

Athena Swan Ireland Bronze application: Departments

Applicant information

Name of institution	Trinity College Dublin
Name of department	School of Languages, Literatures and Cultural Studies
Date of current application	April 2025
Date of previous award, if applicable	
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Section	Words used
Section 1: An introduction to the department's Athena Swan work	2,222/2,000
Section 2: An assessment of the department's gender equality context and, where relevant, wider equality context	8,438/8,000
Section 3: Action Plan	N/A
Overall word count	10,660/10,000*

* For information on text included in the word count, please see our [Word Allocation Guidance](#). Do not remove application headings or question text from your application document. Doing so may invalidate your application

AP No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
Theme 1. Continuing to advance EDI and Athena Swan agenda						
AP 1.1	Continue to increase staff engagement with Athena Swan	We had a 48% response rate to our staff survey (via the institutional EDI survey) we want to increase engagement with and awareness of Athena Swan and its principles over the life of this action plan.	Hold annual school-wide update on the implementation of the AS action plan. Launch EDI newsletter that will be circulated at the end of the academic year. Link with the TCD AS Officer to organise school-level workshops to support the implementation and monitoring of AS work. Develop a planned calendar of internal communications on different topics highlighted in the survey and related policy documents.	HoS/AS Champions Communications and Marketing Manager TCD AS Officer AS SAT	≥55% response rate to institutional survey in 2026. Increasing to ≥75% by 2028.	Achieve target by April 2028.
AP 1.2	Ensure continuity between AS application cycles and action plan implementation.	It is essential to sustain momentum and ensure continuity between application cycles. Consistent efforts facilitate accurate tracking of progress, allowing for data-driven decisions and adjustments. Maintaining continuity will help us to foster a culture of continuous improvement within the School.	Members of the AS committee will serve a staggered 3-year term to ensure knowledge sharing. Maintain yearly review of membership to ensure all viewpoints are represented. Incoming Champion will shadow outgoing Champion in advance of each AS Champion stepping down. Head of School and School manager to remain as part of SAT. EDI will be a standing item on Departmental and School meetings.	AS SAT AS Champions AS Champion/HoS HoS	RAG analysis of AP implementation shows: ≥25% of Actions in this AP rated green or amber by November 2026 ≥40% of Actions in this AP rated green or amber by November 2028 ≥55% of Actions in this AP rated green by November 2029	Start May 2025 achieve target by April 2029

AP 1.3	Encourage all staff to take part in EDI in HE and "Let's talk about Race" training, promoting it throughout the School and regularly reviewing its effectiveness. Aligns with the Trinity Race Equality Action Plan (7.2) and Silver AS Action Plan 2.5.3.	Staff consultation revealed that EDI in Higher Education Online Training was taken by 2 (of 12) males and 8 of 16 female staff and Race and Ethnicity Training was taken by 0 male and 3 of 16 female staff. We want to encourage uptake for both these important training offerings.	Promote EDI in HE and Let talk about Race regularly within the school. Staff will be supported, and time will be made available to do the training. Promote link for trainings on the school AS website. Encourage UG and PhD students to complete Let's talk about Race trainings during induction.	HOS and School Manager	35% of staff complete EDI in HE training by November 2026 increasing to ≥55% by November 2029 35% of staff complete Let's talk about Race training by November 2026 increasing to ≥55% by November 2029	Start in April 2025 and repeated on an annual basis Target achieved by April 2029
AP 1.4	Work with College to ensure robust data collection and collation tool for ease of AS self-assessment Links to TCD Action 1.2.5	Staff consultation refers to the time-consuming workload involved in AS action plan. Reduction in time spent on scoping out data during the self-assessment process to match actions would reduce workload for the AS SAT.	Request all quantitative staff and student data available in March of each year from EDI Office. Prepare an annual report which tracks against our action plan implementation to be presented to the SEC in December each year. Highlight importance of College EDI survey, with emails from DEDI and HODs. Analyse data from surveys with a broader EDI lens (e.g. ethnicity.) Propose positive actions to support staff where necessary.	DEDI, D-DEDI, College EDI and AS Officers, Data Analytics and Strategic Initiatives Unit DEDI, HODs DEDI, HODs EDIC, DEDI	Annual reporting will enable effective tracking of AP implementation. ≥25% of Actions in this AP rated green or amber by November 2026 ≥40% of Actions in this AP rated green or amber by November 2028 ≥55% of Actions in this AP rated green by November 2029 ≥75% response rate to surveys by 2028.	Target achieved by April 2029 Target achieved by March 2028

Theme 2: Student Recruitment

AP 2.1	Establish relationships with boys' secondary schools in order to undertake recruitment drives that specifically focus on male students.	There continues to be a low percentage of males in degree courses and our female representation sits at 10% higher than the HEA benchmark (71% v 61%). We are aware of the need to improve the pipeline, including engaging with children at younger ages to encourage males to consider studying in the SLLCS.	Visit boys primary schools and secondary to promote role models and our course offering (goal of establishing a relationship with 10 schools). Promotion of School engagement with Athena Swan, and principals of Athena Swan and the importance of diversity in all fields. Link with Trinity Access Program to promote role models to mature students particularly males.	Directors of Teaching and Learning with SAT Team	See male representation at UG level increase to $\geq 33\%$ by 2029. (Baseline 29%)	Target Achieved April 2029
AP 2.2	Conduct a short pulse survey with UG students to understand what attracted males to studying in their fields to see if we can utilise findings in outreach and marketing.	To understand and help us improve how we market our course offerings to attract male students at all levels. Currently only 29% of UG and 20% of PGT are male.	Survey undergraduate students to explore what attracted them to studying and utilise findings in outreach and marketing materials for UG and PGT programmes. We will run survey in April 2026 to utilise findings in outreach for following academic year.	Members of the SAT with Director of Teaching and Learning	See male representation at UG level increase to $\geq 33\%$ by 2029 See male representation at PGT level increase to $\geq 25\%$ by 2029.	2026 onwards Target Achieved by April 2029
AP 2.3	Refine marketing materials and ensure gender balance and diverse representation at open days and school outreach events.	We want to ensure that we present as a school inclusive and welcoming to all genders and backgrounds. Currently only 29% of undergraduate, 20% of PGT are male.	The school will have oversight of open day stalls with a balanced rota drawn up to ensure gender balanced representation. We will conduct an audit of all marketing materials ensuring diverse role models are represented on marketing material and website.	School Manager Directors of UG and PG Teaching and Learning, HoS and School Manager	See male representation at UG level increase to $\geq 33\%$ by 2029 See male representation at PGT level increase to $\geq 25\%$ by 2029.	2025 onwards Target Achieved by April 2029

Theme 3: Supporting careers and professional development

AP 3.1	Encourage all new staff to attend College induction.	Our staff consultation shows that both male and female staff found the Staff Induction offered by HR to be the most useful of all the programmes listed, although 31% of female staff (compared with 7% male staff) said they had not experienced this.	We will encourage and enable all new staff to attend the HR induction and remind people in our EDI newsletter and at our school update. Continue to monitor attendance at College induction and include questions around feedback in future surveys and take action if satisfaction rate diverges.	Head of School/HoDs and School Manager AS SAT	We want 100% of new staff hired over the life of this action plan to report attending College Induction. Maintain high satisfaction with ≥75% saying they found it useful.	Begin October 2025 Target Achieved April 2030
AP 3.2	Encourage staff to avail of learning and development opportunities and raise the profile of TCD career development services (including central training and mentoring schemes).	Only 25% of females and 42% of males felt they had access to the mentoring needed to support their career goals. Additionally, 67% of women and 43% of males said they had no experience of College mentoring programmes. Additionally, staff consultation revealed that many Teaching Fellows feel supports and training offered by TCD aren't accessible to them which isn't the case.	Promote available opportunities to all staff, particularly Teaching Fellows, and encourage eligible staff to take up opportunities via twice a year email and at our annual school update event. Include time for training in workload allocation model to ensure staff can avail of development opportunities. Make all staff aware of dedicated funding available including commitment to funding one Aurora place per year, through school to avail of opportunities as well as highlight fully funded international partnerships. The effectiveness of all training and mentoring will be monitored via AS Staff Surveys to ensure we build a fuller picture of this activity within the School.	HoDs and School Manager HoS HoS and AS SAT AS Chair	≥55% female and ≥55% of male PMS and Academic staff feeling encouraged to avail of development opportunities by April 2030. We will establish baseline of Teaching Fellows availing of opportunities in 2026 survey and put an annual target increase in place from there.	October 2025 Target Achieved by April 2030

AP 3.3	Implement School level supports for academic staff to apply for promotion Links to TCD Action 2.2.7	Our self-assessment revealed that no academic staff applied for promotion to Chair Professor between 2021 and 2024, which is concerning. We also saw significantly more males (9) than females (1) apply for promotion to Associate Professor. And among Associate Professors, males (3) were slightly less likely to apply than female staff (4) and be successful (33% success rate for M v 50%F). All staff need encouragement to apply for promotion, but our assessment has revealed where we can target staff at grades. The Senior Academic Promotions process in TCD is currently under review so we are awaiting instruction on this new process but will implement school supports to assist.	Encouragement and Facilitation: We will actively promote and encourage via email, all academic staff to attend promotions workshops offered by HR. Information sessions on the new process are expected in academic year 25/26. Supplementary Sessions: For staff who cannot attend scheduled workshops due to clashes, we will arrange supplementary sessions with a HR representative at a convenient time. Feedback Mechanism: After each session, HR will gather feedback. We will request this for our school to ensure that the workshops are effectively addressing staff needs and ensure staff understand what is required to apply for promotion. Peer Support: Establish a structured but administratively light mentoring scheme, using a panel of mentors at School level. Mentors will be available to read applications and provide feedback. Progress Monitoring: Annually review the effectiveness of HR led promotion workshops and peer support as well as success rates by gender.	School manager Joint Chairs of SAT Director HR	By 2030 ≥1 male Prof In ≥1 female Chair Professor ≥2 female promotions to Associate Prof	Begin October 2025 Target Achieved by 2030
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AP 3.4	Work with HR to develop a recruitment strategy to address the specific needs of the School of SLLCS This is linked to TCD action 2.2.4	In 2023/24 we had our most gender balanced applicant pool with 42%M applicants for Assistant Professor. We hired one Associate Professor over the assessed period and 51% of applicants were male. We want to ensure that when we recruit we continue to appeal to all groups.	Utilise HR's global search company that specialises in recruiting for areas significantly overrepresented by one gender to work with Hiring Leads to focus the search area and ensure advertisements appeal to all genders. HR Recruitment team will partner with the School in scanning all advertisements to ensure they appeal to all genders	School Manager and HR	See applicant pools for all academic competitions continue to fall within 40/60 gender balance. This should be reflected in shortlists and appointments.	April 2030
AP 3.5	Create School guidelines for the hiring of LA and TF posts, with a view to encouraging more male applicants.	SLLCS holds no consistent data for 2021-2024 that relates to the appointment to Teaching Fellow and Language Assistant posts as the appointment of these posts is carried out locally by the School and not by HR recruitment. Our TFs and LAs are majority female (77%). We want to improve recruitment process for staff at this level.	We will ensure all staff responsible for hiring TFs and LAs undertake EDI in HE training which includes an unconscious bias module and that all recruitment panels are gender balanced. When TF and LA positions become available we will ask that colleagues and HoDs to circulate to their networks to broaden the applicant pool with a view to attracting more males. We will review job specs in line with how academic specs are written to ensure they appeal to all genders.	Line managers/HoS and School Manager	≥30% of TFs and LAs are male by April 2028. rising to ≥35% by April 2030.	April 2030
AP 3.6	Work to reduce stereotyping of TCD "female" and	In line with College and national trends the majority of our PMS staff	Liaise with TCD HR Recruitment to review job descriptions and	Hiring Lead/HR	For PMS staff we aim to see male representation	Begin October 2025

	"male" support staff. Link to TCD institutional action 2.3.3	are female (86%, 12F). However, we do want to ensure that our professional staff roles appeal to all genders when positions arise and that the job titles and wording of specifications reflects the complexity of roles.	criteria to ensure the language is open and inclusive of all genders Liaise with TCD HR Partner / Recruitment to review support staff job titles to ensure the title reflects the complexity and responsibility of the role.		increase to 20% by April 2029.	Target achieved by April 2029
AP 3.7	Encourage staff to avail of "Performance Conversations" currently being piloted in College. Links to TCD action 2.2.13	Development reviews in the School are currently informal, although 53% of PMS staff noted in our staff consultation that they benefitted from participation in the informal development review process, which whilst positive, shows that more consistency in development reviews is required. Trinity is currently piloting "Performance Conversations" which will standardise reviews for professional staff and can be piloted among other staff groups	Guidance and training will be provided to line managers on how to engage staff in performance conversations with staff and assess where PMS roles may be eligible for re-grading. Line manager to offer an annual development review meeting to all of their staff in line with TCD performance conversations guidance beginning during Academic year 2025/26.	School Manager	We aim to have 100% PMS staff taking part in Performance Conversations by April 2029.	Begin academic year 2025/26 Target achieved by April 2030
AP 3.8	Implement the recommendations from the TCD led initiative "Reward, Recognition and Building Successful	Qualitative data in our survey shows that cessation of the former promotions in post process has caused low	We will establish under the guidance of our Faculty HR Partner how to implement the outputs from TCD Reward, Recognition and Building Successful Careers for	HoS/School Manager/HR Partner	≥55% professional staff report by 2028 survey state that they feel rewarded and recognised.	Target achieved April 2030

	Careers for Professional Staff Report".	morale among professional staff. The University is currently implementing a report: "Reward, Recognition and Building Successful Careers for Professional Staff", which will include a comprehensive reward strategy.	Professional Staff when the report findings are ready for implementation and next steps.		≥75% professional staff report by 2030 survey state that they feel rewarded and recognised.	
AP 3.9	Provide increased support for staff preparing grant applications Links to TCD Action 2.3.3.	A significant number of staff in the School are early career researchers at Assistant Prof level (55%, 10F and 15M). It is vital that we increase support for staff preparing research applications. College have committed to improving data collection in this area with data on RDO training uptake and grant funding to be made available to HoSs by AY 2025/26 We will support this action and review this data on an annual basis and address any identified imbalances.	We will encourage staff to take part in the College mentoring program currently being developed to support female researchers in applying for larger grants. We will formalise the sharing of tips and grant applications at school level. We will encourage all staff to take part in RDO training programs. We invite the RDO to the School to give an information session on the services they provide. We will review data annually (from AY2025/26) and any identified imbalances in training and mentoring uptake, and funding will be targeted and redressed.	HoS SAT Chairs HoDs RDO	The SAT will establish baseline data on uptake and funding by gender in the year 2025/26 and report on annual progress and impact in next application.	From 2025 to 2030

AP 3.10	Monitor annually the number of staff by contracts type in SLLCS and how this compares to TCD and respond if positive growth diverges. Links to TCD institutional action 2.3.4	20% (9, 5F, 4M) of academic staff are on FTCs. Increased recruitment has seen more women hired at Assistant Professor level over the last 4 years on Tenure Track contracts. 2 of 14 (14%) PMS staff are on FTCs. This is a reduction from 43% (5) in 2021/22 It's important that we monitor this annually to ensure FTC use decreases as all APs achieve tenure and ensure that permanent PMS staff are replaced on permanent contracts.	Annual Monitoring: Staff by gender and contract type will be provided by the EDI Office to the School Manager in June of each year. We will review the data to ensure that the proportion of permanent contracts among professional staff at a minimum, remains stable and among academic staff increasing. Replacement Strategy: 1. We will ensure that permanent staff who leave are replaced with new permanent hires (or Tenure Track if Assistant Professor) thereby maintaining or increasing the proportion of permanent contracts within the School. 2. Ensure that FTCs are only used in cases necessary for project needs or temporary replacements. Response to Divergence: If data indicates a divergence from the positive trend (e.g., a decrease in the proportion of permanent contracts), implement corrective actions. These will include reporting to the Faculty Dean and working closely with HR to address any issues.	EDI Data Analyst/School Manager	≥85% of PMS staff hold permanent contracts by 2029. ≥85% of Academic staff hold permanent contracts by 2029.	Target Achieved by November 2029
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Theme 4: Workload, family leave and worklife balance

AP 4.1	Normalise taking family and caring	The EDI survey reveals that 34% (10) of staff confirmed being eligible	Provide clarification to all staff including School support team, in relation to family leave policies		We are aiming to see ≥85% of staff availing of family/caring leave types	Target Achieved by April 2030
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	leave for all eligible members of staff. Links to TCD Action 2.4.6	for leave. However, 5 of the 10 eligible staff eligible for a leave type did not apply. Qualitative data suggested some staff were concerned their job would not be extended if they applied beyond their temporary contract, while others claimed that a short leave was not worthwhile.	through email, staff meetings, school coffee mornings and induction highlighting the Schools support for taking leave. Promote family leave types available in TCD as part of key days (e.g. International Men's Day, International Day of the Child, etc.)	HOS, School manager SAT Team	they are eligible for over the life of this action plan	
AP 4.2	Provide increased support for staff returning from family leave.	0 of the 5 staff surveyed that availed of family leave said supports were put in place to facilitate re-engagement.	Put in place phased returns after maternity leave to protect workloads and the research of assistant professors returning from maternity leave. Members of staff returning from maternity and paternity leave will receive a map of breastfeeding locations across College which will also direct people to further information on the Healthy Trinity Breastfeeding webpage. Staff returning from family leave can opt in to have a discussion with their line manager about what supports can be put in place to help facilitate return including flexible working options and/or support with managing workload.	HoS/HoDs and School Manager	≥90% of staff returning from leave throughout the life of this action plan report that supports were put in place to facilitate re-engagement.	April 2030

AP 4.3	Ensure all staff feel they can strike a balance between work and home life.	61% of survey respondents reported working in Trinity as "negatively" affecting their worklife balance. This issue appears to be deep-rooted in the nature of academic work. We are committed to doing everything we can to ensure staff know they are not expected to respond to work requests or emails outside of working hours.	Promote 'Right to Disconnect' guidelines for the School, encouraging staff to add the following text to their email signatures: "The SLLCS at Trinity College Dublin supports work-life balance. There is no expectation to read or respond to emails outside of normal working hours." Ensure all people managers are aware of policies in relation to working hours and blended working, through a workshop with the HR Team Run workshop for all staff to ensure they are also aware of the policies	HoS/HoDs and School Exec	≤45% of staff indicating negative work life balance by 2029	April 2029
AP 4.4	Support Institutional-led work around implementing consistent Workload Models. Links to TCD action 2.2.14	We have an active WLM however 21%F (8%M) feel there is no active management of workload in their Department, while a further 29%F (15%M) aren't sure. A more transparent implementation of the workload model at Departmental level is necessary particularly for Assistant Professors.	Review common principles set out by Institutional WLM WG expected by end of AY 2024/25 an incorporate into our existing WLM Data from the WLM will be anonymised, collated and presented to the SEC by grade annually to ensure that workload is equally distributed and that staff at junior grades in particular are not overburdened and action is taken where staff are. Academic staff will be surveyed on their satisfaction with the revised WLM.	AS Sat in collaboration with HoS and Line Managers	We aim to achieve a high satisfaction with ≥80% of staff feeling there is an active management of workload by November 2029	November 2029

			HoDs will be consulted on the value of WLM			
AP 4.5	Ensure that essential meetings are scheduled to suit most people where possible in order to make the School more family-friendly	All respondents to the Professional Staff Survey agreed that meetings were arranged within core hours. Among academic staff, 79% were aware of core hours and 66% said they are rarely or never asked to attend meetings outside of Core Hours.	The HoS, SM, and HoDs will emphasise the importance of scheduling meetings within the hours of 10 am – 4 pm regularly to their respective cohorts. We will monitor adherence to this Trinity Meeting Hours policy in the next survey. We will also put this topic on the agenda for the Trinity Athena Swan Champions Network meetings to learn how other Schools have ensured adherence to core meeting hours.	HoS/School Manager and AS SAT	Maintain high adherence to core meeting hours among PMS staff ≥90% Increase adherence to Core meetings hours to ≥80% for academic staff by 2029	April 2029
AP 4.6	Ensure staff on Teaching Fellow contracts are not working beyond expected duties and hours.	Qualitative data shows that some TFs on term time (9 months) contracts have been sometimes doing work over summer months. Since this was revealed in our self-assessment, 6 TFS have been moved to year-round contracts to ensure there is cover over the summer months to reduce workload for TFs on term contracts however it is vital that we ensure TFs are not working outside what is expected.	We will provide annual reminders to HoDs, in April each year that TFs on nine-month term contracts must not be asked to work during summer months. We will also agree wording for email out of office for term time staff, to redirect student queries during this time.	HoDs	We aim to see no TFs on term contracts reporting being asked to work during summer months.	Begin April 2025 Target Achieved April 2030

Priority 5: Organisation and culture

AP 5.1	Publicise TCD's updated Dignity and Respect, Sexual Misconduct and Domestic Violence leave policies, the Speak Out reporting tool and the new Dignity, Respect and Consent Unit. (Shares rationale and target with AP 5.2 below) Links to TCD Action 2.4.1	Among male respondents to our survey 7 (54%) expressed confidence in their knowledge of how to report bullying compared with 5 (31%) among female staff. Additionally, 3% of respondents reported experiencing sexual harassment (unwelcome sexual advances/physical contact) and only 1 person of those who had sought advice/support relating to Dignity and Respect stated that it had made them feel better.	The school will publicise these policies within our School via our School coffee mornings, annual school wide update and induction and encourage staff to be comfortable utilising these Trinity supports if the need ever arises. We will liaise with Trinity Dignity, Respect and Consent Service to draw up promotional document for inclusion in our newsletter to highlight supports and promote their service.	AS Chair/ HoDs/School Manager	Our target is for at least 90% of all staff to know how to report and feel comfortable reporting by 2029. Reports of those experiencing sexual harassment to be 0.	2025-2030
AP 5.2	Organise schoolwide training with the Dignity, Respect and Consent Unit		DRC unit confirms that it expects to be making training available next academic year (2025-26). The HoDs and SM will send emails in advance of the launch of training programmes provided by the DR&C service encouraging all staff to attend one that is held at a time that suits them best.	AS Chair/HoDs /School Manager		2025-2030

AP 5.3	Conduct a culture audit and design an annual "School Culture Day" in collaboration with HR to foster a culture of inclusion within the School, promoting collaboration and a sense of belonging among staff across different disciplines.	Qualitative data in our survey revealed that it is difficult for staff to get to know each other across language areas.	Initial Planning and Coordination (between October – December 2025). We will Collaborate with HR colleagues to conduct a culture audit of the school in advance of designing the first School Culture Day. First School Culture Day Execution (Between January and March 2026): Host the inaugural School Culture Day in partnership with HR. Gather feedback from participants to evaluate effectiveness and areas for improvement. Annual Implementation (Ongoing): Establish an annual schedule for the School Culture Day, incorporating lessons learned and continuously refining the program to ensure ongoing relevance and impact.	HoS/HoDs/HR	We will include questions around a culture day in our next survey to establish a baseline. We are aiming for a target of between 35% and 55% report feeling a sense of belonging in our next survey increasing to ≥75% November 2029. Action will also contribute to achieving the targets in AP 5.1 and 5.2 above.	Begin October 2025 Achieve target by April 2030
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AP 5.4	Facilitate support for individual disciplines to organise informal social events throughout the year by marking celebratory days and highlighting the diversity of different cultural traditions, to foster additional community within the School.	In a School grounded in the study of diverse cultures, languages, and identities, fostering informal, inclusive social events aligned with key cultural and celebratory days provides an opportunity to strengthen community ties across disciplines.	Canvas at the beginning of each academic year for a select number of volunteers within the staff, postdoc, and PGR communities to act as 'greeters' for new staff and students at School social events. Each discipline will nominate a contact point or small working group to coordinate one informal event. School-wide calendar of cultural days and celebratory opportunities circulated and promoted.	HoDs and School Manager	At least one informal, culturally-themed social event supported in each discipline per academic year, with cross-disciplinary invitations encouraged. We will include questions around a culture day in our next survey to establish a baseline. We are aiming for a target of between 35% and 55% report feeling a sense of belonging in our next survey increasing to $\geq 75\%$ November 2029.	Begin October 2025 Target achieved November 2029
AP 5.5	Ensure that social events are scheduled to suit most people where possible in order to make the School more meaningfully family-friendly.	All respondents to the Professional Staff Survey agreed that meetings were arranged within core hours. Among academic staff, 79% were aware of core hours and 66% said they are rarely or never asked to attend meetings outside of Core Hours. We want to ensure that not just meetings, but events and social gatherings are also made as accessible and family friendly as possible.	The HoS, SM, and HoDs will emphasise the importance of scheduling events and gatherings where possible during family friendly hours so more staff can attend.	HoS/HoDs and School Manager	Maintain high adherence to core hours among PMS staff $\geq 90\%$ a Increase adherence to Core hours to $\geq 80\%$ for academic staff by 2029.	April 2029

