



Department Application Bronze Award



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Engineering



8. ACTION PLAN

All our actions fall under the following goals/objectives

- Improve the gender balance on decision making committees ensuring gender proportionality
- To become a more inclusive environment for all staff
- Continue to embed AS in the School of Engineering
- To include wider student participation
- To increase awareness of and improve communication around EDI in the School's activities
- Improve gender representation and visibility across SoE
- To encourage UG students to think about a career in research through PG studies
- Increase the number of females attending the Engineering events (pre-university)
- Improve gender balance in recruitment at all levels, increasing the number of female staff in SoE
- To ensure all staff are encouraged in their role through mentorship
- Stem the leak in the pipeline at Assistant Professor level.
- Streamline AS data collection
- To encourage UG students to think about a career in Engineering through PG studies
- To ensure all staff are encouraged in their role through peer-review

Ref	Objective	Action	Rationale	Responsibility	Start Date	End Date	Success Measure
2.1	Improve the gender balance on decision making committees ensuring gender proportionality	At least 2 females to join the SEC bringing the gender balance up to 23.5%	Increasing the number of females on the SEC is important and necessary to achieve gender proportionality in SoE	HoS	May-20	At least two females on SEC from May 2021	Increase in % of women on SEC from 18% currently to 23.5%
2.2	To become a more inclusive environment for all staff	Extend invitations to research staff to attend the Dept meetings	From focus groups, research staff noted that they often felt left out and not seen as academic staff.	HoD	May-20	Adopted as standard practice by Jan. 2021	At least 70% of research staff note feeling included at next focus group/survey (Nov. 2021).
2.3	Continue to embed AS in the School of Engineering	AS to become a standing item on the agenda of Dept and School Executive Meetings	By having AS included in all departmental meetings, staff will be aware of AS activities and wider participation will be encouraged.	HoD/HoS	May-20	Adopted as standard practice SEC since Sept. 2020. To be adopted by Dept by Jan. 2021.	AS forming part of the minutes of all Dept and School Executive meetings. High proportion of School staff surveyed in 2021 (>70%) and in 2023 (>85%) will express a strong awareness of Athena SWAN activities within the School.
2.4	Continue to embed AS in the School of Engineering	Advocate for a new position on the SEC of a Director of EDI	Ensures connection of AS and wider EDI issues and initiatives to all aspects of work in the School. School Exec will be updated on progress of SEED and AS Action Plan.	SAT/HoD	Sep-20	Sep-21	Position added to School Executive Committee.

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3.1	Continue to embed AS in the School of Engineering	<p>Establish SoE Wellbeing and EDI Group (formally Athena SWAN SAT) with clear terms of reference to reflect new role of the group and to bring forward the Athena SWAN agenda.</p> <p>Create a logo to be used with SoE public presentations & email signatures. Staff also encouraged to use Athena SWAN bronze logo when awarded.</p>	<p>Name change from SAT to SEED demonstrates change in focus of group from self-assessment to actioning. Ensure action plan is fully implemented within the timeframe set out. Empower the SEED to drive the culture of equality and diversity within the School. Increase awareness of AS principles and action plan implementation throughout the School.</p> <p>Membership structure and criteria will be established to ensure the SEED continues to represent all groups of staff and students and has appropriate gender balance.</p>	SEED Chair	Jan-21	Sep-21	<p>High proportion of School staff surveyed in 2021 (>70%) and in 2023 (>85%) will express a strong awareness of Athena SWAN, SEED and the School's action plan.</p> <p>SEED will meet every two months 2021-2022, and monthly in 2023-2024 in the lead up to the Athena SWAN Silver application being submitted.</p> <p>Active and productive SAT ensuring achievement of AP outputs, as measured by annual progress review of action plan implementation.</p> <p>Staff/School use Athena SWAN bronze logo in email signatures and public presentations when awarded.</p>
3.2	Continue to embed AS in the School of Engineering	<p>Ensure there is an open call for volunteers from HoS for SEED membership to ensure all areas are represented and also ensuring proportional representation of men.</p>	<p>For successful implementation of the AP there needs to be strong, committed enthusiastic SAT membership. Need to ensure perspectives of all categories of staff, including varying academic grades and PG and UG views continue to be heard in SEED discussion.</p>	HoS and SEED Chair	Jan-21	Annually	<p>SAT membership reviewed annually and School members report feeling it is representative in survey (Nov. 2021).</p>

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3.3	Continue to embed AS in the School of Engineering	SEED to meet monthly	To monitor action plan implementation to review targets and progress and liaise with those responsible for actions to ensure targets are met	SEED Chair	Sep-20	continuous	Actions are successfully completed
3.4	Continue to embed AS in the School of Engineering	Update our Nov. 2019 AS survey (including questions on e.g. induction, research support), distribute and analyse biennial School culture surveys and host focus groups to determine the impact of the AS Action Plan. Include students on future surveys. Prepare an annual AS report template and report on student and staff data – collate, analyse and report all student and staff data relevant to AS application.	Measure the impact of SEED and identify if any other actions required, or if changes to existing actions are necessary. The surveys will provide critical data and facilitate a regular evaluation of staff and student perceptions of gender, which will also support future AS applications.	SEED Chair in conjunction with EDI Office	Sep-21	biennial	Staff response rates to increase from 78% to at least 80% after 2021 survey and ≥85% in 3yrs across all categories (with particular focus on female professionals – only 60% response rate in Nov. 2019 survey). The surveys and focus groups will provide critical data and facilitate a regular evaluation of staff and research student perceptions of gender
3.5	To include wider student participation	SEED Chair will link with the student rep on the School Exec and DUTL will link in with student reps to bring UG feedback to the SEED. In addition, an UG student representative will join the SEED.	It is important that all stakeholders in the School have a voice on the SEED	SEED Chair & DUTL	Sep-20	Sep-21	An UG student representative will join the SEED.

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3.6	To increase awareness of and improve communication around EDI in the School's activities	Hold at least 2 AS events annually: 1 AS event in first term for staff and students and 1 event during national 'Engineers' Week' (every Feb/Mar). Liaise with the University's 'Engineering Society' when organising.	Regular events and coverage will embed AS and EDI in School culture and communication	SEED Chair in liaison with event organisers	Sep-20	Each term	Two events held annually Increasing awareness of AS activities evidenced in resurveys and focus groups (>70% Nov. 2021 & >85% Nov. 2023). (N.B. To be reviewed in relation to COVID-19 - events may take place online or may even be cancelled)
3.7	To increase awareness of and improve communication around EDI in the School's activities	Pertinent policy documents and information such as leave entitlements, flexible working, training opportunities, to be added to SoE website. Include form for anonymous feedback and suggestions. Updated regularly through increased social media presence, where the SoE Twitter handle will be authored by various staff members. Signposting activities for new information and/or news updates will be carried out (such as emails/posters).	Communicate AS activities to all staff and students to ensure gender equality and awareness.	School Website Administrator in liaison with SEED Chair	May-20	Monthly updates	Increasing awareness of AS activities evidenced in biennial resurveys and focus groups (>70% Nov. 2021, >85% Nov. 2023). Google analytics used to track web usage and stats used to measure engagement with and so inform development of the website.

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4.1	Improve gender representation and visibility across SoE	Ensure visible gender balance on the School's website, social media and promotional materials. Highlight the roles of our female staff and students, and of leading women in SoE research and education. Add a careers/alumni section to School website. Highlight the presence of females in the field of engineering.	Currently not all brochures have women in the photos used. Highlight the presence of females in engineering. Only 28% of students on our BAI Engineering are female. There is the need to increase visibility of female staff and potential career options to attract more females to engineering.	Website manager	May-20	Sep-21	Promotional materials to include equal proportion of females to males. New brochures to have female representation including feedback from both males and female students on Engineering courses. Increased visibility of female role models and career options on School website. Careers section added to the School website.
4.2	To encourage UG students to think about a career in research through PG studies	Host an annual PG seminar to increase awareness of internal and external research opportunities and to increase the number of UGs transitioning to PG research, actively encouraging females.	To increase the number of UG students transitioning to PG, particularly females by showcasing the range of research areas and opportunities available in Engineering.	DPGTL	Second term - during Reading Week	Annually	At least 50% participation of UG coming to the seminar with proportionate representation of females.
4.3	Increase the number of females attending the Engineering events (pre university)	Hold an annual outreach event, increasing targeted advertising to all-girls' secondary schools, with talks by female SoE staff or SoE alumni.	By having more females taking part in the Summer schools should encourage and increase female student enrolments in engineering.	Engagement & Outreach Group	Jul-21	Annually	Increase the participation of females from 10% to at least 20%.
4.4	Improve gender representation and visibility across SoE	To review gender balance of speakers at SoE held seminars and conferences.	Often gender is not considered when finding speakers for seminars and conferences. It is important to showcase excellent research from females also.	Research staff rep on SEED	May-20	Review annually	Collection of data on gender of speakers at SoE events. 40% of speakers to be female from 2021-22 onwards.

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4.5	To increase awareness of AS in the School	To communicate to all students via website and relevant handbooks about EDI reps and how to report any EDI issues. Conduct annual focus groups of undergraduate (UG) and postgraduate (PG) students to assess attitudinal change.	Currently there is limited information focused on UG on AS/EDI in the School.	SEED Chair (overall responsibility) Website manager, Handbook Editors (implement updates)	Sep-20	Sep-22	Over 70% of students report awareness of EDI work in the School and report that the School supports/promotes gender equality.
4.6	Increase the ease of student data collection	Increase the ease of student data collection through the creation of a data repository for student data where all AS data is compiled in one location.	At the moment, more than 5 people in the School hold aspects of the required student data for AS making it difficult to access and compile.	AS Data Lead	Jul-20	Annually	Data is easily available to the SEED. A report will be prepared each year updating the AS statistics and presented to the School Executive Committee.

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4.7	Improve the recording of staff data	Improve the recording of staff data. Collate, analyse and report all staff data relevant to AS applications on an annual basis, in conjunction with relevant units (HR, School Office).	AS application process highlighted some data gaps and the difficulties accessing data. We will continue to collect relevant data annually, in preparation for our Silver application in 2024.	AS Data Lead	Jul-20	Annually	Data is easily available to the SAT. A report will be prepared each year updating the AS statistics and presented to the School Executive Committee.
4.8	Improve gender balance in recruitment at all levels, increasing the number of female staff in SoE	All SoE academic staff to complete unconscious bias training to reduce bias when appointing research staff or PhD students. Training to be held annually.	TCD has an informal procedure for appointing PhD and post docs which may lead to bias in recruitment for these roles. Historically uptake of unconscious bias training has been poor and/or the training completed was basic or done a long time ago. UB training will be a requirement for SEED membership in order to ensure members are aware of their UB.	HoS	Jan-21	Training held annually.	All SEED members, School Executive and HoDs trained by end of 2020/21. 70% completion of unconscious bias training for all academic staff (up from 41%) by end of 2021 and 100% by end of 2022.
4.9	Improve gender balance in recruitment at all levels, increasing the number of female staff in SoE	All staff vacancies to include public affirmation of School's commitment to EDI and Athena SWAN status/award (School & University).	Recent Chair appointments were 100% M applicants - after re-advertisement females applied. It is hoped by changing the language used and referring to AS and e.g. flexible working - positions will be more attractive for women.	HoS, HoDs in conjunction with SEED Chair.	Sep-20	Procedure adopted by Feb. 2021	100% of job advertisements include gender neutral language, EDI statement, AS accreditation logos. Application rates within +/- 20% of the gender breakdown of the relevant eligible pool.

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4.10	Improve gender balance in recruitment at all levels, increasing the number of female staff in SoE	Ensure all advertised academic positions use gender-neutral language and a note stating that women are particularly encouraged to apply. Flexible working options and availability of family friendly benefits will be explicitly stated.	Previous job advertisements did not yield any/many females applying for academic positions. We need to ensure all positions are appealing to all groups in order to attract more applications from a diverse range of candidates and improve the talent pool.	HoS in conjunction with SEED Chair.	Sept 2020 (in preparation for next advertisement)	continuous	Future rounds will yield female applicants, in line with the % of women in the discipline pool nationally/internationally (20%) and beyond over the four years until our Silver submission.
4.11	Improve gender balance in recruitment at all levels, increasing the number of female staff in SoE	HoD/HoS to distribute job adverts to SoE staff and ask to share among networks.	To increase the number of females applying for SoE positions	HoS/HoD	Jun-21	Jun-21	Increasing numbers applying for jobs within SoE - particularly from females (at least in line with discipline gender breakdown).
4.12	Improve gender balance in recruitment at all levels, increasing the number of female staff in SoE	Encourage female Postdocs to apply for Assistant Professorship positions via School mentoring programme. Subsequent surveys will ask postdocs if they have applied for Assistant Professorship positions.	This is the stage at which there is a leak in the SoE academic pipeline for female staff. It is a key focus of the SEED.	Mentors	May 2020 - in advance of application process opening in July 2020	Annual	More postdocs (and specifically more female post docs) will apply for Assistant Professorship positions in 2021 than previously.

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4.13	To ensure all staff are encouraged in their role through mentorship	<p>Set up a mentoring programme for all staff, where senior SoE staff mentor newer SoE staff and encourage promotion and career development opportunities - adaptation, social, cultural mentorship / professional mentorship. All staff cohorts included - full and part-time.</p> <p>Introduce mentoring for senior academic roles.</p> <p>There will be an annual call for mentors and training will be given to all new mentors.</p>	<p>Mentoring was not found to be consistent throughout the School. Senior staff members, in particular, tended not to have a mentor. It is hoped that by introducing mentorship at all levels, people (esp. females) will be more inclined to apply for promotion to senior roles.</p>	SEED Chair in conjunction with School Manager and HoDs	Jun-20	Surveyed annually	All staff who would like a mentor are assigned one.
4.14	Improve gender balance in recruitment at all levels, increasing the number of female staff in SoE	<p>New academic staff will have reduced teaching and administrative duties (50% in the first year, 75% in the second), in order to allow for research development and to engage with the University's Postgraduate Certificate in Academic Practice.</p>	<p>In order to attract new Assistant Professors, and in order to support newly appointed Assistant Professors, they will be given reduced teaching and admin duties so they can establish themselves in research development.</p>	HoDs	Sep-21	continuous	Subsequent surveys to show that 80% of new academic staff (male and female) report being supported to establish their research on commencing employment in SoE.

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4.15	Stem the leak in the pipeline at Assistant Professor level.	Encourage staff below the merit bar to apply for advancement through an annual information and training session.	In conjunction with individual mentoring, School will inform and encourage staff to apply for advancement through a group information and training session.	HoDs, SEED Chair	Nov-20	annual	All staff members will note in biennial survey that they were aware of the annual information and training session. By end 2020/21 60% of staff members will attend the annual information and training session, rising to 70% by end of 2021/22 and 80% in 2022/23. Target to increase the number of applications to advance over the merit bar.
4.16	Stem the leak in the pipeline at Assistant Professor level.	School to fund two Aurora positions for female SoE staff	Currently TCD funds a number of places on the programme. It is important that female staff in the School who would like to attend are given the opportunity to do so.	HoS	Next round of Aurora (Dec. 2021)	Annually renewed.	At least two SoE women attend Aurora annually.
4.17	Stem the leak in the pipeline at Assistant Professor level.	Ensure all academic leavers complete a HR exit survey	Reasons for staff leaving TCD are not known (all staff) Academic, technical and research staff are not asked to complete HRs exit questionnaire or offered an exit interview. It is vital to know reasons for leaving the School.	HOD, HR, Line managers	When next staff member leaves	When next staff member leaves	Exit questionnaire completed for all leavers. Exit interviews undertaken for all leavers. Reasons for leaving identified and actions put in place to address concerns where appropriate.

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5.1		SoE will seek University support for a Senior Academic Leadership initiative (SALI) Chair as it is a female only position. A nationally competitive process.	SoE applied for SALI Chair but was unsuccessful end 2019 and end 2020. The School will reapply when the scheme is due to open again (end 2021).	HoS	Nov-21	Jan-22	SoE awarded a SALI Chair.
5.2	Improve gender balance in recruitment at all levels, increasing the number of female staff in SoE	Seek feedback from recent recruits on the recruitment processes and make recommendations to SEC based on findings	In adapting our recruitment process, we wish to ensure SoE supports a fair and transparent process, free from gender bias from all staff at all grades.	SM/ HR SEED Chair	Sept. 2020	ongoing feedback will inform improvements	After a baseline is measured of recent recruits, a greater positive response from >75% recruits (2021), >80% (2022) and a positive response from >90% recruits of all staff at all levels in 2023.
5.3		Targeted recruitment channels will be used for advertising such as through female engineering networks and special interest groups.	SoE has encountered times when no females applied for academic roles. Targeted recruitment channels should help attract female applicants.	HoS	Sept. 2020	continuous	25% of applicants for upcoming positions will be female.

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5.4	Improve gender balance in recruitment at all levels, increasing the number of female staff in SoE	Lobby SoE and HR to be allowed seek panellists from senior research staff and from outside TCD to fulfil these gender rules	Surveys, focus groups and interviews have shown that females in SoE can feel overburdened by the need for gender balanced recruitment panels. Filling panels from beyond SoE would alleviate some pressure.	HoS, HoDs	Jan. 2021	Jun. 2021	Females from beyond SoE are included on recruitment panels At least 75% of females not feeling, burdened by panel duties due to smaller numbers of females in SoE.
5.5	Become a more inclusive environment for all staff	Develop a SoE Induction Handbook for new academic staff with career development plan.	Feedback from academic staff shows a lack of understanding of career development plan, esp. at Assoc. Prof. level. It is hoped that addressing this lack of information will help stop the leak in the pipeline.	SEED Chair	Sept. 2021	Handbook reviewed and updated at end of every academic year.	Handbook distributed to all new staff. At least 80% of academic staff reporting understanding of career development planning (increasing from 64%) in next survey.

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5.6	Become a more inclusive environment for all staff	To invite research staff to take part in the daily academic staff morning coffee	It was noted that research staff had not been included in academic staff coffee mornings. As well as being inclusive, these informal gatherings may encourage some research staff to pursue an academic career.	HoDs, SEED Chair	After COVID-19	continuous	Research staff will attend staff coffee mornings alongside academic staff. At least 70% of research staff report feeling included in SoE at next survey.
5.7		Increase no. of SoE coffee mornings to 4 annually and structure their format to include a welcome to new staff to include 5-minute presentations from any new SoE academic staff members	To date there was no structured welcome to the School for new staff members. Having a 5-minute presentation during coffee morning allows new academic staff to share their research and network with new colleagues.	HoS, SEED Chair	After COVID-19	continuous	100% of new staff are formally welcomed into the School.

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5.8	Become a more inclusive environment for all staff	HR to speak to staff at the beginning of each academic year about relevant policies and procedures. Also, a talk on career development opportunities	SoE staff - regardless of job or grade - have reported being unfamiliar with relevant policies and procedures re career development, leave of absence.	SEED Chair to liaise with HR	Sept. 2021	To continue annually, with content/other details amended following feedback.	70% of staff report good awareness of relevant HR policies, procedures and career development opportunities at next annual survey (Nov. 2021), rising to 80% in Nov. 2023.
5.9		Lobby TCD to include COVID-19 impacts when assessing/comparing output for promotion	Through our COVID-19 survey, many female staff were concerned about their long-term promotion prospect	SEED Chair	Jun-21	Sept-21	COVID-19 is considered in the assessment of promotions. Gender balance reported in promotions success rates for next promotion round.

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5.10	Improve gender balance in recruitment at all levels, increasing the number of female staff in SoE	HoS/HoD to send a follow up email about promotions to encourage those eligible	University sends out email re academic promotions round but feedback indicates that staff would be more inclined to apply if HoD forwarded them the same information.	HoDs	July 2021 (next academic round)	Repeated for each promotion round	At least 80% eligible women apply for promotion.
5.11		Induction Handbook for staff new to key senior roles such as HoD and HoS.	Feedback indicated that academic staff were unsure of job description of senior roles, which was a barrier to application.	HoS, HoDs in conjunction with SEED	Sept. 2021	Handbook reviewed and updated at end of every academic year.	100% of staff taking on new roles receive handbook and at least 75% report that it is useful.

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5.12	Improve gender balance in recruitment at all levels, increasing the number of female staff in SoE	Ensure clear and constructive feedback is given to help promotion reapplication preparation.	There has been no formal feedback on unsuccessful applications to date. Formal feedback will help with reapplication process and may also encourage people, particularly women to make an initial application.	HoDs, HoS	Mar-21	Continuously in place with the format adjusted in response to feedback.	Over 80% of applicable staff reporting having received helpful/constructive feedback.
5.13	Become a more inclusive environment for all staff	To review timings of training and information sessions in SoE and at University level.	Academic staff indicated that timings of training are not always suitable, which makes it difficult for some to attend.	SEED Chair	After COVID-19	Revised schedule adopted within 4 months of return to campus, with the format adjusted in response to feedback.	Training times are arranged in liaison with staff - times may be amended or training repeated as suitable. At least 70% of academic staff report being able to attend training.

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5.14	Become a more inclusive environment for all staff	Adding to A5.7 SoE coffee mornings will include 15-minute talks on topics such as mentorship, leadership, fellowship and promotion	As people are so busy with little time to spare, some informal coffee mornings will incorporate talks on topics staff had indicated they either were unsure of or wished to know more about.	SEED Chair to liaise with HoS and HR as necessary	Sep-21	Dec-21 and thereafter subject to feedback	One coffee morning per term will incorporate a 15-minute talk/presentation on topics staff had indicated they would like to know more about - e.g. mentorship, leadership, fellowship, promotion.
5.15		Creation of a structured career development and appraisal process for PD and early career staff (if requested), following input from Research Office and HR.	Focus groups feedback was that research staff felt there was no clear career path.	HoS in partnership with HR/Faculty HR partner (process) Pls (implement)	Sep-21	Sep-21	Survey feedback will show 70% satisfaction rate with the new structured career development path and appraisal process.

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5.16	Become a more inclusive environment for all staff	Include reference to training opportunities and courses in the Handbook	The handbook will be a go-to manual for SoE staff re supports for working life in TCD - e.g. training opportunities and courses	Website developer in conjunction with SEED	Mar-21	Continuously updated.	At least 70% of staff report good awareness of relevant training opportunities at next annual survey (Nov 2021).
5.17	Streamline AS data collection	Record data on applications and allocation of funding for training by gender.	Gathering data, esp. staff data was extremely difficult and by recording data going forward will enable School to keep records as well as help when preparation of our Silver application.	SEED Data Lead	Sept. 2020	Continuously recorded.	Details on AS data will be collected every academic year so that when SoE makes Silver application all data of previous years is to hand.

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5.18	Improve gender balance in recruitment at all levels	Support for female academics through quarterly lunches with FEW	Feedback was to reinstate this informal peer support for female staff members. Quarterly lunches allow for networking and sharing best practice. This may need to be moved to online informal meeting/lunch due to COVID-19.	SEED female academic members	Jan. 2021	Established by Jan. 2021.	Quarterly lunch meetings held (virtual for now during COVID-19, but hopefully face-to-face in not-too distant future).
5.19		HoDs also provide encouragement to staff to apply for Fellowship by holding meeting for eligible staff to discuss application process.	Currently, staff research details on Fellowship and apply for same alone. With HoDs publicising and providing encouragement to staff to apply, it is hoped that all suitable candidates will put themselves forward.	HoDs	Jun-21	Ongoing, annually.	At least 80% of those eligible for Fellowship will apply annually.

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5.20	To encourage UG students to think about a career in Engineering through PG studies	PG students speak to 3rd/4th Year UG to give an insight into postgraduate study.	To give UG students an awareness of PG research and study, current PG students will speak to those in their final two years of UG studies. This will help UG students in their study/work choices following UG, hopefully encouraging them to continue their studies/work within Engineering field.	DUTL and DPGTL	Jun-21	Annually near end of term (March).	Ensure awareness among UGs of PG study opportunities. Survey will show at least 70% of 3rd/4th year UG students are aware of University's PG programme.
5.21		Academic staff to talk to UG and PG about academic career paths.	To give UG students an awareness of academic research and teaching, academic staff will speak to those in their final two years of UG studies. This will help UG students in their study/work choices following UG, hopefully encouraging them to continue their studies/work within Engineering field, and hopefully encourage more into academia,	DUTL and DPGTL	Jun-21	Annually near end of term (March).	Ensure awareness among UGs and PGs of academic life - teaching and research. Survey will show at least 70% of 3rd/4th year UG students are aware of University's academic and research career paths.

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5.22	To become a more inclusive environment for all staff	Annual review form and handbook for PG and PhD students to include sections on work/life balance and career progression.	SoE understands the importance of a healthy work/life balance for all, including PG and PhD students who have a varied schedule and have noted difficulties in maintaining this balance.	DPGTL	June 21	Aug. 21	At least 80% of PG and PhD students report a better understanding of work/life balance and awareness of career progression options.
5.23	To ensure all staff are encouraged in their role through peer-review	Streamline the process of research applications. Review unsuccessful proposals. Highlight research seminars such as grant writing and ethics.	Peer review for research applications has been on an ad-hoc basis and if individual is not within a large group, help may not be available, which leads to inconsistencies in support.	Chair of Research Committee	June 21	Nov. 2021	Survey indicates at least 70% of early stage researchers felt supported in their research applications.

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5.24	To become a more inclusive environment for all staff	Create a checklist to be used with expectant mothers and HoS/HoD to include the level of contact between School and staff member when on leave, expectations during leave, inform re supports available on return with an understanding of their rights and options	A full checklist is required for expectant mothers and HoDs in relation to maternity leave. This will formalise what has to date been done on an ad-hoc basis, which can lead to a lack of understanding of expectations on both sides.	SEED in conjunction with SEC	Feb 2021	Checklist will be in place by June 2021	All women taking maternity leave attend planning meeting with HoD. 80% satisfaction with process reported.
5.25		Set up a 'buddy' system through the School website for new parents with SoE staff who have parenting responsibilities to offer support.	First time parenting can be overwhelming when trying to keep a healthy work/life balance. Support from colleagues can be invaluable at this time.	SEED Chair	July 2021	Aug.2021	New parents are aware of and can make use of the 'buddy system' to help them manage work and parenthood. Record kept of uptake of buddy system in order to target evaluation of use.

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5.26	To become a more inclusive environment for all staff	<p>Raise awareness of the process for application of cover for maternity leave and of funds available for maternity leave cover.</p> <p>New School website will be updated with details under 'family leave' section.</p>	<p>Academic staff have not always had cover for their maternity leave. Research staff and PIs were not aware of funds available for maternity leave cover.</p>	<p>Website developer with SEED</p>	<p>Mar-21</p>	<p>Nov. 2021</p>	<p>Survey will find 100% awareness among all applicable staff (females and line managers) of central University funds for maternity cover.</p>
5.27		<p>Maternity cover positions will be advertised internally within the School.</p>	<p>Many staff within SoE are both eligible and capable of taking on maternity cover teaching positions. By initially advertising within the School, we can utilise our own talent, and with knowledge of the systems and processes within SoE, it would enable an easy transition.</p>	<p>HoDs</p>	<p>Sep-21</p>	<p>Process will be in place by December 2021</p>	<p>Maternity cover positions will be advertised internally within the School. If no applicants from SoE, they will then be advertised externally.</p>

Ref	Objective	Action	Rationale	Responsibility	Start Date	End Date	Success Measure
5.28		School will lobby the University for up to 10 'Keep in Touch' days with the aim of introducing this process.	Other Athena SWAN applications have cited the success of 'Keep in Touch' days for new mothers to ease their return to work. These days can be used to attend meetings, training with agreement of line manager. New mother can choose to be paid for this time or take time off in lieu.	Line managers, SEED	Jan 2021	June 2022	Up to 10 'Keep in Touch' days are offered by University to new mothers with new mothers able to choose to be paid for this time or take time off in lieu.
5.29	To become a more inclusive environment for all staff	Increase awareness of and use FEMS scheme to pay for teaching relief after return from leave. Details of FEMS scheme to pay for teaching relief after return from maternity/adoptive leave will be highlighted on SoE website under family leave. HoDs and HoS will be reminded of same, so that they can offer expectant mothers the opportunity to avail of the scheme.	FEMS created a scheme to pay for teaching relief within the Faculty after return from maternity/adoptive leave. Knowledge of this scheme is not wide, nor has it been utilised by all applicable cases. By highlighting scheme on website under family leave and reminding HoDs and HoS of the scheme, it is hoped that when next applicable within SoE, that it will be accessed.	SEED	Jan. 2021	Mar-21	100% of returning mothers avail of the Faculty's teaching relief scheme.

Ref	Objective	Action	Rationale	Responsibility	Start Date	End Date	Success Measure
5.30	To become a more inclusive environment for all staff	Structured meeting with HoD revisiting checklist developed in Action 5.24 to ensure expectations and requirements have not changed.	This is to address any changes from the original plan (Action 5.23)	Line managers	Jun-21	Jun-21	All women taking maternity leave are invited to a second meeting with line manager.
5.31		Lobby University for breastfeeding facilities in the east side of campus	Breastfeeding and nursing facilities are being introduced across the University campus, but there is currently none, nor plans for any on the east side of campus - where science, engineering and maths staff/students are based.	SEED, led by SEED Chair	Jan. 2021	June 2021	University will introduce breastfeeding and nursing facilities in the east side of campus.

Ref	Objective	Action	Rationale	Responsibility	Start Date	End Date	Success Measure
5.32	To become a more inclusive environment for all staff	Publicise the newly established fund for caring costs to be given to conference travel through the website.	Fund to help conference delegates pay for caring costs has been established by University, following other AS lobbying. Details of this will be sought and publicised on SoE website, with a reminder of same once COVID-19 restrictions are lifted and face-to-face conferences resume.	SEED, led by SEED Chair	Following upcoming launch by University	Reminder of fund to be published on website straight after launch,	100% of eligible staff are aware of travel fund and how to apply.
5.33		Student feedback will be included in next biennial survey.	Our first SoE survey was sent to all 172 SoE staff members. Our next (Nov 2021) and subsequent surveys/focus groups will also include SoE students at UG and PG level.	SEED	Nov. 2021	Ongoing - surveys sent November, with focus groups in January, every second year	Student feedback from surveys/focus groups will be included in our School self-assessment, giving a fuller picture of SoE members. Target overall (staff and students) response rate of 65% in 2021, rising to over 70% in 2023.

Ref	Objective	Action	Rationale	Responsibility	Start Date	End Date	Success Measure
5.34	To become a more inclusive environment for all staff	Circulate the Dignity and Respect policy and add to website to ensure all staff and students are aware of where to go if they experience any type of bullying and harassment. It will also be added to the UG and PG Handbooks	30%F were aware of sexual teasing/ jokes or remarks	SEED	Mar-21	Mar-21	Surveys to show an understanding of the Dignity and Respect policy and know where to go if they experience any bullying or sexist behaviours
5.35		Lobby TCD to include research staff in the University mentorship programme.	University mentorship programme is exclusively for junior academic staff starting out in TCD. SoE feels that this should be extended to research staff, given their diverse working situations.	SEED, led by SEED Chair	Jun-21	Sept-21	University mentorship programme will be extended to include research staff.

Ref	Objective	Action	Rationale	Responsibility	Start Date	End Date	Success Measure
5.36	To become a more inclusive environment for all staff	Continue Dept social events throughout the year for staff, visitors and PhD students.	Social events, networking and social opportunities are important, especially among all SoE members. COVID-19 will have an effect on social events - ensure social events continue within COVID-19 restrictions (e.g. online as necessary)	HoD	Sep-20	Aug-21	At least two annual social events will continue during this academic year which due to COVID-19 is already proving isolating and difficult for many. Events will take place within COVID-19 restrictions but will continue to allow for engagement among peers and colleagues.
5.37		Hold further focus groups and interviews with the support staff to understand the issues around confidence in the reporting procedures within SoE.	Through individual interviews many support staff felt that reporting bullying or unfair treatment was futile as they did not feel it would be dealt with fairly and satisfactorily.	SEED	Jul-21	Jul-21	At least 90% of staff report confidence in SoE in dealing with bullying at next survey (Nov. 2021).

Ref	Objective	Action	Rationale	Responsibility	Start Date	End Date	Success Measure
5.38	To become a more inclusive environment for all staff	Review the number, membership and gender balance of SoE committees. Publish on Intranet	To aid transparency committee membership will be presented on the intranet.	SEED	Jun-21	Sept-21	Committee membership will be published on the website with proportional representation by Sept 2021.
5.39		Create an Expression of Interest form on the website for those wishing to participate on SoE committees.	Feedback from some staff was that they did not know how to go about joining committees within SoE. An Eoi form will enable HoS reach out to all staff and let staff feel like they are welcome to join committees. Committee membership length and other details will be included.	HoS and School Manager	Jan. 2021	Jan. 2021	Expression of Interest form for membership of SoE committees created and easily accessible for all SoE staff. At least 70% staff report awareness of form and of how to self-nominate for committees at next survey (Nov. 2021), rising to 80% in Nov. 2023.

Ref	Objective	Action	Rationale	Responsibility	Start Date	End Date	Success Measure
5.40	Improve the gender balance on decision making committees ensuring gender proportionality	Lobby University for policy on gender proportionality on committees	There is currently no policy on gender balance on committees within University, with some committees all-male for a number of years. Changing to allow for better gender representation will lead to more diverse engagement.	SEED, led by SEED Chair	Jun-21	Jun-21	University will introduce a policy on gender balanced representation on University committees.
5.41	To become a more inclusive environment for all staff	After the introduction of WAM it will be clearly visible on the internal SoE shared Onedrive. It will include Committee membership (such as SEED) mentorship and outreach.	When the new SoE WAM is introduced, it will need to be clearly visible for all academic staff to prove its transparency and fairness.	HoS, HoDs	Following publication of WAM procedure by University	Following publication of WAM procedure by University	School WAM perceived as clear and transparent by 80% of staff by Silver application.

Ref	Objective	Action	Rationale	Responsibility	Start Date	End Date	Success Measure
5.42	Improve gender representation and visibility across SoE.	<p>Continue the promotion of female staff and students annually for International Women's Day.</p> <p>International Women's Day will be celebrated annually in SoE with our own SoE women featured - women in engineering from all levels, students and staff, with focus on their work, their background and their thoughts.</p>	<p>Females in SoE at all levels were involved in poster/email campaign to highlight work of female engineers in the School for IWD 2020. Following positive feedback and to continue to promotion of female staff and students, including their fields of work, this annual recognition will continue.</p>	SEED Chair in conjunction with School Manager	March 2021	Ongoing, annually.	Greater visibility of women as role models for students and staff reported in the next School survey (increase from 45% in Nov. 2019 survey to 60% in Nov. 2021).
5.43	Improve gender representation and visibility across SoE.	<p>Set up an engagement and outreach team within SoE. Team will coordinate and record events and those who took part in them.</p>	<p>Outreach activities are currently not coordinated centrally by School nor records kept of the types or outreach or the people involved. Dedicated engagement and outreach team will ensure records kept, staff contributions are not disproportionate, while also enabling outreach to be logged for WAM.</p>	HoS, School Manager	Jul-21	Jul-21	Data, by gender, on outreach activity within the School collated. Findings to show gender breakdown in line with that of academic/research staff within the School.

Ref	Objective	Action	Rationale	Responsibility	Start Date	End Date	Success Measure
5.44	Improve gender representation and visibility across SoE.	Recognise the contribution of staff participating in outreach activities in the Workload Allocation Model (WAM).	To encourage engagement in outreach activities by all genders, while minimising the threat of work overload.	HoDs, HoS	Following publication of WAM procedures by University	Following publication of WAM procedure by University	Outreach activities is recognised in the School's Workload Allocation Model. Data to show gender breakdown of staff engaging in outreach in line with that of academic staff within SoE

Ref	Objective	Action	Rationale	Responsibility	Start Date	End Date	Success Measure
7.1		Continue to facilitate online attendance at Dept and School Committee meetings	Staff have reported that online attendance enables a better work/life balance and helps those with caring responsibilities.	HoS, line managers	post-COVID-19	post-COVID-19 - continuously	Department and School committee meetings will cater for online attendance at meetings post-COVID-19, where possible. At least 70% satisfaction with attendance options in relation to work-life balance reported at next survey.
7.2	Become a more inclusive environment	Partial WFH to continue to be facilitated for all staff	Staff have reported that there are benefits to WFH and that a partial WFH arrangement in the future would suit many people's work/life balance and caring responsibilities.	HoS, line managers	post-COVID-19	post-COVID-19 - continuously	Following COVID-19, all staff would be permitted to partially WFH, should they wish, following agreement with line manager.
7.3		To repeat the COVID-19 survey in May 2021 to determine if issues still exist	The initial COVID-19 survey at the beginning of the pandemic brought up many issues. A further survey can see if issues have been addressed and can inform line managers of other potential issues.	SEED Chair	Apr-21	May-21	At least 75% response rate from staff on second COVID-19 survey. Main issues identified to be reported to SEED and SEC for actioning. Action plan updated accordingly.



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