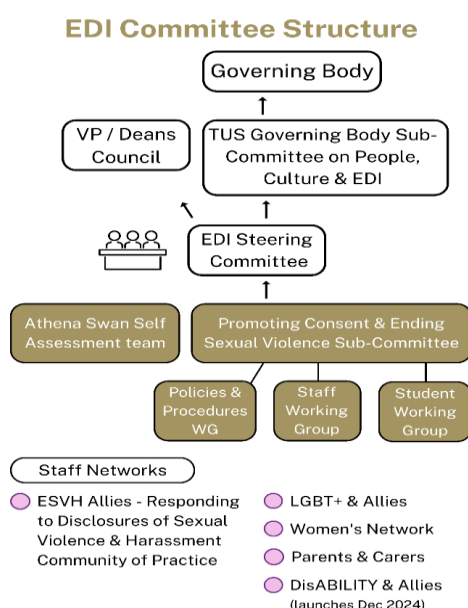
TUS EDI Committee Structure

Figure 5 EDI Steering Committee

Figure 5 outlines the TUS committee structure. The gender-balanced EDI Steering Committee (Table 2, Figure 6), chaired by the TUS President, includes representatives from Faculty, HR, Student Support Services, EDI, Research, Development and Innovation, and the Student's Union. The committee oversees and provides direction to the achievement of the EDI strategic goals. Discussions on EDI activity incorporates results of staff and student consultations, learning from research and best practice and guidance from national level directives and reporting requirements.
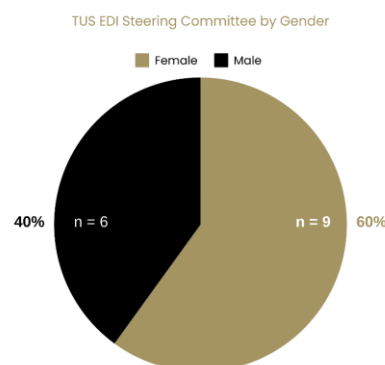
Figure 6 EDI Steering Committee by gender

The EDI Steering Committee reports to the Governing Body (GB) Sub-Committee of People, Culture and EDI (Table 3). This was established in 2022 to assist and advise the GB on EDI and HR governance and is chaired by a GB Member. The gender profile of this committee needs to be monitored in the recruitment of members.

The EDI Steering Committee also reports to the VP/Deans Council. The VP for People, Culture, and EDI, who is a member of the VP/ Deans Council, oversees senior-level EDI responsibilities. The EDI office operates under this VP. Progress on the Athena Swan Action Plan 2024–2028 will be reported annually to the GB, VP/Deans Council, and EDI Steering Committee, detailing completed, in-progress, and off-track actions.

EDI Steering Committee	
Name	**Title**
Prof. Vincent Cunnane	President (Chair)
Marian Duggan	VP People, Culture and EDI
Frances O'Connell	VP for Student Education & Experience
Dr Terry Twomey	VP for Academic Affairs & Registrar
Dr Liam Brown	VP for Research, Development & Innovation
Dr Maura Clancy	Dean, Applied Sciences & Technology & Director, Progression Pathways
Dr Don Faller	Dean of Science & Health
Dr Carol Wrenn	EDI Manager
Rabiya Ali	Sexual Violence Prevention & Response Manager
Linda Barry	Academic Administration & Student Affairs Manager
Sarah LaCumbre	Student Resource Centre Manager
Dr Nuala Harding	Head of the Centre of Pedagogical Innovation & Development
Peter Doyle	HR Manager
Liam Brennan	HR Manager
Amelia Lown	Students Union President

Table 2 EDI Steering Committee

Name	Title
Noel Gavin	Governing Body Member (Chair), Northern Trust
Prof. Vincent Cunnane	TUS President
Catherine Collins	External Independent Member
Dr. Nata Duvvury	External Independent Member – EDI Expertise
Dr. Ebun Joseph	External Independent Member – EDI Expertise
Brigid Delamare	Governing Body Member – Staff Representative
Amelia Lown	Governing Body Member - Student Representative
Marian Duggan	VP People, Culture and EDI
Frances O'Connell	VP for Student Education & Experience
Dr Carol Wrenn	EDI Manager (Secretary)

Table 3 Governing Body Sub-Committee on People, Culture & EDI

The TUS Athena Swan Self Assessment team (SAT) was formed in March 2023, to support the Athena Swan application and development of the 2024-2028 TUS Athena Swan action plan. 32 staff members from across TUS participated in the SAT, with an additional 18 members part of working groups supporting the SAT on the areas of Culture and Organisation, Care, Leave and Flexible Working, and Career Development and Progression. SAT members are detailed in table 4, with additional working group members outlined in table 5

TUS Self-Assessment Team			
Name	**Title**	**Name**	**Title**
Marian Duggan	VP People, Culture and EDI	Carmel McKenna	Graduate Studies and Research staff
Carol Wrenn	EDI Manager	Anne Naughton	N-TUTORR Project Liaison and Digital Ecosystems Coordinator
Alan Tobin	EDI Administrator	Louise Higgins	Manager, Academic Affairs and Registration
Kaushal Shetty	Asst Lecturer, Faculty of Engineering and Built Environment	Nuala Harding	Head of Centre for Pedagogical Innovation and Development
Ailbe Burke	Lecturer, Faculty of Engineering and Built Environment	Aileen Sheehan	Staff officer, Student Education and Experience
Mairead Seary	Lecturer, Faculty of Engineering and Informatics	Cormac Cloonan	Head of Capital Development
Ronan Flynn	Lecturer, Faculty of Engineering and Informatics	Louise Doherty	HR Project Integration Manager, People Culture and EDI
Maureen Falvey	Senior Lecturer, Faculty of Applied Sciences and Technology	Annette Scott	Staff Capabilities Officer, NTUTORR
Frank Houghton	Lecturer, Faculty of Applied Sciences and Technology, Director of Research Institute, Social Sciences Connexions	Peter Doyle	HR Manager, People Culture and EDI
Aoife Lane	Head of Department, Faculty of Sciences and Healthcare	Lena Madden	Senior Business Development Scientist and Principal Investigator, Research Innovation and Enterprise
Sharon Lucey	Lecturer, Faculty of Business and Humanities	Alexandre Portela	Analytical Support Officer, Research Innovation and Enterprise
June O Byrne Prior	Head of Department, Faculty of Business and Humanities	John McKenna	Vice President, Strategy, Transitions and Projects
Gayle Tarmey	Lecturer, Faculty of Business and Hospitality	Geraldine McDermott	Senior Lecturer, Centre for Pedagogical Innovation and Development
Ciara Healy	Head of Department, LSAD	Cindy Blayney	TUS Postgraduate Student
Stefano Odorico	Lecturer, LSAD	Jose Fernandes	SU Officer
Alice Steen	Lecturer, LSAD	Amelia Lown	SU President
Jude Lohan	Lecturer, Faculty of Continuing, Professional, Online and Distance Learning		

Table 4 TUS Self Assessment Team Members

Additional SAT Working Group Members	
Working Group Culture and Organisation	
Marguerite Shanley,	Lecturer, Faculty of Sciences & Healthcare
Caroline Coyle,	Lecturer, Faculty of Sciences & Healthcare
Jacinta Moore,	Lecturer, Limerick School of Art & Design
Mona Khan,	Staff Officer, Student Education & Experience
Working Group: Care, Leave, Flexible Working	
Amit Haldar,	Assistant Lecturer, Faculty of Engineering & Built Environment
Anna Rose Codd	, Lecturer Faculty of Sciences & Healthcare
Iain Murray	, Science Tutor, Student Education & Experience
Career Development and Progression	
Jeffrey Buckley,	Lecturer, Faculty of Engineering & Informatics
Catherine Ann O Connell,	Senior Education Developer/Lecturer, Centre for Pedagogical Innovation and Development
Ciarán Ó Catháin	Lecturer Faculty of Sciences & Healthcare
Geraldine Cuskelly	Lecturer Faculty of Sciences & Healthcare
Niamh Ní Chéilleachair	Lecturer Faculty of Sciences & Healthcare
Carmel Kealey	Lecturer, Faculty of Sciences & Healthcare
Martina Cleary	Lecturer, Limerick School of Art & Design
Carmel Hennessy	Staff Officer, Student Education & Experience
Caroline Burke	HR Officer, People Culture & EDI
Patricia Smith	HR Officer, People Culture & EDI
Olivia Adly Attallah	Postdoctoral Researcher, Research, Innovation & Enterprise

Table 5 Additional TUS SAT Working Group members

Promoting Consent and Ending Sexual Violence

Sub-Committee on Promoting Consent and Ending Sexual Violence

.Name	Title
Marian Duggan	VP People, Culture and EDI (Chair)
Rabiya Ali	Sexual Violence Prevention and Response Manager
Frances O Connell	VP Student Education and Experience
Carol Wrenn	EDI Manager
Linda Barry	Academic Administration and Student Affairs Manager
Sarah LeCumbre	Student Resource Centre Manager
Peter Doyle	HR Manager Midwest
Liam Brennan	HR Manager Midlands
Sean O Connell	Head of Student Counselling Midwest
Treasa Fox	Head of Student Counselling Midlands
Niamh Murphy	Deputy Head of Student Counselling
Majella Ryan	Student Counselling Midwest
Kathy Heavey	Student Counselling Midlands
Aidan O Connor	Department of Built Environment
Joanne Holland	Careers and Employability
Amelia Lown	SU President
Fiona McGrath	Garda National Protective Services Bureau Limerick
David Finnerty	Garda National Protective Services Bureau Clare/Tipperary
Siobhan O Leary	Rape Crisis Midwest
Pauline Cahillane	Athlone Rape Crisis Centre
Natasha O Keeffe/ Catherine Hanley	Tipperary Rape Crisis Centre

Table 6 Promoting Consent and Ending Sexual Violence Sub Committee

The Sub-Committee on Promoting Consent and Ending Sexual Violence (ESVH) oversees the implementation of the ESVH Action plan and reports to the EDI Steering Committee. Membership expanded in AY 23/24 with external members joining. See Table 6 for membership

Promoting Consent and Ending Sexual Violence Student Working Group

The Student Working Group focuses on actions related to ESVH awareness, training and supports for students. This group met in April 2024 and May 2024. See membership in Table 7.

Name	Title
Marian Duggan	VP People, Culture and EDI
Rabiya Ali	Sexual Violence Prevention and Response Manager
Frances O Connell	VP Student Education & Experience
Carol Wrenn	EDI Manager
Linda Barry	Academic Administration and Student Affairs Manager
Sarah LeCumbre	Student Resource Centre Manager
Sean O Connell	Head of Student Counselling
Treasa Fox	Head of Student Counselling
Niamh Murphy	Deputy Head of Student Counselling
Majella Ryan	Student Counselling Midwest
Kathy Heavey	Student Counselling Midlands

Table 7 Promoting Consent and Ending Sexual Violence Student Working Group Membership

Promoting Consent and Ending Sexual Violence Policies and Procedures Working Group

The Policies and Procedures Working Group focuses on the development of ESVH related policies and procedures and met once in May 2024. See membership in Table 8.

Name	Title
Marian Duggan	VP People, Culture and EDI
Rabiya Ali	Sexual Violence Prevention and Response Manager
Frances O Connell	VP Student Education and Experience
Carol Wrenn	EDI Manager
Peter Doyle	HR Manager Midwest
Liam Brennan	HR Manager Midlands
Linda Barry	Academic Administration and Student Affairs Manager
Sarah LeCumbre	Student Resource Centre Manager
Sean O Connell	Head of Student Counselling
Treasa Fox	Head of Student Counselling
Niamh Murphy	Deputy Head of Student Counselling
Majella Ryan	Student Counselling
Kathy Heavey	Student Counselling

Table 8 Promoting Consent and Ending Sexual Violence Policies and Procedures Working Group Membership

Gender Profile of Decision-Making Committees within TUS

This section details the gender profile of key decision making committees and structures within TUS. Reviewing the gender balance of these structures is a priority action within the TUS 2024-2028 Action plan (action 1.1a).

Governing Body and Academic Council

On formation of TUS on 1st September 2021, an interim Governing Body (GB) and Academic Council (AC) was established, with elections held for inaugural GB and AC Members in 2022. The Chair of TUS GB is female while the Chair of TUS AC is male. Both GB and AC are gender balanced (Table 9). In 2023-24, there was gender balance on GB Audit & Risk and Governance & Nomination Sub-committees, but not on the Finance & Physical Development Sub-Committee (Table 10).Table 11 shows the gender balance of Academic Council Sub-Committees, with the largest imbalances in the Apprenticeship sub-Committee (22% F) and Student Experiences and Access sub-committee (75%F). Membership of AC Sub-Committees are reviewed annually.

	2023				2022				2021			
	F	% F	M	% M	F	% F	M	% M	F	% F	M	% M
Governing Body	8	42%	10	53%	9	45%	11	55%	2	40%	3	60%
Academic Council	32	51%	31	49%	30	48%	32	52%	13	42%	18	58%

Table 9 Governing Body & Academic Council membership

Governing Body Sub-Committee	F	% F	M	% M	Chair M/F
Finance & Physical Development	0	0%	5	100%	Male
Audit & Risk	3	60%	2	40%	Female
Governance & Nomination	2	40%	3	60%	Female

Table 10 Governing Body Sub-Committee membership

Academic Council Sub Committee	Total	F	%F	M	%M
Admissions, Transfers & Progression	28	18	64%	10	36%
Apprenticeship	23	5	22%	18	78%
Flexible Learning	43	25	58%	18	42%
International & RUN EU	46	26	57%	20	43%
Postgraduate Studies & Research	58	30	52%	28	48%
Programme Provision & Review	44	26	59%	18	41%
Quality Assurance and Enhancement	22	13	59%	9	41%
Student Experience and Access	24	18	75%	6	25%
Teaching, Learning and Assessment	29	20	69%	9	31%

Table 11 Academic Council Sub-Committees 2023-24

VP/Deans Council

The VP/Deans Council provides the executive leadership of the University on a day-to-day basis. There has been improvement in the gender balance at this level from 2022 to 2023, related to movement in Senior Academic Leadership Initiative (SALI) post (Figure 7). Under the proposed new organisational and reporting structure for TUS, changes will be implemented to the composition of the Executive Management Group.
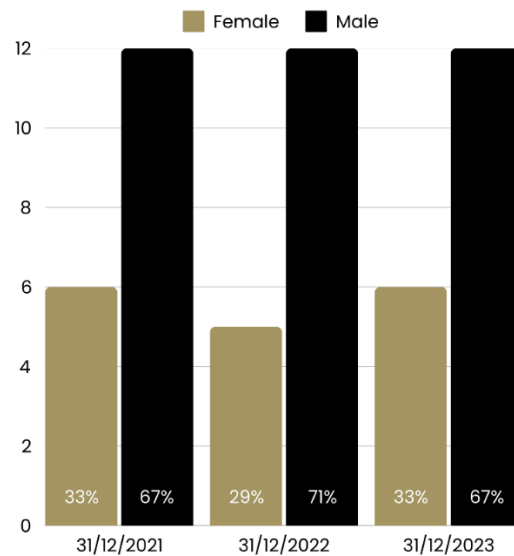

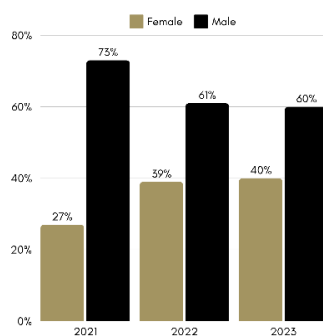*Figure 7 VP/Deans Council Membership 2021- 2023*
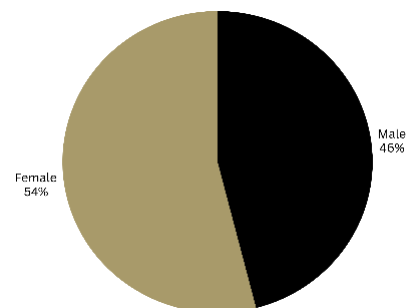

Figure 9 Heads of Departments

Figure 8 Central Service Managers Gender Balance 2023

Between 2021 and 2023, there was significant improvement in female representation at HoD level, moving from 27% in 2021 to 40% in 2023 (Figure 9). There was also gender balance at Central Service Manager level in 2023 (Figure 8).

EDI Strategic Goal 1 2022- 2024 Athena Swan Action Plan Update

Progress to date	Completed: 8	In progress: 2	Not started:2

Action No.	Summarised Action	Update on progress
1.1a	Establish a relevant and agile EDI staff structure to deliver on EDI commitments.	VP for People, Culture and EDI appointed. TUS EDI Manager in place, supported by Grade VI and Grade IV posts. ESVH Prevention and Response Manager appointed in October 2024. TUS EDI Budget in place. See website at The EDI Team - TUS
1.1b	Establish a relevant and agile EDI Committee structure	EDI Committee structure in place
1.1c	The EDI Steering Committee, chaired by the President, to oversee development of EDI policies, procedures and initiatives.	EDI Steering Committee appointed. AY 23/24 meetings held on following dates 5th October 2023, 13th December 2023, Jan 2024, May 2024, June 2024
1.1d	Establish Athena Swan Self-Assessment Team.	SAT established and supported Athena Swan application submission
1.1e	Establish EDI Champions Network and review on an annual basis.	SAT will be reconfigured to Athena Swan Champions Group in 2025. (Action 1.1d AS 2024-2028 action plan)
1.2a	All incoming committee structures will achieve a minimum gender balance target of 40% women and 40% men, and among their Chairs, on a comply or explain basis by the end of 2022.	GB and AC gender balanced. Further monitoring required of sub committees. (Action 1.1a and 1.1b AS 2024-2028 action plan).
1.2b	Governing Body will consistently achieve gender balance in its composition. Nominating bodies will propose, recruit, and appoint a gender balanced set of representatives to act on the Institute's primary governance entity	GB and AC gender balanced. Further monitoring required of sub committees. (Action 1.1a and 1.1b AS 2024-2028 action plan).
1.3a	Apply for Athena Swan Legacy Award	Athena Swan Legacy Award achieved in 2022
1.3b	Agree timetable & prepare application for Athena SWAN Bronze Award	Athena Swan Bronze Award achieved in 2024
1.3c	All TU Faculties / Departments to agree a timetable with Equality & Diversity Committee on submission of applications for Departmental/ Faculty Athena SWAN Bronze Awards.	Carried forward into 2024-2028 Athena Swan action plan (Action 1.1c of 2024-2028 AS action plan).
1.4a	Review Gender Equality Action Plan on a quarterly basis. Analyse areas for on track/off track and share with EDI Steering Committee	Biannual updates provided to EDI Steering Committee and VP/ Deans Council. Annual updates provided to Governing Body
1.5a	Representation on national EDI committees and working groups.	TUS EDI representation on national committees has enabled collaborations, including joint Gender Equality Enhancement Fund applications, training resource sharing (e.g., the EDI in Higher Education e-learning module), advancing Consent Framework priorities and exploring Race Equality initiatives.

Strategic Goal 2

Policies and Procedures

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.

Approved **EDI related policies and procedures** are available on the TUS website.

Equality Statement

The TUS Equality Statement, required by the Technological Universities Act 2018 and approved by the TUS Governing Body in June 2022, details TUS's commitment to equality in opportunities, student experience and employment, gender equality and intersectionality, equality in curricula and pedagogies, and through policies and procedures. It is available on the TUS EDI webpage.

EDI Policy

A draft TUS EDI Policy was developed in AY 23/24, and consultations with unions took place. The policy emphasises TUS commitment to embedding EDI across all TUS policies and procedures.

Gender Identity and Expression Policy

The **TUS Gender Identity and Expression Policy** was approved and published in 2024 and is now accessible on the TUS website.

Name Change Procedure

TUS is committed to supporting students and staff with diverse genders. Those with formal name change documentation (Deed Poll or Gender Recognition Certificate) can update their name on all TUS records through Admissions or Human Resources.

Understanding that transitioning can be a lengthy process, TUS also allows name changes on online platforms (Outlook, Teams, Moodle), without official documentation, upon request through the EDI office. This approach ensures support at every stage of the journey, even if official records remain unchanged. Detail of the **Name Change procedure** is available on the TUS website. In AY 23/24, 14 students availed of this name change facility.

Recruitment, Selection and Appointments Policy

This policy was approved in AY23/24, and includes a number of EDI related considerations, including gender balance on interview boards, and EDI related training for interview board members. It is available on the TUS HR website.

Policy and Procedure for preventing and responding to Sexual Violence and Sexual Harassment

Extensive consultations, including detailed legal advice on the TUS Policy and Procedure for Preventing and Responding to Sexual Violence and Harassment took place in AY 23/24. The policy will be approved and implemented in 2025.

Workplace Supports for Employees affected by Domestic Violence and Abuse Policy

A draft TUS Policy on Workplace Supports for Employees affected by Domestic Violence and Abuse was developed in AY 23/24.

Dignity & Respect Policy

The **TUS Dignity and Respect Policy and Procedure** was approved and published in June 2023. This serves as the primary framework for addressing discrimination and unfair treatment. It includes formal and informal mechanisms for handling complaints, with formal complaints recorded

and summary reports provided to VP/Deans Council and Governing Body.

Student related policies

A number of student related policies which embed EDI related principles were approved during AY 23/24. These include:

TUS Policy for Accessible Examination Papers 2022 – 2023. TUS is dedicated to ensuring accessibility so that all students have equal opportunities and access when completing written examinations. This policy notes the incorporation of the principles of Universal Design in devising Examination Papers to ensure universal access for learners.

TUS Policy for the Provision of Lecture Recording as a Reasonable Accommodation 2023 – 2028. TUS is committed to supporting students with disabilities by providing reasonable accommodations. This policy ensures that students registered with the TUS Disability Service, who are assessed as needing lecture recordings or similar resources, receive these accommodations. Lecture recordings are considered essential for equitable access to education. TUS facilitates the right to lecture recordings as a reasonable accommodation in line with statutory obligations.

Other policies and procedures developed in 2023-2024 emphasise how the values of Equality, Diversity, and Inclusion are integral to our quality assurance academic enhancement policies and processes. These include:

- **TUS Digital Badge Policy 2024-2029**,
- **TUS Policy for Embedded Awards and Exit Application (Major and Minor Awards) 2023 – 2028**
- **TUS Definitions and Methodology to Support Evidence-Based**

Decision Making and Student Success 2023 – 2028,
- **TUS Policy and Procedures on the Provision of References for Students/Graduates 2024 – 2027,**
- **The TUS Student Charter**

Speak Out

Speak Out is an online anonymous reporting tool available to students and staff to disclose incidents of bullying, harassment, discrimination, sexual harassment and sexual violence. There were 30 reports on TUS Speak Out in AY 23/24, with a total of 64 behaviours reported. The majority of these related to bullying and harassment (Table 12).

Situation	TOTAL
Bullying & cyberbullying	19
Harassment	12
Discrimination	<10
Hate Crime	<10
Coercive Behaviour/Control	<10
Stalking	<10
Assault	<10
Sexual Harassment	<10
Sexual Assault	<10
Rape	<10
Other	<10
TOTAL	**64**

Table 12 Speak Out Reports by AY23/24

Communications and Meeting Etiquette

In 2022, a TUS Guide to Effective Practice that Supports EDI in TU Communications 2022 – 2024 was incorporated into the Academic Handbook. Building on that, meeting etiquette guidance will be developed in AY 24/25.

Staff consultation

The 2023 Athena Swan All Staff Survey highlighted the need for robust policies and procedures, which has informed priority areas in the 2024-2028 Athena Swan action plan. Key survey findings include:

Bullying and Harassment

- **55%** respondents are aware of reporting mechanisms. This is higher among PMSS staff (**63%**) vs. Academic staff (**50%**).

Discrimination

- **52%** respondents knew how to report discrimination, with PMSS staff (**57%**) more familiar than Academic and Research staff (**48%**) (Table 14).

Sexual Violence and Harassment

- **51%** respondents aware of reporting mechanisms relating to sexual violence and harassment.

The Athena Swan staff survey asked respondents why they might not feel comfortable reporting sexual violence or harassment (Figure 10). The fear of nothing being done was the most selected choice across all genders, underscoring the need for a robust policy and procedure to support staff and students who may experience sexual violence or harassment. The second most popular reason for female respondents was "I fear it would become public knowledge". This clearly highlights the sense of stigma, as well as lack of trust within the reporting system. These issues have informed priority areas within the 2024-2028 Athena Swan action plan (Actions 2.1c, 4.1a).

Bullying and Harrassment

	All Responses	Female	Male	PMSS	Academic
I know how to report incidences of bullying and harassment in TUS (yes)	307 (55%)	180 (53%)	112 (60%)	147 (63%)	156 (50%)

Table 13 Survey responses on bullying and harassment

Discrimination

	All Responses	Gender		Ethnicity		Staff Category	
		Female	Male	Majority	Minority	PMSS	Academic
I know how to report discrimination (yes)	292 (52%)	168 (50%)	110 (59%)	254 (52%)	27 (55%)	134 (57%)	151 (48%)

Table 14 Survey responses on knowing how to report discrimination

Sexual Violence and Harassment

	All Responses	Gender		Ethnicity		Staff Category	
		Female	Male	Majority	Minority	PMSS	Academic
I know how to report sexual harassment in TUS (yes)	286 (51%)	165 (49%)	105 (56%)	250 (52%)	25 (51%)	131 (56%)	148 (47%)
I know how to report sexual violence in TUS (yes)	295 (53%)	172 (51%)	107 (57%)	260 (54%)	24 (49%)	134 (57%)	154 (49%)

Table 15 TUS 2023 AS Survey responses on sexual violence and harassment

Top 4 reasons	Female Top 3 reasons	Male Top 3 reasons
I fear nothing would be done if made a complaint (n=136; 56%)	I fear nothing would be done if made a complaint (n=87; 54%)	I fear nothing would be done if made a complaint (n=37; 59%)
I fear it might affect my career/future career (n=117; 48%)	I fear it will become public knowledge (n=80; 49%)	I fear it might affect my career/future career (n=32; 51%)
I would be worried about being called a trouble maker (n=113; 47%)	I fear it might affect my career/future career (n=78; 48%)	I would be worried about being called a trouble maker (n=30; 48%)
I fear it will become public knowledge (n=113; 47%)		

Figure 10 Responses to "If you would not feel comfortable reporting sexual violence or harassment, why not?"?"

EDI Strategic Goal 2 2022- 2024 Athena Swan Action Plan Update

Progress to date		Completed: 9	In progress: 14	Not started: 1

Action No.	Summarised Action	Update on Progress
2.1a	Develop, communicate, implement and review a TU EDI Policy	Draft policy developed and consultations completed in AY 23/24.
2.2a	Develop, communicate, implement and review the operational implementation of TU Sexual Misconduct Policy	Draft policy developed and consultations completed in AY 23/24
2.3a	Develop, communicate, implement and review the operational implementation of the TU Dignity and Respect policy and procedure.	Policy approved and available on HR website. Further work included in Action 4.1a of 2024-2028 Athena Swan action plan.
2.3b	Develop, communicate, implement and review the operational implementation of a TU Equal Opportunities Policy	TUS Equal Opportunities Policy developed and approved. Communication sent to all employees regarding policy location in Jan 2023.
2.3c	Develop, communicate, implement and review the operational implementation of a TU Policy on Gender Identity & Gender Expression.	TUS Gender Identity & Expression developed and approved. Policy available on EDI website
2.3d	Lobby for changes to be made to nationally agreed Code of Conduct Policies for both staff and students to ensure that trans staff and other minority groups are specifically protected	Lobbying for changes to Code of Conduct being conducted through TUS membership of committees (HR Managers Group / EDI Group) in THEA.
2.4a	Business Process review of existing Recruitment, Selection & Promotion Processes to address areas for potential gender bias and to develop greater clarity and transparency around recruitment processes.	Business process review of Recruitment, Selection & Promotion Process completed. Training for managers on the TUS Integrated Processes conducted during 2023. Effective date of implementation of integrated process was 1st January 2023
2.4b	Finalise TUS Recruitment and Selection Policy and Procedure, ensuring the following are included: - 60/40 minimum gender balance on interview panels. - Appropriate EDI related interview skills for hiring panel	TUS Recruitment & Selection Policy & Procedures and available on TUS HR website. Policy includes commitment to 60/40 gender balance on interview boards and EDI related interview skills training
2.4c	When recruiting staff for academic posts, use a range of measures to attract more female applicants, to include: • Review usefulness of gender decoder software • Include a statement to encourage applications from under-represented groups • Create a TUS recruitment pack • Ensure a minimum of 60/40 gender representation on selection boards with relevant experiences to assess candidates	Gender decoder used by HR for job adverts. HR and EDI staff have continued to monitor the use of this tool and are tracking the regularity of feminine/masculine words that come through job descriptions. HR monitor composition of interview board to ensure a minimum 60/40 gender representation. TUS HR Website developed.
2.4d	The TU will put measures in place to achieve at least 40% women across VP Council and Deans Council. This will involve applying to HEA for funding for a SALI III post. If this funding is unsuccessful, alternative avenues for addressing gender imbalance across VP and Dean levels will be explored	There is 33% female representation across VP and Deans Council as of 31st Dec 2023. Further work included in Action 1.1a of 2024-2028 Athena Swan action plan

2.4e	Review use of all fixed terms and specific purpose contracts	See Table 23 under Strategic Goal 3 for information. Listings of staff (both academic and PMSS) on fixed term and specified purpose contracts are reviewed on an annual basis.
2.4f	Survey on career progression with part time staff to establish if part time working is by choice	Questions regarding part time roles were included in the 2023 Athena Swan Survey and informed actions in the 2024-2028 AS Action plan.
2.4g	Develop promotion pathways in TUS. This should include: • Lobby nationally, in conjunction with THEA, for the introduction of promotional pathways for academic staff in the Technological Sector and recommendations of OECD Report on such pathways. • Develop clear guidelines on the criteria required for promotion and link with targeted leadership supports. This should be tailored for academics, researchers and PMSS staff.	OECD has conducted a Review of Technological University Academic Contracts, Career Paths and Organisation. Discussions regarding the recommendations from this review are continuing.
2.4h	Establish a TUS wide Remote Working Policy. The development of the policy will include education for all employees and managers	TUS Hybrid Working Policy & Procedures developed. Pilot of implementation of procedures currently being conducted.
2.4i	Develop and disseminate policies and guidance to support flexible working for parents.	TUS Policies to support flexible working have been developed and approved. Policies and guidance are available on HR Webpage.
2.4j	Develop a TU 'Core Hours for Meetings' and 'Email-usage' guidance to address concerns about compatibility of promotion with other responsibilities outside the workplace	Right to Disconnect guidance under development. This action has been carried forward to Action 2.1g in 2024-2028 Athena Swan action plan.
2.4k	Develop and introduce a formal performance development system, taking into account relevant recommendations of OECD Report on TU Academic Contracts & Career Paths. All Managers will be trained in best practice in conducting staff appraisals / development reviews.	This action has been carried forward to Action 2.1a in the 2024-2028 Athena Swan action plan. Work is underway to develop an appropriate Personal Development Plan system.
2.4l	Conduct a review of TUS Continued Professional Development Policy, to develop greater clarity and transparency around application for and awarding of continuing professional development / training opportunities.	TUS Learning and Development Policy under development. This action has been carried forward to Action 5.2b in the 2024-2028 Athena Swan action plan
2.4m	HR policies and procedures are reviewed on a systematic basis and monitored thereafter	TUS HR Policies & Procedures include a Document Control Record for review timeframes and annual updates. The Policy Unit oversees policy development, tracks status, maintains the Policy Webpage, and coordinates reviews and updates with Policy Owners.
2.5a	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	Discussions with HEA regarding a collaborative approach across HEIs for EIAs underway. This action is carried forward into action 2.2a 2024-2028 Athena Swan action plan.

2.6a	Introduce a TUS Policy on Communications & Events to ensure that University communication material and formal events are balanced, inclusive and avoid gender stereotyping.	A new brand for TUS was launched in 1st October 2021. In roll-out, care was taken to ensure that TUS communication material is balanced. Further actions relating to this have been included in 5.1b of the 2024-2028 Athena Swan action plan.
2.6b	Replace all gendered pronouns with gender-neutral language in all TU policies, procedures and documents	Guidance document developed, entitled TUS Guide to Effective Practice that Supports Equality, Diversity and Inclusion in Technological University Communications 2022 – 2024
2.7a	Develop relevant policies and procedures on the design, development and validation of new programmes to ensure the gender dimension is integrated into the proposed new curricula. Programmatic reviews will provide an opportunity for TUS to review existing curricula.	Development of Policy Delayed. Facilitated by GEEF Funding, TUS collaborated with SETU, MTU and ATU to develop an "EDI in the Curriculum" Charter and accompanying Guidelines and Resources, which support detailed EDI considerations in the curriculum.
2.8a	Develop internal and external web portal to house all EDI related policies.	Section included on EDI webpage for EDI related policies. As policies are approved, these will be uploaded on Policy Unit database of polices and on EDI webpage.

Strategic Goal 3

Decision Making Processes

To ensure decision making processes related to EDI issues are informed by comprehensive data, collected using a variety of qualitative and quantitative methods

Staff data is captured as male, female, non-binary, another not listed, and prefer not to say. To preserve the anonymity of the small number of staff who identify differently to male/female, categories of non-binary/ another not listed/ prefer not to say have been grouped as "other". In some instances, these figures are not included, in which case the tables will not amount to 100%.

All Staff Profile

As of 31st December 2023, TUS had a total staff headcount of 1,868 staff (Table 16), while the Whole Time Equivalent (WTE) figure is 1,609 (Table 17).

Headcount							
Category of Staff	Total	Female	% Female	Male	% Male	Other	% Other
Academic Staff (Core & Non-Core)	1060	483	46%	575	54%	2	0%
PMSS Core-Funded	516	319	62%	195	38%	2	1%
PMSS & Research Staff (Non-Core*)	292	171	59%	117	40%	4	3%
Total	**1868**	**973**	**52%**	**887**	**47%**	**8**	**0%**

Table 16 Headcount TUS staff by gender and post category 31st Dec 2023

WTE							
Category of Staff	Total	Female	% Female	Male	% Male	Other	% Other
Academic Staff (Core & Non-Core*)	957.18	434.12	45%	521.17	54%	1.89	0%
PMSS Core-Funded	421.36	254.54	60%	165.81	39%	1.01	0%
PMSS & Research Staff (Non-Core*)	230.80	139.14	60%	88.64	38%	3.01	1%
Total	**1609.34**	**827.80**	**51%**	**775.62**	**48%**	**5.91**	**0%**

Table 17 WTE TUS staff by gender and post category 31st Dec 2023

Gender

TUS staff gender breakdown aligns with TU averages, which are more balanced than HEI averages (Figure 11 and Table 18).
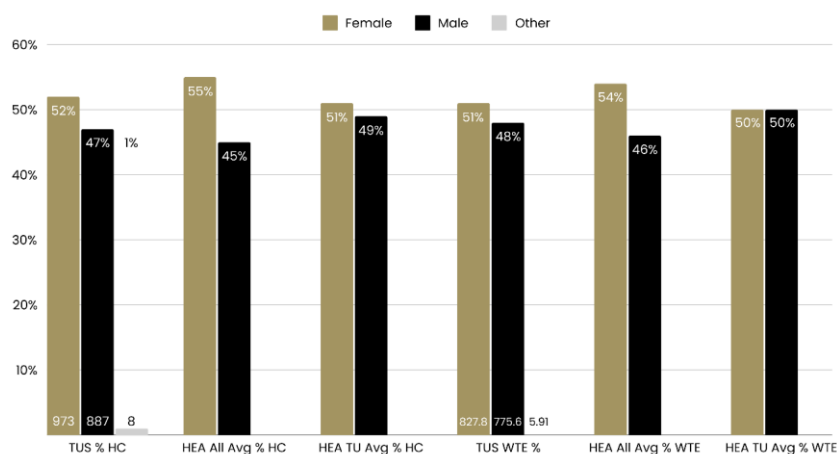

Figure 11 TUS staff by gender (2023) compared with HEA figures (2022)

Gender	TUS Total HC	TUS HC %	HEA All Avg % HC	HEA TU Avg % HC	TUS Total WTE	TUS WTE %	HEA All Avg % WTE	HEA TU Avg % WTE
Female	973	52%	55%	51%	827.80	51%	54%	50%
Male	887	47%	45%	49%	775.62	48%	46%	50%
Other	8	1%	0%	0%	5.91	0%	0%	0%
Total	1868				1609.34			

Table 18 TUS staff by gender (2023) compared with HEA figures (2022)

Figure 12 shows the gender breakdown of staff (WTE) over the past 3 years, based on annual Staff Profile by Sex and Gender submitted to the HEA. Academic staff (core and non-core) remain gender balanced. PMSS core staff have become more gender balanced, while PMSS and Research Staff (Non-Core) have seen a slight increase in female representation.
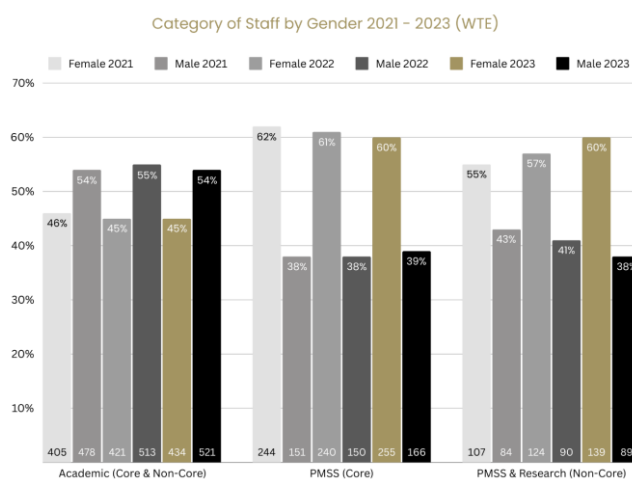

Figure 12 Category of staff by gender 2021- 2023 WTE

Gender Pay Gap

The Gender Pay Gap Information Act 2021 requires organisations with over 250 employees to report on their Gender Pay Gap. The reporting period is the 12-month period immediately preceding and including the snapshot date on 30th June. TUS adheres to nationally agreed salary ranges for all job roles. This ensures that everyone is paid fairly for undertaking the same or a similar role. The Gender Pay Gap looks at the distribution of men and women **across all job levels** of the organisation and identifies how this translates into the average salary made as a result. The Gender Pay Gap is an equality measure that shows the difference between the **average earnings of all men versus that of all women in an organisation.** The TUS Gender Pay Gap reports are available on the TUS website. Figure 13 conveys how the TUS Gender Pay Gap has changed in the past three years.
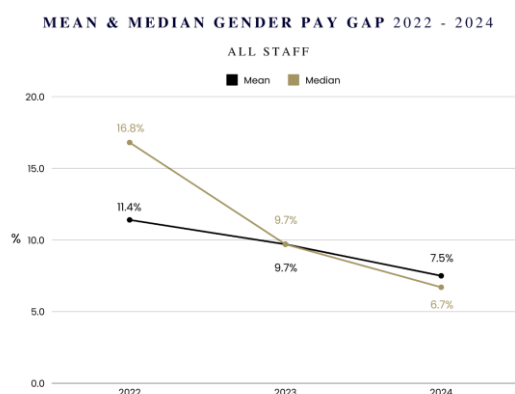

Figure 13 Mean and Median Gender pay gap TUS 2022- 2024

Ethnicity

In 2022, 15% of staff voluntarily updated their Ethnicity data on Core HR. This increased to 20% of staff by December 2023. While there has been an increase in disclosures, numbers remain low, and it is therefore not possible to provide a full analysis or further disaggregation by category of post/gender. Table 19 shows aggregate level data.

Ethnic Group / Background 2023 Data		
	HC	WTE
White Irish	324	313.62
Black or Black Irish	<10	<10
Asian	16	15.07
Other including mixed group / background	<10	<10
Unknown	1485	1239.81
TOTAL	1868	1609.34

Table 19 Staff ethnicity data 31st Dec 2023 HC and WTE

Of those who have provided ethnicity data, 84% identify as White Irish. TUS signed the HEA Anti-Racism principles in June 2023 and worked with Dr Jennifer Okeke, chairperson of the National Women's Council, to facilitate Race Equality Staff and Student Consultative Forums during Academic year 23/24. These forums will inform the development of a Race Equality Action plan.

Figure 14 TUS signs the HEA Anti-Racism Principles for Irish Higher Education Institutions

Disability

In 2023, 5.96% of 210 responding staff disclosed a disability on a voluntary and anonymous basis through the census of all employees conducted by HR. This figure exceeds the average in the public sector in Ireland, where the overall percentage of public

sector employees reporting a disability is currently at 4.1% (NDA, 2023[1]).

11% of the 561 anonymous respondents to the TUS 2023 Athena Swan Survey disclosed that they have a disability, impairment, chronic health condition (including mental health) or learning difference (Figure 15). Of those who did disclose, 48% of them stated that they have supports and reasonable accommodations available for them to do their job.
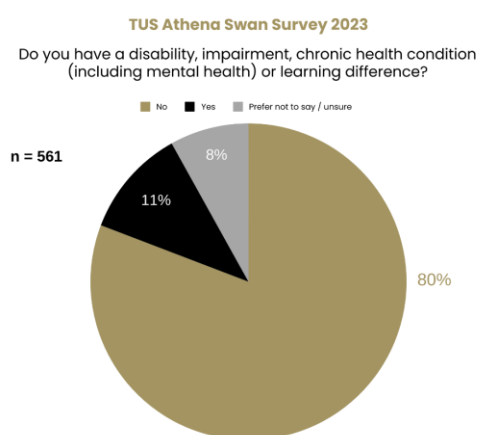

Figure 16 Age profile of staff May 2024

Figure 15 Staff responses to disability-related question in TUS Athena Swan Survey

Academic Staff

Table 20 and Figure 17 provide an overview of Academic Staff by grade and gender (WTE) from 2021- 2023, showing a good gender balance amongst academic staff at AL, L and SL3 Dean grades, and improvement at SL2 HoD. However, the male-female ratio at SL1T has worsened.

Female representation at each grade for academic staff is slightly better than HEA TU Averages (see Table 21 and Figure 18), except in the case of SL1T Grade.

Age

The majority of staff (60%) are between 45-64, with 4% in the 65+ age bracket (Figure 16). The age profile shows the need to concentrate on gender and age-specific health issues for staff (e.g., menopause, men's health), which will be included in the TUS Health and Well-being policy, a priority area in the 2024-2028 Athena Swan Action plan (action 2.1b).
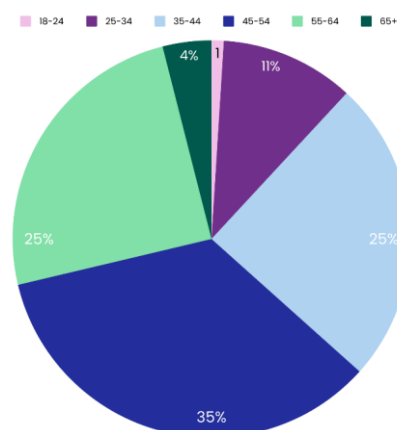
Grade	Total	Female	% Female	Male	% Male	Other	% Other
2021							
Senior Lecturer 3	10	4	40%	6	60%	0	0%
Senior Lecturer 2	33	9	27%	24	73%	0	0%
Senior Lecturer 1	30.50	11.50	38%	19	62%	0	0%
Lecturer	467.28	220.28	47%	247	53%	0	0%
Assistant Lecturer	342.56	160.37	47%	182.19	53%	0	0%
Total	**883.34**	**405.15**	**46%**	**478.19**	**54%**	**0**	**0%**

Grade	Total	Female	% Female	Male	% Male	Other	% Other
2022							
Senior Lecturer 3	9	3	33%	6	67%	0	0%
Senior Lecturer 2	33	13	39%	20	61%	0	0%
Senior Lecturer 1	28.50	11.50	40%	17	60%	0	0%
Lecturer	487.85	231.28	47%	256.57	53%	0	0%
Assistant Lecturer	379.98	162.61	43%	213.60	56%	3.76	1%
Total	**938.32**	**421.39**	**45%**	**513.17**	**55%**	**3.76**	**0%**

Grade	Total	Female	% Female	Male	% Male	Other	% Other
2023							
Senior Lecturer 3	10	4	40%	6	60%	0	0%
Senior Lecturer 2	36.91	14.91	40%	22	60%	0	0%
Senior Lecturer 1	29.01	10.53	36%	18.48	64%	0	0%
Lecturer	507.61	241.66	48%	265.95	52%	0	0%
Assistant Lecturer	373.64	163.05	44%	208.70	56%	1.89	1%
Total	**957.17**	**434.15**	**45%**	**521.13**	**54%**	**1.89**	**0%**

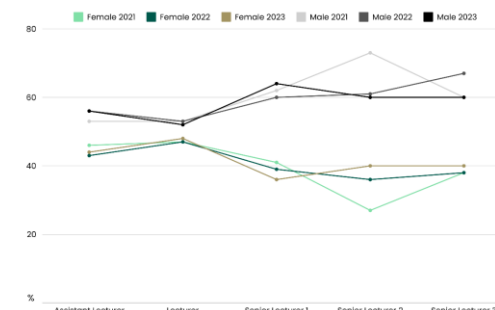*Table 20 Academic Staff (WTE) by gender and grade 2021-2023*

Figure 17 Academic Staff (WTE) by gender and grade

Grade	TUS 2023 % Female	HEA 2022 TU Avg % Female	TUS 2023 % Male	HEA 2022 TU Avg % Male
Senior Lecturer 3	40%	38.3%	60%	61.7%
Senior Lecturer 2	40%	40.1%	60%	59.4%
Senior Lecturer 1	36%	44.5%	64%	55.5%
Lecturer	48%	42.6%	52%	57.4%
Assistant Lecturer	44%	42.6%	56%	57.2%
Total	**45%**		**54%**	

Table 21 Comparison of Academic Staff (WTE) by gender and grade to HEA
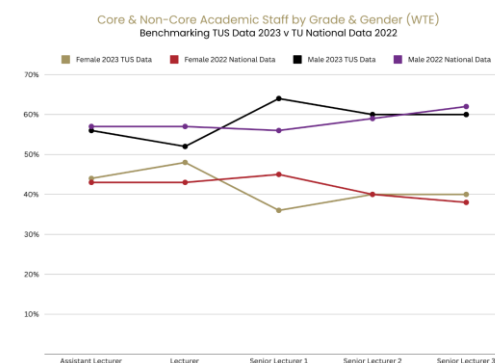

Figure 18 Comparison of Academic Staff (WTE) by gender and grade to HEA Averages

Professional, Managerial and Support Services Staff

Table 22 presents core funded PMSS by grade and gender. Females hold majority of roles in lower pay bracket of <€24,999, but total number of posts at this pay grade for 2023 is less than 14 WTE. Majority of TUS PMSS staff fall within the €46,000-€75,999 pay bracket, where there is male underrepresentation. Recent pay increases have contributed to movement of PMSS staff to higher pay brackets, contributing to the rise of women in top pay scale of >€106,000 (Figure 19).

Grade	Total	Female	% Female	Male	% Male	Other	% Other
2021							
< €24,999	16.40	11.17	68%	5.23	32%	0	0%
€25,000 – €45,999	160.75	97	60%	63.78	40%	0	0%
€46,000 – €75,999	182.53	122	67%	60.52	33%	0	0%
€76,000 – €105,999	26.56	11.6	44%	15	56%	0	0%
> €106,000	8	2	25%	6	75%	0	0%
Total	**394.24**	**243.7**	**62%**	**150.52**	**38%**	**0**	**0%**

Grade	Total	Female	% Female	Male	% Male	Other	% Other
2022							
< €24,999	18.91	14.15	75%	4.76	25%	0	0%
€25,000 – €45,999	132.43	61.8	47%	68.65	52%	2	2%
€46,000 – €75,999	202.54	145.9	72%	56.60	28%	0	0%
€76,000 – €105,999	28.57	16.6	58%	12	42%	0	0%
> €106,000	10	2	20%	8	80%	0	0%
Total	**392.46**	**240.4**	**61%**	**150.01**	**38%**	**2**	**1%**

Grade	Total	Female	% Female	Male	% Male	Other	% Other
2023							
< €24,999	13.92	10.28	74%	3.64	26%	0	0%
€25,000 – €45,999	153.26	73.88	48%	78.37	51%	1.01	1%
€46,000 – €75,999	206.32	146.44	71%	59.88	29%	0	0%
€76,000 – €105,999	33.95	18.95	56%	15	44%	0	0%
> €106,000	13.92	5	36%	8.92	64%	0	0%
Total	**421.36**	**254.54**	**60%**	**165.81**	**39%**	**1.01**	**0%**

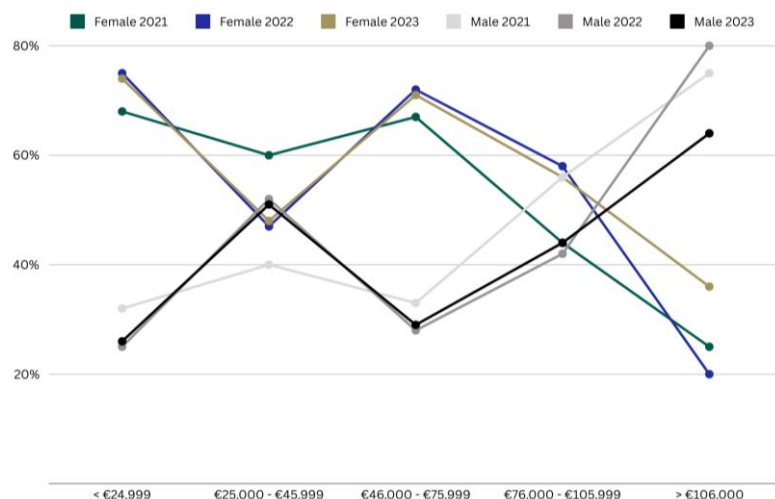*Table 22 PMSS (core-funded) WTE by pay grade and gender 2021-2023*

Figure 19 PMSS (core-funded) WTE by pay grade and gender

Female PMSS staff earning over €76,000 align with HEA TU averages, but male representation in the €46,000-€75,999 range is lower than HEA TU averages (Table 23, Figure 20).

Grade	TUS 2023 % Female	HEA 2022 TU Avg % Female	TUS 2023 % Male	HEA 2022 TU Avg % Male
< €24,999	74%	68%	26%	32%
€25,000 – €45,999	48%	52%	51%	48%
€46,000 – €75,999	71%	62%	29%	38%
€76,000 – €105,999	56%	57%	44%	43%
> €106,000	36%	37%	64%	64%
Total	**60%**	**58%**	**39%**	**42%**

Table 23 Comparison of PMSS (WTE) by gender and pay grade to HEA averages
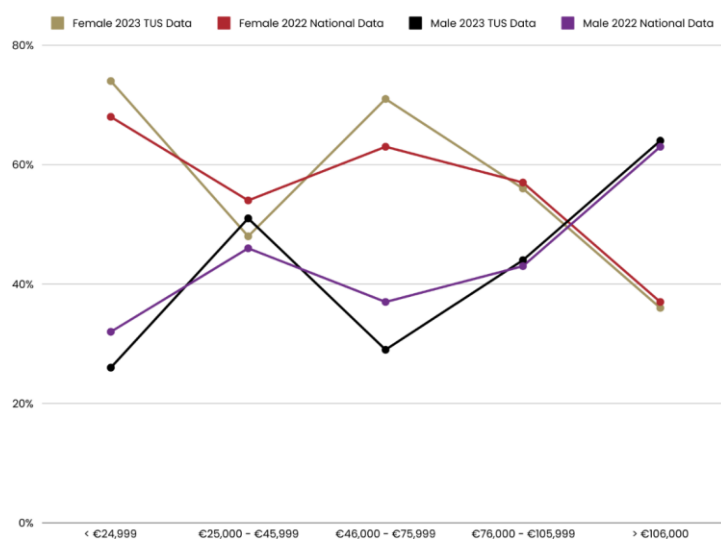

Figure 20 Comparison of PMSS (WTE) by gender and pay grade to HEA averages

Employment Status and Contract Types

Table 25 shows the 2023 breakdown of academic staff contracts by gender. There is gender balance for full-time and hourly-paid contracts, but more females hold part-time contracts. Notably, part-time staff make up only 3% of the total academic staff. Table 26 displays 2023 gender breakdown of core funded PMSS staff contracts. Similar to academic staff, there is gender balance among full-time contracts, but more females in part-time roles. Part-time staff account for 19% of total core funded PMSS staff consistently since 2021. The number of staff on fixed-term contracts has remained stable since 2021, regardless of full-time or part-time employment.

	Contract Type	Total	Female	% Female	Male	% Male	Other	% Other
Full-Time	Permanent/CID	700.20	312.23	45%	387.27	55%	0.70	0%
Full-Time	Fixed term / Specified Purpose	153.50	62.97	41%	89.34	58%	1.19	1%
	% Fixed term / Specified Purpose	18%	17%		19%			
Part-Time	Permanent/CID	25.92	17.67	68%	8.25	32%	0.00	0%
Part-Time	Fixed term / Specified Purpose	7.22	6.33	88%	0.89	12%	0.00	0%
	% Fixed term / Specified Purpose	22%	26%		10%			
Part-Time	Total Part-Time Staff	33.14	24.00	72%	9.14	28%	0.00	0%
	% of Total Staff	3%	6%		2%			
Hourly Paid	Hourly Paid	70.34	34.92	50%	35.42	50%	0.00	0%
	% of Total Staff	7%	8%		7%			
Total	**Total**	**957.18**	**434.12**	**45%**	**521.17**	**54%**	**1.89**	**0%**

Table 24 Academic Staff (WTE) Contract Type for 2023 by gender

	Contract Type	Total	Female	% Female	Male	% Male	Other	% Other
Full-Time	Permanent/CID	247.45	129.19	**52%**	117.26	47%	1	0%
Full-Time	Fixed term / Specified Purpose	89.80	53.20	**59%**	36.60	41%	0	0%
	% Fixed term / Specified Purpose	27%	29%		24%			0%
Part-Time	Permanent/CID	68.37	59.81	**87%**	8.56	13%	0	0%
Part-Time	Fixed term / Specified Purpose	13.32	10.91	**82%**	2.41	18%	0	0%
	% Fixed term / Specified Purpose	16%	15%		22%			0%
Part-Time	Total Part-Time Staff	81.69	70.72	**87%**	10.97	13%	0	0%
	% of Total Staff	19%	28%		7%			0%
Hourly Paid	Hourly Paid	2.42	1.43	**59%**	0.98	40%	0.01	0%
Total	**Total**	**421.36**	**254.54**	**60%**	**165.81**	**39%**	**1.01**	**0%**

Table 25 PMSS contract types by gender for 2023 (core-funded staff)

Student Demographics

TUS offers a diverse portfolio of programmes in a range of areas including science, engineering, health and welfare, business, hospitality, social sciences, informatics, sport, teacher education, and art and design, inter alia. There has been significant growth across all elements of education provision including full-time, part-time, undergraduate, postgraduate, apprenticeship, and flexible and lifelong learning. Student population numbers for academic years 2019-20 to 2023-24 are provided in Table 27, with a total student population of 14,488 students in 2023-24.

Academic Year	Total	Female	% Female	Male	% Male	Other / Prefer not to say	% Other
2019-20	13406	5961	44%	7445	56%	0	0%
2020-21	14509	8045	55%	6462	45%	2	0%
2021-22	14676	6987	48%	7680	52%	9	0%
2022-23	14755	6751	46%	7995	54%	9	0%
2023-24	14488	6427	44%	8031	55%	30	0%

Table 26 Profile of student numbers in TUS

The total number of students across a range of domains in the 2023-24 academic year is further provided in Figure 21.
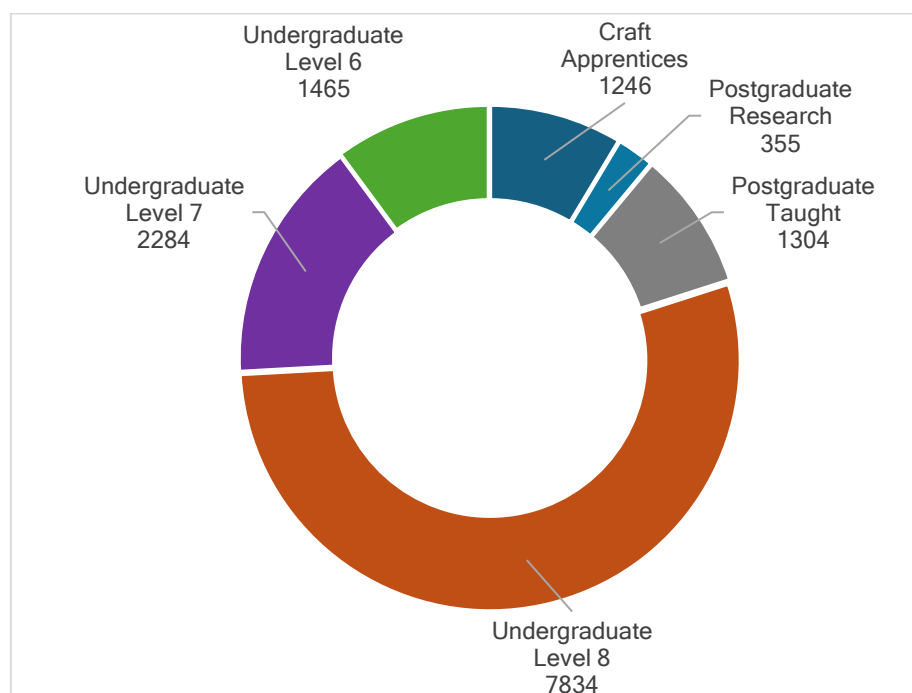

Figure 21 Profile of the TUS student population 2023-24

Age

Figure 22 displays student enrolment by age, predominantly in the 17-20 and 21-24 age brackets, with representation also in older age groups. Mature students receive comprehensive support through the Access Service, including workshops, individual assistance, financial aid. TUS also has a Mature Student Support Network.
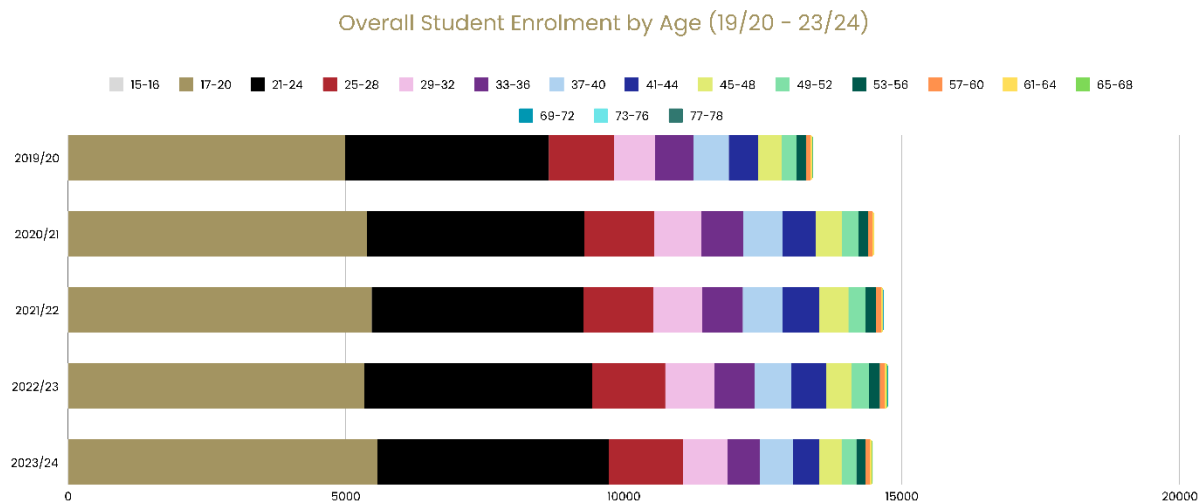
Overall Student Enrolment by Age (19/20 – 23/24)

Figure 22 Student enrolment by age 2019/20 – 2023/24

Ethnicity

Student ethnicity data is collected annually through the Equal Access Survey. In 2024, of the 1858 respondents, 66% identified as White Irish (Figure 23). However, these figures may not fully reflect the student population due to the survey's optional nature.

Student Ethnic/Cultural Background
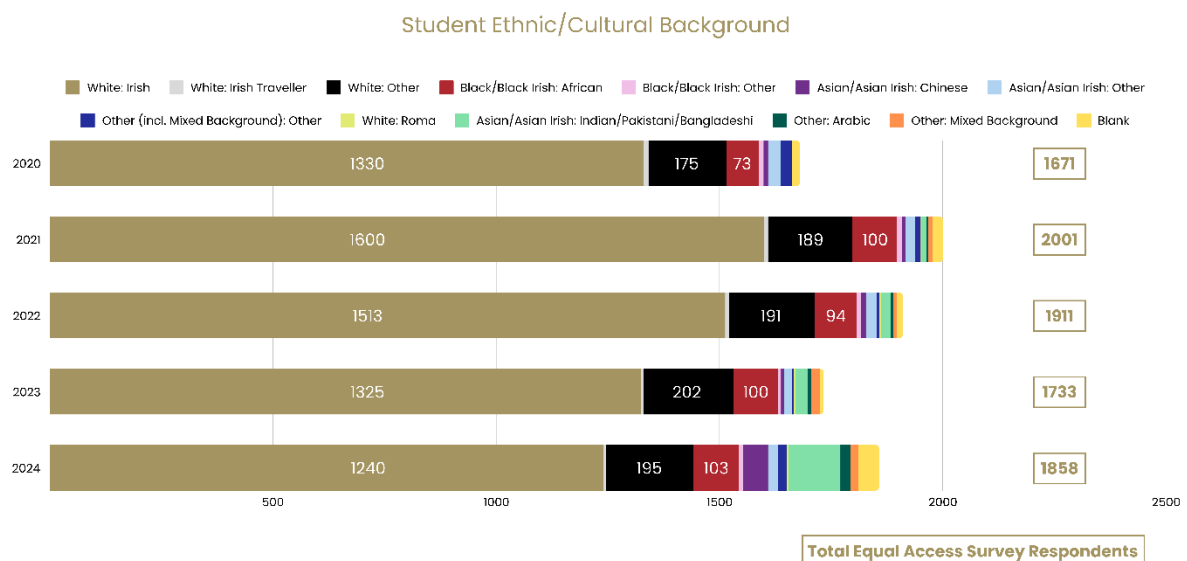
Figure 23 Equal Access Survey Respondents: Ethnicity of students 2019 – 2024

EDI Strategic Goal 3 2022- 2024 Athena Swan Action Plan Update

Progress to date	Completed: 5	In progress: 3	Not started: 1

Action No.	Summarised Action	Update on Progress
3.1a	Systematically collect and publish data on outreach activities/events, including objectives, staff participation by grade and gender, and participant uptake by Faculty and gender.	No systematic approach has been developed for the collection of data on outreach activities / events. This was discussed at VP and Deans Council in March 2023. This is a very broad action, making streamlining of data collection challenging. This action will be considered once data systems are further developed.
3.2a	Introduce and use feedback from Exit Interviews to establish, record and address if required, the reasons for their departure. Gather leavers data by gender, grade and department/faculty/ functional unit on an annual basis and use this information to inform actions to reduce loss of skilled staff.	HR introduced an MS form in September 2021 to request information from leavers, with an option for interview. Data includes the following: • End of contract/ better career prospects were identified as the top reason for leaving • Common themes on areas to improve on included: support, communication, progression/ permanency
3.2b	Capture data, guided by an intersectionality frame, to understand the EDI make-up of the existing employee population e.g. gender, ethnicity, sexual orientation, disability status and age.	Information provided in EDI Annual Report
3.2c	Annual Equal Pay Audit conducted as part of HEA Returns, including a Gender Pay Gap Analysis	Gender Pay Gap Report prepared and available on our TUS website: https://tus.ie/edi/data-reporting/
3.2d	Gather data on the experiences of LGBTI+ community in TUS to inform decision-making and measure the impact of initiatives to support the LGBT+ community	Data has been collected during the Athena Swan consultation and has informed the 2024-2028 action plan
3.3a	Enhance Power Business Intelligence Dashboard and utilise Core Insight to systematically gather, analyse and report on key equality indicators including disaggregated staff and student profiles, recruitment and selection, details on leave/ flexible working, composition of key decision-making bodies/ committees etc. Use CORE Insight to collect data on intersectionality (gender and ethnicity). Make data available to relevant decision-makers e.g. VP & Deans Councils, Governing Body, Heads of Department, Managers through aggregated quarterly and biannual reporting	The Business Intelligence Tool (Power BI) provides disaggregated student profiles by gender. Intersectional data is collected for job applicants through Core E-Recruit, including ethnicity data. A campaign is currently underway to encourage existing staff to update their profile (on confidential basis) on HR CORE Portal, including provision of ethnicity data. Collection of data on other key equality indicators eg. recruitment and selection, details on leave/flexible working, composition of key decision-making bodies / committees is still a manual exercise and further work is therefore required. This action is carried forward into action 3.1a 2024-2028 Athena Swan action plan.

3.3b	Campaign undertaken to encourage staff to disclose equality related data	Campaign through EDI Newsletters, Presidents address to encourage staff to update their profiles on HR Core Portal and communication to all staff following the integration of the HR Core Portal system
3.4a	EDI (including gender equality) is an item for discussion at VP and Deans Council on a quarterly basis. EDI is a standing item for discussion on management, faculty and academic department meeting agendas. This should include gender disaggregated data and facilitate informed decision making	EDI Manager and VP for People, Culture and EDI delivered presentations to the Vice President Council and the Deans Council on the progress against the TUS Gender Equality Action Plan.
3.5a	Prepare and present an annual TU Equality Report to VP & Deans Councils, Academic Council, Governing Body and HEA as part of the annual Performance Compact. Incorporate considerations of EDI into annual reporting at Faculty and Functional Unit level and in the annual institutional quality assurance report	TUS EDI Annual report serves to highlight progress in EDI related initiatives and in the TUS Athena Swan Action plan.

Strategic Goal 4

Supportive, Inclusive and Welcoming Culture

To provide a supportive, inclusive, and welcoming culture for students and staff

EDI related events and initiatives help to foster a supportive, inclusive and welcoming culture. Attendance at these events is outlined in Table 27.

EDI Events AY 23/24

Launch of the ESVH Ally Community of Practice

Moylish 1st September 2023 / Athlone 4th September 2023

Figure 24 - ESVH Ally Branded Pack

An Ending Sexual Violence & Harassment (ESVH) Ally in TUS is someone who has completed Sexual Violence Disclosure Training with Galway Rape Crisis Centre. ESVH Allies are initial contact persons for students or staff who wish to disclose sexual violence or harassment. Their role is to listen in a non-judgemental manner and signpost to relevant support services.

The ESVH Allies launched in September 2023 in Moylish and Athlone to support their commitment and promote the initiative at TUS. Staff from the Galway Rape Crisis Centre spoke at the events, and each Ally received a branded resource pack for campus distribution. ESVH Allies are supported in a Community of Practice, facilitated by Student Counselling.

Figure 25 ESVH Ally Launch Athlone

Aurora Awards Ceremony 2022 - 2023

Wednesday 27th September 2023

TUS celebrated 12 Aurora Women's Leadership Programme graduates and their mentors on the Athlone campus. Guests included President Vincent Cunnane, Tonya Watts (Advance HE), and Mayor of Athlone Louise Heavin. The EDI office congratulates the participants and thanks the mentors for their support.

Figure 26 - Aurora Awards Ceremony 2023

Launch of the TUS Staff Women's Network

Thursday 19th October 2023

Speakers at the launch of the TUS Women's Network included VP for People, Culture & EDI Marian Duggan, Deputy Chair June O'Byrne Prior, EDI Senior Officer Trish Bourke and special guest speaker Dr Ebun Joseph, National Action Plan Against Racism Special Rapporteur. Dr Joseph spoke powerfully about the importance of applying an intersectional lens to the work of the Women's Network. Chair Mary McDonnell Naughton closed proceedings with a commitment to putting respect at the core of the network's strategy.

Figure 27 Launch of the TUS Women's Network

International Mens Day: Zero Male Suicide w/ Niall Breslin

Wednesday 15th November 2023

Niall Breslin spoke on a TUS webinar for International Men's Day on men's mental health issues. He focused on themes such as removing stigma and the importance of talking.
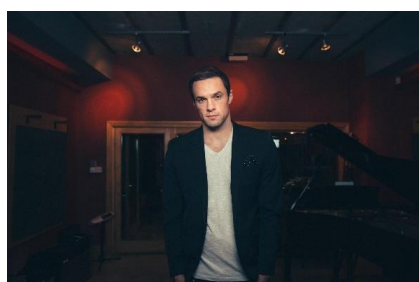

Figure 28 Niall Breslin

16 Days of Activism against Gender Based Violence

25th November – 10th December 2023

The 16 Days of Activism Against Gender-Based Violence campaign ran from 25th November to December 10th. TUS marked the 16 days by supporting a number of events and campaigns and directing staff to resources and services relating to this theme. Eve McDowell spoke at a TUS webinar where she detailed her successful public campaign to have stalking determined as a standalone offence under Irish law. This change was passed into law in November 2023.

Figure 29 Eve McDowell

Haven Horizons donated additional books on domestic, sexual, and gender-based abuse to the TUS Library, bringing their total contributions to 70. Donations took place at the TUS Midlands Library on 1st December and at an event in Moylish on the 7th December.

International Day of Persons with Disabilities: A Date with Disability

Friday 8th Dec 2023

TUS recognised International Day of Persons with Disabilities (3rd Dec) with a special event - *A Date with Disability*. Staff and students shared their experiences of navigating life and work in TUS, covering issues such as invisible disabilities, the availability of supports, overcoming stigma, UDL and the development of a neurodiversity toolkit in TUS Midwest. The event was recorded and can be viewed on the TUS EDI Training page on Moodle.

Figure 30 A Date with Disability Promotional Poster

Honour Brigid – Awakening the Goddess Within

Thursday 1st February 2024

The TUS Women's Network celebrated the woman behind Ireland's newest bank holiday in a unique online event on February 1st. Special guest and TUS lecturer Dr Caroline Coyle spoke in honour of the goddess Brigid in an online event open to TUS staff & students.
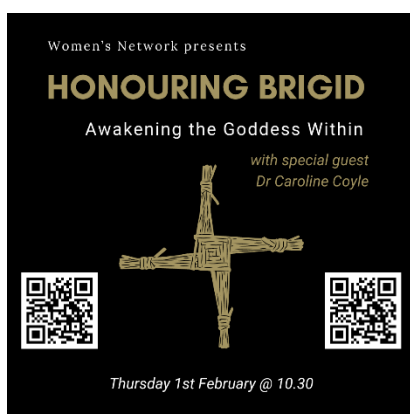

Figure 31 Honouring Brigid Promotional Poster

International Women's Day

Friday 8th March 2024

For International Women's Day 2024, founder of Herstory Melanie Lynch delivered a captivating talk on Inspiring Women. Herstory successfully ran the campaign to make Brigid's Day Ireland's new national holiday, the first named in honour of a woman, and Melanie highlighted how Brigid is a multi-cultural icon.

Figure 32 Illustration of the Celtic Goddess Brigid

Melanie shared stories from the *Movement* project, profiling the parallel life stories of migrant women from 30 countries. The event was recorded and can be viewed on the EDI Training page on Moodle.

The EDI office also organised flag raising and coffee mornings on all TUS campuses to celebrate IWD 2024.

TUS Pride Week: Pride Seating Areas

Figure 33 - President Cunnane and Mayor Heavin celebrate the new Pride walkway with TUS students

In 2024, the EDI office, LGBT+ & Allies Staff Network, and Estates collaborated to install Pride-coloured seating at the Moylish and Athlone campuses. In Moylish, the former LIT rose design was restored to symbolise inclusivity and solidarity with the LGBT+ community. Completed in 2023, the project was launched during TUS Pride Week 2024, including speakers Lisa Daly, Limerick Pride director, and Marian Duggan, VP for People, Culture, and EDI. Both highlighted the importance of fostering understanding, acceptance, and an inclusive environment.

Figure 34 - Pride Seating Area in Moylish Campus

On the Athlone campus, Pride-coloured benches and a rainbow walkway were installed and unveiled during TUS Pride Week 2024. President Vincent Cunnane opened the week

with a flag-raising ceremony on 19th March, emphasising inclusion and progress. Mayor Louise Heavin praised TUS's commitment to equality and its example for the community.

Figure 35 Pride Seating Area in Athlone Campus

ESVH Awareness Raising Sticker Campaign – April 2024 onwards

To raise awareness about supports available at TUS for those who have experienced sexual violence or sexual harassment, 2,000 stickers were produced with a QR bringing them to the TUS website in April 2024. These were affixed in all toilet stalls across all campuses.

Denim Day

Denim Day is held in April every year in honour of Sexual Assault Awareness Month. This year, in solidarity with victims of sexual assault Staff and students across TUS showed their solidarity with victims of sexual assault on #DenimDay #SexualAssaultAwareness on April 24, 2024. This project was rolled out in conjunction with University of Limerick and Mary Immaculate College. You can learn more about Denim Day and Sexual Assault Awareness month here.

Figure 36 Staff supporting Denim Day

Event	Attendance
ESVH Ally Launch September 2023	38
Aurora Award Ceremony 2023	22
Aurora Information Session Sep 2023	30
TUS Women's Network Launch with Dr Ebun Joseph	50
International Men's Day Niall Breslin	32
16 Days of Activism webinar with Eve McDowell November 2023	23
Haven Horizon Book Donation 2023	52
IDFPWD: A Date with Disability	28
St Bridget's Day with Dr. Caroline Coyle	46
International Women's Day webinar with Melanie Lynch	23
TUS Pride event in Athlone and Moylish 2024	60
Denim Day April 2024	37

Table 27 Attendance at EDI related events AY 23/24

Staff Networks

The EDI office supports the growth of staff networks at TUS to work towards addressing inequalities and foster an inclusive culture. So far TUS is proud to have a Women's Network, LGBT+ & Allies Staff Network, Parents & Carers Network, and the disABILITY & Allies Staff Network. Each staff network is detailed below. Further information can be found as well as sign-up forms on the TUS website: Staff Networks

Staff Network Membership

Table 28 shows the membership numbers of all TUS Staff Networks for AY 23/24.

Network	Members
LGBT+ & Allies Network	31
Women's Network	86
Parents & Carers Network	10
Dis-Ability & Allies Network	10

Table 28 Staff Network membership AY 23/24

Most of these networks are relatively newly formed. As they continue to grow, they will collaborate so that there is a broader understanding of the relational and intersecting identities of staff.

TUS Staff Women's Network

The founding members of the TUS Staff Women's Network were staff who had completed the Aurora Women's Leadership Programme. This member-led network aims to empower, inspire and amplify the voices of all women, including those in academia, professional services and research. Membership is open to all women across the TUS community and is inclusive of diverse ages, ethnicities, beliefs, abilities, sexual orientations and personal gender histories. The network has grown substantially in AY 23/24.

LGBT+ & Allies Staff Network

The LGBT+ & Allies Staff Network, established in 2022, plays a key role in organising TUS Pride Week, advocating for LGBT+ related research, reviewing policies, and promoting attendance at related trainings and events. The LGBT+ & Allies Staff Network played a central role in lobbying for and delivering Pride-themed campus works on Midwest and Midlands campuses. The network, which has grown from six to 30 members in its first two years, engages with the wider community at National Pride marches and by hosting external speakers.

Parents & Carers Staff Network

Life can be demanding, and TUS strives to support employees who are parents, those who have caring obligations, and those who provide unpaid care and support. In the Athena Swan All Staff Survey conducted in late 2023, 268 respondents (48%) stated that they have caring responsibilities.

The Parents & Carers Staff Network is a safe space to speak about experiences, share knowledge and support each other. This network is still in a developmental stage and is open to new members.

A key take away from the December 2023, *"A Date with Disability" - Conversations with Staff and Students on Disabilities event* was a desire for a staff network which would be focused on disability and learning difference, with some of the attendees indicating they would be foundational members. Following this, the EDI Office collaborated with interested staff members to establish a staff network.

The network offers an inclusive space to share experiences, advocate for change, and provides a learning platform to understand seen and unseen disabilities and promote universal design both within and outside the classroom setting. The network welcomes allies who will actively work with the community on raising awareness, supporting events, and actively learn from shared experiences.

ESVH Ally Community of Practice

The ESVH Ally Community of Practice (CoP) is a voluntary space facilitated by Student Counselling and supported by the TUS ESVH Prevention and Response Manager. There were four meetings of the CoP in AY 2023/24. It is not intended that this is a therapy space, but rather a space to learn from experiences of receiving disclosures, within the bounds of confidentiality.

Supportive and Inclusive Culture

The core aim of the committees, events, campaigns and networks detailed above is to foster a supportive and inclusive workplace culture in TUS. In addition to the staff consultation data outlined under Strategic Goal 2, responses to the Athena Swan All Staff Survey provided additional information regarding organisational culture and have informed actions relating to fostering a more inclusive culture in the 2024-2028 Athena Swan Action Plan (see actions 2.1g, 4.1a, 4.4a).

Respect for Views

In the 2023 AS survey, respondents rated how welcomed and respected their views were at TUS on a scale of 1 to 5 (Table 30). Male and female responses significantly differ in ratings of 4 or 5, though this gap narrows when considering a score of 3 (Table 31). Among respondents identifying as an ethnicity other than "white Irish," 49% (n=24) felt their views were welcomed with a rating of 4 or 5, and 61% (n=30) felt their views were respected with a similar rating. This rating is of relevance in measuring achievement of the objective in TUS Strategic Plan related to our diverse population having a voice.

Interpersonal Behaviour

While 52% of AS Survey respondents agreed that *TUS promotes clear values and expectations for interpersonal behaviour*, gender differences in responses exist (Figure 37). Additionally, a significant portion (27%, n = 150) neither agreed nor disagreed with this statement.

Feeling Safe on Campus

Respondents to the survey were asked to rate their feelings of safety on campus on a scale of 1 – 5, where 1 is feeling very unsafe and 5 is very safe. 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 (Table 32). This is particularly significant for female respondents to the survey and will be addressed in the 2024-2028 Athena Swan Action plan.

	Gender		Ethnicity		Staff Category	
	All responses	**Female**	**Male**	**Majority**	**Minority**	**PMSS**	**Academic**
My views are welcomed at TUS (score 4 or 5)	259 (46%)	137 (41%)	110 (58%)	226 (46%)	24 (49%)	96 (41%)	157 (50%)
My views are respected at TUS (score 4 or 5)	256 (45%)	131 (39%)	111 (59%)	217 (44%)	30 (61%)	94 (40%)	155 (49%)

Table 29 Survey responses on views being welcomed & respected at TUS - respondents who gave a score of 4 or 5

Figure 37 Survey responses on promotion of values and expectations on behaviour

	Gender		Ethnicity		Staff Category	
	All responses	**Female**	**Male**	**Majority**	**Minority**	**PMSS**	**Academic**
My views are welcomed at TUS (score 3, 4 or 5)	434 (77%)	254 (75%)	152 (80%)	375 (77%)	40 (82%)	177 (75%)	245 (78%)
My views are respected at TUS (score 3, 4 or 5)	424 (75%)	247 (73%)	152 (80%)	365 (74%)	41 (83%)	169 (72%)	242 (77%)

Table 30 Survey responses on views being welcomed & respected - respondents who gave a score of 3, 4 or 5
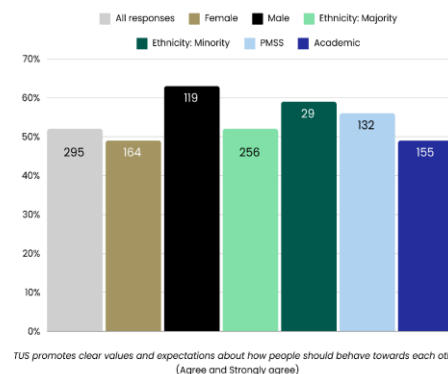
	Gender		Ethnicity		Staff Category	
	All responses	**Female**	**Male**	**Majority**	**Minority**	**PMSS**	**Academic**
Feeling safe on campus during daylight hours (score 4 or 5)	521 (92%)	312 (92%)	179 (95%)	452 (92%)	46 (93%)	213 (90%)	299 (94%)
Feeling safe on campus during hours of darkness (score 4 or 5)	318 (56%)	148 (44%)	153 (81%)	276 (56%)	29 (60%)	119 (50%)	195 (62%)

Table 31 Survey responses on feelings of feelings of safety

.

EDI Strategic Goal 4 2022- 2024 Athena Swan Action Plan Update

Progress to date	Completed: 12	In progress: 14	Not started: 3

Action No.	Summarised Action	Update on Progress
4.1a	Develop an EDI Annual Calendar of Events	Details of upcoming events available on EDI webpage at TUS | EDI Events
4.1b	Organise social gathering to happen at various times to provide flexibility to those with caring responsibilities	Social gatherings primarily involve the TUS Christmas party. There is an active social club in Athlone. Supporting a social club across TUS is included in action 4.4b Athena Swan Action plan 2024-2028
4.1c	Organise consultation with staff in the development of TUS Strategic Plan	Meetings held by VPs and Deans with staff in their respective areas in June & July 2022 to obtain feedback on draft themes and enablers of TUS Strategic Plan. A TUS Community Survey was circulated to all staff in September 2022 as part of the strategic planning process. There were 850 complete and partially complete responses to the survey. Strategic plan was launched in March 2023
4.1d	Publicise EDI events and work internally and externally through our website, social media, newsletters and other platforms as appropriate	TUS_EDI Linked In and Instagram used to share information on EDI events. EDI Newsletter issued to staff every six weeks over the academic year. TUS EDI website also provides information on events and EDI related work, to encourage engagement and participation.
4.2a	Produce an Annual Equality Report and regularly update EDI website and TUS EDI Social Media platforms	This report serves to highlight progress in supporting EDI during AY 23/24. TUS EDI LinkedIn and TUS EDI Instagram and TUS EDI Webpages are regularly updated to provide information on EDI activities and events over the year.
4.2b	Develop a targeted communications campaign to increase visibility of achievements by female staff and to dispel gender-stereotyping myths.	Profiles of female staff who have completed the Aurora Women's Leadership programme are now available on the TUS webpages. Aurora Alumni engaged with Advance HE to contribute to a short video on the Aurora programme which was launched in 2024: Aurora | Advance HE.
4.2c	Conduct Athena Swan awareness raising focus-groups with part-time staff (both male & female)	Only 4% of respondents to the 2023 Athena Swan survey were from part time staff. Further work relating to this is included in action 3.2a in the 2024-2028 Athena Swan action plan
4.2d	Highlight successful career paths of senior academic and PMSS staff in TUS who have taken leave / worked flexibly in Athena SWAN Communications campaign.	The EDI Office is currently collecting case study material of staff.
4.2e	Develop a HR micro-site that details the work-life balance supports available.	Information on work-life balance supports available in TUS developed and available on the tus.ie website (under "staff hub").

4.2f	Conduct an annual targeted communication campaign to raise awareness on importance and value of work-life balance and different leave options.	Work is continuing on HR website improvement. Further work relating to this is included in action 2.1l in the 2024-2028 Athena Swan action plan.
4.2g	Promote TUS as a safe TU for members of the LGBTQ+ community through engaging in a trans awareness and support communication campaign	The EDI Office collaborates with the LGBT+ & Allies Staff Network, the SU and LGBT+ SU Societies for TUS Pride week annually. This involved events on all campuses, including online webinars, and staff stands on all campuses to raise awareness of the LGBT+ & Allies Staff Network. GIED policy approved and in place, including name change procedure support. Self-directed trainings available on EDI moodle page. Further actions in support of this are included in 2.1i in the 2024-2028 Athena Swan action plan.
4.3a	Develop and implement target initiatives to increase the proportion of • Female students in Engineering, Manufacturing & Construction • Female students in ICT undergraduate programmes offered • Male students in undergraduate programmes offered in Social Care Work, Early Childhood Care & Education, Nursing and Health Care.	There have been ongoing marketing initiatives to increase the proportion of female students in STEM programmes and male students in social care, ECCE and Nursing and healthcare. There have also been initiatives to enable female engineering students from different cohorts to meet with each other. Further work in these areas is required, and will be supported through Departmental level Athena Swan applications.
4.3b	Expand outreach on areas of most significant female under-representation.	TUS is involved in the organising committee for the annual Explore Engineering Inspire Event. This event includes female TUS alumni speakers and engages with over 500 second level students annually.
4.3c	Target a minimum 60/40 gender balance across all grades of staff	Gender profile data provided in this EDI Annual report
4.3d	Analyse gender balance of SL1, SL2 and SL3 positions.	Gender profile data provided in this EDI Annual report
4.4a	Develop and deliver a comprehensive staff induction for all staff (academic and PMSS).	Staff Induction held on Limerick and Athlone campuses annually. Further work in this area included in action 4.2e of 2024-2028 Athena Swan action plan
4.5a	Develop Charter and practical framework to embed an overarching awareness, understanding and implementation of Equality, Diversity & Inclusion in the curriculum of TUS	Funding received from HEA Gender Equality Enhancement Fund for a project on EDI in the Curriculum in partnership with TUS, MTU, SETU, ATU and Advance HE. EDI in Curriculum Toolkit was launched in 2024. Further work in this area included in action 5.2c of 2024-2028 Athena Swan action plan
4.5b	TUS EDI Library Database developed to show EDI related resources available in TUS libraries	TUS EDI Library databases have been developed: https://lit.libguides.com/EDIResources https://ait.libguides.com/edi Both Lib Guides are updated by library staff

| 4.6a	Develop specific maternity leave supports including a "Before, During and After Maternity Leave" guidance handbook and a checklist to help managers support staff in relation to maternity leave.	Breastfeeding facilities available in Athlone, Moylish and Thurles campuses. A survey and Focus Group with staff members who had taken maternity leave since 2019 was held in Q2 2022. The findings from this survey and FGD has supported the development of a "Before, During and After Maternity Leave" Guidance which will be available on the HR Website Portal. Further work in this area included in action 2.1p of 2024-2028 Athena Swan action plan
4.6b	Renovate the Midlands Campus staff canteen.	Delayed due to tendering / procurement difficulties.
4.6c	Develop policy on the naming of new buildings and lecture halls.	A process to name the new STEM Building on the Athlone campus is to be conducted. It is proposed to name the building in honour of a female Irish scientist who has made significant contributions to their field of study. To assist in the decision-making process, a survey of TUS staff based on the Athlone campus will be conducted to gather their views.
4.6d	Ensure that all TU buildings have gender neutral toilets	Gender neutral facilities available in Athlone, Moylish, Clare St campuses. Further work in this area included in action 2.1i of 2024-2028 Athena Swan action plan
4.6e	Review and implement principles and commitments in TUI Position Paper on Work-Life Balance & Well-Being	Developing a Health and Wellbeing Framework for TUS is a priority area in the 2024-2028 Athena Swan action plan
4.7a	Investigate Staff recognition Awards, to acknowledge outstanding examples of both pastoral support for staff and students and achievements and contributions to student life in the TU.	Review of Staff Recognition Award Scheme to be conducted in 2025 by HR.
4.7b	Launch a Teaching and Learning Award to acknowledge staff contributions to academic excellence.	Annual Regional Teaching Excellence Award rolled out, which is a collaboration between MIC, TUS and UL and aimed at showcasing and championing excellence in Higher Education teaching from across the region.
4.7c	Implement TUI Position Paper on Academic Workload Allocation.	OECD has conducted a Review of Technological University Academic Contracts, Career Paths and Organization. Discussions regarding the implementation of the recommendations from this report are ongoing
4.7d	Support the development of an EDI Project Competition for staff	This EDI Project launched in Q4 2023
4.8a	Establish Committee to Promote Consent and Prevent Sexual Violence and relevant sub working groups to support policy development, staff and student training, ESVH Ally Network and formal, informal and anonymous reporting mechanisms	A TUS Promoting Consent & Ending Sexual Violence & Harassment Sub-Committee is established, reporting to EDI Steering Committee. A TUS Action Plan for Promoting Consent & Ending Sexual Violence has been developed. This Action Plan is implemented by the Sub-Committee, through 3 working groups – 1) Student WG, 2) Staff WG and 3) Policies and Procedures WG.
4.9a	Support the further roll out of the Speak Out Reporting tool. Provide aggregated analysis of reports made through this tool on a quarterly basis	Speak Out Tool rolled out and available on TUS website, moodle and internal SharePoint. A report / trend analysis of data collected through the Speak Out Tool was presented to EDI Steering Committee in 2023. National Speak Out Report and TUS Speak Out Report launched in Q4 2023.

Strategic Goal 5

Inform and Educate about EDI

To inform and educate the TU community about EDI and ensure that front line staff, line management, and senior leadership have access to appropriate training in supporting diversity and inclusion.

The following pages detail the EDI-related training offerings provided to staff in AY 2023-24 and gives an overview of key awareness raising events to keep our campus community informed on diversity and inclusion.

Inductions

Staff induction is a key part of the onboarding of new staff in TUS. These inductions took place in person on both Moylish and Athlone campuses in September 2023 and included sessions on EDI commitments and initiatives in TUS. 60 new staff participated in EDI induction sessions.
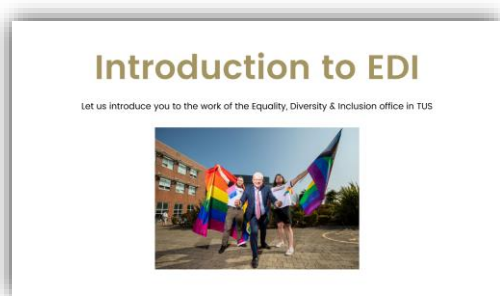
Self paced training

EDI self-paced training in TUS is housed and managed on a bespoke page on **Moodle**, accessible to TUS staff. The pages include trainings in line with the nine equality grounds and socio-economic status. There are also tiles on Ending Sexual Violence and Harassment. There is a progression pathway under each tile.

Figure 38 EDI Moodle page

The number of staff accessing each of the nine equality ground tiles between September 2023 and August 2024 is detailed in Table 32.

Equality Ground	Number of staff accessing page
Gender	56
Religion	10
Age	4
Disability	66
Race	65
Traveller community	5
Sexual Orientation	4
Family status	0
Civil status	0
Socio Economic statis	6
ESVH	38

Table 32 Number of staff accessing trainings on EDI Moodle page Sep 2023- Aug 2024

UCC Bystander training- Staff version

TUS collaborated with colleagues across the sector to convert the UCC Staff Bystander training into a format that could be used by all HEIs. This was supported by the UCC Bystander team. The module was made available to all TUS staff in August 2024 on all TUS Moodle sites.

There were a number of facilitated trainings for staff during AY 23/24. Table 33 outlines attendance at these.

Aurora Women's Leadership Programme 2023-24

Aurora is a women's leadership programme by Advance HE. TUS supports staff to participate and provides mentorship to participants. The programme is targeted at women in academic, support, and research roles, with the aim of supporting leadership potential. Further information including details on the application process can be found on the **EDI Training** section of the TUS website.

Traveller Culture Awareness Training

In October 2023, the Access Office collaborated with EDI to organise Traveller Culture Awareness Training (TCAT) for staff. TCAT is an initiative that offers quality client-based training in Traveller culture. The training is delivered by Travellers who have completed a specialist course in TCAT delivery. The aims of the programme are to raise awareness of Traveller issues, identify barriers experienced by Travellers, and identify ways to improve access to and uptake of services. Further supports from TCAT can be found on the **EDI Training** page on Moodle, as well as a number of other resources related to Traveller community support.

Neurodiversity Training

Neurodiversity training was organised for staff in a collaboration with the N-TUTORR programme, EDI, TUS Counselling Services and the Disability Services. The training was facilitated by Cre-AUT and took place in TUS Clare Street Athlone and Moylish campuses In addition, the Disability Office organised a staff webinar with ADHD Ireland on Understanding and Supporting ADHD in May 2024.

Sexual Violence Disclosure Training

Sexual Violence Disclosure Training was delivered to TUS staff by Galway Rape Crisis Centre (GRCC) in January 2024. Those who had previously completed the training were given the opportunity to take a refresher session in February 2024. GRCC also piloted a Sexual Harassment in the Workplace session with TUS staff in December 2023.

EDI and Workplace Wellbeing for TUS Managers

Since AY 22/23, the EDI office has supported in person managers trainings on EDI related topics. This provides an opportunity for managers across TUS to come together in person, to ensure a common understanding of commitments to EDI and to share learnings and best practice on specific equality related grounds. In AY23/24 the TUS EDI office collaborated with HR and N-TUTORR to facilitate EDI and Mental Health Training for Managers in TUS Moylish campus in April 2024.

Training	Attendance
Aurora programme	13
Traveller Culture Awareness	17
Neurodiversity training Clare St	38
Neurodiversity Training Athlone	32
Neurodiversity training Moylish	31
Understanding and supporting ADHD webinar	99
Sexual Harassment in the Workplace (Pilot)	6
Sexual Violence Disclosure Training	8
Sexual Violence Disclosure Refresher Training	4
EDI & Mental Health Training for Managers	37

Table 33 Attendance at EDI related facilitated staff trainings AY 23/24

Professional Development offered by TUS Centre for Pedagogical Innovation and Development AY 23/24

The Centre for Pedagogical Innovation and Development (CPID) supports and assists with the implementation of the TUS strategic plan's commitment to ensure that "education and service planning and provision embrace the needs of all students and staff and are delivered in an environment that is inclusive and accessible to all.". During Academic Year 23/24, CPID offered a comprehensive programme of accredited and non-accredited professional development to teaching and professional support staff to promote inclusive practice. Examples include the following:

Accredited Training for Staff: Master of Arts in Academic Practice includes a module on 'Inclusive Learning, Teaching, and Assessment'. The MA programme is underpinned by Universal Design for Learning (UDL) principles.

Developing Staff Resources: Comprehensive resources were created to help staff embed UDL in their teaching and assessment practices, including policy documents and

video resources. These were further supported through multiple staff workshops and a symposium on UDL and accessibility in December 2023.

Facilitating and Supporting Staff Engagement in the UDL Badge: The UDL badge course, developed by AHEAD and UCD, saw 44 participants from TUS in the last three years, with with 10 staff awarded a UDL digital badge in AY23/24.

Brickfield Accessibility Tool: A 4-module training course covering Accessibility Foundations, Web, Media, and Document Accessibility. It provides guides for converting files to various formats and integrates with Moodle to help staff identify and fix accessibility gaps. CPID has promoted this tool through workshops and webinars at TUS.

Training	Attendance
UDL Symposium Dec 2023	120
UDL Badges Awarded	10
CPD sessions Feb 2024; Introduction to OER, VEVOX, Program Design and Review, PASS, Introduction to H5P, Moodle resources for accessible learners, AI and Academic Integrity, Using "Putting Learning First" in programme Design	165
Lightboard Demonstration: The Lightboard is an illuminated glass chalkboard for recording video lectures, ideal for problem-solving in math, accounting, diagramming in sciences, and explaining language syntax.	8
June 2024 CPD Sessions: Relational Pedagogy, UDL for beginners, Using Turnitin, Screenpal, VEVOX, Gapfill, Brickfield, Lightboard	123
Inclusive Curriculum Design	27
Intercultural Awareness: TUS International Office staff	16

Table 34 Examples of Attendance at CPID - EDI related facilitated staff trainings AY 23/24

Facilitated Student Training AY 23/24

Active*Consent Workshops

First year students are encouraged to attend Active*Consent workshops during induction. Attendance at these in AY 2023/24 is detailed below:

Training	Attendance
Active Consent workshops Midlands	1620
Active Consent Workshops Midwest	1309

Table 35 Attendance at Active Consent Workshops AY 23/24

Class Reps EDI training

The Students Union collaborated with the EDI office in an EDI induction training for class reps.

Training	Attendance
SU Class Rep EDI Training	100

Table 36 Attendance at EDI SU Class Rep Training AY 23/24

Awareness Raising

EDI Newsletter

The EDI office prepares four EDI newsletters per year and circulates them to all staff. The newsletters highlight upcoming EDI events, trainings and funding opportunities, while also recognising the range of fantastic EDI-themed initiatives happening in other departments and functions across our seven campuses.

Social Media and Website

The EDI office promotes its events and highlights its activity using a variety of social media platforms including **LinkedIn** and **Instagram**. EDI activity is also updated on a dedicated **Webpage** on the TUS website.

ESVH Webpage Launched – February 2024

A new TUS webpage was created for the promotion of consent and ending sexual violence and harassment in TUS. Sexual Violence Prevention and Response Manager, Rabiya Ali, curated the page and manages and updates its contents on an ongoing basis.
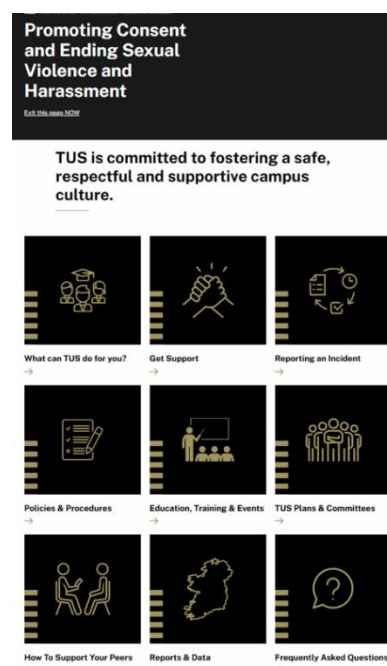
EDI Strategic Goal 5 2022- 2024 Athena Swan Action Plan Update

Progress to date	Completed: 1	In progress: 14	Not started: 1

Action No.	Summarised Action	Update on Progress
5.1a	Develop a coordinated training plan on EDI, HR and Teaching and Learning Related Trainings	TUS Learning and Development Policy under development. This proposes the establishment of a Staff Development Steering Committee to develop a co-ordinated training plan for TUS staff.
5.1b	Develop a mechanism to record total attendance numbers by gender at workshops and any other training opportunities provided by TUS.	There is currently no centralised mechanism for recording total attendance numbers at training opportunities provided. Feasibility study completed in AY23/24 on options for a TUS Learning Management System. This will be taken forward in AY24/25 in the context of a Learning and Development Policy. Currently, attendance at HR or EDI led trainings and SPA programmes delivered by Centre for Pedagogical Innovation & Development is tracked.
5.1c	Ensure that each future Staff Development Day includes workshops relevant to professional development of academic staff and PMSS	Staff Development Week in February 2023 included training sessions of relevance to Academic and PMSS staff. This will continue in future years.
5.1d	Provide training for academic staff on the consideration of Equality and Diversity issues in the development of curricula	EDI Moodle page launched in Sep 2023 and includes self-directed learning on EDI related themes, including EDI in the curricula. CPID provide various trainings on EDI related themes. Collaboration between CPID and EDI Office will continue
5.1e	Review Continued Professional Development offerings or other training opportunities provided by the TU for staff to include a strong EDI component	EDI in Curriculum for the TU Sector Charter and Toolkit developed and launched in 2024. CPID provide various trainings on EDI related themes. Collaboration between CPID and EDI Office will continue
5.2a	HR Department will roll out an appropriate interview skills and EDI training plan for all internal interview panel members in 2021-2022. This will be compulsory and include training on unconscious bias, gender awareness and recruitment and selection procedures. There will be a requirement for this to be renewed every 3 years.	Unconscious bias training was made available for all staff in Q4 2022, provided by Legal Island and all new staff are encouraged to complete this training.

HR rolled out interview skills training for panel members in Q3 and Q4 2023 and Q1 2024. |
5.2b	Devise a mechanism for providing feedback to unsuccessful internal applicants. Training to be provided to managers on providing such feedback.	This action has been included in action 2.1e of 2024-2028 Athena Swan action plan
5.2c	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.	This action has been included in action 4.2f of 2024-2028 Athena Swan action plan
5.3a	Deliver TU wide diversity and inclusion education. Devise a system for monitoring the uptake and report annually on same	EDI Moodle page launched and engagement with it tracked. Facilitated trainings on EDI related themes supported in AY23/24.

5.3b	Roll out biannual training on trans awareness and support (including TU Gender Identity and Gender Expression Policy).	Gender Identity and Expression training incorporated into HR induction from Q2 2023. Self-paced trainings on gender identity and expression available on TUS Moodle page. Awareness raising activities during TUS Pride week
5.3c	Promote TUS:MM as a safe TU for members of the LGBTQ+ community through holding training for TU's VP & Deans Councils, Management Team and Equality & Diversity Steering Committee so that they provide leadership in this space	Senior Leaders session on Gender Identity during AY 22/23, 62 management staff attended. Further work in this area has been incorporated into action 2.1i of 2024-2028 Athena Swan action plan.
5.3d	Roll out training on Supporting Distressed students and increase the engagement of male staff on this training through a targeted communication campaign	This training underwent a review in 2022. TUS Student Counselling are involved in a project, funded by HEA, to develop an online version of PCHEI "Identifying and Responding to Distressed and at risk Students". This will be rolled out in AY 24/25
5.4a	Provide guidance for TU management on: • dealing with complaints about gender-based harassment, bullying or offensive behaviour. • managing to promote equality and diversity (including gender equality).	TUS Dignity & Respect at Work Policy is now approved, and training planned for Dignity and Respect Points of Contact, in AY 24/25. Following this training, further training for all staff will be provided. In Q2 2023, TUS led on a GEEF application, in conjunction with TU Dublin, MTU, SETU, IADT, Dundalk IT and ATU, to develop a Leadership Programme for Gender Equality, targeted at managers within Technological Universities. This project is now underway and will involve a training programme on managing to promote equality and diversity.
5.4b	Provide training for TUS management team on flexible working for staff in the organisation and how best to support staff working flexibly. This should include supporting managers to support staff who are returning from maternity leave, adoptive leave, long term illness and for those transitioning back into full time supports.	TUS Hybrid Working Policy & Procedures developed. Pilot for implementation of procedures currently being conducted. Once approved, training on implementing this policy and how to support staff to work flexibly will be rolled out.
5.4c	Provide HODs /CSMs with training on the allocation and monitoring of workloads from a gender equality perspective	In Q2 2023, TUS led on a GEEF application, in conjunction with TU Dublin, MTU, SETU, IADT, Dundalk IT and ATU, to develop a Leadership Programme for Gender Equality, targeted at managers within Technological Universities. This project is now underway and will involve a training on monitoring workloads from a gender equality perspective
5.5a	Develop a coordinated programme of mentorship for all staff which includes training for mentors. Participation rates to be monitored.	13 female staff are participated in the 23/24 Aurora Leadership Programme in and each were assigned a mentor. Both mentors and mentees attended mentorship training in September 2023. Feedback from this training was positive. 33 TUS staff members agreed to be "potential mentors" for Aurora participants, and all had the opportunity to access Mentorship training in September 2023. In November 2023, through the Staff Developers Network (SDN), TUS launched a mentoring programme for all staff, in conjunction with ATU, SETU, IADT and Dundalk IT. To date 19 TUS staff members (10 F, 9M) are mentors and 17 (11F, 6 M) mentees within this programme.

Strategic Goal 6

Innovative Practices

To drive innovative practices on EDI through research

Research in TUS

Research Institute Directors

TUS embraces innovation, enterprise and development through dedicated hubs, industry clusters and the Enterprise Ireland Technology Gateway Programme, which has funded four leading gateways Applied Polymer Technology, Connected Media Application Design and Delivery, Smarter Factory and Shannon ABC. Most Research Director/Gateway Manager roles are held by male staff (Figure 39). Further work is required to support greater gender balance in these positions, particularly as new research institutes within TUS are developed.
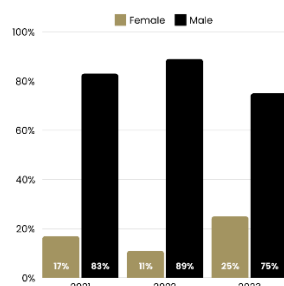

Figure 39 TUS Research Institute Director and Cluster / Gateway Managers by gender

Research Staff

There is broad gender balance of research staff posts across post-doctoral researchers, project support officers, research assistants, research engineers, research fellows, research scientists, senior project assistants and senior research fellows. (Aggregates provided in Figure 40). Further analysis is required to also include Postgraduate Exam Board Chairs, Postgraduate Examiners, and Research Unit affiliations.
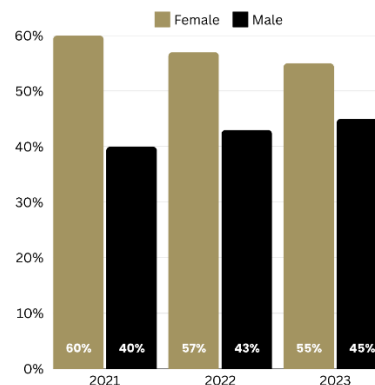

Figure 40 Research staff by gender

Funding

EU Newcomer Gender Equality Champion Award 2024

In May 2024, the ongoing work and achievements of TUS in implementing the TUS Gender Equality Action Plan was recognised through the Newcomer Gender Equality Champion Award 2024 by the EU Commission. TUS was awarded €100,000 as the winning submission.

Figure 41 - (L-R) Trish Bourke (EDI Officer), Marian Duggan (VP People, Culture & EDI) & Carol Wrenn (EDI Manager) accept EU Newcomer Gender Equality Champion Award 2024 at the European Commission, Brussels

HEA Funding

Lead Inc – Effective Leadership for an Inclusive Higher Education

In 2024, TUS, TU Dublin, ATU, SETU, MTU, IADT and Dundalk IT partnered to develop an accredited Leadership Development Programme for senior management in the Technological HE sector. TUS was the lead institution on this successful submission to the HEA Gender Equality Enhancement Fund

(GEEF). The programme is underpinned by an EDI cross-sectional lens and was developed in AY 23/24 and will be piloted in AY 24/25. **Funding allocation**: €44,373

Engaging Men in Gender Equality Pilot Programme

TUS has partnered with all HEIs through the Athena Swan practitioners network to develop a toolkit for engaging men in gender equality efforts in higher education, funded through the HEA GEEF. Focus Groups took place across all HEIs in AY 23/24 to support the development of a toolkit. **Funding allocation**: €31,000

ESVH related Funding

The ESVH function was successful in securing funding from the HEA in collaboration with other HEIs on two projects.

1. 'Supporting neurodivergent students as they navigate intimate relationships within higher education', submitted in partnership with the University of Limerick and Mary Immaculate College. **Funding allocation**: €23,248

2. Ending Sexual Violence and Harassment Awareness Campaign 2024: A national awareness campaign for potential perpetrators of violence in Irish HEIs, helping them recognise unhealthy behaviours, respect boundaries, and take responsibility for their actions. Collaboration between: TUD, TUS, ATU, MTU, SETU, IADT, DkIT, Mary Immaculate College, Trinity College Dublin, Dublin City University, University of Limerick, and University College Cork **Funding allocation**: €75,000.00

EDI Project Fund 2023/24

The TUS EDI Project Fund supports innovative projects that promote Equality, Diversity and Inclusion within TUS. The fund encourages collaborations across Professional Service and Academic Staff, along with students and community organisations. There were three successful applications for this fund in November 2023, as detailed below. Each project was awarded €2,000 in funding.

Moylish Minceirí Celebration Day

Irish Traveller Ethnicity Day on March 1, 2024, was organised by Aileen Sheehan, William Casey, and the Tipperary Rural Traveller Project. The event aimed to promote positive reflections of the Traveller community; highlight TUS's support for Traveller students; and encourage Traveller community members to pursue higher education.

The event featured guest speakers, musical performances, a podcast showcase, and refreshments, bringing together TUS staff, students, and the Traveller community celebrated Irish Traveller Ethnicity Day together.

Inclusion Matters: an Experiential Workshop Exploring Inclusion & Diversity in TUS

Proposed by Catherine Ann O'Connell and Nuala Harding, this project featured two workshops to promote inclusive teaching practices and raise awareness of student diversity. Speakers included TUS Disability Officers, Access Officer, and Social Care students who shared strategies for inclusion. The workshops focused on disability rights and accessibility, with insights from Shane Byrne, a former student of Trinity College Dublin's (TCD) inclusive programme, who shared his learning journey at TCD and KCAT Art Centre. Rachel Carsen, coordinator of Shine (an organisation that supports families and students to access higher education), discussed the importance of access and progression for all students, and how colleges can support that.

Following the workshops, staff were invited to join a Community of Practice, engaging over 40

TUS staff to discuss inclusive academic practices on a monthly basis.

The TUS Care Experienced Students' Support Network

The TUS Care Experienced Students' Support Network, proposed by TUS lecturers Jennifer O'Grady, Sasha Noonan, Lorcan Byrne and Glen Guilfoyle aims to support students with care experience who often face limited family support and increased risks of poverty and homelessness. The academic staff who launched this initiative have witnessed excellent students leaving their courses due to these challenges over the past years.

To advance the network, the core team has partnered with TUSLA Aftercare services and EPIC Empowering People in Care. Highlights of the project to date include the Care Day 2024 event and the launch of EPIC's Photo Exhibition, which travelled across TUS campuses. Future plans involve evolving the network into a student-led society with professional support.

Equitas Conference

In May 2024, TUS hosted the national Equitas EDI in Practice in Higher Education conference, which aimed to reflect on EDI progress, share best practices, and discuss new EDI research in Higher Education. The conference focused on intersectionality, culture change, EDI in a data-driven world, and workforce mental health. It included keynotes, plenary sessions, workshops, exhibits, and parallel sessions. 140 participants attended, including academics and PMSS staff from Ireland, the UK, and Holland. TUS EDGE and SHE Research Institutes contributed with a keynote and presentations during parallel sessions.

Figure 42 Roxanne Hobbs delivering Keynote talk on Courageous Leadership, Equitas 2024

Figure 43 Dr Lisa O Rourke Scott (EDGE Research Institute, TUS) delivers a Keynote talk on Why Mental Health Matters at Equitas 2024

Figure 44 Professor Nicola Rollock delivering keynote talk on "Towards an intersectional lens. Racial justice in Higher Education" at Equitas 2024

Figure 45 Julie Morrissy engages in a Fireside Chat after her performance of readings of Fishamble play "Certain Individual Women"

EDI Strategic Goal 6 2022- 2024 Athena Swan Action Plan Update

Progress to date	Completed: 4	In progress: 5	Not started: 1

Action No.	Summarised Action	Update on Progress
6.1a	Develop and disseminate Guidance on incorporating Gender and Sex dimension into research funding applications, methodologies and content. Support Research office in providing presentations for researchers on gender and sex dimension in research	Guidance developed and shared with Research Office EDI session included in Induction for Postgraduate Research Students from January 2023, October 2023 and November 2023. EDI in Higher Education online training programme is available to TUS staff, including researchers.
6.2a	Analyse uptake of support (including possibility of leave) provided to staff at different stages of completing a PhD study of work.	12 (48% Male, 52% female) TUS Academic Staff Doctoral Bursary Awards in 2022. No Bursary Awards were made in 2023.
6.2b	Assess gendered uptake of Research Time Release across TUS.	2022 51% (n=23/45) of successful applicants to TUS Release Time Release Scheme for 2022 were female. In the Midwest, 56% (n=14/25) of staff availing of the scheme are female, while in the Midlands, the figure is 45% (n= 9/20). No award of maximum time release of 8 hours made in 2022. Only 5 males were awarded time release of 6 hours, all other successful applicants at 4 hours. **2023** 64% (n=28/44) of successful applicants to the TUS Release Time Release Scheme for 2023 were female. In the Midwest, 36% (n= 8/22) of the staff availing of the scheme are female, while in the Midlands, the figure is 65% (n=14/22). No award of maximum time release of 8 hours was made in 2023. 5 males and 1 female were awarded time release of 6 hours, all other successful applicants at 4 hours.
6.2c	Launch TUS Research Career Framework in line with National Control Framework, developing capabilities in addition to supporting career and contract issues.	A TUS Research Career Framework has been developed and approved.
6.2e	Develop initiatives to support women in research supervision, developing supervisory capacity and supporting seed funding for research students.	Session on Reimagining Higher Education: Conversations on Gender and Care for More Equitable HE Futures organised in June 2024. This included conversations on developing supervisory capacity and was organised by the Immersive Research Institute (RUN-IRI) and the TUS Graduate School
6.3a	Commit to an annual TUS Women in Research post-doctoral fellowship funding scheme	As outlined in Figure 42 above, there is currently broad gender balance in research positions.

6.4a	Deliver regular seminars/ workshop through TUS Research Units.	Seminars and workshops were delivered through TUS Research Units in 2023 and 2024
6.4b	Target gender balance in presenters	RUN EU PLUS Research Career Development Training Programme (2023): • 17 sessions completed in 2023. 58% of these were facilitated by female facilitators (n= 14/24). 42% by male facilitators (n=10/24) RUN EU Plus Research Career Development Training Programme: 5 sessions completed in 2021-2022. • 79% of these were facilitated by female facilitators (n = 27/34) • 21% by male facilitators (n= 7/34) ICARUS 2023 Conference included • 30% female facilitators (n=3/10),70% male facilitators (n=7/10) ICARUS 2022 Conference included • 36% female facilitators (n= 5/14), 64% male facilitators (n= 9/14). 2022 Midwest Research Postgrad Training sessions: • Female facilitators: 65% (n=17/26) Male facilitators: 34% (n=9/26)
6.5a	Apply for GEEF funding in 2022. Aim to be a Lead Applicant in one funding call	Awarded funding for GEEF applications in 2023 – TUS is the lead partner.
6.6a	At least one TUS EDI representative participates in each Athena Swan Panel evaluation round	TUS EDI Representatives have been engaged in all evaluation rounds for Athena SWAN Applications in 2021, 2022 and 2023