

Section 3: Action Plan

In Section 3, applicants should evidence how they meet Criterion C:

Action Plan to address identified issues

1. Action plan

Present the action plan in the form of a table (landscape page format).

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

ACRONYMS

AP – Action Plan

AS – Athena Swan

DEDI – Director of EDI

D-DEDI – Deputy Director of EDI

DUGTL – Director of Undergraduate Teaching & Learning

DPGTL – Director of Postgraduate Teaching & Learning

EDIC – EDI Committee

HOS – Head of School

HOD – Heads of Departments

RAG – Red/Amber/Green

SEC – School Executive Committee

AP No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
Priority 1. Continuing to advance EDI and Athena Swan agenda						
AP 1.1	Increase visibility of AS actions and EDI activities and increase staff engagement with AS/EDI.	<p>Progress made in the AS actions and activities of the EDIC may not always be visible.</p> <p>88% of academic and 74% of professional staff reported either being aware of or having engaged with EDI and AS actions, but only 32% of academic and 16% have actively participated in Athena SWAN SAT/EDIC activities in 2024, and 23% of academic and 11% of professional staff have participated in other Athena SWAN/EDI activities.</p>	<p>Biannual EDI newsletters</p> <p>At least one EDI event to be organised every year (e.g. research presentations by faculty or PhD students on relevant topics, guest speakers, panel discussions).</p> <p>EDI as a mandatory agenda item in department meetings (presented by the EDIC reps).</p> <p>Annual School-wide update on the implementation of AS action plan in School committee meetings.</p> <p>Encourage all staff to complete Equality, Diversity and Inclusion in Higher Education online module and allocate protected time to complete training (see action 1.6).</p> <p>Encourage professional staff to complete “Let’s Talk About Race” online training (see action 5.4).</p>	<p>EDIC</p> <p>EDIC, DEDI</p> <p>HOD, EDIC</p> <p>EDIC, DEDI</p>	<p>≥80% of both academic and professional staff indicate they are aware of EDIC and AS actions.</p> <p>≥40% of both academic and professional staff indicate they have participated in at least one EDI / AS event or activity.</p>	<p>Start May 2025 to achieve targets by January 2030.</p>
AP 1.2	Annual EDI Report presented to SEC every September.	Annual reporting will enable effective real time tracking of AP implementation.	<p>Prepare an EDI annual report tracking progress against our action plan, to be presented to the SEC in May/September each year.</p> <p>Present and discuss the key findings in the annual School committee meetings.</p>	DEDI and EDIC	<p>RAG analysis of AP implementation shows:</p> <p>≥25% of Actions in this AP rated green or amber by November 2026.</p>	<p>Start May 2025 to achieve target by January 2030.</p>

					<p>≥40% rated green or amber by November 2027.</p> <p>≥60% rated green by November 2028.</p> <p>≥75% rated green by November 2029.</p>	
AP 1.3	Ensure continuity between AS application cycles and action plan implementation.	<p>It is essential to sustain momentum and ensure continuity between application cycles. Consistent efforts facilitate accurate tracking of progress, allowing for data-driven decisions and adjustments.</p> <p>Maintaining continuity will help us to foster a culture of continuous improvement within the School.</p>	<p>HOD to remain on EDIC for their term of office. Additional EDI departmental representatives are rotated bi-annually, to ensure input from all staff, leadership development and even distribution of workload.</p> <p>Maintain yearly review of EDIC to ensure that it remains representative in terms of senior/junior staff; academic/professional staff and gender balance. Report this data in the annual EDI report.</p> <p>EDI Director term to stagger AS application cycles by approximately 12 months. Directors nominated for 2 years, renewable, so new directors in 2025/2027/2029 should mean that at next application (April 2030) the DEDI will be in place to oversee it.</p> <p>Head of School, School Manager plus Heads of Department to champion AS/EDI within the school as rotating EDIC</p>	<p>HOS, EDIC</p> <p>DEDI, EDIC</p> <p>HOS, School Manager, HODs</p> <p>HOS, HODs</p> <p>EDIC</p>	<p>RAG analysis of AP implementation shows:</p> <p>≥25% of Actions in this AP rated green or amber by November 2026.</p> <p>≥40% of Actions in this AP rated green or amber by November 2027.</p> <p>≥60% of Actions in this AP rated green by November 2028.</p> <p>≥75% of Actions in this AP rated green by November 2029.</p>	Start May 2025 to achieve target by January 2030.

			<p>membership can act as an inhibitor to AS progression.</p> <p>EDIC to review the TOR every two years and make any necessary updates concerning roles of EDIC reps.</p>			
AP 1.4	Work with College to ensure robust EDI data monitoring.	<p>Ongoing data collection and monitoring reduces scale of data scoping workload for future AS applications and allows for patterns/issues to be identified.</p> <p>Improve response rates to College EDI survey among academic staff, maintain with professional staff, to provide comprehensive data for future analysis.</p> <p>2024: 60% academic, 88% professional staff</p> <p>Links to TCD Action 1.2.5</p>	<p>Request all quantitative staff and student data available in March of each year from EDI Office.</p> <p>Provide feedback to College on data gaps and issues to feed into the college Data Integration working group.</p> <p>Continue and expand the monitoring of key data on gender and other dimensions of diversity in annual EDI reports to identify issues.</p> <p>Encourage staff completion of demographic data in Core Portal via EDI newsletters.</p> <p>Highlight importance of College EDI survey, with emails from DEDI and HODs.</p> <p>Analyse data from College surveys with a broader EDI lens (e.g. race, ethnicity-based differences in staff experiences.) Propose positive actions to support staff where necessary.</p>	<p>DEDI, D-DEDI, College EDI and AS Officers, Data Analytics and Strategic Initiatives Unit</p> <p>DEDI, HODs</p> <p>DEDI, HODs</p> <p>EDIC, DEDI</p>	>70% response rate to staff surveys by academic and professional staff	2025-2030.

<p>AP 1.5</p>	<p>Further develop EDI Webpage page</p>	<p>Survey data shows awareness of EDI section of School website is 57% for academic and 74% for professional staff.</p> <p>Qualitative data in the survey suggest that there is uncertainty in the School on how to access information around some processes and supports available.</p>	<p>We will further develop the School's EDI webpages for all staff to compile the most up to date information concerning:</p> <ol style="list-style-type: none"> 1. Inclusive teaching 2. Disability supports 3. Recruitment guidelines 4. Dignity and Respect Policies and related supports and services 5. Links to available HR and EDI training offerings. <p>The website will be reviewed quarterly to ensure the most up to date information is always available.</p> <p>We will highlight the EDI website to new staff at induction and publicise via our EDI newsletter.</p>	<p>DEDI, EDIC, External Relations staff, School Manager.</p> <p>EDIC, External Relations staff</p> <p>DEDI</p>	<p>Awareness of EDI web site increases to awareness of ≥65% by 2026 rising to ≥75% in 2028 for both staff groups.</p>	<p>Developed by April 2025/26.</p>
<p>AP 1.6</p>	<p>Encourage all staff to take part in <i>EDI in HE</i> training, promoting it and reviewing its effectiveness.</p>	<p>39% of academic and 10% of professional staff have completed the <i>EDI in HE</i> online training.</p>	<p>Staff will be supported to do the online, <i>EDI in HE</i> which includes content on bias.</p> <p>Promote link for <i>EDI in HE</i> online training via the EDI Newsletter.</p> <p>New staff encouraged to complete the training as part of their induction.</p>	<p>DEDI, School Manager.</p> <p>College EDI/AS Officer.</p>	<p>50% of academic staff and 20% of professional staff complete <i>EDI in HE</i> training by 2026</p> <p>increasing to ≥60% and ≥30% respectively by 2028.</p>	<p>Target achieved by November 2028.</p>

Priority 2: Student Supports

<p>AP 2.1</p>	<p>Improve engagement with UG students on EDI issues.</p>	<p>The EDIC has engaged with UG students via the UG student rep, but the self-assessment process highlighted the need for more structured and consistent engagement to ensure broader representation and address EDI concerns more effectively.</p> <p>Recent general School Review feedback highlighted concerns about student representation and engagement with EDI activities.</p>	<p>EDI Director to attend a UGTL committee meeting once per year, to strengthen links with UG programme representatives.</p> <p>UG students and student representatives invited to 'townhall' event to identify key issues of concern to students (Q1 2026).</p> <p>EDIC to devise actions to address issues raised by students in collaboration with DUGTL.</p> <p>Conduct UG pulse surveys in 2026 and 2028. The EDIC will discuss and agree on the survey questions and determine whether to include students from core programmes (PPES/BESS/Philosophy Single Honors) or all UG programmes.</p>	<p>DEDI, EDIC, DUGTL</p> <p>DEDI, D-DEDI, EDIC, DUGTL</p> <p>EDIC, D-DEDI, DUGTL</p> <p>D-DEDI, EDIC</p>	<p>70% of UG programmes represented by students at townhall.</p> <p>Progress to be measured with pulse surveys:</p> <p>2026: 15% response rate to pulse survey from UG students.</p> <p>2028: Improved response rate to pulse survey from UG students.</p>	<p>Meetings every year</p> <p>Q2 2026 Townhall</p> <p>Pulse surveys</p> <p>Q4 2026</p> <p>Q4 2028</p>
<p>AP 2.2</p>	<p>Establish a student prize for highest grades in essays/Capstones with an equality/diversity or inclusion theme.</p>	<p>The self-assessment process revealed that while some parts of the curriculum reflect broad EDI issues, these contributions are not</p>	<p>We will track and report the number of students applying for award in annual EDI reports.</p> <p>Award presented at the Annual Student Prize Ceremony which</p>	<p>DEDI, EDIC, UG Programme Directors, all Academic Teaching Staff</p>	<p>Measure awareness of award among students by tracking the number of applications and pulse surveys:</p> <p>2026: 60% of UG students aware of prize.</p>	<p>2026 onwards</p>

		consistently recognised and rewarded.	takes place in the School in December every year. Publicize the award-winning essays on EDI website. Measure awareness in 2026 and 2028 pulse surveys	D-DEDI, External Relations staff D-DEDI, EDIC	2028: 80% of UG students aware of prize.	
AP 2.3	Increase supports to Teaching Assistant PG students.	PG survey 2023 and focus group discussion revealed that female TAs often bore the burden of students seeking support for bullying, harassment, and pastoral issues. SEC established the TA mentor role to support TAs in response attendance in meetings has been low (4-5 TAs) from a cohort of between 85-90 TAs across the School's four departments.	EDI Director and TA mentor presentation in TA inductions to equip TAs with the knowledge and preparedness to handle various scenarios effectively. TA mentor meetings with TA PG students (twice a year) – mentors to inform TAs of supports available within College, to ensure awareness of College DRC Service among TAs. DEDI to send annual reminder emails about the EDI supports for TAs available at School and College. PG Surveys in 2027 and 2029. EDIC will finalize the questions concerning TA roles.	DEDI, D-DEDI, Deputy DPGTL D-DEDI, Deputy DPGTL DDEDID-DEDI, Deputy DPGTL DEDI DEDI, EDIC EDIC	2027 PG Survey to > 50% of TA PG students are aware of TA mentor role, rising to > 60% in 2029 PG Survey. > 70% express confidence in approaching the TA mentor if any issues arise. > 60% of TA PG students report a clear understanding of their duties and roles, rising to 70% in 2029.	2025-2030

			Follow up discussion groups after the surveys.			
AP 2.4	Increase PGT and PGR student awareness of TCD Dignity and Respect and Sexual Misconduct policies and the College Dignity, Respect and Consent Service.	PG 2023 survey revealed 47% awareness of policies regarding dignity, respect, bullying and harassment and 23% confidence in reporting such issues.	<p>Ensure up-to-date information and links on relevant policies and information on the Dignity, Respect and Consent Service available at Trinity are included in PG handbooks and discussed in PG inductions.</p> <p>Prepare a FAQ box on D&R issues to be added to PG handbooks.</p> <p>Publicise TCD HR's anonymous <i>Speak Out</i> tool via inclusion in of information and links in student handbooks.</p> <p>D-DEDI to attend one PGT&L meeting each year to highlight any issues to PG programme directors.</p> <p>2027 and 2029 PG Surveys to measure awareness and confidence.</p>	<p>DEDI, D-DEDI, DPGTL,</p> <p>PG Programme directors.</p> <p>D-DEDI</p> <p>DEDI, EDIC</p>	<p>Feedback on awareness and confidence in D&R processes in PG Survey in 2027 and 2029</p> <p>>60% PG students indicate awareness of TCD D&R and Sexual Misconduct policies and the TCD DRC service in 2027, rising to 70% in 2029.</p> <p>> 40% of PG students indicate confidence in reporting such issues in 2027, rising to 55% in 2029.</p>	2025-2030
AP 2.5	Increase PG engagement with AS and EDI initiatives and activities.	There was a low response rate to 2023 PG EDI survey (total 27%: 39% male, 51% female) this may be indicative of low awareness of Athena Swan and EDI initiatives within the School.	<p>Once a year the DEDI and D-DEDI will hold meetings with PGT and PGR students respectively to update them on Athena Swan initiatives and EDI activities in the School and progress of the AS action plan as it relates to them.</p> <p>The DEDI and D-DEDI will also seek feedback and host a</p>	<p>DEDI, D-DEDI</p> <p>DEDI, D-DEDI</p>	<p>Increased response rates to PG surveys:</p> <p>≥40% in 2027 And ≥55% by 2029</p> <p>Measure awareness of AS/EDI initiatives among PG students in next surveys with an aim to see:</p>	2025-2030

			<p>discussion to allow PG students to raise any concerns.</p> <p>Any issues raised by PG students will be fed back to the EDIC for discussion to propose actions where necessary and report to the SEC.</p> <p>PG Surveys 2027 and 2029</p>	<p>DEDI, D-DEDI, EDIC</p>	<p>≥35% awareness by 2027 and ≥50% by awareness by 2029</p> <p>(baseline not yet established)</p>	
AP 2.6	<p>Provide targeted support for postgraduate students, particularly female, to build confidence in academic discussions, presentations, and research dissemination.</p>	<p>Female PGR students reported notably higher levels of discomfort when speaking up in lectures and seminars (78% lack confidence vs 25% male students) and in presenting their research (61% female lack confidence vs 12% males).</p> <p>There is also gender gap gender in confidence engaging in learning activities among PGT students: For example, 53% of female students and 27% of male students reported feeling not confident speaking up in lectures or tutorials.</p>	<p>Develop and deliver confidence-building activities for PG students – e.g. no-judgement discussion groups, skills session on structured question-asking techniques, etc. twice per year.</p> <p>Update and circulate <i>Gender in the Classroom</i> Document to all PGT/PGR instructors annually to promote inclusive teaching practices and raise awareness of gender-related dynamics in classroom settings in PG programs.</p>	<p>D-DEDI, EDIC, DPGTL</p> <p>EDIC, DPGTL</p>	<p>Increased levels of confidence reported in PG Survey.</p> <p>≤50% of female students reporting low confidence in speaking up/presenting by 2027 PG Survey.</p> <p>≤40% female students reporting low confidence by 2029 PG Survey.</p>	

Priority 3: Supporting careers and professional development

<p>AP 3.1</p>	<p>Monitor Teaching and Research Fellow recruitment data and devise positive actions to improve diversity in applicant pool</p>	<p>There exists a significant gender gap in applications in the recruitment of Teaching and Research Fellows (>70% male in most competitions, with some receiving 100% male applicants).</p> <p>Currently 30% of TFs and 25% RFs are female.</p> <p>However, as this process is not managed centrally by HR so we note the lack of consistent data on applications and will work to rectify this locally.</p>	<p>Where possible, monitor TF and RF recruitment data annually to identify trends and inform actions</p> <p>Conduct focus groups with TFs, RFs, and final-year PG students to explore factors influencing job application decisions (2026 and 2028).</p> <p>Develop a TF/RF recruitment strategy guidelines identifying positive actions to encourage the application of women and other under-represented groups.</p> <p>Establish search outreach groups to identify applicants from underrepresented groups and encourage their applications.</p> <p>Ensure staff recruiting teaching/research fellows have completed <i>EDI in HE</i> online training.</p>	<p>DEDI, EDIC</p> <p>DEDI, D-DEDI</p> <p>DEDI, EDIC</p> <p>DEDI and D-DEDI</p> <p>DEDI, School Manager</p>	<p>At least 40% female representation in both TF and RF roles by 2030.</p>	<p>2026-29</p>
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<p>AP 3.2</p>	<p>Improve career supports available to TF and RFs.</p>	<p>Given the small size of TFs and RFs, collecting data on this cohort via surveys is challenging.</p> <p>Feedback from focus group meetings raised career support as main issue for current TFs.</p>	<p>Encourage TFs to attend new 'Getting Started' inductions.</p> <p>DEDI to support/present at new 'Getting Started' inductions to be introduced for new staff (recently approved by SEC).</p> <p>Encourage TFs to utilise the new mentors to TFs approved by SEC (2025) and monitor take up.</p> <p>Hold meetings with TF and RF in 2026 and 2028 to identify EDI-related issues and supports needed by this group and develop necessary actions.</p> <p>All Research Fellows (postdoctoral researchers) on contracts greater than 1 year will be offered an annual appraisal/ development review and uptake will be monitored.</p>	<p>School Manager</p> <p>DEDI, D-DEDI</p> <p>DEDI</p> <p>DEDI, School Manager</p> <p>DEDI, Director of Research, EDIC</p>	<p>>80% TFs attend the new faculty inductions and 'Getting Started inductions.'</p> <p>100% of qualifying research fellows take appraisal reviews.</p> <p>100% of teaching fellows hired over the life of this action plan attend the inductions.</p> <p>Collect anonymous feedback from RFs on satisfaction with appraisal process:</p> <p>>70% of qualifying research fellows report satisfaction with the appraisal process.</p> <p>Collect anonymous feedback from TFs on inductions:</p> <p>>70% of TFs report satisfaction</p> <p>By April 2030</p>	<p>2025-2030</p>
<p>AP 3.3</p>	<p>Maintain gender balance of faculty Sociology and Economics; improve gender balance of faculty</p>	<p>% of female academics has gone down in both Philosophy (31%) and Political Science (25%).</p> <p>Economics has achieved gender balance (40%),</p>	<p>Recruitment Diversity Guidelines to be reviewed and updated every year in SEC in the first term.</p> <p>Devise search outreach groups in Philosophy and Political Science to identify potentially strong female</p>	<p>DEDI, HODs, EDIC, HR Recruitment Partner</p> <p>HODs, DEDI,</p>	<p>40:60 gender balance in School by 2029.</p> <p>Departmental goals:</p> <p>Economics 40:60 by 2030.</p> <p>Political Science</p>	<p>2025-2030</p>

	Political Science and Philosophy.	and Sociology has 50% female academics.	<p>applicants and encourage their applications.</p> <p>Ensure inclusion of standardised EDI statement on non-discrimination and equality opportunities and on maternity leave entitlements in all job advertisements.</p> <p>Provide links to EDI section of School website in job specs.</p>	<p>HODs, DEDI, School Manager, HR Recruitment partner</p> <p>DEDI, HODs, HR Recruitment partner</p>	<p>35:65 balance by 2030.</p> <p>Philosophy 40:60 balance by 2030.</p> <p>Sociology – maintains gender balance</p> <p>By April 2030.</p>	
AP 3.4	Implement School level supports for academic staff to apply for promotion.	<p>Our self-assessment revealed that women were more likely than men to report feeling a lack of understanding of the promotions criteria and process.</p> <p>Additionally, only 34% of women had confidence in the process.</p> <p>The institutional promotions process is under review and a new system is expected to be implemented by 2026.</p>	<p>Create a career pathway FAQ document or presentation as a resource for staff to be added to EDI Website.</p> <p>HODs to identify and personally encourage all eligible staff to apply for promotions.</p> <p>Promote and enable staff to attend annual College promotions workshops via EDI Newsletter and email reminders.</p> <p>Organise a School-level panel to support potential applicants by sharing experiences, answering</p>	<p>DEDI, School Manager,</p> <p>HODs</p> <p>DEDI, HOS, HODs</p> <p>DEDI, HOS</p>	<p>≥60% female academic staff say they understand promotions process by 2028.</p> <p>≥60% of all academic staff report confidence in promotions process by 2028.</p> <p>Measure satisfaction with School mentoring in 2026, develop positive actions where necessary and see improved satisfaction levels by 2028.</p>	2026-2030

		Schools have been advised that improvements are anticipated in the new system however we want to be proactive and ensure staff are provided with school level supports.	<p>questions and demystifying the promotion process.</p> <p>Establish a formal feedback mechanism in each department where senior staff members provide feedback on promotion applications to support applicants.</p> <p>Survey staff in 2026 regarding recent experiences of School level mentoring, to gain insights and develop further School level mentoring actions, as required. A repeat survey in 2028 to measure progress.</p>	<p>DEDI, HODs</p> <p>DEDI, EDIC</p>	(baseline not yet established.)	
AP 3.5	<p>Provide opportunities to professional staff for review/appraisal and encourage professional staff to avail of "Performance Conversations" currently being piloted in College</p> <p>Links to TCD action 2.2.13</p>	Staff survey showed that 64% of professional staff had not had an appraisal in previous 3 years, and 77% would avail of one if offered.	<p>College HR will provide guidance and training to line managers on how to engage staff in performance conversations.</p> <p>Line manager to offer an annual development review meeting to all of their staff in line with TCD performance conversations guidance beginning during Academic year 2025/26.</p> <p>Collect data on training and qualifications provided or supported by the School for professional staff and report in EDI Annual Report (including Aurora programme, UCD</p>	<p>School manager</p> <p>DEDI, School manager</p> <p>DEDI, School manager</p>	<p>100% professional staff taking part in Performance Conversations by November 2029.</p> <p>60% of professional staff report review/ appraisal in previous 3 years by 2028.</p>	2025-30

			Professional Academy awards, etc).			
AP 3.6	Continue to improve gender balance among professional staff. Links to TCD institutional action 2.3.3	The gender balance changed from 100% female to 84% female over the last action plan we want to continue to promote diversity within our PMS staff.	Liaise with TCD HR to review job descriptions and criteria to ensure the language is open and inclusive of all genders Liaise with TCD HR to review support staff job titles to ensure the title reflects the complexity and responsibility of the role.	School manager, DEDI School manager, DEDI	Male representation among PMS staff to increase to ≥20% by 2027 rising to ≥25 by 2029	2025-29
Priority 4: Flexible working and managing career breaks						
AP 4.1	Develop formal guidance around arrangements pre and post family and caring leave, including: Maternity leave Paternity leave Adoptive leave Carer's leave Parental leave Parent's leave Leave for medical care Domestic violence leave	2024 survey revealed that 39% of female and 18% of male academic staff indicated that family/caring responsibilities hindered their career progression. In addition, of those who have availed of family/caring leave, only 43% reported receiving clear information about their rights and responsibilities both prior to and during their leave.	Ensure staff are aware of leave entitlements, by promoting the Leave Entitlements section of the EDI webpage linked to the HR Policies website Organise pre- and post-leave meetings with members of staff going on leave: At the pre-leave meeting, we will offer staff the option of availing of informal opt in keep-in-touch days, but we will ensure staff know these are not mandatory, and that they can opt-out at any time during their leave. Academic staff on Tenure Track going on maternity leave will be offered an additional appraisal review in the pre- and post-leave	DEDI, School Manager, HR partner. HODs, School manager (depending on whether staff is academic or professional) HOS, School manager	>60% of all staff report having clear information about leave entitlements by 2026, rising to > 70% in 2028. Decrease to >30% of female staff and >15% of male staff report family/caring responsibilities as hindering career progression by 2028. 100% of those availing of informal opt-in keep-in-touch days report	2025-27

			<p>meetings to facilitate handover and support return to work.</p> <p>Procedural document for structure of pre- and post-leave meetings and opt-in days drawn up by DEDI by October 2025 and reviewed and approved by SEC December 2025.</p> <p>Update on pre- and post-leave meetings and the informal opt-in keep-in-touch days will be emailed to all staff and included in staff handbook (upon SEC approval).</p> <p>Provide clear information on how maternity leave is accounted for in tenure-track and promotion processes, sabbaticals, and research active status in academic staff inductions.</p>	<p>DEDI</p> <p>EDIC</p> <p>SEC/DEDI</p>	<p>satisfaction with the process in 2026 and 2028.</p> <p>100% of staff availing of leave over the life of this Action Plan report receiving clear information about their rights and responsibilities prior and during leave.</p>	
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<p>AP 4.2</p>	<p>Ensure all staff feel they can strike a balance between work and family life.</p>	<p>56% of academic staff report a negative or very negative impact on work-life balance (70% of females and 50% of males), and 34% reflect decreased well-being.</p> <p>74% of professional staff and 53% of academic staff reported rarely or never been asked to attend meetings outside core hours (10am-4pm) in 2024, so there is room for improvement.</p> <p>The self-assessment process also highlighted concerns around the distribution of invisible workload, with evidence suggesting that women academic staff are more likely to take on tasks such as pastoral care, committee work, and informal mentoring.</p>	<p>Promote 'Right to Disconnect' guidelines for the School, encouraging staff to add the following text to their email signatures: "The School of Social Sciences and Philosophy at Trinity College Dublin supports work-life balance. There is no expectation to read or respond to emails outside of normal working hours".</p> <p>Ensure all people managers are aware of the current policies in relation to working hours and remote working, through a workshop with the College HR Team.</p> <p>Run workshops for all staff to ensure they are aware of the policies in relation to working hours and remote working.</p> <p>Ensure the further publicisation of College core meeting hours policy through EDI Website, newsletters, and annual email reminders by DEDI.</p> <p>Include questions on College EDI surveys on 'invisible workload' that female staff members undertake. Establish baseline about invisible burden in the 2026 survey. Develop actions where necessary to address the challenges.</p>	<p>DEDI, HOS, HODs, School manager</p> <p>DEDI, School manager, HODs</p> <p>DEDI, School manager</p> <p>DEDI, School manager</p> <p>EDIC, DEDI</p>	<p>≤40% of female academic staff indicating negative work life balance by 2028.</p> <p>≤30% of male academic staff indicating negative work life balance by 2028.</p> <p>≤40% of all academic staff report negative impact work life balance by 2028.</p> <p>≤25% of all academic staff report negative impact on well-being by 2028.</p> <p>>75% of all staff report not being required to attend meetings outside core meeting hours in 2026 and 2028 surveys.</p>	<p>2025-28</p>
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Priority 5: Organisation and culture

<p>AP 5.1</p>	<p>Publicise TCD's updated Dignity and Respect, Sexual Misconduct policies, the Dignity, Respect and Consent Service and the SpeakOut reporting tool and broaden awareness of D&R issues.</p>	<p>Survey results show 53% of female academic staff and 44% of male academic staff do not know how to report bullying and harassment.</p> <p>Just 5% of female academic staff are confident that bullying and harassment complaints would be appropriately managed.</p> <p>This action also aligns with the College Race Equality Action Plan (6.3) to publish reports from the SpeakOut Tool and the College AS plan to raise awareness (6.1).</p>	<p>Liaise with Trinity Dignity, Respect & Consent Service to draw up a promotional document addressing resources and training opportunities for inclusion in EDI website, and publicise via EDI newsletter, and biannual reminders by DEDI.</p> <p>DRC unit confirms that it expects to be making training available next academic year (2025-26).</p> <p>Include updated material recommended by the Trinity Dignity, Respect and Consent Unit in staff and student handbooks.</p> <p>Identify School contact persons and support them to complete DRC training.</p> <p>Raise awareness of contact persons via EDI Newsletter and EDI Website.</p> <p>Hold themed coffee networking sessions to discuss and raise awareness with staff and PGR students on dignity and respect issues in various contexts.</p>	<p>EDIC, HODs.</p> <p>EDIC</p> <p>DEDI, School Manager</p> <p>DEDI</p>	<p>>70% of all staff report knowing how to report bullying and harassment.</p> <p>>70% of all staff knowledge of Dignity, Respect and Consent Service and the Speak Out tool.</p> <p>>55% of all staff report confidence that bullying and harassment complaints would be appropriately managed by 2030.</p>	<p>2025-2030</p>
<p>AP 5.2</p>	<p>Ensure balanced gender representation in imagery and</p>	<p>The EDIC reviewed gender representation in PG program web pages and promotional</p>	<p>Review website and other materials in 2026 and 2028 and make necessary updates.</p>	<p>External Relations Manager</p>	<p>An audit by the EDIC in 2028 shows 50% gender-balanced representation in imagery, promotional</p>	<p>2025-2030</p>

	content (e.g. social media posts, seminar series, and other content that acknowledges staff contributions), promotional materials, and department and School events (e.g. public lecture series).	materials in 2022/23, but regular review is needed, especially as the School's websites are being updated. Seminar series data shows some gender gap in speakers in some departments. 2024 survey revealed that only 47% of female academics (compared to 74% of male academics) felt that their contributions were valued.	Monitor gender balance in departmental seminar series and School events in annual EDI reports.	EDIC	materials, and social media content acknowledging staff contributions. All departments to have >40% female seminar speakers by 2027. All School events to have 40% female presenters by 2027. >60% of female academics indicating their contributions are valued by 2029.	
AP 5.3	Foster a culture of inclusion within the School, promoting collaboration and a sense of belonging among staff across different disciplines.	The EDI survey highlights ongoing challenges with feelings of inclusion. College-wide data indicate that international staff report a stronger desire for social interaction with colleagues (60%+ for international vs. 50%+ for other staff groups). Within the School, female academic staff report significantly lower feelings of inclusion compared to male academic staff (16% vs. 58%). Similarly, fewer	Organise a biennial School Culture Day (2026, 2028, 2030) Raise awareness of the College Global Staff Network via EDI newsletters and EDI Website. Organise externally facilitated group meetings in each department to discuss gender representation and agree on relevant positive actions. Ensure members of all School committees complete unconscious bias training. Track uptake and progress in annual EDI reports.	EDIC DEDI , EDIC DEDI, EDIC, HODs DEDI, School manager , EDIC	≥ 65% of female staff report feelings of inclusion ≥75% of female staff reporting their department actively supports diversity by November 2029 >80% of staff in each department attend the externally facilitated meetings. 100% of School representatives on School committees have completed Unconscious Bias training by 2029.	2025-2030

		<p>female staff feel their department actively supports diversity (37% vs. 68%).</p> <p>Addressing these disparities aligns with institutional priorities, including the College Athena Swan (AS) Plan (2.5.2) and the College Race Equality Plan (7.1), reinforcing the need for targeted action.</p>				
AP 5.4	Promote participation in the “Let’s Talk About Race” online training programme.	<p>The 2024 survey showed that 51% of academic staff and 74% of professional staff were unaware of the race and ethnicity online training.</p> <p>18% of academic staff and 0% of professional staff had participated in the training.</p> <p>This action also aligns with the Institutional Race Equality Action</p>	<p>Highlight the training opportunity in the School EDI Newsletter and EDI website.</p> <p>Ask hiring committee chairs and panel members and executive committee members to complete the training and monitor uptake.</p> <p>Promote participation in racial awareness leadership/inclusive leadership training for those with leadership responsibility.</p>	<p>DEDI, EDIC, HODs, School Manager</p> <p>DEDI, School Manager, HODs</p> <p>DEDI, HODs, School Manager</p>	<p>≥60% of staff report awareness of training in 2026 survey.</p> <p>Staff participation in training ≥55% by November 2029</p>	2025-2030

		Plan (7.2) and College AS AP 2.5.3.	<p>Review participation/awareness in next EDI Survey.</p> <p>Collect data from EDI office on how many staff from School have completed online module.</p>	EDIC		
AP 5.5	Organise schoolwide training with the Dignity, Respect and Consent Service	<p>Survey results show 53% of female academic staff and 44% of male academic staff do not know how to report bullying and harassment.</p> <p>Just 5% of female academic staff are confident that bullying and harassment complaints would be appropriately managed.</p> <p>This action also aligns with the College Race Equality Action Plan (6.3) to publish reports from the SpeakOut Tool and the College AS plan to raise awareness (6.1).</p>	<p>Organise school wide session with the DRC service.</p> <p>The HoDs and SM will send emails in advance of the launch of training programmes provided by the DR&C service encouraging all staff to attend one that is held at a time that suits them best</p> <p>Liaise with DRC unit to draw up promotional document for inclusion in our newsletter to further highlight supports and promote their service.</p> <p>Effectiveness will be measured in surveys to see if increased visibility of the DRC unit increases confidence levels, and knowledge of how to report instances of bullying and harassment.</p>	<p>DEDI</p> <p>HoDs/School Manager (depending on if staff are academic or professional)</p> <p>DRC Manager</p> <p>EDIC</p>	<p>>70% of all staff report knowing how to report bullying and harassment.</p> <p>>70% of all staff knowledge of Dignity, Respect and Consent Service.</p> <p>>55% of all staff report confidence that bullying and harassment complaints would be appropriately managed by 2030.</p>	<p>Training will take place Q1 2026</p> <p>Targets will be achieved by 20230</p>