**Straitéis OT Baile Átha Cliath um Chomhionannas, Éagsúlacht agus Cuimsiú
2025-2028**
TU Dublin Strategy for Equality, Diversity and Inclusion
2025-2028

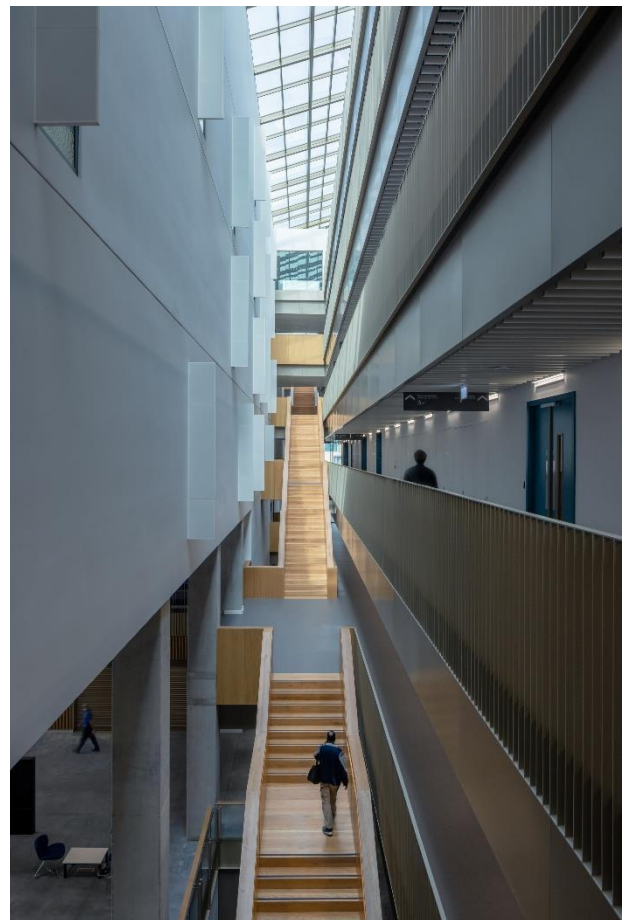# TU Dublin Strategy for Equality, Diversity and Inclusion 2025-2028

April 2025

Equality, Diversity and Inclusion in TU Dublin

TU Dublin's Vision is to *Create a Better World Together*. This means that we work with stakeholders such as students, staff, government, communities and industry "to solve some of the world's most pressing issues of today and take advantage of opportunities that arise."
A focus on equality, diversity and inclusion (EDI) helps us to fulfil this vision. This is recognised in our Strategic Intent 2030, where one of our Strategic Objectives is that by 2030 "We will be recognised as an exemplar in equality, diversity and inclusion where people are proud to be part of a connected community and their talents, aptitude and agility will create real impact on the global stage." The Strategic Intent identifies that TU Dublin also aims to be the most "accessible" university in Ireland, with the largest number of diverse learners, where we have a strong international scope, with flourishing partnerships around the globe, and where one fifth of our students, from undergraduate to PhD, are international students.

Equality, diversity and inclusion is also embedded in our values:

Excellence: in TU Dublin Excellence is about potential. We strive to do our best and bring the best out in others, aiming for high standards of service, good practice and commitment to continuous growth and improvement.

As a University, our EDI work is shaped by global knowledge and best practices adapted to our local conditions. We both produce and learn from the most advanced research and practice; subject our work to critical reflection; adopt and develop the approaches and practices that best serve our vision to be an exemplar in equality, diversity and inclusion.

Impact: in TU Dublin Impact is about positive change. We strive to invest our collective efforts into creating meaningful and lasting change and actively seek opportunities to address the challenges facing the world.

Work in equality, diversity and inclusion is about bringing long-term and enduring structural and cultural change that enables the talents of our community - employees and students - to flourish. As a new University, we are in a unique moment of institutional development to create impactful change. This can come about by continuously developing social justice and equity-oriented mindsets and practices across the University. Through this impact-oriented approach, TU Dublin employees, students and graduates will be known for the development of solutions to today's pressing issues that make a real difference to our community and society and meaningfully progress the attainment of the UN Sustainable Development Goals.

Inclusion: in TU Dublin Inclusion is about difference and diversity. We strive to foster an environment that encourages and celebrates this for individuals and groups, creating a safe space where people feel a sense of belonging and connection.
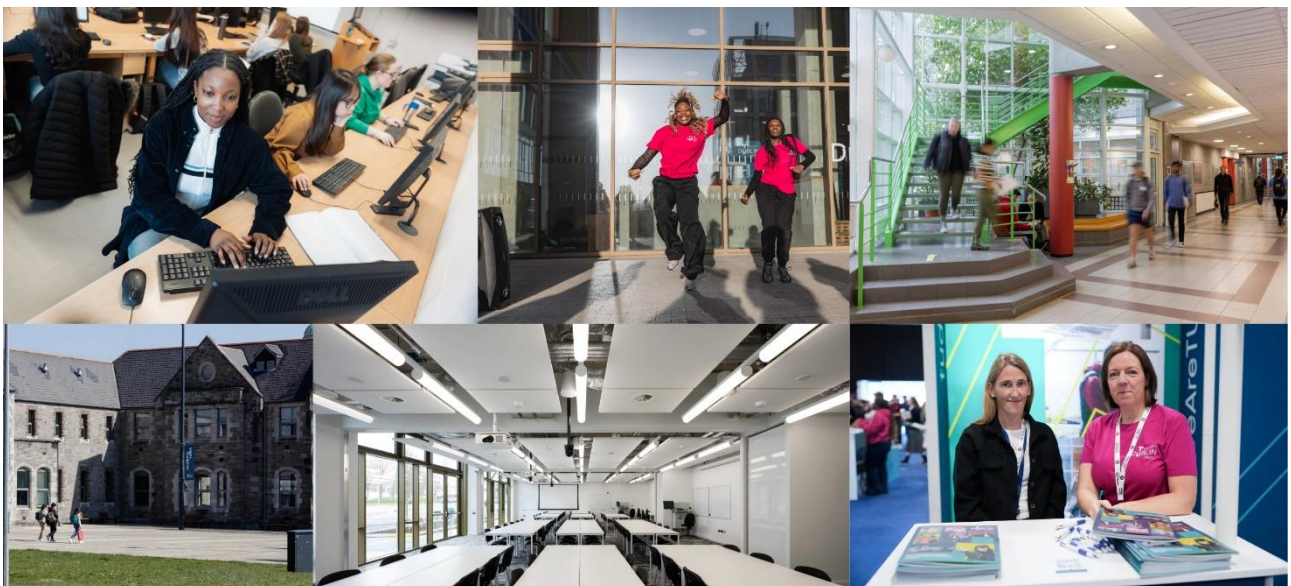
Inclusion motivates our ambition to be the most accessible university in Ireland, with a diverse student population reflective of the national population and a significant international employee cohort. It is also about fostering and practicing an inclusive culture. An inclusive culture is one in which there is a good understanding of the histories and practices of exclusion, knowledge of best practice initiatives in place to address these, and a culture in which everyone in our community has a sense of belonging.

Respect: in TU Dublin Respect is about the intrinsic value of each person. We have deep regard for the feelings, needs and rights of others and we act with integrity.

Achieving our EDI vision is the work of everyone in our TU Dublin community, whether student, employee, alumni, visitor, contractor or members of Governing Body. This means understanding the intrinsic value of every person, every group, in our community. It requires us to have deep regard for the thoughts, feeling and needs of all in our community, and treat everyone with the same respect and humanity.

In our vision to Create a Better World Together we want a university community that everyone can truly be a part of; where all can excel, thrive, and contribute fully.

This strategy is for all our university community, and it acknowledges the shared responsibility of upholding EDI, creating change, and addressing issues that occur in a timely manner. The strategy sets out how we will work to live up to and achieve our vision and live by our values, and how we will embed an equality, diversity and inclusion mindset in our TU Dublin community and culture. Working together, we will create meaningful change for all.

Our Public Sector Duty

TU Dublin is a public sector organisation. This means that we have specific responsibilities under Irish law to prevent discrimination and ensure everyone's human rights are respected.

These responsibilities come from two specific pieces of legalisation:

[1]The **Irish Human Rights and Equality Commission Act 2014** defines Public Sector Equality and Human Rights obligations for public sector bodies. Section 42(1) outlines that public bodies in the performance of its functions shall have due regard to the need to:

Gender (including gender identity[1]): a person's gender identity including male, female, transgender or non-binary

Civil status: a person's civil status be it single, married, separated, divorced, widowed, civil partnered and formerly civil partnered

Family status: being a parent of a person under 18 years or the resident primary carer or parent of a person with a disability

Sexual orientation: a person's sexual orientation including gay, lesbian, bisexual and heterosexual

Religion: a person's religious belief, background, outlook or none

Age: a person's age, this does not apply to a person aged under 16

Disability: includes people with physical, intellectual, learning, cognitive or emotional disabilities and a range of medical conditions

Race: includes race, skin colour, nationality or ethnic origin Membership of the Traveller community

The **Employment Equality Acts 1998–2015** outlaw discrimination in a wide range of employment and employment-related areas. The legislation defines discrimination as treating one person in a less favourable way than another person based on any of the following nine grounds and refers to discrimination of the basis of:

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[1] Under EU law a transgender person who experiences discrimination arising from their gender reassignment, or transition, is protected under the gender ground. The University also, under the Gender Recognition Act 2015, recognises a person's preferred gender.

The **Equal Status Acts 2000-2018** prohibit discrimination in the provision of goods and services, accommodation and education. They cover the nine grounds of gender, marital status, family status, age, disability, sexual orientation, race, religion, and membership of the Traveller community. It also requires those providing goods or services to provide reasonable accommodations to enable those with disabilities to access these goods or services.
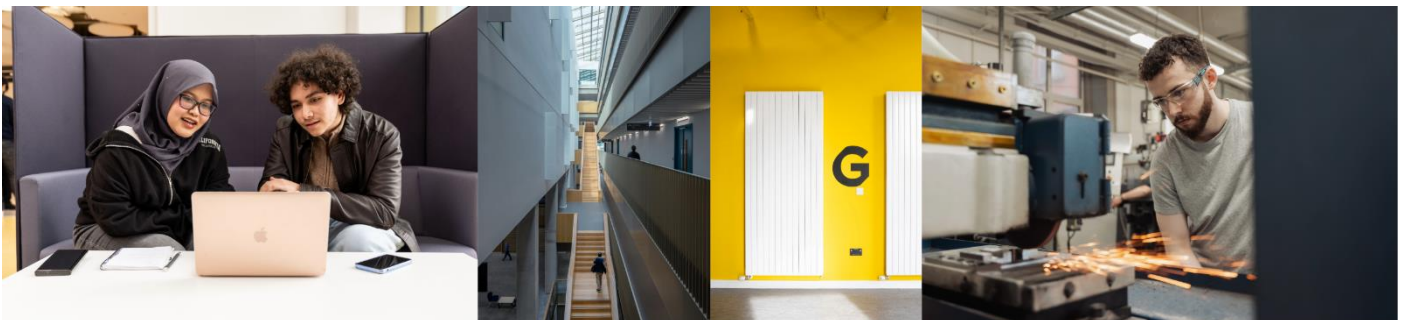
As a Technological University, we also have responsibilities under the *Technological Universities Act 2018 and the **Higher Education Act 2022*** to promote equality generally (including gender balance) and access to education, particularly among underrepresented groups such as mature students, students with disabilities and students at socio-economic disadvantage.

TU Dublin has commitments and requirements in its work from the Higher Education Authority (HEA). For example, there are requirements for TU Dublin arising from the 1st and 2nd *HEA National Review of Gender Equality in Irish Higher Education Institutions*. These include providing for EDI leadership at senior management level, and the provision of adequate human, financial and physical resources to allow for the advancement of equality. In addition, having an institutional Gender Equality Action Plan, collecting and analysing sex/gender-disaggregated data on staff, and providing training to support gender equality are HEA baseline requirements. There are also similar commitments for Race Equity and Ending Sexual Violence and Harassment (ESVH) deriving from substantial HEA research and action plans in these areas. In addition, TU Dublin reports annually on these areas to the HEA, so that progress against this work is measured and tracked.

TU Dublin reports yearly to the Irish Human Rights and Equality Commission on our Public Sector Duty, and as a public sector organisation we also have specific targets on the employment of staff with disabilities that we report on each year to the National Disability Authority. As monitoring, evaluation and reporting is essential for our public sector duty, and integral to sustaining a meaningfully equal and inclusive culture, TU Dublin has committed to continuing to expand capacity in this area.

Our Public Sector duty and our legislated responsibilities provide shape and guidance to our Equality, Diversity and Inclusion Strategy. This means that it is not enough to not discriminate. As an organisation we have an obligation to work to eliminate discrimination and promote equality of opportunity and treatment for everyone.

This strategy will guide how TU Dublin will continue to meet our Public Sector Duty, ensuring that all our work is contributing to eliminate discrimination and that, across TU Dublin, in every Faculty, School and Function, we will promote equality of opportunity and equal treatment for everyone.

Our EDI Focus

TU Dublin has an ambitious vision when it comes to EDI. Therefore, drawing on TU Dublin's Strategic Intent, and our Public Sector Duty, and with the objective of achieving change through identifying and addressing systemic barriers, historical inequalities and personal circumstances[2], we have selected five areas for particular focus to 2028.

Gendered inequalities – including the underrepresentation of women in STEM; the need to end sexual violence and harassment; and the need to further develop an LGBTQI+ friendly culture on our campuses.

Inequalities based on race and ethnicity – including the need to attract and retain students and employees from Traveller, Roma, Black and Minority Ethnic backgrounds; the need to address all forms of racism through awareness-raising and education; embedding anti-racism in our practices practice throughout the university and on our campuses; and the need to diversify the curriculum.

Inequalities experienced by persons with disability – including the need to embed Universal Design (UD) and Universal Design for Learning (UDL) principles and practices in the student and employees experience, including in the curriculum, service delivery and infrastructural provision.

Ending Gender Based Violence (including Sexual Violence and Harassment) – including developing an institutional action plan; developing a policy to eliminate gender-based violence; promoting the Domestic Violence Leave Policy; promoting a trauma informed approach to reporting and investigating all complaints of sexual and gender-based violence.

Intersectionality – Each person carries their own unique profile of advantage and disadvantage, consisting of individual characteristics such as age, gender, race, sexuality and class (among others). For instance, an older male may experience being disadvantaged for promotion due to their age; a younger female with a disability may experience being taken less seriously when reporting harassment. Intersectionality is about recognising the multiple characteristics that together intersect to potentially compound discrimination. When drafting and implementing equality plans, this human complexity must be considered. Our work in this area will include training and capacity building across the university and supporting research in this area.

The above focus for this EDI strategy also requires the University to implement awareness-raising and education addressing these areas across faculties, schools and functions, for students an staff.

It also requires us to support further research and training across the sector, and work with other universities to promote and implement a culture change approach.

While these are our areas of focus, as a university we will always have a responsibility to address discrimination that occurs on all grounds. The University's EDI work will always include embedding an inclusive mindset through all our areas of work, so that all inequalities are considered and addressed within our work.

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[2] The term 'equality' in this document is to be understood as 'equity'. While there is an extensive debate on the distinction between these terms, the term 'equality' in this document recognises and acknowledges that individuals and groups have different starting points, experiences, and challenges due to systemic barriers, historical inequalities, and personal circumstances. This TU Dublin EDI strategy seeks to identify and address disparities by providing the necessary support, resources, and opportunities tailored to different needs, and by implementing education and awareness-raising that delivers a culture change approach.

Our Change Pathways

To achieve our vision and goals, and bring this Equality, Diversity and Inclusion Strategy to life, we will focus on bringing about change through seven key change pathways, that cover the scope of the work across the university. Focusing on these will allow us to embed an EDI mindset more deeply in our university, ensuring that EDI is centred in all our work.

These seven change pathways are:

1. Teaching & Learning

As a university, teaching and learning, along with research, is at the heart of everything we do. Therefore, to bring about real change we need to ensure that equality, diversity and inclusion is embedded in our practice. Through the University Education Model, TU Dublin will ensure that all learners are supported, and receive an education that is inclusive and accessible, where they are able to pursue their interests and passions at all stages of their education journey. Within this, TU Dublin will also work to diversify the curriculum so that our education reflects the world around us and draws on learning from across the world.

2. Research

Equality, Diversity and Inclusion is also integral to our research practice. Inclusivity is one of the key principles of TU Dublin's Research Strategy, ensuring that "all of our work is conceived, planned and executed according to best practices relating to Equality, Diversity and Inclusion, so that we maintain an inclusive, diverse, safe and respectful culture". One of TU Dublin's Research Hubs is "Culture, Innovation, and Inclusivity in a Changing Society", which will support our work in EDI with cutting-edge research. At the same time, we recognise that EDI is not limited to one discipline or set of disciplines but is embedded in our research across the university.

3. EDI Objectives and Action Plans

Within TU Dublin's Strategic Plans, there are specific objectives for EDI across the university including those for Athena Swan, Race Equity and Ending Sexual Violence and Harassment. These objectives each have institutional action plans outlining how these objectives will be achieved, monitored and reported from now until 2028. The University will continue to work on these actions and develop new plans as the existing ones end. To further support our areas of focus, an action plan for Disability will also be created by 2026, along with School and Faculty level Athena Swan plans as part of their Athena Swan Applications. It will also continue to work to achieve its goals under the Strategic Intent. Included in these objectives and actions are EDI trainings, and part of this work will include rolling this training out to all staff and students, to build capacity to deliver and practice EDI. For staff, in the first instance there will be a particular focus on awareness-raising with senior management, followed by academic and function-related managers and supervisors.

4. Policy Impact Assessment

TU Dublin's policies oversee our work across the university and have a significant impact on how we work. To ensure that our policies are in line with our EDI strategy TU Dublin has developed an Equality and Sustainability Impact Assessment (ESIA). This has been designed by the EDI and Sustainability Teams, and it provides a framework for TU Dublin to review all policies and assess their impact in terms of EDI and Sustainability. The ESIA will enable TU Dublin to more deeply embed the principles of EDI into our work, as it prevents inadvertent discrimination and exclusion, and supports equity, inclusion and respect, as well as a sustainability mindset, among staff and students.

5. EDI Mainstreaming in Project and Change Management

As a large, public-sector organisation, a significant amount of TU Dublin's work is project based, ranging from local projects to substantial strategic projects and programmes. In recent years TU Dublin has created a structured process for project management and change management and created tools and processes to support this. These structured processes will allow EDI considerations to be embedded and enable significant lasting change to be achieved in TU Dublin. Within each stage of the project life cycle – initiation, planning, execution and closing – and while implementing change programmes, the impact on equality, diversity and inclusion, and particularly on our EDI Focus Areas, will be considered by the project/programme teams.

6. Risk Management

Risk management is also a key part of TU Dublin's Project Management processes, and it offers a second way to embed EDI into our projects. By considering the risk to EDI goals as part of a project, looking at the potential impact of actions on EDI, and creating mitigation strategies in the risk register we can ensure that we are living and embodying our values, and contributing to our overall goals.

7. Strategy

While TU Dublin has its overarching Strategic Intent, Faculties, Schools and Functions develop their own strategies to guide their work. These strategies can be a critical change pathway for embedding Equality, Diversity and Inclusion. In addition, the University has EDI commitments in our System Performance Framework agreement with the Higher Education Authority that identifies our contribution to the achievement of national strategy in this area in addition to institutional strategic goals. For Faculties, Schools and Functions, incorporating EDI in strategy can take two main forms, firstly including EDI specific goals within the strategy, and secondly assessing the impact of the strategy on different groups, and seeing if it benefits and disadvantages some groups more than others. By focusing on EDI in strategies as a change pathway it will support every part of the university, thereby contributing to TU Dublin's EDI objectives and goals.

Focusing on these seven change pathways will enable us to take a holistic university approach, which recognises that achieving our goals for equality, diversity and inclusion is part of everyone's role. It is where everyone can make a difference in creating an inclusive culture and practice in TU Dublin. In this way, we become the exemplar of EDI we strive to be and create a university where everyone belongs.

Objectives and Indicators

To support the implementation of the strategy throughout the university, objectives for each change pathway have been developed so that there are clear goals in place for what TU Dublin wants to have achieved for Equality, Diversity and Inclusion by 2028. Supporting these, each change pathway has an indicator, showing what success would look like and how we will measure it. These are augmented by progress indicators so that the university can track and measure its progress each year.

These indicators will be measured and reported on to the EDI Council and the University Executive Team each year.

Change Pathway 1: Teaching and Learning

Objective: Equality, Diversity and Inclusion is considered in all faculty, school and programme plans

Indicator: By 2028, EDI is considered as part of all Programmatic Reviews and School and Faculty Plans, with at least one EDI action included.

Progress Indicators:

• By 2026, EDI is included in Programmatic Review Guide
• By 2028, EDI is fully integrated into implementation of the University Education Model

Change Pathway 2: Research

Objective: EDI is considered in all research, including research team composition and research content.

Indicator: By 2028, all PIs will have completed training on incorporating the gender dimension in research

Progress Indicators:

- By 2025, tracking of funding awardees and award total by gender will be in place
- By 2025, a summary statement will be available for inclusion in funding applications
- By 2026, the gender composition of research teams in TU Dublin, and in TU Dublin-led Consortiums will be mapped to contribute to the institutional Athena Swan monitoring
  By 2027, the demographic composition of research teams will be tracked for all grounds outlined in Irish legislation, based on voluntary disclosures by staff, with annual university level figures reported each year.

Change Pathway 3 - EDI Objectives and Action Plans

Objective: There will be EDI action plans for Gender Equality, Race Equity, Ending Gender Based Violence (including Sexual Violence and Harassment) and Disability in place in 2028, with clear monitoring and evaluation processes, along with robust EDI training available for all staff.

Indicator: By 2028 all EDI Focus Areas (except intersectionality as a cross-cutting issue) have active action plans, with monitoring and reporting systems in place.

Progress Indicators:

- By 2025, a new Athena Swan Action Plan for the Athena Swan Bronze Renewal is completed and submitted for assessment to Advance HE-Ireland
- By 2026, a Disability Action Plan is completed and approved
- By 2027, a new ESVH Action Plan is completed, following the launch of a National Action Plan
- By 2027, a new Race Equity Plan is completed aligned to the HEA plan for Race Equity
- By 2028, an Athena Swan Action Plan is completed as part of an Athena Swan Silver Application
- By 2028, all management and supervisory positions will receive required EDI Training, including Race, Gender, Ending Gender Based Violence, Disability and Trans-awareness, and Public Sector Duty

Change Pathway 4 - Policy Impact Assessment

Objective: All policy holders are familiar with the EDI and Sustainability Impact Assessment, and 60% of new and revised policies go through the assessment

Indicator: By 2028, 60% of new and revised policies that year undergo an ESIA

Progress Indicators:

- By 2025, the ESIA is launched by Sustainability and EDI Teams
- By 2026, 20% of new and revised policies that year undergo an ESIA
- By 2027, 35% of new and revised policies that year undergo an ESIA

Change Pathway 5 - EDI Mainstreaming in Project and Change Management

Objective: Equality, Diversity and Inclusion consideration will be embedded in project and change management processes, and impact assessments will consider the effect on EDI.

Indicator: by 2028, EDI will be part of any project and change management processes and will be a consideration in any new project development.

Progress Indictors:

- By 2026, EDI, Project Management and Change Management Teams will have developed ways to incorporate EDI into processes
- By 2027, documentation for Project Management will include EDI, and guidelines for incorporating it into project management
- By 2027, documentation for Change Management will include EDI, and guidelines for incorporating it into change processes

Change Pathway 6 - Risk management

Objective: EDI, including our public sector duty obligations, will be considered during risk management assessments

Indicator: By 2028, risk management, including risk management documents will incorporate consideration of EDI

Progress Indicators:

- By 2026, Risk Management and EDI will incorporate an EDI section into Risk Management Processes
- By 2027, Risk Management and EDI will have created guidelines for including EDI considerations in risk management

Change Pathway 7 - Strategy

Objective: All new faculty, school, department, and team plans consider EDI when creating strategies, constituent plans and team development plans.

Indicator: By 2028 all new strategies, constituent plans and team development plans include a section on EDI and includes a review of the impact on the plan of equality, diversity, and how EDI was considered in creating the plan.

Progress Indictors:

- By 2026, a guidance document for including EDI in strategy development plans including constituent plans and team development plans will be completed
- By 2027, the guidance document will be rolled out throughout the university

Key Documents

They key documents referenced in this policy are linked below:

1. TU Dublin Strategic Intent 2030

2. TU Dublin Values

3. Equality Statement

4. EDI Policy

5. Athena Swan Charter of Principles and Institutional Action Plan

6. Commitments to Advance Race Equality in Irish Higher Education and Institutional Action Plan

7. Ending Sexual Violence and Harassment Action Plan

8. National Access Plan 2022 – 2028

9. Report of the Expert Group: 2nd HEA National Review of Gender Equality in Irish Higher Education Institutions

10. Safe, Respectful, Supportive and Positive: Ending Sexual Violence and Harassment in Irish Higher Education Institutions (Framework for Consent in Higher Education)

11. Ending Sexual Violence and Harassment in Higher Education Institutions Implementation Plan, 2022-2024

12. University Education Model: Overview