Action Plan (2021-2025)

School of Medicine, Trinity College Dublin

Action No.	Planned Action	Rationale	Steps & Milestones	Responsible	Success Measure	Timeframe
	What is the School planning to do?	*Why is the School taking this action?*	*How will the School achieve this action?*	*Who will complete this action?*	*What is the School hoping to achieve?*	*Start/end dates & priority dates*
1. Letter of Endorsement						
1.1	The SoM will continue to support the funding of a dedicated full-time **FASPO**, to ensure coordination of our AS activity and assist with administrative workload of AS Co-Champions.	The SoM SAT (and future EDI Committee) will require dedicated administrative support and expert knowledge to assist in driving the AS and EDI agenda within the School and advise senior management.	The SoM will fund this post on an ongoing basis.	**Lead: HoS** Implement: FHS Dean, Health Sciences Faculty Executive Committee	Athena SWAN Project Officer post in place. Strong confidence in staff that senior management in the SoM is dedicated to promoting gender equality (65% by 2023 and >80% target of all staff by 2025 AS Survey).	Start: Ongoing (AS Bronze renewal application due: November 2025)

    High Priority Action

2. Description of the Department

2.1	The HoS will host **Full School Meetings** once a semester, **online**, to provide an update on key areas within the School (including AS and EDI), enable School-wide discussion and improve communication and sense of community across School sites.	Staff consultation highlighted the widespread operation of the School across multiple campus and clinical teaching sites – with staff thus being geographically dispersed – creates communication, inclusion and community challenges for the School. Only 34% of females and 46% of males feel part of the School's culture.	Alongside **Action 5.6.7** to understand and transform the School's culture, the HoS will **reinstate** Full School meetings once per term. These meetings will be **online**, to facilitate equal and broader participation from all sites. Full School Meetings have wide participation from staff and students.	**Lead: HoS** Implement: ASCs, School Manager, School Office	A Full School Meeting will be held each term. Future AS surveys will capture information on communication, inclusion and community. Questions relating to feeling part of the School's culture will increase to over 65% satisfaction for all staff (no gender variation in responses).	Start: March 2022 (Once per term after).
2.2	The HoS and SEC will review the roles, responsibilities, and **appointment process** of **Directors** and **HoD** to address any gender imbalance.	Despite a larger proportion of females in the school (68% overall), the proportion of female Directors (33%F) and HoDs (41%F) is low. There is a need for leadership within the School to be gender balanced. Staff consultation (focus groups) revealed uncertainty over role responsibilities and the appointment process in relation to these senior posts.	The HoS will bring the roles of Directors/HoDs to the SEC for review. The HoS will work with HR to draft updated role descriptions for these posts. The process of appointment to these roles will be communicated to all staff and the new appointment process rolled out within the School.	**Lead: HoS** Implement: SEC/TCD HR/Faculty HRP	To achieve greater gender balance (at least 40% for either gender) among Directors and HoDs. Future surveys will include additional questions, related to transparency of these appointments, to show an increase from 37%F to >65%F and 24%M to >60%M perceiving the School's processes as being transparent, with qualitative feedback showing	Start: January 2024 (and then on a rolling basis, as Director/HoD posts come up for renewal).

					confidence in the appointment process for senior posts.	

3. Self-Assessment Process

3.1	Conduct **all-School surveys every 2 years** with staff and students, followed by **focus groups** in the same year, to monitor gender and EDI issues.	To sustain and build on staff and student (UG & PG) survey response rates. Staff survey (2020) response rate of 57% (60%F:50%M). PGT survey response rate of 30% (27%F:36%M); PGR 37% (42%F:20%M). A high level of engagement from staff and students throughout consultation processes is paramount to ensuring the SAT can track progress on the action plan and obtain qualitative data. There is a need to ensure we capture perceptions and experiences of our clinical academic staff, many of whom are located off-campus.	Survey and focus groups to be developed and managed by the ASC and SAT Leads, with focus groups taking place across multiple school site locations to increase participation. Specific questions regarding students' own perceptions of the reasons for gender imbalance or what drew them to their respective professions to be included. Promote upcoming surveys across all available channels (e.g. monthly staff publication, noticeboards, posters, Twitter, etc) and key Directors (DUGTL & DPGTL). AS/EDI Surveys to be analysed by the ASC/FASPO, with all SAT Leads receiving their section findings. Focus group report to be circulated to the full SAT. SAT Leads to report on action plan progression for their sections.	**Lead: FASPO** Implement: ASCs/SAT Leads/SoM Online Technologist/School Manager/Directors/HoD/HoS	Increased staff participation in the survey - by 2023 a 10% overall increase in response rate and again in 2025. An increase of 5% per survey in the response rate among research and clinical academic staff. Student overall response rates (including both UG & PG) >50% (2023) and >60% (2025).	All School Surveys rolled out: February 2023 and 2025. Focus groups rolled out 3 months following survey analysis.

3.2	The SAT will launch a **'Have Your Say' promotional campaign** to coincide with future AS consultation and encourage staff and student participation.	To sustain and build on staff and student (UG & PG) survey response rates. Staff survey (2020) response rate of 57% (60%F:50%M). PGT survey response rate of 30% (27%F:36%M); PGR 37% (42%F:20%M). To increase engagement from research and clinical academic staff categories, many of whom are located away from the main campus/school.	ASCs and SAT WG will develop an information and promotional campaign to be launched 2 months in advance of survey circulation and focus groups. This campaign will highlight and include a diverse range and representation of staff and students, to emphasise the impact of AS on the School's culture and workplace, regardless of gender and staff category. Pop-up "Have Your Say" desks will be put in place across teaching hospital sites and centres, to increase visibility and encourage staff and students to complete the respective surveys, with coffee and treats served.	**Lead: ASCs** Implement: SAT WG (Data & Monitoring)/SoM Online Technologist/FASPO/SAT WG Leads	Increased staff participation in the survey - by 2023 a 10% overall increase in response rate and again in 2025. An increase of 5% per survey in the response rate among research and clinical academic staff. Student overall response rates (including both UG & PG) >50% (2023) and >60% (2025).	Start campaign development: October 2022 Campaign rolled out: December 2022 (2 months before survey circulated)
3.3	Raise awareness of the positive impact of AS and the ongoing work of the SAT amongst all students by including these items in **future student events and inductions**.	To raise awareness of and buy-in to AS and its principles amongst our UG and PG students. PG Survey response rate was very low: (27%F:36%M PGT students responded); (42%F:20%M PGRs responded).	The Director of UGTL and Director of PGTL will add AS as an agenda item for all future UG and PG inductions, to raise awareness of the importance of AS, the SAT's work and how important AS is for the workplace environment and culture of the School. The AS logo (**Action 5.6.2**) will be added to student events.	**Lead: DPGTL & DUGTL** Implement: SAT Student representatives/PGTL Committee/UGTL Committee/UG Programme Manager/PG Administrator	>65% awareness of AS in future AS student surveys (2023) & >70% (2025).	Start: September 2022 (synced with student induction); End: Ongoing (annually thereafter)

3.4	The School will conduct **focus groups with all student cohorts**, as part of AS/EDI student consultation, beginning with our PG students (building on survey 2020 findings). Key areas to explore will include: part-time/full-time study, career aspirations, school career supports and culture perceptions.	COVID limited the SAT's ability to conduct further consultation with students (past the PG survey). As a result, we wish to understand the full picture of student's experiences. The format of focus groups has the potential to uncover and help us understand student views and concerns. Although we are in alignment with national and comparator benchmarks for %F across our PGT/PGR degrees, there is a need to understand the recruitment of students to PGR and why our %F decreases to 64% at PGR (when %F PGT is 70%). PGT data shows %F has increased (68%→71%), particularly among the full-time PGT students (59%→69%).	As a priority, the SAT will circulate the main findings from the PG survey (2020) to the DPGTL and PGTL Committee. The DPGTL/ASC will invite PG students (studying full and part-time, particularly our PhD and MD cohorts) to attend either an interview or focus group to share their experiences and reasons for studying. These findings will be reported to the SEC and shared with the PGTL Committee with findings actioned on. The SAT will identify areas where the School could improve its supports for students, areas of PGT study that might appeal to men in particular, issues identified related to our current student marketing materials and a review of our programmes offered, to improve the current optins available. Following on from the future student surveys 2023&2025, focus groups will be conducted with UG/PG student cohorts, ensuring there is representation across all main programmes.	**Lead: ASCs** Implement: DPGTL/PGTL Committee/SEC/DUGTL/UGTL Committee/SAT WG (Engagement)	PG student consultation reports (following 2020 survey) produced, with results available by gender, part/full time status and programme cohort. PGT data to show no increase in %F. PGR data to continue to move towards gender balance, i.e. %F decrease (from 64%F to 55%F over the 4 year action plan) and an increase in the number of males studying. Student consultation reports (for surveys 2023&2025) circulated to the SAT, SEC and respective TL Committees.	Start: April/May 2022 (PGs); July 2022 (PG Report circulated to relevant posts): End: April 2023 & 2025 (Following student surveys)

3.5	The HoS will personally ask Senior School Leaders to participate in all future AS focus groups, to increase the number of staff (particularly male staff), participating in **focus groups**.	To increase the number of staff (particularly males) participating in future focus groups. The low participation from male staff in our Senior Leaders focus group suggests an absence of engagement in this influential, predominantly male staff category. Low numbers of staff overall (50 in total; 70%F: 30%M) participated in focus groups.	Building on **Action 3.2** to ensure that focus groups are advertised well in advance, the SoM will ensure that focus groups are run in-person moving forward and at each main school site to facilitate participation from all staff (including clinical academic staff). The HoS will personally ask Senior Leaders to participate in all future AS focus groups. Recruitment efforts will persist until at least 40% of each gender among participant is secured. **Action 5.6.27** will be applied prior to all staff consultation.	**Lead: HoS** Implement: ASCs/SAT/HoD /Directors	At least 40% of either gender in every focus group. Overall 10% increase in the number of staff participating in future AS focus groups for 2023 and 10% increase again in 2025.	Start: April-May (Following survey analysis) 2023 & 2025

3.6	The SAT will expand to become the **School's permanent EDIC**. This committee will track progress and monitor the gender equality action plan.	To continue and build upon the work of the AS SAT, support future AS applications and new AS framework. To oversee the GEAP 2021-2025 implementation; monitor action plan progress and circulate annual reports and emails to the SEC and full School via email.	Once **Action 3.7** is in place the EDI Committee to be officially launched by HoS (no later than March 2023). **ToR** (to include promoting a sense of school culture and community) and additional **working groups** will be established. Expression of interest to be sought (annually) by HoS via email and reviewed, with consideration of staff workload, previous SAT contribution and professional development goals. 40% of current SAT members and ASCs will **remain in place** for the first year of the EDI Committee, to retain knowledge and experience. Membership to be reviewed/new call out for members annually and monitored for gender balance and representation across all equality grounds, as far as possible.	**Lead: ASCs** Implement: HoS/FASPO/ADEDI/School Manager	An EDI Committee led by an Associate Director in place, with diverse and gender balanced membership, and representation from senior management within the School, as well as staff and students. The School's four-year GEAP will be implemented and monitored. Annual progress report developed and circulated to all staff. >90% of the SoM's four-year action plan will be implemented and monitored by 2025. SAT to be refreshed annually with 40% of original team remaining on.	EDI Committee to be established by March 2023; first meeting April 2023. SAT to continue monthly meetings (February 2022-February 2023). First annual report due June 2023 (for SEC). Circulated to all staff August 2023 (and annually thereafter).

				Lead: HoS	School ADEDI to be	Start: October
3.7	The HoS will appoint a new **Associate Director for EDI**, to chair the School's EDIC. This post will be a member of the SEC.	To provide leadership for the School's first EDI Committee and report and advise on AS/EDI issues to the SEC. To support the mainstreaming of gender equality across the School.	The HoS will circulate an expression of interest to staff for the role of ADEDI. Expression of interest to be sought by HoS via email and reviewed, with consideration of staff members' workload, previous SAT contribution and professional development goals. ADEDI to provide monthly updates and yearly AS reports on action plan progress to the SEC. ADEDI to circulate annual AS reports to the School.	Implement: ASCs/New ADEDI/SEC	be in place to lead the EDI Committee and advise the SEC.	2022; End: By December 2022 (Post filled)
3.8	The SAT will establish **new working groups**, to reflect additional key considerations under the new AS Ireland Charter and to ensure fair workload distribution of members.	To ensure there is fair distribution of workload and responsibilities to achieve the implementation and monitoring of the 4-year action plan.	The ASCs/SAT will develop new working groups (**Table 3.5**) in preparation for becoming the School's EDI Committee and in anticipation of the new AS Ireland Charter Framework. Current data working group will reform to oversee data monitoring. Working groups will be reviewed annually and expanded/developed based on any future charter changes and workload consideration of members.	**Lead: ASCs** Implement: SAT	New working groups established to cover the emerging areas. At least 90% of actions to be completed within 4-year award period.	Start: March 2023 (Working groups to be filled); (Annual review of WGs thereafter).

3.9	The School will provide a dedicated EDI **budget** for the SAT/future EDIC with specific funding for actions within the AS action plan.	To ensure the SAT/EDI Committee can carry out activity related to AS and EDI and that the 4-year AS action plan can be implemented.	ASCs to do a **scoping exercise** to cost each action within the 4-year action plan (2021-2025) and present this to HoS and SEC for approval. ADEDI to take over this task annually moving forward.	**Lead: ASCs** Implement: HoS/SEC/School Office/ADEDI	Budget in place for future AS/EDI activity to support the roll-out of the action plan.	Start: End of January 2023 (budget approved), and reviewed annually going forward.

4. Picture of the Department (Students)						
UG Courses						
4.1.1	HoDs to capture **programme-specific data with other Irish HEIs** running similar UG programmes, to enable stronger benchmarking.	To ensure discipline-specific student data is available by gender, to inform future data analysis. This data is not currently available in Ireland or the UK (only combined data that includes multiple programmes).	UG HoD, under guidance from the UG Programme Manager, to reach out to other relevant HEIs and compile a 'shared benchmarking database' for future AS applications. UG student data will be captured by gender across all our UG programmes.	**Lead: UG Programme Manager** Implement: UG HoDs/SAT WG (Data & Monitoring)	Discipline-specific benchmarking student data available for all 5 of our disciplines by end of 4-year action plan period.	Start: February 2024 (Contact relevant departments) End: November 2024 (Data collection completed)
4.1.2	The UG Programme Manager will request a data report from the TCD International Office on **non-EEA/EU student applicants by gender not recruited via CAO**.	Data collection is not formal at present.	UG Programme Manager to request a data report from the International Office by gender. This will be collated annually by a SAT WG and reported into the main SAT. Any issues or patterns arising from the data will prompt further actions and liaison with the International Office (around student recruitment materials and processes, etc).	**Lead: UG Programme Manager** Implement: International Office/SAT Data WG (Data & Monitoring)/SAT	International applicant data report available. Data WG to identify any areas of concern or priority and develop actions as appropriate.	Start: March 2024. End: By June 2024 (and annually thereafter at this time).

4.1.3	The SAT will undertake a full gender review of all **UG (and prospective) student promotional and programme materials** (including print, webpages and handbooks). Updates will be recommended to ensure there is gender balance and no stereotyping in images and language.	To target the historical legacy of therapy programmes and related disciplines as being 'female-only'. SoM UG student population is currently 67% female and particularly imbalanced in *HN&D* (93%F) and above benchmarks for *Radiography* (83%F) and *Occupational Therapy* degree routes (93% and 91% respectively).	A review of all UG student promotional material and handbooks will take place. The SAT will recommend updates to be circulated widely and to the SEC. Calls for interest in case studies "You Can't Be What You Can't See" to be issued by all HoD, to showcase men and women (students and staff) in areas where they are historically underrepresented (across research and teaching).	**Lead: DUGTL** Implement: Undergraduate Programme Manager/ FASPO/SAT/SoM Online Technologist	Review of all UG student promotional material to take place. Publicity materials including website content and images promote role models of all genders. Website to reflect key case studies from students and staff working in disciplines where there gender is currently underrepresented.	Start: February 2022 (Review of materials). End: October 2022. Start: Call out for case studies January 2023. End: Website updated by March 2023.
4.1.4	The SAT will **monitor intake data** by gender for all UG therapy programmes annually, to uncover trends over time.	To ensure these positive trends showing a move to gender balance for UG *Physiotherapy* (for the past 3 years) persists. In *Radiation Therapy*, wide differences in gender balance have been noted in the past 3 years, indicating that enrolling a higher proportion of males might be possible.	Intake data will be collated by the UG Programme Office annually. This will be circulated to the SAT and a report compiled on UG intake data. Any key trends or gender issues arising will be investigated further.	**Lead: SAT WG (Data & Monitoring)** Implement: UG Programme Office/HoD (*Physio-therapy, RadTh, OccuTh*)/UG Programme Manager	Data on intake by gender available for every year 2022-2025.	Start: September 2022, then annually.

4.1.5	The HoD (TCD, *Radiation Therapy*) will **liaise with the HoD Diagnostic Imaging (UCD, Radiography)** to develop a collaborative, targeted strategy to **attract more male students** into radiography and radiation therapy.	To ensure we are attracting male students into *Radiation Therapy*. Intake figures show variation but are mainly female (71-91%). UCD's overall %F (84%) is similar to our %F (83%) for similar programmes.	Both HoDs to explore and identify with their associated UG Teams, potential barriers to applications from males. Findings from UG student consultation (**Action 3.4** and **Action 4.1.8**) will be be fed back and shared with HoD, UCD and circulated to the Irish Institute of Radiography and Radiation Therapy with a view to raising awareness of gender imbalance. Possible solutions/strategies will be piloted and their impact monitored.	**Lead: HoD Radiation Therapy** Implement: Both TCD & UCD UG Teams (*Radiation Therapy/Radio graphy)*/SAT	Consultation Report completed and shared with the Irish Institute of Radiography and Radiation Therapy. Strategies piloted and implemented in SoM, TCD. Intake data to capture the % of males (intake) is >15% on Radiation Therapy, TCD by 2025.	Start: January 2023 End: June 2024 (of piloted strategies)
4.1.6	The SoM will use **UG outreach activity** (including conferences, talks, second-level school Open Days), to promote gender equality across all UG programmes that have an unbalanced pool.	Male UG students remain underrepresented across all degree programmes (67%F: 33%M), with the exception of Medicine. In particular, our therapy disciplines (*Radiation Therapy* 83%F; *Physiotherapy* 71%F; *Occupational Therapy* 91%F) and *Human Health & Disease* (77%) and *Human Nutrition & Dietetics* (91%).	UG HoDs to ensure gender balance in all outreach activity by recording the gender balance of staff at all outreach events for students and recruitment events. HoDs to collate list of relevant annual conferences and talks, and share this with the SAT. HoDs to ensure there is gender balance for speakers at all future events. The UG/PG Offices will assign staff to open day stands ensuring mixed-gender representation.	**Lead: School Manager** Implement: UG & PG Offices/SAT WG (Data & Monitoring)/All UG HoDs	Gender of speakers at all student outreach/recruitment events recorded with gender balance achieved. Data presented in annual SAT report to the SEC. Surveys to capture that >65% of students to perceive outreach activity to be cognisant of gender/gender-balanced, with no variation in female/male perceptions.	Start: Data template to be developed & in place by February 2023. End: Ongoing, depending on outreach activity.

4.1.7	The SAT, in conjunction with HoDs for all therapy programmes, will develop and launch a promotional campaign to be run across the School, with short videos of "**A Day In the Life Of A...**" particularly showcasing men working in these professions.	Male UG students remain underrepresented across all degree programmes (67%F: 33%M), with the exception of Medicine. In particular, our therapy disciplines (*Radiation Therapy* 83%F; *Physiotherapy* 71%F; *Occupational Therapy* 91%F) and *Human Health & Disease* (77%) and *Human Nutrition & Dietetics* (91%).	A SAT WG and HoDs to identify staff who could contribute and record short videos and testimonials/case studies, ensuring gender balance. All materials to be distributed widely by the School and across all communication channels.	**Lead: SAT WG (Engagement)** Implement: HoDs (Therapies)/SoM Online Technologist	Promotional Campaign developed and piloted. Surveys to capture that >65% of students to perceive outreach activity to be cognisant of gender/gender-balanced, with no variation in female/male perceptions.	Start: January 2023; End: September 2024 (campaign to continue, based on survey feedback/impact).
4.1.8	The HoDs will run a workshop for male and female students in 'therapy disciplines', to identify potential gender barriers that can be actioned by the School.	There is high %F students in therapy disciplines. We do not understand what underpins %F, or specifically: why is %F in *Occupational Therapy* consistently extremely high (>91%); why is %F notably variable in *Radiation Therapy* (71-91%) and why %F seems to be decreasing in *Physiotherapy*.	The DUGTL/Therapy HoDs/ASC will invite UG students, of both genders, from therapy disciplines to attend a School Workshop to share their experiences and challenges. Findings will be reported to the Programme Managers and actioned on (link to **Action 4.1.5**).	**Lead: DUGTL** Implement: ASCs/Therapy HoDs/Programme Managers	Identification of any challenges/barriers for students that may exist. Reports on findings from therapy UG student consultation will be circulated to the SAT, SEC and TL Committees.	Start: January 2024; End: March 2024 (report submitted to relevant groups/contacts)
4.1.9	The HoD (TCD, *Human Nutrition & Dietetics*) will liaise with *Human Nutrition & Dietetics* Programme Coordinator in TU Dublin regarding the promotional materials for this course.	*Human Nutrition & Dietetics* is our most gender imbalanced UG programme. Proportion of females is consistently extremely high (91-95%).	The HoD to consult with the TU Dublin Programme Coordinator to develop promotional materials, focusing on making the course attractive to males.	**Lead: HoD (TCD, HN&D)** Implement: Both HoD/TU Programme Coordinator/School Manager	Promotional materials developed. UG Human Nutrition & Dietetics to observe a 5% increase in the proportion of males for the lifecycle of this action plan.	Start: February 2023 End: May 2023 (updates to relevant programmes materials)

4.1.10	The HoD will liaise with **TCD's Sports Centre** to organise a stand/exhibition for *Human Nutrition & Dietetics* at **their Sports UG** open days/other events, to further promote this course as part of wider fitness/lifestyle career options for both males and females.	To build upon internal routes for promotion of *Human Nutrition & Dietetics* as more than a female-only career option. *Human Nutrition & Dietetics* is our most gender imbalanced UG programme. Proportion of females is consistently extremely high (91-95%).	The HoD will reach out to TCD's Sport Centre for information on upcoming open days/other events. HoD will work with the ASC to develop an exhibition stand. There will be gender balance of staff taking part in the exhibition.	**Lead: ASCs** Implement: HoD, TCD Sports Centre (Director)/UG Programme Coordinator	HN&D promoted via TCD's Sport Centre. UG Human Nutrition & Dietetics to observe a 5% increase in the proportion of male intake (for the lifecycle of this action plan).	Start: September 2022, then annually.
Degree Completion						
4.1.11	The DUGTL will signpost all academic and personal supports available to UG students by developing a flowchart/infographic to be circulated once a term and included in **UG inductions** and the **UG Student Handbook**, to increase awareness of School-level supports.	Our UG student completion data suggests that male students are not performing as well as their female peers. While our data may not be fully accurate, we must ensure to promote and signpost students to appropriate supports.	The DUGTL, UG Student Representative and ASCs will develop a comprehensive infographic that details all academic and personal supports students can access during their studies. The pathways to accessing these supports (e.g. college tutor, lecturer, etc) will be clearly highlighted. Once a semester, the DUGTL will circulate this inforgraphic in an email to all UG students (in all year groups). This infographic will be added to all UG inductions and the UG Student Handbook. Based on future student consultation, this material will be updated accordingly.	**Lead: DUGTL** Implement: SAT UG Student Rep/ASCs/UGTL Committee/FA SPO	>70% of UG students are aware of academic supports available to them within the School. >65% of UG students feel supported by the School during their programme of study.	Start: September 2022 End: Reviewed and updated annually at this time.

4.1.12	The annual gathering, analysis and review of **UG student completion, attainment, and withdrawal** (including reasons) will be operationalised at the **module-level** to identify gender imbalances and determine whether attainment and completion rates are stable year to year.	This data is not currently captured accurately or monitored/reported by gender. It is necessary to drill further into our UG student completion/attainment data by gender as at present, it suggests that our male students are not performing as well as their female peers (19% of females vs 9% of males achieving first-class honours).	The School Office will collate UG completion and attainment data (by module) and circulate this annually to the SAT WG. Reasons for degree non-completion will be recorded and reported by the UG Programme Manager to the SAT each September. Data to be presented by SAT WG at next full-SAT meeting (and annually at this time thereafter). SAT to develop actions in response to data. Any trends identified within years/modules will be reported to the UG Programme Board for action. Annual reports will be made available to all staff and students.	**Lead: UG Programme Manager** Implement: SAT WG (Data & Monitoring)	Data on reasons for undergraduate degree non-completion available to SAT from September 2022. Accurate attainment data will be available annually, by year and gender for selected modules. Any findings will be actioned as appropriate. Annual reports will be made available to all staff and students.	Start: September 2022 End: Annually at this time. End: First report by December 2022 (annually thereafter)

4.1.13	The SoM will raise awareness of intercalation and scholarship opportunities, through a range of targeted measures: by hosting an annual **'Intercalation Evening Event'** for Year 3 Medical students and **'Scholarship Evening Event'** for Year 1 students, particularly welcoming female applications.	Recent data suggests that females are less likely to apply for prestigious awards such as Intercalation and Scholars. There is a clear need to make all students, particularly females, aware of the future benefits having an MSc degree can bring. Scholars are more likely to put themselves forward for an Intercalated Masters.	All 3rd and 1st year UG students will be invited to attend an annual 'Intercalation Evening Event' as well as a 'Scholarship Evening Event' (different times of the year), where students can hear about the benefits of pursuing such a degree (for career advancement in the future), alongside the different options available. Recent graduates will be invited to speak about their intercalation and scholarship experiences (a gender-balance of speakers will be sought; attendance will be captured by gender to inform where additional promotion to underrepresented groups may be needed). Tutors will be encouraged to discuss intercalation/scholarship with their students as part of current one-to-one advisor meetings. Potential students will receive information about these opportunities when they attend future SoM Open Days. Information on intercalation and scholarships will be added to student handbooks.	**Lead: Course Coordinator** Implement: School Manager/School Tutors/SAT WG (Data & Monitoring)	Future surveys to show >70% of UG students are aware of Intercalated and Scholarship opportunities. Attendance records at annual evening events to be submitted to the Data & Monitoring WG. An increase in the number of female students pursuing Intercalated MSc and Scholarships, moving to gender parity by 2025.	Start: April 2023 (first event, annually thereafter) End: May 2023 (second event, held annually thereafter)

4.1.14	The DUGTL will promote opportunities such as intercalation, and other awards such as "Scholars" to UG students annually via **'UG Career Opportunity'** emails to the class highlighting upcoming competitions and encouraging participation.	Recent data suggests that females are less likely to apply for prestigious awards such as Intercalation and Scholars. There is a clear need to make all students, particularly females, aware of the future benefits having an MSc degree can bring. Scholars are more likely to put themselves forward for an Intercalated Masters.	DUGTL will circulate targeted '**UG Career Opportunity'** emails annually (and as needed), highlighting upcoming competitions and intercalation. Case studies (taking into account gender balance and student diversity) from previous students who have undertaken these opportunities will be included in these emails, to encourage interest and participation.	**Lead: DUGTL** Implement: UG Programme Manager/SoM Online Technologist	Future surveys to show that >70% of UG students find the 'UG Career Opportunity' communications regarding Intercalated and Scholarship opportunities useful.	Start: 2023 (And as needed, ahead of relevant deadlines for applications); End: Ongoing
4.1.15	The School will **gather data on the number of male and female students who applied** (e.g. for intercalated MSc) or sat the extracurricular exams (e.g. for Scholars) or entered other competitions in the School. If % of females participating is lower than proportion in the course, this will be a datapoint flagging the need to encourage female participation.	Recent data suggests that females are less likely to apply for prestigious awards such as Scholars and intercalation.	To complement and better understand the impact of **Actions 4.1.13** & **4.1.14**, the School Office will gather data on those applying for intercalated degrees/Scholars by gender. Data will be tracked annually by the SAT Data WG with any findings and recommendations reported into the SEC.	**Lead: SAT WG (Data & Monitoring)** Implement: UG & Postgraduate Programme Manager/FASPO	Data on applicants by gender available. Increase in the proportion of female UG students pursuing Schols (from 45% to 60%) and intercalation (56% to 70%) by March 2025.	Start: January 2025 (Collate past 3 years; annual review after)

PGT & PGR					
4.1.16	The SAT will undertake a review and update of all **PG (and alumni) student webpages and promotional material,** to ensure inclusivity and promote a **wide range of positive role models** to students via **positive action statements** and case studies.	To ensure we move towards improved gender balance (currently 70%F) amongst our PGT cohort and continued gender balance amongst our PGR (63%F). Survey consultation suggests that when it came to pursuing PG study, most students (62%F: 57%M) researched the School's website or similar online platforms to inform their decision of accepting a place.	The SAT, in liaison with the SoM PG Office, will review all PG student marketing and promotional material (imagery and language), suggesting updates where needed to ensure inclusivity and diversity of role models. Case studies of students (taking into account gender balance and diversity) will be included in materials moving forward. Positive action statements will be added, including details of the benefits of part-time study. The SAT will submit a recommendation report to the DGTL and PGTL Committee for actioning.	**Lead: SAT WG (Engagement)** Implement: DPGTL/PGTL Committee/SEC	All PGT student marketing and promotional material reviewed and updated, reflecting gender balance and diversity. PG survey consultation (future questions) to show that >70% of our PG students of both genders find our student marketing materials to be gender inclusive.	Start: March 2023 (Review of materials); May 2023 (Report); September 2023 (Call out for case studies); End: Website updated by November 2023.
4.1.17	Capture and maintain accurate records for **attainment rates for PGT programmes**.	We do not have accurate completion rate data for PGT students and therefore do not know if supports are required to ensure students complete.	PG Team to capture annual accurate records of PGT attainment rates by gender. Results will be reported into the SAT and the SAT will respond with appropriate actions to any trends this data might present.	**Lead: DPGTL** Implement: PG Administrator/ SAT WG (Data & Monitoring)	Accurate records of student completion maintained for graduate taught courses each year. Supports if required are put in place and current completion rates (>91%F: 87%M) are sustained and improved (moving to >95%F: >90%M).	Start: March 2025 (Collate and analyse past 3 years) End: Ongoing (annually thereafter)

4.1.18	For a subset of Research Student positions, gather complete data on applicants, those shortlisted and appointed by gender on an annual basis, to ensure school processes are not gender biased.	The SoM does not currently monitor gender of applicants for PGR student positions so we cannot assess if a gender bias exists throughout the recruitment process. Current data suggests more female applications convert to an offer.	SoM PG Office will collate data on the number and gender of applicants for the post the student is filling. Moving forward, supervisors will be required to populate a section on student registration forms capturing this data. Data collated by the PG Office will be circulated to the Director of PGTL & SAT. Trends or observations will be actioned with recruitment procedures updated in accordance with any findings. Recruitment processes to be updated based on findings. Any issues uncovered will prompt a full review of current PGR student recruitment processes.	**Lead: SAT WG (Data & Monitoring)** Implement: DPGTL/PG Office	Data collected and analysed annually. Recruitment process to show gender balance from application (with %F decreasing from between 58%-65% to between 55%-60%F) to acceptance (with %M increasing from between 33%-43% to between 40%-45%M) rates.	Start: March 2025 (annually thereafter)
4.1.19	The School will liaise with TCD's EDI Unit to roll out their 'EDI in HE' online training for all new and existing PIs and PGR supervisors.	The SoM does not currently monitor gender of applicants for post graduate research positions so we cannot assess if a gender bias exists throughout the recruitment process.	ASC will liaise with TCD's Equality Officer to organise tailored EDI training (to include unconscious bias training and good practice around recruitment) for all PIs and PGR supervisors.	**Lead: ASCs** Implement: TCD Equality Officer/PIs & PGR Supervisors	>60% of all PGR Supervisors and PIs to have completed **both** EDI and unconscious bias training by end of 2023. >100% to have completed both by end of 2024.	Start: February 2023 End: November 2024

4.1.20	The SoM PG Office will collect and analyse data from SoM PG Office and TCD Academic Registry on time to completion of **all research degrees by gender**.	The SoM currently does not keep records of the length of time for completion of research degrees, as such we do not know if specific supports are required for students. PG consultation suggests the majority of students feel the School offers sufficient academic support (63%F vs 71%M).	PG Office team to liaise with TCD Academic Registry to collect data by gender on time to completion of all research degrees and PhD students to monitor attrition rates. Relevant supports based on findings will be rolled out, with relevant existing supports (e.g. PG Handbook) updated accordingly annually.	**Lead: PG Programme Manager** Implement: PGTL Committee/SAT WG (Data & Monitoring)/PG Administrator	Data collection will be operationalised and supports in place for students who are experiencing difficulties or challenges (>6 years for part-time; >4 years for full-time to complete) to be a data flag point.	Start: March 2025 (Collate past 3 years, annually thereafter)
Staff						
4.2.1.	The School will apply for a **SALI post** (HEA initiative) during remaining calls for submissions.	Despite non-clinical academic staff being in the majority (63%F), there is a steady increase in the proportion of male staff at senior academic grades. At *Chair Professor* grade, female representation has decreased over the past 3 years (44%-33%). %F at the most senior clinical academic grade (*Professor Consultant*) is 31%.	HoS and ASC will review staff data annually to identify specific disciplines where non-clinical and clinical professorial posts may be needed, there is clear evidence of gender-underrepresentation and where a SALI Chair could have significant impact within the School. SALI application to be filled out, with the support and expertise of the FASPO and TCD's EDI Unit.	**Lead: HoS** Implement: ASCs/TCD's EDI Unit/SEC/TCD Equality Officer/FASPO	School to apply for remaining SALI posts as calls are issued from the HEA, with one of these (minimum) being successful. Appointment of a professorship post by the SoM, with a highly skilled female who is an expert in their respective field (at *Chair Professor* level). Chairs to increase to 40%F.	Start: October/November 2022 (or when call is issued via TCD Equality Unit) and annually thereafter (dependent on remaining SALI posts available)
4.2.2	The School will aim to fund a Professorship post, in the event of the School's SALI application being unsuccessful.	To ensure the School still moves towards gender balance at senior academic grades, in the event the School's SALI application is	The SEC will seek to investigate possible mechanisms and develop a pathway for the recruitment for a female	**Lead: HoS** Implement: SEC/HoD/Faculty HRP/ASCs	Appointment of a female Professor by the SoM, with a highly skilled female who is an expert in their respective field	Start: No later than 2 months following outcome of SALI application (**Action 4.2.1**,

		unsuccessful (**Action 4.2.1**).	Professor and secure internal funding.		(at *Chair* level). *Chair* to increase to 40%F or Professor In to increase to 60%F.	likely by January 2023). Person in post <9 months later.
4.2.3	The School will conduct **workshops with mid-career and senior female academics (non-clinical and clinical)** to understand any barriers/challenges to career advancement and what supports the School can provide regarding promotion.	To understand any barriers/challenges for non-clinical academic staff (in progression from *Associate Professor* to *Professor*) and for clinical academic staff (in progression from *Senior Lecturer Consultant* to *Associate Professor Consultant*). To assist the School in improving its supports for promotion.	All mid-career/senior female academics will be invited to a focus group by the HoS to explore any barriers or challenges that may exist in relation to career advancement. Based on these findings, any barriers/challenges will be addressed at the School and discipline-level or escalated to the University accordingly. Any findings will be added to this action plan or support and strengthen current actions related to career advancement.	**Lead: ASC** Implement: HoS/HoD/FASPO/SAT	Increase in % of senior females applying for promotion by 2025: *Associate Professor to Professor* (increase from 53%F to >65%F applying) and from *Senior Lecturer Consultant to Associate Professor Consultant* (>55%F applying, based on **Action 5.1.12** data collection and disaggregation of academic promotions data).	Start: February 2024 (Workshop completed); April 2024 (Findings reported to SAT); May 2024 (Recommendations to HoS/SEC).
4.2.4	The School will **monitor gender balance at *RF* and *SRF* grades**, through annual reporting, to identify any noticeable patterns and take early action.	Based on our recent data, there is a current trend of increasing proportion of males in more senior research staff positions. As *Senior Research Fellow* is a new post (as of 2019), there is a need to determine if this trend will continue to ensure we stabilise the gender imbalance.	The ASC will request senior postdoctoral research data annually by gender from HR, to determine if our current data trend holds. The SAT WG will analyse this data and make recommendations, based on the findings. Actions will be put in place promptly, based on findings.	**Lead: SAT WG (Data & Monitoring)** Implement: ASCs/Faculty HRP	Annual report to the SAT on trends in senior research staff data with SMART actions in place based on trends identified. Proportions of %F in *SRF* are similar to the proportion of %F in *RF*.	Start: December 2024 (annually thereafter)

4.2.5	The School will liaise with HR to instigate a **review of all temporary Tenure Track *Assistant Professor* posts**, with a view to ensuring these posts achieve permanency where appropriate. A plan will be put in place towards achieving permanency in cases where this has not yet been achieved.	The proportion of females on temporary *Assistant Professor* contracts is very high (92%). Although we can identify a potential reason, it is essential the School reviews all Tenure Track *Assistant Professor* posts to ensure they achieve permanency where appropriate.	The School Manager and Faculty HRP will conduct a review of all temporary *Assistant Professor* posts. Current *Assistant Professors* in temporary posts will be confirmed in post (if feasible). A process will be put in place between the School Manager and Faculty HRP to ensure that contract renewals are effectively managed moving forward and allowing for annual monitoring of contract data to ensure the numbers on temporary *Assistant Professor* contracts does not rise.	**Lead: School Manager** Implement: Faculty HRP/SAT WG (Data & Monitoring)	A review of all fixed-term and specific purpose contracts for those in Assistant Professor posts to take place, with confirmed permanency (where feasible). The process will be in place moving forward to allow for the effective management of contract renewals. The numbers of those occupying temporary *Assistant Professor* contracts will not increase over the 4-year action plan period.	Start: April 2024; annual review thereafter

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4.2.6	The School will operationalise the collection of accurate and complete data on leavers, by gender.	To develop a fuller picture of reasons for staff leaving, to inform the School's decision-making. Currently, no formal exit interviews are conducted for staff (by TCD HR or the School). Manual data collected on leavers suggests that a disproportionate % of females are leaving their post within the School.	The School Manager, in liaison with HR, will develop an exit questionnaire for staff (based on current best practice). All line managers (including PIs in case of research staff) to request staff leaving complete the exit questionnaire (no later than 2 weeks before leaving). Areas that will be captured include gender, discipline, destination (in the case of *Research Assistants*: return to education; leaving academia), length in post, and other. School Research Impact Officer to collate, report, and present Staff turnover report annually to the SEC and SAT.	**Lead: SoM Research Impact Officer** Implement: Faculty HRP/ Line Managers/School Manager/SEC/ SAT	Data on those leaving their posts will be available. 100% staff leaving the School will have an exit interview process by end of 2023.	Start: February 2023 (Developing exit form); April 2023 (launch and rollout of form); June 2023 (process in place) December 2023 (data collated with first report/findings produced)
4.2.7	Based on annual reporting in **Action 4.2.6**, disciplines showing a high number of staff resigning will be flagged and investigated, to better understand if there are any HR concerns or issues needing addressing.	Early identification of issues could lead to stronger staff retention. Manual data collected on leavers suggests that a disproportionate % of females are leaving their post within the School.	Based on the staff turnover report presented to the SEC from the School's Research Impact Officer, disciplines showing a high staff resignation rate will be flagged. HoS and Faculty HRP will meet with the HoD to discuss the data findings for the discipline, with appropriate recommendations or training put in place.	**Lead: SoM Research Impact Officer** Implement: HoS/HoD/Faculty HRP/SEC	Data on areas/disciplines within the School with high staff turnover/resignation will be available.	Start: January 2025 (based on findings from **Action 4.2.6**). End: February 2025.

5.1 Key Career Transition Points (Academic & Research)					
Recruitment					
5.1.1	The School will roll out essential **unconscious bias training for all staff**, to include a refresher for all School hiring managers, developed in liaison with TCD EDI.	Consultation data suggests there is a very poor uptake of unconscious bias training within the SoM; just 16% (11%F: 21%M) reported undertaking unconscious bias training in the past 3 years. It is a TCD requirement that all panel members and chairs must have completed equality training prior to sitting on an interview panel, to ensure no gender bias in the selection of candidates throughout recruitment processes.	The School Manager will liaise with TCD's EDI Unit, to organise Unconscious Bias Training for the SoM, beginning with all hiring leads and key role holders (Directors, HoD) in the School. All researcher PIs will be targeted next until all staff have been reached. Once this training phase is completed, all HoD to contact their staff and encourage them to sign up for and take time to attend upcoming unconscious bias training. Going forward, annual data will be circulated to the School from TCD's EDI Unit, in order to monitor uptake of this training and provide encouragement in areas where uptake remains low (via targeted campaigns etc).	**Lead: School Manager** Implement: TCD EDI Unit/HoD/Directors	100% of staff to have completed unconscious bias training over the lifetime of this AS action plan. End of 2022 = 40% of staff; 2023 = >60% of staff; 2024 = >80% of staff; mid-2025 = 100% of staff.	Start: March 2022 End: October 2025 (action plan award period)

				Lead: School Manager Implement: School Office/SAT WG (Engagement)	Recruitment data report available by July 2022 and every 6 months thereafter. Annual reporting of granular recruitment data by discipline to show we are improving our gender balance of applications (i.e. moving from 39%M applicants to 45%M) by 2025.	Start: November 2023 (annually thereafter).
5.1.2	The School Office will collect and report on annual recruitment data by discipline and gender across all grades to identify gender and discipline trends.	Current data suggests that we are attracting more female than male candidates to all academic job grades (with the exception of *Chair Professor*) and there is a need to obtain more granular data than what HR provide, in order to identify potential gender trends across disciplines in our recruitment data.	The School Office will put a mechanism in place for all hiring managers to capture discipline-level recruitment data. The School Manager will compile this data every 6 months and circulate to the SAT for analysis. Recommendations will be made with actions put in place if findings suggest gender bias or concerning trends.			
5.1.3	Panel Chairs will be asked to read out loud TCD's Inclusive Recruitment Statement to remind panellist of their obligations in relation to EDI and draw members' attention to EDI and unconscious bias at all stages of the process.	Survey consultation shows that females are more likely to agree the School's recruitment process is biased (23% vs 15%M). However, our data suggests that we are attracting more females across all grades, with the exception of *Chair Professor* posts. To keep unconscious bias awareness high throughout the recruitment process for panel members.	The SAT will request TCD's EDI Unit and central Faculty HRP to provide TCD's Inclusive Recruitment Statement to remind panel members of their obligations in relation to EDI. This statement will be read aloud by panel chairs. HoS will circulate this statement to staff. The chair will be required to remind the panel during the recruitment process (and any post-job discussions), of unconscious bias and EDI.	**Lead: SAT WG (Engagement)** Implement: TCD EDI Unit/Recruitment panel chairs/Faculty HRP/HoS	Survey questions to capture that >50% of staff sitting on panels are aware of unconscious bias at all stages of the recruitment process (by 2023). This % to increase to >70% by 2025.	Start: February 2022 End: Statement available and in place/circulated by May 2022.

5.1.4	The HoS will personally and widely re-distribute all *Chair/Professor* job advertisements (and *Professor Consultant* posts) to all staff with references to the recruitment section of the EDI webpage, and request staff to share the vacancy across professional networks.	Our data indicates that women are less likely to put themselves forward for senior non-clinical academic posts. Concern that at the most senior levels of academic (non-clinical and clinical) appointments within the School, more males apply, are shortlisted and appointed. From 4 years of data combined, there were no females appointed as Chair Professor and just one was appointed as Professor.	HoS will link in with Hiring Leads to request that all *Chair* job advertisements, referencing the EDI webpage recruitment subsection are re-circulated. HoS will also re-circulate, referencing our new School EDI webpage (when online) and relevant TCD webpages. HoDs will be required to endorse this email and encourage staff to share the vacancy across all professional networks.	**Lead: HoS** Implement: HoD/All School Staff/School Hiring Leads	An increase in the proportion of female applicants for *Chair* posts (increase from 17%F to >35%F over action award period). Increase in the proportion of female applicants for *Professor Consultant* posts (increase from 22% to 33%F over action award period).	Start: May 2022; End: Ongoing, when postings arise
5.1.5	Conduct a pulse **survey** with our **Lecturer/Registrars** to better understand and identify any barriers to applying for these trainee clinician posts.	There is a need to build a clearer picture of the recruitment of this cohort, to ensure the School can optimise the role it plays in the advertisement and recruitment of these trainee positions. Although our data showed a higher proportion of male applicants (57%) for *Lecturer-Registrar* posts in comparison to females (43%), there is a need to understand whether there are any recruitment barriers the School can address or mitigate.	The SAT will develop a pulse survey for distribution to all Lecturer/Registrars within the School, to include questions regarding what attracted them to the position; if there were any barriers during the recruitment process and any further supports the School could provide. Findings will be actioned on as needed. Future surveys will contain more structured questions for this cohort. A findings report will be shared with the SEC and TCD HR, to better inform and improve recruitment practices (if needed).	**Lead: ASC** Implement: SAT WG (Data & Monitoring)/TCD HR/SEC/HoS	The SAT will gain an understanding of the recruitment and perception of these roles, which will inform specific actions to ensure this cohort is supported, including whether there is a gender dimension to the recruitment and attraction of these roles.	Start: May 2024 (pulse survey distributed) End: Report to SAT by July 2024.

5.1.6	The School will support the rollout of the **TCD Research Recruitment Model** (TCD AS AP3.4) and lobby for annual data on research staff recruitment to be collected centrally by gender.	To ensure the School is in alignment with all schools across the University in accordance with open, transparent (OTM-R) and merit-based practice for researcher recruitment and to ensure the SoM has data on research staff recruitment by gender.	The ASC will request a status update on this action at TCD's AS Champions Network and report back to the SEC on timelines for the introduction of this model across the University. Once the process is confirmed, the SEC will identify any staff training needs to ensure the process is implemented and develop a School-level awareness-raising campaign to be rolled out in advance. After a period of 6 months, the SEC will review and provide feedback to TCD. The new process and model will be widely disseminated to all staff, particularly PIs.	**Lead: ASCs** Implement: HoS/SEC/TCD EDI Unit/TCD HR	The School has adopted TCD's researcher recruitment (OTM-R) model with a minimum of 40% research staff recruitment in accordance with the model by 2025.	Start: April 2025 (Once approved at University-level) End: N/A yet

5.1.7	The School will engage with TCD HR and establish an **Inclusive Recruitment Checklist**, in-line with TCD recruitment policies, to be used by all staff (including PIs) in all job postings and advertisements. An internal campaign will be run to raise awareness of this, targeted at PIs.	Survey consultation revealed just over a fifth (22%) of staff overall perceive the recruitment process to be biased (24%F; 16%M). To ensure the School is proactive in promoting inclusive and best practice recruitment (in-line with University policy) and increasing transparency and understanding amongst all staff (particularly PIs and hiring managers).	The School Manager will develop a checklist of recruitment items for all job postings and advertisements. This will include: links to the School's new EDI/AS Webpage; positive action statements (encouraging any under-represented gender to apply/offering blended/online/rescheduling of interviews based on personal/caring responsibilities); clear signposting to family-friendly policies, flexible working and part-time options, as well as leave entitlements. The School Manager will circulate this to HR/EDI for review and the SEC. An internal campaign will be run to raise awareness of this checklist, with a specific campaign run by the Research Office, to target PIs. The HoS will circulate an all-staff email summary of our 'Inclusive Recruitment Checklist', to ensure this message is communicated across the entire School.	**Lead: SAT WG (Engagement)** Implement: School Manager/TCD HR/TCD EDI Unit/SEC/HoS/ PIs/SoM Hiring Managers	By 2025 survey, % of staff overall who feel the recruitment process is biased will drop from 22% to <10%.	Start: February 2024 (Checklist designed); April 2024 (Checklist rolled out); End: May 2024 (Campaign)

Induction						
5.1.8	The HoS will encourage all new staff to attend TCD's **central HR induction**, via reminder emails.	Central TCD induction is regarded positively by new staff who attend. Uptake is lower amongst our male academics. Attendance rates within SoM could be improved (ranging from 46%-64% over the past 3 years of data).	HoS will encourage all HoD via email to remind new staff to attend central induction within the first 3 months of starting in the School. Attendance will be included in an annual report from TCD's Learning & Development Unit.	**Lead: HoS** Implement: HoD	75% attendance at central induction for all staff across all job categories by March 2025.	Start: March 2021 End: Ongoing
5.1.9	The SoM will develop and pilot a comprehensive, standardised **school-level induction** for staff.	To bring uniformity to current local level induction experiences for staff. Focus group consultation was unanimous that a standardised school induction would bring cohesiveness to the School and various discipline-level inductions. More females have many (33%F vs. 20%M) or some (28%F vs. 23%M) concerns regarding a school-level induction. Clinical staff cited working off-campus as being a barrier to attending induction.	The ASCs and SAT WG will engage with HR learning and development and pilot an online induction programme, in liaison with the School Manager. The ASCs will also request all members of the TCD AS Champions Network share any current School induction templates, etc to build on best practice within TCD. The programme will account for and include additional information across staff categories as well as information and signposting to TCD's family-friendly policies, career pathways (roadmaps for each staff category), career-development meetings, University breastfeeding facilities and resources and staff training resources.	**Lead: SAT WG (Engagement)** Implement: ASCs/HR Learning & Development/ School Manager/All line managers/TCD Champions Network	>80% of new staff to have completed the new pilot school-level induction within the first 4 months of start date. Feedback will inform the improvement of this induction process. >70% of staff will feel the School has a strong induction process (2023) and this will increase to >80% by 2025.	Start: April 2022; September 2022-March 2023 (Pilot new induction at all new staff starting); May 2023 (Conduct feedback reviews); September 2023 (SAT to analyse feedback & review pilot induction with a view to rolling out same to all staff)

			This induction will be launched and piloted in September 2023 for one year, with all staff hired within the past 3 years to be invited. Sessions will be run once every 3 months initially. Feedback will be sought from all new staff and the induction process reviewed accordingly by the SAT WG. The School's current Staff Handbook will be updated and reviewed to incorporate all feedback.			
5.1.10	The School will pilot a **"buddy" process** where all new hires will be assigned a staff member from within the School (but within a different discipline/unit to the new hire).	To support new hires (alongside **Action 5.1.9**) in integrating within the School. Survey consultation revealed that 88%F and 87%M rely on informal support from colleagues to compensate for this lack of school-level induction.	Within 2 weeks of joining the School, a new staff member will be assigned an "induction buddy" by the HoD, in liaison with the School Manager. This person will offer practical guidance and support on the School and be located in a different unit/discipline than the new staff member.	**Lead: School Manager** Implement: HoD/All line managers	Future survey and qualitative data to show that new hires were assigned an induction buddy (>70% in 2022 and 90% by 2024). Feedback will show this having an increased satisfaction in relation to the School-level induction process overall. >70% of staff will feel the School has a strong induction process (2023) and this will increase to >80% by 2025.	Start: Following implementation/feedback of **Action 5.1.9** (starting September 2022-March 2023), roll out 'induction buddy process' in September 2023.

	Promotion					
5.1.11	The HoS will request that TCD HR **shares promotions data** (**with the HoS and ASCs-only**) **disaggregated by year, gender and staff category (non-clinical academic and clinical academic)**, in order to deepen the SAT's analysis and action any concerning gender trends.	Promotions data is not currently provided by HR broken down by gender and staff category across individual years. As such, it is difficult to analyse promotions trends year on year and differences between non-clinical and clinical academic staff.	The HoS will submit a request to HR to provide anonymised promotions data broken down by gender and staff category to the ASCs. This data will be available to the ASCs/HoS-only for analysis. ASCs will analyse this data and provide an overview of findings/trends to the SAT WG. Any trends/findings will be actioned.	**Lead: ASCs** Implement: HoS/TCD HR/SAT WG (Education)	Promotions data to be available to the ASC/HoS so that trends can be identified and actioned.	Start: March 2023 (Request); March 2025 (3 years of data); May 2025 (Results reported into SAT)
5.1.12	The School will pilot a bespoke **promotions-specific mentoring programme**, targeted at all eligible staff (particularly encouraging females).	Analysis of current promotions data and staff consultation suggests that supporting all staff and in particular female academics to apply for promotion will likely improve gender balance at senior grades. More females (76%) than males (51%) feel that additional support from the School would increase their engagement with the promotions process. Just 10% of females and 26% of males feel the School provides good support for promotion.	The HoS will issue an email to all staff (3 months in advance of the expected promotions call) encouraging staff (particularly women) going for promotion to request a promotions mentor. HoS & School Manager will assign a suitable mentor, based on grade sought by the candidate. This Promotions Mentor will provide guidance and support in developing the candidate's promotion application. This process will be piloted over the next 3 promotions calls (with feedback from staff surveys providing an evaluation of the	**Lead: SAT WG (Education)** Implement: HoS/School Manager	SoM promotions mentoring programme to be in place by September 2022. Increase from 10%F to >50%F and 26%M to >60%M to perceive the School as providing strong support for promotion over action plan period.	Start: August 2022 (First email from HoS and School Manager when next promotions call is circulated by HR) End: Ongoing - Same process to be followed for the next 3 promotions calls.

			programme's effectiveness and ways to improve).			
5.1.13	The SoM will run an annual **"Promotions Panel" event** for staff, to 'debunk' the promotions process and improve clarity around the supports available both within TCD and the School. The panel will include: recently successful promotions candidates sharing their 'success stories'; and staff who have recently sat on promotions panels to share their insight.	Staff consultation highlighted a clear desire (particularly amongst females) for increased school-level supports (76%F; 51%M) to increase staff engagement with the promotions process. Only 10% of females and 28% of males feel the School provides good support to staff going for promotion. Only 37% of staff (34%F: 44%M) report understanding the University's promotions process and criteria.	A SAT WG will organise an annual promotions event (to coincide with promotions calls), to include recently promoted staff on a panel and staff who have sat on promotions panels. Information regarding specific queries highlighted from our staff survey (such as the special circumstances form and impact of Covid), will be included. Insights will be shared. Feedback will be captured by the WG to inform future events.	**Lead: SAT WG (Education)** Implement: Faculty HRP/ASCs/HoS	Increase from 10%F to >50%F and 26%M to >60%M to perceive the School as providing strong support for promotion. >50% of staff to understand the University's promotions process by 2023. >70% of staff understand the University's promotions process by 2025.	Start: September 2022 (No later than three weeks after each promotions call is circulated).
5.1.14	All SoM HoD/Line managers will **encourage candidates eligible for promotion**, as part of **Action 5.3.6,** particularly paying attention to any strong female candidates for each upcoming promotions call. Staff will be encouraged to request a promotions mentor (**Action 5.1.12**).	Staff consultation highlighted a clear desire (particularly amongst females) for increased school-level supports (76%F; 51%M) to increase staff engagement with the promotions process. Currently, just 10% of females and 28% of males feel the School provides good support to staff going for promotion.	At annual Career Meetings, (**Action 5.3.6**), HoD will encourage strong, eligible candidates to apply for promotion, when discussing career development. HoD will assist candidates in assessing their readiness for promotion with reference to the relevant criteria, when discussing career development. Females in particular will be encouraged to apply and to seek out the School-level supports (e.g. promotions	**Lead: SAT WG (Education)** Implement: HoS/All HoDs/SoM line managers	Increase from 10%F to >50%F and 26%M to >60%M to perceive the School as providing strong support for promotion. >50% of staff to understand the University's promotions process by 2023. >70% of staff understand the University's promotions process by 2025.	Start: January 2023 (depending on when **Action 5.3.6** is in place). End: No end; depending on feedback of pilot.

	 		mentoring). HoS/HoD will offer to review application material prior to submission.			
5.1.15	To determine whether feedback requests from unsuccessful promotions is gendered, the School will request data on unsuccessful candidates who requested feedback by gender and whether feedback was provided by the FHS Dean.	Much less females indicated receiving feedback (83%M, 63%F). We need to understand whether females did not request feedback, or were not provided with feedback (limited number of feedback sessions are available).	The School Manager will request data from the FHS Promotions Committee on candidates who requested feedback, including gender of the applicant and whether feedback was provided. Data will be actioned, either around encouraging females to request feedback, or by setting up a system where both genders are equally likely to be provided with a feedback session.	**Lead: School Manager** Implement: FHS Dean	Equal proportion of males and females to receive feedback.	Start: September 2024 (after each TCD promotions call, thereafter).

<div style="background:#7DC400">5.3 Career Development (Academic & Research)</div>

Training						
5.3.1	The HoS, School Manager and Director of Research will re-circulate and **endorse central training and mentoring opportunities** to their respective staff cohorts, highlighting the School's support for partaking in career development activities.	To promote and increase staff engagement in central career development opportunities. To encourage more male staff to attend central training as more female staff report avail of training opportunities (71%F: 64%M) and the %F attendees at central training (**Table 5.3.1-2**) is larger than %F overall. The majority of staff (89%F:	At least once a semester: the HoS (Via email) will re-circulate TCD central training and mentoring opportunities to all academic and research staff. This email will contain a **supportive statement** that time needed for TCD training will be supported by the School. The School Manager (who line manages PMSS) to circulate an email and endorse	**Lead: ASCs** Implement: HoS/School Manager/Director of Research	Data to show a sustained level of female engagement (>75%) in TCD training opportunities and a (>10%) increase in male staff attending. Future staff consultation to show an increase in the % of males (>70%) and a sustained level of females (>75%)	Start: February 2022; October 2022 (once for both of these semesters at these times annually)

		86%M) believe having a mentor has assisted them with their career, although data suggests lower engagement with mentoring both within TCD and the School.	central training opportunities for this cohort. The Director of Research will email TCD training and mentoring opportunities to all research staff.		attending and availing of training every year. >70% of staff to have availed of mentoring within TCD by 2025.	
5.3.2	The School will add upcoming **training opportunities** to the School's monthly publication, by establishing a 'Career Development Corner'.	To promote and increase staff engagement in central career development opportunities. To encourage more male staff to attend central training as more female staff report availing of training opportunities (71%F: 64%M) and the %F attendees at central training (**Table 5.3.1-2**) is larger than %F overall.	School's online technologist will add a '*Career Development Corner*' section to the School's monthly staff publication. All training opportunities will be displayed here monthly, for both staff (and students where applicable).	**Lead: School HR Administrator** Implement: School's Online Technologist/SAT WG (Education)	Future surveys to show that >70% of staff are aware of the 'Career Development Corner' within the School's monthly staff publication. The monthly staff publication will become recognised as the main signpost to training activities (captured in future survey questions/results).	Start: January 2023
5.3.3	The School will advertise and promote the new national EDI e-learning programme to all staff, with those sitting on selection panels required to complete this as a piece of mandatory **EDI training,** prior to sitting on a panel.	A high proportion of our survey respondents (79%F: 66%M) indicated they would be interested in further equality training. The national EDI e-learning programme (2021) has replaced LEAD (2012) training for the HE sector.	The SAT WG will liaise with TCD's EDI Unit to decide how best to promote and encourage staff uptake of the national EDI e-learning programme. The School will aim to have 25% of staff complete the programme each year.	**Lead: SAT WG (Education)** Implement: TCD EDI Unit/School Manager	50% of SoM staff to have completed the national EDI e-learning programme by end of 2025.	Start: March 2024 (and re-circulate to a new cohort every 4 months)

5.3.4	The School will launch an internal awareness-raising campaign of TCD's **Aurora Programme**, to include case studies of those who previously partook.	Central data suggests that just 4 females from the SoM have completed the Aurora Programme over the past 3 years. It is widely perceived to be a difficult programme to get a place on, but TCD recently secured funding of additional places in 2021.	Following calls from TCD's HR (Learning & Development) and EDI Unit, the HoS and all HoD to re-endorse central email, which details the process of applying for a place on Aurora. Staff who have completed Aurora previously, will be added to this re-endorsed email, along with testimonials/case studies. All communication channels within the School will be availed of to promote the Aurora programme widely. The FASPO will assist those in writing applications.	**Lead: ASC** Implement: HoS/HoD/TCD EDI Unit/TCD Learning & Development/F ASPO	At least 9 females from the SoM to successfully gain a place on the Aurora Programme annually by 2024/25.	Start: September/Octo ber 2023 (Based on TCD's annual Aurora call). SoM campaign to start October 2023. End: No end date, annually (or following TCD central call).
5.3.5	The **effectiveness of all EDI and professional training** will be monitored via AS Staff Surveys to ensure we build a fuller picture of this activity within the School.	No feedback regarding training is recorded by the School, which would assist in understanding how the School can better support the professional training needs of staff.	Future surveys will include a specific section on EDI and professional training for career development. The SAT WG will collate a separate report on this section, with recommendations on future next steps to be suggested. This report will be circulated to the SEC, following survey analysis. These questions will be further probed in focus groups, if survey feedback warrants this.	**Lead: SAT WG (Education)** Implement: SEC/FASPO	Data on training uptake and qualitative feedback will be available and collated by the SAT WG. Report submitted annually to inform future actions and improve SoM supports as needed.	All School Surveys rolled out: February 2023 and 2025. Focus groups rolled out 3 months following survey analysis (**Action 3.1**).

		Appraisal/Development Review				
5.3.6	The School will develop a **career-focused form**, with a view to all line managers and PIs conducting an annual career-focused meeting with their staff.	No formal appraisal is in place within the SoM. Staff consultation suggests career development meetings between staff and line managers vary significantly. Just 34%F and 28%M survey respondents have discussed career development with their line manager.	SAT WG, in liaison with the School Manager and TCD HR will develop a voluntary career-focused form, to be utilised annually by line managers and staff. School Manager will liaise with HR to ensure section of the career-focused form encompass objectives/checklists related to: training; School and TCD mentoring; promotion; work-life balance; workload associated challenges faced within the past 12 months; any work-life balance challenges and successful/unsuccessful grants within the past year. For clinical academic staff, this review will discuss how they are balancing the clinical and academic side of their roles. The form will include an item checklist for line managers. This form will be presented to the SEC for approval and feedback. This form will be voluntary initially and staff will be surveyed after the checklist has been in place for one year, to ascertain usefulness. A system of	**Lead: SAT WG (Education)** Implement: School Manager/Faculty HRP/SEC/ASCs /All School line managers	All academic and research staff will be given the opportunity to utilise this career-focused form. >55% of staff will report that they have discussed career development with their line manager by AS Staff Survey 2023. This proportion will increase to >70% by AS Staff Survey 2025. Future survey questions will show that >75% of staff feel this career-focused form and meeting is useful and holds value.	Start: November 2022 (Form/checklist to be approved by SEC); End: January 2023 (Rolled out); Ongoing

			recording this form will be locally collected. Regular reminders to encourage form completion will be issued from HoD, all-School meetings and personalised emails from the HoS.			
5.3.7	The School will adopt and enact **College's formal appraisal system** for all academic and research staff once this is in place.	TCD's appraisal process is currently being developed (in accordance with TCD AS AP 4.1). Staff focus groups strongly suggested that line managers should receive specific training in conducting any future appraisals with their staff.	The HoS will ensure TCD's appraisal process for academic staff is implemented within the School, following all guidance from central College regarding any staff training required for this. The School will ensure the FHS HR Partner delivers bespoke training to all line managers once TCD AS AP 4.1. has been rolled out.	**Lead: HoS** Implement: School Manager/HoD/ All line managers	The School will support the rollout of TCD's formal appraisal process for academic staff. AS Staff Survey 2025 (depending on rollout of TCD AS AP 4.1) to show that >25% of SoM academic staff have received an appraisal within this year.	Start: January 2025 (Once TCD approves appraisal process for academic staff); April 2025 (HoS to reach out to HR if there has been no update circulated); End: Our timeline here will be adjusted accordingly, based on central progress).

Support given to academic staff for career development					
5.3.8	The SoM will raise the profile of **TCD career development services** (including **mentoring schemes**) by establishing a dedicated School webpage for career advancement, accessible for all staff categories.	Most survey respondents (53%F; 60%M) cited online web pages as the main channel for accessing information on career development and training opportunities. More females (32%) versus males (14%) report taking part in career development programmes. Newly recruited Assistant Professors over the past 3 years within the SoM shows that just 37%F and 60%M have availed of TCD's early career mentoring scheme.	All career development workshops/training/seminars held by TCD will be re-endorsed by the HoS/HoDs and line managers, with staff testimonials added, on the benefit of particular training/workshops. A dedicated section for career advancement to be set up for the School (housed under the School's new EDI webpage, **Action 5.6.5**). Testimonials from those previously availing of mentoring schemes and being a mentor to be displayed. All TCD mentoring schemes to be highlighted in staff induction booklet (**Action 5.1.9**).	**Lead: School Manager** Implement: HoS/HoD/All line managers/SoM Online Technologist/SAT WG (Education)	Annual training data received from central offices to show an increase in uptake (%F to increase from 70% to 80% and %M to increase from 30% to 50%, **Table 5.3.1**), in those availing of career development opportunities. Surveys to capture an increased proportion of females (from 32% to >55%) and males (from 14% to >30%) have availed of career development supports centrally. *Assistant Professor* grade to show an increase in the proportion of females (from 37% to >60%) and males (from 60% to 70%) availing of TCD's mentoring schemes.	Start: September 2022; End: Ongoing (once a semester thereafter)

5.3.9	The SoM will continue to grow opportunities, increase awareness and **encourage uptake of TRAMS**, particularly ensuring our clinical academic and research staff are aware of their eligibility for this by: hosting an annual School Mentoring Workshop; case studies; circulating the TRAMS documents to all line managers and PIs.	Uptake of TRAMS is low, according to 2020 data (11F: 5M, **Table 5.3.4**). Data is not available for any other year at present. There is a need to ensure awareness of this scheme grows steadily, particularly for our clinical academic and research staff.	The School will hold an annual 'mentoring workshop' day to promote the TRAMS Mentoring Scheme. A panel of former mentees/mentors will be available to answer staff queries. The TRAMS handbook and information sheet will be added to the School's career development section of the EDI webpage. TRAMS will be added to the career-focused form for discussion with staff and line managers (**Action 5.3.6**). Case studies of those who have taken part will be displayed on the Research Office/EDI webpage.	**Lead: Director of Research** Implement: SAT WG (Education)/SoM Online Technologist/HoD	Future surveys to include questions specific to school-career development supports; including the effectiveness of TRAMS. Qualitative data will show a positive perception amongst staff. Annual TRAMS data to be recorded by gender, showing an increase in overall numbers availing annually (an increase from baseline uptake of TRAMS, 11F:5M to at least 25F:15M annually).	Start: July 2023 (Workshop); September 2023 (Handbook/infor mation sheet); February 2023 (Case studies added to EDI webpage) & added to career-focused form.
5.3.10	The SoM Research Office will operationalise and report on **data by gender** for all **career development initiatives** staff engage with in the School (including TRAMS). Attendance and guest speakers at future lunchtime seminar series will be tracked.	Data on TRAMS and other career development initiatives is not formally captured at present, making analysing gender trends difficult. To support **Action 5.3.9.**	Develop a local system for recording all career development uptake data by gender including details of number/gender of attendees and speakers at career development events. Data will be collected by the Research Office annually and reported into the SAT. Feedback from staff will be captured in all future Athena SWAN staff surveys.	**Lead: SAT WG (Data & Monitoring)** Implement: SoM Research Administrator	Trends monitored for gender and grade. Report provided to the SAT for consideration and actions identified where required.	Start: January 2023; March 2023 (All data made available to the SAT, and annually thereafter)

5.3.11	The SoM will request granular data on Fellows in the School by gender annually, to determine if gender trends exist.	In the last 3 academic years, only 1 male was awarded Fellowship (and 7 females). We cannot confirm that less males are applying because more have already achieved Fellowship.	SAT WG will liaise with TCD's central Fellowship Committee for a list by gender (annually). Results and trends will be reported into the SAT. If any gender or other trends are found/confirmed, the SAT will compile a list of actions to address this.	**Lead: SAT WG (Data & Monitoring)** Implement: TCD Fellowship Committee/SAT	Over the 4-year action plan award period, the School will see a gender balance in staff holding Fellowship and in the proportion applying.	Start: February 2025; End: March 2025
5.3.12	PIs and all SoM line managers will receive **training in conducting** the School's new **annual career-focused meeting** and career-focused form (**Action 5.3.6**). Additional areas will be covered for research staff (teaching, research supervision and grant writing).	Qualitative comments (particularly from female research staff), suggests career development discussions between PIs and research staff are self-led. There is a need to ensure PIs are trained in having these types of discussions with research staff (who are predominantly female) to ensure encouragement of career progression/development.	Once the career-focused checklist form is in place, all staff will receive guidance on the process from the HoS. The HoS (academic staff), and the Director of Research (Research Staff) will re-endorse this and establish a 1 hour Q&A event, briefing all line managers and PIs on the process. PIs and line managers for research staff will be briefed on the specific key areas to support staff (teaching, supervision and grant writing). Feedback will be captured on this process 6 months after rollout. Future surveys will contain targeted questions to capture the impact of this new checklist form, with all feedback leading to improving the form and ensuring more robust	**Lead: School Manager** Implement: HoS/Director of Research/Line managers/PIs	Future staff consultation to show that >70% of staff are having these career development discussions with their PI/line manager (2025). 75% of staff to perceive this career development discussion and checklist form to have had a positive impact on the support the School is providing for their career development.	Start: January-June 2023

			supports are in place for our research staff, in particular.			
5.3.13	The School will share case studies on our webpages of *RAs* who have benefitted from the School's career development opportunities.	Staff consultation (particularly from females) suggests research staff require further supports with their career planning. To ensure our research staff (who are predominantly female) are supported and given the opportunity to avail of career progression/development opportunities while in the School.	The SoM will create case studies of *Research Assistants* who have benefited from the School's career development opportunities and showcase these on the new School's EDI webpage (**Action 5.6.5**). These case studies will also be promoted via the Staff e-Zine (publication).	**Lead: ASCs** Implement: SAT WG (Education), Director of Research, SoM Research Office	Future surveys to find that >65% *Research Assistants* are feeling supported by the School and being offered opportunities to advance career development. >70% of *Research Assistants* are aware of the career development opportunities within the School.	Start: February 2023; End: March 2023
5.3.14	The School will **review the current career development funds** available to academic staff, with a view to ensuring that research staff are eligible to avail of this fund from the School's budget to support their career development training. This fund will be highlighted via the staff publication and at the Research Staff Network (**Action 5.3.15**).	For our research staff (predominantly females on less secure staff contracts), to be supported in their career planning as there is currently no funding available for this cohort who may benefit from additional training. Staff consultation (particularly from females) suggests research staff require further supports with their career planning.	The School's career development funds will be reviewed by the SEC. Additional funding will be prioritised for research staff specifically. The Director of Research to communicate this new support via the Research Staff Network (**Action 5.3.15**) and the HoS via an all-staff email. Specific questions related to career planning and support for our research staff will be included in future AS surveys to measure impact and strengthen supports.	**Lead: HoS** Implement: SEC/Director of Research/SAT WG (Education)	Future staff surveys to capture that 100% of research staff are aware of this career development fund and that >60% Research Staff are feeling supported by their PIs/managers and being offered opportunities to advance career development.	Start: May 2024; End: Review concluded by July 2024

5.3.15	The School will establish an official **Research Staff Network** to formally support and showcase the work of *RFs* and *RAs* (to include a targeted annual career workshop). The Network will aim to improve visibility and communication (between the School and this cohort; for example flagging specific supports and opportunities).	The SoM needs to support our research staff who are predominantly female and promote the opportunities available to them during their time with the School. Staff consultation (particularly from females) suggests research staff require further supports with their career planning.	The Research Office and Director of Research will update their mailing lists, to ensure all research staff are included. The aim of the network will be to provide information exchange and networking/career development opportunities, with an annual career workshop specifically for research staff. Potential supports and areas for improvement will also be brought to this network, to ensure that research staff have a voice in decision-making within the School. The Director of Research will report into the SEC on key areas and outcomes related to the network.	**Lead: Director of Research** Implement: SoM Research Office Staff/SEC/HoS	Future staff surveys to show a satisfaction of >70% amongst research staff, with regards to the level of support for career planning and development opportunities available to them.	Start: March 2022 (Group defined); End: May 2022 (Launch event)
Support given to students (at any level) for academic career progression						
5.3.16	The School Office will collate data by gender for all affiliated **UG medals and awards** associated with the School annually to track for any potential gender bias.	UG data on medals and awards is not collected, monitored or reported on at present. There is a need to understand if any gender bias exists.	The School Office, in liaison with the UG Programme Manager, will collect annual data by gender for all UG School awards (including medals) for students. This will be reported into the SAT and monitored to determine if there are any consistent gender trends. Actions will be identified where needed.	**Lead: SAT WG (Data & Monitoring)** Implement: UG Programme Manager/School Office	Future trends monitored by gender. Annual data reported into the SAT, with appropriate actions in place.	Start: June 2025 (List of all awards/medals for the past 3 years); End: September 2025 (Regularly monitor onwards)

5.3.17	The Director of Research and Director of PGTL will establish a new **PG mentoring scheme**, whereby PGR students are paired with a postdoctoral mentor.	Although PGR students are assigned a supervisor and mandatory thesis committee, mentoring for career development is often secondary. As the majority of our PGR students are female (64%), it is essential they are supported in their career development.	The Director of Research will invite postdoctoral researchers to serve as members on a Mentoring Committee. This committee will be responsible for setting up a formal mentoring scheme between PG students and postdoctoral researchers within the School. A proposal will be presented to the PG Committee and SEC for feedback and approval. A call will be issued for mentors by the Director of Research. A Q&A 1 hour information session to be provided by the Director of Research and Director of PGTL to both researchers and PGR students. The formal mentoring scheme will be rolled out. An annual review to take place to assess feedback from staff and students, with a view to implementing this for all PG students (i.e. PGT).	**Lead: SAT WG (Education)** Implement: Director of Research/Director of PGTL/SoM Research Office/SEC/PGTL Committee	Formal mentoring to be in place for PGR students. Future survey (2025) to capture that >70% of PGRs who have availed of this scheme have found this mentoring useful. >40% of PGR students will have taken up this mentoring by 2025.	Start: March 2024; May 2024 (Call issued)

5.3.18	Gather data on **PGR students' teaching commitments** by gender from course directors. Prompt action will be taken (if needed) to ensure our female PG students are given opportunities to gain experience in teaching.	More male (59%) than female (46%) PGR students self-reported being involved in either UG or PG teaching. As this teaching is an important experience in pursuing an academic career, there is a need to gather further data to explore whether there is a gender issue.	The SoM PG Office will develop an online form to be completed at the end of every semester by all PGR Course Directors. This data will be collated by the PG Administrator and reported into the PG Committee and SAT. Findings will be actioned as appropriate, where any gender trends are uncovered. Any actions will be in line with TCD policy and funding body obligations to address limitations.	**Lead: SAT WG (Education)** Implement: PGR Course Directors//PGTL Committee/SoM PG Office	Data to be accurately captured by gender annually on the teaching commitments of our PGR students. Greater gender balance will be seen in those availing of teaching opportunities.	Start: June 2024 (Develop form); August 2024 (roll-out form); January 2025 (collate findings, then annually thereafter).
5.3.19	The SoM will run a (virtual) half-day **induction for new PG students** within core hours bi-annually.	Prior to 2020, inductions were ad-hoc but COVID presented an opportunity to trial a virtual induction for new PG students. Qualitative feedback from open-text survey comments was overwhelmingly positive, showing a desire for this to be formalised. To ensure our majority female part-time PGs (PGT=72%F; PGR=62%F) can attend.	The DPGTL to set an agenda for online PG student induction, to take place within core hours. Current PGs will be asked to share their experience (gender, diversity and the inclusion of part-time students will be considered). Students will be put into 'breakout rooms' online to facilitate an informal meeting with their peers. Attendance and feedback will be captured annually by the PG Office.	**Lead: DPGTL** Implement: SoM PG Office & Administrator	Future survey to capture that 70% of students attended induction and >70% perceived their induction session to be useful and informative, with no gender variation in responses.	Start: September 2023 (and annually thereafter) and January 2024 (annually thereafter)

5.3.20	The SoM PG Office will collate data by **gender for all PG events**, to include speakers and attendees.	Data by gender is not collected, monitored or reported on at present; this would allow the School to gather and analyse any trends in terms of attendance and under-representation of either gender and the gender balance of speakers.	The PG Office will implement a system for recording data on the number/gender of attendees and speakers. This will be reported into the SAT annually and findings actioned on.	**Lead: SAT WG (Data & Monitoring)** Implement: PG Office Administrator	Future trends monitored by gender. Annual data reported into the SAT, with appropriate actions in place.	Start: September-December 2024; monitor all events annually thereafter
5.3.21	The SoM PG Office will collate data by gender for all fellowships, awards and medals conferred to PG students to monitor for any potential bias.	Data is not collected, monitored, or reported on at present. To ensure no bias exists.	The SoM will collect annual data by gender for all PG School awards and medals for students. This will be reported into the SAT and monitored to determine if there are any consistent gender trends. Actions will be identified where needed.	**Lead: SoM PG Office Administrator** Implement: SAT	Future trends monitored by gender. Annual data reported into the SAT, with appropriate actions in place.	Start: June 2025 (List of all awards/medals for the past 3 years); End: September 2025 (Regularly monitor onwards)
5.3.22	The SoM PG Office will develop a career progression webpage that highlights career roadmaps and initiatives, eg. PG career seminars, training and networking opportunities, following on from PG student consultation (**Action 3.4**).	Less than half of PG students (47%F: 46%M) feel the School has provided specific career advice or clear information around future career options.	The PG Office, in liaison with the SAT WG, will create a specific 'Career Progression' webpage for current and prospective PG students. Items such as: 'career roadmaps' for SoM PGs; a summary of career supports within TCD and the School; career seminars and symposiums and training will be included.	**Lead: SAT WG (Education)** Implement: SoM PG Office/SoM Online Technologist	Future surveys to show that >75% of PG students feel the School has provided clear career advice and information around career options and supports.	Start: July 2024; End: October 2024 (Webpage in place).

5.3.23	The SoM will launch an official **'PG Social Day'**, to enable networking internally among PG students and staff, and externally with members from academic, clinical, industry and other relevant backgrounds.	Only 52% of students (54% F: 47%M) feel the School provides enough useful social and informal networking opportunities. Qualitative data revealed a desire for PG students to connect, particularly those working outside the main campus.	This PG Social Day will take place during core hours (in-person, when COVID permits), to facilitate part-time PG students and staff. The day will be promoted and communicated across all main SoM campus sites. Key members will be invited as speakers (taking gender balance into consideration). The School will ensure to have equal gender representation from any disciplines/areas with an under-representation of a particular gender. The PG Office will collect data and feedback to inform future events/social days.	**Lead: DPGTL** Implement: SoM PG Office/PG Administrator/ SAT WG (Data & Monitoring)	Future surveys to show an increase in the proportion of females (from 54% to >70%) and males (from 47% to >60%) who feel the School provides useful social and informal networking opportunities.	Start: January 2023 (Planning); End: Ongoing (One event per term - starting February 2023 and October 2023).
Support offered to those applying for research grant applications					
5.3.24	All funding opportunities circulated from the SoM Research Office, will include a **statement that female staff in particular, are encouraged to apply**.	Our data suggests that female staff submit fewer grant applications than men (**Table 5.3.7**). Considering females are equally as likely to be successful and research grants intersect with a successful promotion, the SoM must support and encourage female staff to compete. This in turn might help improve gender balance at senior academic appointments.	The Research Office will prepare a statement that encourages female staff in particular, to apply for research funding. A link will be included in future emails circulated, to School supports to increase awareness and uptake of these.	**Lead: Director of Research** Implement: SoM Research Office/ASC/TCD EDI Unit	100% of emails referring to grant opportunities to include this statement (from 2024 onwards). By March 2025: An increase in % of females feeling encouraged to apply for grants (>75%). An increase in the number of females applying for research	Start: Statements added from January 2024 onwards

					grants (from 53% to >60%).	
5.3.25	The SoM Research Office will build a 'bank' of successful grant applications (or a list of applicants that are willing to share), to ensure staff can review and therefore better understand the criteria and process.	Our data suggests that our female staff submit fewer grant applications than men. Considering females are equally as likely to be successful and research grants intersect with a successful promotion, the SoM must support and encourage female staff to compete. This in turn might help improve gender balance at senior academic appointments.	The SoM Research Office, in liaison with TCD's Research Development Office, will approach successful applicants on a rolling basis (remaining cognisant of gender balance) and ask them whether they are willing to deposit their application in the 'bank' (online shared folder) and/or are they willing for their contact details to be passed to future applicants.	**Lead: Director of Research** Implement: SoM Research Office, TCD Research Development Office	An increase in % of females feeling encouraged to apply for grants (>75%). An increase in the number of females applying for research grants (from 53% to >60%).	Start: February 2024; End: April 2024
5.3.26	The Director of Research/nominee will schedule a **1:1 grant consultation session** for all Assistant and Associate Professors (particularly prioritising females) in the school over the next 4 years.	FG consultation suggests that females need to be encouraged to apply and seem to particularly benefit from an individualistic, 1:1 approach (qualitative survey data).	The Research Office, in liaison with TCD's Research Development Office, will establish a list of all Assistant and Associate Professors in the School, in particular prioritising females (females=57). Each year, an email will be circulated to a quarter of these staff (and at least 10 of these will be female), offering a 1:1 grant consultation. Appointment with the Director of Research will be scheduled.	**Lead: ASCs** Implement: Research Office/Director of Research/HoD/ TCD Research Development Office	This consultation was offered to all Assistant and Associate Professors during the 4 years (minimum 10 females every year of the award period). An increase in % of females feeling encouraged to apply for grants (>75%).	Start: March 2022 (Monthly) End: June 2025.

5.5 Flexible Working and Managing Career Breaks

5.5.1	The ASCs, along with other Athena SWAN School award holders in TCD, will **lobby for the introduction of a clear, equitable and transparent process regarding funding maternity (including adoption) leave** for all staff (including researchers), via the TCD ASC Network.	Qualitative data suggests that female staff within the SoM have been impacted by the lack of transparency and applicability of the central maternity/adoption leave funding pot. As some external funding agencies do not cover maternity leave, research staff and line managers can be in a particularly challenging predicament.	The ASC will liaise with other ASCs in the TCD Champions Network, to lobby for TCD to introduce clarity and transparency around the central maternity fund, including how schools can apply for this formally and who should apply (i.e. the staff member or the line manager). Clarity to be provided around the granting of this fund. This clarity will be circulated to all SoM staff and added to all maternity and adoption leave procedures/points of information/signposting within the School.	**Lead: ASC** Implement: HoS/TCD AS Champions Network/Faculty HRP/School Manager	All maternity and adoption replacements to be funded. Any progress made will be supported and acted on over the next 4 years by the School. Future surveys to show >70% of staff to feel that the central TCD funding process is clearer and more transparent.	Start: January 2024; End: By March 2024
5.5.2	The School will improve its support for staff before, during and returning from maternity (to incorporate adoption) leave, by developing, in association with HR, a **School-level Maternity Leave Procedure** (that maps to the TCD Maternity Leave Policy).	60% of staff felt supported before taking maternity leave, 52% felt support during and 48% felt supported returning from maternity leave. When this was probed further in focus groups, findings suggested that staff desire a formal, standard template and procedure for the School to ensure a fair and transparent experience for all staff.	The SAT WG and ASCs will liaise with the Faculty HRP to develop a standard operating procedure for maternity leave for the SoM. This will include formal checklists and meetings with line managers before a staff member takes leave. A flowchart summarising this procedure will be circulated to all staff and added to induction (**Action 5.1.9**)/EDI School	**Lead: SAT WG (Policy)** Implement: ASCs/HoS/School Manager/All line managers/Faculty HRP	Increase in the proportion of staff feeling supported throughout maternity leave process over time (>75% for responses to 'before', 'during' and 'returning from' leave) by 2025.	Start: March 2022; End: Initial draft September 2022; Procedure fully approved and in place by December 2022.

			webpage (**Action 5.6.5**). Specific 'before, during and returning' from leave checklists/templates to be developed to support staff meetings. One month prior to leave, a handover meeting to take place between a line manager and staff member, concerning workload allocation. This meeting should support the line manager in determining how tasks will be managed. A formal 'return to work' meeting with the staff members' line manager will take place within one week of returning to work, and checklists will be reviewed (discussion around workload/teaching load, signposting to breastfeeding/creche leaflet, **Action 5.5.9**).			
5.5.3	The HoS will invite TCD HR to present on maternity leave policy annually to the SEC, to ensure all line managers remain continually aware of the policy (including updates) and the central maternity leave fund. PIs supervising research staff	FGs suggest varied experience and support for maternity leave; ad-hoc meetings with managers and a lack of clarity around the maternity leave procedure amongst some senior leaders.	The HoS will invite a HR family-leave representative to address the SEC and present on TCD's current (or updated) maternity leave policy and TCD central maternity leave fund. A Q&A will follow the presentation. The HoS will ensure all PIs/managers supervising research staff	**Lead: HoS** Implement: SEC/TCD HR/PIs/All line managers/HoD	Future survey questions to show that >70% of our senior leaders within the School are aware of TCD's maternity leave policy and fund.	Start: By March 2023 and once per year thereafter

	will be invited to attend this presentation.		are invited to this presentation annually.			
5.5.4	Ensure staff have the choice of opting in or out of contact during their maternity leave, by adding this to the School's new standard operating procedure, to be discussed at the line manager meeting 'before' taking leave.	Staff feedback was mixed with regards to wanting contact during maternity leave and positive perceptions around support for staff during maternity leave 'dropped' to 52% (compared to 60% who felt supported before leave).	To support **Action 5.5.2**, an item regarding the level of contact a staff member wishes to have during maternity leave, will be included in the 'before-during leave' check-list. This discussion will prompt **Action 5.5.6**.	**Lead: SAT WG (Policy)** Implement: All line managers/Faculty HRP	>80% of staff who have taken maternity leave to report awareness of and discussion of this with their line manager (to be captured in future surveys). >75% of staff to feel supported during leave.	Start: (based on development of **Action 5.5.2**), March 2022; End: In place by December 2022.
5.5.5	The School will conduct **interviews with female staff going on leave and coming back from leave**, to ascertain what further supports the School could put in place to ensure a more positive experience before, during and after the leave.	There was a drop-off in staff who felt supported before (60%) vs during their maternity leave (52%), and we do not understand what caused this drop in satisfaction.	The ASCs and FASPO will arrange interviews with staff going on maternity leave and with any staff who recently came back from leave. The SAT WG will review the findings and consider possible actions to address the issues. A findings report will be presented into the SEC by the ASC.	**Lead: School Manager** Implement: ASCs/FASPO/SAT WG (Policy)/SEC	Future survey questions to capture that >75% of staff feel supported before/during/after the leave. Findings report to be available annually.	Start: Between March-September 2024 (Interviews to take place); End: November 2024 (Report to the SEC).
5.5.6	Line managers will formally nominate an interim academic(s) to support with any outstanding projects (for example, supervision duties, research group management) as needed before, during and after a	As positive perceptions around maternity leave support dropped from 60% (before leave) to 52% (during leave). To enable staff to have a positive maternity leave experience by supporting and facilitating staff who have ongoing projects requiring	Following **Action 5.5.2**, a line manager will formally nominate an interim academic(s) to support with any ongoing projects for a staff member's maternity leave. The workload will be taken into account, recorded and recognised appropriately (**5.5.8**). Prior	**Lead: ASCs** Implement: Line managers/SEC /SAT WG (Policy)	Future survey questions to capture that >75% of staff feel supported during leave.	Start: January 2023 (Depending on **Action 5.5.2**) End: Prior to each maternity leave

	staff member's maternity leave.	support prior to taking maternity leave.	to a staff member returning from leave, a handover will take place with interim academic, with the line manager having responsibility to hand back over to the staff member returning from leave. This new checklist item will be presented to the SEC as part of the launch of the new SoM Maternity Leave Procedure, to ensure line managers are aware of their duty.			
5.5.7	Line managers will conduct a 'check-in' meeting no later than two months following a staff members' return from maternity leave, to ensure any ongoing issues or those that may have arisen are appropriately supported. This will be incorporated into the School Maternity Leave Procedure.	Staff consultation suggested that a further meeting after returning from maternity leave, would assist staff in raising any issues or workload queries that may have arisen, to ensure these can be acted upon swiftly. Only 48% of staff returning from maternity leave feel supported.	Line managers will have responsibility to schedule a check-in meeting with all staff members returning from maternity leave. This meeting will allow any workload issues or development plans to be brought to the line manager's attention and supported appropriately and early. This new checklist item will be presented to the SEC as part of the launch of the new SoM Maternity Leave Procedure, to ensure line managers are aware of their duty.	**Lead: SAT WG (Policy)** Implement: SEC/School Manager/School line managers	Future surveys to show >75% of staff feel supported returning from maternity leave. New survey questions to show that 70% of staff are satisfied with the School's return to work maternity process and supports.	Start: Following a staff member's leave; to be formally in place by March 2023

| 5.5.8 | To facilitate a resumption of active research work, the School will offer **teaching relief** during the first semester **after a staff member returns from maternity leave**. A discussion on this will be included in the return-to-work meeting with the line manager. The School will further explore the possibility of establishing **a pot of funding** for small research grants. | To support SoM staff returning from maternity leave as positive perceptions around support during the maternity leave experience dropped to 48% for staff when returning to work (52% during leave). More academic and research staff reported negative experiences, in comparison to PMSS. To address the absence of central TCD supports at the School-level. | The HoS will circulate an email to HoDs and line managers to facilitate teaching relief for staff returning from maternity leave. The HoS will explore establishing a School-level 'open pot of funding' for small research grants to further support female staff returning from leave, who may need financial support with kick-starting research. Those who took on duties during the leave may also avail of this fund (depending on work assigned). The HoS will bring a proposal to the SEC of an agreed amount per year. Once this is approved, the HoS will circulate this to all line managers and staff to inform them of this additional support. The School webpage (**Action 5.6.5**), induction (**Action 5.1.9**) and maternity procedure/template (**Action 5.5.2**), will be updated accordingly, to increase awareness of this fund. | **Lead: HoS** Implement: SEC/HoD/School line managers/SAT WG (Policy) | Future surveys to show >75% of staff feel supported returning from maternity leave, with less negative experiences reported from academic and research staff. New survey questions to show that 70% of staff are satisfied with the School's return to work maternity process and supports. | Start: September 2022 (Teaching relief/funding pot proposed and established); End: December 2022 (Funding pot in place, in line with rollout of **Action 5.5.2**). |

5.5.9	The SAT will liaise with the Faculty HRP and develop a one-page leaflet, detailing **breastfeeding and creche supports** available both within the School and TCD.	A third of all survey respondents indicated they are unaware of either crèche or breastfeeding facilities.	The SAT WG will develop a one-page breastfeeding and creche/supports leaflet, in liaison with the Faculty HRP, to include all breastfeeding/expression room locations (on and off campus) and breastfeeding policy. This will be disseminated across the School to all staff and line managers. This leaflet will also be provided to staff by line managers during 'return to work' meetings (**Action 5.5.2**), following maternity leave. The leaflet will be added to induction (**Action 5.1.9**) and to the School's EDI webpage (**Action 5.6.5**). The School Manager will circulate this leaflet once a year to all SoM staff and students.	**Lead: SAT WG (Policy)** Implement: Faculty HRP/School Manager/School line managers	Future surveys to show that >80% of *those who returned from maternity leave* are aware of both creche and breastfeeding facilities. Correspondingly, surveys to show that >60% of female and male staff are aware of creche and breastfeeding facilities (increased from 33% in 2020 staff survey).	Start: February 2024; End: March 2024
5.5.10	The School Office will lobby HR to provide an **annual tracking report on maternity and parental leave data for the School**, to ascertain whether staff remain in employment 6 months, 12 months and 18 months after returning.	There is a need for the SoM to further understand the full picture of our maternity return rates 6, 12 and 18 months after the staff member returns.	The School Manager will lobby HR to provide an accurate annual report on ML return rates for the School, tracking staff 6 months, 12 months and 18 months after returning from family leave. This reporting will be by gender, grade and staff category. For parental leave, applications for and approvals will be collected. This data will be	**Lead: School Manager** Implement: SAT WG (Policy)/TCD HR/Faculty HRP	Data and reports will be available annually with granular detail on staff maternity return rates 18 months past return date. Granular data to be available annually for all staff applying for and getting approval of parental leave.	Start: February 2025; End: March 2025 (3 years of annual data to be circulated)

			reported into the SAT annually by the School Manager. All findings will be actioned on as appropriate and recommendations reported into the SEC.			
5.5.11	The School will develop an information sheet for paternity leave **for paternity leave** (building on TCD policy) to encourage the uptake and increase awareness.	FG participants unanimously agreed that paid paternity leave should be advertised and promoted to increase awareness, encourage uptake, and mitigate against perceived barriers.	The SAT WG and ASC will liaise with the Faculty HRP to develop an information sheet for paternity leave for the SoM, detailing the process in applying. This will be widely disseminated and circulated to all staff and added to induction (**Action 5.1.9**)/EDI School webpage (**Action 5.6.5**).	**Lead: SAT WG (Policy)** Implement: Faculty HRP/TCD HR/SEC	Information leaflet developed. The SoM will see a steady increase in the uptake of formal paternity leave from 1 (self-reported in AS Staff Survey in 2020). Future surveys to capture >70% of staff are aware of the paternity leave process.	Start: March 2023; End: May (Information leaflet completed).
5.5.12	The School will develop an information sheet for **parental leave** (building on TCD procedures) to encourage uptake by both genders and increase awareness.	Qualitative feedback suggests confusion around the process of applying for any type of informal or formal parental leave. There is a need to increase awareness and uptake. Survey data suggests no male staff have taken parental leave (**Table 5.5.2**).	The SAT WG and ASCs will liaise with the Faculty HRP to develop an information leaflet for parental leave for the SoM. A flowchart summarising this procedure will be widely disseminated and circulated to all staff and added to induction (**Action 5.1.9**)/EDI School webpage (**Action 5.6.5**).	**Lead: SAT WG (Policy)** Implement: Faculty HRP/TCD HR/SEC	Information leaflet developed. Future surveys to capture that >65% of staff to be aware of the process for applying for parental leave within the SoM. We will see an increase in the uptake of parental leave data across both genders.	Start: March 2023 (Alongside **Action 5.5.11**); End: May (Information leaflet completed).

5.5.13	The School will add a '**Spotlight on HR**' section to its monthly staff publication, focusing on a particular family leave policy and the School-level procedure for this.	Staff feedback suggests regular visible signposting to HR policy and clear documentation would help to increase the awareness of family leave within the School. To ensure the SoM is proactively tackling the suggested negative perception around taking family leave within the School.	The SAT will liaise with the SoM's Online Technologist, to develop a new section for the staff publication called 'Spotlight on HR.' A list of each policy, with appropriate signposting of supports/procedures/flowcharts within the School for each, will be developed prior to the circulation of the staff publication.	**Lead: ASCs** Implement: SoM Online Technologist/SAT WG (Policy)/Faculty HRP	Future survey responses to show that >70% of staff to perceive the SoM as a family-friendly school by 2025.	Start: April 2024; End Ongoing (Monthly publication)
5.5.14	The HoS will circulate all-School '***Did You Know?***' **emails** once a year on all TCD family leave and the School-level procedure/process flowchart or information sheet for availing of this.	Staff feedback suggests regular visible signposting to HR policy and clear documentation would help to increase the awareness of family leave within the School. To ensure the SoM is proactively tackling the suggested negative perception around taking family leave within the School.	The HoS will liaise with the SAT WG Lead one month prior to circulating the *'Did You Know?'* email, to develop a narrative around a particular TCD family leave policy/procedure. The email will include bullet points, graphics, flowcharts, and clear signposting to our school EDI webpage for further information. New school-level actions rolled out to support a particular family leave will also be signposted here.	**Lead: SAT WG (Policy)** Implement: HoS/Faculty HRP	Future survey responses to show that >70% of staff to perceive the SoM as a family-friendly school by 2025.	Start: January 2023 End: Annually thereafter

5.5.15	HoDs will be required to report to the School Manager on the **number of staff by gender and staff category requesting flexible working** arrangements and outcomes by completing and signing applications regardless of approval.	Data on flexible working applications is not collected at present. Staff consultation suggests the need for a consistent, transparent approach and process to flexible working across the SoM: more male staff (75%) report being granted flexible working arrangements than females (64%) and only 58% of PMSS report that their leave request was granted, in comparison to 70% of academic and research staff.	The School Manager will request annual data from all HoDs to submit all staff applications for flexible working requests/arrangements (regardless of approval status). This data will be circulated to the SAT WG who will analyse these findings. Recommendations will be put in place, based on any trends uncovered.	**Lead: School Manager** Implement: HoD/SAT WG (Policy)	There will be no difference in the proportion of staff being granted flexible working requests (by gender or staff category).	Start: December 2024; End: January 2025 (Findings circulated to SAT, annually thereafter).
5.5.16	The SoM will develop, implement, and circulate a **local level process around applying for flexible working** options, in alignment with TCD procedures.	Feedback suggests the need for a consistent and transparent approach and process to flexible working across the SoM: more male staff (75%) report being granted flexible working than females (64%) and only 58% of PMSS report that their leave request was granted, in comparison to 70% of academic and research staff.	The SAT WG will liaise with the School Manager and Faculty HR to develop a flexible working process for staff (cognisant of TCD procedure). A flowchart summarising this will be developed (to be added to the induction process (**Action 5.1.9**) and SoM webpage (**Action 5.6.5**). Discussions around this flowchart and process will be added to all future career-focused meetings with line managers (**Action 5.3.6**).	**Lead: School Manager** Implement: SAT WG (Policy)/Faculty HRP/TCD HR/SEC	Future surveys to capture that 80% of staff perceive the process for applying for flexible working in their discipline/unit to be fair and transparent. There will be no difference in the proportion of staff being granted flexible working requests (by gender or staff category).	Start: March 2023; End: Initial draft May 2023; Procedure fully approved and in place by September 2023.

5.5.17	The SoM will develop and implement an **appeals process** (to HoS) for staff members who have been refused flexible working arrangements by their line manager. Why flexible working cannot be accommodated will need to be strongly justified.	Feedback suggests flexible working processes are not being approved consistently, owing to the lack of a transparent process. Consultation data suggests having a formal School-level appeals process would help to mitigate any potential issues and address any unconscious gender or staff category bias in flexible working approvals/refusals.	The School Manager will present a proposal to the SEC for approval, detailing a school appeals process for those refused flexible working leave/arrangements. This will be rolled out to all HoD and line managers for use and highlighted in the 'Spotlight on HR' section of the staff publication, with details of how all staff have the right to appeal their flexible working refusal. Line managers will be asked to justify why the staff member's flexible working request cannot be accommodated, with further arrangements to be explored (e.g. part-time working, etc).	**Lead: School Manager** Implement: SEC/HoD/HoS	Future surveys to capture that 80% of staff are aware of the School's Flexible Working Appeal Process and that 80% of staff perceive the process for applying for flexible working in their discipline/unit to be fair and transparent.	Start: March 2023 (Coinciding with **Action 5.5.16**); End: September 2023 (Appeals Process fully approved and in place).
5.5.18	The SoM, (with staff permission), will collate **staff case studies of those who availed of flexible working** arrangements within the School, and display these on the School's EDI webpage and staff publication.	There is a need for the School to proactively tackle and improve the negative culture around flexible working practices that our staff consultation revealed during the AS process.	The ASCs will instigate a callout for staff who have availed of flexible working arrangements in the School (either currently or previously), to put themselves forward. A summary on each staff member will be developed, detailing how they found the experience and what positive outcomes they have had from being able to work flexibly in their	**Lead: ASCs** Implement: SoM Online Technologist/School Manager	Case studies representing diverse staff across all staff categories to be displayed on our website. >70% of staff feeling the SoM is a family-friendly school (by 2025).	Start: April 2024; End: June 2024 (On webpage).

			role. This will be added to the School's EDI webpage, signposted at induction and all online job advertisements. This webpage will be reviewed and refreshed annually.			
5.5.19	To ensure PMSS are afforded greater flexibility in their roles post-COVID, the SoM will ensure all **recommendations from the TCD Family Working Group are implemented** and that a SoM PMSS representative is a member of this group.	Our survey consultation strongly suggests that the majority of our PMSS (86%F;89%M) would like to continue to avail of flexible working arrangements, post COVID-19.	The HoS will nominate the School Manager to sit on TCD's central Family Working Group, representing the SoM. The School Manager will report into the SEC on progress and developments made and share our AS consultation findings with this central Family Working Group. The School will support the rollout of any formalised future policy related to flexible working/working from home for PMSS. Local action will be taken by the School if this process is not timely.	**Lead: School Manager** Implement: TCD Family Working Group (HR)/SEC/ASC	100% of PMSS will have access to flexible working arrangements, where possible by 2025. A fair and transparent policy to be in place centrally, and if nothing is actioned by end of 2022, the School will implement a local level procedure in the interim.	Start: February 2022 (Nomination & findings shared); End: March 2022 (School Manager is a member of the central working group).

5.6 Organisation and Culture						
Culture						
5.6.1	AS will be added as a standing item for **Full School Meetings,** across **all School Committees**, and to **departmental/strategy meetings**.	To ensure the School sustains the high staff awareness of AS Charter Principles (84%F: 83%M) within the School and increases the low awareness amongst our PG students (42%F: 37%M). To ensure awareness of our action plan progress and wider EDI issues become embedded across all disciplines in the School. To allow and ensure that gender equality/EDI issues are identified and discussed at the discipline/local level.	A memo will be prepared by the FASPO, ASCs and HoS, detailing that all School Committees, the Full School Meeting (and other departmental/discipline strategy meetings) must ensure AS/EDI is a standing agenda item moving forward. This memo will be circulated by the HoS (February 2022) to the SEC, all Committee Chairs and HoDs. The SAT WG will collate and report on compliance with this to the SAT and SEC annually.	**Lead: HoS** Implement: FASPO/ASCs/SEC/HoD/Committee Chairs/SAT WG (Governance)	School committee and discipline agendas and minutes to reflect AS/EDI discussion. Awareness of the AS Charter amongst staff to be sustained and increase from 84% to >90%. Future student (UG+PG) to show an increase in awareness from 5%F and 13%M to >50% for both genders.	Start: February 2022; End: To be on all major agendas by April 2022
5.6.2	Upon receipt of a successful AS Bronze Departmental Award, the HoS will circulate our application and action plan to the School, encouraging all staff to add an **AS signature and logo** to their own email signatures, public presentations and to emphasise this in any future funding applications.	To ensure the School sustains the high staff awareness of AS Charter Principles (84%F: 83%M) within the School and increases the low awareness amongst our PG students (42%F: 37%M). To ensure awareness of our action plan progress and wider EDI issues become embedded across all disciplines in the School. To allow and ensure that gender equality/EDI issues are identified and discussed at the discipline/local level.	The ASCs will liaise with the TCD EDI Unit to develop the appropriate AS text for use with the AS logo as an email signature. Upon receipt of an AS bronze award, the HoS (in an all-staff email) will circulate the SoM application/action plan, encouraging staff to add this AS logo and signature to their own email, public presentations and refer to this in funding applications.	**Lead: ASCs** Implement: HoS/TCD Equality Officer	AS logo and signature to be available for all staff. Survey to capture that >50% of staff are using the AS logo in email signatures, public presentations by March 2023 (Survey 2025: >60%). Awareness of the AS Charter amongst staff to be sustained and increase from 84% to >90%.	Start: April 2022 (or when Bronze Departmental Award is conferred) End: Ongoing (Annual HoS reminder emails)

5.6.3	The SAT will display posters of AS Principles (that reflect the new Ireland AS Charter) across all labs and hospital sites/centres affiliated with the School.	To ensure the School sustains the high staff awareness of AS Charter Principles (84%F: 83%M) within the School and increases the low awareness amongst our PG students (42%F: 37%M). To ensure awareness of our action plan progress and wider EDI issues become embedded across all disciplines in the School. To allow and ensure that gender equality/EDI issues are identified and discussed at the discipline/local level.	A series of AS posters will be developed by the SAT in liaison with the TCD EDI Unit to be displayed across all labs, hospital sites and any centres affiliated with the School. A holding slide will be developed for use on plasma screens. These posters will reflect the new Ireland AS Charter and AS principles and affirm the SoM's commitment to these. These posters will be reviewed and updated in line with any changes/updates to the AS Charter bi-annually.	**Lead: SAT WG (School Culture)** Implement: ASCs/TCD Equality Officer/SoM Site Managers/Hospital Partners	Awareness of the AS Charter amongst staff to be sustained and increase from 84% to >90%. Future student (UG+PG) to show an increase in awareness from 5%F and 13%M to >50% for all genders.	Start: March 2022 (Posters developed); End: May 2022 (Posters to be displayed).
5.6.4	Once a term, the SAT will circulate an all-staff email of a **one-page infographic** highlighting key achievements of the SAT to date and action plan developments.	To ensure the School sustains the high staff awareness of AS Charter Principles (84%F: 83%M) within the School and increases the low awareness amongst our PG students (42%F: 37%M). To ensure awareness of our action plan progress and wider EDI issues become embedded across all disciplines in the School. To allow and ensure that gender equality/EDI issues are identified and discussed at the discipline/local level.	The SAT will develop a one-page infographic template to be used once a semester to communicate key achievements to date to the entire School on AS/EDI activity and action plan progress/key action plan updates. Key dates and future plans (*"What's Next?"*) will be identified (towards the end of each semester) and included in the infographic. The ASCs will circulate this to the entire school.	**Lead: SAT WG Lead (School Culture)** Implement: SAT/ASCs	Staff survey to capture that >60% are aware of key SAT achievements and action plan developments. Student surveys to show that 40% of students are aware of key SAT achievements and developments.	Start: April 2023; December 2023 (and annually thereafter on these dates)

| 5.6.5 | The SoM will develop an **EDI webpage** for the School, to include items such as AS, action plan progress, career development, recruitment, HR policies, flexible working and work-life balance as sub-sections. | There is a need to visibly consolidate all SAT/EDI activity within the School in order to communicate and raise awareness (to both current and prospective) amongst staff and students. | The School will create an EDI webpage with details and subsections of both TCD and school-specific supports available to both current and prospective staff and students. These subsections will include information and signposting on family leave policies, the SoM's values in promoting a healthy work/life balance, career development, HR policies and AS. The HoS will officially announce the launch of the webpage via an all-staff email. A memo will be circulated to all Committee Chairs and HoD for inclusion in their next meeting agendas (as part of the AS/EDI standing agenda item). Links to this webpage, where possible, to be included in future online job postings and advertisements. The webpage will be reviewed and updated accordingly at least once a year. | **Lead: SoM Online Technologist** Implement: HoS/SAT WGs (School Culture & Governance)/HoD/Committee Chairs | EDI webpage in place, showcasing the School's commitment to AS/EDI. Survey responses to show the new webpage is useful/informative with >65% of staff and >50% of students finding it positive and useful. | Start: February 2022; End: June 2022 (Webpage to launch) |

5.6.6	Following a successful AS award, the HoS will formally launch an annual '**AS Symposium**' Event (COVID-permitting). This event will rotate locations each year to ensure inclusivity and accessibility, and will include presentations on 3 key actions from our action plan that are to be implemented in the School within the next year.	To formally thank SAT members and ASCs for their ongoing dedication and hard work. To ensure awareness of our action plan progress and wider EDI issues become embedded across all disciplines in the School.	The HoS will invite all staff and students to an in-person (if permitted; if not an online event will take place) 'AS Day' via email. All SAT members will be named, alongside their role on the SAT. This event will serve as the first 'AS Symposium' which will take place every year going forward-to highlight key SAT/EDI activity and action plan progress and implementation.	**Lead: FASPO** Implement: HoS/ASCs/SAT WG (School Culture)/TCD Equality Officer	Survey to show awareness of event is high amongst staff (>80%) and students (>65%). Data from event to show it is well attended by both staff (>50 staff) and students (>15 students).	Start: March 2022 (Email circulated); End: April (or when Bronze Departmental Award is conferred, **Action 5.6.2**); Annually thereafter (no end date)
5.6.7	The new SAT WG (School Culture) will develop a series of **School Feedback postcards**, to enable staff and student feedback on their perceptions of the School's culture, with a view to the School developing a specific '**transforming school culture**' action plan, with recommendations and cultural improvement initiatives piloted and implemented.	Feedback during staff consultation consistently and strongly suggest the size and geographical spread of the SoM is one of the main barriers to the School having a strong sense of culture. There is a need to understand and develop long-term and effective solutions to cultural issues that will require focused attention and specific actions.	The new SAT WG will develop a series of School Feedback postcards, to feature diverse staff and students of all genders and a 'space' for feedback. These postcards will be circulated online and printed out. These will be circulated and officially launched at the annual AS Symposium and annually thereafter. Collated feedback will lead to a specific 'transforming school culture' action plan. This culture action plan will be circulated to the SEC for approval and incorporated into our AS action plan, where feasible, with recommendations and	**Lead: SAT WG (School Culture)** Implement: ASCs/SEC/SoM Online Technologist/F ASPO	A range of survey questions/pulse surveys will capture staff and student feedback on culture over the next 4 years. Increase of staff reporting they feel part of the School's culture (from 34%F to >60%F and from 46%M to >65%M) by 2023. These proportions to increase another 10% for each gender by the end of this action plan. An increase in staff overall agreeing that the School is	Start: February 2023 (WG to develop postcards); April 2023 (Present at Annual AS Symposium); July 2023 (Collated feedback/report); September 2023 (Transforming school culture action plan); October 2023 (Action plan circulated/published).

			initiatives piloted as required.		collaborative (59%F to >70%F and 63%M to >75%M), supportive (49%F to 70%F and 63%M to 70%M) and gender inclusive (increase from 59% to 80%).	
HR Policies						
5.6.8	**Dignity and Respect** will be added as a subsection to our new SoM **EDI webpage**, with clear links/details of who the School's Dignity and Respect Contact people are and information for staff on TCD policies and reporting processes.	Staff consultation data suggests a strong need for the School to raise awareness of both internal and TCD supports around HR and EDI policies and dignity and respect, with unacceptable levels of neutrality (30%; 30%F: 28%M) in terms of level of awareness.	Alongside **Action 5.6.5**, the SAT WG will liaise with the FHS HRP and TCD HR, to ensure a subsection called 'Dignity and Respect' is added to the School's new EDI webpage. Clear links will be added to both School and TCD supports and resources.	**Lead: SAT WG (School Culture)** Implement: FHS HRP/TCD HR/SoM's Online Technologist	Survey results to show a decrease in the proportion of staff who are neutral in their level of awareness of TCD HR/EDI policies (from 31%F to 15%F and from 28%M to 12%M). An increase from 65%F to >80% females to be aware of policies and an increase from 65%M to >80% males to be aware.	Start: January 2023; End: February 2023
5.6.9	The SoM will add Dignity and Respect and an overview of key EDI/HR policies to the new staff induction process/materials, with clear signposting to School and TCD supports.	A significant proportion (31%F: 28%M) of staff remain neutral on their level of awareness of TCD HR and EDI policies.	The SAT WGs will liaise (**Action 5.1.9**) with the FHS HRP and TCD HR, to incorporate dignity and respect, supports, resources and an overview of HR/EDI policies into staff induction. This will be rolled out for future inductions.	**Lead: SAT WGs (Culture & Engagement)** Implement: FHS HRP/TCD HR	Future survey results (2025) to show a decrease in the proportion of staff who are neutral in their level of awareness of TCD HR/EDI policies (from 31%F to 15%F and from 28%M to 10%M). An increase	Start: April 2024. End: June 2024.

					from 65%F to >80% females to be aware of policies and an increase from 65%M to >80% males to be aware.	
5.6.10	The new **'Spotlight on HR'** section for the staff publication (**Action 5.5.13**) will include pieces that focus on TCD's Dignity and Respect and EDI policies in rotation.	Staff consultation data suggests a strong need for the School to raise awareness of both internal and TCD supports around HR and EDI policies and dignity and respect. A significant proportion (31%F: 28%M) of staff remain neutral on their level of awareness of TCD HR and EDI policies.	The SAT WG, in liaison with FHS HRP and TCD HR, will submit a narrative/text around a specific HR/EDI policy for an upcoming edition of the staff publication, beginning with TCD's Dignity and Respect Policy (**Action 5.5.13**).	**Lead: SoM's Online Technologist** Implement: SAT WG (School Culture)/FHS HRP/TCD HR	Future survey results to show a decrease in the proportion of staff who are neutral in their level of awareness of TCD HR/EDI policies (from 31%F to 15%F and from 28%M to 10%M). An increase from 65%F to >80% females to be aware of policies and an increase from 65%M to >80% males to be aware.	Start: September 2023 End: Ongoing (as needed)
5.6.11	Alongside promoting TCD's Dignity and Respect Policy, all communication will include links and signposting to **TCD's 'Speak Out' tool,** as well as **amplifying TCD's central communications campaign across the SoM**.	Qualitative comments from staff (>10) suggested that an online anonymous platform for reporting any unfair treatment/behaviour should be established. This tool already exists centrally (launched November 2021).	The ASCs will liaise with TCD's Equality Officer to support the roll-out and promotion of TCD's communications campaign for the national 'Speak Out' tool. Clear signposting and links will be added to Induction (**Action 5.1.9**) and our EDI webpage (**Action 5.6.5**). All relevant social media and communication channels for both staff and students	**Lead: ASCs** Implement: TCD Equality Officer/SoM Online Technologist/School Manager/HoS	New survey questions to show that >70% of staff are aware of TCD's online anonymous platform for reporting inappropriate behaviour relating to bullying and harassment. >80% of staff are aware of the reporting process for unacceptable	Start: By May 2022 (Speak out Tool communications); by September 2022 (Induction); by June 2022 (EDI webpage).

			within the School will be utilised.		behaviour within the School and TCD. Future student surveys to capture >60% are aware of this tool.	
5.6.12	Future AS consultation will contain specific questions related to bullying and harassment and reporting procedures, to get a fuller picture of staff and student perceptions and experiences, to improve the School's supports for those who might be impacted by these issues.	Our 2020 Staff Survey did not include questions related to dignity and respect, however, a small number of staff (<10, all female) suggested they had witnessed behaviours related to bullying and harassment (within open-text comments). There is a need for the School to better understand this issue so that targeted actions can be developed, as needed.	The SAT WGs will develop a set of Dignity and Respect questions, in relation to bullying and harassment for future staff and student surveys (**Action 3.1**). A scoping exercise of current best practice within the sector in phrasing these questions will be carried out. Appropriate actions will be put in place, with findings feeding in to the 'transforming the School culture' action plan (**Action 5.6.7**), as appropriate.	**Lead: SAT WG (School Culture)** Implement: SAT WG (Data/Monitoring)/ASCs/FASPO/SEC	Deeper understanding of dignity and respect (i.e. bullying and harassment) issues within the School. Dignity and respect actions feeding into the 'transforming the School culture' action plan.	In-alignment with **Action 3.1:** Start: February 2023 and February 2025 (All School Surveys rolled out); Focus groups rolled out 3 months following survey analysis.
5.6.13	The HoS will invite TCD's Associate Vice-Provost for EDI, and TCD HR to co-present to the SEC, on Dignity and Respect and the new 'Speak Out' tool to ensure line managers are up-to-date.	There is a need to ensure that line managers within the School are aware of how to support staff and effectively manage and direct people to appropriate supports and tools as significantly less females than males (66%F: 91%M) and less PMSS than academic/research (53%: 76%) perceive the school	The HoS to invite TCD's Associate Vice-Provost for EDI and TCD HR, to address and co-present to the SEC and Full School Meeting on the new 'Speak Out' tool and Dignity and Respect Policy. TCD's progress on Dignity and Respect and any central working groups/updates on	**Lead: HoS** Implement: TCD Associate Vice-Provost for EDI/TCD HR/Faculty HRP/SEC	Future surveys (by 2025) to show an increase in the proportion of females who feel the school environment is respectful (from 66% to 90%). Male responses to the same question to remain high (>90%); PMSS to increase	Start: January 2023; End: Ongoing (Annually)

		environment to be respectful (**Table 5.6.4**). Although most staff report feeling comfortable reporting unfair treatment, an unacceptable proportion (27%F: 24%M) disagreed with this statement.	this will be presented to SoM staff.		(from 53% to >80%); academic/research to increase (from 76% to >85%). Those responding 'neutrally' that they would feel comfortable reporting unfair treatment to reduce from 27%F to <15% female and 24%M to <15%M.	
5.6.14	The School will pilot online **Active Bystander Training** to all staff, to address concerning behaviour and provide additional support in speaking out.	Alongside awareness-raising, training for staff to feel comfortable in challenging a range of inappropriate behaviours is needed. Although the majority of staff (64:F: 74%M) agreed that if they witnessed others being treated unfairly, they would feel comfortable challenging this, there are unacceptable levels of disagreement and neutral responses. A small number of staff (<10, all female) suggested they had witnessed behaviours related to bullying and harassment.	The FASPO will liaise with TCD's EDI Unit to secure Active Bystander Training. Once approved, the ASCs, HoS and School Manager will develop targets for rolling this out across each semester, over the next 4 years. Based on staff and student feedback, the programme will become a core, essential component of induction (**Action 5.1.9**).	**Lead: FASPO** Implement: TCD Equality Officer/HoS/School Manager/ASCs	By year end 2022: >25% of SoM staff and >15% of students to have completed Active Bystander Training. By year end 2023: >50% of staff and >30% of students. By year end 2024: >75% of staff and >45% of students; By 2025 (September), 100% of staff and >60% of all students. Increase in the proportion of staff feeling comfortable (>80%) in challenging situations where they witness others being treated unfairly.	Start: February 2022 (Devise clear rollout strategy for 4-year award period); April 2022 (Begin rollout); End: September 2025 (or until 100% of staff have undertaken this training).

Representation of men and women on committees						
5.6.15	The School will address the current gender imbalance on the Research Ethics Committee via recruitment of additional members as vacancies arise.	Research Ethics Committee data shows a gender imbalance (in favour of females) for each of the past 3 years and is currently at its highest of 83%F. This is outside of TCD's policy of 40% representation of either gender for all committees.	The SAT WG will meet with the Committee Chair to discuss membership and devise a strategy to increase the membership of the underrepresented gender. In accordance with **Action 5.6.16**, committee chairs and members will rotate where appropriate. A call will be released for expressions of interest for this committee, making clear what experience is required.	**Lead: HoS** Implement: School Manager/Research Ethics Committee Chair/SAT WG (Governance)	Research Ethics Committee to move towards greater gender balance, with male representation (30%M by end of 2023; 40%M by end of 2025).	Start: February 2023; End: May 2023

5.6.16	The SoM will develop a guidance document for managing committees (that maps to TCD's policy). This will include reporting on committee and chair membership by gender annually and introducing fixed-term membership and chair rotation.	Survey consultation revealed that just 26% of females (in comparison to 46% of males) perceive the School to be transparent in its processes. To ensure that all school committees follow TCD's policy of at least 40% of either gender represented on committees.	The HoS will circulate a memo to the SEC, signposting to TCD's policy on committees. The SAT WG will devise a guidance document, to include key areas such as the rotation of committee chairs and members and fixed-term membership. To support the consistent reporting of committee membership, a data template will be developed and distributed to all committee chairs to be completed annually. This template will record the gender of committee members and ensure that AS/EDI (**Action 5.6.1**) has been a standing item on the committee agenda at every meeting for the past year. The gender dimension to be taken into account when recruiting new committee members, including the level of experience required. This guidance document will be circulated to the Faculty HRP and TCD HR for approval. The document will be presented into the SEC and widely circulated to all committee members and staff.	**Lead: SAT WG (Governance)** Implement: HoS/Faculty HRP/TCD HR/Committee Chairs	School committee guidance document in place. Consultation to show >60% of staff to perceive the School to be transparent in its processes (with no gender variation) and capture a high level of agreement (>60%) that committees within the School are managed well.	Start: January 2024 End: May 2024 (Guidance document in place)

| 5.6.17 | The School will conduct a review of all major committees and their terms of reference and make any changes required to address the **current imbalance** of more male **chairs** via an expression of interest. | Committee chairs are predominantly male (71%M; 29%F; **Table 5.6.5**). Qualitative comments revealed a strong perception amongst female staff that men tend to lead more committees. | The HoS and SAT WG will liaise with all Committee Chairs in the SoM to conduct a detailed review of their terms of reference. For committees where a particular role chairs a committee, the HoS will nominate a Co-Chair to mitigate the gender imbalance. For committees that do not require a role to chair, the HoS will review the current chair's membership term and ensure that they are succeeded where appropriate. **Action 5.6.16** will include clear guidance to committee chairs of how best to advertise for new membership/chair posts to ensure gender representation. Moving forward, the HoS will circulate committee chair and senior management positions when they become vacant and request expressions of interest. | **Lead: HoS** Implement: SAT WG (Governance)/ All Committee Chairs | The gender of committee chairs to be more reflective of the staff cohort and move towards 50:50 F:M for those chairing committees. Staff consultation will show no perception from female staff that men are leading more committees. | Start: February 2023; End: June 2023 |

5.6.18	The School will collate and house all of its committees, memberships and committee procedure in a subsection of the School's website so that staff can easily find membership information and apply if they wish.	To increase the transparency of School processes as survey data suggests 26% of females (in comparison to 46% of males) perceive the School to be transparent. Qualitative comments suggested the School publish committee membership and update this regularly.	The School Office will collate all committee membership and policy under a subsection on the staff website. There will be clear links to both TCD Committee Policy and the School's guidance document on TCD's Committee Policy (from the School's EDI webpage).	**Lead: School Manager** Implement: All Committee Chairs/SoM Online Technologist	All committee membership to be available to all staff. Consultation to show >60% of staff to perceive the School to be transparent in its processes (with no gender variation).	Start: January 2025; End: February 2025
Participation on influential external committees					
5.6.19	The HoS will encourage staff to **partake in external committees via all-staff emails**, when opportunities and vacancies arise and via signposting on the staff publication.	Although a snapshot of staff data (2020, **Table 5.6.7**), shows gender balance in those participating on external committees, staff survey consultation revealed that just 48% of staff (45%F: 55%M) are external committee members. Qualitative data suggests that external visibility plays the biggest factor in career development and networking.	The SAT WG and ASCs will develop guidance on participating in external committees; to include the process, procedure and benefits; highlighting the link to promotion. The School will highlight staff activity (across academic, clinical, research and PMSS roles and gender) on external committees as a means of encouraging others to participate through the School's staff publication and EDI webpage.	**Lead: SAT WG (Governance)** Implement: ASCs/HoS/School's Online Technologist	Future surveys to show an increase in external committee membership from 45%F to 60%F and from 55%M to 65%M and capture that >60% of staff feel encouraged and supported by the School, to engage in external activity.	Start: April 2024; End: May 2024.

Workload model						
5.6.20	The SAT will share AS staff consultation and findings with the School WAM WG, to ensure this data is taken into consideration when exploring any future WAM models.	Our staff consultation suggests hesitancy around having a formal School WAM in place, unless this can be tailored across each discipline and department within the SoM. To ensure our consultation findings and perceptions are taken into consideration when developing any type of future WAM for the School.	The SAT WG will review and share our AS staff findings in relation to perceptions around having a workload model within the School. The WAM WG will circulate its final WAM to the ASCs and SAT, once these plans are in place. The SAT will make recommendations to the WAM WG, before potential models are presented to the SEC.	**Lead: School WAM WG** Implement: ASCs/SAT WG (Governance)/ HoS/SAT/SEC	Workload allocation model to be implemented across all disciplines within the School. Staff Survey to capture that >60% of staff feel the School has a fair and transparent way of allocating workload. Focus groups will reveal a positive perception amongst staff of this new model.	Start: February 2022 (SAT findings shared with WAM WG); End: Dependent on progress of School WAM WG.
5.6.21	The SAT will develop a 'workload principles' guidance document for the SoM, underpinned by the AS Principles, for staff and line managers. Areas in the document will include; committee membership, flexible working and outreach/AS activity.	Less than a quarter of staff believe the School has a fair and transparent way of allocating workload. Over 50% (51%F: 52%M) were neutral, suggesting a high degree of uncertainty regarding current practices.	The SAT WG will develop a workload principles document for line managers and staff. The ASCs will consult with TCD schools that have current WAMs. This document will be brought to the SEC for review and rolled-out. The HoS will circulate this document to all HoD and line managers, to be used by line managers and staff at annual career-focused meetings (**Action 5.3.6**) to guide discussions around key areas such as - committee membership, flexible working and outreach activity.	**Lead: SAT WG (Governance)** Implement: ASCs/TCD AS Champions Network/HoS/ SEC/SoM line managers	>60% of staff to believe the School has a fair and transparent way of allocating workload. Future surveys will capture more detailed perceptions of the workload guidance document for the School, with >65% of staff finding this document to be supportive and useful.	Start: March 2022 (develop); June 2022 (SEC for review); End: Document in place by August 2022.

	Timing of departmental meetings and social gatherings					
5.6.22	To ensure we are implementing TCD's Core Hours Policy, all HoDs and chairs will be requested to review the timings of meetings by polling members (particularly those working part-time) to find a time (within core hours) that suits most, and will consider rotating the time/day of the week to ensure none are unintentionally excluded.	Majority of survey respondents (72%F:78%M) feel that meetings are scheduled at a suitable time, however open-text comments revealed a strong perception, particularly amongst female part-time staff, that implementation of the core hours policy is varied. SEC meeting times were changed as a result of the AS process, and staff feedback revealed this change was positively received.	The HoS will request that all HoD and chairs review the timing of their meetings annually, via a Doodle Poll to all committee members. The ASCs will present to the SEC on the importance of applying core hours policy and ensuring inclusivity when conducting meetings for all staff. The HoS will request that all HoD/committee chairs report on committee times annually and if there any exceptions to the core hours, justification will be required.	**Lead: HoS** Implement: HoD/ASCs/SEC /Committee Chairs/HoD	Future surveys (by 2025) to reveal that >90% of staff feel that University core hours for meetings and social events are implemented and managed across the School; >75% of staff to find meetings inclusive. Specific questions will be asked to part-time staff, to ensure we gather data on their perception of how impactful this action has been.	Start: February 2024; End: Ongoing (Annually thereafter)
5.6.23	The ASC will present to the School Social Committee on the importance of inclusive events, sharing our AS findings, to ensure that the scheduling of all events adhere to core meeting hours policy.	It is essential that all social activities organised within the School lead out on a visible commitment to core hours policy, to ensure inclusivity of all staff who have caring responsibilities, work part-time/flexibly. Our qualitative comments revealed a perception, particularly amongst female part-time staff, that implementation of the core hours policy is varied which leads to professional and personal opportunities lost.	The ASCs will present to the School's Social Committee on the importance of holding social events at different times throughout the year, within core hours. Our AS findings will be shared, including the perceptions of our female part-time staff.	**Lead: School Social Committee Chair** Implement: ASCs/School Manager	Staff consultation (by 2025) to show that >80% of staff agree that the new School Social Committee holds social events within core working hours. Part-time staff results to show that >80% feel the School adheres to core hours for committee meetings and social events (2025).	Start: January 2023; End: Ongoing (ASC to present once every two years).

Visibility of role models						
5.6.24	The SAT, in liaison with TCD EDI, will **develop guidelines** to be distributed widely for the school **for holding gender inclusive events** (from seminars and workshops to student graduations).	There are no current TCD/SoM guidelines on how to organise and hold events from a gender and EDI perspective. Guidance will help to support, promote and embed gender equality into the culture of the SoM.	The SAT will work with TCD's EDI Unit and FASPO, to draft best practice guidelines for distribution to all staff and students within the School regarding the gender and diversity dimension for organising events. Staff will be made aware of these new guidelines by the HoS via an all-school email. The guideline will be available publicly on the School's EDI webpage (**Action 5.6.5**).	**Lead: ASCs** Implement**:** FASPO/SAT/TCD Equality Officer/SoM Online Technologist/HoS	Annual report on events captured annually (**Action 5.6.26**), to demonstrate gender balance in invited speakers.	Start: March 2024 (Guideline draft); June 2024 (HoS email); End: July 2024 (EDI webpage).
5.6.25	To support the implementation of **Action 5.6.24**, the SAT will develop and pilot **a one-page template** to circulate to all staff to **collect and track (by gender), attendees and speakers** at events, seminars and workshops in the SoM, with an annual report submitted to the SAT.	Data on attendees and speakers at events/seminars is not currently tracked or recorded by gender, so the School does not know if there is a gender issue. A manual SAT analysis of one large, key annual SoM event suggests that gender balance of both invited speakers/chairs was not achieved 2/3 years. This points to the need to track this data by gender, to ensure gender equality is embedded within school culture and the organisation of all events.	The FASPO will work with the SAT to develop and pilot a one-page template (to be housed on ShareDrive) for all staff to utilise moving forward to record the gender of speakers and attendees. The School Manager to make all staff aware of this guidance, with further endorsement from all HoD. The SAT will review this guidance annually. Data to be circulated to the ASCs from staff annually (every December) for the SAT to compile and analyse.	**Lead: School Manager** Implement: FASPO/SAT/HoD/ASCs	Annual report on attendees and speakers will be available. Data (by 2025) will show an increase in gender balance overall in speakers at events.	Start: January 2024 (Template developed); End: July 2024 (Roll out in-line with **Action 5.6.25**).

5.6.26	The SAT, in liaison with the TCD Associate Vice-Provost for EDI will develop a series of **bite-sized video clips** to capture how the AS process has improved both the culture and work environment for staff in the SoM. These clips will showcase both male and female staff, to ensure the male perspective and positive messaging is captured. These videos will be displayed and distributed widely across the School, for example, during our survey consultations.	Our survey and focus group findings suggest a need to deepen the understanding of AS principles and their aims for our male staff. It is essential for all staff to be engaged in the AS process in the School, to ensure successful implementation of our 4-year action plan.	The SAT will develop a series of short videos, showing staff discussing AS and the positive impact it has had on them/their area. The ASC will liaise with the TCD ASVP EDI and TCD AS Champions Network, to source male AS Champions and SoM male SAT members to take part. These videos will be showcased widely across appropriate social & communication media channels, to coincide with survey distribution and focus groups to increase staff engagement (**Action 3.2** and **3.5**).	**Lead: SAT WG (School Culture)** Implement: ASCs/TCD ASVP EDI/TCD AS Champions Network/SAT	Consultation (by 2025) to show an increased understanding of AS amongst our male staff: >65% of staff to have found these video clips to be impactful and capture a % increase of men saying they understand Athena SWAN and its impact (from 37% to 55%, 2023 and 55% to >65% 2025).	Start: February 2022 (Development); May 2022 (Circulation); End: No end date to allow time for the impact of this action to occur (circulate in-line with future staff and student consultation in 2023 & 2025 and share widely).
5.6.27	The School will develop a '**Women On Walls**' campaign, (similar to those implemented by various Irish HEIs), to be run across all School sites (particularly our hospital sites), to ensure we have females as well as males represented, with a view to achieving gender balance.	Considerably less female PG students (60%) perceive the School to have sufficient role models of any gender in comparison to male PGs (86%). It is essential the School promotes our current female academics and gender equality work, as our students are the future leaders of the School.	The SAT to carry out an assessment of the current female and male representation on our walls, beginning with our main hospital partners (SJH & Tallaght) and TBSI main campus. Findings will be reported back to the SAT and a School-campaign strategy to identify suitable female (and male alumni if needed) to add/display to our walls. This campaign will be presented to the SEC for sign off and funding allocated.	**Lead: SAT WG Leads (School Culture & Engagement)** Implement: HoS/SEC/Hospital Partners	This campaign will be rolled out within the 4-year award period. Student surveys to show an increase of 15% for females (60% to >75%) and >6% increase for males (86% to >92%) who perceive both genders as being visible as role models across the School.	Start: March 2023 (Assessment started); June 2023 (Assessment completed); July 2023 (SEC proposal); September 2023 (Funding approved); October 2023 (Funds allocated).

5.6.28	The School will **celebrate and mark International Women's Day (IWD), International Men's Day (IMD)**, every year, with events to mark these days co-organised with UG and PG students.	Staff consultation revealed different perceptions amongst females and males in terms of how visible either gender is. 68% of females vs 86% of males perceive women to be visible as senior role models, while 91% of females vs 67% of males perceive men to be visible as senior role models. There is a need to ensure both genders are visible as role models, in particular our female academics. Student consultation shows that less female PG students (60%) perceive the School to have sufficient role models of any gender in comparison to male PGs (86%).	The SAT will liaise with the UG and PG student representatives on the team and coordinate IWD and IMD event(s) with presenters/panels to include current staff and alumni. The preparation for each event to begin no later than 3 months in advance, to allow for appropriate lead in time, securing of keynote speakers, and developing and widely disseminating promotional materials, etc. The SAT WG to liaise with relevant TCD offices to ensure the event is promoted and take any opportunity for cross-fertilisation of ideas/events. The ASCs will circulate event invites to the School and promote across relevant school communication channels.	**Lead: SAT WG (Engagement)** Implement: SAT/ASCs	One event to be held for: IWD, IMD annually from 2023. Staff surveys to show an increase in the % of females that perceive women as being visible as senior role models within the School (from 68% to >80%). Increase in % of males that perceive men as being visible as senior role models (from 67% to >80%). Student surveys to show an increase to >70% females and 90% of males who perceive both genders as being visible as role models across the School.	Start: First IWD to be marked in March 2023; IMD November 2023 (and annually thereafter).

Outreach activities					
5.6.29	The School will **identify suitable outreach activity** where our case studies, campaigns and messaging/videos from this action plan **can be shared** with prospective students and the wider community.	To ensure all actions identified throughout sections 4 and 5 related to role models and gender stereotypes are further supported and reach as wide an audience as possible.	The SAT WG will compile a comprehensive list of available outreach activity conducted by staff. Suitable events (such as open days, information evenings) will be flagged in advance, to ensure any promotions materials that have been developed related to role models, gender stereotypes, etc can be added to these events via stands, promotion videos, etc (**linked to Action 4.1.6**).	**Lead: ASCs** Implement: SAT WG (Engagement)/ UG & PGDTL/School Manager/HoS	Key dates identified and the School's promotional material added to these key events. Student surveys to show an increase to >70% females and 90% of males who perceive both genders as being visible as role models across the School (by 2025).	Start: February 2024; End: May 2024.