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

Trinity College Dublin Race Equality Action Plan

Office of the Associate Vice Provost
for Equality, Diversity and Inclusion

2023-2028

Contents

Foreword from the Provost

I am very proud to present Trinity College Dublin's first Race Equality Action Plan 2023-2028.

Trinity is deeply committed to promoting an environment that is inclusive, diverse, and equitable for all. As a community, we recognise that true excellence is only achieved when every individual has the opportunity to thrive, contribute, and feel a genuine sense of belonging.

Ireland's rich cultural and social fabric is continually evolving, and as an institution of higher education, we have a responsibility to lead by example in advancing racial and ethnic equality. In 2023, we committed to the HEA's Race Equality Principles for Higher Education Institutions and, while we take pride in the steps we have taken so far, we acknowledge that there is still much work to be done. This Trinity Race Equality Action Plan 2023-28 is a major step in our ongoing journey toward a more inclusive university community. It sits within a wider sectoral and national commitment to race equality, mapping to the National Action Plan Against Racism, the Public Sector Duty, and the Higher Education Authority's Race Equality Implementation Plan.

The Trinity Race Equality Action Plan is not just a document; it is a commitment - a promise to our students, staff, and the wider community that we will challenge discrimination, dismantle barriers, and proactively create an environment where racial equality is embedded in everything we do. The Trinity Race Equality Action Plan outlines 34 concrete actions to address racial and ethnic disparities, amplify diverse and marginalised voices, and ensure that our policies, practices, and culture reflect our core values, ensuring a welcoming environment for all.

Our success in achieving race equality depends on the collective efforts of the entire College community. I encourage every student and staff member to actively engage with this plan, and to be part of the change we seek.

I am confident that together, through commitment and action, we can build a university that not only embraces diversity but truly embodies racial and ethnic equality in every aspect of our academic and social life. Let us commit to this work with clarity, persistence and a refusal to accept inequity as inevitable.

Dr Linda Doyle

Provost and President

Trinity College Dublin

Foreword from the Co-Chairs of the Racial and Ethnic Equality Working Group

This is the first Trinity Race Equality Action Plan, setting out the principles that will guide our efforts to address racial and ethnic inequalities across the institution. More than a statement of intent, it provides a framework of action where commitments are not simply made but are embedded in how we teach, how we support students and staff, and also in how we shape the culture of our university.

Universities do not stand apart from the wider inequalities that shape society, and structural barriers that affect our communities as they persist in teaching, hiring, career progression, as well as everyday experiences on campus. As a dynamic institution, we must commit to policies and practices that evolve to meet the changing needs of the world around us, and if we are to take equity seriously then we must be willing to confront these realities and act with intention and recognise that change does not happen by default or goodwill but through deliberate action.

This action plan reflects the insights and experiences of those most affected, with ongoing commitment over several years from the Racial and Ethnic Equality Working Group (REE-WG), made up of staff and student representation within College. Their contributions have made certain that the plan is informed by lived experience and expertise, as it outlines concrete steps for tackling racial and ethnic inequalities that focus on providing targeted support for those who face these challenges. The plan also establishes clear accountability for progress in addressing these issues.

This plan is not an end in itself, but a foundation for action. The real impact will be seen in how these commitments influence decision-making and drive the university's approach to addressing racial and ethnic inequalities. This is not a short-term initiative, but a continuous effort to bring about lasting change.

This plan lays down the steps, the work is now ours to do.

Professor Lorraine Leeson
Associate Vice Provost for Equality, Diversity and Inclusion
Co-Chair Racial and Ethnic Equality Working Group

Professor Phil Mullen
Assistant Professor Black Studies
Co-Chair Racial and Ethnic Equality Working Group

Membership of the Racial and Ethnic Equality Working Group 2023/4

|			
Ms Amiyat Ayinde	Student Representative 2023/4	**Mr Joel McKeever**	Acting Equality Officer (2024)
Mr Hamza Bana	Students' Union Ethnic Minorities Officer 2023/4.	**Mr László Molnárfi**	SU President 2023/4
Dr Sharee Basdeo	School of Medicine	**Dr Phil Mullen**	Co-Chair, REE-WG; School of Languages, Literatures and Cultural Studies
Dr Rondika Chakrabarti	Trinity Business School	**Dr Siobán O'Brien Green**	Acting Equality Officer (2023)/Head of EDI (2024)
Mr Kevin Coutinho	UK, external advisor	**Ms Antoinette Quinn**	Director, Human Resources
Dr Idriss Jebari	School of Languages, Literatures and Cultural Studies	**Prof Mani Ramaswami**	TCIN/Genetics/Zoology
Dr Derina Johnson	Project Manager, Trinity Inclusive Curriculum	**Ms Louise Staunton**	Associate Director, Trinity Global
Dr Jude Lal Fernando	School of Religion, Theology, and Peace Studies	**Mr Declan Treanor**	Director, College disAbility Service
Prof Lorraine Leeson	Co-Chair, REE-WG; Associate Vice Provost for Equality, Diversity and Inclusion (AVPEDI).		

Glossary

AR	Academic Registry	**HEA**	Higher Education Authority	**Race**	The Equal Status Act 2000 refers to the "ground of race" to include race, colour, nationality or ethnic or national origins
AS	Athena Swan	**HEI**	Higher Education Institutions	**REAP**	Race Equality Action Plan
AP	Action Plan	**HoS**	Head of School	**REE-WG**	Racial and Ethnic Equality Working Group
CAO	Central Applications Office	**ICERD**	International Convention on the Elimination of All Forms of Racial Discrimination	**SAT**	Self-Assessment Team
DIWG	Data Insights Working Group	**IUA**	Irish Universities Association	**SDGs**	Sustainable Development Goals
EDI	Equality, Diversity and Inclusion	**M**	Male	**TAP**	Trinity Access Programme
EEDI	Equality, Equity, Diversity and Inclusion	**PD**	Postdoctoral	**TCD**	Trinity College Dublin
EO	Equality Officer	**PGT**	Postgraduate Taught	**ToR**	Terms of Reference
F	Female	**PGTL**	Postgraduate Teaching and Learning	**UG**	Undergraduate
GSC	Graduate Studies Committee	**PGR**	Postgraduate Research	**USC**	Undergraduate Studies Committee

Background

The Racial and Ethnic Equality Working Group (REE-WG) was established in 2021 to provide a framework to oversee the development and implementation of an action plan for Trinity College Dublin on race and ethnicity to ensure a safe and empowering environment for our students and staff.

The action plan augments the College Strategic Plan 2020-25 and offers segues with College's Institutional Silver Athena Swan Action Plan 2023-8[1] in addressing institutional barriers and systemic challenges with respect to racial and minoritized ethnic diversity and issues of equity. It also seeks to complement local departmental Athena Swan Self-Assessment Team and local Equality, Diversity and Inclusion committees and provides support to developing intersectional approaches to gender equality.

Given the increased racial diversity of Ireland and the internationalisation of the higher education sector, racial equality is a prerequisite. It is also necessary for any large academic institution to be aware of the institutional culture that pervades regarding race and ethnicity, as this impacts directly on the personal, professional, and student lives of those who inhabit the same space but are perceived differently.

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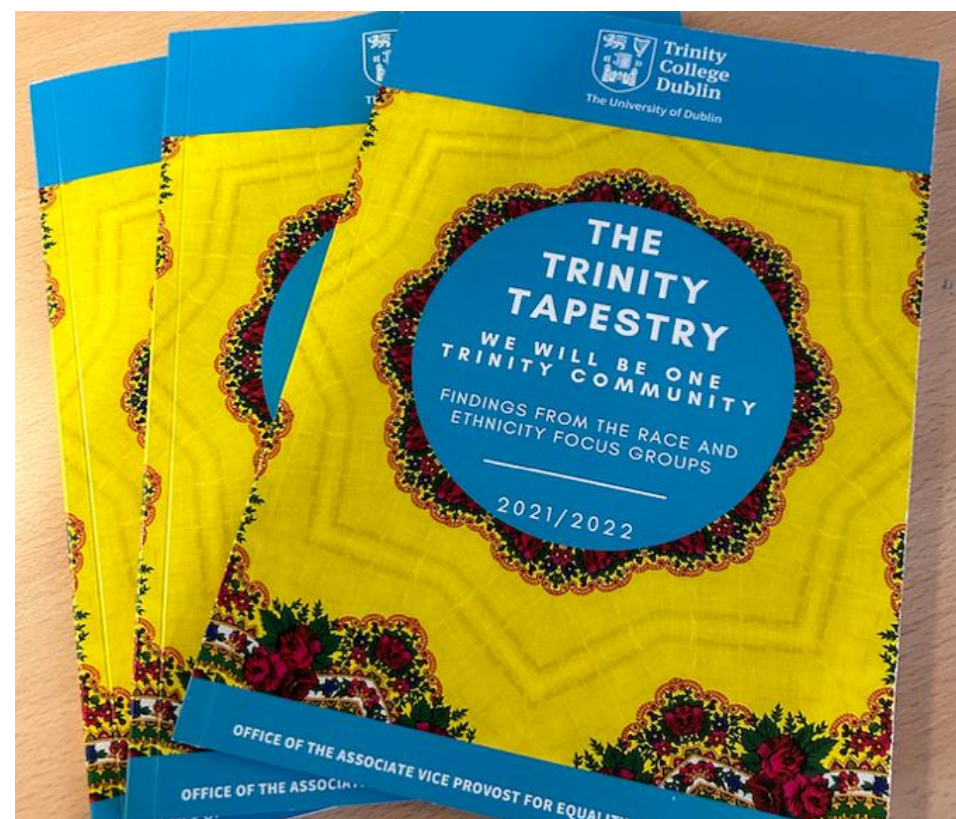
[1] Our institutional Athena Swan Action Plan as submitted in 2023, was to run from 2023-7. However, in late August 2024, Advance HE advised that all awards under the new Athena Swan Ireland Framework would have a five-year implementation cycle. As a result, this Race Equality Action Plan, aligned to our Institutional Athena Swan Action Plan, also runs from 2023-8.

Following the approval of terms of reference for the REE-WG, a process of engagement took place to elicit the experiences of those who self-identify as part of a 'raced' or minority ethnic/racialised religious group, and to determine the understanding of race and ethnicity as potentially deleterious factors on the part of the wider College community. This, it was hoped, would provide significant data to the REE-WG, as well as a jumping off point for constructing an effective action plan. The results of this appreciative inquiry process, which took place in summer 2021, were presented to Board and Council in Michaelmas Term 2022 in a document called "The Trinity Tapestry[2] where we mapped findings and recommendations from our process to the policy recommendations articulated in the HEA's "Race Equality in the Higher Education Sector"[3], published in late 2021. The Trinity Tapestry document also included a Mission Statement against Racism and Discrimination which underpins the ongoing work we are committed to here at Trinity College Dublin.

In March 2022, the HEA published a Race Equality in the Higher Education Sector Implementation Plan 2022-24[4]. The HEA utilises the definition of racism within the National Anti-Racism principles informed by the Athena Swan Ireland Intersectionality Working Group and aligned with the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD):

> "We understand racism to mean the power dynamics present in those structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on their identity, as outlined in Article 1 of the International Convention for the Elimination of Racial Discrimination (ICERD), which provides: '…the term "racial discrimination" shall mean any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life."

The ICERD definition is also adopted in the National Action Plan Against Racism (2023, p.8).

The HEA Implementation Plan included a requirement for all HEI Presidents to commit to Anti-Racism Principles for Irish Higher Education Institutions, launched March 2023, which the Provost signed up to on behalf of Trinity College Dublin on 1st September 2023. The Principles include a National Statement on Race Equality in Higher Education.

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[2] https://www.tcd.ie/equality/news/2023/racial-and-ethnic-equality-working-group-report-202122/
[3] https://hea.ie/assets/uploads/2021/10/HEA-Race-Equality-in-the-Higher-Education-Sector-Analysis-commissioned-by-the-Higher-Education-Authority-1.pdf
[4] https://hea.ie/assets/uploads/2022/03/HEA-Race-Equality-Implementation-Plan-2022-2024.pdf

National Statement on Race Equality in Irish Higher Education

As a higher education sector:

- We acknowledge that race inequality exists in Irish higher education institutions;
- We reject racial discrimination in all its forms;
- We take responsibility, accountability and ownership of race equality issues in Irish higher education;
- We acknowledge that the progressive achievement of equality for staff from minority ethnic groups including Travellers can only be realised through action;
- We acknowledge the need for greater ethnic diversity among students and staff to ensure that HEIs are more representative of the ethnic diversity in Irish society; and
- We acknowledge that higher education institutions have a significant role to play in promoting anti-racist policies and actions across broader Irish society.

Anti-Racism Principles for Irish Higher Education Institutions[5]

1. Race inequality is an issue in Irish higher education. Racism, although context specific, is a problem in Ireland and racial inequalities are present on a daily basis in our higher education institutions.
2. Higher education institutions which allow race inequality to exist cannot perform to their full potential.
3. Anti-racism policies and initiatives must focus on long-term culture change and on fixing the system, not fixing the individual.
4. Racism is not always overt and can manifest itself in everyday interactions, processes, behaviours, etc. (e.g. microaggressions).
5. Race inequalities are experienced differently by people from similar and different ethnic backgrounds.
6. The complex nature of the intersection of race inequality with other characteristics protected under Irish equality legislation must be taken into account when developing anti-racism actions and policies.

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[5] HEA Anti-Racism Principles for Irish Higher Education Institutions 2023

The national Implementation Plan also requires each HEI to have a stand-alone race equality action plan in place. This document seeks to fulfil this obligation.

In August 2023, Trinity College Dublin successfully secured an institutional silver Athena Swan award under the new Athena Swan Ireland Charter and Framework. This new framework now includes consideration of all staff (whereas prior to 2021, only gender equality with regard to academics was considered), incorporates intersectionality as a key component, and invites institutions to identify broader equality, diversity and inclusion priorities aligned with equality legislation in Ireland. Trinity's Priority Action 2.5.1 is to publish a Trinity Racial and Ethnic Equality Action Plan.

Across the academic year 2023-24, the REE-WG developed this action plan, with guidance and input from Mr Kevin Coutinho, who has led significant work on Race Equality and Gender Equality in UK Higher Education Institutions including at the University of Oxford, University of Cambridge, and University College London and engages with Irish Higher Education Institutions on matters relating to equality, diversity and inclusion.

Photo: Dr Jennie Rothwell, HEA Centre for Excellence in Equality, Diversity and Inclusion, Provost Linda Doyle, Dr Phil Mullen, Co-Chair of the Racial and Ethnic Equality Working Group, and Professor Lorraine Leeson, Associate Vice Provost for Equality, Diversity and Inclusion

The Trinity Race Equality Action Plan 2023-28 is presented here. There are 34 actions, mapping to 8 key headings:

ORGANISATIONAL CULTURE	**UNDERSTANDING RACIAL AND TRAVELLER INEQUALITIES**	**SUPPORTING AND ADVANCING STAFF CAREERS**	**SUPPORTING AND ADVANCING PROFESSIONAL, MANAGERIAL AND SUPPORT STAFF CAREERS**
4 ACTIONS	5 ACTIONS	8 ACTIONS	4 ACTIONS
STUDENT INCLUSION AND SUCCESS	**EVALUATING CULTURE, INCLUSION AND BELONGING**	**INSTITUTIONAL PRIORITIES FOR FUTURE ACTION**	**EVALUATING AND SHARING LOCAL AND DISCIPLINE SPECIFIC PROGRESS AND SUCCESS**
4 ACTIONS	4 ACTIONS	3 ACTIONS	2 ACTIONS

The items in the action plan in black are items from our Institutional Athena Swan Action Plan (2023-8). The items in **blue** are new race equality actions. Sections shaded in blue are priority actions.

In this document, we outline each section heading goals in turn, mapping out the relationship of the Trinity Race Equality Action Plan (Trinity REAP) to the HEA Principles, to the guidance that emerged from the Trinity Tapestry report (2022) and to actions in our institutional silver Athena Swan Action Plan. We also highlight how these actions map to the United Nations Sustainable Development Goals (SDGs).

This first Trinity Race Equality Action Plan represents a significant step in a process of mindful, collaborative ongoing dialogue around racial and ethnic equality here in College and helps us in our work towards fulfilment of our Irish Human Rights and Equality Act (2014) Public Sector Duty.

Monitoring

The Equality, Diversity and Inclusion Office will lead the implementation of the Trinity Race Equality Action Plan. In early 2025, we ran a competition to recruit a Race Equality Officer. This role will support and coordinate activities relating to the Trinity Race Equality Action Plan.

Reports on progress will be made to a new Race Equality Implementation Oversight Group, which will meet across the academic year. Reports will be fed into the College's Principal Committee of Board – People and Culture, via the Equality, Diversity and Inclusion Sub-Committee. Reports will also inform the work of the University Athena Swan Committee.

Annual reports on progress will be incorporated into the College's annual EDI Report and will support our ongoing commitment to meeting our Irish Human Rights and Equality Commission Act Public Sector Duty.

Mission Statement Against Racism and Discrimination

Trinity College Dublin recognises racism as a serious global and local issue that is in direct opposition to our core values. We will speak out firmly against it, no matter where, or at what level it manifests. We stand in solidarity with all our students, staff and alumni whatever their ethnic, racial, cultural or religious backgrounds. We aim to be inclusive and welcoming to all. This is a cornerstone of who we are, and so we commit to putting energy, time and resources into safeguarding a fair and equitable campus and ensuring that it is a welcoming place in which all can belong, and thrive.

We know that more needs to be done to ensure that College is inclusive. We welcome the opportunity to create a safe environment for all with well-considered actions, especially, to bring about real structural change, as we know and understand that racism is structural as well as individual acts of aggression and intimidation.

As a university, we see our role as leading national discussions that inform and underpin our responsibility to create a more equitable society. We commit to continually identifying and challenging historical factors that contribute to inequity, as well as to research and teaching in this area.

From: The Trinity Tapestry. Findings From the Focus Groups on Race and Ethnicity 2021/2, Trinity College Dublin, 2022.

1. Organisational Culture

This Action Plan will:

- Foster an environment and governance culture which engages in race equality, diversity and inclusion in institutional leadership and governance.
- Continue to increase staff engagement with EDI and Athena Swan and embed intersectionality into the work undertaken by local areas and awareness of institutional Race EDI priorities.
- Continue to engage our Human Resources Specialist in Race EDI and Athena Swan review process to better mainstream practices and data provision.
- Enhance data collection and disclosure rates for diversity data, including ethnicity, nationality and Traveller background, to enable target setting and to support better gendered and intersectional understanding and analysis.

Our actions under this thematic heading are linked to the Anti-Racism Principles for Irish Higher Education Institutions, build on findings of the 2022 Trinity Tapestry report and to our 2023 Institutional Silver Athena Swan Action Plan as follows:

Anti-Racism Principles for Irish Higher Education Institutions	Trinity Tapestry (2022) advises:	Trinity Institutional Silver Athena Swan Action Plan 2023-8
No. 1 Race inequality is an issue in Irish higher education. Racism, although context specific, is a problem in Ireland and racial inequalities are present on a daily basis in our higher education institutions. **No. 3** Anti-racism policies and initiatives must focus on long-term culture change and on fixing the system, not fixing the individual. **No. 4** Racism is not always overt and can manifest itself in everyday interactions, processes, behaviours, etc. (e.g. microaggressions). **No. 6** The complex nature of the intersection of race inequality with other characteristics protected under Irish equality legislation must be taken into account when developing anti-racism actions and policies.	1.1 Develop a Race Equality Charter 1.2 Ensure that EDI is understood to be an issue of strategic priority in Trinity. 1.3. Adopt qualitative audits rather than audits which are quantitative in nature, which may hide an understanding of real day to day lived experiences. 1.4 Develop a campus environment where discussions on race and experiences of black and minority stakeholders are encouraged, including amongst staff and academics. 1.8 Reflect on the diversity of College's decision-making bodies, their selection and operating practices. 1.23 Ensure that the core values that we subscribe to are reflected more in the attitudes and behaviours from those in positions of power in Trinity. 2.8 Need for more impetus to ensure both bottom-up and top-down flows of information and idea sharing as we work. 3.1 Focus on the creation of inclusive, introspective, reflexive and learning oriented frameworks that challenge misperceptions and misrecognitions. 4.1 Ongoing monitoring of diverse representation at various levels of staff. 4.3 Ongoing monitoring of diverse representation turnover at various levels.	1.2.1 Continue to increase staff engagement with Athena Swan. 1.2.2 Continue to engage our Human Resources Specialist in the Athena Swan review process to better mainstream practices. 1.2.5 Enhance data collection and disclosure rates for diversity data, including ethnicity, to enable target setting and to support better gendered and intersectional understanding and analysis. 2.2.1 Continue commitment to achieving and maintaining gender balance (i.e. at least 40%) in re-constituted TCD compliance Committees.

This work also maps to the Sustainable Development Goals:

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
1.1	Foster an environment and governance culture which engages in Race equality, diversity and inclusion in institutional leadership and governance. **[Priority Action]**		Profile Race EEDI as an institutional priority through ongoing and regular communication and behaviours of senior leadership	The Board and University Council	Participation of senior leadership in Race EEDI work and in meeting the institutional legal and HEA obligations and representing the College's ambitions in relation to racial equity and social justice	
				Executive Officers Group	Development of local Race EDI objectives for each faculty and division based on their local analysis as part of Athena SWAN and EDI work.	Q4 2024
				Chief Officers Group	Recruitment of a Race Equality Officer.	
				EDI Office		
			Monitor ethnicity, nationality and Traveller composition of key governance committees.		Production and dissemination of targets for institutional governance bodies.	
			Create targets to increase representation in institutional governance bodies, using positive action where possible to realise this.			

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
1.2	Continue to increase staff engagement with EDI and Athena Swan and embed intersectionality into the work undertaken by local areas and awareness of institutional Race EDI priorities.	Athena Swan principles have been mainstreamed within policies and EDI is considered as part of School/Unit/Institutional Quality Reviews. However, further work will ensure effective communication of EEDI, Athena Swan related work to all TCD staff and how intersectionality and Race EDI can be embedded in local practice.	Ensure Race EEDI is understood to be an issue of strategic priority within TCD.	AS Project Officer, Equality Officer and AVP EDI		
			Intersectional activities are embedded in SAT work at local areas.	AS Project Officer, Equality Officer and AVP EDI Local AS/EDI SAT/committees		
			Work with professional units to begin establishing SAT committees, embedding intersectional analysis as part of the work.	AS Project Officer	≥3 professional units hold Bronze by 2027.	Already in progress - target achieved by 2027.
			Twice yearly e-newsletter communicating best practice and highlighting people, successes and challenges across the University beginning October 2023. Highlight intersectional approaches in communications	AS Project Officer, RE Officer and Internal Communications Officer	Circulation of the newsletter providing up-to-date information	Begin in October 2023, with issues in October and April of each year

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
			Include annual review on institutional and departmental progress and impact in annual EDI report beginning 2024.	AS Project Officer and Equality Officer	Keep college committees and community informed of the work happening on Athena Swan at both institutional and departmental level.	Beginning in 2024 EDI report and continue annually
1.3	Continue to engage our Human Resources Specialist in Race EDI and Athena Swan review process to better mainstream practices and data provision	Provide Race equality and intersectional data as part of the central HR support for departmental and institutional work for Athena Swan existing work.	Develop agreed ethnicity, nationality and Traveller data provision against monitoring frameworks, data protection requirements and organisational needs to enable local data analysis to be undertaken as part of intersectional departmental and institutional AS work.	Appropriate AS Champions, and Human Resources Specialist DAaSI	Identify agreed qualitative and quantitative data provision and requirements and delivery plan to meet these for the lifetime of the action plan.	Q4 2024
			Adopt qualitative audits in addition to quantitative ones, which may draw out the impact of microaggressions and day-to-day lived experiences.	EDI Office		

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
1.4	Enhance data collection and disclosure rates for diversity data, including ethnicity, nationality and Traveller background, to enable target setting and to support better gendered and intersectional understanding and analysis.	Incomplete data sets disguise the impact of inequalities on different protected groups and intersectional analysis, making it difficult to identify and target trends in the academic and career pipeline for staff that belong to underrepresented groups. Disability currently has a disclosure of 35%, ethnicity is at 21% (but is seeing the quickest growth) and sexual orientation is lowest at 18%.	Location, explanation, and confidentiality of the diversity data collection tool to be communicated with the community through a coordinated campaign between EDI Office, HR, DPO and Communications Office using the twice-yearly newsletter and T-Net.	AS Project Officer, Comms/HR, DPO (Secretary's Office)	≥40% staff disclosure of ethnicity by June 2024 and ≥55% staff disclosure of ethnicity by January 2026	Start: June 2023

Target met by January 2026 |
				DAaSI	≥25% increase in disclosure of disability and sexual orientation by January 2026	
			Annual reminder to all staff to update key personal information in Core HR.	AS Project Officer, HR, Secretary's Office		
			Roadshow schools/areas with lowest disclosure after first year of promotion.	AS Project Officer/Equality Officer		
			Complete an analysis of career pipeline through an intersectional lens.	DAaSI/AS Project Officer/HR	Trends in pipeline identified and evidence-based targeted actions created by 2027.	Start January 2026 with analysis and targeted actions planned by 2027 AS application.

2. Understanding Racial and Traveller Inequalities

This Action Plan will:

- Hold an EDI survey every two years. Apply learnings from the 2021 and 2022 EDI Survey promotion campaign response to continue to grow the EDI survey response rate and target underrepresented groups.
- Identify differentiated student experiences by ethnicity, nationality and Traveller background.
- Include Race EDI findings and reports of activity in our annual EDI report to Board and Council., commencing 2024.
- Launch a Biannual EDI Newsletter to ensure the work and progress arising from the Race EDI Action Plan.

Our actions under this thematic heading are linked to the Anti-Racism Principles for Irish Higher Education Institutions, build on findings of the 2022 Trinity Tapestry report and to our 2023 Institutional Silver Athena Swan Action Plan as follows:

Anti-Racism Principles for Irish Higher Education Institutions	Trinity Tapestry (2022) advises:	Trinity Institutional Silver Athena Swan Action Plan 2023-8
No. 1 Race inequality is an issue in Irish higher education. Racism, although context specific, is a problem in Ireland and racial inequalities are present on a daily basis in our higher education institutions. **No. 2** Higher education institutions which allow race inequality to exist cannot perform to their full potential. **No. 3** Anti-racism policies and initiatives must focus on long-term culture change and on fixing the system, not fixing the individual. **No. 5** Race inequalities are experienced differently by people from similar and different ethnic backgrounds. **No. 6** The complex nature of the intersection of race inequality with other characteristics protected under Irish equality legislation must be taken into account when developing anti-racism actions and policies.	1.2 Ensure that EDI is understood to be an issue of strategic priority in Trinity. 1.14 More effective communication of the College's equality, diversity and inclusion strategies with specific responsibilities for the implementation of the goals and strategic statements included in strategies. 1.15 Continuously work to explicitly position TCD as a space that is open and inclusive. 1.16 Increase involvement of representative groups and individuals from both staff and student backgrounds to help with the development and creation of equality, diversity and inclusion plans. 1.17 Clearly communicate what exactly the terms diversity, inclusion, equality and equity mean in Trinity's context. 1.18 Examine how strategic messages on diversity and inclusion (broadly) and race and ethnicity (specifically) are communicated down through the leadership pipeline in Trinity. It was suggested that these messages and the practices experienced from the top are crucial.	1.3.1 Hold EDI survey every two years. Apply learnings from 2021 and 2022 EDI Survey promotion campaign response to continue to grow EDI survey response rate and target underrepresented groups. 1.3.2 Include Athena Swan findings and reports of activity in annual EDI report to Board and Council, commencing 2023. 1.3.3 Launch Biannual EDI Newsletter to ensure the work and progress arising from our GAP 2023-27 is visible. 1.3.4 Establish and support a Trinity EDI Directors Network, with clear governance mechanisms to support their input to the appropriate Principal Committee and/or Sub-committee of Board/Council.

Anti-Racism Principles for Irish Higher Education Institutions	Trinity Tapestry (2022) advises:	Trinity Institutional Silver Athena Swan Action Plan 2023-8
	1.23 Ensure that core values we subscribe to are reflected more in the attitudes and behaviours of those in positions of power in Trinity. 3.1 Focus on the creation of inclusive, introspective, reflexive and learning oriented frameworks that challenge misperceptions and misrecognitions.	

This work also maps to the Sustainable Development Goals:

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
2.1	Hold an EDI survey every two years. Apply learnings from the 2021 and 2022 EDI Survey promotion campaign response to continue to grow the EDI survey response rate and target underrepresented groups.	Response rate for the survey was 33%. Researchers (response rate 15%) and non-desk-based staff (75 paper surveys distributed, 15 returned) continue to be underrepresented in the survey. More completion required to understand the needs of our diverse staff population across all job categories.	EDI survey to run between January and April 2024. Ensure that ethnicity and race equity indicators are included in the framing of the survey.	Equality Officer/AS Project Officer	Increase overall staff response rate to ≥45% in 2024 and ≥55% by 2026. Data on Race EDI experiences of staff are gleaned from the survey to complement other data sources.	Start: January 2024 Target 1 ≥45% met by 2024 Target 2 ≥55% met by 2026
			Coffee mornings are organised to bring non-desk-based staff together, allow time to complete surveys and highlight the importance of their contribution to the consultation.	AS Project Officer	Increase the number of completed surveys from non-desk-based staff to ≥#40 in 2024 and ≥#65 by 2026	
			Coffee mornings are organised in research institutes with support from the Trinity Research Staff Association to bring researchers together and highlight the importance of their contribution.	AS Project Officer	Increase researcher response rate to ≥30% in 2025 and ≥45% by 2026	
			Electronic survey promoted via all College networks. The above milestones, and any additional learnings applied between January and April 2026.	Equality Officer, AS Project Officer, Communications Office	Increase overall staff response rate to ≥45% in 2024 and ≥55% by 2026	

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
2.2	Identify differentiated student experiences by ethnicity, nationality and Traveller background.	The institution already undertakes surveys of its students. Harnessing the existing surveys and considering how to ensure that these capture demographic EDI characteristics, including race (at least ethnicity and nationality) and Traveller backgrounds, will reduce duplication, provide fuller and more representative data sets and reduce the risk of survey fatigue.	Analyse student surveys (UG, PGT and PGR) response to explore how EDI is already included, specifically from ethnicity, nationality and Traveller perspectives. Amend wherever possible to ensure that demographic data is collected and able to be analysed. Analyse student data from surveys and report to relevant committees and use responses to inform this action plan and the work of faculty EDI committees/ AS SATs.

Undertake focus groups with students to explore topics that have been identified for further exploration ensuring that issues related to ethnicity, race equity and nationality are addressed

Consolidate and share the findings of work undertaken by the university counselling service into the experiences of racialised students. | AR

AS Project Officer, Equality Officer and AVP EDI

University Council

Head of Counselling Service | Annual data produced highlighting key issues of difference experienced by racially minoritized and international students.

6 x Focus groups held annually in 2024/2025 and 2025/2026 (2 x each faculty, with off-city centre campus locations included) with allocated budget provided. | Q4 2024 and aligned with the institutional annual reporting cycle.

Q4 2024 onwards |

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
2.3	Include Race EDI findings and reports of activity in annual EDI report to Board and Council., commencing 2024.	Since 2006 we have produced an annual Equality Monitoring report to gather base-line statistical data on staff and students, including sex disaggregated data. This report has been reimagined and expanded and from 2023 this new EDI monitoring report will include findings from both the EDI survey and our AS self-assessment, along with annual progress on the Race EDI action plan which will be circulated to Board and Council.	Prepare the second EDI report for submission and presentation to TCD Board and Council.	AS Project Officer, Equality Officer and AVP EDI TAP	A more concise, engaging report with more infographics and data insights will be produced annually and be a key source of EDI and AS data for TCD and external readers. Click throughs and report downloads will be monitored to enhance ease of locating EDI report online in addition to multiple digital links to EDI report page on a range of relevant TCD websites.	Sep-24
			Launch the new EDI report at a Town Hall with Provost and/or Senior Leadership from College and members of the College Community.	AS Project Officer, Equality Officer and AVP EDI		Oct-23
2.4	Launch Biannual EDI Newsletter to ensure the work and progress arising from the Race EDI Action Plan.	Preparation of this plan highlighted the need to update and inform stakeholders on the progress of delivering the Race EDI Action Plan.	Create content based on 2024 race equality activities at School and College level. E-shot EDI newsletter to all staff with email sign off from AVPEDI.	AS Project Officer and EDI EO	Visibility of race equality work communicated to staff and students. 80% of respondents report awareness of Race EDI initiatives.	Q3 2023 first EDI Newsletter released and every 6 months thereafter

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
			Post highlights from newsletter on campus-wide digital screens to ensure message reach to non-desk-based staff and wider College community.	AS Project Officer and Internal Communications Officer		April 2025.
			Monitor reach via email click-throughs and additional feedback from TCD Comms office.	AS Project Officer and Internal Communications Officer	Increased awareness of diversity collection tool with ≥40% staff disclosure of ethnicity by June 2024 and ≥55% staff disclosure of ethnicity by January 2026	January 2026.
2.5	Establish and support a Trinity EDI Directors Network, with clear governance mechanisms to support their input to the appropriate Principal Committee and/or Sub-committee of Board/Council.	Almost all Schools that hold AS award have established EDI committees and the role of an EDI Director. There is a need to provide appropriate support to further mainstream the practice of EDI directors and establish governance mechanisms similar to that of the AS Champions. This will inform and embed Race and Traveller EDI within the institution.	All Schools and professional service areas to establish EDI Committees and select an EDI Director. Any professional units applying for AS awards will also create this position.	AS Champions	All Schools will have an EDI Committee and Director in place.	Already in progress, all schools to have EDI director by April 2024.
			Establish common TORs for EDI Directors and clear governance mechanisms.	AVP EDI	Common Terms of Reference in place for all EDI Directors, and direct reporting mechanism to Board/Council via planned TCD EDI Committee in place	Already in progress, clear ToRs and reporting structure established by October 2023.
			EDI Directors to meet twice a term.	AS Officer	A space for sharing ideas, best practice and peer-support established for EDI Directors.	Meetings to begin in October 2023.
			Teams SharePoint and Teams site to be created for EDI Directors to support community of practice.	AS Officer	A space for sharing guidance documents and helpful resources to support EDI Directors in their role.	Site developed by October 2023.

3. Supporting and Advancing Staff Careers

This Action Plan will:

- Help us to understand the institutional staffing profile by ethnicity, nationality and Traveller background and how it has and will evolve.
- Help us to understand the experience of institutional recruitment practices of different ethnic groups, nationalities and Traveller backgrounds when applying for roles at the institution.
- Build on the work of the Employment Patterns and Contracts working group and make appropriate recommendations based on findings.
- Implement a TCD researcher recruitment model in accordance with Open, Transparent and Merit- based (OTM-R) practice.
- Help us to understand and respond to the experiences of academic staff by ethnicity when applying for promotions, implementing actions that redress inequitable experiences.
- Continue to encourage participation on all mentoring programmes and build capacity for additional mentoring opportunities.
- Build on the AS AP 2.2.13 pilot and roll out Performance Conversations across College to ensure evaluation consider ethnicity, nationality and Traveller backgrounds in the effectiveness of institutional performance conversations.
- Increase the accessibility of key EDI training offerings across several parameters, including provision of ISL interpretation.
- Work to establish an endowed Professorship that will have significant impact on the faculty in which the role is placed.

Our actions under this thematic heading are linked to the Anti-Racism Principles for Irish Higher Education Institutions, build on findings of the 2022 Trinity Tapestry report and to our 2023 Institutional Silver Athena Swan Action Plan as follows:

Anti-Racism Principles for Irish Higher Education Institutions	Trinity Tapestry (2022) advises:	Trinity Institutional Silver Athena Swan Action Plan 2023-8
No. 2 Higher education institutions which allow race inequality to exist cannot perform to their full potential.	1.13 Be more active in the recruitment of minority representation to senior leadership and senior academic positions.	2.2.2 Consider the results of the comprehensive research undertaken by the Employment Patterns and Contracts working group and make appropriate recommendations based on findings.
No. 3 Anti-racism policies and initiatives must focus on long-term culture change and on fixing the system, not fixing the individual.	2.1 Consider how individuals and groups might encounter and experience disadvantage and structural inequality in their interactions with College and work actively to dismantle these barriers.	2.2.5 Implement a TCD researcher recruitment model in accordance with Open, Transparent and Merit-based (OTM-R) practice.
	2.3 Focus on structural change – go beyond the appearance of broader inclusion.	2.2.6 Increase the proportion of female academics applying for promotion, particularly from junior grades.
	4.2 Ongoing monitoring of diverse representation hire rate at various levels of management.	2.2.7 Further improve promotion transparency for academic staff.
	4.3 Ongoing monitoring of diverse representation turnover at various levels.	2.2.8 Continue to encourage participation on all mentoring programmes and build capacity for additional mentoring opportunities.
	5.6 Review of the specific impact of current staff short-term contract processes to establish if some individuals/groups are more adversely impacted than others.	2.2.13 Pilot and roll out Performance Conversations across College.
	5.1 Strengthening mentoring opportunities for minority staff and students.	

This work also maps to the Sustainable Development Goals:

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
3.1	Understand the institutional staffing profile by ethnicity, nationality and Traveller background and how it has and will evolve.	Produce data of the ethnicity, nationality and Traveller profiles within TCD, broken down by staff group, contract type, working pattern, leavers and faculty to enable target measures that may be pertinent for specific staff groups, and at sub-institutional level (faculties). Where the data exists for past three years, then this should be used to enable trend data to be identified. Where not, produce baseline data. This will provide quantitative bases upon which representation gaps can be identified and proportionate responses undertaken	Undertake a lifecycle analysis of staff by ethnicity and Traveller background for all staff groups and by grade, initially by White Irish, White other and Black/Asian Minoritized Ethnic groupings.	Head of EDI	Produce and share staff profile data to complement existing efforts to engage with race equality through intersectional AS work.	Q2 2025 and annually thereafter alongside existing EDI data production timelines.
			Intersectionalise the data by nationality (citizenship) (Irish/non-Irish) at institutional and faculty/professional services levels insofar as possible.	DAaSI	Disseminate the information, making it publicly available in institutional publications.	
			Assess the extent in which more granular analysis of ethnicity is possible at institutional, faculty/professional services level	RE Officer		
			Provide data on grievances and disciplinary rates by ethnicity.	HR	Identify key representation gaps in ethnicity profile by staff group at institutional, faculty/professional services level to support development of both target s for specific staff groups and ii) sub-institutional priorities (e.g., faculties) by EDI committee/AS SATs	

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
			Scope leavers' data by ethnicity and Traveller background to see if there are unaccounted factors impacting on staff turnover and attrition.			
3.2	Understand the experience of institutional recruitment practices of different ethnic groups, nationalities and Traveller backgrounds when applying for roles at the institution.	Fair and equitable recruitment practices ensure that the institution attracts and recruits talent irrespective of ethnicity or race.	Insofar as possible, review existing recruitment data that is held by ethnicity and/or nationality and Traveller background.	HR	The institution understands the limitations of its current recruitment practices, for example exploring how to collect and process data.	Q2 2025 Q3/Q4 2025 Q1/2026
				AS Project Officer, Equality Officer and AVP EDI	The institution understands the ethnicity, nationality and Traveller profile during different stages of the recruitment process, identifying any data gaps and issues with data completion and is able to create target responses at institutional and faculty levels to disproportionate adverse	

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
		Ensure that the institution understands whether there are barriers to applying to the institution.	Undertake focus groups by ethnicity, nationality and Traveller background to explore perception of institutional recruitment practices.	University Council	Publish updated targets to implement responses to identified inequities and update this action plan for the period 2025 onwards.	
			Share data with faculties and central professional services areas to identify recruitment practices and targets to support and redress inequity.			
3.3	Build on the work of the Employment Patterns and Contracts working group and make appropriate recommendations based on findings.	There is a need to investigate and address any disparities in career progression, and support mechanisms for racially minoritized and Traveller staff.	Build on the output of the Working Group on Employment Patterns and Contracts to analyse staff profile by ethnicity, nationality and Traveller background.	Director of HR/Registrar/ Race Equality Officer	Group established	Produce initial report highlighting key strengths and challenges with recommendations by Q2 2025.

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
			Analyse data around the duration of contracts, and patterns of contract renewals to understand and review the issue of any precarity that may exist.	Race Equality Officer	Results and recommendations, included targeted interventions to alleviated workplace inequity, will be sent to the Board	The results of this research will be reported to the Board of Trinity College in the Autumn of 2024. The supplemental data from the Race Equality Officer's work will be shared with People and Culture Committee in Q3 2025.
	Implement a TCD researcher recruitment model in accordance with Open, Transparent and Merit-based (OTM-R) practice.	Recruitment of research staff is devolved to PIs without central oversight. While this accelerates the process of appointment, it does not ensure that the procedures are transparent, fair and/or competitive.	Pilot in Faculty STEM – beginning in school of Chemistry.	HR, Office of the Dean of Research, HoS Chemistry, Secretary's Office	Research staff recruitment in accordance with OTM-R begins, and is monitored, with any issues identified. Include ethnicity, nationality and Traveller background.	Oct-24
			Full adoption of research staff recruitment in accordance with OTM-R.		Research staff recruitment in accordance with OTM-R fully adopted across College and monitored in line with other recruitment data.	Oct-25

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
3.5	Understand and respond to the experiences of academic staff by ethnicity when applying for promotions, implementing actions that redress inequitable experiences.	Academic staff can apply for promotion. Understanding how different ethnic, nationality and Traveller groups apply, experience and succeed in promotion can help the institution to respond to inequitable treatments, identify where issues exist (for example, in delayed applications, lower success rates, support for applying etc.) and highlight areas of good practice (for example between faculties or different approaches to PDR).	Undertake data analysis of current data set to identify data gaps and produce, where available, baseline data sets.	Race Equality Officer	Institutional systems are able to produce data on promotion by ethnicity, nationality and Traveller backgrounds and enable analyses and identification of issues to be undertaken.	Q2 2025 (initial analysis)
			Data shared with individual faculties to enable EDI committees/AS SAT to identify specific actions to be taken forward.		Institutional responses to organisation wide inequalities are agreed and included in updated to this Race EDI Action Plan.	
					Each faculty has actions to respond to the data by ethnicity on promotions that can be included in local action plans. Where possible data will include nationality and Traveller background (although this may only be possible longitudinally).	Q2 2025 data sets published
					80% of workshop participants gain greater understanding of promotions.	

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
					Understand if there are any specific non-structural (e.g., contract type) issues that impede minoritized ethnic and non-Irish staff from accessing promotions process (e.g., process knowledge or departmental support).	Q3/Q4 2025
			Promotion workshops began in 2021 (ASAP2.2.7). Run similar workshops for minoritized ethnic staff offered where the data shows lower rates of engagement with institutional promotions processes.	Head of Talent - HR		Michaelmas 2025
3.6	Continue to encourage participation on all mentoring programmes and build capacity for additional mentoring opportunities.	Build on existing mentoring activities (AS AP 2.2.8) with target to ensure racial and Traveller diversity in mentoring programme participants to support retention and progression.	Continue to utilise co-funding models between, HR, EDI Office, Schools and Units for Aurora to develop mentoring support targeted at minoritized ethnic staff.	HR Learning and Development Manager and Equality Officer	Targets established for minoritized ethnic participants on existing programmes.	Q2 2025

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
		To increase the capacity and scope of initiatives consider ways to develop partnerships between local higher education institutions (HEIs) so that minoritized staff can better find appropriate mentors and role models and develop networks.	Development of racially specific mentoring programmes to increase awareness of careers.	Faculty EDI committee	Bespoke interventions programme developed for 2025/6, ideally with partnerships across local HEIs.	Q3 2025
3.7	Build on the AS AP 2.2.13 pilot and roll out Performance Conversations across College to ensure evaluation consider ethnicity, nationality and Traveller backgrounds in the effectiveness of institutional performance conversations	The institutional AS AP commits to the piloting of performance conversations amongst some professional staff.	Pilot performance conversations for Professional Staff in CSD and all staff in the School of Chemistry across 2023-24.	HR, Heads of Schools and Units	A uniform approach to development reviews across Schools and Units.	Sep-23
			Review and gather feedback after one year, monitor satisfaction and begin roll out across all Schools and Professional Units.			Appraisals regular practice across College by April 2026.
3.8	Increase the accessibility of key EDI training offerings across several parameters, including provision of ISL interpretation.	As many EDI trainings, workshops and events move from online to in person it will be important to ensure that they remain accessible to participants in terms of timing, venue, and provision of ISL interpretation. Further, refreshments and food offerings must be cognisant of varied religious dietary requirements.	Ensure College Accessible Information Policy is used for planning EDI events and that ISL interpreter booking is standard for all training and events. Ensure that Kosher, beef-free and Halal food orders are standard for EDI office-funded events.	Equality Officer, AVPEDI, ISL Interpreters	Accessible EDI training and events with no complaints to Equality Officer that venue/interpretation/catering are not suitable or accessible.	Ongoing

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
			Identify which areas or functions are most risk-sensitive or receptive to EDI training, including procurement, admissions and other service areas.		Promotion of this accessible EDI event planning approach via TCD Equality website.	Annually from 2025/6
	Work to establish an endowed Professorship that will have significant impact on the faculty in which the role is placed.	Aims at taking positive action to accelerate racial and ethnic equality goals and objectives in Trinity, supporting and sustaining the wider goals of the sector.	Develop a clear business case for an endowed professorship.	VP CAO	Produce a clear proposition that identifies funding requirements and options that could attract investment from donors and other funders.	Q2 2025
			Work towards securing philanthropic funding for a professorial post.			
		Deepening and strengthening of scholarship in the area of racial and ethnic equality at Trinity.		AVPEDI	Work with TDA to develop a fundraising plan to raise the funding required, considering co-funding options and sustainability in proposals.	2004/25
		Opening up pipelines for excellent scholars to progress work in this domain and create a sustainable change within the College.		TDA	Report on progress.	2027/8

4. Supporting and Advancing Professional, Managerial and Support Staff Careers
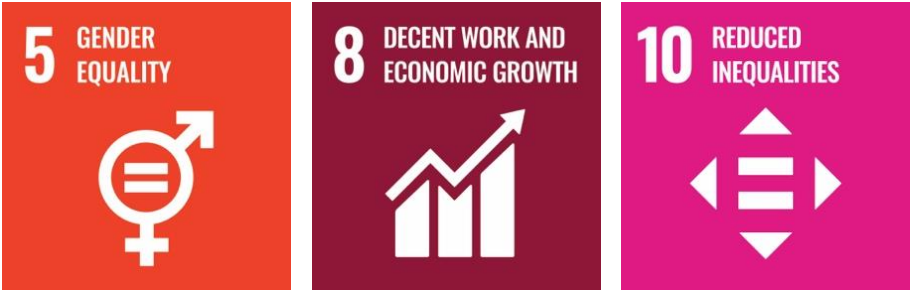
This Action Plan will:

- Ensure that results of citizens assemblies will be collated and reported back to the University.

- Increase support, awareness and encouragement for Professional, Management and Support staff to take advantage of career development and progression opportunities.

- Continue to monitor annually the increase in PMS staff on permanent/CID contracts in TCD and the HEI sector and respond if our positive growth diverges.

- Establish an Administrative and Professional Knowledge and Skill Sharing Panel where experienced staff members and junior/newer staff members can sign up to provide or receive coaching.

Our actions under this thematic heading are linked to the Anti-Racism Principles for Irish Higher Education Institutions, build on findings of the 2022 Trinity Tapestry report and to our 2023 Institutional Silver Athena Swan Action Plan as follows:

Anti-Racism Principles for Irish Higher Education Institutions	Trinity Tapestry (2022) advises:	Trinity Institutional Silver Athena Swan Action Plan 2023-8
No. 2 Higher education institutions which allow race inequality to exist cannot perform to their full potential. **No. 3** Anti-racism policies and initiatives must focus on long-term culture change and on fixing the system, not fixing the individual. **No. 5** Race inequalities are experienced differently by people from similar and different ethnic backgrounds. **No. 6** The complex nature of the intersection of race inequality with other characteristics protected under Irish equality legislation must be taken into account when developing anti-racism actions and policies.	5.4 Contributions to focus groups/ other forms of engagement need to be acknowledged and actioned. It was suggested that a lot of focus groups happen but that many may not result in tangible actions. 5.6 Review of the specific impact of current staff short term contracts to establish if some individuals/groups are more adversely impacted than others.	2.2.2 Consider the results of the comprehensive research undertaken by the Employment Patterns and Contracts working group and make appropriate recommendations based on findings. 2.3.1 Results of citizens assemblies will be collated and reported back to the University by Q4/ 2023. 2.3.4 Continue to monitor annually the increase in PMS staff on permanent/CID contracts in TCD and the HEI sector and respond if our positive growth diverges. 2.3.6 Establish an Administrative and Professional Knowledge and Skill Sharing Panel where experienced staff members and junior/newer staff members can sign up to provide or receive coaching. 2.3.2 Increased support, awareness and encouragement for PMS staff to take advantage of career development and progression opportunities.

This work also maps to the Sustainable Development Goals:

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
4.1	Results of citizens assemblies will be collated and reported back to the University by Q4/ 2023.	The results of the citizens assembly will provide a clear overview of the input gathered from professional, and support staff regarding possible options for rewarding and recognising and provide Board with a thorough understanding of staff perspectives and input and enable informed decision-making and the development of strategies, policies, or initiatives that address the needs and aspirations of professional and support staff in terms of rewarding and recognising their contribution.	Collate the input gathered from all staff, professional, and support staff during the Citizens Assemblies. Collated results to be compiled into a comprehensive report, highlighting key themes, insights, and recommendations, and presented to the College board.	Director of HR Director of HR/AVPEDI	A report which provides a clear overview of the input gathered from all staff, professional, and support staff regarding possible options for rewarding and recognising professional and support staff. The report's impact will be assessed by examining how its findings influence decision-making, policy development, or any subsequent actions taken in response to the input received. Include racial and intersectional findings.	Oct-23 Apr-27
4.2	Increased support, awareness and encouragement for PMS staff to take advantage of career development and progression opportunities.	Female staff comprise 71% of administrative and senior management, however F representation declines and M representation increases with seniority of grade. There is a concentration of F PMS staff at EO level, and M staff still make up the majority of the most senior grade (SAO1, 60%M) so improved and longer-term career progression pathways are needed.	We will map of all key 'job families' in TCD and produce improved Career Pathways guidance, tailored to each 'job family' to support career development and movement between the different career pathways at Trinity. In particular, this will include greater clarity on	HR, Heads of Schools and Units	See improved progression pipeline (when compared to current 2022 pipeline) for administrative and technical staff by the end of the action period.	Apr-27

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
		Additionally, Technical Officers are now 56%F (19% increase since 2018) there is a need to ensure staff are aware of progression pathway to Snr TO. We can see from the staff consultation that 59% of respondents have applied for higher positions via internal recruitment, and 61% have been successful at least once, although male staff have a lower success rate than female staff (63%F and 54%M).	i) the career progression routes available to all PMS staff (Admin, Technical, Library, Buildings and Services) ii) how a career may move between PMS pathways. Iii) expanded advice on how skills growth and experience can be achieved in-role.		Consider an intersectional target that could be developed as an indicator of success. See and increase from 59% to ≥70% in people reporting they have applied for higher positions via internal recruitment. See similar success rates for female and male applicants applying for positions via internal recruitment. Intersectional targets agreed and monitored from MT 2024.	April 2026. MT 2024

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
4.3	Continue to monitor annually the increase in PMS staff on permanent/CID contracts in TCD and the HEI sector and respond if our positive growth diverges.	While we have seen our rate of permanent/CID contracts are increasing faster than the sector average of 3% (5% in TCD) we are still slightly below the benchmark of 87% (78% in TCD) of PMS staff on perm/CID contracts. We will continue to monitor this to ensure the trend continues upward and respond if our upward trend diverges.	Gender and contract type will be published in the Annual EDI Report.	AS Officer	Continue to grow number of PMS staff on perm/CID contracts.	Apr-27
		Additionally, AS submission analysis (table 42) shows that there are some areas showing a higher use of fixed-term contracts. We will work with these areas to monitor FTC use in these and ensure that FTCs are converting to CIDs where possible.	Include intersectional ethnicity and nationality data in the analyses. Set targets where appropriate. Consider if specific targets for staff from Traveller backgrounds are possible.		≥81% by 2025	
					≥85% by 2027	
			Annual data on contract type will be provided to the areas currently showing a high use of FTCs so they can limit use and convert to CID where possible.	AS Officer	Continue to grow number of PMS staff on perm/CID contracts. ≥81% by 2025 ≥85% by 2027	Apr-27

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
4.4	Establish an Administrative and Professional Knowledge and Skill Sharing Panel where experienced staff members and junior/newer staff members can sign up to provide or receive coaching.	There is a concentration of F PMS staff at EO level and improved and longer-term career progression pathways are needed to coach and support staff pipelines to higher AO grades.	Building on the existing mentor pool in Trinity and drawing on PMS staff who have completed the Aurora programme, we will collate a group of experienced staff willing to provide coaching. Host a portal for staff on T-Net, the internal staff site, to request coaching and connect with Panel. Evaluate usage of portal, including by school/unit and augment promotion of Panel where there is low uptake as needed following evaluation.	HR Learning and Development Manager, TCD Internal Communications Officer, IT and Equality Officer.	See an increase from 59% to ≥70% in people reporting they have applied for higher positions via internal recruitment. See similar success rates for F and M applicants applying for positions via internal recruitment. Increase the mentor pool, and number of people receiving coaching by 10% annually throughout the life of this GAP. Intersectional targets by ethnicity and gender set as part of this work.	Call for staff to act as coaches and develop portal- Q3 2024. Go live with portal and call for staff sign up for coaching Q1 2025. Evaluate usage of portal Q3 2025. Augment promotion of Panel as needed following evaluation. Q4 2025 and seek to grow use by 10% per annum.

5. Inclusion and Success

This Action Plan will:

- Understand the data underpinning the student recruitment process.

- Focus on student retention and success [This is a priority to support our TCD Performance Agreement].

- Consider the situation regarding student and postgraduate researchers visas.

- Consider positive action to encourage minoritized students to progress on to higher degrees.

- Drawing on the work of the Inclusive Curriculum programme, develop a race equality toolkit to support more inclusive curriculum design.

- Work to establish funded studentships to respond to representation gaps in TCD student community.

Our actions under this thematic heading are linked to the Anti-Racism Principles for Irish Higher Education Institutions, build on findings of the 2022 Trinity Tapestry report and to our 2023 Institutional Silver Athena Swan Action Plan as follows:

Anti-Racism Principles for Irish Higher Education Institutions	Trinity Tapestry (2022) advises:	Trinity Institutional Silver Athena Swan Action Plan 2023-8
No. 2 Higher education institutions which allow race inequality to exist cannot perform to their full potential. No. 3 Anti-racism policies and initiatives must focus on long-term culture change and on fixing the system, not fixing the individual. No.5 Race inequalities are experienced differently by people from similar and different ethnic backgrounds.	3.1 Focus on the creation of inclusive, introspective, reflexive and learning oriented frameworks that challenge misrepresentations and misrecognitions. 3.3 Work to achieve higher levels of participation and support of the Inclusive Curriculum development initiative. 3.4 Further development of the Inclusive Curriculum programme to help adjust to a less western and Eurocentric approach. 3.5 Increased levels of training and support for lecturing/academic staff to help with understanding the cultural dynamics at play in a diverse educational classroom or lecture theatre.	2.5.1 Publish a Trinity Racial and Ethnic Equality Action Plan. 2.5.3 Drive participation in the "Let's talk about race" online training programme.

This work also maps to the Sustainable Development Goals:

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
5.1	Understand the data underpinning the student recruitment process.	Student recruitment and course attractiveness by race, ethnicity, nationality and Traveller background helps to understand if there are any systemic issues affecting the recruitment and attractiveness of the institution. By reviewing and understanding the quantitative data that is available, making recommendations to improve data monitoring and completion, TCD will be better able to understand its appeal to prospective students and identify if there are any barriers to accessing a high quality education at TCD.	Map out the student recruitment monitoring at acceptance for UG, and make recommendations to align with the institutional priority of being a racially (ethnicity and nationality/ citizenship) and Traveller inclusive institution. Embed intersectional data gathering and analysis where appropriate.	Head of EDI	Any gaps in data are identified and actions planned to address these, particularly ensuring intersectional data is available.	Q2 2025
				DAaSI		
				AR	Provide monitoring data aligned with the institutional data monitoring framework with clear understanding of where and how data is captured and analysed.	
				TAP		
						2025/26
5.2	Student retention and success [This is a priority to support our TCD Performance Agreement].	Ensuring that minoritized ethnic, nationality and Traveller background students succeed to completion on the same terms as their majoritised ethnic peers is key to delivering TCD's mission.	Monitor student attrition for UG, PGT, PGR students by ethnicity, nationality and Traveller background insofar as data is available.	Head of EDI	Any gaps in data are identified and actions planned to address these. Ensure that an intersectional perspective is available insofar as possible.	2025/26

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
			Produce degree classification data by ethnicity, nationality and Traveller background for UG and PGT and time to completion data for PGR students by institution, faculty and course insofar as possible. Analyse for awarding gaps (differences in attainment for higher level classifications or time to completion).	Deans	Provide monitoring data aligned with the institutional data monitoring framework.	
				Faculty/School-level EDI/AS committees	Insofar as possible, analyse the data for trends and share with faculties to enable local actions to be identified and taken and added to this action plan and shared across the institution.	
				Senior Tutor		
				VP Global		2025
						2025 onwards

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
5.3	Student and postgraduate researchers visa.	Non-EEA students and research staff experience participation barriers because of visa criteria, adversely impacting the enrichment of the TCD educational/ work experience. For example, in travelling between TCD campuses or attending conferences. This creates additional funding and logistical challenges.	Investigate and understand the scale of issues experienced by students and staff through surveys and focus groups.	RE Officer	Produce a report to highlight the issue and possible mitigations that can be taken institutionally and locally.	
				(to be raised by AVPEDI to IUA/HEA)	Adjust this action plan with agreed actions.	
			Identify ways to mitigate the adverse impacts.		Work with other HEIs to highlight the impact and share findings with the HEA.	
5.4	Consider positive action to encourage minoritized students to progress on to higher degrees.	Using the data from the analysis consider if positive action to support the retention and progression of students from specific racialised and Traveller groups is necessary to redress differences in outcomes.	Using the student outcome data and student retention data consider if mentoring, coaching or other positive action would mitigate or eliminate unequal outcomes.		Due regard to eliminate unequal outcomes is given where data shows this is needed.	2026
5.5	Drawing on the work of the Inclusive Curriculum programme, develop a race equality toolkit to support more inclusive curriculum design.	Inclusive curriculum that reflects and engages students from all backgrounds, underpinned by inclusive design, enables and fosters a learning environment conducive to success. Providing a framework to review curriculum inclusiveness will enable colleagues to have support to engage in this work.	Design a race equality toolkit that provides a clear guide and framework to pilot more inclusive practice, drawing on universal design for learning and other inclusive pedagogy best practices .	AVPEDI	Engage colleagues in developing the race equality toolkit in 2024/25, for example, Faculty of Health Sciences noted there is a 'Healthy Trinity Toolkit'.	

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
			Ensure that the work includes the specific needs of people from Traveller backgrounds.	HoS		
			Pilot the use of the toolkit in two departments per year starting in 2025, sharing the practice and outcomes with colleagues to encourage others to engage in the curriculum review .	DUTL/PGTL Academics on School EDI Committees		
				USC/GSC		
					Review two courses a year starting in 2025/6 and collate and share student feedback in 2026/7.	
					All faculties have engaged with the race equality toolkit by 2007/8.	
5.6	Work to establish funded studentships to respond to representation gaps in TCD student community.	Whilst non-financial positive action is the first response to representation gaps, financial barriers and low focus on research areas of interest to racialised communities can inhibit participation in higher degrees, particularly research degrees.	Using profile data identify which ethnic groups are underrepresented.	VP CAO	Produce a clear proposition that identifies funding requirements and options that could attract investment from donors and other funders.	Q3 2025

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
			Consider which areas of the institution could prioritise positive action, whether this would be for home or international or both student groups. Ensure clearly defined rationale and criteria are established.	AVPEDI		Q1 2026
			Develop a clear business case for positive action studentships, drawing on best practice from peer institutions in Ireland and LERU partners (UCL, Oxford and Cambridge).	TDA	Work with TDA to develop a fundraising plan to raise the funding required, considering co-funding options and sustainability in proposals.	
						2005/26
					Launch scheme and see increased research activities in PGR and PD levels.	
						2027/8

6. Evaluating Culture, Inclusion and Belonging

This Action Plan will:

- Launch communications plan around the updated Dignity and Respect Policy and new Sexual Misconduct Policy, with a particular focus on building confidence in our reporting mechanisms and raising institutional awareness around intersectionality.

- Develop and implement a tailored education and training programme for staff and students around these updated/new policies, with particular focus on line managers and those in posts where employees or students are likely to report in the first instance.

- Publish aggregated reports of SASV from SpeakOut tool in annual EDI report.

- Incorporate explicit reference to EDI within the Trinity Visual Imagery Handbook.

Our actions under this thematic heading are linked to the Anti-Racism Principles for Irish Higher Education Institutions, build on findings of the 2022 Trinity Tapestry report and to our 2023 Institutional Silver Athena Swan Action Plan as follows:

Anti-Racism Principles for Irish Higher Education Institutions	Trinity Tapestry (2022) advises:	Trinity Institutional Silver Athena Swan Action Plan 2023-8
No. 2 Higher education institutions which allow race inequality to exist cannot perform to their full potential. No. 3 Anti-racism policies and initiatives must focus on long-term culture change and on fixing the system, not fixing the individual.	1.1 Develop a Race Equality Charter. 1.9 Build trust and confidence in how complaints are managed. 1.22 Reimagine EDI and human dignity processes for staff and students at all levels of the College to ensure consistency of understanding and approach and application to people issues in College. 1.24 Ensure ongoing monitoring of diverse representation in discrimination, bullying, grievance, etc. rates. 5.5 Ensure more effective communication of the types of supports available to students and staff who are impacted by adverse (prejudice or discrimination) incidents or attention.	2.4.1 Launch communications plan around the updated Dignity and Respect Policy and new Sexual Misconduct Policy, with a particular focus on building confidence in our reporting mechanisms and raising institutional awareness around intersectionality. 2.4.4 Develop and implement a tailored education and training programme for staff and students around these updated/new policies, with particular focus on line-managers and those in posts where employees or students are likely to report in the first instance. 2.4.5 Publish aggregated reports of SASV from SpeakOut tool in annual EDI report. 2.4.12 Incorporate explicit reference to EDI within the Trinity Visual Imagery Handbook. 2.5.1 Publish a Trinity Racial and Ethnic Equality Action Plan.

This work also maps to the Sustainable Development Goals:

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
6.1	Launch communications plan around the updated Dignity and Respect Policy and new Sexual Misconduct Policy, with a particular focus on building confidence in our reporting mechanisms and raising institutional awareness around intersectionality.	While numbers are small, survey data suggests that staff with marginalised intersecting identities are more likely to experience bullying, discrimination, and sexual harassment, and that they are less comfortable reporting these behaviours than people from majority cultural groups. Trinity takes a zero-tolerance approach to these behaviours and we want to build confidence in our reporting mechanisms.

In addition, data suggests the lowest awareness of how to report is lower among people from ethnic minority backgrounds (40%) as well as researchers with only 40% female and 37% of male researchers.

Less than half of all respondents were confident complaints would be dealt with effectively. | We will build a new webpage to host new the new policies, this will include an online reporting form and list of supports available within and outside of College to staff, students and wider College community. | HR led with Comms Support and EDI Office input to ensure accessibility of webpage interface. | Visits to webpage tracked and monitored to ensure ease of finding webpage. Promotion of webpage via staff and student induction, quarterly email communication and posters. | Commence build Q3 2023. Webpage piloted, tested and live by end 2023. Feasibility of App hosted webpage commenced Q4 2023 to ensure staff not desk based can access policies and reporting form. |
| | | | Highlight our new policies, as well as survey findings around bullying, discrimination, and sexual harassment in our EDI Monitoring Report.

Include and publicise how institutional policies cover all forms of unlawful discrimination for staff and students with example communications profiling racial, Traveller homophobic, disability and transphobic harassment annually.

Collate and report on how race-related and Traveller-related discrimination and harassment create unique experiences and intersectional challenges within the TCD community. | AS Officer | ≥85% of staff report awareness of policies

≥55% of staff report feeling confident complains will be dealt with effectively.

≥60% of research staff, and those from minority backgrounds report knowledge around how to report incidents.

Aim to reduce differences between intersectional (ethnicity and gender) differences in confidence to zero during the lifetime of the action plan period. | Apr-26 |

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
6.2	Develop and implement a tailored education and training programme for staff and students around these updated/new policies, with particular focus on line managers and those in posts where employees or students are likely to report in the first instance.	When reviewing our SpeakOut data we found only 4 of the 140 incidents were formally reported. For staff that didn't formally report an incident, the main reasons for not reporting was a fear that it might impact career, concerns they cannot prove it happened, and not knowing reporting the incident was an option. For students, the majority said they could not prove it, and others worry that nothing will be done. Therefore, we see there is a need to build confidence among staff and students in reporting these behaviours and assuring them they will be supported. We also need to put in place training for our line managers regarding how they support anyone who might come to them for support.	Bespoke online and in person mandatory training developed for staff incorporating reporting routes, supports, and how to respond to disclosures from colleagues. Training will target people managers via longer and in-depth face-to-face training sessions to equip them to respond promptly and effectively to concerns and complaints.	HR/ Appointed ESVH/Consent Manager led with EDI Office input and Consent Framework Implementation Oversight Group consultation.	70%+ of training participants report that they would recommend training to a colleague. 80% of all new College hires participate in training. Schools and Units meet internal training targets as part of their Athena Swan GAPs.	Training roll out commences Q4 2023 and is ongoing. Training reviewed on annual basis via participant & trainer feedback and to incorporate legislative and/or policy changes - commencing March 2024 and annually thereafter to end 2027.

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
6.3	Publish aggregated reports of SASV from SpeakOut tool in annual EDI report.	We wish to improve transparency and awareness and build confidence in reporting mechanisms and ensure the College community is aware of our zero tolerance approach to SASV, harassment, bullying and discrimination. Additionally, data from the tool suggest that reports of incidents increase when awareness campaigns happen.	Aggregated results from SpeakOut will be published in the 2022/23 EDI Report and annually from then on.	AVPEDI, Equality Officer, AS Officer	See an increase in the number of people using the SpeakOut tool (140 users in 18 months), and a decrease in the number of SpeakOut incidents that are not formally reported (currently only 4 were formally reported), as well as a decrease in the numbers of people that don't report because they feel nothing will be done.	First publication of tool data in October 2023.
						S increase/decrease targets by October 2024.
						Meet increase/decrease targets by October 2024.
6.4	Incorporate explicit reference to EDI within the Trinity Visual Imagery Handbook.	Explicit reference to EDI to be added within the Visual Imagery Handbook to align with Trinity's commitment to inclusivity and reflect our values and goals.	Director of Marketing will review and update the Visual Imagery Handbook to include explicit references to EDI.	Director of Trinity Communication/Director of Marketing.	Revised Visual Imagery Handbook includes specific guidelines and recommendations related to incorporating EDI considerations.	Complete the revision process and finalise the updated Visual Imagery Handbook by September 2023

7. Institutional Priorities for Future Action

This Action Plan will:

- Establish a Global Staff Network.
- Drive participation in the "Let's talk about race" online training programme.
- Implement recommendations of external EDI governance review 2022.

Our actions under this thematic heading are linked to the Anti-Racism Principles for Irish Higher Education Institutions, build on findings of the 2022 Trinity Tapestry report and to our 2023 Institutional Silver Athena Swan Action Plan as follows:

Anti-Racism Principles for Irish Higher Education Institutions	Trinity Tapestry (2022) advises:	Trinity Institutional Silver Athena Swan Action Plan 2023-8
No. 1 Race inequality is an issue in Irish higher education. Racism, although context specific, is a problem in Ireland and racial inequalities are present on a daily basis in our higher education institutions. No. 2 Higher education institutions which allow race inequality to exist cannot perform to their full potential. No. 3 Anti-racism policies and initiatives must focus on long-term culture change and on fixing the system, not fixing the individual.	1.4 Develop a campus environment where discussions on race and experiences of black and minority stakeholders are encouraged, including amongst staff and academics. 1.6 Dismantle and deconstruct barriers faced by stakeholders. 1.10 Focus on the effective implementation of strategy rather than the development of strategy. 1.15 Continuously work to explicitly position Trinity as a space that is open and inclusive.	2.5.2 Establish a Global Staff Network. 2.5.3 Drive participation in the "Let's talk about race" online training programme. 2.5.4 Implement recommendations of external EDI governance review 2022. 2.5.5 Implement and mainstream Public Sector Duty (PSD) Assess, Address and Report Processes in Trinity.

Anti-Racism Principles for Irish Higher Education Institutions	Trinity Tapestry (2022) advises:	Trinity Institutional Silver Athena Swan Action Plan 2023-8
No. 6 The complex nature of the intersection of race inequality with other characteristics protected under Irish equality legislation must be taken into account when developing anti-racism actions and policies.	1.20 Ensure ongoing review and monitoring of EDI strategies to ensure effective adherence to specific objectives and identification of any gaps that may be emerging. 2.4 Examine and better understand the ethnic, racial, cultural and linguistic profiles of our stakeholders. 3.5 Increase level of support for international students and staff to help with making the relocation adjustments they may encounter.	

This work also maps to the
Sustainable Development Goals:

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
7.1	Establish a Global Staff Network.	Our HR wellbeing survey additionally revealed that international staff were more likely than Irish staff to want a return to the office to socialise, meet and work with colleagues (60+% international v 50%+ all staff) and had slightly less interest in hybrid working (73% international v 81% all staff). Additionally international staff were less likely to report feeling a sense of inclusion (49% v 70%).	Circulate information about the Global Staff Network to all staff, via T-Net, all staff emails, and prints out for areas where non-desk-based staff work.	AS Officer	≥70% of international staff report improved feelings of inclusion in the next HR wellbeing survey.	April 2025.
			Launch the network in July 2023 with a family friendly picnic event hosted by EDI Office in consultation with REEWG.	Equality Officer/Co-Chairs REEWG/ Global Engagement		
			Sponsor refreshments and meeting space for 3 social gatherings of the Global Staff Network per year.	Equality Officer		
			Information about the Global Staff Network will be included in induction and promoted to all HR Partners.	HR Partners, Equality Officer, HR Learning and Development Team.		

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
7.2	Drive participation in the "Let's talk about race" online training programme.	Only 133 people have completed our " Let's talk about race in the higher education sector" EDI online training programme to date. There is a need to drive participation to develop greater awareness of the nature of racism, and in particular provide an understanding of how racism may take the form of inequality and bias that is embedded in our universities in a systemic way.	We will increase the promotion of this training by highlighting it in the EDI newsletter, and the annual EDI report. Additionally, we will ask that AS SAT teams, Hiring Committee Chairs and Committee members complete this training. Run Racial Awareness Leadership/ Inclusive Leadership training for those with leadership responsibility. Rollout identified by seniority or faculty based role.	AS Officer/Equality Officer	Double participation on this programme annually.	Steps to achieve target already in place.
						From Michaelmas Q3 2025
					Run cohort with 100 senior leaders completing the programme per year.	
					Pilot four cohorts of inclusive curriculum for students and identified inclusive education champions. Prepare an evaluation report outlining a path to roll out and mainstreaming.	Q3 2025

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
7.3	Implement recommendations of external EDI governance review 2022.	In February 2022, Trinity initiated an external review of EDI governance organised by the Academic Secretary's Office. The reviewers' final report made a number of recommendations which were shared with Council & Board.	9 main recommendations will be implemented to enable clarity of governance for EDI work and supporting recommendations will be considered by Equality Committee for sequential roll out and implementation.	AVPEDI, Equality Officer, People and Culture Committee - EDI Subcommittee, Office of the VP/CAO.	EDI governance in TCD is guided by External expert report.	Q1 2023 Presentation to TCD Council on review & progress re recommendations thus far. Annual implementation report to Equality Committee and Board.

8. Evaluating and Sharing Local and Discipline-Specific Progress and Success

This Action Plan will:

- Create an institutional wide data visualisation dashboard that provides staff with school or unit level insights with a range of meaningful, metrics that show an EDI narrative.

- Continue beaconing activities to foster community engagement, promote inclusivity, and celebrate diversity within HEIs.

Our actions under this thematic heading are linked to the Anti-Racism Principles for Irish Higher Education Institutions, build on findings of the 2022 Trinity Tapestry report and to our 2023 Institutional Silver Athena Swan Action Plan as follows:

Anti-Racism Principles for Irish Higher Education Institutions	Trinity Tapestry (2022) advises:	Trinity Institutional Silver Athena Swan Action Plan 2023-8
No. 1 Race inequality is an issue in Irish higher education. Racism, although context specific, is a problem in Ireland and racial inequalities are present on a daily basis in our higher education institutions. No. 3 Anti-racism policies and initiatives must focus on long-term culture change and on fixing the system, not fixing the individual. No. 5 Race inequalities are experienced differently by people from similar and different ethnic backgrounds.	4.1 Ongoing monitoring of diverse representation at various levels of staff. 4.2 Ongoing monitoring of diverse representation hire rate at various levels of management. 4.3 Ongoing monitoring of diverse representation turnover at various levels. 4.4 Ongoing monitoring of diverse representation promotion rates at various levels.	3.3.1 Create an institutional wide data visualisation dashboard that provides staff with school or unit level insights with a range of meaningful, metrics that show an EDI narrative. 3.3.2 Continue beaconing activities to foster community engagement, promote inclusivity, and celebrate diversity within HEIs.

This work also maps to the Sustainable Development Goals:

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
8.1	Create an institutional wide data visualisation dashboard that provides staff with school or unit level insights with a range of meaningful, metrics that show an EDI narrative.	AS Champions have raised the issue of challenges surrounding data collection for the purpose of AS self-assessments and impact measurement. Additionally, there are varying levels of skills regarding data analysis across college. The production of centralised dashboards will support schools and units in progressing EDI work and provide measurable indicators of impact.	Data Integration Group Established.	DIG lead by Head of Data Analytics and Strategic Initiative (DAaSI).	Group established.	Working group has been established. Meeting fortnightly since December 2022.
			DIG will consider data governance and usage across the University and bring recommendations for enhancement or change to the Vice-Provost/CAO and relevant parties.		Launch of a TCD Data Strategic Plan 2024 -2027.	Strategic Plan to be prepared by December 2023.
			DAaSI to liaise with EDI and other stakeholders to design an approach for management of ethnicity, nationality and Traveller data.			
			EDI to work with colleagues to ensure that race and Traveller equality analyses are included in student and staff surveys as part of our profile data.			

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
			DAaSI to work with EDI colleagues to design and create a dashboard showing relevant and robust data analyses of ethnicity, nationality and Traveller data.			
						2025/26
			Complete and launch a TCD data strategy.		Pilot provision of ethnicity, nationality and Traveller data sets.	
			Based on findings of the group and data strategy deliver best-in-class data infrastructure and insights.		Champions applying for awards after November 2024 report less challenges with data collection for AS process, including intersectional, ethnicity, nationality and Traveller data.	Data insights dashboard to support EDI work in place by November 2024.

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
8.2	Continue beaconing activities to foster community engagement, promote inclusivity, and celebrate diversity within HEIs.	TCD wants to share its journey in promoting equality both internally and with others. As a leading HEI, we can share and learn about effective interventions, and influence peers in delivering gender equality.	Conduct at least 2 beaconing events per academic year, each targeting different aspects of diversity.	AVPEDI/Equality Officer/AS Project Officer TAP	Two beaconing events per academic year.	Beginning academic year 23/23 continuing annually thereafter.
					Deliver one Race/Traveller EDI focused event biennially	
			Share our Athena SWAN and race and Traveller equality experience with other HEIs.		Support the development and/or enter partnerships on gender equality, initiatives with other institutions.	
			Continue working with global partner universities, Coimbra Group and LERU to share practice on gender equality and intersectionality.		Ensure that an intersectional approach highlights the ethnicity and nationality perspectives in this work.	

Action Plan No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
			Profile TCD work on race and Traveller equality by 2026 and host a symposium on race and traveller equality in 2028.			
			Update the SharePoint at least biannually to ensure that latest Athena Swan and Race EEDI Action Plan changes, news and awards' updates are included.		6 vignettes of good practice developed per annum and hosted on SharePoint. 80% of respondents report awareness of AS initiatives by 2026 (currently 56%).	

Appendix

Definitions and Terminology

Definitions of terminology used throughout this document are included in the Equality, Diversity and Inclusion (EDI) Literacy Glossary[6] developed by Advance HE with impetus from the Athena Swan Ireland National Working Group on Intersectionality, an expert group established by Advance HE and the Higher Education Authority (HEA) in 2019. A co-development approach was adopted to ensure the glossary was tailored to the Irish Higher Education context. Additional sources for entries, which include the Irish Human Rights and Equality Commission (IHREC), Irish Network against Racism (INAR) and Racial Equity Tools, are listed below, as in the Advance HE EDI Literacy Glossary.

Term	Definition
Anti-racism	Anti-racism is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism includes individually opposing overtly racist behaviours and collectively opposing institutional racism. See: Racial Equity Tools, 'Glossary.' (Advance HE EDI Literary Glossary).
Anti Roma racism	Sometimes referred to as Romaphobia, anti-Roma racism refers to the racism or discrimination experienced by people because they are, or are perceived to be, Roma, "Gypsies" [A pejorative term], or from a Roma or "Gypsy" background. Roma people experience similar institutional discrimination in housing and access to public services to Travellers. Anti-Roma and anti-Traveller prejudice are rooted in broader anti-nomadism. See: INAR, 'Anti-Roma racism'.

[6] https://www.advance-he.ac.uk/knowledge-hub/athena-swan-ireland-edi-literacy-glossary

Term	Definition
Anti-Traveller racism	Anti Traveller racism involves direct and indirect discrimination, denial of Traveller identity, or insistence that Travellers are not a distinctive ethnic group. The Irish Traveller Movement notes that the core of anti-Traveller racism is the assumption that nomadism is not a valid way of life, and that the attempt to stop Travellers being Travellers is the key driver that creates the issues (EG accommodation, education, employment, and health) that Travellers face in Ireland today. See: Irish Traveller Movement, 'Anti Traveller Racism. (Advance HE EDI Literary Glossary).
Ethnicity	Ethnicity is a social construct that differentiates people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioural patterns, language, political and economic interests, history, and ancestral geographical base. People can share the same nationality but be of different ethnic groups and people who share an ethnic identity can be of different nationalities. Examples of different ethnic groups, as used by the Central Statistics Office, are: Asian or Asian Irish: Chinese, Asian or Asian Irish: Indian/Pakistani/Bangladeshi, Asian or Asian Irish: Any other Asian background, Black or Black Irish: African, Black or Black Irish: Any other Black background, Other including mixed group/background: Arabic, Other including mixed group/background: Mixed Background, Other including mixed group/background: Other, White: Irish, White: Irish Traveller, White: Roma, White: Any other White background See: Racial Equity Tools, 'Glossary'; M Adams, LA Bell and P Griffin; Teaching for Diversity and Social Justice: A Sourcebook. (2001); M Mamdani, Neither Settler nor Native: The Making and Unmaking of Permanent Minorities, (2020). (Advance HE EDI Literary Glossary).
Ethnic Minority or Minority Ethnic Group	An ethnic, religious or linguistic minority is any group of persons which constitutes less than half of the population in the entire territory of a State whose members share common characteristics of culture, religion or language, or a combination of any of these. A person can freely belong to an ethnic, religious or linguistic minority without any requirement of citizenship, residence, official recognition or any other status. Following mainly the Human Rights Committee jurisprudence, additional elements as to who is a member of a minority can be summarized as follows: Indigenous peoples may constitute linguistic, religious or ethnic minorities in the States in which they find themselves. Both are not mutually exclusive, nor undermine any applicable rights as a minority or indigenous people. The "territory" to consider in determining whether or not a group is a linguistic, religious or ethnic minority is the entire territory of a State, and not one of its political or territorial subunits; One of the main objective criteria for determining whether a group is a minority in a State is a numerical one. A minority in the territory of a State means it is not the majority. Objectively, that means that an ethnic, religious or linguistic group makes up less than half the population of a country. See: Concept of a minority: mandate definition - Special Rapporteur on minority issues by the United Nations Human Rights Office of the High Commissioner.

Term	Definition
Intersectionality	Intersectionality is the understanding that social inequalities are not just summative, they are mutually constituting. The term was coined by Professor Kimberlé Crenshaw in 1989 to describe how individual characteristics (e.g. race, class, gender) characteristics "intersect" with one another and overlap. The term was originally used by Crenshaw to describe the experience of Black women. That is, that the disadvantage experienced by a Black woman is compounded by the inequalities she faces as a woman and as a Black person, and is distinct from the experiences of a Black man or a white woman. Since then, the term has been used in different ways, and distorted. Crenshaw referred to the term's changing use and meaning in an interview with TIME magazine in 2020 and, when asked to define what intersectionality means today said: 'Intersectionality is not identity politics...it is a lens, a prism, for seeing the way in which various forms of inequality often operate together and exacerbate each other. We tend to talk about race inequality as separate from inequality based on gender, class, sexuality or immigrant status. What's often missing is how some people are subject to all of these, and the experience is not just the sum of its parts.' See: TIME Magazine, 'Kimberlé Crenshaw and Intersectionality'; Global Society Theory, 'Intersectionality.' (Advance HE EDI Literary Glossary).
Institutional Racism	Institutional Racism refers specifically to ways in which institutional policies and practices create different outcomes for different minoritized ethnic groups. The institutional policies may never mention any minoritized ethnic group, but their effect is to create advantages for white people and oppression and disadvantage for people from racialized groups. Example: school enrollment policies that prevent equality of access from migrant pupils. See: Racial Equity Tools, 'Glossary'; K. Kitching and A Curtin, "Addressing the concept and evidence of institutional racism in Irish Education', (2012). (Advance HE EDI Literary Glossary).
Microaggression	The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalised group membership. Example: "Where are you really from?" See: Racial Equity Tools, 'Glossary'; D W Sue, 'Microaggressions: More than Just Race,' Psychology Today, (2010). (Advance HE EDI Literary Glossary).
Public Sector Duty	The public sector equality and human rights duty is a statutory obligation for public bodies under the Irish human rights and equality Commission act 2014. It requires public bodies, in the performance of their functions, to have regard for the need to eliminate discrimination, promote equality and protect human rights of staff and people availing of their services. Public bodies are required to: Assess- set out in its strategic plan an assessment of the human rights and equality issues it believes to be relevant to the functions and purpose of the body. Address- set out in its strategic plan the policies, plans and actions in place or proposed to be put in place to address those issues. Report- report on developments and achievements in its annual report. All public bodies in Ireland are required to comply with public sector duty. This includes universities and institutes of technology and education and training boards. See: IHREC, 'Public Sector Equality and Human Rights Duty- FAQ'.

Term	Definition
Race	The term race has its roots in racial categorisation schemes that were promoted by scientists to support worldviews that understood some groups of people as superior and some as inferior. As such, race is a made-up social construct, and not an actual biological fact. While race is a social construct, it is identified as one of the nine equality grounds in The Equal Status Acts (2000-2018). The term is also commonly used in equality work (e.g. race equity/race equality). These uses do not imply the acceptance of theories that attempt to determine the existence of separate human races. Rather, in this context, race is used to call attention to the racialisation of particular groups, the prevalence and forms of racism in society, and the need for anti-racist measures. See: PBS, 'Race: The Power of an Illusion' (2003); INAR, 'Race as a Social Construct'; 'Office of the United Nations High Commissioner for Human Rights'; Racial Equity Tools, 'Glossary.' (Advance HE EDI Literary Glossary).
Racism	"We understand racism to mean the power dynamics present in those structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on their identity, as outlined in Article 1 of the International Convention for the Elimination of Racial Discrimination (ICERD), which provides: '…the term "racial discrimination" shall mean any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life." See: Interim Report of Department of Children, Equality, Disability, Integration and Youth's Anti-Racism Committee to the Minister for Children, Equality, Disability, Integration and Youth on 30th November 2020.
Racialization, racialized and racialized groups	Racialization is the process of ascribing ethnic or racial identities to a relationship, social practice, or group that did not identify itself as such. Using the term racialized refers to this process. See: Advance HE EDI Literary Glossary.
Social Inclusion	Social inclusion can be defined as a process that ensures the provision of opportunities and resources needed by individuals to participate fully in economic, social and cultural life and to enjoy a standard of living and wellbeing that is considered normal in the society in which they live. This encompasses, but is not restricted to, social integration or better access to the labour market, and it also includes equal access to facilities, services and benefits. It is a concept now central to the European policy agenda. OK. See: Council of European Union, 2004; Eurofound, 2024.

Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

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