

APPENDIX C –

**SRTPS Strategic Plan Action Points in relation to SRTPS Athena Swan Action Plan**

SRTPS Strategic Priorities	SRTPS Athena Swan Action Plan
<b>Assume Leadership in College Goals and Themes</b>	
AP1. Increase communications	ACTION 25: Director of Research (DoR) to invite newly appointed academic staff to present to the Staff Research Seminar in their first year.
AP2. Host public lectures	Action 47: EDI Committee to create a School norm of gender sensitive planning for public events.
AP3. Radically improve web presence	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.
AP4. Develop Centres	
AP5. Display the School's Identity	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.

AP6. Announce our research	ACTION 25: Director of Research (DoR) to invite newly appointed academic staff to present to the Staff Research Seminar in their first year.
AP7. Target information	
AP8. Optimise cross College opportunities	<p>ACTION 8: EDI Champion to participate in the Champions' Network and other national EDI networks.</p> <p>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.</p> <p>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.</p> <p>ACTION 16: SRTPS EDI Committee to encourage Trinity Athena Swan University Committee to engage with Church of Ireland Theological Institute.</p> <p>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.</p>

Develop the Multi-Disciplinary Identity of the School	
AP9. Improve Web Content	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.
AP10. Articulate our Identity	
AP11. Renovate our Infrastructure	<p>ACTION 33: SE to develop a plan to re-configure current space to create more communal work and social spaces for students.</p> <p>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.</p>
AP12. Cultivate Community	<p>ACTION 26: EDI committee to investigate and address the issues that limit the experience of the School as a welcoming environment. Reinstigate social events which have been curbed by COVID.</p> <p>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.</p> <p>ACTION 45: SM to include part-time and contract staff, as well as those with flexible arrangements, in School-led opportunities</p>

	<p>for career development, with due regard for the individual circumstances of each person.</p> <p>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.</p> <p>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 training and supports available.</p>
<p>AP13. Hire a new colleague in Peace Studies</p>	<p>ACTION 24: School Manager (SM) to create a checklist for induction of new staff.</p>
<p>AP14. Implement, review, and adjust the new Workload Allocation Model.</p>	<p>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.</p> <p>ACTION 27: SE to develop and implement a career development and appraisal process (opt-in) for all staff in the School.</p> <p>Action 54: SE to adopt a workload model and HoS to use model to monitor/address unequal workloads in the School.</p> <p>ACTION 55: SE to consider how the staff contribution to outreach and engagement</p>

	<p>activities can be formally recognised by incorporating it into the workload model.</p>
<p>AP15. Develop Collaborative Approaches to Research</p>	
<p>AP16. Increase scholarship provision for PhD students by 20% through philanthropic fundraising</p>	<p>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.</p>
<p>AP17. Create an Inclusive Culture for Multi-Disciplinary Teaching and Learning</p>	<p>ACTION 4: Establish Annual Student Forum on EDI Issues.</p> <p>ACTION 24: School Manager (SM) to create a checklist for induction of new staff.</p> <p>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.</p> <p>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 &amp; inclusion to a more systemic inclusive culture. Draw on experiences internationally to develop inclusive curriculum planning, e.g., the University of Birmingham  <a href="https://intranet.birmingham.ac.uk/staff/teaching-academy/documents/public/lgbt-best-practice-guide.PDF">https://intranet.birmingham.ac.uk/staff/teaching-academy/documents/public/lgbt-best-practice-guide.PDF</a></p>

	<p>ACTION 31: SM to organise EDI training for all staff including the new online EDI in HE course via the EDI Office.</p> <p>ACTION 49: SE to incorporate the principle of gender diversity into academic planning of programmes annually, with particular focus on the Belfast campus.</p>
AP18. Create New Programmatic Pathways	
Model Next-Level Mutually Beneficial Civic Engagement	
AP19. Expand local and global internship opportunities across all UG and PGT courses, with provision of adequate administrative support.	
AP20. Develop existing international connections and create additional new ones for student and staff exchange, in concert with Trinity Global.	
AP21. Establish an annual PG and UG Careers' Day in the School with Alumni/ae panels.	<p>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.</p> <p>ACTION 36: DUTL &amp; DTLPG and Student Representatives to develop a Peer Mentoring Support Network between current students and alumni.</p>

<p>AP22. Nourish Existing and Build New Stakeholder Relationships</p>	
<p>AP23. Strengthen Alumni/ae Involvement</p>	<p>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.</p> <p>ACTION 36: DUTL &amp; DTLPG and Student Representatives to develop a Peer Mentoring Support Network between current students and alumni</p>
<p>AP24. Create Inviting, Hospitable, Inspiring Spaces</p>	<p>ACTION 31: SM to organise EDI training for all staff including the new online EDI in HE course via the EDI Office.</p> <p>ACTION 33: SE to develop a plan to re-configure current space to create more communal work and social spaces for students.</p> <p>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.</p> <p>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.</p>

AP25. Develop civic-engagement-rooted research and collaborations, at both School and College level.	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.
AP26. Host at least one artist in residence every year.	
AP27. Create programmed undergraduate fieldtrips to Belfast.	
AP28. Engage College policies and supports developed by the Inclusive Curriculum Project.	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 <a href="https://intranet.birmingham.ac.uk/staff/teaching-academy/documents/public/lgbt-best-practice-guide.PDF">https://intranet.birmingham.ac.uk/staff/teaching-academy/documents/public/lgbt-best-practice-guide.PDF</a>
AP29. Develop more PGR modules for the structured PhD to include both resident and non-resident PhD students (hybrid and in-person).	ACTION 34: DTLPG to provide annual reminder to supervisors about career development opportunities for their students.  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.
Secure the School's Future	
AP30. Undertake a massive student recruitment campaign in North America, in concert with Global Relations office.	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.



<p>AP31. Double scholarship funding for students from so-called developing countries on the Contextual Theology and Interfaith Relations MPhil.</p>	<p>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.</p>
<p>AP32. Work with TDA to create a mechanism for direct donation to the School's projects (e.g., building expansion, new member of staff, outreach programmes with Sanctuary relationships).</p>	<p>ACTION 33: SE to develop a plan to re-configure current space to create more communal work and social spaces for students.</p>
<p>AP33. Employ a Marketing Officer who, working with the relevant offices across College, will create Discipline-specific marketing strategies to increase student recruitment.</p>	<p>ACTION 10: School USC and PSC to work with incoming digital marketing officer (DMO) to implement student recruitment plans that are gender aware.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>AP34. Establish a Buildings Committee to oversee provision in Belfast and to optimize the use of the Dublin building post-renovation.</p>	<p>ACTION 33: SE to develop a plan to re-configure current space to create more communal work and social spaces for students.</p>

<p>(Committee to include academics, professional staff and student reps.)</p>	<p>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.</p>
<p>AP35. Restructure the RTPS website to optimize student recruitment for all courses/pathways.</p>	<p>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.</p>
<p>AP36. Create a Working Group on PGR Scholarship Fundraising in the SRTPS</p>	<p>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.</p>
<p>AP37. Find a donor/funding source for Belfast library</p>	<p>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.</p>
<p>AP38. Implement Athena Swan Action Points with the intent of successfully applying for Athena Swan Bronze renewal or Athena Swan Silver in 2026.</p>	<p>ACTION 1: Establish an EDI Committee to replace and mainstream the work of SAT.</p> <p>ACTION 2: Establish an EDI Champion, who will be a member of the SE and chair the EDI Committee.</p> <p>ACTION 3: Establish a minimum membership requirement for the EDI Committee of 40% of each gender, balanced across School role and career stage.</p> <p>ACTION 4: Establish Annual Student Forum on EDI Issues.</p>

	<p>ACTION 5: Work with the HoD Peace Studies to find ways to address the deficit in Peace Studies benchmark data for future AS applications.</p> <p>ACTION 6: Engage with College EDI Office in the running of future Institutional staff surveys and actively promote at School level.</p> <p>ACTION 7: Communicate progress on EDI issues and the AS AP to SE (once per semester) and SC (annually).</p> <p>ACTION 8: EDI Champion to participate in the Champions’ Network and other national EDI networks.</p> <p>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.</p> <p>Implement all other Action Points in the AS Plan – APs 10-55.</p>
<p>AP39. Develop a School Research Strategy, with particular attention to EU funding architectures and non-EU and philanthropic sources.</p>	<p>ACTION 37: DoR to collect data on grant application and awards by gender.</p>
<p>AP40. Create an ethos and practice of multi-scalar grant applications for all academic and research staff.</p>	<p>ACTION 37: DoR to collect data on grant application and awards by gender.</p>
<p>AP41. Develop online learning re research; assess possibilities for an online MLitt and improve opportunities for distance PhD study.</p>	<p>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.</p>

<p>AP42. Consolidate the New BA</p>	<p>ACTION 10: School USC and PSC to work with incoming digital marketing officer (DMO) to implement student recruitment plans that are gender aware.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>AP43. Expand our PGT offerings</p>	<p>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.</p> <p>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.</p>

AP44. Pursue Erasmus Mundus Joint Masters Degree proposal.	
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