

# 1. Action plan

ACTION PLAN 2023 to 2027

Action number	Planned action	Rationale	Key outputs and/or milestones	Timeframe (start and end dates)	Roles responsible	Success indicators: outcomes and impacts sought	Priority
<b>Theme 1. Athena Swan and EDI awareness</b>							
1.1	Ensure continuity between AS application cycles	The previous SAT was dissolved following the 2018 AS application leading to a delay in progressing actions and substantial knowledge gaps for the new SAT.	i.) EDI Director term to stagger AS application cycles by at least 18 months.	i.) EDI director appointed Nov 2021 until Nov 2025	EDI Director, EDI Committee members	<b>Continuity</b> reflected in meaningful progress of at least <b>75%</b> of AS actions in the 2024 EDI annual report to the School Executive (see Action 1.2)	<b>High</b>
			ii.) At least 4 members of the EDI Committee to continue for 1 year after the application submission.	ii.) 4 EDI Committee members to say on until May 2024		(Benchmark: <b>55%</b> AS actions RAG rated green following the 2018 application).	
1.2	Carry out regular reviews of the AS action plan and report on progress	Formal assessment of the progress and impact of actions in the action plan.	i.) Each action will be assigned to a member of the EDI Committee who will review progress and impact of the action every six months.	i.) Action review January and June of every year	Director of EDI with EDI committee members	<b>Target: 75%</b> of actions RAG rated green and <b>25%</b> RAG rated amber by Dec 2026.  (Benchmark from 2023 review of 2018 Action Plan: 55% green, 41% amber, 5% red).	<b>High</b>

			ii.) The EDI Committee will prepare an annual report for the School Executive.	ii.) <b>Annual AS report</b> to School Executive every October		<b>Annual AS report</b> delivered to School Executive every October	
<b>1.3</b>	The School will provide funding for the EDI Committee to support the 2023-2027 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.	EDI Committee to do a scoping exercise to cost what financial resources will be needed to support the 4-year action plan (2023-2027) and present this to HoS and SEC for approval.	Start June 2023 financial resources made available from academic year 23/24 and annually thereafter	EDI Director	<b>Target: 75%</b> of actions RAG rated green and 25% RAG rated amber by Dec 2026.	<b>High</b>

1.4	Continue to increase staff engagement with Athena Swan.	<p>Implementation of EDI actions can in part be facilitated through greater awareness.</p> <p>Additionally, while many in the school are happy with the progress that has arisen from our 2015 and 2018 self-assessments and resultant actions, people are sometimes unaware that this progress is a result of engaging in the AS Process.</p> <p>In 2022 survey 53%F and 74%M staff and 61% PGs stated that they were aware of AS actions that had taken place in the School.</p>	<p>i.) Introduction of School wide newsletter. Currently each discipline has a newsletter but a semi-annual School wide newsletter will enable us to do more to ensure that all staff and PG students are aware of all relevant EDI policies, support and resources as well provide a joined-up approach across disciplines.</p> <p>ii.) Continuation of School town hall meetings (2 per semester) coinciding with the distribution with a School wide newsletter. AS Action Plan to be highlighted at the first meeting each year.</p> <p>iii.) One SNS Committee/Executive meeting with a special focus on Athena SWAN annually with a discussion of the annual report (Action 1.2).</p>	<p>i.) School Newsletter first edition November 2023</p> <p>ii.) 4 town hall meetings each year</p> <p>iii.) Special AS SEC 1 a year commencing 23/24</p>	HoS and EDI committee	<p><b>Target: 80%</b> awareness of EDI policies in surveys (2022 benchmark: 63% staff and 61% PGs aware of AS actions)</p>	<b>High</b>
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1.5	Raise awareness of the positive impact of AS and the ongoing work of the EDI Committee amongst all students by including these items in future student events and inductions.	Undergraduate representation on the SAT has been poor, and we are aware from the	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 will be added to student events.	October 2024.	DUGTL/DPGTL and EDI Director	ii.) <b>Target: UG 50%</b> awareness of EDI policies in future UG survey (2025) (no benchmark data).  <b>Target: 80%</b> awareness of EDI policies in surveys (2022 benchmark: 61% PGs aware of AS actions)	<b>Medium</b>
1.6	Run UG an EDI workshop with UG class reps each semester to ascertain the key issues and best forms of communication.	Champions Network that this experience has been replicated in other schools. It is important that UG student voices are involved as we progress EDI within the School.	The DUGTL/DEDI will invite UG class reps to attend two workshops a year to share ascertain key EDI concerns for UG students and the best forms of communication to highlight AS/EDI work within the School.	First focus group February 2024  Findings shared by June 2024  UG engagement with AS/EDI Committee by October 2024	DUGTL/ Director of EDI	i.) <b>Target: Six</b> UG workshops through 2023 to 2026 (Benchmark: 2 UG meetings over current review period).  ii.) <b>Target: UG 50%</b> awareness of EDI policies in future UG survey (2025) (no benchmark data).	<b>High</b>

1.7	Work with College to implement optimised data-gathering mechanisms.	Automatic generation of disaggregated metrics for the purpose of AS self-assessments and impact measurement does not yet exist meaning data collection is still inefficient.	Appoint the School Manager as data manager on the EDI Committee to provide feedback into TCD Data Integration Working Group  Encourage staff in the School to complete their Diversity Profile on TCD core portal	Start June 2023 with targets achieved by 2026	HoS, Director of EDI, School Manager	Dedicated AS databases/spreadsheets established for ongoing data-gathering as well as an Institutional wide data visualisation dashboard	High
		Additionally, there is limited school level data available on characteristics in addition to gender (currently too small for the institution to disaggregate by School)  Linked to TCD-AP-2023-3.3.1 and TCD-AP-2023-1.2.6				≥25% staff disclosure of ethnicity by June 2024 and ≥45% staff disclosure of ethnicity by January 2026	

1.8	Share experience, knowledge and application from the SNS both within TCD to other Schools and Administrative units through the TCD EDI unit and to similar Schools in other institutions.	<p>SNS were one of the first Schools to participate in Athena Swan (2015) and have built up experience and expertise.</p> <p>TCD have committed to improving the sharing of AS applications and publication of Action Plans within and across Faculties, as well as with other HEIs to leverage learning and mainstream mechanisms for positive change. Linked to TCD action TCD-AP-2023-1.2.3</p>	<p>Share this application (once redacted) with TCD EDI unit to allow sharing within TCD.</p> <p>Put a copy of this application on our EDI website for wider distribution.</p> <p>Give presentations to other units/AS Champions network and other HEIs as requested.</p>	January 2024	AS Project Officer, EDI Director	Application and Action Plan published and available for distribution.	<b>Medium</b>
<b>Theme 2. Student Recruitment</b>							
2.1	Utilize outreach activity and other activities (including	Male UG students remain underrepresented within the UG	1. HoDs will ensure gender balance in all outreach activity by	In place from October 2023 - See increase in male students achieved by 2026.	HoDs/Degree programme directors in collaboration	i.) <b>Target: Ensure 60%</b> male role models at open day and recruiting events. (Current baseline: 50%).	<b>High</b>

	conferences, talks, second-level school Open Days), to promote gender equality across all programmes particularly those that have an unbalanced pool.	Biology stream. i.) Institution UG intake (Year 1) of female students has risen from 55% to 73% since 2017. ii.) School intake (Year 3) of female students has averaged 55% since 2017.	recording the gender balance of staff at all outreach events for students and recruitment events.  2. HoDs to ensure there is gender balance for speakers at all future events.  3. The UG/PG Offices will assign staff to open day stands ensuring mixed-gender representation.		with the Institution	ii.) <b>Target:</b> Male Biology UG institution intake (Year 1) to Biology stream increased to <b>35% M</b> by 2026. (2022 benchmark 23%M). Female Biology UG School intake (Year 3) maintained at <b>55% (±5%) F</b> .	
2.2	Continue to refine marketing materials to show positive role models of all genders.		A review of all student promotional material and handbooks will take place. The EDI Committee will recommend updates to be circulated widely and to the SEC.	Review completed throughout academic year 23/24 with updated literature published by October 2024.	EDI Director/UG Programme Directors	<b>Target: Ensure 60%</b> imagery of males in prospectus and other recruiting literature. (Current baseline: 30-50%).	<b>High</b>
			Involve current / past students to provide testimonials for the courses having greater gender imbalance.	Achieve target increase by October 2026.		<b>Target:</b> Male Biology UG institution intake (Year 1) to Biology stream increased to 35% M by 2026. (2022 benchmark 23%M). Female Biology UG School intake (Year 3) maintained at 55% (±5%) F.	

2.3	Survey of 3rd year students to ascertain their reasons for their course choices.		We will develop a short pulse survey to be distributed to 3rd year students at the beginning of each academic year.	March 2024	3rd year UG coordinator/ EDI Data Analyst	Improved understanding of UG student choices to enable targeted actions based on any trends identified	Medium
<b>Theme 3. Staff Recruitment</b>							
3.1	Targeted recruitment initiatives related to advertising.	<p>We want to improve gender balance in all areas but two areas of concern arising from the self-assessment were:</p> <p>i.) Too few female Assistant Professors (5F:18M)</p> <p>ii.) Too few male PMS staff (21F:8M).</p>	<p>University currently stipulates on job advertisements that it is an Equal Opportunities Employer.</p> <p>SNS will include 'Further Particulars' (online and in print) to highlight flexible working and family-friendly policies, with links to the SNS AS and EDI webpages.</p> <p>The SNS will include a statement welcoming applications from underrepresented groups; including women (higher grades), men (lower grades, support staff) and applicants from racial and ethical minorities.</p>	Begin in 2023 with targets achieved by 2026	EDI committee in collaboration with Hiring Leads	<p><b>See improved gender balance in all applications.</b></p> <p>i.) <b>Target for Assistant Professors: 45% F.</b> (Current baseline: 86/170 (34%) female applicants (2018-2022))</p> <p>ii.) <b>Target for PMS: 40% M.</b> (Current baseline: 29/103 (22%) male applicants (2018-2022)).</p>	High



			<p>AS branding to be visible in all job adverts.</p> <p>The HoS will widely distribute academic job advertisements to all staff and ask them to share with their professional networks.</p>				
<b>3.2</b>	Seek perceptions on recruitment processes from new recruits for improvements.	Currently there is no data on the recruitment experience within the School. We will add in questions on post-recruitment in future surveys to measure the impact of our processes over time.	Include questions around recruitment experiences in survey beginning in 2024.	Data available from June 2024 and monitored annually.	EDI committee in collaboration with EDI Director	Available data on recruitment experiences with targeted actions generated for any negative trends identified	<b>Medium</b>
<b>3.3</b>	Maintain gender balanced composition of recruitment panels.	There are currently at least one of each gender on PMS recruitment panels and two of each gender on Assistant	Encourage all staff in the School to undertake EDI in HE Training. All interview panellists must complete EDI in HE. To ensure not a small group	2023 with targets achieved by 2026	EDI Director/Hiring Leads	<p><b>1. Gender balance on hiring panels.</b></p> <p>i.) <b>Target for PMS: 40-60% M.</b> (Current baseline: 1 panel member from each gender).</p>	<b>High</b>

		<p>Professor panels. This action aims to ensure gender balance to facilitate unbiased shortlisting and interviewing (all panellists currently complete EDI in HE Training).</p>	<p>of men and women are disproportionately asked to sit on interview panels we will encourage all members of staff to undertake this training to enable a wider, and diverse pool of people within SNS that may sit on interview panels.</p>			<p>ii.) <b>Target for Assistant Professors: 40-60% F.</b> (Current baseline: 2 panel members from each gender).</p>	
						<p><b>2. Better gender balance in shortlisting</b></p>	
						<p>i.) <b>Target for Assistant Professors: 50% F.</b> (Current baseline: 16/24 (40%) female applicants (2018-2022))</p>	
						<p>ii.) <b>Target for PMS: 40% M.</b> (Current baseline: 15/45 (33%) male applicants (2018-2022)).</p>	

3.4	The School will support the rollout of the TCD Research Recruitment Model and lobby for annual data on research staff recruitment to be collected centrally by gender.	<p>Recruitment of research staff is devolved to PIs without central oversight. While this accelerates the process of appointment, it does not ensure that the procedures are transparent, fair and/or competitive.</p> <p>Additionally, (OTM-R) and merit-based practice for researcher recruitment will enable better data on research staff recruitment by gender.</p> <p>Linked to TCD-AP-2023-3.3.1</p>	This institution will pilot this in Faculty STEM - beginning in the School of Chemistry and then Natural Sciences.	Pilot to begin October 2023. All recruitment to take place through this process by Sept 2025.	DPGTL, PIs, EDI Director	<p>Research staff recruitment in accordance with OTM-R begins, and is monitored with any issues identified.</p> <p>Research recruitment data is available and monitored in line with other staff data in College.</p> <p><b>Target: 100%</b> of new appointees are appointed through this process by Sept 2025.</p>	<b>Medium</b>
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Theme 4. Professional development							
4.1	The HoS will encourage all new staff to attend TCD's central HR induction, via reminder emails.	Survey results revealed that most staff who did not take TCD central induction were unaware or not offered an induction, however, if they had been offered an induction, they believe it would have been beneficial.	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 EDI Office.	Pilot to begin October 2023. All recruitment to take place through this process by Sept 2025.	HoS/HoDs	<b>Target: 75%</b> attendance at central induction for all staff across all job categories by May 2026.	<b>Medium</b>
4.2	The SNS will develop and pilot a comprehensive, standardised school-level induction for staff and postgraduate	To bring uniformity to current local level induction experiences for staff.  2020 and 2022 surveys revealed that more male (63-	The EDI Committee will engage with HR learning and development and pilot an induction programme, in liaison with the School Manager.  The EDI Director will also request all members of	Developed by end of 2024. Implemented by end of 2025	<b>Lead:</b> EDI Committee <b>Implement:</b> EDI Director/HR Learning & Development/ School	i.) <b>Develop</b> induction programmes tailored specifically for Academic, PMS, Research staff and PGs by end of 2024.  ii.) <b>Implement</b> the induction programmes by end of 2025.	<b>High</b>

	research staff to compliment TCD induction.	79%) than female (41-64%) staff were offered induction by the institution. More male staff than female staff thought the central induction was useful (67%M and 50%F)	<p>the TCD AS Champions Network share any current School induction templates, etc to build on best practice within TCD.</p> <p>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.</p>		Manager/All line managers	<p>iii.) <b>Target: Satisfaction</b> with induction in 2026 survey for Academic: <b>50%</b> (2022 benchmark: 10%F/11%M);</p> <p>for PMS: <b>50%</b> (2022 benchmark: 56%F/0%M);</p> <p>for Research staff: <b>50%</b> (2022 benchmark: 7%F/0%M);</p> <p>for PGs: <b>50%</b> (2022 benchmark: no data).</p>	
<b>4.3</b>	Extend annual development review meetings to all staff (Academic, PMS, Research) in line with TCD Pilot	Currently implemented for academic staff but 2022 survey reveals that 91%F and 100%M PMS and 70%F and 67%M Research staff want	<p>Guidance and training will be provided to line managers on how to engage staff in performance conversations.</p> <p>Line manager to offer an</p>	By end of 2024	HR/HoS with line managers	<p>i.) <b>Target: 100%</b> of staff being offered an annual development review meeting.</p> <p>ii.) <b>Target: 70%</b> Satisfaction with review meeting in 2026 survey for all staff</p>	<b>High</b>

	Performance Conversations due to be rolled out across College	to have these meetings and consider that they would be beneficial.  There is no consistently applied appraisal/development review process in the University. Performance conversations are currently being piloted among some professional staff as part of TCD-2023-AP-2.2.13. We will work with the institution as an early adopter of this new process.	annual development review meeting to all of their staff in line with TCD performance conversations guidance beginning during Academic year 2023/24.			(2022 benchmark: 60%F/60%M satisfied (data only available for academic staff)).	
4.4	Raise the profile of TCD career development services (including central training and mentoring schemes).	Our survey revealed that 89% of female staff and 60% of male staff feel they have access to the training they need to support their career goals however we also see that across all job categories women are less aware of training	The School will add upcoming training and mentoring opportunities to the School wide newsletter by establishing a 'Career Development Corner' on our website and newsletter.	2023 until 2026	EDI committee in collaboration with HoS and line managers	i.) <b>Target: Advertisement of available training</b> twice per semester via EDI outlets (Discipline newsletters, website, social media, committee engagement and email).	<b>High</b>

		opportunities than make staff. Academic: 75%F/81%M, PMS: 77%F/100%M, Research: 43%F/57%M.	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.			ii.) <b>Target: At least 80%</b> of all staff being aware of training opportunities.	
			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.			(2022 benchmark 43-100% aware of opportunities)	
4.5	Increase access to training and mentoring opportunities.	Of those who have not participated in training, lack of time was cited as the primary reason for non-engagement:  Academic: 20%F/40%M, PMS: 45%F/100%M Research: 63%F/68%M.	i.) Line managers will facilitate training through <b>time management</b> considerations in annual review meetings.	2023 until 2026	Line managers	ii.) <b>Target: Training needs</b> being met for <b>65%</b> staff.	<b>High</b>
			ii.) <b>Funding</b> opportunities to be sought and promoted when relevant for training.			(2022 benchmark: 20-100% report they don't have time for training).	
			iii.) Training to be included in <b>WLM</b>			ii.) Training to be accounted for in the <b>WLM</b>	

4.6	Develop and implement an in-school mentoring system for early-mid career staff.	While 42%F and 38%M staff have access to an institutional mentor, only 43%F/60%M academic; 13%F/20%M PMS and 67%F/57%M research staff felt the mentoring supported their career goals adequately.	i.) Establish a <b>within School mentoring</b> programmes for Assistant and Associate Professors; Executive and Technical Officers and all contract research staff.	Initiate development October 2023, implement in 2024, evaluate in 2026 survey	EDI committee in collaboration with HoS and line managers	i.) <b>Target: 100%</b> early-mid career staff to have access to an in-school mentor.	<b>High</b>
						ii.) <b>Target: 80%</b> early-mid career academic and research staff reporting in 2026 survey that mentoring supports their career goals adequately. (2022 benchmark 43-67%)	
			ii.) Encourage more senior staff to engage with the institutional mentoring system through their line manager.			iii.) <b>Target: 50%</b> early-mid career PMS staff reporting in 2026 survey that mentoring supports their career goals adequately. (2022 benchmark 13-20%).	
						iv.) <b>Target: 60%</b> Senior staff engaging with an institutional mentor.	



4.7	Monitor implementation of revised WLM for academic staff.	20%F and 39%M academic staff considered that workload allocation is <b>fair and transparent</b> (2022 survey).	The WLM has just been revised and collated anonymised data will be used for bench marking workload and informing annual review meeting with line manager.	2024 survey and feedback from line managers by December 2024	EDI committee in collaboration with HoS and line managers	i.) <b>Target: 60%</b> female and male academic staff agree that workload allocation is <b>fair and transparent</b> in the 2024 survey. (2022 benchmark 20-39%)	Medium
			i.) Academic staff will be surveyed on their satisfaction with the revised WLM.			ii.) <b>Acknowledgement from 75%</b> of line managers that WLM data are useful for annual review meeting.	
			ii.) Line managers will be consulted on the value of WLM data in review meetings.				
4.8	Explore implementation of WLM for PMS.	WLM currently for academic staff only. PMS did not unanimously support the introduction of a WLM (6% yes, 63% maybe) but engagement was low (16/46 responses). The EDI committee wishes to communicate the functions and benefits of a WLM	Two or more workshops with PMS on WLM. Follow up survey on the implementation of WLM for PMS.	Start 2023 complete by end 2024	EDI committee in collaboration with HoS and line managers	<p><b>Considered opinion</b> on the introduction of WLM for PMS achieved which, if appropriate, will lead to later action on implementation.</p> <p><b>Target: &gt;60%</b> response form PMS in considering implementation of WLM (2022 benchmark 35%).</p>	Medium

		more comprehensively and then judge opinion .					
4.9	Establish a Director of Professional Development for Research Staff.	Survey results highlight that research staff require more guidance and engagement relating to career development. 40%F and 67%M research staff reported that they did not have access to the opportunities they need to support their career goals.	Appointment of Director of Professional Development within the School Research Committee.	Co-ordinator appointment in December 2023 with ongoing activity	HoS with subsequent engagement between Director and EDI committee	i.) <b>Appointment of School Co-ordinator for Research Staff</b> within the School Research Committee.	High
			created a new position within the School, a designated Director of Professional Development for research staff will run career development workshops.			ii.) <b>Target: Achieve a 70%</b> response to satisfaction with career development advice in 2026 survey.	
			We will have a 2-year follow up with participants in the workshops facilitated by the Director of Professional Development, to assess career progression and survey them to gauge the usefulness of the			(2022 benchmark 54% research staff reported that they did not have access to the opportunities they need to support their career goals)	

			workshops to their career development.				
<b>4.10</b>	Contribute to institutional consultation following the pilot scheme on blended/hybrid working for PMS staff.	<b>50%</b> of PMS staff responded that they had availed of the blended/hybrid working for pilot introduced by the institution after the Covid pandemic.	Survey PMS staff and line managers to ascertain success of pilot. Report results to institution and campaign for retention of scheme if warranted.	To be completed by end of 2024	EDI committee and HoS	Views of PMS and line managers collected and collated and then reported to institution with associated lobbying by HoS if appropriate.	<b>Medium</b>
						<b>Target:</b> Scheme retained if overall support for it from PMS staff.	
<b>4.11</b>	Campaign for promotions process to be reinstated within the institution for PMS staff, in conjunction with Role Grading.	Promotion is currently not an available option for most PMS staff if they remain in their current post.	Review of best practice for PMS staff in relation to promotion and gender equality followed by engagement with the institution and unions.	Start Jan 2024, evaluate in Oct 2024	EDI committee	<b>Target:</b> Acknowledgement from institution and unions that the EDI committee contribution was valuable and actionable.	<b>High</b>

4.12	Support for Academic promotions via local and Institutional annual information sessions on promotion process	<p>Promotions data revealed that females applied for and were successful in promotion at greater rates than males at the Assistant Professor and Professor levels. However, females apply for promotion at lower rates than males at the Associate Professor level</p> <p>Survey respondents indicated that both greater transparency and a simplified or streamlined process would encourage them to apply for promotion.</p>	<p>The School will promote and encourage all staff to attend regular HR promotions workshops. This will include support with rearranging any clashing school activities where possible to enable staff to attend.</p> <p>The School will also hold a supplementary annual information session on the promotions and applications process for all academic staff at a suitable time different to central workshops for those unable to attend.</p>	January 2026	HoS/HoDs	<p><b>Target:</b>  ≤45% of female staff and ≤65% male staff say promotions are not transparent by 2024 and ≤25% of female staff and ≤15% of male staff say promotions are not transparent by 2026 (Baseline 2022: 70%F and 47%M)</p>	High
<b>Theme 5. SNS Culture</b>							
5.1	Foster a culture of inclusion within the	Our staff consultation revealed that some	i.) Introduction of <b>School wide newsletter.</b>	i.) School Newsletter first edition November 2023	HoS and EDI committee	<b>Target: 70%</b> of staff and PGs do not report a sense of isolation from the rest	High

	School, promoting collaboration and a sense of belonging among students, faculty, and staff across different disciplines and locations.	staff and postgraduates feel isolated within their disciplines and have limited engagement with the wider School community.	ii.) Continuation of School <b>town hall meetings</b> (2 per semester) coinciding with the distribution with a School wide newsletter. <b>AS Action Plan</b> to be highlighted at the first meeting each year.	ii.) 4 town hall meetings each year		of the School. (2022 benchmark: Survey comments rather than quantitative data)	
			iii.) <b>School BBQ</b> at end of year (June)	iii & iv.) School events in June and September each year			
			iv.) Facilitate regular cross-disciplinary and cross-location meetings, workshops, or seminars.				
<b>5.2</b>	Monitor participation at social events via Eventbrite.	Survey data indicated that SNS members have been generally happy with the level of social engagement, although a some would like to see more social events.	We will monitor attendance at social events to allow us to better understand the participation, and identify any underrepresented cohorts	Beginning October 2023 - Target achieved by October 2026	EDI Committee/School Manager	Survey results indicate an increase in satisfaction with social interaction increasing from 72% to 90% across all survey respondents	<b>Medium</b>

5.3	Audit the SNS webpage, twitter/social media presence twice a year to ensure that all content on the webpage is periodically updated or changed genders are appropriately represented.	Analysis of the SNS webpage 2018–2022 news items identified 47%F and 53%M staff/student focus; although when photos were used, there are more females than males featured (90%F;10%M).	The SNS webpage will be audited twice a year to ensure that genders are appropriately represented.	October 2023	EDI Committee/School Manager	<b>Target: &gt; 40%</b> M representation in gender photographic content	<b>Medium</b>
5.4	Promote the development of the inclusive curriculum practices across the School.	Personal engagement by the School Inclusive Curriculum Champion with students reveals that they respond very positively to inclusive curriculum initiative but staff are generally unaware of the initiatives or how to implement them.	i.) Include section on inclusive curriculum in new School newsletter. ii.) Reinstate Teach-Meet. iii.) Host workshop for staff on <i>TrinityInc</i> practices.	Initial consultation with staff in October 2023 with follow-up workshop and seminar in 2024	EDI committee and School Inclusive Curriculum Champion	i.) <b>Target:</b> Inclusive curriculum section in <b>all</b> School newsletters (no benchmark data (new initiative)). ii.) <b>Target:</b> Teach-Meet reinstated. iii.) <b>Target: 50%</b> teaching staff attendance at workshop and seminar (no benchmark data (new initiative)). Raise number of modules offering alternative assessments from 2 to <b>10</b> by 2026.	<b>High</b>

			iv.) Greater use of Blackboard Ally applied to teaching material of VLE to achieve higher accessibility scores.			iv.) Instruct staff on relevance and appropriate action on Raise VLE accessibility scores for lecture material (Benchmark: scores tend to be 'low' to 'medium'). <b>Target:</b> Raise scores to 'high' for <b>50%</b> material across all modules by Dec 2025.		
5.5	Organise Together Consent training (covering Consent, Consent Plus, Disclosure and Bystander Intervention) Promote for all staff and postgraduate and encourage continuous training every three years.	Training in unconscious bias and field first aid every 3 years is already successfully implemented for specific staff however our PG survey has highlighted some concerns which this training will go some way to address.	All staff and PGs should complete the online training that is currently available in the institution at least every 3 years.	Start December 2023, evaluate in December 2024	HoS and line managers in collaboration with EDI committee	i.) <b>Target: 90% awareness</b> of unconscious bias, bullying and sexual harassment policies and reporting protocols.	<b>High</b>	
			Engagement to be considered at annual review meeting with line manager.			ii.) <b>Target: Reduce bullying experience to &lt;10%</b> for all categories reported in 2024 and 2026 surveys. (2022 benchmark: 6-17% across staff and PG categories).		

5.6	Publicise TCD's updated Dignity and Respect, Sexual Misconduct and Domestic Violence leave policies and the Speak Out reporting tool.	<p>Our survey revealed that bullying and harassment have unfortunately occurred, and there are <b>mixed levels</b> of comfort in reporting or confidence in if complaints would be managed.</p> <p>Trinity is currently developing and implementing new policies that will include an ESVH/Consent manager and 2 ESVH/Consent /Dignity and Respect Case Officers and aims to build confidence in reporting mechanisms.</p> <p>TCD-2023-AP-2.4.3</p>	The SNS will publicise these policies, and new staff members, within our School via our newsletters and induction and encourage staff to be comfortable utilising these Trinity supports if the need ever arises.	October 2023 - Achieve target by October 2026	HoS/HoDs/EDI Director and Equality Officer	<p><b>Target:</b> Increase confidence levels to <b>80%</b> for all staff and PGs. (2022 benchmark: 10-57%F, 53-80%M staff and PGs comfortable reporting bullying/harassment (<b>Fig 2.4.9</b>))</p>	High
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5.7	Raise awareness of breastfeeding supports and spaces available in College.	The self-assessment revealed that 100% of female survey respondents that had returned from family-related leave (9) and 89% of male respondents (8) didn't feel supported upon return.	Locally support College Action to ensure all users of the creche (staff and students) and maternity leave returners in our school, as standard practice, receive a map of breastfeeding locations across College which will also direct people to further information on the EDI website and the Healthy Trinity Breastfeeding webpage.	October 2023 - Achieve target by October 2026	Equality Officer/EDI Committee	<b>Target:</b> ≥50% of returners feel supported by 2024 and ≥85% of returners feel supported on return to work by 2026. <b>(Baseline:</b> 2022: 0%F and 11%M)	High
5.8	Check in with staff returning from family leave.	TCD-2023-AP-2.4.8	Staff returning from family leave will be contacted by line managers to see if they would like to have a discussion about what supports can be put in place to help facilitate return re flexible working options and/or managing workload.		HoDs/School Manager/HoS		High

5.9	Normalise taking family leave for all eligible members of staff.	Our staff consultation also showed that male staff are less likely to receive information about rights and responsibilities prior to taking leave (11% of M compared to 100%F), this is in line with Institutional findings and linked to action TCD-2023-AP-2.4.6.	<p>Provide clarification to all staff in relation to family leave policies through, email, staff meetings, induction documents, and in our newsletters.</p> <p>Promote family leave types available in TCD as part of key days (e.g. International Men's Day, International Day of the Child, etc.)</p> <p>Map of infant feeding spaces given to all family leave returners.</p>	October 2023 - Achieve target by October 2026	Equality Officer/EDI Director	<p><b>Target:</b> 100% of male returners report receive information about rights and responsibilities prior to taking leave  <b>(Baseline 2022: 11%)</b></p>	<b>High</b>
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