Department Application

Athena
SWAN

ECU GENDER CHARTER

ECU EQUALITY CHARTERS

ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

T AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

ING THE FORM

ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN
S HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

> Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Name of institution	Trinity College Dublin, The University of Dublin
Department	School of Social Sciences and Philosophy
Focus of department	AHSSBL
Date of application	April 2021
Award Level	**Bronze**
Institution Athena SWAN award	**Date:** 2015, renewed 2018 **Level:** Bronze
Contact for application Must be based in the department	Professor Francis O'Toole
Email	fotoole@tcd.ie
Telephone	+353 1 8961068
Departmental website	https://www.tcd.ie/ssp/

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.

No.	Planned action	Rationale	Person responsible	Timeframe	Success measure
2. Description of the department					
2.1	Establish a permanent EDI School Committee. Director of EDI will be appointed with membership of the School Executive Committee.	EDI values need to be integrated into all future decision-making in the School. The Committee will, for example, oversee the implementation of the Action Plan.	HoS, SEC.	2021 Quarter 3.	Appointment of EDI Director, EDI Director joins SEC and School EDI Committee is formed. First Annual EDI Report produced (2022, Quarter 3).
2.2	Support the University's efforts to treat all gender data as non-binary and analyse other EDI related fields (e.g. race, class).	Binary gender data are exclusionary. The lack of other EDI-related data presents an EDI information gap. In particular, the School needs to encourage its staff to complete the diversity form for College HR.	EDI Director and EDI Committee.	2022 Quarter 1.	Future staff surveys will measure and see significant improvement in proportion of staff who have completed their diversity form for College HR. Success will also be indicated by the inclusion of appropriate EDI-related categories of data by the Third EDI Annual Report, 2024 Quarter 3.
3. The self-assessment process					
3.1	Ensure appropriate gender representation (40:60) on the EDI Committee.	Gender representation on AS SAT skewed upwards over time (55% F to 73% F).	HoS, SEC, EDI Director.	2021 Quarter 3.	Gender balance (40:60) for start of 2021-22 academic year (and beyond).
3.2	Ensure inclusion of undergraduate and postgraduate student representatives on the EDI Committee.	EDI Committee to be representative of the School population – staff and students.	HoS, SEC, EDI Director.	2021 Quarter 3.	EDI Committee to have 1 UG (already implemented) and 1 PG representative in Academic Year 2021-22 (and beyond).
3.3	Approve and publish the EDI Committee Terms of Reference (ToR).	School survey indicated need for improved communications and transparency as well as sense of community.	HoS, SEC.	2021 Quarter 3.	ToR approved by HoS/SEC and published on School website.

	Action	Description	Responsible	Timeline	Success Measure
3.4	EDI section to be created on SSSP website.	The EDI Committee will communicate School EDI activity clearly. The website will be the School's EDI focal point.	EDI Director, School Manager.	2022 Quarter 1.	School EDI website to be set up by end of 2021. 70%+ of staff respondents report awareness of School EDI website and EDI activities in next two staff surveys (Feb – March 2023 and Feb-March 2025).
3.5	EDI committee meetings to be pre-scheduled for upcoming academic year.	This action will encourage and facilitate commitment to EDI work. Schedule should dovetail with SEC meetings schedule.	EDI Director, School Manager.	2021 Quarter 3.	Frequency of meetings with high attendance rates to be reported in First EDI Annual Report.
3.6	Establish robust/expanded EDI data collection, monitoring and reporting processes within the School.	In order to be able to assess the School's EDI progress and to identify areas where initiatives need to be targeted, appropriate data must be collected, monitored and reported (e.g. in the Annual EDI Report).	EDI Committee.	2021 Quarter 4.	Procedure and key indicators decided on by EDI Committee. All departments furnished with data reporting needs.
3.7	Annual EDI Report to be published by SSSP.	This publication will communicate and facilitate the School's commitment to EDI.	EDI Committee.	2022 Quarter 2: Content/format to be agreed by EDI Committee and SEC. 2022 Quarter 3: First Annual EDI report.	Draft Annual EDI reports to be tabled, discussed and approved at SEC. EDI Annual Report to be published by end of Quarter 3 2022.
3.8	Biennial School Staff (Culture) Survey.	This survey will be crucial for feedback purposes and for measuring the success or otherwise of many of our actions.	EDI Committee.	2023 Quarter 1.	Staff Survey (Feb – March 2023). Staff survey response rates of 70%+.
3.9	Survey of School Postgraduate Students.	This survey will be crucial for identifying issues as well as for measuring the impact of many of our actions.	EDI Committee.	2022 Quarter 3.	Postgraduate Students Survey (Quarters 3-4, 2022). Response rate of 70%+.

4.1 Student data					
4.1.1	Collect gender, as well as other EDI and performance data on the subset of students from TCD access/foundation courses that enrol in School programmes.	Over 60% of TCD access/foundation students are female. Collecting School-level gender data will determine the scale of any gender gap that needs to be addressed at School level.	EDI Committee.	2021 Quarter 4.	Data, to be included in EDI Annual Report (Quarter 3 2022), to inform the need for further actions.
4.1.2	Review postgraduate website content and promotional material to ensure appropriate gender representation in imagery, testimonials from alumni and outreach activities. Where appropriate, implement positive actions (by Department and School).	Significant and excessive gender imbalance in some postgraduate programmes in the School which starts at application level.	School, Department Postgraduate Programme Directors, EDI Director.	Quarter 2 2022.	Proportion of PGT and PGR female applications increased by at least 5% in Philosophy within 3 years. Proportion of PGT male applications increased by at least 5% in Sociology within 3 years. Proportion of PGR female applications increased by at least 5% in Economics within 3 years.
4.1.3	Review current departmental postgraduate admissions processes. Where appropriate, implement changes to address sources of any possible gender and other biases in the review of applications.	Admission processes vary across departments and programmes. The review will address gender-related discrepancies on the success rate of applications.	School, Department Postgraduate Directors, EDI Director.	Quarter 2 2022.	Revised processes implemented with a view to increasing the proportion of offers made to candidates from each Programme's under-represented gender by at least 5% within 3 years. All relevant staff (who review applications) to have completed unconscious bias training within 2 years.
4.1.4	Create and implement a student engagement strategy aimed at encouraging	There is a very significant decrease (increase) in female participation in the progression	EDI Committee.	Quarter 4 2022.	Creation and implementation of strategies to tackle

	Action	Rationale	Responsibility	Timeframe	Success measure
	postgraduate applications from underrepresented gender/groups. Hold discussion with UG and PG students (e.g. surveys, focus groups) with a view to understanding pathway choices.	pipeline from undergraduate to postgraduate within Economics and Philosophy (Sociology). The School will run focus groups with postgraduate students. These were previously planned but were postponed due to Covid-19.			identified issues, with a particular focus on the progression pipeline "puzzle". Increased proportion of offers made to candidates from each Programme's under-represented gender by at least 5% within 3 years.
4.1.5	The School will design and conduct an annual gender audit (by Department and specific core modules) of undergraduate and postgraduate students (including professional affiliation data).	Important discipline level information (e.g. re gender composition) is hidden within existing School/programme level undergraduate data. For example, the third-year module in Econometrics acts as a gateway to graduate study in Economics. Completion data currently available for PGR students is not reliable. Data on professional affiliation will also be gathered for better understanding part-time male predominance in Economics.	DTLUG, DTLPG, EDI Committee.	2022 Quarter 1.	Availability of discipline level (undergraduate) data and timely review of postgraduate data will be used to explore multiple AS related issues. Data to be included in the Second EDI Annual Report onwards.
4.2 Academic and research staff data					
4.2.1	Engage with the Central EDI Committee to advocate for and support the collection of national data by more specific subject/discipline area to allow for improved comparative analysis.	While we can compare national data against AHSSBL subjects, the comparison by more specific subject areas (e.g. Economics) would provide scope for stronger data analysis.	EDI Director/Committee.	Quarter 3 2023.	Inclusion of national staff benchmark by Discipline in the second EDI Annual Report.

4.2.2	Biennial EDI awareness session for staff of the School. The session will present details on the gender profile of the School/Departments, including national and international benchmarks, Culture survey, and EDI Report findings.	The staff survey responses revealed that not all staff members recognise how the gender imbalance issue affects all four Departments. The first School awareness section was held on June 2021 and was welcomed by participants.	EDI Director.	Quarter 3 2023.	Engagement of 70%+ of staff in session. Track and incorporate feedback in future sessions.
4.2.3	Organise group meetings in all four Departments (and of administrative staff) to discuss gender representation and agree on relevant positive actions. The meetings will have external facilitators.	All four Departments fall below the minimum desirable gender balance ratio (40:60) re female academics. Sociology, for example, is an internationally female-dominated field but only 33% of SSSP's Sociology Department academic body is female.	EDI Director, HoS.	Quarter 4 2022 to Quarter 2023.	Report to be produced for the consideration of the SEC with recommendations on positive actions aimed at addressing the various discipline imbalances.
4.2.4	Create a School-level best-practice set of procedures for hiring Teaching Fellows, especially those on one year or longer contracts while continuing to comply with University regulations.	The localised recruitment, selection and approval processes do not allow for gender balance to be monitored easily.	SEC.	Quarter 3 2021.	The SEC/School has agreed May 2021) to adopt standard formal hiring procedures for Teaching Fellow posts longer than one year. Teaching Fellow recruitment data to be included in Annual EDI Report.
4.2.5	Create a School-level best-practice set of procedures for the hiring of research staff while continuing to comply with University regulations.	The localised recruitment, selection and approval processes do not allow for gender balance to be monitored easily. SSSP's Research Fellow appointments are mainly male.	SEC.	Quarter 4 2021.	School-level procedures to be agreed and implemented by Quarter 4 2021. Research recruitment data to be included in Annual EDI Report.
4.2.6	Introduce a School-wide exit interview to officially capture	The School has no formal protocols in place for collecting	EDI Director, HoS, School Manager.	Quarter 3 2022.	100% of leavers interviewed with follow-up actions /

	Action	Context	Responsible	Timeline	Success Measure
		and recording data on staff departures. This information can be very informative and assist on elaborating strategies for the retention of staff.			recommendations noted and implemented, as appropriate. First EDI Annual Report onwards.
5.1 Key career transition points: academic staff					
5.1.1	Request that Trinity provide disaggregated data by Department (as opposed to just by School) on recruitment and promotion.	The lack of detailed data by Department on recruitment and promotion (e.g. success rates on applications for promotion beyond merit bar) limits EDI analysis.	EDI Director, HoS.	Quarter 1 2022.	Improved data published in future EDI Annual Reports.
5.1.2	Monitor recruitment data at School level to ensure availability of more detailed information, e.g. data by contract type, professional, Teaching Fellow, and research.	Recruitment data available through HR has its limitations. It does not allow for capturing nuances which may require tailored actions.	School Manager.	Quarter 3 2021.	Development of departmental-tailored recruitment actions based on detailed data in Annual EDI Report.
5.1.3	Devise a recruitment diversity-strategy for each academic role prior to advertisement (to be approved by the EDI Director). The strategy should include positive actions aimed at increasing the number of female applications as well as the number of applications from other underrepresented groups. The diversity strategy will be discussed at departmental meetings for feedback, input and awareness raising.	The proportion of female applications to academic positions is 28% in the last 7 academic years. Increasing female applications will be key to addressing the gender imbalance in the School. The Staff survey also noted that the school is predominantly white, i.e. there are few role models for students of colour.	HoS, HoDs, School Manager, EDI Director.	Quarter 4 2021.	Increase in the overall proportion of women applying for academic posts in the School, from 28% (current average) to 40%+ within 4 years.

	Action	Current situation / rationale	Responsibility	Timeframe	Success measure
5.1.4	Ensure recruitment procedures and regulations are made known to all staff members and that the nomination process for participation on Selection Committees is wide and representative. All staff involved in the recruitment process to be reminded by the Chair of the impact of potential implicit bias on all stages of the process.	43% (47% F) of respondents have some or several concerns about the appointment process. This varies from concerns related to University procedures to the choice of candidates and the non-diversity of selection committee members.	HoS, EDI Director - Academic, research and TF (of two year or more) appointments. School Manager, EDI Director – administrative appointments.	Quarter 1 2022.	Representative selection committee (e.g. by gender). Data on Selection Committees to be published in the Annual EDI Report.
5.1.5	Develop mandatory localised induction for research staff with specific School/Department information as well promote University Induction.	Researchers currently attend only the Induction sections available to University-level professional and support staff. Researchers advise that these are not particularly relevant.	HoS, Director of Research.	Quarter 3 2022.	Research-specific induction programme at School level with mandatory attendance by all new research staff with a view of improving support to and engagement with Research staff.
5.1.6	Advocate for a comprehensive return of administrative promotional opportunities.	The staff survey showed a significant level of discontentment with the lack of promotional opportunities for professional staff within the University. Rules and timelines on the suggested replacement job evaluation process are unclear and not public.	HoS, School Manager.	Quarter 1 2022.	Promotional opportunities are returned for administrative staff, with staff encouraged and supported in applying.
5.1.7	Formalise a School strategy to encourage and support academic and administrative	The staff survey shows that staff perception of the current promotion process is that it is	HoS, HoDs, School Manager.	Quarter 1 2023.	Culture survey shows a 20% improvement on satisfaction with

	Action	Rationale	Responsible	Timeframe	Success measure
	staff eligible for promotion. Where staff wish to engage, provide clear guidance and timely feedback on draft applications while continuing to advocate for a transparent and fair assessment at University level.	not transparent and that the criteria for promotion is not weighted appropriately. The process is also perceived as extremely bureaucratic.			transparency of the promotion process.
5.1.8	The School will highlight information on how "Special Circumstances" are considered within the Trinity's promotion process.	Some staff who have taken maternity leave, for example, raised concerns in completing this part of the application. Some staff on promotion panels also unaware of the role to be played by these circumstances.	HoS, EDI Director.	Quarter 1 2023.	Relevant extracts from HR to be highlighted on School EDI website. 75%+ of respondents in future staff survey (Feb-March 2023) to report a good/very good understanding of how to use the "Special Circumstances" part of promotions form.
5.1.9	The School will request and publish aggregate data on Fellowship applications (by gender) and will attempt to demystify the application process as well as encourage staff members to apply by supporting staff application and celebrating staff success in the process.	Fellowship data are not published. Many staff members report not knowing what the process entails.	Director of Research.	Quarter 3 2022.	Fellowship data to be published annually in EDI Annual Report. 75%+ of respondents in future staff survey (Feb-March 2023) to report a good/very good understanding of how the Fellowship application process works.
5.3 Key career transition points: academic staff					
5.3.1	Provide annual online EDI training as part of new Staff Induction.	Staff survey indicated that over 50% of School staff had no diversity training.	School Manager.	Quarter 3 2021.	100% new staff complete online EDI training as part of Induction Programme annually.

5.3.2	All School staff to complete online EDI training.	Staff survey indicated that over 50% of School staff had no diversity training.	EDI Committee, HoDs.	Quarter 2 2023.	100% School staff complete online training in EDI.
5.3.3	All School representatives on School committees, including Selection Committees, to complete Unconscious Bias Awareness training.	Staff survey indicated that only 35% of respondents undertook any training on Unconscious Bias.	EDI Committee, HoS.	Quarter 2 2023.	100% of School representatives on School Committees completed Unconscious bias training.
5.3.4	All academic staff will be offered the opportunity to participate in the School's formal appraisal/development review. The review will include advice with respect to the optimal timing of promotion applications.	While 38% of staff are currently engaged in the School appraisal review, only 25% of these staff are female. 61% of staff reported several or some concerns regarding the promotion process with 60% of females and 39% of males reporting concerns.	HoS, HoDs.	Quarter 3 2023.	Increase the proportion of staff availing of review to 50% within four years.
5.3.5	All Research Fellows (postdoctoral researchers) on contracts greater than 1 year will be offered an annual Appraisal/Development review.	Low survey response rate from researchers suggests lack of engagement.	Director of Research, PIs.	Quarter 3 2022.	75%+ of Researcher respondents in future staff survey (Feb-March 2025) to report satisfied/very satisfied with appraisal/development review system within four years.
5.3.6	A survey of School recipients of Trinity and School mentoring schemes will be undertaken.	More than 70% of staff surveyed reported that there was room for improvement regarding mentoring.	EDI Committee. HoDs.	Quarter 4 2022.	Survey School staff who have completed the Early Career Mentoring programme aiming for an 80%+ response rate.
5.3.7	All staff (with contracts longer than 1 year) will be offered the opportunity for	Only 26% of staff were very satisfied with mentorship options available.	HoDs, School Manager.	Quarter 3 2023.	100% of eligible staff who wish to avail of local

	Action	Rationale	Responsibility	Timeframe	Success measure
	appropriate mentorship commensurate with career stage.	Local mentorship is not currently available to researchers, Teaching Fellow and professional staff.			mentorship schemes will be provided a mentor.
5.3.8	Gender statistics on applications and awards will be collected for all career related supports provided to SSSP undergraduates (e.g. Scholarship exam, OECD internships).	The AS process has highlighted the need to monitor applications and awards for possible gender differences.	DTLUG, HoDs.	Quarter 3 2022.	Data by gender will be collected, reviewed and, if necessary, actions will be developed by the EDI Committee. Initial data to be published in First EDI Annual Report.
5.3.9	Any extra teaching assistantships (other than those allocated to Ph.D. students as part of their standard stipend/training) will be advertised transparently within the Department, School or relevant cohorts (e.g. M.Sc. programme).	Some non-advertised teaching assistant positions exist in the School.	HoS, HoDs, School Manager.	Quarter 2 2022.	All such positions advertised and applications monitored (by gender).
5.3.10	Gender statistics on applications and awards will be collected for all career related supports provided to SSSP postgraduates (e.g. Scholarships and Teaching Awards).	The AS process has highlighted the need to monitor applications and awards for possible gender differences.	DTLPG, HoDs.	Quarter 3 2021.	Data by gender will be collected, reviewed and, if necessary, actions, by the EDI Committee. Initial data to be published in First EDI Annual Report.
5.3.11	Formalise the feedback from Trinity's Research Office to unsuccessful applicants and support applicants with re-submission.	There is no process in place to support unsuccessful applicants with re-submission.	Director of Research.	Quarter 2 2022.	Increase initial success rate and/or increase the number/rate of funding re-submissions by 15% within the next 4 years.

5.5 Flexible working and managing career breaks					
5.5.1	The School will continue to campaign for Trinity to introduce a policy whereby Schools are entitled automatically to receive College funding to: (i) cover replacements for maternity/adoption leave; and, subsequent to the achievement of (i), (ii) facilitate staff returning from maternity/adoption leave.	Basic fairness requires that maternity/adoption cover should be provided from central funds. (In the recent past, the School has been penalised significantly in this regard.)	HoS, School Manager, SEC, EDI Director.	Quarter 2021 onwards.	Maternity/adoption (and paternity) replacements costs to be fully funded centrally. Some progress made with respect to addressing the funding costs associated with facilitating staff returning from such leave within 4 years.
5.5.2	The School will produce an information sheet for staff members which explains leave entitlements, work-life balance, and family-friendly policies. It will be included in the induction manual for all new hires, as well as added to the staff handbook. It will also be added to the School EDI website.	Responses from the care survey as well as the staff survey indicate that many staff are unclear about important EDI policies.	School Manager, EDI Director.	Quarter 3 2022.	Future staff surveys to show improved level of understanding of (if not necessarily satisfaction with) these policies.
5.5.3	To regularise contact with their colleagues/manager the School will institute a formal 'Keeping In Touch Policy' for staff on leave, enabling them to attend parts of staff meetings if/when desired, avail of career development	Responses from the care survey and the staff survey indicate that there needs to be a more formalised approach to keeping in (appropriate) contact with staff on leave. This should also facilitate the transition back to work.	School Manager, EDI Director.	Quarter 1 2022.	Future staff surveys to show knowledge of and compliance with the new policy.

	Action	Rationale	Responsible	Timeframe	Success Measure
	opportunities etc. without disrupting their leave entitlements. This will also facilitate the transition back to work.				
5.5.4	In the absence of a University funded system, the School will institute a formal back-to-work policy to support returning (from maternity/adoption leave) staff members by: (i) administrators will be able to avail of a doubling up for a period of up to two weeks; and, (ii) returning academics will have a reduction of one module in their teaching load for the first semester after their return.	Responses from the care survey and the staff survey highlight the difficulties that returning staff encounter in immediately returning to a full workload.	HoS, HoD's.	Quarter 3 2022.	Policy implemented by Quarter 3 2022. Feb-March 2025 staff survey to show 30% reduction in staff reporting difficulties returning to work following maternity/adoption leave.
5.5.5	The School will continue to work with HR to streamline the process of applying for paternity leave (and speed up the process of applying for approval) so as to encourage staff to take their entitlement.	It is clear that paternity leave is under-utilised. The staff survey and the care survey highlighted the presence of various disincentives.	EDI Committee.	Quarter 1 2022.	Eligibility/paternity leave to be recorded in the EDI Annual Report with an increase in uptake over the next four years. 75%+ uptake within four years.
5.5.6	The School will undertake to plug the information gap with respect to the lesser-known realities associated with unpaid leave (e.g. pension contributions, death in service entitlement loss, private	Responses from the care survey as well as the staff survey as well as discussions within the SAT indicate that many staff, are unaware of important unpaid leave realities.	EDI Committee.	Quarter 3 2022.	80%+ of relevant staff aware of the implications of taking unpaid leave as indicated in the third staff survey (Feb-March 2025).

#	Action	Rationale	Responsibility	Timeframe	Success Measure
	health insurance contributions etc.) by doing the following: (i) producing an FAQ on unpaid leave that will be included in the staff and induction manuals; and (ii) posting this FAQ on the School website.				
5.5.7	The School will undertake to: (i) partner with other Schools and faculties to raise awareness about issues that disincentivise staff from availing of their unpaid leave entitlement; and, (ii) lobby the University to implement changes to its policies.	Discussions within the care survey (and within SAT) highlighted the existence of disincentives to availing of unpaid leave.	EDI Committee.	Quarter 1 2022.	Within four years, progress should be made with respect to introducing some new mechanisms, to incentivise staff to avail of their leave entitlements. Positive changes made to University policies. Increased level of satisfaction with unpaid level experience to be visible across next two staff surveys (2023-25).
5.5.8	The School will campaign for Trinity to align their study weeks with school mid-terms. At present they are generally one week out of kilter.	The staff survey and in particular the care survey highlighted the level of frustration with Trinity's study weeks being one week out of kilter with the rest of Ireland.	EDI Committee.	Quarter 1 2022.	Proposal put in place and, Trinity changing its study weeks to be in line with the mid-term breaks in the rest of Ireland.
5.5.9	Following on from Covid-19, the School will: (i) partner with other Schools in the faculty to undertake a review of working from home arrangements to determine best-practice; and, (ii)	The staff survey and the care survey indicated the need for explicit policies in this area.	HoS, School Manager and SEC.	Quarter 3 2021.	Formulation of a fair and transparent working from home policy. Awareness and satisfaction with policy to be measured in future culture surveys.

	implement these policies for academic and administrative staff.			
5.5.10	The School will partner with other Schools in order to: (i) undertake a systematic large-scale review of caring burden and responsibilities – in the widest sense – among staff and the ways in which the School/University can better support them, including coverage of the way in which the pandemic has worsened these issues; and, (ii) will make recommendations to central University with a view to making improvements.	The care survey and the experience of the SAT itself highlighted the need for improvement.	HoS, School Manager and EDI Committee.	Quarter 3 2022.	Staff with caring responsibilities report feeling supported as indicated in future care surveys. Ideally, improvement of University-level policies regarding unpaid care.
5.5.11	The School will work (with HR) to identify issues involved in facilitating staff moving between full-time work, part-time work and/or career breaks.	The School has experienced little activity of this kind, but the reason may be that the School does not explicitly support same, i.e. the School wants to be pro-active in this area.	EDI Committee.	Quarter 3 2022.	Next staff surveys to show a 25%+ improvement on staff satisfaction with flexible work possibilities.
5.6 Organisation and culture				
5.6.1	The School will publish information on the gender pay gap within the School in its EDI Annual Report.	Gender pay gap information across all staff as well as across all academic staff are standard gender metrics.	SEC, EDI Committee.	Quarter 2 2022.	First EDI Annual Report.
5.6.2	The School will monitor the level of satisfaction with School collegiality and in	There was a jarring gender dimension to the question on satisfaction with level of School collegiality.	EDI Director/Committee.	Quarter 1 2023.	The gender dimension to level of satisfaction with School collegiality in future staff surveys should be

No.	Action	Rationale	Responsible	Timeline	Outcome
	particular its gender dimension.				eliminated with overall satisfaction also increasing to 60%+.
5.6.3	The School will partner with HR to host an event on Trinity's HR policies. School staff will be provided with an overview of these policies and will have the opportunity to engage with the HR representative.	Responses from the staff survey indicate that many staff are unclear about important policies, e.g. rights and responsibilities re bullying and reporting of same.	School Manager, EDI Director.	Quarter 4 2022.	Event occurs and feedback is obtained. 20% improved awareness of HR policies in the next staff surveys.
5.6.4	The School will engage an external facilitator to address the issue of bullying. The School envisages the facilitator engaging directly and where appropriate confidentially with staff.	Some worrying comments in the staff survey refer to bullying and/or potential for bullying.	School, SEC.	Quarter 2 2022.	Future staff surveys must show very significant improvement with respect to bullying issue with at least 75%+ showing no concerns. There should be no gender divide on the issue.
5.6.5	The School will provide training by an external facilitator on the topic of sexual harassment and other EDI issues.	Responses from the staff survey highlighted the need for pro-active EDI training. A topical EDI module will be provided as part of the School's annual Induction programme.	School Manager, EDI Director.	Quarter 3 2023.	Event occurs and feedback is obtained. Information will feed into EDI information on EDI website. (Two years.)
5.6.6	The School will encourage and highlight broader contributions to the wider community (e.g. via School website and departmental Twitter accounts).	Responses from the staff survey indicated that these contributions have not been recognised or encouraged in the past.	School/Department website Manager(s), EDI Director.	Quarter 4 2022.	25% higher response rate on External Committee data collection exercise and improved satisfaction indicated in future staff surveys (see also 5.6.10).
5.6.7	School will review its workload model and the review will	Responses from the staff survey indicate a clear gender divide	HoS, SEC.	Quarter 2 2021.	Improved satisfaction indicated in future staff

No.	Action	Rationale	Responsible	Timeframe	Success Measure
	include a gender perspective. Currently underway (May 2021).	with respect to attitudes to the workload model in practice.			surveys – 70%+ should have no concerns; elimination of gender dimension. Two to four years.
5.6.8	The School will implement the College meeting/core hours policy and in particular will actively minimise the use of exemptions.	Responses from the staff survey indicate a gender divide with respect to satisfaction with the timing of meetings and events.	HoS, School Manager.	Quarter 3 2021.	75%+ of respondents in future staff survey to report no concerns with timing of meetings and events; reduction in/elimination of gender dimension.
5.6.9	The EDI Committee will publish the gender breakdown of the seminar speakers in its Annual Report and highlight the expectation of gender balance (40%:60%).	Statistics gathered by the AS SAT highlight the need for on-going monitoring.	EDI Committee.	Quarter 2 2022.	EDI Annual Report will report on the data gathered. Gender balance (40:60) reached across the 4 Departments.
5.6.10	The EDI Committee will publish the gender breakdown of certain outreach-type activities (e.g. Open Day/Higher Options participation) in its Annual Report.	Responses from the staff survey indicated that these contributions have not been recognised or encouraged in the past.	School/Department website Manager(s), EDI Director.	Quarter 2 2022.	EDI Annual Report will report on the data gathered. Improved level of satisfaction in future staff surveys – 50%+ to view their contributions to Discipline and Community as extremely/highly valued.