

1. Action plan

AP No.	Objective	Rationale	Milestones	Responsible	Success Measure	Timeframe
Theme 1. Continuing to advance EDI and Athena Swan						
AP 1.1	Continue to increase staff engagement with Athena Swan.	Our self-assessment revealed strong awareness and engagement with Athena Swan and EDI activities in the school. •80% were aware of the AS SAT/EDI Committee or reported participating in the committee at some stage. •Only 20% stated they were neither aware of nor involved in the AS SAT or EDI Committee and when asked about other Athena Swan-related activities. •50% reported participating in the committee at some stage (54% female, 43% male).	1. Update the EDI webpage on at least a quarterly basis with relevant information about activities relating to Athena Swan/EDI 2. Ensure links to appropriate College policies and supports are active and working. 3. Implement website analytics monitoring to track performance, and how users interact with the information on the website.	AS Champions/AS Technical support representative	≥90% of staff report awareness of Athena Swan and EDI activities by 2028. ≥65% of staff report participating in Athena Swan and EDI activities by 2028.	April 2028
AP 1.2	Ensure continuity between AS application cycles and action plan implementation.	It is essential to sustain momentum and ensure continuity between application cycles. Consistent efforts facilitate accurate tracking of	Ensure that there is a regular turnover of members of the EDIC whilst maintaining some continuity.	AS Champions/EDIC	RAG analysis of AP implementation shows: ≥25 of Actions in this AP rated green	Start November 2024 achieve target by

		progress, allowing for data-driven decisions and adjustments. Maintaining continuity will help us to foster a culture of continuous improvement within the School.	Head of School and School Manager plus one other staff member remain as part of EDIC. Maintain yearly review of SAT membership to ensure that all viewpoints are represented. Ensure that one AS Champion remains in post when the second is replaced.	AS Champions/EDIC AS Champions AS Champions	or amber by November 2025 ≥40 of Actions in this AP rated green or amber by November 2027 ≥55 of Actions in this AP rated green by November 2028	November 2028.
AP 1.3	Encourage staff to undertake EDI in HE training	40% of our staff have completed unconscious bias training as of 2024. This has been replaced in Trinity with EDI in HE training. In the 2024 survey, 28% of respondents declared having participated in this. We will continue to encourage colleagues to avail of available EDI awareness training in College.	Promote EDI training within the School regularly via website, quarterly newsletter and School meetings and encourage PhD researchers and pot-docs to avail of it during induction.	Director of post graduate teaching and learning, Joint Chairs of SAT and School Manager	See 40% of staff to complete EDI in HE training by 2026, increasing to ≥55% by 2028.	Target achieved by April 2028.
AP 1.4	Work with the EDI Office to add in 8-10 School specific questions to the Institutional survey	Our School had a 30% response rate to the institutional survey. We recognise that engagement may have been lower	1. During the next consultation phase we will meet with the EDI Data Analyst to develop our School specific questions for	AS Champion/EDI Data Analyst/School Manager	Increase participation to ≥55% by 2026 and ≥75% by 2028.	Target achieved by April 2028.

	that will help us monitor specific areas of our action plan.	because some staff perceive the survey as too generic and not fully addressing School-specific concerns. To improve relevance and encourage greater participation, we plan to work with the EDI office to include questions tailored to issues directly impacting our School.	the next survey. 2. Our School manager will circulate an email after the survey is launched encouraging staff to participate and informing them that there are some questions included tailored to the School. 3. We will request while the survey is still open our response rates from the EDI Data Analyst and further promote as needed.			
Theme 2: Supporting careers and professional development						
AP 2.1	Provide increased support for career progression for administrative and support staff colleagues in the School.	Qualitative data in our survey shows that cessation of promotions in post has caused low morale among professional staff. The University is currently implementing a report: "Reward, Recognition and Building Successful Careers for Professional Staff", which will include a comprehensive reward strategy.	1. When guidance based on the College's ongoing work in this area is provided to Schools, we will engage with our HR Partner to discuss best practices, explore the implementation of recommendations from the TCD Reward, Recognition, and Building Successful Careers for Professional Staff Report, and determine next steps.	HoS /HR Partner	Data is qualitative in nature so no baseline has been established although we will monitor the implementation of "TCD Reward, Recognition, and Building Successful Careers for Professional Staff" and establish a satisfaction baseline in 2026 to be	Target achieved by April 2028.

			2. The School will continue to lobby for the reinstatement of promotions for professional staff via the Faculty Executive committee and, the Champions Network and the University Athena Swan Committee.		measured again in 2028.	
AP 2.2	Implement annual development review meetings for PMS staff in line with TCD Pilot Performance Conversations. Links to TCD action 2.2.13	When we asked Professional staff in our survey how satisfied they were with support for career progression at School and College level, they were more dissatisfied with the College than the School however no staff member of the 4 that responded reported satisfaction with College or School support. Performance Conversations will be a vital part in discussing with staff their career progression and what options are available to them.	This is currently being piloted in Silver AS School. Guidance and training will be provided to line managers in other Schools on how to engage staff in performance conversations by January 2026. 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 2026/27.	School Manager	See an increase (baseline 0) with staff reporting satisfaction in School level support for career progression. Target: ≥55% satisfied by 2029.	April 2029
AP 2.3	Actively encourage and support eligible staff in applying for promotion.	Our self-assessment revealed gender disparities, with women underrepresented among successful promotions to	The institutional promotions process is under review and a new system is expected to be implemented by 2025.	Head of School/Heads of Department/Director of Research	≥45% of eligible staff report feeling encouraged to apply for promotion by 2026, increasing to	Targets achieved by 2028.

	Links to TCD Action 2.2.7 Further improve promotion transparency for academic staff.	Associate Prof despite a high proportion of female Assistant Professors in the School. While female representation at the Chair Professor level has significantly increased, contributing to imbalances at lower grades, targeted efforts are needed to strengthen the progression pipeline. Encouraging and supporting women at the Assistant Professor level and men at senior professorial levels will be critical to fostering a balanced and equitable promotion process across all academic grades.	Encouragement and Facilitation: We will actively promote and encourage via email, all academic staff to attend promotions workshops offered by HR. Information sessions on the new process are expected in academic year 24/25. Supplementary Sessions: For staff who cannot attend scheduled workshops due to clashes, we will arrange supplementary sessions with a HR representative at a convenient time. Candidates interested in applying for promotion will be encouraged to seek feedback/guidance from HoS/HoD or mentor. Establish a process whereby Junior colleagues can have promotion applications reviewed by Senior colleagues.		≥65% by 2028.	
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			HoDs to identify those eligible for promotion 1 year in advance and offer to meet with them to provide tailored advice regarding strategy for successful promotion.			
AP 2.4	Raise the profile of TCD career development services (including central training, mentoring schemes and the Aurora programme).	53% of academic staff (7F and 1M) said they do not feel they have access to the mentoring they need to support their career goals and 31% (4F) said they do not have access to the training they need to support their career goals. We are committed to ensuring all staff including professional and research staff that wish to access training and mentoring opportunities can do so.	The School will add upcoming training and mentoring opportunities to the School wide newsletter via a 'Career Development Corner' The HoDs, School Manager and Director of Research will re-circulate and endorse central training and mentoring opportunities to their respective staff cohorts, highlighting the School's support for partaking and available funding. The effectiveness of all EDI and professional training will be monitored via AS Staff Surveys to ensure we build a fuller picture of this activity within the School.	Head of School/Heads of Department/AS Champions	≥55% of staff reporting to have access to the training they need to support their career goals by 2026 increasing to ≥65% by 2028. ≥65% of staff reporting to have access to the mentoring they need to support their career goals by 2026 increasing to ≥75% by 2028.	These meetings have begun in 2024 and will continue annually until 2028. Satisfaction will be assessed via survey in 2026 and 2028.

AP 2.5	Provide increased support for colleagues preparing grant applications. Links to TCD Action 2.3.3. Work to reduce stereotyping of TCD "female" and "male" support staff roles.	44% (22) of academic staff in the School are ECRs at Assistant Prof level (55%,F and 45%M). It is vital that we increase support for staff preparing research applications. Additionally, college trends show that women ask for and receive smaller grants than male counterparts. College have committed to improving data collection in this area with data on RDO training uptake and grant funding to be made available to HoSs by October 2025. We will support this action and review this data on an annual basis and address any identified imbalances.	We will encourage staff to take part in the College mentoring program currently being developed to support female researchers in applying for larger grants. We will encourage all staff to take part in RDO training programs. We invite the RDO to the School to give an information session on the services they provide. We will review data annually (from 2025) and any identified imbalances in training and mentoring uptake, and funding will be targeted and redressed.	Director of Research	The EDI committee will establish baseline data on RDO training uptake and average funding amount by gender in 2025 and report on our progress over time in next application.	April 2028.
AP 2.6	Support Institutional led work around implementing consistent WAMs.	We want to ensure continued fair and equal distribution of administrative roles among colleagues. 69% of woman and 57% of men agreed that there is an active	Review common principals set out by Institutional WAM WG expected by April 2025 and assess how this align with our existing workload model.	HoS/HoDs	We aim to maintain and increase the percentage of staff that are satisfied that there is an active management of workload within the	Implemented AY 2025/26

	Links to TCD action 2.2.14	management of workload in the department. However, there is a need to reassess the function of the workload, especially whether this is the most appropriate means by which to represent and distribute pastoral work within College.	Propose an updated pilot WAM based on these principals to SEC by November 2025. Roll our pilot WAM based on TCD principals during AY 2025/26 if accepted. If TCD common principals are delayed our Athena Swan Champion will escalate this matter in the University Athena Swan Champions Network.		department with a target of ≥85% by April 2028	Target Achieved by April 2028
Theme 3: Supporting Flexible Working and Family-friendly Arrangements in the School						
AP 3.1	Continue to support flexible working arrangements for colleagues in the School.	Staff gave qualitative feedback in our survey expressing how flexible working options and blended working has positively impacted them. We want to continue to promote balance through a culture that values well-being and work life balance.	1. We will encourage all staff to take allocated annual leave. 3. Ensure all new staff are aware of the blended and flexible working options available to them. 2. Highlight regularly available family and caring leave types available in Trinity.	Head of School/Heads of Department	This data was qualitative in nature. We will establish baseline data in the 2026 survey, and report on progress in 2029 application. With a target to see: ≥90% of staff aware of the flexible working options and family and caring	April 2028

					leave types available to them by April 2028.	
AP 3.2	Normalise taking family leave for all eligible members of staff. Links to TCD Action 2.4.6 Normalise taking family leave	2024 College survey data indicates 50% felt, to some extent, that taking family leave would be detrimental to their career. In addition, while only three survey respondents had taken family leave in the last three years, with two being satisfied with the support, we note that in our survey 1 male respondent had been eligible for family related leave that he did not avail of, and the reason given was he was not aware of it at the time. This is a trend seen at college level too. We want to ensure that all staff are aware of their leave options and know that family leave is there to support all staff within the School. Links to AP 3.1 above.	We will have information that directs people to the eligible family and caring leave types available in Trinity, as well as how to apply, available through our webpage. We will promote family leave types available in TCD, where relevant, as part of any discussion about career progression.	AS Champions/AS Technical support representative HoDs	Staff that feel taking family leave will negatively impact their career, to below 40% by 2026 decreasing to less than 30% by 2028. 100% of staff eligible for family leave over the life of this action plan are aware of the leave type they are eligible for with ≥90% availing of it.	From 2024 to 2028

AP 3.3	Provide increased support for staff returning from family leave.	None of 3 surveyed staff that availed of family leave said supports were put in place to facilitate re-engagement.	Members of staff returning from family leave will receive a map of breastfeeding locations across College which will direct people to further information on the Healthy Trinity Breastfeeding webpage. Staff can opt in to have a discussion with their line manager about what supports can be put in place to help facilitate return including flexible working and/or support with managing workload.	HoDs/HoS	100% of staff returning from leave throughout the life of this action plan report that supports were put in place to facilitate re-engagement.	Target achieved by April 2029
Theme 4: Student Experience and Support						
AP 4.1	Enhance awareness of support and career development opportunities for postgraduate research students.	Our PGR cohort is our most gender-balanced group (49%M). We aim to maintain this balance by ensuring that PGR study within the School remains appealing to all students. Additionally, we strive to provide robust support and raise awareness of progression opportunities	1. Hold an annual PGT induction half day once a year where we will highlight to our students the relevant information and support available to them in the School and College, direct them to the PGR students events calendar and encourage them to attend events such as PGR listening lunches.	HoDs/DPGTL.	≥55% of PG students report to be aware of the career supports available to them by 2026 rising to ≥75% by 2028. Baseline for satisfaction of supports being	Target achieved by 2028.

			2. Include PGR students in next staff survey to assess awareness and satisfaction of supports available to them.		offered will be established in 2026.	
AP 4.2	Conduct a survey with UG and PGT students to understand what attracted them to studying their chosen course to see if we can utilise findings in outreach and marketing.	We will conduct a survey with UG and PGT students to understand and help us improve how we market our course offerings to attract male (or female) students at all levels. Currently 35% of UG students and 36% of PGT students are male.	Survey undergraduate students to explore what attracted them to studying their chosen courses and utilise findings in outreach and marketing materials. We will run survey in 2026.	AS Officer/AS Champions	See male representation at UG level increase to 40% by 2029 See male representation at PGT level increase to 40% by 2029	Target Achieved by 2029
AP 4.3	Utilise outreach activity and other activities (including conferences, school talks, Open Days), to promote equality across all programmes particularly those that have an unbalanced pool.	Currently, 35% of our UG students and 36% of our PGT students are male. We will promote and ensure gender balance at all outreach events and school activities. We aim to ensure that our School is perceived as inclusive to all when promoting our programmes.	1. HoDs will ensure gender balance in outreach activity by recording the gender balance of staff at outreach and recruitment events. 2. HoDs/event leads to ensure there is gender balance where possible for speakers at all future events. 3. The UG/PG Offices will assign staff to open day stands ensuring mixed-gender representation.	HoDs	See male representation at UG level increase to 40% by 2029 See male representation at PGT level increase to 40% by 2029	Target Achieved by 2029

Theme 5: School Culture and Environment						
AP 5.1	Publicise TCD's Dignity and Respect and Sexual Misconduct policies, the Speak Out reporting tool and the new Dignity, Respect and Consent Service.	The 2024 survey showed low levels of awareness of College's Dignity and respect policy with 40% of people indicating they were aware or the Policy.	Promote policy and the new Dignity, Respect and Consent service within the School and include links to the DR&C on the School website. Invite representative of the DR & C service to the School to give a presentation and answer questions.	AS Champions	We are aiming to see ≥60% awareness of the DR&C service by 2026 increasing that to ≥90% by 2029	April 2029
AP 5.2	Encourage staff and students to attend the education programme being launched by the DR&C Service.	Communicating and raising awareness of this policy and the DR&C service is paramount	Communicate the DR&C service to students within the School and encourage all students and staff to take advantage of the currently in-progress education programme once it is launched	School Manager/HoS	We will include questions on this training in the 2026 survey, establish a baseline and report on progress over the life of this AP.	April 2029
AP 5.3	Regularly share with colleagues our School-wide our Athena Swan activities and progress.	2024 College survey showed high awareness of and participation in Athena Swan activities with 80% of staff saying they are aware of Athena Swan activities. From these, 50% participated in Athena Swan related activities.	Hold an annual AS meeting where colleagues are informed of EDI developments and can discuss any issues. Update website quarterly to include EDI newsletter with relevant information in terms of progress and events related to AS.	HoS/AS Champions AS Technical support representative	≥90% of staff report awareness of Athena Swan activities in by 2028 survey. ≥50% of staff reporting they feel AS benefits the School culture.	Start September 2025. Achieve target by September 2028.

			Link with the EDI Office and Athena Swan officer at institutional level to organise school level workshops to support the implementation and progress monitoring of Athena Swan work.	TCD AS Officer		
AP 5.4	Host school social events	We want to promote collegiality across all school disciplines and areas and provide staff with social events that will take place within normal and family friendly working hours.	Establish a group of colleagues (which we will rotate) that will lead on organising two School social events (family friendly and informal) per academic year. The School will provide financial support for these events. We will hold the first one in the autumn of 2025.	HoS/ AS Champions.	Colleagues will be surveyed to measure their satisfaction with such events in 2026 and 2028.	Start autumn 2025