**Department Application
Ireland**
Bronze Award

School of Religion,
Trinity College Dublin

Department application	Bronze	Silver
Word limit	**10,500**	**12,000**
Recommended word count		
1.Letter of endorsement	500	500
2.Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

ABBREVIATIONS

AHRC	Arts and Humanities Research Council
AHSS	Arts, Humanities and Social Sciences
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
AP	Action Plan
AS	Athena SWAN
AY	Academic Year
CAPSL	Centre for Academic Practice and Learning
CDRS	Conflict and Dispute Resolution Studies (PG Diploma)
CITI	Church of Ireland Theological Institute
COID	Contract of Indefinite Duration
CRR	Conflict Resolution and Reconciliation (MPhil)
CT	Christian Theology (MPhil)
DTLPG	Director of Teaching and Learning Postgraduate
DUTL	Director of Undergraduate Teaching and Learning
ECTS	European Credit Transfer System
EDI	Equity, Diversity and Inclusion
HE	Higher Education
HEA	Higher Education Authority
HoD	Head of Discipline
HoS	Head of School
HR	Human Resources
HRB	Health Research Board
ICC	Inclusive Curriculum Champion
IPS	International Peace Studies (MPhil)
IRC	Irish Research Council
ISE	Irish School of Ecumenics

IT&IS	Intercultural Theology and Interreligious Studies (MPhil)
KIT Days	Keep in Touch Days
MTh	Master's in Theology
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught
PI	Primary Investigator
PS	Peace Studies
PSC	Postgraduate Studies Committee
PSRL	Professional Skills for Research Leaders
RS	Religious Studies
SAT	Self-Assessment Team
SC	School Committee
SE	School Executive
SEC	School Ethics Committee
SFI	Science Foundation Ireland
SM	School Manager
SMART	Specific, Measurable, Achievable, Realistic, and Timely
SOR	School of Religion
TCD	Trinity College Dublin
TR&I	Trinity Research and Innovation Unit
TRiSS	Trinity Research in Social Sciences
TSM	Two Subject Moderatorship
UG	Undergraduate
USC	Undergraduate Studies Committee
VP	Vice Provost
WR&T	World Religions and Theology (BA)

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LIST OF FIGURES

APPLICATION INFORMATION

Name of institution	Trinity College Dublin
Department	Religion
Focus of department	AHSSBL
Date of application	
Award Level	Bronze
Institution Athena SWAN award	Date: Level:
Contact for application Must be based in the department	Gillian Wylie, Assistant Professor in Peace Studies. Linda Hogan, Professor of Ecumenics
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1. **LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT**
   Recommended word count: Bronze: 500 words

Head of School Letter of Endorsement

It is my pleasure to endorse this application for the Athena SWAN (AS) Bronze Award, incorporating the revisions that were requested by the Panel in its communication of 23/03 2022. As I noted in my original letter, as Head of the School of Religion (SoR), I have been impressed by the commitment and rigour of our Self-Assessment Team (SAT) and welcome the impressive range and detail of the agreed Action Plan (AP). The required revisions, focused as they were primarily on our Action Plan, have facilitated a greater prioritization of our Action Plan and have enabled the SAT and the School Executive to be more precise about time-lines and impact measures.

In preparation for the School's AS application, the School Executive (SE) created a SAT in May 2018 and appointed its first Champion in June 2018; AS has been a standing item on every meeting of the SE Committee since. On 1st July 2018, the School began to implement extensive changes to its management and organizational structures on foot of a Quality Review the previous year. Therefore, the work undertaken by the SAT happened concurrently with this major upheaval; it is to the SAT's credit that this
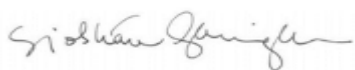
application has been given such attention when it has been but one of many duties for all of its members.

We are fortunate to have several colleagues who are recognised as world-experts on gender equality, having researched, published and taught about it over many years. We are equally fortunate that all the School's staff are fully committed to advancing gender equality in the School's life and work. At a whole School meeting in May of this year, when the findings of the SAT's survey were presented, attendance was near complete, responses were overwhelmingly constructive, and the meeting produced many of the ideas that now root our AP, including for example Action 11 - the proposal to include male and female role models in all publicity materials and Action 51 - the proposal to organise a School-wide conversation on an inclusive curriculum. Through a further all-School consultative process, we agreed to change our name, to 'School of Religion, Theology, and Peace Studies', in another measure to ensure our School is an inclusive space for staff from both disciplines.

Inevitably, there are a few areas where we will seek improvement in data management in coming years. For instance, a School Committee (SC) meeting comprises all full-time academic staff, Senior/Research Fellows and administrative staff plus student representatives. But the survey went to all staff, including adjuncts, some of whom teach only a few hours per year. So when we refer to "whole School" or "the staff", there are differences in those cohorts; monitoring AS issues in the coming years will develop ways to account for these differences.

While our staff response rates are good, in the 70%-75% range, I was nevertheless disappointed that we did not have a higher response rate. Knowing our School community's commitment to AS issues, I join the SAT in wondering if perhaps anonymity was an issue, or the binary terms in which gender is couched, and/or the relative lack of opportunity for intersectional consideration of allied matters such as LGBTQI inclusion. I therefore particularly welcome the AP's commitment to undertake annual surveys, allowing us to hone our survey techniques and improve patterns of participation.

This submission has addressed all of the issues raised by the Panel as requiring revision. The additional feedback is also of great importance and will enhance our School's ongoing gender equality work. I am grateful for the care and attention with which the Panel read the initial application. I look forward to continuing to support this and all the work ahead.

Professor Siobhán Garrigan,
Head of School,
School of Religion
WORD COUNT 624

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words

The School of Religion (SoR) is part of the Faculty of Arts Humanities and Social Sciences (AHSS). It is composed of two disciplines, Religious Studies and Peace Studies, with research and teaching programmes focused on their separate and interdisciplinary intersections. The School has two locations, one on the main Dublin campus, where all of the undergraduate and most of the postgraduate programmes are taught, the other in Belfast, where we run postgraduate taught and research programmes alongside adult and community education. It is a dynamic and internationally oriented School with twenty-one academic staff, four research staff, five administrative staff and one librarian. It also has a vibrant community of 12 adjunct staff. It has 233 students (2019-20 Table No. 1) on undergraduate and postgraduate programmes and is home to large numbers of visiting and elective students annually.

Our education and research programmes tackle the multi-scale questions facing humanity by seeking to understand the roles of religion, peace-making, ethics and theology in their historical and contemporary contexts. Issues of intersectional justice and transformation are central to many of our programmes. We are committed to interdisciplinarity, academic rigour, dialogue and civic engagement and promote a thriving research culture. We align with the University's research themes and actively engage with its Research Institutes and Centres.

SoR staff based at the Dublin campus

SoR staff based in Belfast

Table 1. School Population Gender Breakdown by Category, 2019-20

		Female	Male	Total	%F	%M
Students	Undergraduate	47	23	70	67%	33%
	Postgraduate Taught	76	51	127	60%	40%
	Postgraduate Research	22	14	36	61%	39%
Academic & Research Staff	Assistant Professor	5	8	13	38%	62%
	Associate Professor	1	2	3	33%	67%
	Professor	1	0	1	100%	0%
	Chair Professor	2	0	2	100%	0%
	Research Staff	2	2	4	50%	50%
Professional & Support Staff (PSS) *		6	0	6	100%	0%

Figure 1: Academic Pipeline by Gender and Grade -2019-2020
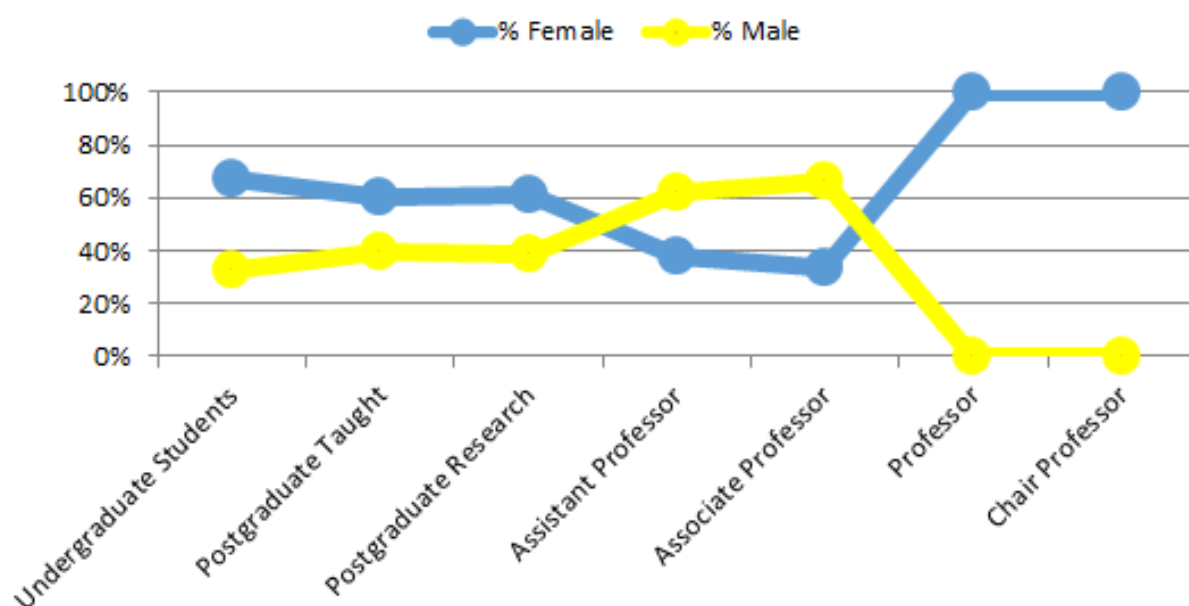
There is gender parity of core-funded academic staff, comparable to the profile of AHSS subjects in the Irish university sector.[1] However, the profile of seniority is

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[1] HEA *Institutional Staff Profiles by Gender*, *2021* https://hea.ie/assets/uploads/2019/07/Higher-Education-Institutional-Staff-Profiles-by-Gender-2021.pdf

unusual, with females in 100% of the Professor positions. The reasons for this are complex and will be discussed in detail in Section 4.2.

The study of religion in Trinity goes back to the foundation of the College in 1592. It has gone through many evolutions: it has moved from being a divinity School to a multi-religious, non-confessional one. The current School was initially formed in 2006 as a loose confederation of two units (the School of Religions and Theology, and the Irish School of Ecumenics (ISE)). In 2011 it incorporated the newly established Loyola Institute (LI). Following a School Review in 2017-18[2], changes were undertaken to create the unified School structure within which we now function. School governance was reformed to align with College norms, programmes were redeveloped and streamlined, disparate unit-based educational and administrative practices were harmonised, staff contracts were regularised and new relationships with the various supporting Trusts (ISE Trust and LI Trust) were established. Within the unified structure the School includes the LI, the ISE and the Trinity Centre for Biblical Studies.

WORD COUNT 461

3. THE SELF-ASSESSMENT PROCESS
   Recommended word count: Bronze: 1000 words

(i)   A description of the self-assessment team

The SoR SAT has representatives from academic and administrative staff, undergraduate and postgraduate students. The team of eight, (six F, two M) reflects different work and study roles, contract status, career and life stages. The low male representation is a concern and will be addressed (Action 3). All SAT members are committed to advancing EDI concerns in their work, in University and society. One member has undertaken Advance HE's Aurora Leadership Development Programme while another is an Aurora Mentor. The SoR Athena SWAN website gives further details, see screenshot below.

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[2] See the Quality Review and School Implementation Plan here https://www.tcd.ie/teaching-learning/quality/assets/pdf/Report%20to%20Council%20on%20Religions.pdf
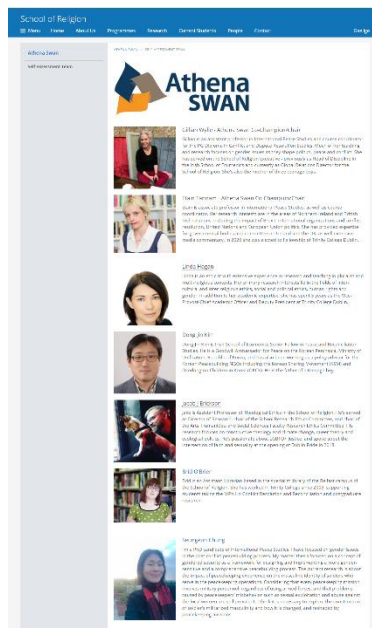
Table 2. SAT Membership, Current and Past

Member	Service	Role
Linda Hogan Co-Champion 	April 2021-present	Professor of Ecumenics Head of Discipline – Religious Studies Module Co-ordinator, 'Religion, Gender and Human Rights' Aurora Mentor (Advance HE)
Etain Tannam Co-Champion 	June 2020-present Co-Champion June 2020-July 2021	Associate Professor and Course Coordinator, International Peace Studies

Gillian Wylie Co-Champion 	February 2019-present (research leave Jan-July 2021)	Assistant Professor International Peace Studies Module Coordinator 'Gender, War and Peace' School Director of Teaching and Learning Postgraduate (DTLPG)
Jacob Erickson 	February 2019-present (on research leave Jan-July 2020)	Assistant Professor Theological Ethics Module Coordinator 'Ethics of Embodiment', 'Sexuality, the Sacred and Society' and 'Queer Theological Ethics' School Director Undergraduate Teaching and Learning (DUTL)
Dong Jin Kim 	June 2019-present	Senior Research Fellow Research interests include role of women in peacebuilding.
Emma Fitzgerald 	June 2020-present	Undergraduate Student Representative

Seungeun Chung	November 2019-present	Postgraduate Student Representative PhD thesis on militarism and masculinities in UN Peacekeeping
Bríd O'Brien	October 2020-present	Librarian, ISE Belfast, representative of SoR administrative staff
Previous Members		
Helen Murphy	February 2019-maternity leave July 2020	Senior Executive Officer, representative of administrative staff Aurora Leadership course participant
Orla Eady	October 2019 – Graduation July 2020	Undergraduate Student Representative
Amanda Dillon	February 2020 – September 2020	Research Fellow/Contract Staff
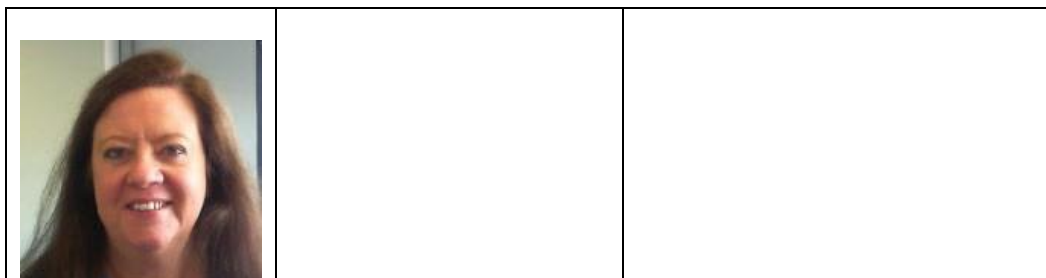
(ii) An account of the self-assessment process

The SoR SAT was established in February 2019. It met in-person monthly, with a pause over summer 2019 and between May-July 2020 due to COVID-19. It resumed regular meetings online from August 2020. Although SAT membership, including Co-champions has changed (because of maternity leave, sabbatical, new job opportunity and graduation), a consistency of approach was maintained. AS Co-Champions participated in Faculty and College AS network meetings, as well as Advance HE Ireland events (such as a SMART planning workshop) and reported back to the SAT. One SAT member participated in Advance HE's Aurora Leadership programme and fed back insights from the training to the SAT (https://www.advance-he.ac.uk/programmes-events/aurora).

AS is a standing item on the agenda of the SE, with an AS Co-Champion providing an update. The SAT has taken the AS Charter and the Trinity College Dublin Policy on Gender Expression and Identity as our core guidance and has adopted an intersectional approach to gender. We experienced tensions between our intersectional approach[3] and what was required by the AS reporting and Trinity's approach to the collection of data. This will be pursued through the Trinity AS Champions' Network (Action 9).

The SAT has been open in its conversations and co-operative in its activities. Meetings focused both on EDI issues in the SoR and on AS-related tasks, including the design of the surveys, running a Focus Group and analysis of data. These data were then benchmarked against Religion and Theology Departments in the UK, as there is only one comparable Religion Department in Ireland (UCC) and against AHSS data in Ireland. The University was not able to identify benchmark data for Peace Studies since this field is incorporated into International Politics in the UK and Ireland. The EDI Committee (see iii below) will work with the Head of Discipline (HoD) in Peace Studies to address this benchmarking deficit for our AS Silver Application (Action 5).

The qualitative survey was approved by the School Ethics Committee (SEC), which noted that all precautions had been taken to ameliorate any difficulties with the identification of staff, given the small numbers. The survey was run in November 2020. Although not required for the AS Bronze application, a student survey was distributed. The response rate was low (12.5%) but useful comments emerged

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[3] https://universitytimes.ie/2021/08/trinity-is-dragging-its-feet-on-proper-gender-recognition/

which we use in this report. From the low response, the need to engage the student body more in the work of AS and EDI was evident, so our AP will address this by establishing an annual student EDI Forum (Action 4).

The staff survey was distributed to all categories of staff. We received 21 responses from 40 – the low response rate coming from adjunct staff. The response rate among core academic and administrative staff was strong at 73%.

- 4/5 on the administration team (90%)
- 8/12 assistant professors (75%)
- 2/2 Research Fellows (100%)
- 1/1 post-doc (100%)
- 2/3 associate professor (66%)
- 2/2 professor of (100%)

The respondents were twelve M, nine F and one preferred not to say.

Figure 2. Respondents to Staff Survey by Role and Gender
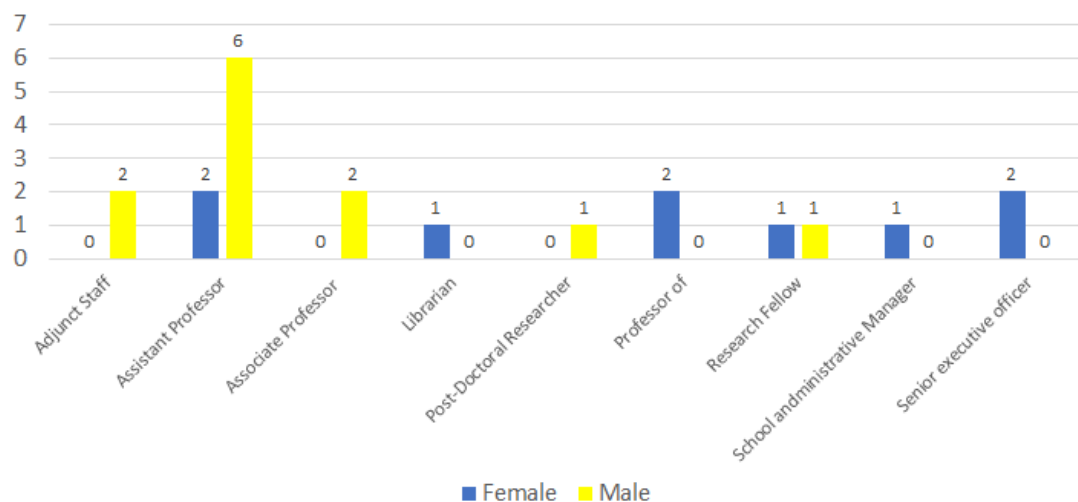
The SAT constructed the gender profile of our School, using comments from the survey, focus group and feedback. It also analysed the gender culture, and specifically how to promote buy-in across the School on EDI and AS issues. Once this material was in draft form the SAT convened (i) a Focus Group of PG research students facilitated by the SAT PG representative, and (ii) a SC meeting, with

breakout groups to discuss the data, their significance and the proposed AP. These meetings generated significant engagement.

A draft of the application plus AP was circulated to all SC members for comment in September 2021 and brought to the SE for approval in October 2021. The draft application was also reviewed by the College EDI Office and by a critical friend, Professor Naomi Appleton, School of Divinity, University of Edinburgh.

A selection of SoR gender, feminist and intersectional events, 2017-2020

(iii)   Plans for the future of the self-assessment team

The work of the SAT will be incorporated into a new School EDI Committee, which will be established (March 2022) to advance EDI principles across the School (Action 1). The School will also establish an EDI Champion, who will sit on the SE and chair the EDI Committee (Action 2). It will have a minimum membership requirement of 40% of each gender, thereby ensuring the future diversity of the SAT. The School's Inclusive Curriculum Champion (ICC) will be an *ex officio* member. We will balance continuity (with current SAT) and change through rotational membership from 2022/23.

The EDI Committee will meet every 6 weeks. It will engage staff and students to ensure that EDI principles are owned by all and embedded in all School activities. It will monitor the implementation of the AS AP and identify any remedial actions needed. As part of its development role, it will identify ways to address the deficit in Peace Studies benchmark data for the silver AS application (Action 5). It will collaborate with the College EDI office in implementing future surveys, in order to ameliorate any concerns about anonymity in School-based surveys (Action 6). A revised SoR EDI webpage, including AS, will be created. The committee will

engage the student body more directly and consistently (through student members) and establish an Annual Student Forum on EDI issues (Action 4).

The EDI Committee will communicate progress and identify future needs. To this end the EDI Champion will update the SE once per semester on progress on the AP and provide an annual update to the SC (Action 7). The EDI Champion will participate in the University's Champions' Network and the AS National Practitioner Network (Action 8).

WORD COUNT 996

ACTION 1: Establish an EDI Committee to replace and mainstream the work of the SAT.

ACTION 2: Establish an EDI Champion, who will be a member of the SE and chair the EDI Committee.

ACTION 3: Establish a minimum membership requirement for the EDI Committee of 40% of each gender, balanced across School role and career stage.

ACTION 4: Establish Annual Student Forum on EDI Issues.

ACTION 5: Work with the HoD Peace Studies to find ways to address the deficit in Peace Studies benchmark data for future AS applications.

ACTION 6: Engage with College EDI Office in the running of future Institutional staff surveys and actively promote at School level.

ACTION 7: Communicate progress on EDI issues and the AS AP to SE (once per semester) and SC (annually).

ACTION 8: EDI Champion to participate in the Champions' Network and other national EDI networks.

ACTION 9: Work with the university EDI Champions to address the deficit in intersectional data so that AS reporting in the School (and university) can reflect the range of EDI issues.

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words

4.1. Student data

(i)   Numbers of Students on Foundation Courses

N/A

(ii)   Numbers of undergraduate students by gender

Figure 3. Overall Undergraduate Intake by Gender (all Single Honours Programmes 2017/18-19/20)
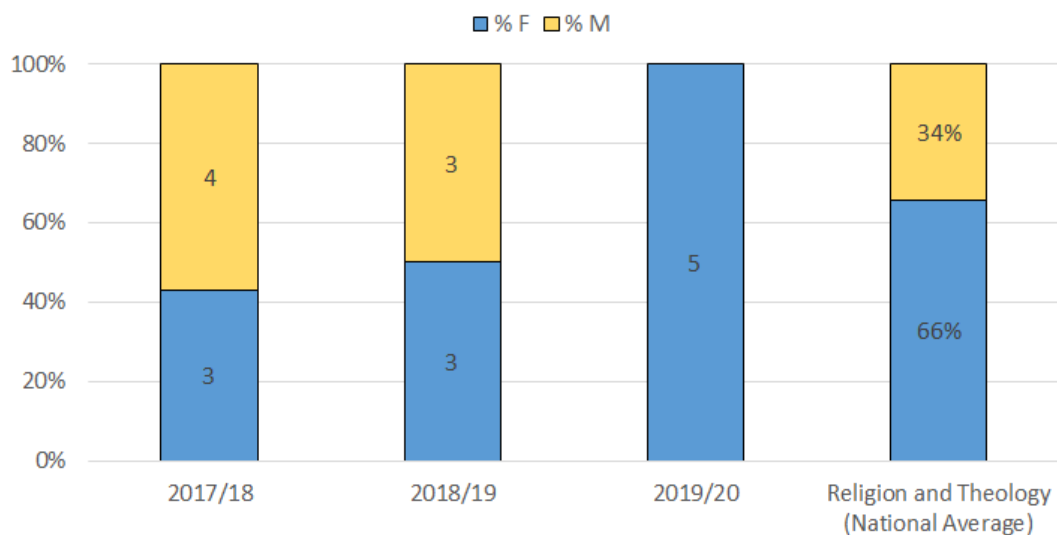
All undergraduate programmes are full-time and in Religious Studies. Consolidation in 2017 (Section 3) led to 2 programmes being phased out and replaced by one in Religion.

Table 3. Undergraduate Intake (Full-time) by Programme and Gender 2017-2020

		Female	Male	Total	% F	% M
Catholic Theological Studies	2017/18	0	2	2	0%	100%
	2018/19					
	2019/20					
World Religions and Theology	2017/18	3	2	5	60%	40%
	2018/19	3	3	6	50%	50%
	2019/20					
Religion	2017/18					
	2018/19					
	2019/20	5	0	5	100%	0%

While only men entered Catholic Theology in 2017-18, only women entered the new single honours Religion in 2019-20. Both differ from UK benchmark data which is 66:33 F/M. However, it is difficult to draw conclusion from such small numbers, so we will introduce a comprehensive monitoring and analysis of student recruitment. The School's incoming digital marketing officer will work with the USC and use this gender specific data when developing their plan of work (Action 10).

Table 4. Undergraduate Students 2017-2020 by Programme and Gender (All Years JF, SF, JS, SS)

Undergraduate BA (full time)	Catholic Theological Studies		World Religions and Theology		Religion	
	Female	Male	Female	Male	Female	Male
2017-18	10	6	10	9		
2018-19	3	6	12	6		
2019-20	3	4	10	2	5	0

We also offer joint honours degrees - previously Two Subject Moderatorships (TSM) - now Trinity Joint Honours.

Table 5. TSM V Religion TSM Undergraduate Intake by Gender, 2017/18 - 19/20

	Female	Male	Total	% F	% M
17/18 TSM	821	444	1265	65%	35%
17/18 Religion	38	16	54	70%	30%
18/19 TSM	835	435	1270	66%	34%
18/19 Religion	31	14	45	69%	31%
19/20 TSM	860	463	1323	65%	35%
2019/20 Religion	29	17	46	63%	37%

Across AHSS, TSM courses are broadly two-thirds women and one-third men. Our TSM student numbers mirror this.

Reflecting on gender balance across our programmes, a male undergraduate in our survey notes that Humanities in general have 'a "bad image" considered to be useless and unproductive…considered to be a "feminine" subject'. This perception is borne out in studies[4] and will be addressed in our AP, by e.g., ensuring our website contains male and female role model imagery (Action 11). Future EDI surveys will enquire whether gender-related factors are relevant in student choices. The EDI Committee will also collaborate with other EDI committees in AHSS and the AS Practitioner Network in Ireland to develop a joint approach to tackling this perception (Action 15).

[4] Becky Francis, "The Gendered Subject: Students' Subject Preferences and Discussions of Gender and Subject Ability", *Oxford Review of Education*, 26: 1 (Mar 2000), pp.35-48, Opinion, *Inside Higher Education*, https://www.insidehighered.com/views/2018/10/02/besides-encouraging-women-study-stem-fields-we-need-more-men-humanities-opinion

Figure 4. Undergraduate Degree Attainment by Gender
2017-2020 (BA CT & WR&T)
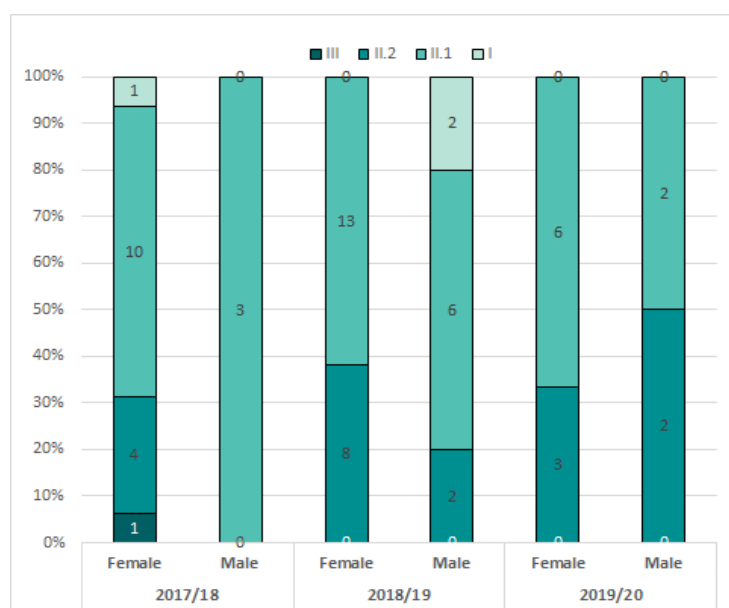
Male students in Single Honours have done marginally better at the I and II.1 levels than women. For example, in 18-19 half of men (2/4) received Firsts but more than half of women (5/8) got II.2s and no female achieved a First.

Table 6. Single Honours Degree Attainment by Gender 2017/18 - 18/19

Proportion of cohort			I	II.1	II.2	III
2017/18	Proportion of females achieving grade		17%	67%	0%	17%
	Proportion of males achieving grade		0%	100%	0%	0%
2018/19	Proportion of females achieving grade		0%	38%	63%	0%
	Proportion of males achieving grade		50%	25%	25%	0%

Table 7. TSM Religion Degree Attainment by Gender, 2017/18 - 19/20

No. Achieving Grade		I	II.1	II.2	III	Total
2017/18	Female	0	6	4	0	10
	Male	0	1	0	0	1
2018/19	Female	0	10	3	0	13
	Male	0	5	1	0	6
2019/20	Female	0	6	1	0	7
	Male	0	0	1	0	1

Similarly, in Religion TSM, men generally did better in the II.1 category than women, and there were more women with II.2s than men. It is difficult to draw conclusions or identify trends regarding attainment by gender given small cohorts. However, the EDI Committee will analyse year-on-year results to see how students do throughout their degree, to obtain more clarity about trends (Action 12). The School USC will assess processes of moderation, second marking and anonymization to ensure they align with best practice internationally and ensure no gender bias is occurring (Action 13).

(iii)   Numbers of men and women on postgraduate taught degrees

The SoR offers four MPhils (FT & PT) - Christian Theology (CT); Conflict Resolution and Reconciliation (CRR); Intercultural Theology and Interreligious Studies (IT&IS); International Peace Studies (IPS) and a PG Diploma in Conflict and Dispute Resolution Studies (CDRS). Christian Theology can be taken at Diploma and Certificate levels. We also provide teaching on the Master's in Theology (MTh) at the Church of Ireland Theological Institute.

Figure 5. PGT Applications, to Offers, to Acceptances Across All PGT Courses
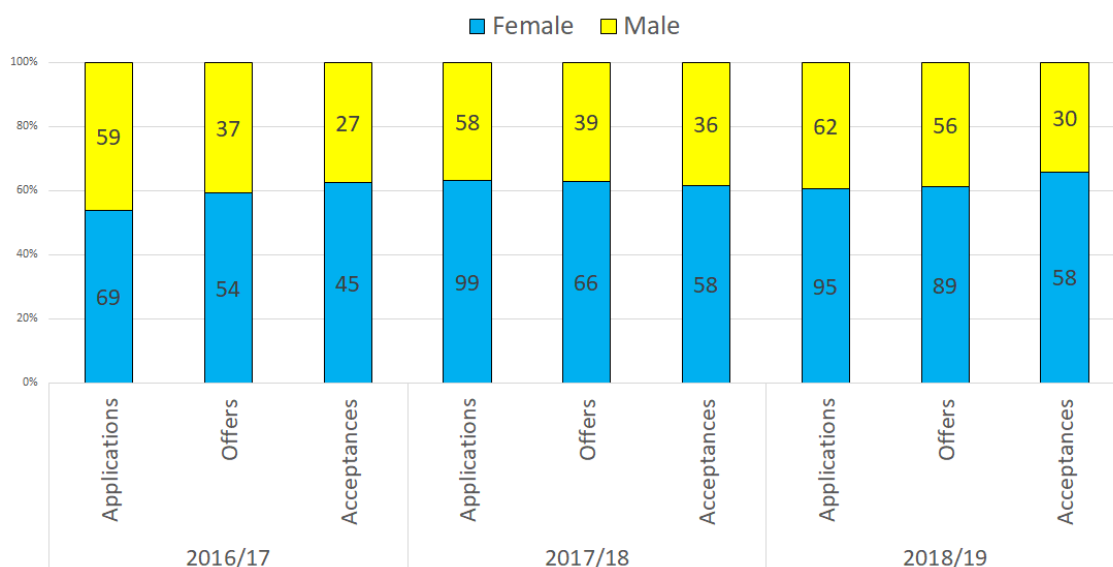
We consistently receive more PGT applications from women with the translation of applications, to offers, to acceptances mirroring 60+% women. This is consistent with the UK benchmark of 60:40.

Figure 6. Taught Postgraduates by Gender (All Programmes) 2017-2020
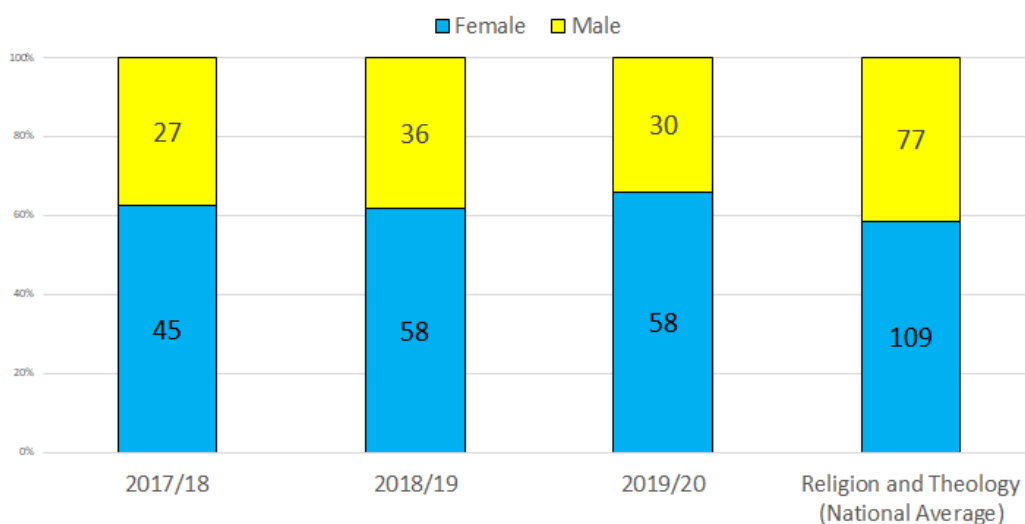
However, nuances emerge between programmes. Courses in Peace Studies are predominantly female, whereas Christian Theology has slightly more men (figure 7). In the MTh at the Church of Ireland Theological Institute (CITI) most students are male, with all preparing for ordained ministry. This pattern was observed in

the 2013 Report *Gender and Career Progression in Theology and Religious Studies*[5] where male dominance in theological fields was analysed and remedial actions proposed. The relationship between the University and CITI is based on an MoU between the Church of Ireland and the University subject to periodic external review. The School therefore has limited influence on AS-relevant issues at CITI. This will be taken up with the University in anticipation of the next application to AS (Action 16).

Figure 7. Taught Postgraduates (Full-time) by Programme and Gender 2017-20
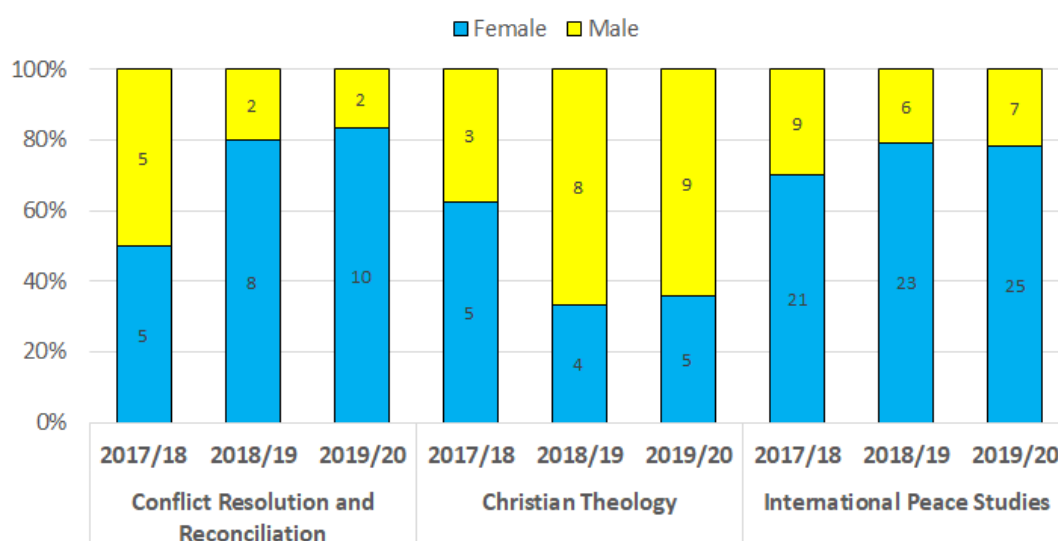
[5] Guest, M., Sharma, S. and Song, R. (2013) Gender and Career Progression in Theology and Religious Studies, Durham, UK: Durham University.
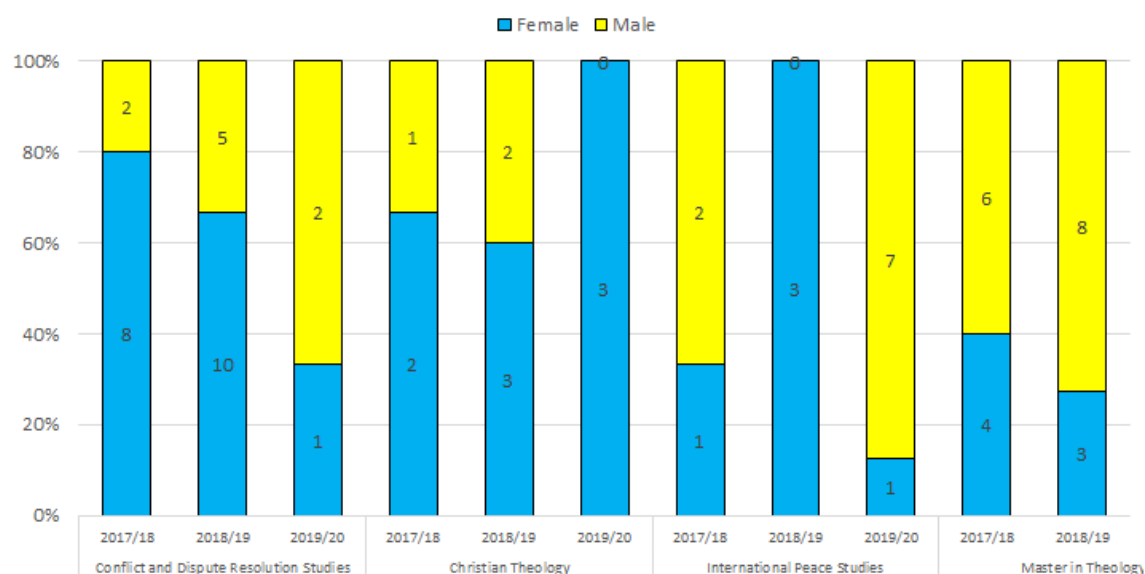
Although we were unable to source benchmark data for Peace Studies, the predominance of women in Peace Studies is noted in international literature.[6] This may be due to cultural associations of peace with femininity. Given these gender patterns in recruitment, the School PSC will monitor applications and acceptances by gender annually and work with the Digital Marketing Officer to develop gender specific recruitment plans and ensure all School websites contain diverse role models (Actions 10, 11, 14).

Taught Postgraduate Completion Rates

There is no significant dropout from PGT courses. The Director of Teaching and Learning Postgraduate (DTLPG) and EDI committee will continue to monitor this.

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[6] Kvasnicka and Finnegan, A. (2020) 'Refreshed Grounds for a Feminist Peace Studies' *Peace and Change* 45/3, 426-454. Their study is premised on 'curiosity as to why Peace Studies classrooms are filled mostly with women students'.

Figure 9. Postgraduate (Taught) Programmes Degree Attainment by Gender
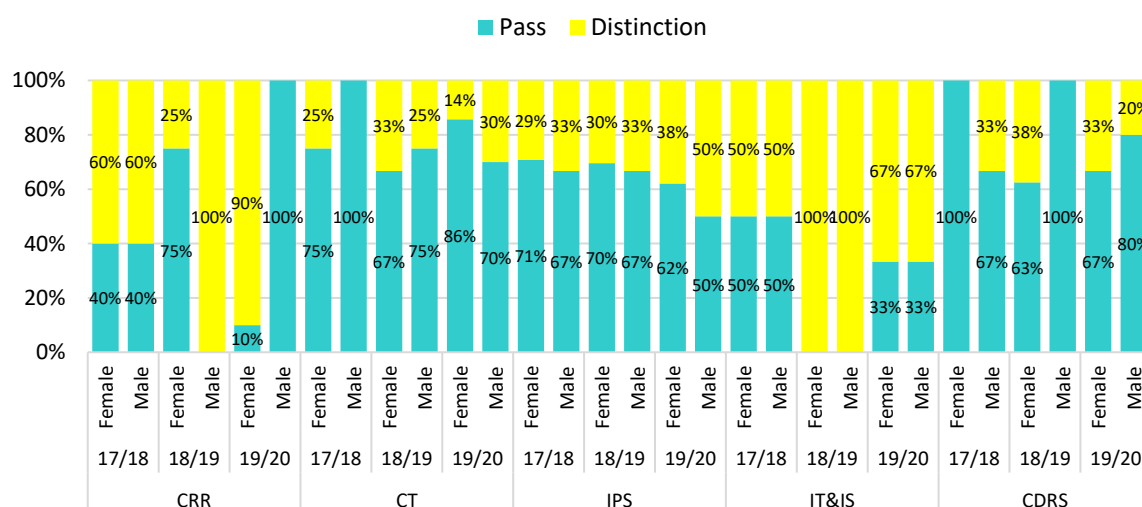
1/3 students across our Masters' courses receive distinctions, without marked gender differences. There are occasional outliers – e.g., CRR 2019-20 nine female students received distinctions but no men. Academic Registry was unable to provide data on attainment in the MTh.

(iv)   Numbers of men and women on postgraduate research degrees

Figure 10. Offers and Acceptances for Postgraduate Research Degrees 2017-2020
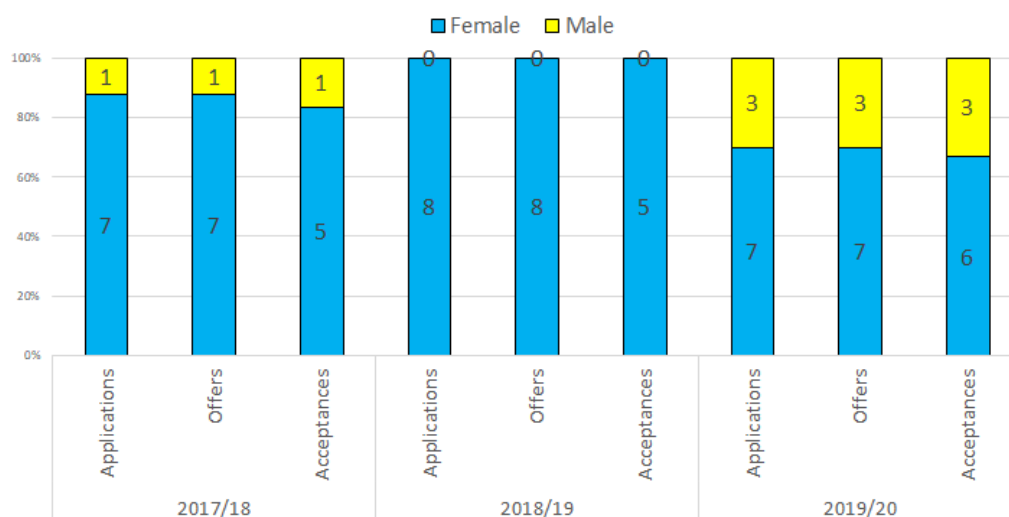
More research degree applications come from women than men. There is a strong transfer of applications into offers and acceptances. This may be because there is extensive engagement between students and potential supervisors prior to application.

Figure 11. Numbers of Postgraduate Research Students – 2017/18 - 19/20
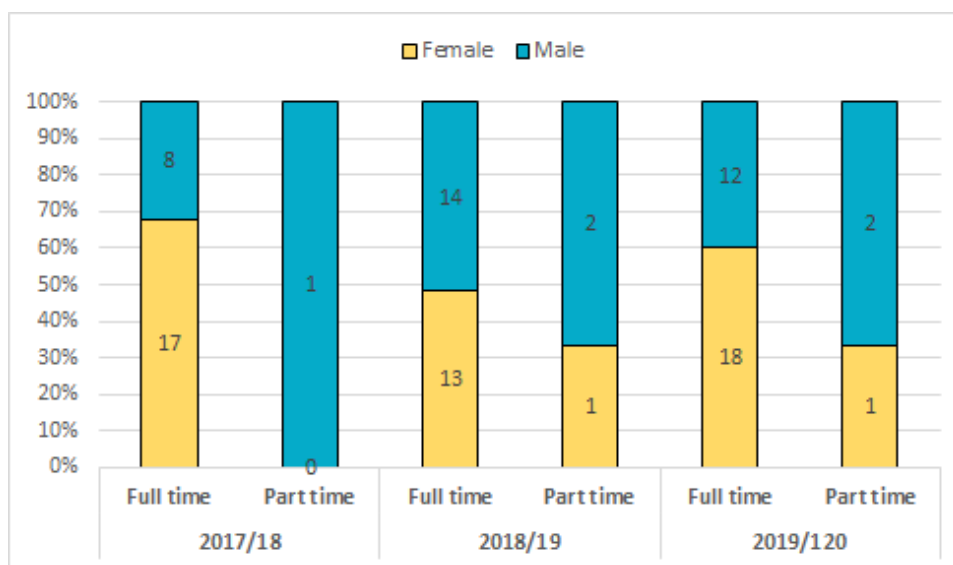
Most research students are full time and enter the PhD register, completing a Confirmation Viva at 18 months.

The trend replicates the School pattern, whereby 60-70% of PhD students are women. A granular look at Disciplinary level again reveals differences between Peace Studies and Religious Studies. In 19-20 thirteen women and five men were registered in PS. Students in RS were evenly split.

There are no marked gender differences in completions (table 8). However, six students withdrew from research studies in recent years - 50:50 men and women. The DTLPG will institute exit interviews with students who withdraw to ascertain why (Action 17).

Table 8. Postgraduate Research Completions 2017/18 - 19/20

Gender	17-18	18-19	19-20
Female	4	0	2
Male	1	3	1

There is limited progression from UG to PG or PGT to PGR. Lack of awareness of PG options is an issue, so we will enhance information sessions with alumni and student-led sessions on graduate study and career opportunities (Action 18). A lack of funding opportunities for Postgraduate Research students in AHSS is a hindrance (Action 19).

WORD COUNT 1000

ACTION 10: School USC and PSC to work with incoming Digital Marketing Officer to implement student recruitment plans that are gender aware.

ACTION 11: Review and refresh all School recruitment material to ensure male as well as female role models (staff and students) are evident in School recruitment material for UG, PGT and PGR.

ACTION 12: School Undergraduate Studies Committee (USC) to track achievement by gender annually from 2021 onwards and will conduct a review in 2026 (and every 3 years thereafter) to identify if any gender-related patterns emerge.

ACTION 13: School USC to assess its processes of moderation, second marking and anonymization to ensure that they are aligned with best practice internationally to be confident that there is no gender bias at play.

ACTION 14: School PSC to monitor the gender profile of applications and acceptances at programme level annually and work with Digital Marketing Officer to create gender specific course marketing plan.

ACTION 15: School EDI Committee to collaborate with other EDI committees in our Faculty and the AS Practitioner Network in Ireland to develop a joint approach to tackling the perception that Humanities subjects are not for male students.

ACTION 16: SoR EDI Committee to encourage Trinity Athena Swan University Committee to engage with Church of Ireland Theological Institute.

ACTION 17: The Director of Teaching and Learning Postgraduate (DTLPG) to invite students to discuss reasons for withdrawal when leaving the research register.

ACTION 18: School Undergraduate and Postgraduate Committees to develop a plan to encourage progression from undergraduate to taught postgraduate programmes.

ACTION 19: DUTL and DTLPG to run sessions on MPhil and PhD opportunities (including information on funding options).

4.2. Academic and research staff Data

(i)   Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Academic and Research Staff Data by Gender

Figure 12. Academic Staff by Gender (2015-2020)
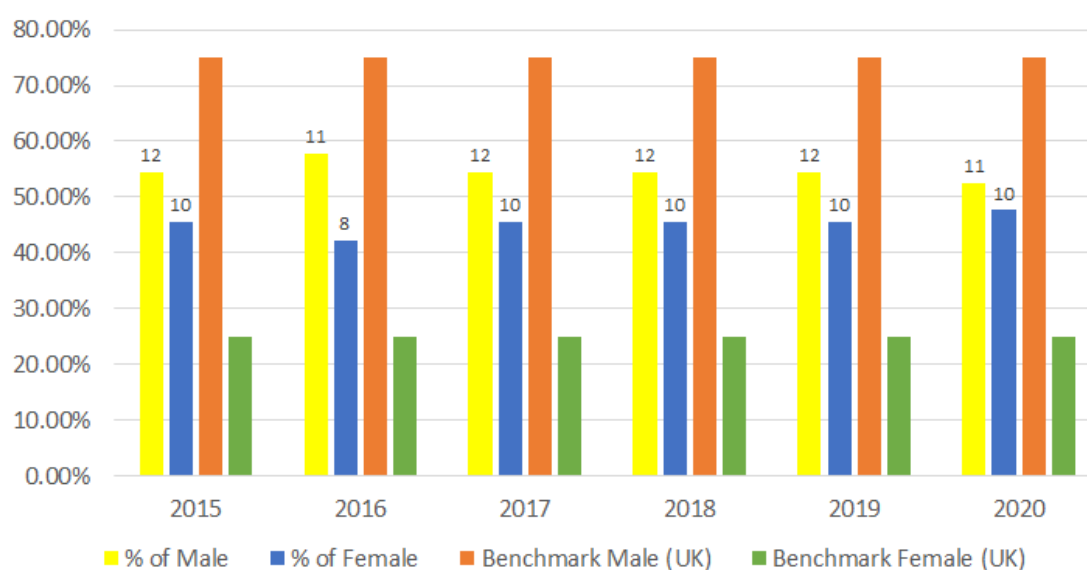
The School has 21 academics, 5 research staff and 12 adjuncts. In 2020 47% of the full-time academic staff were female, and this was consistent over the past five years (Figure 12). This near-equal gender representation is comparable to AHSS norms in Ireland (50:50),[7] and compares favourably with subject sector-level data from the UK, where the proportions of females in academic posts is 25%. In November 2021 the SE adopted a new process for appointing adjuncts, to ensure consistency of approach, expectations and supports.

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[7] All Irish Sector data come from Higher Education Authority Institutional Staff Profiles by Gender, 2021 https://hea.ie/assets/uploads/2019/07/Higher-Education-Institutional-Staff-Profiles-by-Gender-2021.pdf

Figure 13. Research Staff by Gender (2015-2020)
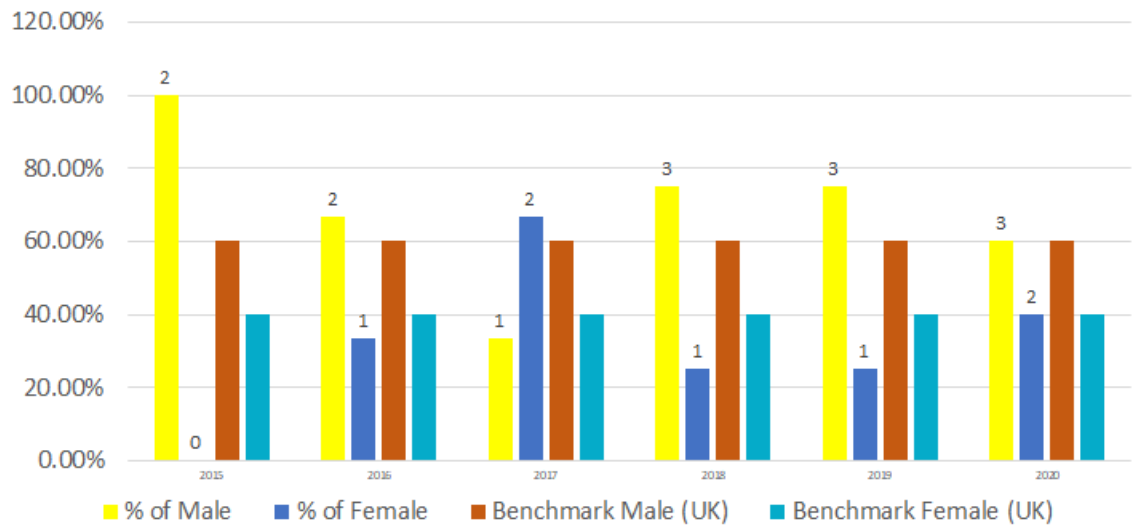
Of Research Fellows in 2020 two are male and one is female, and all are on fixed-term contracts. This gender profile changes frequently, with no obvious gender-related trends. The 2020 profile is in sync with UK data, but the UK data show more stability of profile over time.

Academic Staff by Grade

Figure 14. Chaired Professors by Gender (2015-2020)
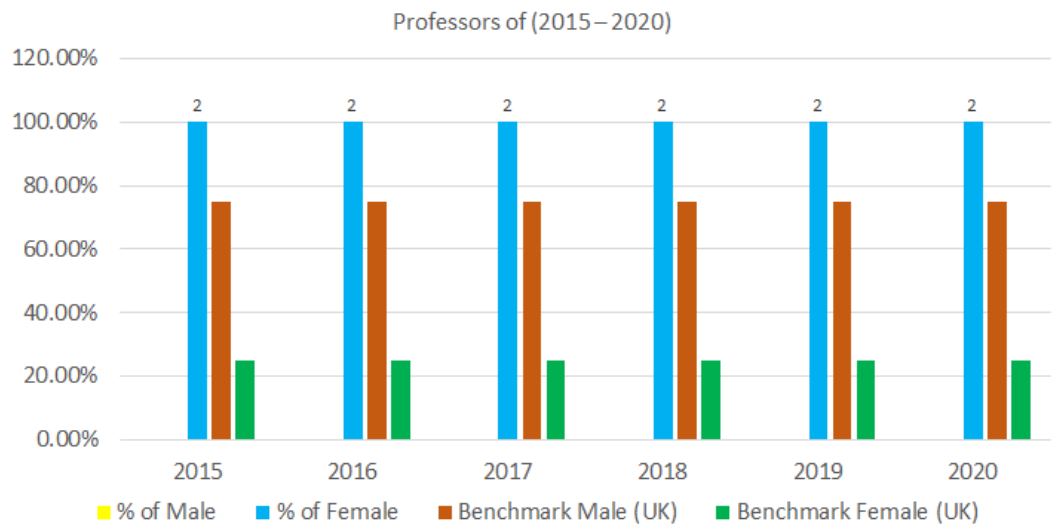
Figure 15. Professor in by Gender (2015 – 2020)
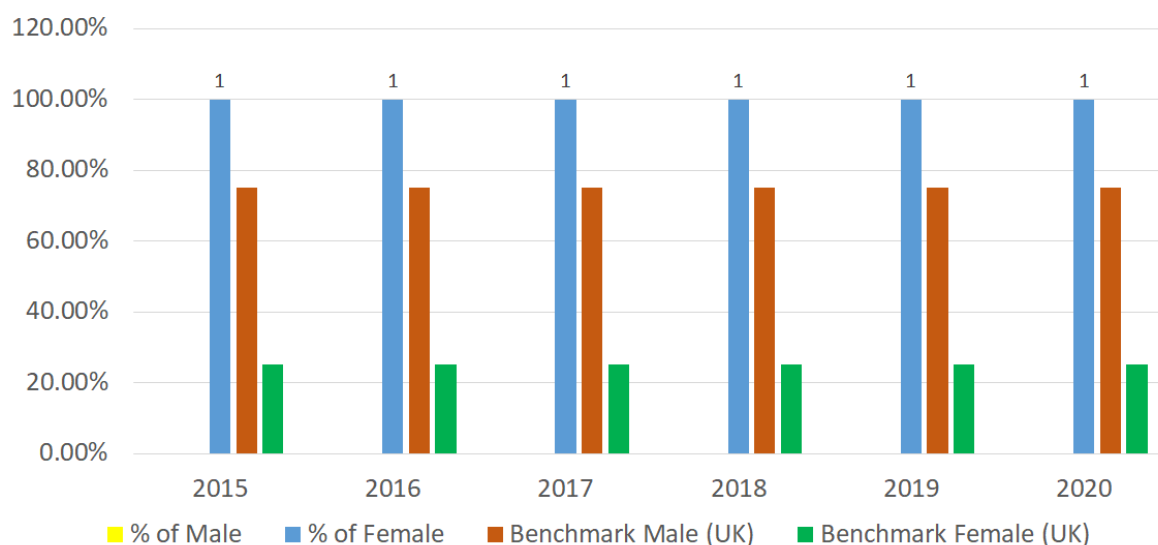
All full professors in the School are female. The positions were filled both by international recruitment competitions (Chaired Professors/Professor of) and by internal promotion (Professor In). The most recent HEA Report, analysing 2018 data indicate that in Trinity 32% (31) of full professors were female,[8] and 26% (151) in Irish universities overall.[9]

Figure 16. Associate Professors by Gender (2015-2020)

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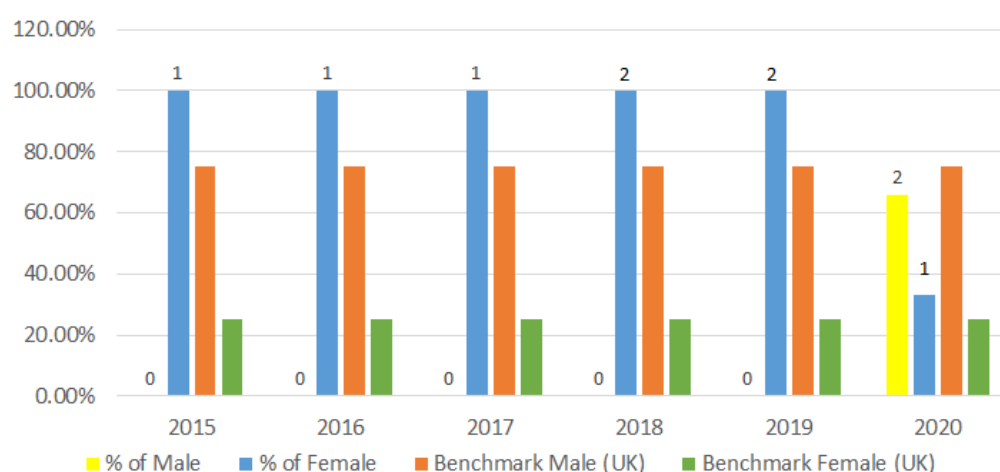
[8] https://www.tcd.ie/equality/assets/docs/AEMR/AEMR_2019-20_FINAL.pdf (Page 62)

[9] https://hea.ie/assets/uploads/2019/07/Higher-Education-Institutional-Staff-Profiles-by-Gender-2020.pdf (Page 9)

At the Associate Professor level, the profile has evolved from being 100% female 2015-2019 to now being 66.6% male and 33.3% female. This is the result both of retirements and promotion.

Figure 17. Assistant Professors Above the Bar by Gender (2015-2020)
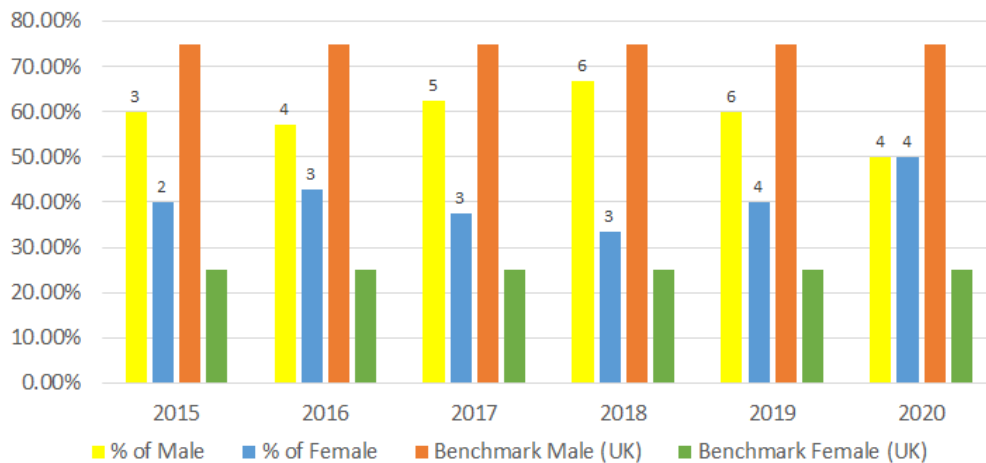
Figure 18. Assistant Professors Below the Bar by Gender
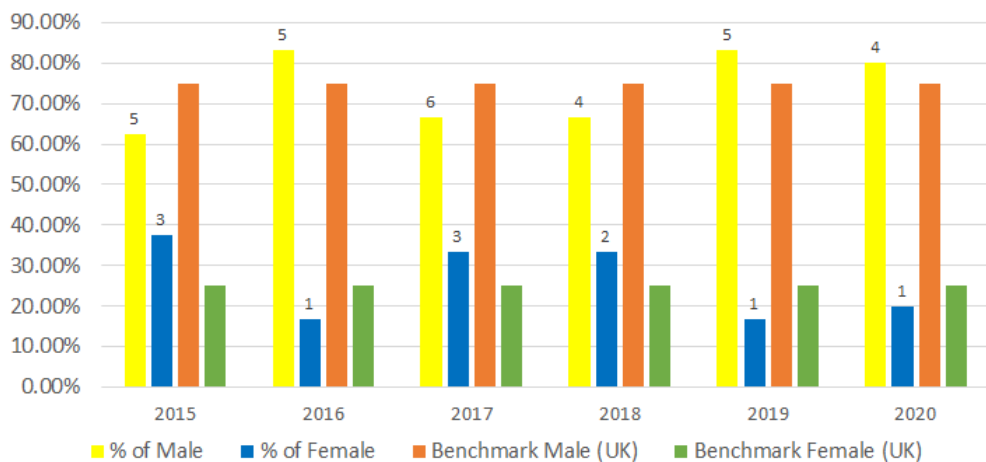
In 2020, Assistant Professors above the bar are 50% female and male, while below the bar 20% female and 80% male. The high proportion of males below the bar is a function of the timeline of their recruitment, their initial status on fixed-term contracts (see below) and therefore their ineligibility to apply for progression. All have had their contracts converted from fixed term to permanent, and the benefits of this should be seen in progression data in future years. 33% of SoR

academics are Fellows of Trinity College Dublin, of which 71% are female and 39% male (see p50).

This unusual School profile indicates considerable female progression although until 2006 100% of the professorial positions were then held by men. However, greater parity at senior levels is desirable. The HoS and EDI Committee will analyse the reasons for the disparity in male progression and identify any School-based impediments to progression, e.g., lack of opportunity to serve in leadership roles or disparities in workload (Action 20). The Committee will also promote mentorship among male academics, and will work with HR to identify appropriate male mentors, including outside the School, for male academics, if gender-specific mentoring is requested.

Male progression will be monitored by the EDI Committee annually. In tandem with this objective of achieving greater parity at senior level, the School will continue to promote and advance women's careers, given the recency of this profile in Trinity, and in the context of the current UK data which show 25% female professoriate.

Career Progression

The perceived lack of career progression in Trinity is the subject of concern. In the School progress towards greater gender parity is being made through promotion and junior progression (Merit Bar). In 2020 of staff at Associate Professor and above, 66.6% are female and 33.3% are male. However, progression has been limited apart from Merit Bar. Of the nineteen full-time academics, three are professors (16%), three are Associate Professors (16%) and thirteen (68%) are Assistant Professors. Many have been at Assistant Professor level for years and wish to advance their careers. The School will continue to encourage staff to take up mentoring opportunities – including gender-specific mentors if requested – (Action 21) and lobby the university for reform of career progression structures (Action 22).

The absence of seniority is also evident among our research staff, with 20% at Senior Research Fellow level. Career paths for researchers in the discipline are underdeveloped. See (ii) below, and Section 5.

(ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

Figure 19. Academic and Research Staff on Permanent Full-time Contracts (2015-2020)
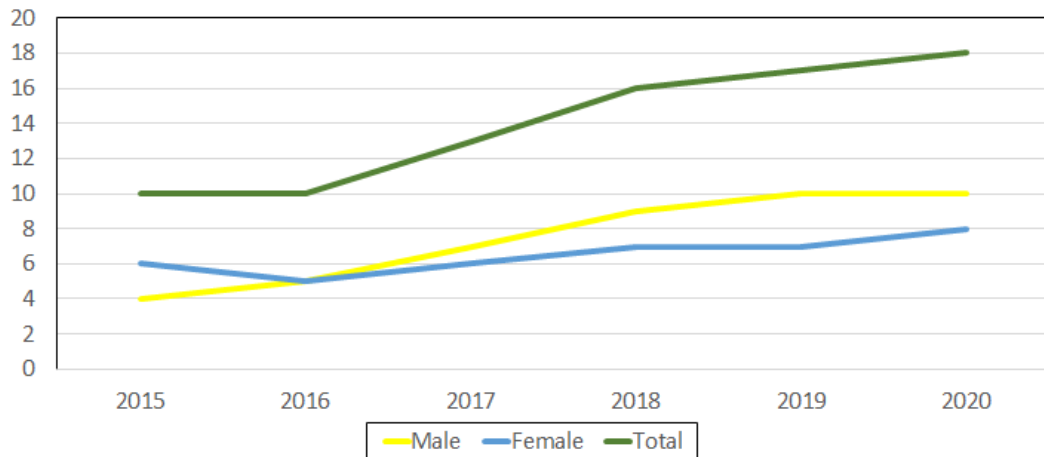
Figure 20. Academic and Research Staff on Fixed-term Contracts
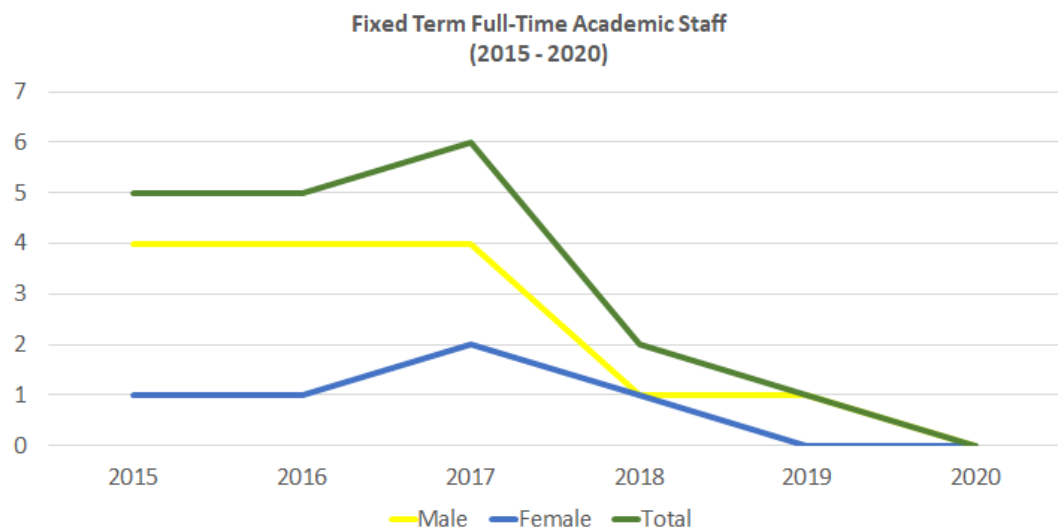
In 2015 33.3% of the full-time academics were on fixed-term contracts, of whom 20% were female and 80% were male. This had an impact on opportunities for research funding, fellowship and for progression or promotion. In 2020, 100% of the full-time academics are permanent. This transition from fixed-term to permanent contracts runs counter to prevailing trends in Irish academia.

Significant work by the HoS and SE, support of Faculty Dean, and financial assistance from the ISE & Loyola Trusts, enabled the conversion of fixed-term contracts, using the College's procedures. All staff who were assessed according to the conversion procedure were successful.

The School has two academic part-time staff, one male Contract of Indefinite Duration (COID), one female (fixed-term). All Research Fellows are on fixed-term or specific-purpose contracts, linked to externally-funded research projects, as is the norm in Irish academia. All are full-time. There are no zero-hours contracts.

(iii) Academic leavers by grade and gender and full/part-time status

Of the four academic leavers 50% were male, 50% female. One male returned to his country of origin, the other was a post-doc who moved elsewhere after his contract. The two females left for greater research/ teaching opportunities. However, data on reasons for leaving are anecdotal. Exit interviews will be introduced from 2022 to allow the School to identify any systemic issues (e.g., opportunity, progression or culture) that may be a factor in departures (Action 23).

WORD COUNT 1866

ACTION 20:   HoS and EDI Champion to investigate the causes of the disparity in male progression, including identifying any School specific impediments.

ACTION 21:   EDI Committee, with the HoS, to actively promote and provide opportunities for mentoring (including gender-specific mentors) and career planning for all staff.

ACTION 22:   HoS work through SEC and Faculty Executive to lobby the University to address the culture and policies that impede progression.

ACTION 23:   Develop an exit interview for HoS to carry out, based on international practice, to understand the reasons for staff departures.

5. SUPPORTING AND ADVANCING CAREERS
Recommended word count: Bronze: 6000 words

5.1. Key career transition points: academic staff
(i)   Recruitment

In the period the School had two recruitment competitions, one in 2018/19 and in 2019/20. The 18/19 competition had thirty-four applicants, nine F, twenty-one M, four unknown, the short list was balanced by gender, two M&F, we interviewed three M and one F and the female was appointed. In the 2019/20 competition applications came from six F, thirteen M, four unknown. Two males and two females were shortlisted and interviewed and a male was appointed.

Our School is well balanced by gender, and these competitions indicated that this continues, despite the larger number of males applying for posts. The School deploys its academic networks to encourage applications from qualified candidates, male and female. Significant attention is given to drafting the job specs, with attention to issues of equality, inclusion and intersectional concerns.

The School is rigorous in its adherence to the College's rules on gender balanced interview committees and all staff complete LEAD and EDI training.

(ii)   Induction

The University provides a three-day College-wide induction programme for all staff at the beginning of their employment. New staff are introduced to the College strategy and priorities, including EDI. It includes advice for early career academics and researchers on mentoring, networking and career development, as well as on the training and development opportunities. Feedback suggests that it was informative and welcoming.

> "Induction itself was a good experience, it gives the feeling that College really cares to make new staff fit in and belong."
> (Academic Staff F)

At School level all new staff have an introduction meeting with the HoS and are welcomed and introduced to the School by the Head. Pre-COVID this included a coffee-morning so that staff could meet new colleagues informally. Information on School-level policies and practices is available to all, including new staff, on the School OneDrive, which also includes minutes of all School-level meetings. The

School Manager will create a checklist to make sure all new staff receive this information (Action 24). The Staff Research Seminar provides a means by which new staff will learn about the research expertise of staff and is a mechanism for greater integration. The DoR will ensure all new staff are invited to present their research in their first year (Action 25).

> "On a school level, I felt very welcome. The meetings I had with various people in the school, already before I started, were really helpful in making me feel part of the school."

This sense of welcome is borne out by the staff survey. Figure 31 Section 5.4 (i) indicates that ten of thirteen respondents (76%) say the School is welcoming. In response to the same question five of thirteen (38%) say it is cliquey. This may be a remnant of the previous structure where the School operated as three units rather than one School. Although these data are not related specifically to new staff, they indicate more work needs to be done to improve the experience of all staff, including new staff. The EDI Committee will investigate the reasons and develop specific actions to address any issues identified (Action 26).

(iii)   Promotion

Academic staff can apply for promotion when there is an open call. Promotions are assessed at university level. Promotion calls are announced by email to all staff. Applications are assessed on excellence in research, teaching and service to College, discipline and society. The results are communicated by email to applicants with an opportunity for a feedback meeting with the Dean of Faculty and a HR representative. The promotions process was disrupted in recent years due to austerity measures leading to a temporary promotions freeze, which was lifted in 2019. Moreover, there was no promotions call for Research Fellows for 5 years. The College-wide dissatisfaction with progression and promotion policies and opportunities is also reflected in the experiences of SoR colleagues.

The austerity freeze also impacted administrative staff. A major concern for administrative staff is that current promotion opportunities are extremely limited and require moving to other Schools to obtain career advancement. Lack of opportunities for career advancement were noted by several administrative staff due to this university system. The EDI Committee will work with HR to enhance the mentoring opportunities available for administrative as well as academic staff to ensure that they are prepared when more advancement opportunities are available (Actions 27-29).

As the data in the picture of the School above reveal, academic promotions until the most recent round of 2019/20 supported women's careers in our School. At the Associate Professor level the profile has now evolved, from being 100% female between 2015 and 2019 to now being 66.6% male and 33.3% female. The 2019/20 application round was also unsuccessful for some staff members.

Figure 21. Survey Respondents Who Have Applied for Promotion by Gender
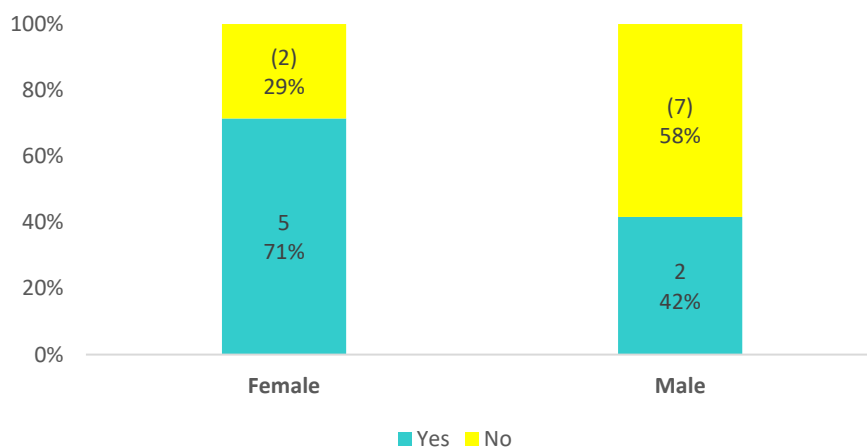
As figure 21 above reveals men were less likely to apply for promotion with 7 M (58 %) reporting they had not applied, as opposed to 2 F. Generally, as shown in figure 22, staff did not think that gender was a major factor in shaping their career prospects with seventeen out of twenty either neutral or disagreeing with the statement below. However, it is notable that 2 F and 1 M did agree/agree strongly.

Figure 22. Survey Respondents Who think Gender is a Factor in Promotion Prospects
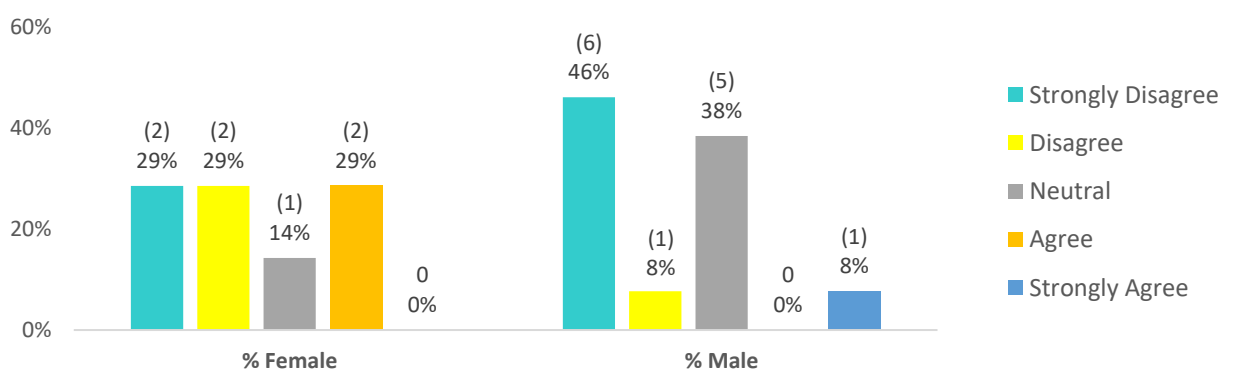
Our survey showed that academic and administrative staff who have not applied for promotion or who did not reapply after unsuccessful applications were dissuaded by a lack of confidence, combined with a lack of time and lack of clarity about the process. A stand-out finding was that a recommendation to apply from a senior colleague was extremely influential in encouraging women to apply for promotion (Figure 23 below). On the other hand, male colleagues were discouraged to apply based on a lack of clarity about the criteria and process, and lack of time (Figure 24 below). Across genders 19% of respondents would welcome more regular appraisal and mentoring (Figure 26).

On this basis the SE and EDI Committee will formalise the process by which staff discuss career development and readiness for promotion with senior colleagues (Action 27), ensure staff are released from other duties to enable them to attend career progression training and promotion events (Action 28), and stage an information workshop once per year in conjunction with HR on the promotion process (Action 29).

Figure 23. Factors Encouraging Promotion Applications by Gender
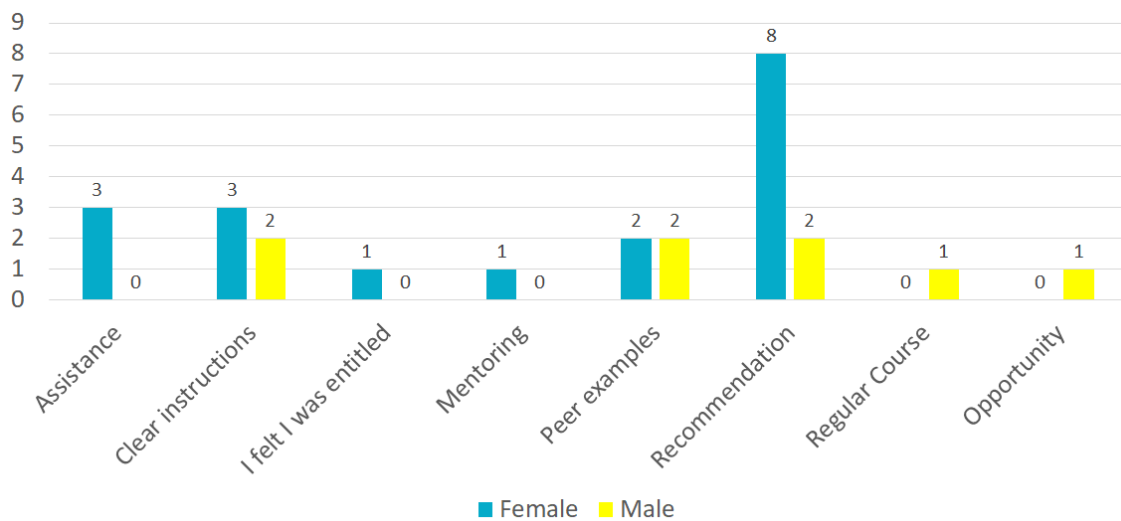
Figure 24. Factors Discouraging Promotion Applications by Gender
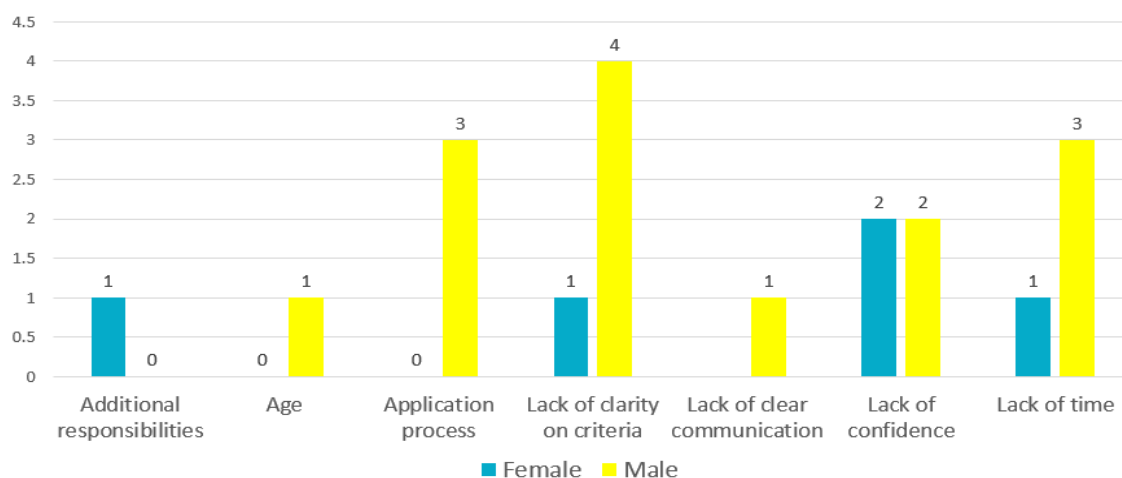
ACTION 24:   School Manager (SM) to create a checklist for induction of new staff.

ACTION 25: Director of Research (DoR) to invite newly appointed academic staff to present to the Staff Research Seminar in their first year.

ACTION 26:   EDI committee to investigate and address the issues that limit the experience of the School as a welcoming environment. Reinstitute social events which have been curbed by COVID.

ACTION 27:   SE to develop and implement a career development and appraisal process (opt-in) for all staff in the School.

ACTION 28:   Ensure staff are released from other duties to enable them to attend career progression training and promotion events.

ACTION 29:   HoS to arrange an annual 'Preparing for Promotion and Progression Workshop' in conjunction with HR.

5.2. Career development: academic staff
(i)   Training

The Human Resources Learning & Development Unit and the Trinity EDI Unit, and the Trinity Research and Innovation Unit (TR&I) provide a range of training opportunities for staff. These include training in leadership, mentoring programmes, an Assistant Professor Development Programme, as well as management skills and wellness programmes. Female staff can also apply for the Aurora Leadership Programme, jointly funded by HR and the EDI Unit.

Figure 25: Attendance at Training Events 20-21
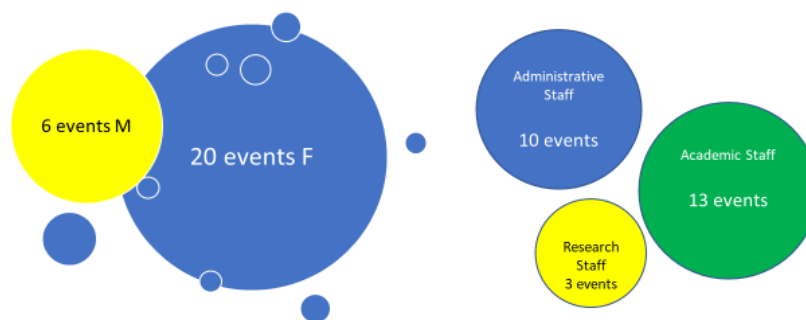
While staff attended 26 training events, closer inspection shows that only a small number of staff attend training regularly (e.g., one male researcher attended 50% of the events attended by men). The administrative team has availed of many training opportunities across technical areas, leadership and teambuilding, and personal wellness. Administrative staff are keen users of the LinkedIn Learning, however responses from academic staff indicate there is little evidence that they are using the LinkedIn Learning platform.

These data imply that women are far more likely to avail of training opportunities than men. Some senior members of staff indicated that they have not undertaken training in the last years, due to workloads, while others are actively involved as mentors, including on the Aurora Programme. Future EDI surveys will include a question on barriers to training, so that appropriate actions can be designed (Action 30).

Focus groups during the whole School meeting to discuss the outcome of the AS staff and student surveys indicated a strong appetite among staff, especially administrative staff for training in all aspects of EDI. In response the SM will

organise EDI training for all staff including the new online EDI in HE course via the EDI Office (Action 31).

There is no formal School-based monitoring of the effectiveness of these training opportunities, though anecdotal evidence indicates that staff who avail of these opportunities find them beneficial. The SM will develop a tool to capture the effectiveness of training (Action 32).

(ii)   Appraisal/development review

The University has no performance review of progression planning. The SoR has no formal School-based appraisal and development review system, although some staff at various stages of their careers, e.g., in their probation period, have structured engagement with the HoS on their career goals and progression. On their own initiative, staff have sought and received appraisal from HoS and senior colleagues, although the *ad hoc* and individual-led nature of this process means that it is not available to all.

Staff responses to the survey Figure 26 indicates that 46% of the staff who engaged with the survey believe that regular appraisal would assist in their career progression. Of those who believed this, 60% were female, 40% male. This indicates that the School should introduce a more structured approach to appraisal and development review. An investigation into options will be undertaken in year one. It will seek input from all stakeholders, draw on best practice internationally and adopt an opt-in approach. A review of options and recommendations regarding an opt-in appraisal and development review process will brought to the SE for consideration in year two (Action 27).

(iii)   Support given to academic staff for career progression

There are several university-level programmes to support staff in their career progression, and the School encourages and assists staff, including postdoctoral researchers, to avail of these programmes. Staff on tenure-track contracts have access to a development programme, including the option of being allocated a mentor. The University also provides two mentoring schemes - an Early-career Mentoring Programme and the Momentum Programme for more established academic staff. Each of these was designed by SoR academic Linda Hogan and both have been availed of by staff in the School. Some senior and established academic staff (male and female) in the School have taken on formal Mentor roles within College and linked to Irish Research Council (IRC)/Marie Curie and other grant awarding body requirements. Research Fellows in the SoR have benefited from such mentorship.

The School has a formal sabbatical/research-leave system with rota. All academic staff (including those on fixed-term contracts) are entitled to apply for a one semester sabbatical every seven semesters (or one year in seven).

Members of academic staff at each of career stages note their appreciation of the effort of the School leadership and senior colleagues to support them, not only through formalised arrangements, but also informal career progression support. The HoS has an important role in probation, tenure and merit-bar reviews and staff note the encouragement and support provided in this context. In addition, staff are actively encouraged and supported in applying for Fellowship, which is a crucial milestone within Trinity's academic progression based on research excellence. Fellows may only nominate one applicant annually and in recent years the School has put a focus on nomination of colleagues likely to be successful. Within a four-year period, the School has gone from 16% of its eligible staff with Fellowship, to 33%. Of SoR Fellows, 71% are female. This gender imbalance will be incorporated into the Action Plan re supporting male colleagues' careers (Action 20).

Training programmes mentioned as having assisted research staff include, Epigeum online training programme and 'Professional Skills for Research Leaders (PSRL)', which increases researchers' understanding of their current positioning and provides skills for progression.

Some staff have noted that School actively promotes and profiles the research and educational activities of staff in order to maximise opportunities for career-stage appropriate recognition and reward.

Figure 26: Respondents' Views of Factors not Currently Available that Would Assist Career Progression
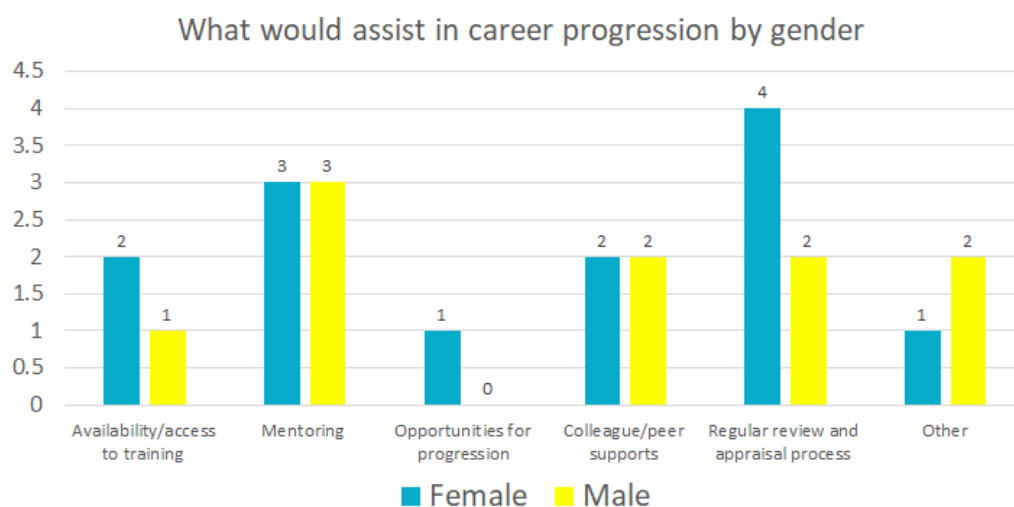
In response to the staff survey question on supports not currently available that would help career progression, it was notable that 4 women selected 'regular review and appraisal' and the next, and equally popular among staff was mentoring (3M & 3F). The presence of peer/colleague support, mentoring and training opportunities in the responses to both questions (what has helped and what would help) signals there is either a lack of knowledge of these opportunities, lack of time or other capacity to avail of mentoring/training, or insufficient resources to provide for the demand. Actions 20, 27 will address these issues.

(iv)   Support given to students (at any level) for academic career progression

All students have access to the Careers Advisory Service (CAS), and the School facilitates a session with CAS for our undergraduate students. At postgraduate level, in addition to the programmes that provide internship modules, there are opportunities for career advice from professors, and also through the annual Alumni Event where an alumnus talks about his/her career trajectory and how the programme prepared them for this. At the postgraduate research level students participate in Trinity's Structured PhD. This requires students to take at least 10 ECTS of taught credit in the early year(s) of their research. Such modules can be research topic specific or generic skills modules. The generic skills modules can be especially useful for career development – they include Research Integrity (compulsory for all – which contains elements on gender in research), Specific Purpose Certificate in Academic Practice (for teaching assistants) and Planning and Managing your Research Career (a module offered by the Centre for Academic Practice and Learning (CAPSL) and the Careers Service). Certain students can also avail of IRC workshops, as well as workshops run by Trinity Long Room Hub and Trinity Research in Social Sciences (TriSS). Academic supervision of research also provides an opportunity for career advice and for encouragement to take up training opportunities. In addition, since 2019, students beginning a PhD are allocated a Thesis Committee. These committees can involve area experts from outside the School and/or academia and are an under-exploited resource for career guidance. Gender balance is taken into account in the composition of Thesis Committees.

Despite these supports, survey responses indicate that 39% of all respondents to the student survey (with 8F out of 11 respondents) are unsure or do not consider that the School provides encouragement or advice in their transition to an academic career (Figure 27). This will be addressed through an enhanced focus on career advice in Actions 34-36 below.

Figure 27. Student Views of Assistance in Transition to Academic Career

Figure 27. Student Views of Assistance in Transition to Academic Career
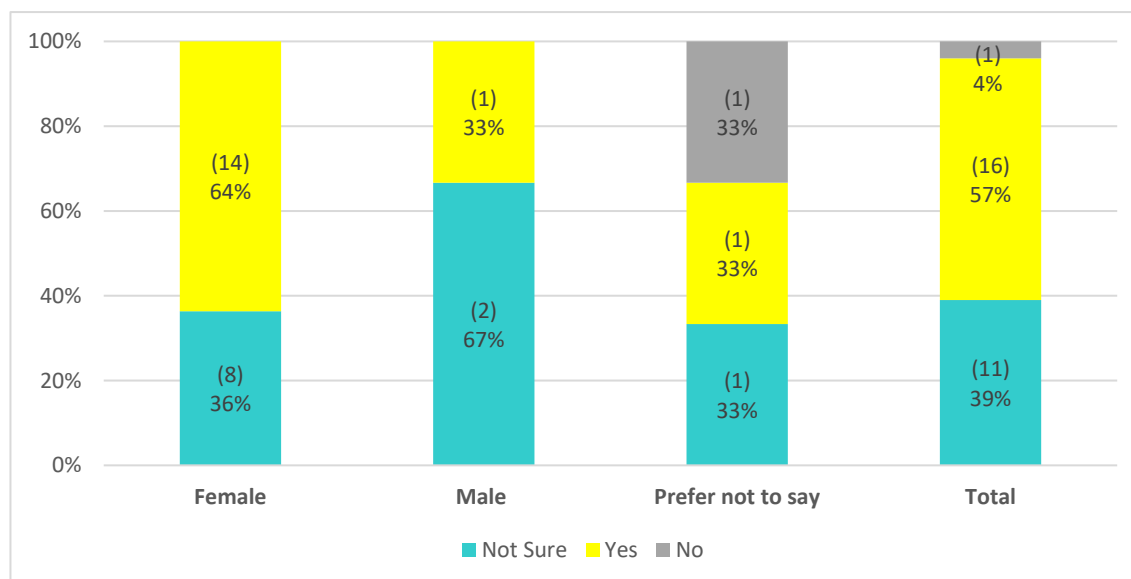
While student comments about their experience in the School were very positive, nonetheless significant challenges were identified by students, both in their comments in response to the survey, and in the PGR Focus Group led by SAT member and PGR Representative Seungeun Chung.

> "Regarding the School's support to follow an academic career, I see the biggest problem in missing teaching opportunities of PhDs." (PGR F 25-35).

> "Supportive, well organised (in academic and administrative terms), representative and diverse environments are very encouraging. Proper office/desk environments for research on campus are more important for women due to gender roles in domestic spaces." (PGR F 25-35)

The PGR Focus Group's Report to the SAT highlights the crucial issues as (i) "the barriers or difficulties faced are lack of funding, and lack of opportunities to teach and to get a part-time job in the College. A considerable number of students experience distraction from their studies as a result of financial issues; (ii) particular supports are needed for female (mature) students who have caring

responsibilities; (iii) mentoring between alumni and current PGR students to navigate future careers and persistent connection needs to be encouraged; (iv) School social events to encourage students to socialize with others in different programs are needed. It was notable that the invitation to the PGR Focus Group was only taken up by female students. This leads to the conclusion that more work needs to be done to encourage male students to engage with issues of gender and EDI. The Action Plan will address this with the introduction of the annual EDI student forum (Action 4). This forum will generate ideas and actions around e.g., supports to students with caring responsibilities.

The lack of teaching opportunities for research students has been a long-standing issue in the University and in the School, explained by a number of issues related to employment law, funding body requirements and limited opportunities. Since there is no undergraduate offering in Peace Studies, classic opportunities for Teaching Assistant (TA) work are not available. However, this is changing due to involvement in the new Trinity Electives which creates opportunities for TA roles. In the Religion programme, small class sizes and budget constraints mean students have limited TA opportunities, although there are a small number recruited annually.

The School recognizes the need for more desk space as well as better communal spaces for both social interaction and intellectual engagement at all levels, including at PGR level. The PGR students (under the leadership of the current PG Rep (F) have created a peer-led 'Work in Progress' seminar. These positive peer-to-peer initiatives are important and the School will provide better support for such initiatives in the future (Action 33).

(v)   Support offered to those applying for research grant applications

The SoR has a good and increasing record of success in competitive grant funding, including from EU (H2020), IRC, Marie-Curie, Health Research Board (HRB), Science Foundation Ireland (SFI), Arts and Humanities Research Council (AHRC), Welcome Trust and the Swiss and Dutch Ministries for Foreign Affairs. Anecdotally there appears to be little or no differentiation in terms of gender with rate and success of applications. However, the School does not currently gather or analyse these data. This will be addressed in the Action Plan 37.

Good support is available from the Research Programme Officers in Trinity Research & Innovation (TR&I), and through the Long Room Hub (jointly funded by the SoR) and TRiSS. This includes training and preparation workshops, budget assistance, mock interviews and draft reviews.   Feedback on unsuccessful applications is given, but no follow-up is available.

In contrast, once grants have been awarded there is no focused support for Principal Investigators (PI), no training or FAQ information sheets. All of this falls to PIs and the SM.

ACTION 30:   Future EDI surveys will include a question on barriers to training, so that appropriate actions can be designed.

ACTION 31:   SM to organise EDI training for all staff including the new online EDI in HE course via the EDI Office.

ACTION 32:   SM to develop a tool to capture and monitor the effectiveness of training availed of by staff.

ACTION 33:   SE to develop a plan to re-configure current space to create more communal work and social spaces for students.

ACTION 34:   DTLPG to provide annual reminder to supervisors about career development opportunities for their students.

ACTION 35:   DTLPG to investigate opportunities for TA experience, including the possibility of creating a Register of programmes in the Dublin area where TA opportunities may be available.

ACTION 36:   DUTL & DTLPG and Student Representatives to develop a Peer Mentoring Support Network between current students and alumni.

ACTION 37:   DoR to collect data on grant applications and awards by gender.

5.3. Flexible working and managing career breaks

    (i)   Cover and support for maternity and adoption leave: before leave

The University implements and administers all aspects of the State's maternity, paternity and adoption leave entitlements in respect of staff. Although there is limited experience of their uptake in the School, these entitlements are fully implemented when/if they are required in the future. To date one current member of academic staff and one administrative staff were eligible for maternity or adoptive leave, and only one of these occurred in the timeframe of this report.

In advance of the leave, there is a discussion with the HoS and, in the case of administrative staff, a hand-over of duties managed by the SM. For academic staff this is managed by the HoS, with teaching duties re-allocated to either full-time or adjunct colleagues, depending on workload. Administrative roles are re-allocated, and the details of PhD supervision are managed (usually through co-supervision) as appropriate.

    (ii)   Cover and support for maternity and adoption leave: during leave

The School implements State and University policy during leave. Staff decide on whether they wish to avail of the additional sixteen-week unpaid statutory entitlement, as well as the paid entitlement. The School respects the right of colleagues not to be contacted on School business during leave and cover arrangements ensure this is done. However, recognising that some staff wish to be in touch, the School will incorporate an opportunity for contact into formal leave arrangements, and will offer KIT (Keeping in Touch) days as part of the leave arrangements (Action 38).

    (iii)   Cover and support for maternity and adoption leave: returning to work

For academic staff there is a return-to-work conversation with the HoS, with arrangements for hand-over of teaching, administrative and supervision commitments made by individual academics. There is currently no formal process, however a formal process will be introduced (Action 39). The School has not had any experience of return to work by an administrative staff member.

    (iv)   Maternity return rate

In our staff survey, one academic staff member returned to work after taking full maternity leave entitlement on three occasions. One administrative staff member recently on maternity leave will not be returning due to changed family circumstances.

It must be stressed that the numbers of colleagues taking maternity and adoptive leave is so small that it is difficult to draw any meaningful conclusions about how to improve the experience. Given this limited School experience the EDI

Committee will engage with other Schools and with the College AS Champions' Network to learn from their experiences to ensure that when colleagues take maternity or adoptive leave, we will have a robust and supportive system ready for implementation (Action 40).

(v)   Paternity, adoption, and parental leave uptake

Figure 28. Staff Respondents with Caring Responsibilities
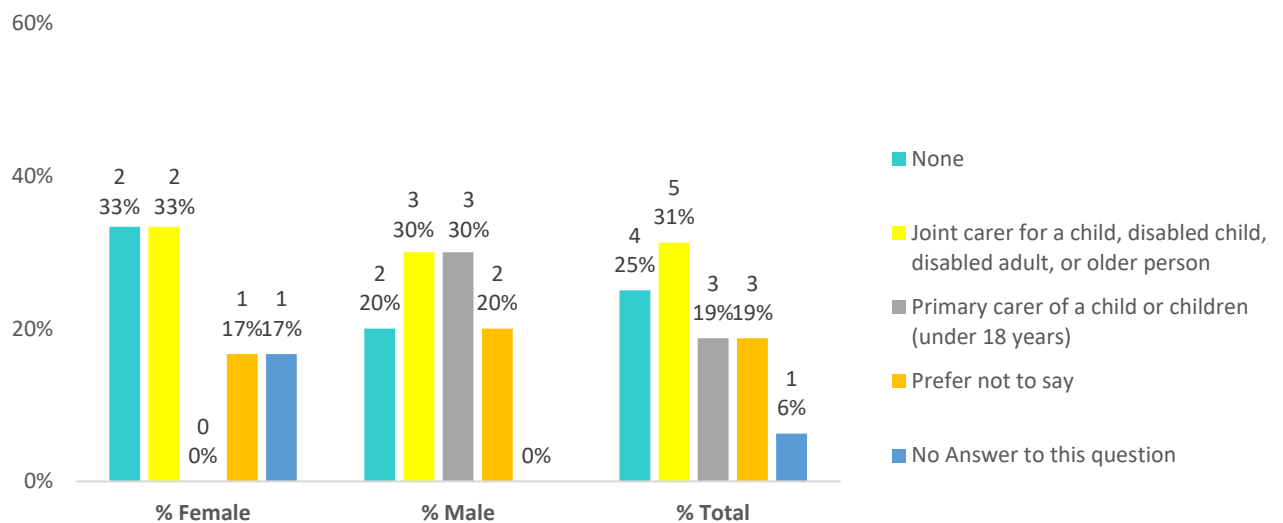
Figure 28 shows that 50% (8) do have caring responsibilities and 31% (5) do not, and 19% (3) prefer not to say. Interestingly, more men than women indicate they have caring responsibilities for children (6M and 2F). However, men had a far lower understanding of processes for leave taking (Figure 29). While 78% of F respondents were clear about processes of applying for leave, only 10% of M respondents were. This implies a need for actions designed to inform colleagues, especially men, about leave options (Action 41).

Figure 29. Staff Respondents on Processes of Applying for Leave

Was process for leave clear by gender
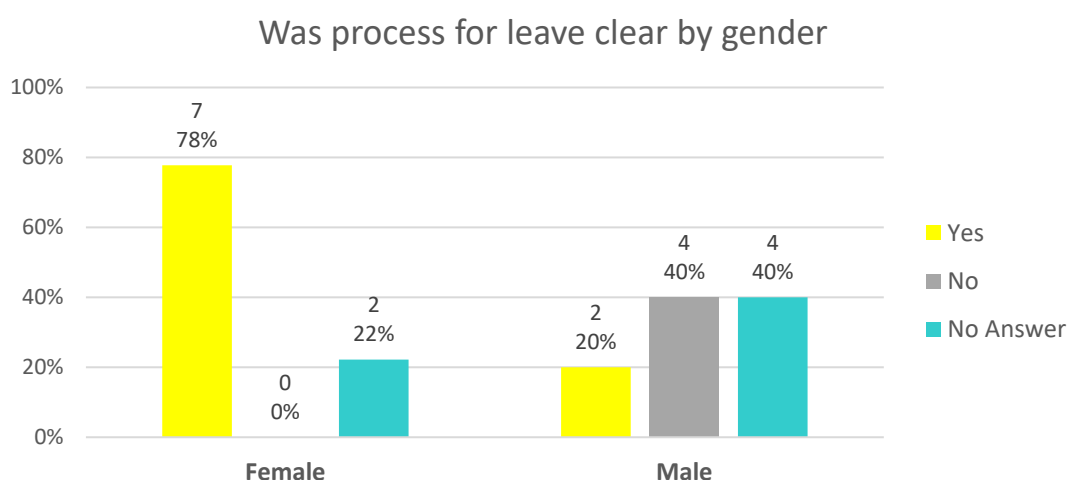
Among the staff survey's respondents, no one has taken paternity or adoptive leave during their time at Trinity and only one person has taken parental leave. Although not included in the survey, one person took carer's leave in this three-year period and one in 2021. This lack of uptake of leave occurs although 38% of those surveyed have caring responsibilities. These figures above indicate that all staff, but especially men, would benefit from more information and clarity about the opportunities the University provides to take leave, and confirmation that the School actively supports this (Action 41).

(vi)   Flexible working

All academic staff enjoy an informal policy of flexible working, including working from home to support them in their family and caring responsibilities. In the past a number of administrative staff have enjoyed flexible working, including term time working, reduced hours etc. School meetings are aligned with TCD Meeting Hours Policy.[10] Currently no member of staff is availing of the formal flexible hours policy. However, in the ongoing situation of the COVID pandemic, more staff may wish to avail of flexible working (Action 42).

(vii)   Transition from part-time back to full-time work after career breaks

No staff have taken career breaks in recent years and so the School has limited experience of this. However, as with our limited experience with maternity, paternity, adoption and parental leave, the School intends to engage with other

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[10] https://www.tcd.ie/about/policies/assets/pdf/Meeting_Hours_Policy.pdf

Schools through the Athena SWAN network to develop its policy and supports for supporting staff in the transition from part-time to full-time work (Action 43).

ACTION 38:   Incorporate options for School updates, including KIT days as part of leave arrangements.

ACTION 39:   The SM will develop a formal Return to Work Policy open to all academic and professional support staff.

ACTION 40:   The EDI Committee will engage with other Schools and with the College Athena SWAN Champions' Network to learn from their experiences and develop a robust and supportive system for maternity and adoptive leave, KIT Days and return policy to be implemented in the School.

ACTION 41:   The SE to actively promote the opportunities for different categories of leave by holding annual information days in conjunction with HR. Communication on Information Days will particularly encourage participation by male academics.

ACTION 42:   The SE to consider the impact of COVID19 on work patterns and put in place plans to facilitate flexible or blended working as permitted by College.

ACTION 43:   EDI Committee to engage with the AS Champions' Network to learn from their experiences and develop a robust and supportive system for transitions back to full time work after career breaks.

5.4. Organisation and culture
(i) Culture

Figure 30. Staff Respondents on Equality of Treatment by Gender
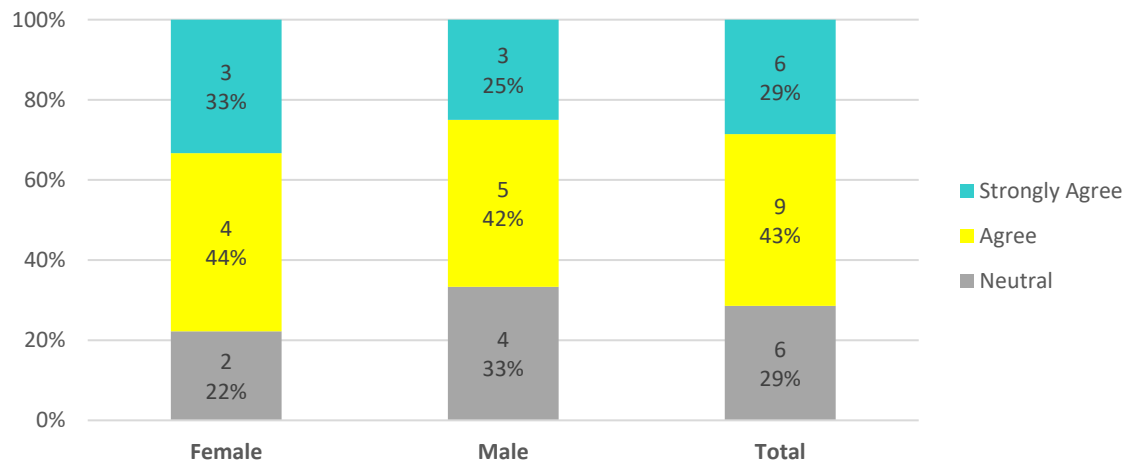
The survey of staff reveals that the School is experienced as an environment that has a positive attitude to equality and inclusion. Responses to the survey indicate that 71.5% of staff either strongly agree, or agree that staff are treated equally because of gender, with men agreeing slightly more than women (Figure 30). All other answers to this question were neutral, none were negative.

When asked a similar question with respect to ethnicity, sexuality and disability the responses were similar, with approximately 2/3 staff responding positively to these questions. This strong statement about the School's culture of equal treatment is welcome. However, we would like to ensure even higher positive feedback in the future. These aspects of the organisational culture will be given more prominence in future surveys and will be investigated with open ended questions to gain greater clarity about the School's culture of inclusion, particularly where and how it can be improved (Action 44).

The perceptions and experiences of the treatment of part-time and contract staff, as well as those with flexible arrangements is of concern. 62.5% of F and 50% of M staff believe that contract and flexible working staff are not offered the same opportunities as full-time staff. Respondents diverge over part-time staff with 62.5% F concerned they are not treated equally but only 33.3% M. Although there is not a strong correlation between gender and precarious contract status in our School, nonetheless these responses indicate a perceived lack of inclusion in this key area, one that will be addressed (Action 45).

Figure 31. Staff Respondents on School Environment by Gender
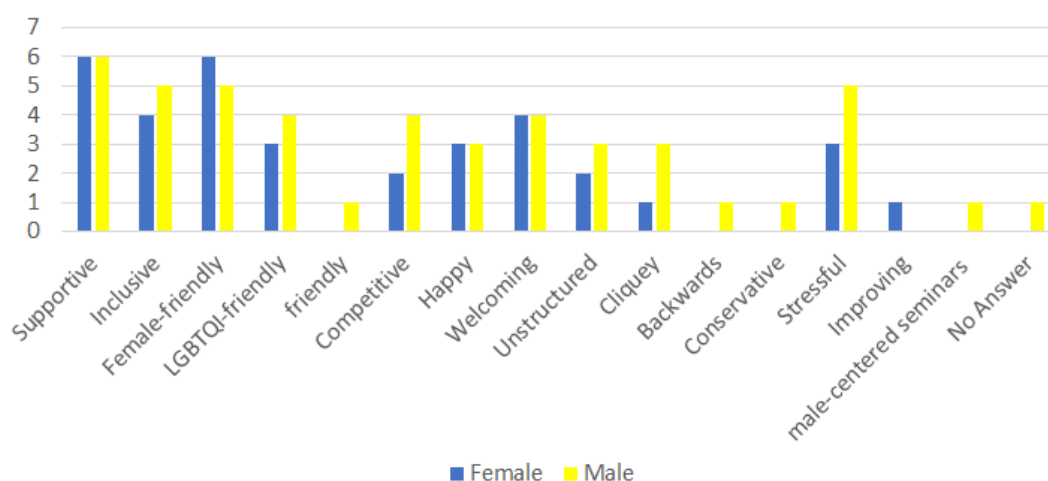
There were 21 responses to this question (figure 31) about the culture of the School as a place to work. Respondents could select as many answers as they wished from the dropdown menu. Most choices lie at the positive side of the bottom axis, with for example, 50% M and 66% F describing the School as supportive, and similar percentages choosing 'inclusive' and 'female-friendly'. At the less positive end of the bottom axis, 42% M and 33% F describe the School as stressful and 25% M chose the term 'cliquey'. Action 46 is designed to address these issues (also 26, 31).

'Improving' relates to a comment from one F participant that in their opinion the School is 'Getting better. It was not welcoming for many years. It is more so now." Likewise, one M participant noted that "There is an ongoing issue of public events (especially seminars and content of teaching) being male-centric". This last comment reflects the importance of gender sensitive planning for public events, as committed to in Action 47.

Regarding the management style and practice, positive characteristics far outnumber negative ones, with the approach described as empowering and supportive, people-centric, collaborative and co-operative with a participatory approach to decision making. However, a significant proportion (43% f and 25% m) describe the management as hierarchical and bureaucratic (57% f and 42%m). This is addressed in Action 48.

Figure 32. Student Perceptions of Athena SWAN Principles in the School

Do you have the impression that the School of Religion fulfils the Athena Swan Charter?

Legend: ■ Female ■ Male ■ Prefer not to say
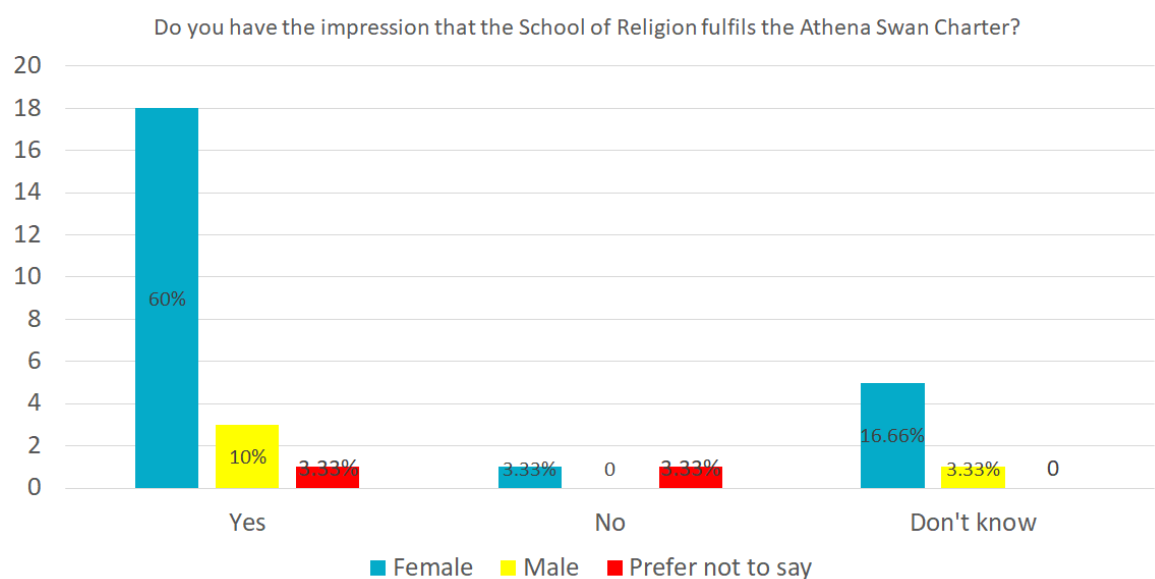
Student responses to questions about the culture of the School are generally positive, with 22/30 respondents (18 F/4 M) agreeing that the School meets the criteria of the AS Charter (Figure 32). Nonetheless the School aspires to a situation where all our students experience an environment within the School that is inclusive, and promotes individual well-being, with particular attention to the intersectional challenges some students may experience.

Rating the School culture on the Likert scale (from 1-5 where 1 is strongly disagree, 2 is disagree, 3 is neutral, 4 is agree and 5 is strongly agree), 87% of students rated the School as 4 or 5 in terms of friendliness; 75% in terms of being collaborative; 75% in terms of being supportive; 72% in terms of being co-operative; 81% in terms of being inclusive; 88% in terms of being non-sexist; 69% in terms of diversity; 85% in terms of being respectful and 62% in terms of being transparent.

Figure 33. Student Perception of Gender Equality in the School

Do you think that gender equality is reflected in the following areas within the School: (30 replies)

Area	Value
Overall Curriculum	17 (56.7%)
Lecture Content	19 (63.3%)
Administrative Staff Composition	14 (46.7%)
Academic Staff Composition	24 (80%)
Student Representation	25 (83.3%)
Social Events (Students)	9 (30%)
Public Events	15 (50%)
Readings	17 (56.7%)
School Leadership	21 (70%)
Prize Applications	5 (16.7%)
Classroom Dynamics	19 (63.3%)

Student responses to questions specifically related to gender equality above (Figure 33) indicate strength in areas of composition of the academic staff (although the lack of men in the admin team was noted), leadership of the School, student representatives, with areas of reasonable strength in curriculum, reading lists and dynamics in the classroom. The following comments are reflective of this positive evaluation:

"As a woman, I did not feel at any given time that there were any gender barriers to my academic advancement, extracurricular involvement or participation in class."

> "The School of Religion is more inclusive and representative in terms of gender than what can be observed in the rest of the University."

Nonetheless despite the gender representation in the School, some students have had an all-male experience of teaching, both on the Belfast programme, where 100% of the academic staff is male, and on some Dublin programmes. To date there has been no focus on the gender composition of teaching on programmes. This will be the focus of action in the next academic year, bearing in mind the barriers of expertise, recruitment, timetabling and staff contracts (Action 49).

While the positive nature of student responses is welcome, nonetheless the comments belie some challenges that need to be addressed. We recognise the imperative to broaden and deepen the School's commitment to inclusion, with a particular focus on age, disability, race, ethnicity, on gender expression and orientation and their intersections. The following quotes from our student survey reveal some areas to which we must respond.

> "I do not feel the School of Religion is intrinsically a welcoming place for queer and trans people, or for Black and people of colour -- because the curriculum/intellectual commitment of the School of Religion at this current moment does not adequately reflect the lived realities of these populations -- though, I hasten to say, this is not merely a problem with the School of Religion but with the entire institution, and probably all socially elite institutions." (PGT F 20-25)

> "I am a little older! So sometimes lecturers mention this and everyone stares at me. That is hard. They seem to assume I came late for amusement and not because I didn't have the chance when I was younger." (UG F 45-55).

> "There is no provision or adaptation for disability on the Belfast campus. There are no supports of any kind. As there is no student study area on the campus, it also means that there is no adapted student study area for disabled students." (PGT F 55-65)

The School aspires to be a place of inclusion, and a place where the intersections of race, gender, age and physical ability are interrogated and addressed, both in our practice and in our curriculum. All School Programme Handbooks include a Statement of Inclusivity highlighting that the School, through all its programmes, module and practices, strives to be an inclusive learning community that is respectful to all, regardless of race, caste, ethnicity, nationality, religion, gender or sexual orientation, noting that all gender expressions and identities will be respected, encouraging students to note if they wish to be called by a different name or pronoun and if students require any specific accommodations. See https://www.tcd.ie/religion/assets/pdf/2021-22/bahandbook2122.pdf for the Statement on Inclusivity in the Undergraduate Handbook, which is replicated in all Programme Handbooks.

The insights coming particularly from the student body suggest that there is more work to be done, to be implemented through Actions 4, 33, 46, and 49-52.

(ii)   HR Policies

Staff and students are informed about HR policies via email and communication from College, the SE and the SM. The Programme Handbooks direct students to key College policies associated with equality, bullying and harassment. However, there are no formal practices to monitor consistency in application of the policies. 6/21 staff observed breaches of equality and respect in relation to condescending and patronising behaviour. In the staff survey only 52% indicated that they would be comfortable reporting unfair treatment of themselves, and 62% if they saw unfair treatment of others. 9% said they sought advice within Trinity. Of serious concern is that in the student survey 25% of respondents indicated that they observed unwanted physical contact, pressure for dating and in one case physical/sexual assault. Some students indicated that they also observed sexist jokes/behaviour, condescending and patronising behaviour. Moreover, survey responses indicate there is a lack of familiarity with procedures for reporting. Action 53 will address this through developing a communications plan and promoting the College's Speak Out tool and supporting staff participation in related training.

(iii)   Representation of men and women on committees

Figure 34. Gender Breakdown of Chairs of School Committees
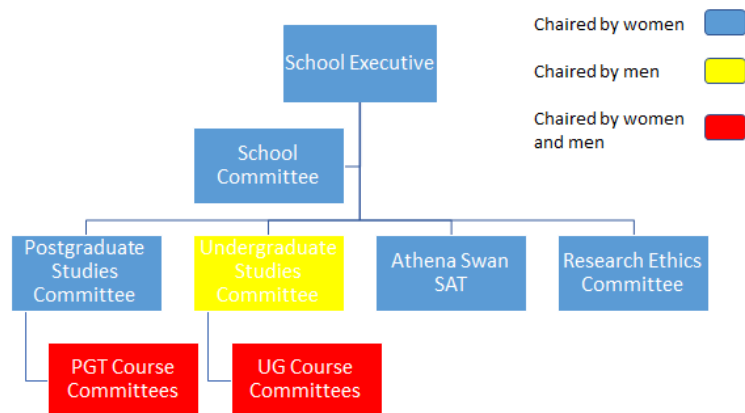
As the infographic above indicates, most of our School committees are currently chaired by women, and women comprise more than 50% of committee members (except the Research Ethics Committee).

Figure 35. Gender Composition of School Committees
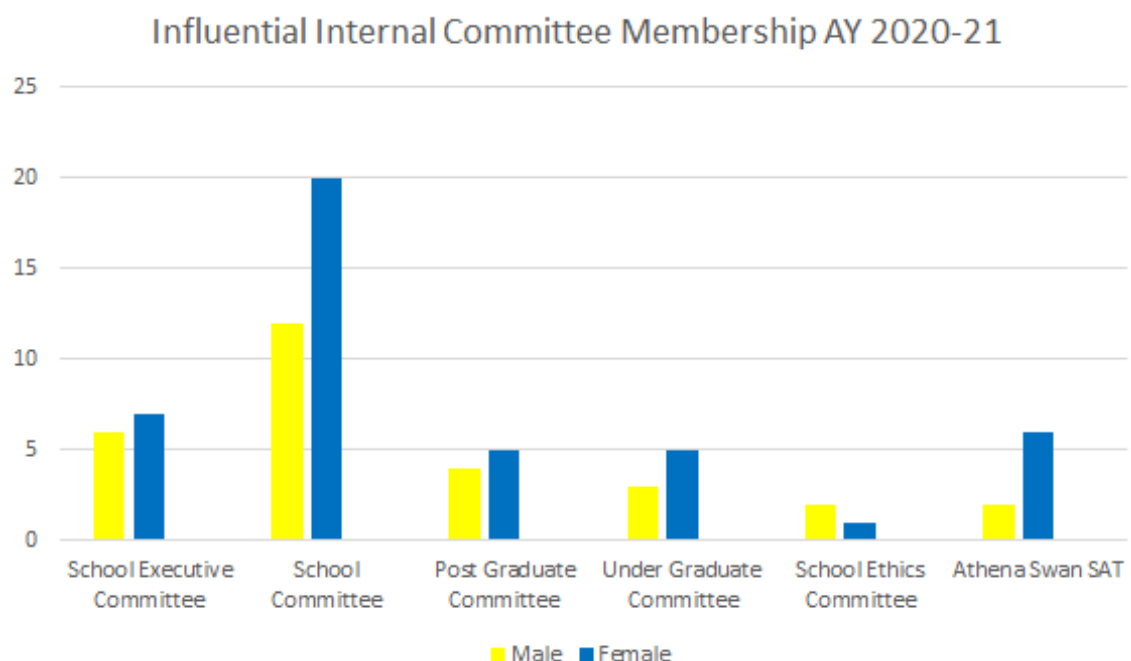
Gender is one of the factors considered in balancing roles and responsibilities, alongside the concern to consolidate the unitary School by ensuring the presence

of the three former units in all the decision-making roles. Action Point 3 will address the gender disparity in the SAT (future EDI Committee), while the gender disparity in the SC is mainly due to the predominance of females among the administrative staff.

(iv)   Participation on influential external committees

Members of the School, male and female, are active in influential external committees. The current snapshot is just that, a snapshot. Within the University, through the years School staff have been members, and ex officio members of senior University boards and executive management. It is evident F staff bear more of these roles at present.

Figure 36: Snapshot of participation in College Committees
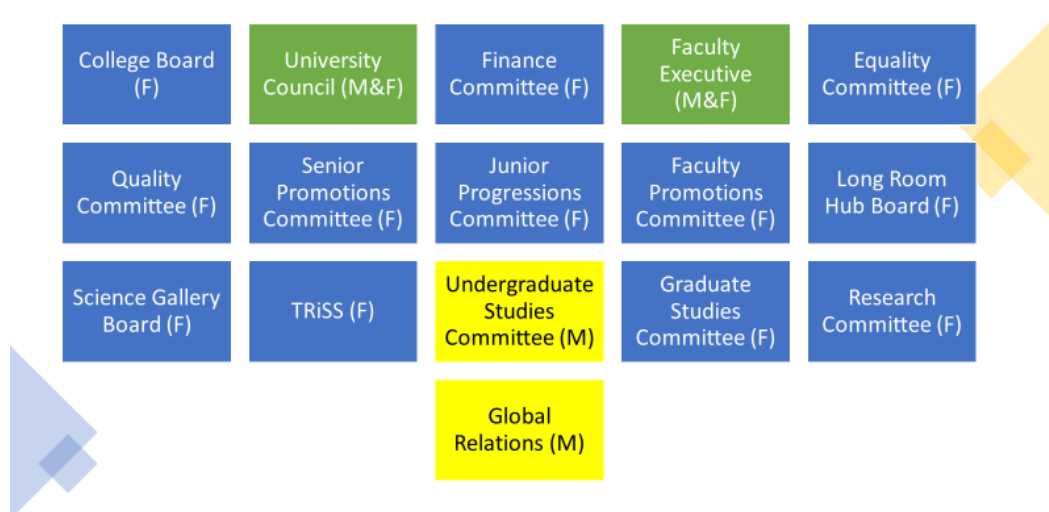
Figure 37. External Influential Committees (a) Boards and NGOs

Chair Board of Governors Marino Institute of Higher Education.	Board Member Science Gallery Dublin.	Member International Women's Forum.
Board Member Christian Aid Ireland	Board member of Merchant's Quay Ireland	Advisory Board for R-CITY (Communities Integrating Through Youth Belfast)
International consultant advisor to the Al Quds University Human Rights Clinic/Community Action Centre	Board member Kairos Ireland	Okedongmu Children in Korea (UN ECOSOC consultative status NGO

Male   Female

Figure 38: External Influential Committees (b) Scientific Networks

Co-Chair, Catholic Theological Ethics in a World Church	Board Member the *Laudato 'Si Institute Research Institute*, University of Oxford.	Member LERU Ethics Thematic Group	Board Member Irish Sex Work Research Network
Co-convener, the ISBL *Biblical Characters in Three Traditions* seminar.	Former Seminar Convener for the North American Academy of Liturgy	Editorial Boards of Journals	AHRC Sectarianism Project (UK)
Vice Chair Standing Committee on International Affairs Royal Irish Academy	Steering Committee ARINS (Analysing and Researching Unification on the Island of Ireland), Notre Dame University/Royal Irish Academy	Secretary Irish Association for European Studies	Advisory Panel, Constitution Unit University College London, Joseph Rowntree Project: 'Implementing the Belfast/Good Friday Agreement'
Male Female	Co-chair in the American Academy of Religion	Editorial Boards of Journals	

(v)   Workload model

workload graph showing % by genders
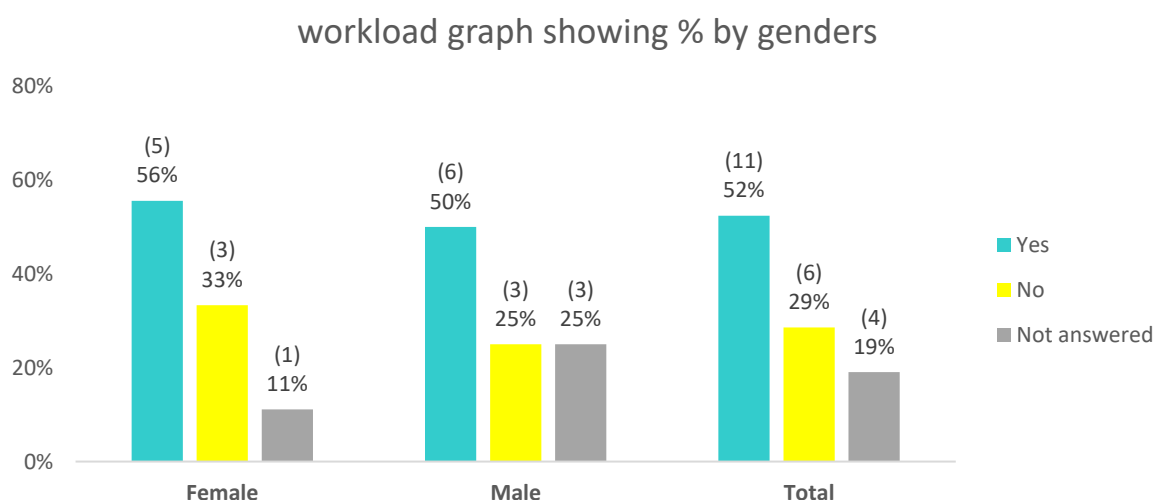
The University has no formal workload model although workload planning is undertaken at a whole School level, by HoS and the two HoDs. It is an evolving process, which is progressively harmonising inherited teaching and administrative commitments alongside new ways of working.

Our staff survey revealed that most respondents (52% M & F) do think they are informed of their workload, but 29% (equal numbers M and F) do not. The survey answers to questions about the timeliness and fairness of workload allocation suggested that most participants agree or are neutral on these questions. A more negative response was generated by the question about the transparency of workload allocation (Figure 40 below). 84% of male respondents answered from neutral to strongly disagree. This implies a need for the SE to design a more transparent way to allocate workload. The SE will run focus groups in 2022 to elicit more information on problems and perceived solutions, following which it will seek to develop a work-load model being aware of similar and related TCD institutional developments (Action 54).

Figure 40. Transparency of Workload Allocation

graph example agreement by gender

Figure 40. Transparency of Workload Allocation
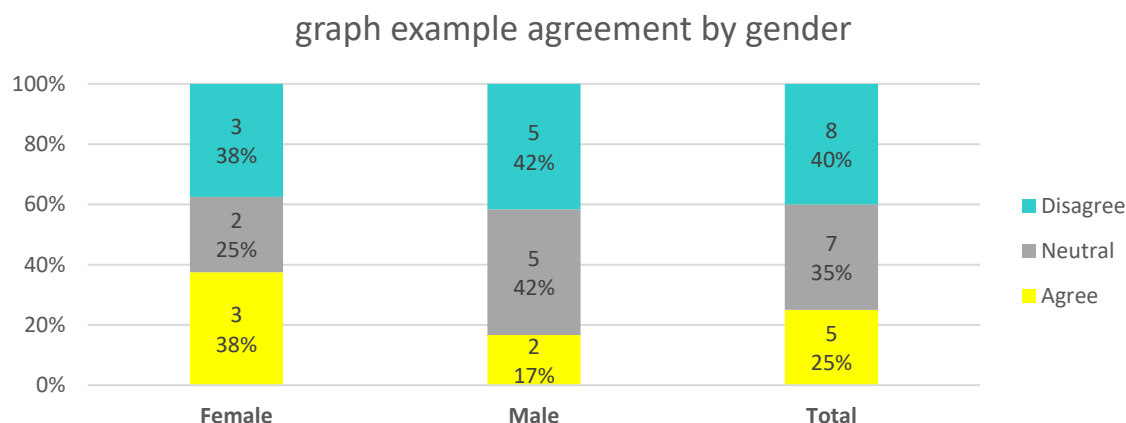
(vi) Timing of departmental meetings and social gatherings

The School has adopted the Trinity Meeting Hours Policy (10am-4pm) and adheres to it in all its formal meetings. Social gatherings are determined by availability, and times are varied. Occasions to celebrate staff achievements are usually organised as coffee mornings or School-based buffet lunches.

(vii) Visibility of role models

The School runs a significant number of academic and public events annually, with significant reach nationally and internationally. The COVID pandemic saw an adaptation to wholly online events, which have proved to be highly successful. The School will continue to offer events online and in hybrid form, post-pandemic. In 2019/20, the School ran sixteen seminars, conferences and workshops. Cumulatively there were twenty-one male speakers and twenty female, with a strong balance within individual events. Action 47 (embedding a norm of gender balance in public events) will ensure this good practice continues.

(viii) Outreach activities

The SoR has a strong tradition of public outreach. The figures below capture examples of outreach across several categories undertaken by staff.

Figure 41. Staff Outreach – Student Recruitment
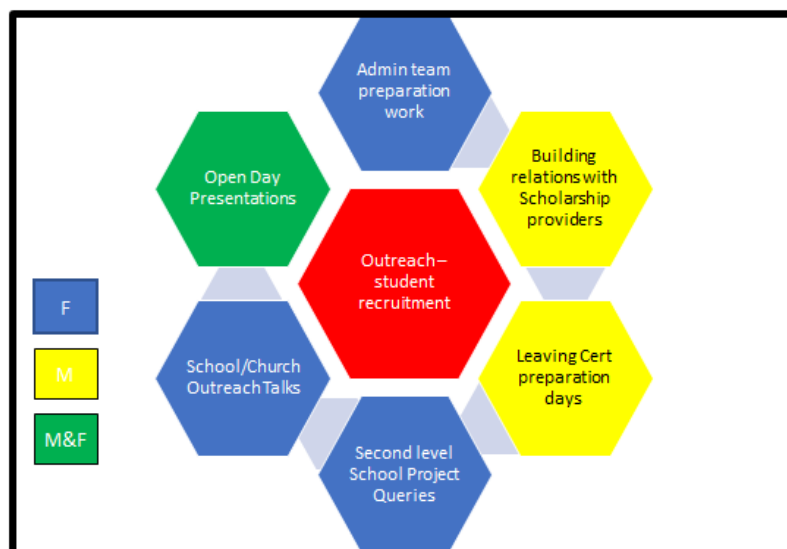
Figure 42. Staff Outreach – Policy Advisory Roles
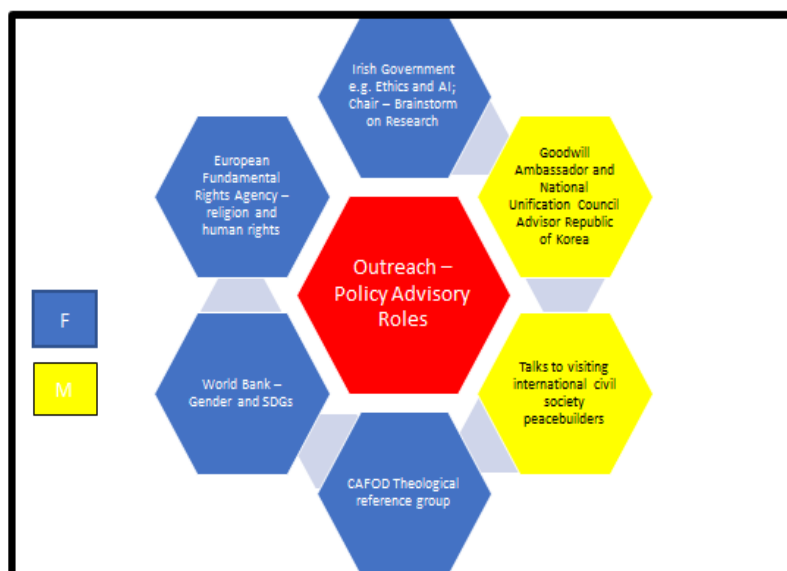
Figure 43. Staff Outreach – Public Communication of Research

Figure 41 above indicates that the all-female administrative team is crucial for the student recruitment activity. Figure 42 shows female colleagues hold more prominent policy advisory roles (as does Figure 36), whereas Figure 43 indicates more men are active in media communication to the public. The Action 20 designed to promote men's careers should ensure more male colleagues become involved in these public and advisory roles over time. The figures on involvement in internal and external committees (36-38) and the diagrams on public outreach suggest F staff bear a larger proportion of this work. Action 55 will therefore ensure public outreach is considered in the new workload model.

WORD COUNT 5526

ACTION 44:   EDI Committee to perform a more detailed investigation (to include a new survey and focus groups) of the School's culture, with a focus on all aspects of inclusion, viz., ethnicity, gender identity and sexual orientation, disability etc., in order to gain greater clarity on how it can be improved.

ACTION 45:   SM to include part-time and contract staff, as well as those with flexible arrangements, in School-led opportunities for career development, with due regard for the individual circumstances of each person.

ACTION 46:   The EDI Committee, ICC and SE to develop and implement a comprehensive Inclusion standard operating procedure in the School to include, for example, inclusive signage in the building, statements of inclusion on individual syllabi, email signatures, at Orientation events, at the beginning of School events, Open Days, on School webpages, etc.

ACTION 47:   EDI Committee to create a School norm of gender-sensitive planning for public events.

ACTION 48:   More frequent meetings of the School Committee, with invitations to all staff to propose agenda items and initiate discussions.

ACTION 49:   SE to incorporate the principle of gender diversity into academic planning of programmes annually, with particular focus on the Belfast campus.

ACTION 50:   EDI Committee working with Trinity INC and UG and PG Representatives will engage the student body on how the School can create a more inclusive classroom, focussing on addressing issues of ageism, ableism, trans and homophobia and racism.

ACTION 51:   ICC to organise a School-wide conversation on an inclusive curriculum. This will include a plan to evolve the School's conversation and practice from a focus on functional equality & inclusion to a more systemic inclusive culture. Draw on experiences internationally to develop inclusive curriculum planning, e.g., the University of Birmingham https://intranet.birmingham.ac.uk/staff/teaching-academy/documents/public/lgbt-best-practice-guide.PDF

ACTION 52:   SE to engage with the ISE Trust, Dean of AHSS, EDI Unit, and Disability Support Service to address the lack of provision for students/staff with a disability on the Belfast Campus.

ACTION 53:   Develop a Communications Plan for staff and students focused on the Dignity and Respect Policy, the College's Consent Action Plan, including specific details of how to report problematic behaviour and relevant training and supports available.

ACTION 54:   SE to adopt a workload model and HoS to use model to monitor/address unequal workloads in the School.

ACTION 55:   SE to consider how the staff contribution to outreach and engagement activities can be formally recognised by incorporating it into the workload model.

6. FURTHER INFORMATION

Recommended word count: Bronze: 500 words

Working on this Athena SWAN application has been an important process for our School. The work of the SAT has brought to light aspects of our School's gender profile, work practices and culture which imbue our everyday life but have not been explicitly recognised to date. Sharing the Athena SWAN process and drafts with the School Executive, the PGR Focus Group and the whole School Committee has already prompted greater awareness and reflection on these issues as a School.

Stand-out findings for the SAT in relation to academic staff include the uneven gender patterns in career progression and caring responsibilities, particularly as these impact junior, male academic staff and the need for more formalised supports for career progression for all and transparency around workloads, where 50% of male respondents answered from neutral to strongly disagree. In relation to students, one important finding is the female student predominance in our programmes, which although in line with the gendering of Humanities more broadly, poses issues related to male student recruitment. Another key finding is the necessity of an intersectional approach to future data collection and to supporting students, as the cross-cutting impacts of gender, age and disability on students' experiences became evident in our self-assessment. Finally, there were concerning findings in the survey responses re bullying and harassment, and ensuring staff and students are aware of policies and procedures around these issues is a priority.

The SAT Action Plan schedules work on many issues, however clear priorities emerge in relation to these central findings. These include the emphasis on fomalising career progression supports, with particular emphasis on junior male colleagues (Action 20, 21 and 27). At the same time as supporting male progression, it is important to continue to support women's careers, as our self-assessment shows women in the School are carrying significant administrative and university committee responsibilities which impact time for research and training. This includes the important commitment to diversify membership of the SAT/EDI Committee (Action 3). The development of gender sensitive student recruitment plans (Actions 10 and 14) and continuing engagement with the university about intersectional data collection (Action 9) are also priorities. Action 53 will address issues of bullying and harassment through developing a communications plan and promoting the College's Speak Out tool. These priority actions are highlighted in pink shading in the Action Plan below.

Overall, the Athena SWAN self-assessment process has stimulated our concerns and aspirations to be a department which emulates equality, diversity and inclusion. Formalising this in the creation of an EDI Champion and Committee will ensure the ongoing embedding of the AS Charter principles in the School of Religion.

7. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

cal

Priority Actions Highlighted					
Action	**Rationale**	**Responsibility**	**Timeframe**		**Deliverable/Measure of success**
			Start Date	**End Date**	
3iii Plans for the Future of the Self-Assessment Team					
ACTION 1: Establish an EDI Committee to replace and mainstream the work of SAT.	Following the completion of the Self-Assessment Team's creation of the Bronze Application, the next phase of the AS work moves to implementation of EDI commitments in the School. The AS work coalesces with wider concerns of equality and diversity and aligns with EDI developments in the University as a whole.	School Executive	Terms of Reference to be brought to School Executive February 2022	EDI Committee established by May 22.

Meets every 6 weeks

December 2025 | 100% of actions for the EDI committee in this action plan are progressed with at least 80% achieved by 2025. |
| ACTION 2: Establish an EDI Champion, who will be a member of the SE and chair the EDI Committee. | EDI principles will be embedded in the School by inclusion of Champion as member of the School Executive. | School Executive | May 2022 | First EDI Champion serves 3 years to May 25 | School Executive minutes reflect regular reporting from EDI Champion and discussion/decisions on issues raised |

ACTION 3: Establish a minimum membership requirement for the EDI Committee of 40% of each gender, balanced across School role and career stage.	The SoR SAT has been 75% F and 25% M to date. It is important to diversify the membership of the EDI Committee to ensure that EDI issues are owned by the whole School and mainstreamed in all areas of education, research and administration.	EDI Committee Terms of Reference to be approved by School Executive	Gender balance embedded in EDI ToR February 22	Ongoing	Membership will reflect at least a 40/60 gender balance and will include members from all aspects of the School's community.
ACTION 4: Establish Annual Student Forum on EDI Issues.	Low uptake of our SAT Student Survey at 12.5% of the student body and involvement of only F students in the PGR Focus Group suggests a need to promote spaces for the discussion of EDI issues and gathering of student viewpoints in the School.	EDI Champion	June 2022	Annually in June of each year.	At least 40% of students (UG and PG) attend the annual EDI Student Forum in 2023 increasing with an aim to increase attendance 5% annually. 30% of students respond to EDI student survey by June 2024 with an aim to increase participation by 5% annually.

ACTION 5: Work with the HoD Peace Studies to find ways to address the deficit in Peace Studies benchmark data for future AS applications.	The SoR SAT was unable to find a benchmark for Peace Studies as PS is usually incorporated into Politics and IR in UK benchmarking. We do not know therefore if our gender balance is in line with or deviates from PS as a discipline.	HoD Peace Studies and EDI Committee	September 2023	March 2024	Benchmarking data for Peace Studies included in SoR AS Renewal and/or Silver Award Application.
ACTION 6: Engage with College EDI Office in the running of future Institutional staff surveys and actively promote at School level.	Concerns over anonymity can inhibit survey responses in small Schools like the SoR. The current response rate is 73%. To encourage more responses in the future, we will utilise the annual EDI AS Institutional survey. The EDI Office will anonymize all results and send a School level report to the SoR EDI Committee.	EDI Committee and TCD EDI Director and Athena Swan Project Officer	May 2022	Ongoing annual survey by TCD Equality Office May 2025	25% increase in SoR staff response rates by 2025.
ACTION 7: Communicate progress on EDI issues and the AS AP to SE (once per semester) and SC (annually).	Embedding of EDI principles and uptake of actions depends on the support of School Executive and School Committee.	EDI Champion to School Executive and School Committee	From May 2022	Quarterly report to School Executive Annual report to May School	Agenda and minutes of SE and SC reflect mainstreaming of EDI as agenda item and actions.

				Committee Meeting.	
ACTION 8: EDI Champion to participate in the Champions' Network and other national EDI networks.	Shared learning across College and the university sector is invaluable in developing the work of AS/EDI.	EDI Champion and/or AS Co-Champion	From March 2022	Ongoing	Minutes of EDI Committee demonstrate feedback and learning from networks.
ACTION 9: Work with the university EDI Champions to address the deficit in intersectional data so that AS reporting in the School (and university) can reflect the range of EDI issues.	The SoR SAT worked with an intersectional understanding of gender but found the data collection processes in College continue to be binary.	EDI Committee/ EDI Champion and AS Co-Champion with AS Champions network	From March 2022	March 2023	College implements processes to facilitate collection of non-binary gender data.

4. Picture of the Department

4.1 Student Data

ACTION 10: School USC and PSC to work with incoming digital marketing officer (DMO) to implement student recruitment plans that are gender aware.	The entirely female intake in Single Honours in 19-20 differs from the Religion benchmark (34% male) and suggests a need for more targeted recruitment of M students.	USC and Digital Marketing Officer. EDI Champion consultation with AS Irish Practitioner	Following appointment of DMO in 2022 (date TBC)	May 2025	Male UG intake in Single Honours of at least 30% by 2025. Increase PGT and PGR male applications by at least 25% and

	The majority of female students in PGT (66%) and PGR (60%) suggests the same.	Network on this issue			enrolments by at least 10% by 2025.
ACTION 11: Review and refresh all School recruitment material to ensure male as well as female role models (staff and students) are evident in School recruitment material for UG, PGT and PGR.	Most recent UG recruitment and PGT and R recruitment show M students are in minority. This reflects patterns across Arts, Humanities and Social Sciences.	USC, PGC and Digital Marketing Officer.	June 2022	October 2022	School website reflects gender diversity. 50% more enquiries from male students received by academic and admin staff than in AY 21-22.
ACTION 12: School Undergraduate Studies Committee (USC) to track achievement by gender annually from 2021 onwards and will conduct a review in 2026 (and every 3 years thereafter) to identify if any gender-related patterns emerge.	In Single Honours and TSM degrees, men did better in the II.1 category than women (except 2019-20), and there were more women with II.2 grades than men. However, it is difficult to draw conclusions or identify trends regarding attainment by gender given such small cohorts, so a process of more precise tracking within cohorts will be implemented.	DUTL and USC	September 22	Ongoing annual review by School USC - September	More detailed data about students results across and within cohorts is gathered. An action plan to address any gender disparities that emerge is created by the USC.
ACTION 13: School USC to assess its processes of moderation, second marking, and anonymization	In Single Honours and TSM degrees, men did better in the II.1 category than women (except 2019-20), and there were more women with II.2	DUTL and USC and UG external examiners	Summer exam boards 2022	Ongoing – annual exam boards	Minutes of USC confirm that feedback from external examiners

	to ensure that they are aligned with best practice internationally to be confident that there is no gender bias at play.	grades than men. However, it is difficult to draw conclusions or identify trends regarding attainment by gender given such small cohorts, so a process of more precise tracking within cohorts will be implemented.		onwards – discussions with external examiners on international practices sought.		implemented and assurances received that good practices are in place.
	ACTION 14: School PSC to monitor the gender profile of applications and acceptances at programme level annually and work with Digital Marketing Officer to create gender specific course marketing plan.	Student recruitment at PGT and PGR shows a majority of F students, especially in the Discipline of Peace Studies (78% female).	DTLPG, PSC and Digital Marketing Officer.	December 2022	Ongoing – annual monitoring in PSC Michaelmas Term meeting	Review reveals digital presence reflects diversity of gender role models.

25% more applications from male students for PGT and PGR courses received by 2025. |
| | Action 15: School EDI Committee to collaborate with other EDI committees in our Faculty and the AS Practitioner Network in Ireland to develop a joint approach to tackling the | Student numbers at UG and PG in our School and across the Faculty reflect student view that humanities are 'female subjects'.

Baseline: 19-20
UG BA Religion: 100% F | EDI Committee, AS Practitioner Network – working group on inclusion of male students | January 2023 | May 2025 | Male UG intake in Single Honours of at least 30% by 2025.

Increase PGT and PGR male applications by at |

perception that Humanities subjects are not for male students.	PGT: 66% F: 34% M PGR: 60% F: 40% M	in 'female' subjects.				least 25% and enrolments by at least 10% by 2025.
Milestones • EDI Champion brings issue to the College Champions Network • Convening of AS Network Working Group on issue • Collaboration on agreed actions e.g., ensuring male staff presence at recruitment events.						
ACTION 16: SoR EDI Committee to encourage Trinity Athena Swan University Committee to engage with Church of Ireland Theological Institute.	Majority of students at CITI are male but SoR has limited influence in governance of the Institute. It is governed by an MoU between Trinity and the House of Bishops	EDI Champion and Committee to College AS Committee	September 2022	December 2022	College AS Committee engages with CITI and discussion on AS process within CITI begins.
ACTION 17: The Director of Teaching and Learning Postgraduate (DTLPG) to invite students to discuss	There were no gender differences in numbers withdrawing from PhD register but it will be important to find out more about students' reasons for doing so to inform	DTLPG	March 2022	Ongoing depending on student	100% of withdrawing PGR students complete exit interview with DTLPG.

	reasons for withdrawal when leaving the research register.	interventions, especially whether there are gendered dimensions to reasons for withdrawal.			withdrawal	Anonymized reports by DTLPG to PSC inform actions to prevent PGR withdrawals.
	ACTION 18: School Undergraduate and Postgraduate Committees to enhance progression events including additional alumni and student-led sessions on the experience of graduate study and career opportunities	There is limited progression from UG to PG in the SoR at present. This Action can support realising Action 14 – i.e., increase number of applicants from M students.	USC and PSC	September 2022	December 2022	50% more progression from UG to PG in the SoR by 2025. Increase male PGR students by at least 10% by 2025.
	ACTION 19: DUTL and DTLPG to run sessions on MPhil and PhD opportunities (including information on funding options). Male UG and PGT students will be actively targeted and encouraged to attend.	Limited funding opportunities are a barrier to progression for all students to PGR. The self-assessment also shows an underrepresentation of male students with only 40% of PGR currently male.	DUTL and DTLPG	April 2022	Ongoing annual	80%+ students indicate they are aware of PGR options by 2024. 50% more progression from UG to PG in the SoR by 2025.

					Increase male PGR students by at least 10% by 2025.

4.2 Academic and Research Staff Data					
ACTION 20: HoS and EDI Champion to investigate the causes of the disparity in male progression, including identifying any School specific impediments.	Assistant Professors above the bar are 50% female and male, while below the bar 20% female and 80% male. Men constitute 39% of Fellows.	EDI Committee and HoS	October 2022.	April 2026	By time of application for AS renewal/Silver application ratio of Associate Professors is 50:50 M:F and all men below the bar have progressed.
ACTION 21: EDI Committee, with the HoS, to actively promote and provide opportunities for mentoring (including gender-specific mentors) and career planning for all staff.	The promotions process was disrupted in recent years due to austerity measures leading to a promotions freeze, which was lifted in 2019. Staff survey shows 58% of M colleagues have not applied for promotion and administrative staff (all F) are dissuaded from applying by lack of confidence. The gender gap in promotions in the School (men are under-represented at senior levels)	EDI Committee and HoS	May 2022	May 2023	EDI Committee provides information to School community about mentorship and 50% of staff have mentors appointed.

		implies that gender specific mentoring may be helpful.				
	ACTION 22: HoS work through SEC and Faculty Executive to lobby the University to address the culture and policies that impede progression.	Dissatisfaction with current progression opportunities evident in College community e.g., in Provost Election debates 2021. As Action 21 above reveals men were less likely to apply for promotion with 7 M (58%) reporting they had not applied. Reasons for not applying related to lack of clarity about the criteria for success.	HoS to SEC and Faculty Executive	April 2022	April 2026	Issues around promotion raised regularly to university governing bodies leading to changes in promotion system. 70% increase in SoR staff reporting less impediments to progression and more readiness to apply by 2024 survey. Associate Professors is 50:50 M:F and all men below the bar have progressed by 2026.
	ACTION 23: Develop an exit interview for HoS to carry out, based on	There are currently no exit interviews in use in the School, so data on the reasons for leaving are	HoS in consultation	As necessary	Process in place by	100% of exiting staff have interview with HoS or an

international practice, to understand the reasons for staff departures.	anecdotal. We do not know if any reasons for leaving have gendered aspects and it will be important to establish this to ensure EDI.	with Faculty HR Partner		January 2024	appropriate nominated staff member outside the School. HoS uses information to shape actions promoting staff retention.

5. Supporting and Advancing Careers

Support for Academic and Administrative Staff

ACTION 24: School Manager (SM) to create a checklist for induction of new staff.	New staff are introduced to all School processes and procedures and have access to School information on OneDrive. This checklist will ensure everything necessary is covered, including College and School EDI principles and policies.	SAM	May 2022	July 2022	100% of new colleagues received checklist and 80%+ report good induction experiences in future surveys.
ACTION 25: Director of Research (DoR) to invite newly appointed academic staff to present to the Staff Research Seminar in their first year.	Invitation to present research is an aid to integration in the research life of the School.	DoR	As new staff are appointed	Ongoing	80%+ of new staff report positive experiences of integration and induction in future AS surveys.

ACTION 26: EDI committee to investigate and address the issues that limit the experience of the School as a welcoming environment. Reinstitute social events which have been curbed by COVID.	42% M and 33% F describe the School as stressful and 25% M chose the term 'cliquey'	EDI Champion	January 2023	March 2023	Less than 15% of respondents describe the School as cliquey or stressful in future surveys.
ACTION 27: SE to develop and implement a career development and appraisal process (opt-in) for all staff in the School.	Staff survey revealed F staff were encouraged to apply for promotion by encouragement from senior colleagues. Most staff (46%) would welcome more structured appraisal.	School Executive	September 2023	September 2024	Equal percentages of M and F staff feel that they are encouraged to apply for promotion by 2024. 80% of staff opt-in to appraisal process by 2024.
ACTION 28: Ensure staff are released from other duties to enable them to attend career progression training and promotion events	Staff survey shows 58% of M colleagues have not applied for promotion and administrative staff (all F) are dissuaded from applying by lack of confidence.	School Executive	September 2022	April 2026	70% increase in SoR staff reporting less impediments to progression and more readiness to apply by 2024 survey.

						Percentage of staff applying for promotion increases by 60% by 2025 Associate Professors is 50:50 M:F and all men below the bar have progressed by 2026.
	ACTION 29: HoS to arrange an annual 'Preparing for Promotion and Progression Workshop' in conjunction with HR.	Staff survey revealed that male staff were dissuaded from applying for promotion due to lack of clarity about process and time.	HoS with HR	October 2022	April 2026	70% increase in SoR staff reporting less impediments to progression and more readiness to apply by 2024 survey. Percentage of M staff applying for promotion increases to at least 60% from baseline of 42% of M applying (Figure 21) by 2025. Associate Professors is 50:50 M:F and all

					men below the bar have progressed by 2026.
ACTION 30: Future EDI surveys will include a question on barriers to training, so that appropriate actions can be designed.	Data on uptake of training showed more women than men avail of opportunities and time and workloads were mentioned by some staff as barriers.	EDI Champion and Committee with College EDI Office in survey design.	May 2023	May 2024	80% of staff report that they have access to training that supports their career aspirations by 2024 survey.
ACTION 31: SM to organise EDI training for all staff including the new online EDI in HE course via the EDI Office.	Discussions during whole School Committee meeting to discuss AS data findings revealed an appetite for EDI training.	SM	October 2022	May 2025	80%+ of all staff undertake EDI in HE training before next AS application.
ACTION 32: SM to develop a tool to capture and monitor the effectiveness of training availed of by staff.	There is only anecdotal evidence of the impact and effectiveness of training	SM	January 2023	February 2023	All staff submit post-training checklist and this is used to identify which training is most useful for particular staff.
Support for Students in Academic Career Progression					

	ACTION 33: SE to develop a plan to re-configure current space to create more communal work and social spaces for students.	PGR FDG indicated need for more communal spaces to enhance student experience and enable work. This is particularly important for needed for F (mature) students who have caring responsibilities.	SE	August 2022	August 2023	100% of PGR students who need access to a shared desk space are able to secure one. 80% of students report that they use School social spaces in student EDI forum.
	ACTION 34: DTLPG to provide annual reminder to supervisors about career development opportunities for their students.	39% of all respondents to the student survey (with 8F out of 11 respondents) are unsure or do not consider that the School provides encouragement or advice in their transition to an academic career.	DTLPG	October 2022	May 2025	90% of future student FGDs report awareness of career development options from supervisors
	ACTION 35: DTLPG to investigate opportunities for TA experience, including the possibility of creating a Register of programmes in the Dublin area where TA opportunities may be available.	The PGR Focus Group's Report to the SAT highlighted the barriers or difficulties faced due lack of funding, and lack of opportunities to teach and to get a part-time job in the College. This was particularly acute for F students. 61% of PGR students are female and some have caring responsibilities.	DTLPG	May 2022	June 2023	60% of PGR students have employment as TAs or other academic roles.
	ACTION 36: DUTL & DTLPG and Student	39% of all respondents to the student survey (with 8F out of 11	DUTL and DTLPG	March 23	September 2024	All students have access to a social

| | Representatives to develop a Peer Mentoring Support Network between current students and alumni. | respondents) are unsure or do not consider that the School provides encouragement or advice in their transition to an academic career | | | | media based alumni network to connect past and present students around career advice.

80% of students report that the School provides encouragement or advice in their career transition. |
|---|---|---|---|---|---|---|
| Support for those applying for research grants | | | | | | |
| | ACTION 37: DoR to collect data on grant application and awards by gender. | The SoR does not currently collect data on this, so no gender trends or barriers to application are visible. | DoR | September 2023 | Ongoing with application cycles | DoR able to present gender sensitive analysis to SE and plan to address any issues on that basis.

Equal % M and F staff apply for grants by AS renewal. |
| | | | | | | |
| Managing Flexible Working and Career Breaks | | | | | | |

ACTION 38: Incorporate options for School updates, including KIT days as part of leave arrangements.	The School has no formal mechanisms for staff on leave to stay in contact, should they opt to do so.	EDI Committee	January 2023	February 2024	By 2024 survey 100% of staff are aware they can avail of KIT Days if they desire.
ACTION 39: The SM will develop a formal Return to Work Policy open to all academic and professional support staff.	The SoR has no formal mechanism for return from leave.	SM	November 2022	December 2022	Clear SoR approach to return is available to all staff via OneDrive and in consultation with senior staff. 100% of staff report that they are aware of the RWP by 2024.
ACTION 40: The EDI Committee will engage with other Schools and with the College Athena SWAN Champions' Network to learn from their experiences and develop a robust and supportive system for maternity and adoptive leave, KIT Days and return policy to be implemented in the School.	The School recognises the importance of having leave procedures in place – for leave, KIT and return – but has little experience. Consultation with the College network will provide us with insights to develop these policies.	EDI Champion and SM	September 2023	March 2024	Clear SoR approaches to leave, KIT and return are available to all staff via OneDrive and in consultation with senior staff. 100% of staff report that they are aware of these options by 2024.

ACTION 41: The SE to actively promote the opportunities for different categories of leave by holding annual information days in conjunction with HR. Communications sent about these Information Days will particularly target and encourage participation by male academics.	The staff survey revealed that only 20% of M respondents were clear about processes for taking leave.	SE with HR	December 2022	May 2024	By 2024 90%+ of all staff are aware of and have an understanding of their leave options and entitlements.
ACTION 42: The SE to consider the impact of COVID19 on work patterns and put in place plans to facilitate flexible or blended working as permitted by College.	COVID19 has impacted on work practices for both M and F staff and the SoR should investigate what can be learned for future flexible working arrangements. The all F professional staff team is especially impacted by these new work practices.	SE and SC	October 2022	Facilitation in place by December 2022	75% of staff report they are satisfied with the flexible work options available after the pandemic in 2023 survey.
ACTION 43: EDI Committee to engage with the AS Champions' Network to learn from their experiences and develop a robust and supportive system for transitions back	The School recognises the importance of having transition systems in place for staff returning from career breaks — but has little experience. Consultation with the College network will provide us	EDI Champion	September 2023	System in place by December 2023	90%+ of staff report they are aware of system for transition from career breaks by next AS application.

to full time work after career breaks.	with insights to develop these policies				100% of staff returning from career breaks under the new system report they felt supported in the transition.
Organisation and Culture					
ACTION 44: EDI Committee to perform a more detailed investigation (to include a new survey and focus groups) of the School's culture, with a focus on all aspects of inclusion, viz., ethnicity, gender identity and sexual orientation, disability etc., in order to gain greater clarity on how it can be improved.	Staff survey reports that c. 60-70% strongly agree/agree that the School is inclusive in relation to gender, sexuality and disability. However, the aspiration is to ensure an even higher % in the future.	EDI Committee Student EDI Forum	Student Forum June 2022 Staff FGDs October 2022	May 2025	By 2025 more than 85% of staff report the School as an inclusive environment across all protected characteristics.
ACTION 45: SM to include part-time and contract staff, as well as those with flexible arrangements, in School-led opportunities for career development, with due	Staff survey reports 50% perception that part-time staff are not afforded the same opportunities as full-time.	SM	Circulatio n of career developm ent opportuni	Ongoing	80% of staff on flexible or PT contracts attend career development sessions and engage with the new

regard for the individual circumstances of each person.			ties as they arise.		appraisal system in the SoR. By 2025 see a positive change in perception by at least 25%
ACTION 46: The EDI Committee, ICC and SE to develop and implement a comprehensive Inclusion standard operating procedure in the School to include, for example, inclusive signage in the building, statements of inclusion on individual syllabi, email signatures, at Orientation events, at the beginning of School events, Open Days, on School webpages, etc.	Staff survey reports that c. 60-70% strongly agree/agree that the School is inclusive in relation to gender, sexuality and disability. However, the aspiration is to ensure an even higher % in the future.	EDI Committee, Inclusive Curriculum Champion, SE	Already started with inclusivity statements in handbooks and module outlines since September 2021.	February 2023	EDI Committee audit of School's online presence and physical spaces (signage etc.) in preparation for Silver Application shows this policy in effect. 85% of staff agree that the School is inclusive.
Action 47 EDI Committee to create a School norm of gender sensitive planning for public events.	Audit of public events and conferences shows male majority in speakers. One respondent noted "There is an ongoing issue of public events (especially seminars and	EDI Champion	December 2022	January 2023	EDI Committee audit of future public events shows at least 40/60 gender

						balance in panels, invited speakers etc.
	content of teaching) being male-centric".					
	Action 48: More frequent meetings of the whole School Committee, with invitation to all staff to propose agenda items and initiate discussions.

Actively encourage more male academic staff to undertake Committee Chair roles. | The self-assessment showed that a significant number of female staff (57%) feel the management style in the School is bureaucratic and 42% of male staff feel the management style is hierarchical.

Only 3 of 8 School committees have a male Chair, 2 of which are co-chaired with a female colleague (figure 34).

. | HoS

EDI Champion | October 2022 | Ongoing – quarterly SC meetings

Demonstrate Action output by my 2026 | By 2026:

Demonstrate a decrease in the number of female staff that feel the School is bureaucratic by at least 35%

Aim to have School committee Chairs within a 60/40 gender balance

Demonstrate a decrease in the number of male staff that feel the School is hierarchical by at least 30% |

ACTION 49: SE to incorporate the principle of gender diversity into academic planning of programmes annually, with particular focus on the Belfast campus.	Student survey notes a lack of female academic staff in Belfast campus.	SE	April 2022	May 2023	85% of student module evaluations indicate students strongly agree/agree that inclusivity is practiced in the lecturing of all modules.
ACTION 50: EDI Committee working with Trinity-INC (Trinity Inclusive Curriculum Project) and UG and PG Representatives will engage the student body on how the School can create a more inclusive classroom, focussing on addressing issues of ageism, ableism, trans and homophobia and racism.	While the positive nature of student responses to our survey on inclusion is welcome, nonetheless the comments belie some challenges that need to be addressed, especially around age and disability.	EDI Champion, Inclusive Curriculum Champion and EDI Committee, UG and PG representatives	January 2023	May 2023	2023 student survey reports 85% + of students experience the SoR as an inclusive place.
ACTION 51: ICC to organise a School-wide conversation on an inclusive curriculum. This will include a plan to evolve the School's conversation and practice from a focus on functional equality & inclusion to a	While the positive nature of student responses to our survey on inclusion is welcome, nonetheless the comments belie some challenges that need to be addressed, especially around age and disability.	School Inclusive Curriculum Champion	September 2022	October 2022	Review by ICC finds Inclusive curriculum principles adopted and implemented in all student materials by time of next AS application.

	more systemic inclusive culture. Draw on experiences internationally to develop inclusive curriculum planning, e.g., the University of Birmingham https://intranet.birmingham.ac.uk/staff/teaching-academy/documents/public/lgbt-best-practice-guide.PDF					
	ACTION 52: SE to engage with the ISE Trust, Dean of AHSS, EDI Unit, and Disability Support Service to address the lack of provision for students/staff with a disability on the Belfast Campus.	Student survey comments point out lack of accessible spaces in Belfast campus.	SE, Trusts, TCD EDI and Disability Service	April 2022	January 2023	Accessibility achieved in Belfast campus by January 2023.
	ACTION 53: Develop a Communications Plan for staff and students focused on the College Dignity and Respect Policy, the College's Consent Action Plan, including specific details of how to report problematic behaviour and relevant	6/21 (28%) of staff observed breaches of equality and respect in relation to condescending and patronising behaviour. 25% of surveyed students experienced unwanted behaviours.	EDI Champion and Committee and SE and HR	September 2022.	Plan in place by December 2023	By 2025: 90%+ of staff and 90%+ of students are aware of how to report breaches of equality and respect and at least 75% have confidence in

training and supports available. Milestones: - Promotion of the College new Speak Out Tool which will facilitate anonymous reporting of sexual misconduct and violence will be promoted. via School Handbooks, Orientation events, noticeboards and social media. - Consent and responding to sexual misconduct training for staff and students offered and promoted in conjunction with College EDI, HR and Student Counselling. - Staff are given ringfenced time to attend training on the forthcoming new					the reporting process. Less than 5% of students experience unwanted behaviours.

	Trinity Dignity and Respect Policy.					
	Action 54: SE to adopt a workload model and HoS to use model to monitor/address unequal workloads in the School.	Staff survey revealed some concerns about workload allocation, especially on transparency, where 50% of male respondents answered from neutral to strongly disagree.	SE and SC	May 2022	August 2022	SE and SC adopt a workload allocation model by summer 2022. Improved perception of transparency of workload among male staff by at least 25% by 2023. 80% of all staff report that they perceive an even and transparent allocation of workload by 2024.
	ACTION 55: SE to consider how the staff contribution to outreach and engagement activities can be formally recognised by incorporating it into the workload model.	Figures 40-42 demonstrate strong staff commitment to public outreach and this is integral to the identity and work of the SoR. The figures on public outreach suggest F staff bear a larger proportion of this work and formal recognition of this work in the Workload Model	SE	May 2022	September 2022	SE and SC adopt a workload allocation model – which includes recognition of public outreach. Future annual data on public outreach show at least a 40/60

		may encourage more male staff to take it up.				balance in involvement in public outreach.