

Athena Swan Action Plan 2026-2030

Athena Swan

Action
Plan



2026-2030

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Athena Swan Action Plan 2026-2030



As President of Technological University Dublin, I am pleased to endorse this **Athena Swan Action Plan 2026–2030**, which reflects the energy, ambition and collective commitment of our university community to advancing equality, diversity and inclusion.

This plan represents not only a continuation of our progress to date but also a step change in how we embed equality across every aspect of university life. It provides a clear and inspiring roadmap to achieve gender-balanced leadership, strengthen opportunities for recruitment, development and progression, and foster a culture defined by respect, dignity and belonging. Importantly, it also embraces an intersectional approach, ensuring that our efforts extend meaningfully across other dimensions of equality, including race, disability and family status.

What is particularly encouraging is the strong sense of shared purpose evident throughout this plan. Its success will be driven by the dedication of our staff, students and leadership, working together to create an environment where all individuals can thrive and reach their full potential.

I am confident that through this collaborative and forward-looking approach, TU Dublin will continue to grow as an inclusive, innovative and values-driven university - one that not only reflects the diversity of our society but actively champions it.

A handwritten signature in black ink that reads "Deirdre Lillis". The signature is written in a cursive, flowing style.

Dr Deirdre Lillis

President, Technological University Dublin

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Priority Areas for Action

Gender Equality	Additional Equality Grounds
Athena Swan Support & Governance	Data Collection and Intersectional Analysis
Gender Balanced Leadership	Equality & Sustainability Impact Assessment
Maternity, Family and Care Leave and Support	Race Equity
Safety, Dignity and Respect	Disability

*Note: Action owners may be subject to change following completion of EESP Project.

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
1. Inclusive & Gender Balanced Leadership & Decision Making						
1.1 PRIORITY ACTION GENDER	<p>Gender balanced leadership</p> <p>Maintain gender balance (i.e. at least 40% M/F) in senior decision-making positions (from Head of School upwards) and influential University Committees (UET, GB, Academic Council, EDI Council). Introduce monitoring of leadership roles and committee representation on additional diversity grounds. Gender balance of leadership and influential committees published in University Annual Report.</p>	<p>This builds on the commitment to gender balanced leadership and established in TU Dublin 2022-2025 Action Plan (AP2225) and aligns with Key Recommendation 2 from the Report of the Expert Group: 2nd HEA Annual Review of Gender Equality in Irish HEIs (2nd GE Review).</p>	<p>Q3 2026 – Develop procedure for monitoring diversity of leadership on grounds in addition to gender.</p>	Q3 2026- Q4 2030 with annual monitoring.	<p>President (Responsible-R), University Registrar (Implement-I), Chief Operations Officer (I) EDI Director (I)</p>	<p>Gender balance achieved and maintained in senior decision-making roles and committees and reported annually.</p>
		<p>Gender balance was achieved on UET, Academic Council and GB but diversity on additional grounds not actively monitored.</p>	<p>Q4 2026 – Data on gender and additional diversity in leadership roles and Committees included in Annual Report.</p>			<p>Diversity on additional equality grounds actively monitored and included on annual report with targets and actions set to increase underrepresentation on gender and other protected grounds.</p>
			<p>Q1 2027 – With baseline data on leadership along additional diversity grounds collected, set targets to address underrepresentation in influential committees.</p>			

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1.2	<p>Senior leadership EDI Briefing</p> <p>Develop and deliver EDI briefing programme for university Senior Leadership team, aligned with the priority areas of focus identified in the Strategy for EDI.</p>	<p>Senior leadership roles are required to demonstrate commitment to advancing gender equality. This action ensures senior leaders are familiar with gender and EDI KPIs, action plans, policies and supports at TU Dublin and understand their role in advancing these issues and aligns with Key Recommendation 2 from the Report of the Expert Group.</p>	<p>Q3 2026 – Q2 2026 Develop content and format of briefing programme and frequency of delivery.</p> <p>Q4 2026 - Deliver briefing session for senior leadership team.</p> <p>Q1 2027 - Review feedback and develop timeline for updated briefing.</p>	Q3 2026-Q4 2029	President (R), EDI Director (I)	<p>Briefing session delivered to leadership team with 80% attendance and positive feedback from participants.</p> <p>Incremental improvement in staff conviction that there is real commitment to EDI at TU Dublin in biennial Athena Swan staff surveys, to reach 70% agreement across all genders and categories of post by 2029.</p>

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1.3	<p>Leadership Training Opportunities</p> <p>Continued provision of leadership development programmes including Aurora and other internal leadership and management programmes. Monitor uptake by gender, category of post and additional equality grounds where available and consider reserving spaces for groups underrepresented in leadership roles.</p>	<p>The provision of leadership training supports the development of a pipeline of future senior leaders. Prioritising places for groups underrepresented in leadership roles enables a strategic and data-driven approach to leadership programmes where places are limited.</p>	<p>Q3 2026, and annually thereafter.</p> <p>Q4 2026 and annually- Athena Swan Working Group (ASWG) to monitor available gender and other equality data and determine targets where appropriate.</p>	Q3 2026-Q4 2029	Head of People Development (R), People Development Managers (I)	<p>Annual provision of leadership training and development programmes is maintained and includes both mixed gender and women only programmes. Feedback from participants on all programmes collected, monitored and used to improve training where necessary. By 2029 Athena Swan staff survey, 45% of staff of all genders and categories of post to agree that there are adequate career development opportunities at TU Dublin, from a baseline of 38% in 2025.</p>

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1.4	<p>Honorary Degrees</p> <p>Ensure Honorary Degrees awarded by TU Dublin are diverse and gender balanced with monitoring in place. Honorary Degree recipients included in Annual Report.</p>	<p>A commitment to gender balance in Honorary Degrees was established in AP22-25 but no degrees were awarded. As a policy is now in place for this process, this action should be continued and monitored.</p>	<p>From Q2 onwards monitoring of honorary degree recipients in place.</p> <p>Q4 2026 and annually: Honorary degree recipients highlighted in university Annual Report.</p>	Q2 2026-Q4 2030	University Registrar (R), Head of Academic Affairs (I)	At least 40% of all honorary degrees are female, 40% male, and other diversity characteristics are present.

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2. Recruitment, Development & Progression						
2.1	<p>Pay Gap Reporting</p> <p>Continue to conduct annual gender pay gap reporting (GPG) as per legislative requirements.</p> <p>Subject to successful campaign to improve equality data capture, investigate pay gaps on additional grounds (i.e. race and ethnicity, disability, family status) and include in EDI annual report.</p>	<p>The gender pay gap at TU Dublin increased year on year between 2022-2024. While it has reduced in 2025 it is among the higher in the HEI sector. This requires close monitoring and targeted interventions to reduce.</p> <p>Reviewing previous GPG reports revealed that some targeted actions that were not included in AP22-25 were not addressed. This ensures any additional actions arising can be incorporated into workload planning and monitored. Currently only the most recent GPG report is available on the University website, limiting accountability and transparency.</p> <p>Analysing pay gaps on the basis of additional grounds enables identification of intersecting inequalities.</p>	<p>Q1 2026 – Update University website to include tab for archived GPG reports.</p> <p>Q4 Update gender action plan annually with any additional actions arising from GPG and assign lines of responsibility and implementation.</p> <p>Q4 2026 and annually thereafter – review equality data capture on additional equality grounds and determine whether threshold has been met for meaningful pay gap analysis on any additional equality grounds.</p>	Q1 2026-Q4 2030	Chief HR Officer, EDI Director (R), HR Data Analyst, EDI Lead (I).	<p>Gender Pay Gap Reporting completed annually and reports from 2022 onwards available on TU Dublin website.</p> <p>Pay gap reporting the basis of at least one additional equality ground (determined by threshold of data capture) completed by Q4 2029 with actions developed to reduce gaps identified.</p>

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2.2	<p>License to Recruit</p> <p>Continue the requirement for all internal interview panellists to understand bias on the basis of gender, race and disability by completing the License to Recruit training and external panellists to have completed Unconscious Bias training.</p> <p>Regularly review content of this training to ensure it is up-to-date and adequately supports agreed internal recruitment targets, as per action 2.3.</p>	<p>The gender pay gap at TU Dublin increased year on year between 2022-2024. While it has reduced in 2025 it is among the higher in the HEI sector. This requires close monitoring and targeted interventions to reduce.</p> <p>Reviewing previous GPG reports revealed that some targeted actions that were not included in AP22-25 were not addressed. This ensures any additional actions arising can be incorporated into workload planning and monitored. Currently only the most recent GPG report is available on the University website, limiting accountability and transparency.</p> <p>Analysing pay gaps on the basis of additional grounds enables identification of intersecting inequalities.</p>	May be dependent on completion of Disability action plan and updated Race equity action plan.	Q1 2026-Q4 2030	Chief HR Officer (R), Head of People Development (I)	All internal interview panellists to have completed License to Recruit training and all external panellists to have completed Unconscious Bias training. Gender balance of interview panels maintained and at least one review of content of License to Recruit training completed by 2029.

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<p>2.3</p> <p>PRIORITY</p> <p>ACTION:</p> <p>GENDER</p>	<p>Flexible Cascade Model</p> <p>The Flexible Cascade Model used to monitor recruitment, promotions and progression and to set targets on gender grounds where necessary.</p> <p>Review staff equality data and introduce targets and/or initiatives to address underrepresentation on equality grounds in addition to gender, such as disability and ethnicity.</p>	<p>This action is updated from an incomplete action in AP22-25 to ensure alignment with recommendations of the 2nd GE Review and to include target setting and interventions on additional equality grounds, subject to improved data capture.</p>	<p>Q4 2026 - subject to successful campaigns to improve data capture in 2025 and 2026, Athena Swan Working Group to review available recruitment data and agree overall targets on basis of gender and additional grounds.</p>	<p>Q4 2026- Q4 2030</p>	<p>Chief HR Officer (R), ASWG (I)</p>	<p>Flexible cascade model in use for both recruitment and promotion. Targets agreed and monitored by Athena Swan Working Group annually from Q4 2026 onward.</p>

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2.4	<p>Academic Career Framework</p> <p>TU Dublin to continue to influence national policy discussions and decisions on an appropriate academic career framework for Technological Universities, including working with DFHERIS, social partners and TUA to support the roll-out of Professor grades for the TU sector.</p>	<p>This action is updated and continued from the previous action plan following the announcement of Professor grades for the TU sector.</p> <p>61% of academic staff in the 2025 Athena Swan survey stated there are insufficient career advancement opportunities in TU Dublin.</p>		Q1 2026-Q4 2030	President [R], Director, People & Operations (R), Chief HR Officer (I)	Academic career pathway implemented, subject to nationally agreed framework. Biennial AS Staff Survey shows incremental improvement in academic staff satisfaction in career advancement opportunities at TU Dublin.

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2.5	<p>Hourly-paid Contracts</p> <p>Monitor use of hourly-paid and specified purpose contracts. Conduct annual analysis of such contracts by gender and subsequently by race, disability and other grounds subject to improved data disclosure.</p> <p>Ensure appropriate procedure in place for HPAL payment in AS and related EDI consultation activities (e.g focus groups, SAT membership etc).</p>	<p>Principles for the Recruitment and Selection of Hourly-Paid Assistant Lecturers (HPAL) Policy developed and in place. This outlines the circumstances in which HPALs can be recruited, and circumstances where Specified Purpose Contracts must be used instead. As the principles are newly introduced this should be monitored and action taken to address any inequities.</p> <p>2nd GE Review: Key Recommendation 8.</p>	<p>Q1 2027, and annually thereafter – ASWG to review available data by gender and additional grounds.</p>	<p>Q1 2027 - Q4 2030</p>	<p>Chief HR Officer (R), HR Data Analyst, EDI Lead (I).</p>	<p>Data collected annually from Q1 2027 and reviewed by ASWG. Where any significant imbalances in the use of HPAL or specified purpose contracts are found, actions are developed by ASWG and incorporated into the action plan.</p>

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2.6	<p>Exit Data</p> <p>Collect data on reasons for staff departure (e.g. resignation, retirement etc) and conduct annual analysis of leavers by gender, age, disability and other grounds to identify patterns.</p>	<p>This action enables analysis based on gender and other diversity characteristics and is a modification of incomplete action 2.2.12 from AP2225.</p> <p>Collecting data on staff leavers is also a reporting requirement for EUt+ and enables analysis and benchmarking against European partner institutions.</p>		Q4 2026-Q4 2030	Chief HR Officer (R), HR Data Analyst (I)	Staff leavers data collected and analysed annually from Q4 2026 onwards. Actions developed to address inequalities identified and incorporated into updated and revised action plan.

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2.7	<p>Workload Allocation</p> <p>Support the development of a fair and equitable workload allocation model for the TU sector.</p>	<p>Work on developing an academic workload allocation model (WAM) was started during the previous AS cycle but not completed.</p> <p>AS staff survey results indicated that there has been some improvement in perception of fairness of workload allocation with male and female academic staff closely aligned in views. However, qualitative responses also showed that some concerns remain in relation to gendered expectations around workload allocation. With TU Dublin now a member of the Technological Universities Association discussions on appropriate workload allocation should take place at a sectoral level.</p> <p>This action aligns with recommendations contained in the 2nd GE Review.</p>	<p>Timelines may be subject to change due to national discussions.</p>	<p>Q2 2026 - Q4 2030</p>	<p>Director, People & Operations (R), Chief HR Officer (I).</p>	<p>WAM in place across the TU sector. Perceptions of fairness of workload allocation monitored in biennial AS survey and indicate improved perception of fairness (from baseline of 54% in 2025) across all genders and categories of post.</p>

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2.8	<p>Performance Management</p> <p>Subject to agreement with social partners, develop and roll out an updated University-wide PMDS process. New policy to ensure work-life balance discussion included.</p>	<p>Regular training in support of PMDS process is in place for managers and staff. However, it has not been possible to enforce uptake of PMDS. 81% of survey respondents had not had a PMDS in previous 12-18 months. Of those who had completed PMDS, 60% found the process beneficial.</p>	<p>Following development of new PMDS procedure, ensure continued provision of PMDS training and support for staff and managers, particularly in relation to work-life balance conversations in PMDS.</p>	<p>Q2 2027 - Q4 2030</p>	<p>Chief HR Officers (R), Head of People Development (I).</p>	<p>By 2029, 50% of survey respondents to indicate they have completed PMDS in the preceding 12 months and of these, 35% to indicate discussion of worklife balance issues was included.</p>

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2.9	<p>Inclusive Career Engagement Events</p> <p>Provide a range of Inclusive career engagement events and activities for staff. This should include a mix of in person and online events with a diverse panel of internal and external speakers sharing their career trajectories.</p>	<p>To highlight a diverse range of models, showcase inclusive career trajectories and to facilitate staff networking and peer support</p>	<p>Align events with national and international equality and inclusion awareness days.</p> <p>Engage with staff networks and community groups to identify potential speakers and events and cross-promote events.</p>	Q2 2026 - Q4 2030	<p>Head of People Development (R), Head of Employee Engagement (R), People Development Managers (I).</p>	<p>At least three documented inclusive career events held annually from 2026 onwards.</p>

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2.10	<p>Induction Process</p> <p>Improve induction process for new joiners with introduction of a new induction microsite and embed EDI awareness into local and university wide induction procedures.</p>	<p>Two annual in person Welcome events are held each year with typically more female staff in attendance and lower attendance among academic staff.</p> <p>Ensuring new staff are aware of the full range of EDI action plans, training and opportunities is an important means of demonstrating university values, priorities and opportunities.</p>	<p>Q1 2026 - Launch of new staff induction micro-site with dedicated resources for academic new starters.</p> <p>Induction site to include information for new staff on accessing Core Portal and how to update their own equality data via the Diversity screen and information on availability of EDI training.</p> <p>From Q1 2026 and ongoing – monitor number of site visits to induction microsite.</p>	Q1 2026 - Q4 2029	Chief HR Officer (R), Head of Employee Engagement (I), EDI Director (I)	Continue to ensure EDI introduction provided to new staff attending Welcome events. By 2029 Athena Swan survey/focus groups to indicate minimum of 40% of academic new joiners to have engaged with induction activities either in-person or online with qualitative data to show high satisfaction on the process across all genders and categories of post

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2.11	<p>Fee Waiver and Fee Support</p> <p>Promote awareness of Staff Fee Waiver and Fee Support scheme and monitor uptake annually by gender and category of post.</p>	<p>The Fee Waiver and Fee support schemes provide an important avenue for staff development and upskilling. While 65% of staff survey respondents were aware of the Fee Waiver Scheme, significantly fewer (35%) were familiar with the Fee Support scheme.</p>	<p>Fee Support and Fee Waiver information included in induction microsite.</p> <p>Information on both schemes provided to New Joiners ECG when launched.</p>	Q1 2027-Q4 2029	Director, People & Operations (R), Head of People Development (I).	Data on uptake of fee Waiver and Fee Support collected annually and analysed by gender and category of post. Awareness of both schemes among staff of all genders and category of post to reach 70% in 2029 staff survey.

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2.12	<p>Mentoring Opportunities</p> <p>Regularly promote the range of mentoring opportunities available at TU Dublin and the benefits of participating as both a mentor and mentee.</p>	<p>There are several mentoring schemes in place at TU Dublin including Aurora, Researcher Mentoring, TU Dublin mentoring scheme and the newly introduced SDN Mentoring, a partnership with other Technological institutions.</p> <p>In the 2025 staff survey, 34% of respondents indicated they would like to know more about the TU Dublin scheme, 23% would like to know more about Aurora and 21% would like to know more about the Researcher career development scheme.</p>	<p>Mark International Day of Mentoring annually with an email bulletin or targeted event highlighting range of mentoring opportunities available at TU Dublin.</p>	<p>Q1 2027 - Q4 2029</p>	<p>Head of People Development (R), Researcher Career Development Manager (I).</p>	<p>Awareness of full range of available mentoring opportunities to increase by minimum 10% among all genders and categories of post in each year of Athena Swan staff survey.</p>

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2.13	<p>Researcher Career Development</p> <p>Continue to provide researcher career development support, networking and mentoring opportunities and provide opportunities to foster inclusive research and ensure Principal Investigators receive training in incorporating gender in research.</p>	<p>TU Dublin signed the Caliper Charter in 2024 with EUt+ partner institutions. This action supports commitments under the charter in addition to the HR Strategy for Researchers action plan.</p> <p>The Strategy for EDI identified research as a change pathway and an objective is gender sensitive research training Pls.</p>	<p>Training in Inclusive Research to Enhance Excellence and Impact provided twice annually.</p> <p>By 2028, all Principal Investigators to have completed training in incorporating the gender dimension into research.</p>	Q2 2026 - Q4 2029	<p>Director of Research & External Engagement (R)</p> <p>Researcher Career Development Manager (I)</p> <p>Deputy Director RINCE (I)</p>	<p>By 2029 focus groups with researchers to indicate high degree of engagement in career development and networking activities and researchers to express confidence incorporating gender dimensions in research.</p>

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3. Organisational Culture						
3.1	<p>EUt+ EDI Office</p> <p>TU Dublin to continue to lead EDI task on EUt+ for duration of current funded period and regularly share opportunities to participate in EUt+ with wider TU Dublin staff and student body.</p>	<p>Leadership on this task supports TU Dublin’s strategic objective to become an EDI exemplar.</p>	<p>From Q2 onwards track opportunities for wider TU Dublin staff to engage and participate with EUt+ opportunities.</p>	<p>Q1 2026-Q4 2027</p>	<p>Director, Research & External Engagement (R),</p> <p>EUt+ Project Lead (I),</p> <p>EDI Lead</p> <p>Gender Equity (I).</p>	<p>Leadership of EDI Task maintained until conclusion of funding period.</p>

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3.2	<p>Inclusive Gender Action Plans eLearning</p> <p>Promote and share NEXUS e-learning module Advancing Inclusive Gender Action Plans within EUt+ EDI Office and elsewhere, as appropriate.</p>	<p>A key focus of EUt+ EDI office work in the first funding phase was ensuring all partners developed gender equity action plans. There is now a need to continue to exchange knowledge and expertise to support the implementation, monitoring and evaluation of gender equity plans.</p>	<p>e-Learning module shared on EUt+ online platform and as standing item in EDI Office meetings.</p>	<p>Q1 2026-Q4 2027</p>	<p>Deputy Director, RINCE (R), EDI Lead Gender Equity (I)</p>	<p>Advancing Inclusive Gender Action Plans e-learning module completed by at least one representative of each EUt+ partner institution by 2027.</p> <p>Feedback collected via EUt+ EDI office to indicate the module has been effective in supporting partners adopt inclusive approaches to developing, implementing and evaluating inclusive gender equality action plans.</p>

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3.3	<p>EDI Research Funding</p> <p>Encourage EDI research funding applications for research, projects and initiatives that align with TU Dublin disciplines with most pronounced gender imbalance and priority areas of focus identified in the Strategy for EDI.</p>	<p>This ensures a coherent and strategic approach to applications for funding schemes such as the Equality Enhancement Fund.</p>	<p>Showcase outcomes of EDI research projects in EDI and university wide communications channels.</p>	<p>Q1 2027 - Q4 2030</p>	<p>Director, Research & External Engagement (R), EDI Director (I)</p>	<p>TU Dublin to lead or partner on at least one such funding application annually and report on progress of successful funding applications in EDI annual report.</p>

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<p>3.4 PRIORITY ACTION: GENDER</p>	<p>Implementation Group Establish Athena Swan Working Group (ASWG) with a remit to overseeing the implementation, monitoring and evaluation of AS action plans at institutional and sub-unit (School/Faculty) level. Membership to include a representative from each School and Faculty preparing AS applications, some members of institutional SAT and representatives from key functional areas across the university.</p>	<p>The absence of an active implementation and monitoring group was a barrier to effective implementation of the 22-25AP. This action will facilitate improved communication and peer support among AS School and Faculty leads; will reduce duplication of tasks; support collaborative decision-making and resource management for all AS applications and ensure institutional and sub-unit AS work is aligned</p>	<p>Q2 2026 – develop ToRs, recruit members, establish meeting and establish meeting calendar.</p> <p>Q4 2026 Annual progress update on all AS work produced and shared with UET and university community.</p> <p>Q2 2028 Conduct midterm review of institutional action plan</p>	<p>Q2 2026 - Q4 2030</p>	<p>EDI Director, Deans (R), EDI Lead (I)</p>	<p>Implementation group established and meeting at least 3 times per year, with annual updates on progress of AS action plans and School/Faculty applications provided from Q4 2026 onwards.</p>

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3.5 PRIORITY ACTION: GENDER	<p>Sub-unit applications</p> <p>Successful submission of Athena Swan applications from School of Media, Faculty of Computing Digital and Data, School of Food Science and Environmental Health and 2 Schools from Faculty of Engineering and Built Environment.</p> <p>Devise updated plan for further School/Faculty submissions, prioritising academic areas with the greatest gender imbalances and ensuring appropriate resource provision.</p>	<p>This continues strategic approach to academic unit applications as stated in previous AP and commended by panel and ensures support and resources are focused on AS applications already underway.</p>	<p>Q1 2027: Review progress of applications underway and agree timeline for future applications.</p>	<p>Q2 2026 - Q4 2030</p>	<p>President (R), Deans (I), Heads of School (I), EDI Lead Gender Equity (I).</p>	<p>A minimum of 4 Athena Swan subunit applications submitted with an agreed strategy in place in relation to School and Faculty engagement in the AS process.</p>

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3.6 PRIORITY ACTION GENDER	<p>SAT Chair Workload</p> <p>Review workload and support requirements for SAT Chairs and ensure SAT Chairs or their nominee is resourced to attend and participate in ASWG and associated training.</p>	<p>Consultation with School and Faculty AS leads identified insufficient workload allocation as a challenge in meeting AS submission targets.</p> <p>Current internal workload guidance as specified in Athena Swan Guide for Schools and Faculties does not adequately capture workload requirement for Faculty level actions.</p>	<p>Once ASWG conduct benchmarking exercise workload and support needed for SAT Chairs. Produce report with recommendations on workload allocation and additional supports required for SAT Chairs and, subject to approval, update guidance document.</p>	<p>Q2 2026 - Q3 2027</p>	<p>President (R), Deans (I). EDI Lead (I).</p>	<p>An agreed process in place for timetabled hours for SAT Chairs by end Q2 2027. From Q3 2027 onward, all SAT Chairs have designed hours for SAT duties.</p>

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3.7	<p>Support for Sub-unit Applications</p> <p>Further develop additional supports for School/Faculty applications. These should include updating the AS Guide for Schools and Faculties, a targeted training programme for staff involved in preparing AS applications, tools for monitoring gender and diversity of guest speakers and a checklist to support onboarding new sub-unit applicants.</p>	<p>Feedback from School and Faculty AS leads suggested that strong understanding of AS process and deliverables essential to successful applications. This action builds on progress made in previous AS cycle and supports actions 3.4, 3.5 and 3.6 above.</p>	<p>Q3 2026 – update AS Guide for Schools and Faculties and develop checklist for applicants.</p> <p>Q4 2026 – Develop training plan for Schools and Faculty AS applicants.</p>	Q3 2026 - Q4 2030	EDI Director (R), EDI Lead Gender Equity(I).	At least 1 training event to support AS applications delivered annually and attended by 80% ASWG members.

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.8	<p>Institutional SAT</p> <p>Two years prior to submission date, expand ASWG to form institutional SAT to prepare and submit AS Silver application.</p>	<p>To ensure adequate time to prepare institutional silver application. Inclusion of ASWG in process allows for continuity.</p>	<p>Q1 2028 – issue EOI for institutional SAT members.</p> <p>Q4 institutional SAT in place, formed from mixture of ASWG members and additional members recruited through EOI.</p>	<p>Q1 2028- Q4 2028</p>	<p>EDI Director, Chair ASWG (R), EDI Lead (I).</p>	<p>A diverse and gender-balanced institutional Silver SAT in place by November 2028.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.9	<p>AS Survey Results</p> <p>Compile accessible report summarising evidence results of biennial staff survey. Publish accessible report, redacted institutional application document, action plan and summary of panel feedback on AS intranet site.</p>	<p>This action is to ensure survey results, award feedback and application documents are shared in a transparent manner and aims to increase awareness and understanding of the AS process for all staff.</p> <p>Qualitative responses in the 2025 staff survey suggested that greater promotion of AS is needed.</p>	<p>e-Learning module</p> <p>Q1 2026 publish survey report.</p> <p>Q2 2026 Publish redacted application, action plan and panel feedback, with commentary on how action plan was adjusted in response to panel feedback if applicable.</p> <p>By Q1 2028 publish accessible summary of 2027 Athena Swan survey results.</p>	Q2 2026 – Q2 2029	EDI Director (R), EDI Lead (I)	Archive of survey summary reports available on intranet site alongside action plan and application document.

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
<p>3.10</p>	<p>EDI Champions</p> <p>Continue to support and develop EDI Champions network, increase awareness of the role of EDI champions and explore options for increased recognition and reward of EDI Champions and other staff volunteer networks.</p>	<p>EDI Champions in Faculties, Schools and functional areas play a vital role in embedding awareness and understanding of EDI work among their peers. While most faculties and Schools have champions in place, some remain unrepresented and there is little representation among professional services.</p>	<p>From 2026 – include information about EDI Champions network and how to join at staff Welcome events.</p> <p>Q2 2026 issue renewed EOI for EDI Champions, targeted towards areas not currently represented.</p> <p>Q4 2026 Host first annual training and networking event for all EDI Champions.</p>	<p>Q3 2026-Q4 2027.</p>	<p>EDI Director, (R), Deans (R), EDI Lead (I)</p>	<p>All academic Schools to have an EDI Champion in place by 2027.</p> <p>Recruit additional EDI champions in professional services, aiming for a total of 7 in place by end 2029.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.11	<p>Faculty EDI Committees</p> <p>Establish EDI Committees in each Faculty with a remit to proactively address gender and intersecting inequalities as they relate to student and staff recruitment, progression and retention.</p> <p>Ensure visibility of EDI activities on external School and Faculty websites.</p>	<p>This action will enable Faculties to embed gender and EDI work into their activities and undertake foundational work before embarking on AS applications where appropriate. Additionally, this action ensures discipline specific gender inequalities are addressed, irrespective of intentions to submit AS sub-unit applications.</p>	<p>EDI team members to provide briefings to Committees as established.</p>	<p>Q4 2026-Q4 2029</p>	<p>Deans (R), Heads of School (I), School EDI Champions (I).</p>	<p>Gender-balanced EDI Committees in place in all Faculties by 2029.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.12 PRIORITY ACTION: GENDER	<p>AS Governance</p> <p>Ensure Executive Sponsor for AS on UET, responsible for supporting and championing AS and related gender equity work at both institutional and Faculty level.</p> <p>Establish a new governance process for approval of high-level decisions relating to Athena Swan and other EDI work.</p>	Staffing changes and changes to internal project management processes have resulted in the need to revise and review the governance of AS work.	Q1 2026 - Review role of EDI Council in relation to AS decision making and quality assurance.	Q1 2026 – Q4 2026	President (R), EDI Director (I).	Current interim arrangements replaced with a clear and robust governance framework for Athena Swan not later than Q4 2026.

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.13	<p>EDI Annual Report</p> <p>Prepare and present an annual report on the work of the EDI Directorate and key EDI metrics for UET, Academic Council, Governing Body and EDI Council.</p> <p>The EDI annual report will address Athena Swan progress at both institutional and School and Faculty level in will align to other priority areas in the Strategy for EDI such as Race Equity, Ending Sexual Violence and Harassment and Disability.</p> <p>The report will be published and made available to the public via the University website.</p>	<p>Staff survey responses revealed awareness of the Race Equity Plan for Change and Ending Sexual Violence Action Plan was lower than for the Athena Swan action plan.</p> <p>This action aims to increase awareness of current EDI action plans and the wider work of the EDI Directorate and EDI work across the University and aligns with Key Recommendation 2 of the 2nd GE Review.</p>	<p>Q4 2026 – Prepare first annual report.</p> <p>Q1 2027 and annually thereafter – report published.</p>	Q4 2026- Q4 2029	<p>Director, EDI (R),</p> <p>EDI Senior Manager,</p> <p>SVH Manager, EDI Leads (I)</p>	<p>Awareness of Race Equity and ESVH action plans to reach parity with awareness of Athena Swan action plan by 2029 staff survey, from a baseline of 46% awareness of AS action plan in 2025.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.14	<p>AS Awareness Raising</p> <p>Develop communication plan to build awareness of AS at TU Dublin and engagement with AS and wider EDI activity and training.</p>	<p>Analysis of narrative responses in the 2025 AS survey indicated a greater need to promote the AS Charter, Principles and action plan progress. Changes in university allstaff email procedures introduced in 2025 also resulted in the weekly EDI newsletter no longer going out to all-staff but only to subscribers.</p>	<p>Explore multi-channel approach for dissemination of AS and other EDI information, including retaining EDI newsletter and incorporating EDI updates in other allstaff email bulletins and Viva Engage.</p> <p>Monitor newsletter open rates and clickthroughs to EDI training and information.</p>	Q2 2026 - Q4 2029	EDI Director (R) EDI Lead (I)	<p>EDI newsletter subscribers to reach 10% of staff population by 2029 and increased awareness of AS Charter and principles evident in each year of AS staff survey through to 2029.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.15	<p>Responsive Communication</p> <p>Develop and agree process of proactive communication to address national and international incidents of particular significance to TU Dublin staff and students and to counter anti-gender and anti-EDI narratives and actions.</p>	<p>A key strategic objective is to be recognised as an EDI Exemplar by 2030. This action supports this objective and builds on existing work such as inclusive media and communications guidelines.</p>	<p>Q2 2026 – Q4 2026 Communications and EDI staff to participate in specialist communications workshop via Athena Swan National Committee.</p>	<p>Q4 2026 - Q4 2030</p>	<p>Chief Communications and Marketing Officer (R), Senior Manager Communications & Public Affairs (I), EDI Director (I)</p>	<p>Process developed agreed and in place by Q2 2027</p> <p>Improved confidence in university commitment to EDI evidenced in 2029 staff survey.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.16	<p>EDI Digital Assets</p> <p>Create and distribute branded digital assets (e.g., Microsoft Teams backgrounds, email signatures, social media frames) that TU Dublin staff and students can use to visibly show their support for allyship and inclusion.</p>	<p>This action supports fostering a culture of visible allyship.</p> <p>Survey respondents raised issues with absence of visible support for LGBTQ+ staff and students and support for greater intercultural awareness (e.g spelling and pronunciation of names) which could be addressed through digital assets.</p> <p>EDI Champions have requested accessible awareness-raising resources.</p>	<p>Q1 2026 – Begin design and development of assets for first two campaigns.</p> <p>Q2 2026 release first set of assets to coincide with Pride month. Promote at</p> <p>Welcome events, in EDI newsletter and to staff ECGs.</p>	Q1 2026-Q4 2030	<p>Chief Communications and Marketing Officer (R),</p> <p>Senior Manager Brand & Marketing (I)</p>	<p>Assets developed for two equality focused campaigns annually from 2026. Assets widely shared via email bulletins, EDI newsletter, Viva Engage platform and social media.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
<p>3.17</p> <p>PRIORITY ACTION:</p> <p>ADDITIONAL</p> <p>GROUNDS</p>	<p>Diversity Data</p> <p>Following pilot campaign in 2025, run an annual staff awareness campaign to increase disclosure of staff diversity characteristics on Core Portal.</p>	<p>A high threshold of diversity data disclosure is crucial to meet legal and policy requirements, for meaningful gender and intersectional analysis and developing evidence-based interventions.</p>	<p>Q4 2026 - Review success of pilot campaign to determine baseline data disclosure.</p> <p>Engage EDI Champions and AS leads in submitting units to encourage staff in their areas to complete.</p> <p>Supply disclosure rates by Faculty, School and professional service in support of this.</p> <p>New staff to be encouraged to review and complete the information in Core Portal as part of local induction and at staff welcome event.</p>	<p>Q1 2026- Q4 2027</p>	<p>Chief HR Officer (R), HR Analyst (I)</p>	<p>Annual increase in disclosure of diversity characteristics across all 9 grounds, reaching 60% disclosure by Q4 2029.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.18 PRIORITY ACTION GENDER	AS and EDI Surveys Conduct biennial all-staff Athena Swan culture survey and consider pulse surveys to address additional equality grounds such as race, disability, LGBTQ+ inclusion etc.	<p>The 2025 Athena Swan all-staff survey response rate was disappointingly low. This is likely due to timing and proximity to other all-staff surveys.</p> <p>TU Dublin internal survey protocol requires all-staff surveys take not more than 15-20 minutes to complete. It was challenging to meet this requirement and ensure all thematic areas required for Athena Swan consultation were included. Conducting EDI surveys at regular intervals is necessary for effective implementation, monitoring and evaluation of EDI action plans and a higher response rate to future Athena Swan surveys will be necessary to support this work at both institutional and School/Faculty level.</p>	<p>Q2 2026 – Identify needs for pulse surveys and establish appropriate timing of future Athena Swan surveys.</p> <p>Q3 2026 - Publish schedule of planned surveys on EDI website, intranet and include in EDI newsletter.</p> <p>Q4 2026 – Review survey instrument used in 2025 AS survey and incorporate staff feedback into next iteration of survey. Address issues raised in 2025 staff survey relating to suitability of questions for some staffing groups (e.g HPALs) and recognition of practice-based experience.</p> <p>Q1 2027 Pilot test updated AS survey.</p>	Q2 2026 - Q4 2030	Director, Research EDI Director (R), EDI Leads (I)	<p>Athena Swan all-staff surveys well embedded in university calendar, demonstrated by incremental improvements in response rates to reach 50% by 2029.</p> <p>Analysis of 2029 survey responses by gender and additional intersecting equality grounds including in 2030 institutional Athena Swan Silver application and action plan.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.19	<p>Data Collection</p> <p>Develop EDI data collection protocol.</p> <p>Map staff and student data required for Athena Swan institutional and sub-unit work, for EUt+ and HEA reporting, university quality assurance processes and to support Faculty EDI committees as they are established.</p> <p>Explore possibility of developing data dashboard with EduCampus to streamline EDI data collection.</p>	<p>Collecting gender and related EDI data for staff and students continues to be a labour intensive process. This action builds upon work commenced in the previous action plan and aims to reduce uncertainty about the data collection requirements for Athena Swan and other EDI work and to support managing EDI data collection needs in a sustainable manner.</p>	<p>Following reestablishment of ASWG, form a data management sub-group to take on this task.</p> <p>Data subgroup established by Q4 2026.</p>	Q1 2026-Q4 2027	Chair, ASWG (R), Data Sub Group (I)	<p>EDI data collection protocol document developed and agreed with key university stakeholders by Q3 2027. Key staff involved in EDI data collection processes to be consulted as part of institutional AS application process with consensus that data collection requirements are clear and associated workload manageable.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
<p>3.20 PRIORITY ACTION GENDER</p>	<p>Maternity Booklet Launch Maternity Booklet for Pregnant Employees and disseminate to School and Function heads and their executives.</p>	<p>This fulfils partially complete priority actions from AP2225. Analysis of qualitative responses in the 2025 staff survey indicated that issues remain with maternity leave handover, keeping-in touch during leave and workload on return.</p> <p>In the 2025 survey, 71% of staff who took family leave (including maternity leave) felt supported prior to taking leave, while only 59% felt supported during their leave.</p>		<p>Q1 2026- Q4 2029</p>	<p>Chief HR Officer, (R), Leave and Benefits Manager (I)</p>	<p>By 2029 survey focus groups and survey responses to indicate improved maternity leave experiences among academic returners, in line with satisfaction rates for PMSS returners.</p> <p>70% of both academic and professional staff who took maternity leave to agree they felt supported before, during and after their leave period.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.21 PRIORITY ACTION GENDER	<p>Maternity returners</p> <p>Following launch of Maternity Booklet for Pregnant Employees, closely monitor experiences of staff prior, during and after returning from maternity leave.</p> <p>Managers to confirm discussion has taken place with staff member on preferences for keeping in touch during leave and workload on return.</p> <p>Provide Coffee mornings for staff returning from extended periods of family and care leave related leave to facilitate smoother return.</p>	<p>Current provision requires a return-to-work plan agreed between line manager and returning parent, to include discussion on reduced contact hours for academic returners.</p> <p>Qualitative responses in the 2025 AS staff survey indicated that reduced teaching hours are not consistently applied.</p> <p>Keeping in Touch and workload on return are included in Maternity Booklet but close monitoring is required to ensure maternity support provisions are consistently and applied.</p>	<p>Coffee mornings for returners held twice annually from Q4 2026 onwards.</p> <p>By Q4 2027 conduct review of maternity experiences to ensure guidance in Maternity Booklet is being applied and pregnant employees and managers are supported before, during and after leave. Prepare brief report on findings, benchmarked against other appropriate HEIs, with recommendations for improvements or updates if necessary.</p>	Q4 2026 – Q4 2030	<p>Chief HR Officer, (R),</p> <p>Leave and Benefits Manager (I),</p> <p>EDI Lead (I)</p>	

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.22	<p>Promotion of family and care leave</p> <p>Highlight the suite of care/family leave options available to all staff in an email bulletin twice per academic year. Gather testimonials from diverse range of staff who have availed of care and/or family leave for inclusion on HR website and email bulletin.</p>	<p>To increase awareness and improve uptake of family and care leave particularly among groups where uptake is low (e.g male staff).</p>	<p>Q3 2026 - Consult with Workplace Wellbeing Committee, Carers Task Group and Parents ECG to identify family and care leave champions for testimonials.</p>	<p>Q3 2026- Q4 2030</p>	<p>Chief HR Officer, (R), Leave and Benefits Manager (I), Internal Communications Officer (I)</p>	<p>Increased awareness of all available care and family leave among staff of all genders and category of post, evidenced in biennial staff surveys. Uptake of Parental leave by male staff members to increase by 10% each year and pattern of increased uptake of paternity leave seen since 2022 to continue.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.23	<p>Family and Care Leave Enhancement</p> <p>Enhance provision of family and care leave and support with incremental introduction of additional policies to address gaps in existing provision. Introduce, as priority, policies and procedures to address Reasonable Accommodations and Menopause in fulfilment of recommendations of associated Task Groups.</p>	<p>Policy gap analysis and benchmarking exercise conducted by SAT team highlighted gaps in current provision.</p> <p>Introducing these additional policies builds upon the THRIVE wellbeing framework and Workplace Wellbeing Task Groups established for Carers and Menopause and will bring TU Dublin in line with sector best practice and aligns with Key Recommendation 3 of the 2nd GE Review.</p>	<p>Q2 2026 - In consultation with Workplace Wellbeing Committee and Women's Health & Life Stages Task Group, Explore additional supports for Fertility, Surrogacy and Early Pregnancy Loss</p>	<p>Q2 2026 - Q4 2029</p>	<p>Chief HR Officer, (R),</p> <p>Leave and Benefits Manager (I)</p> <p>Workplace Wellbeing Committee</p>	<p>By end 2029, at least two additional family and care related leave policies developed and introduced.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.24	<p>Manager Training</p> <p>Ensure provision of targeted manager training to cover:</p> <p>Pregnancy Loss</p> <p>Fertility Treatment</p> <p>Menopause Awareness</p> <p>Domestic Violence</p>	To support implementation of additional policies as per action 3.23 above and continue to embed awareness of existing policies such as Domestic Violence leave policy.	Q4 2026 – Following consultation with relevant groups as per the milestone action in action 3.23 above, develop programme of enhanced manager training.	Q4 2026- Q4 2030	<p>Chief HR Officer, (R),</p> <p>Head of People Development (I),</p> <p>Workplace Wellbeing Committee (I)</p>	Training developed and delivered to managerial staff annually with feedback collected from participants to indicate increased confidence in supporting staff affected by these issues and implementing policies.

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.25	<p>Domestic violence policy</p> <p>Increase awareness of domestic violence policy and supports by developing an online Domestic Violence Support Hub and continued provision of training and awareness raising events.</p>	<p>Low awareness of Domestic Violence policy in staff survey and issues raised in consultations regarding the need for support implementing this policy.</p>	<p>Q4.2026:In consultation with Domestic Violence TaskGroup members, identify support, resources and information for inclusion in the Support Hub.</p>	<p>Q4 2026-Q4 2030</p>	<p>Head of Employee Engagement (R), Chief HR Officer (R), Employee Engagement Managers (I)</p>	<p>Online Domestic Violence support hub added to Workplace Wellbeing staff support intranet site. Provision of at least one awareness raising event annually. At least 70% of staff of all genders and categories of post to be aware of the policy by 2029 Athena Swan staff survey.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.26	<p>Employee Community Groups</p> <p>Continue to support established Employee Community Groups (Menopause, Carer’s and LGBTQ+) and launch new groups (Parents, New Staff, Black and Minority Ethnic staff groups).</p>	<p>Employee Community Groups (ECGs) provide a valuable source of peer support for staff demographic groups. This action builds on the successful launch of existing ECGs and realises an outstanding action from our previous plan, which identified the need for Parent’s network.</p>	<p>Ensure information relating to new and planned ECGs is regularly shared and spotlighted at Staff Welcome Events and in Staff Induction microsite.</p>	<p>Q1 2026 - Q4 2030</p>	<p>EDI Director (R), EDI Lead (I).</p>	<p>Policy and procedure review completed by Q3 2026 according to ESIA process and in consultation with internal and external stakeholders. By 2027 staff survey, 50% of respondents to indicate awareness</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.27	<p>Gender Identity Policy</p> <p>Complete the next planned review of the Gender Expression & Gender Identity policy and examine the efficacy and scope of the 'Key Person' procedure for transitioning students and staff. Re-launch and support the Trans Allies network and provide guidance for staff supporting transgender students.</p>	<p>Policy was last reviewed in 2022. Trans Allies were recruited in 2023 but due to staff changes this initiative was not fully rolled out. Survey results indicated low awareness of policy, though policy itself positively received. Survey and focus group consultation with staff identified that there is some confusion about the use of pronouns and a need to for greater awareness in supporting trans and non-binary students.</p>	<p>Develop simplified guidance video/document on appropriate pronoun use.</p> <p>Review 'Key Person' and Confidential Implementation Plan (CIP) procedures and ensure all supporting documentation is up to date.</p> <p>Complete policy review by Q3 2026.</p>	Q2 2026 – Q4 2027	EDJ Director (R), EDJ Lead (I).	<p>Policy and procedure review completed by Q3 2026 according to ESIA process and in consultation with internal and external stakeholders. By 2027 staff survey, 50% of respondents to indicate awareness of the policy. Positive feedback on efficacy of and supports policy observed in staff and student focus groups.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.28	<p>LGBTQ+ Inclusion</p> <p>Provide additional LGBTQ+ inclusion and awareness and continue to provide transgender awareness training. Regularly share LGBTQ+ relevant information, resources and support documents via EDI newsletter and social media channels and continue to proactive promote available training at regular intervals.</p>	<p>Currently Trans 101 training provided by TENI but no other LGBTQ+ training provided in past year. Staff expressed the need for training in use of pronouns, supporting students transitioning. LGBTQ+ staff expressed mixed experiences of inclusion at TU Dublin, and some felt that university is not welcoming for LGBTQ+ staff and students.</p>	<p>Regularly promote and share Trans 101 training and related LGBTQ+ training, information and resources via all-staff emails and Viva Engage posts.</p>	<p>Q2 2026-Q4 2030</p>	<p>Head of People Development, EDI Director (R), EDI Lead (I).</p>	<p>Trans 101 and LGBTQ+ training provided at least twice annually. Monitor uptake of training and aim for 200+ staff to have completed both trainings by 2029. Reduction in experiences of discrimination or unfair treatment on grounds of sexuality or gender identity by 2029 staff survey.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.29	<p>LGBTQ+ Support Hub</p> <p>Expand Workplace Wellbeing support hubs to include a designated LGBTQ+ microsite with information on relevant policies and support, including how to report discrimination and harm.</p>		Develop support hub content in consultation with LGBTQ+ ECG.	Q4 2026-Q4 2030	<p>Head of Employee Engagement, EDI</p> <p>Director (R), Employee</p> <p>Engagement Manager, EDI Lead (I).</p>	

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.30	<p>LGBTQ+ Visibility</p> <p>Ensure year-round visible support for LGBTQ+ community on all TU Dublin campuses.</p>	<p>The absence of Pride flags on campus during Pride week was raised both in the staff survey and by the LGBTQ+ ECG.</p>	<p>Identify locations on each campus for flags, murals, banners and/or bunting.</p>	<p>Q1 2026-Q4 2030</p>	<p>Director, People and Organisation (R), EDI Lead (I), Chief Infrastructure Officer (I).</p>	<p>Visible LGBTQ+ support on all campuses throughout the year with Pride flag and transgender flag on display during Pride month and for Transgender Visibility Day.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.31	<p>Meeting Etiquette</p> <p>Continue to provide training and resources to support respectful and inclusive meeting etiquette and monitor uptake.</p>	<p>Analysis of survey responses indicated that staff generally feel listened to in meetings, with no significantly different experiences by gender. However, qualitative survey responses indicated that in some areas meeting etiquette is not adhered to. Due to the low survey response rate in this cycle, analysis by campus location, academic or professional unit or on the basis of grounds in addition to gender was not feasible.</p>	<p>Subject to increased survey response rate in 2027, conduct intersectional analysis of this question on the basis of at least one additional equality ground and by campus location.</p>	<p>Q2 2026 - Q4 2030</p>	<p>Head of Employee Engagement (R), Employee Engagement Managers (I).</p>	<p>Meeting etiquette training provided twice annually and numbers participating monitored. Intersectional analysis conducted in 2027 survey and actions taken to address any significant discrepancies by campus, function or demographics.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.32	<p>Flexible working</p> <p>Ongoing promotion, support and guidance on flexible and blended working, job-sharing and career break policies through email bulletins and induction and onboarding process. Where possible, monitor uptake of this suite of policies by gender, category of post and additional equality grounds.</p>	<p>Qualitative survey responses indicated some difficulties with uptake of jobsharing and staff were less familiar with job share and flexible working policies than blended working policies</p>	<p>Following establishment of New Staff ECG, share information on flexible and blended working and job-share options.</p>	<p>Q4 2026-Q4 2030</p>	<p>Chief HR Officer (R), Leave and Benefits Manager (I), EDI Lead Gender Equity (I).</p>	<p>All new joiners to have received information on flexible and blended working, job-sharing, and career break policies during induction/onboarding.</p> <p>Gender disaggregated analysis of uptake conducted, where relevant.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.33	<p>SVH Policy</p> <p>Publish Sexual Violence and Harassment policy and support the implementation of the policy through provision of ongoing training and awareness campaigns.</p>	<p>A new SVH policy is under development and currently near completion.</p>		<p>Q1 2026-Q4 2029</p>	<p>EDI Director (R), ESVH Manager (I)</p>	<p>Sexual Violence and Harassment policy approved, implemented and well embedded in the University. 60% of respondents in 2029 AS survey to indicate they are aware of the policy.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.34	<p>Revised ESVH Action Plan</p> <p>Subject to updated national framework and implementation plan for Ending Sexual Violence and Harassment in HEIs, develop new ESVH action plan.</p>	<p>TU Dublin’s current ESVH action plan was originally due to expire in 2024 but was extended in line with the extension of the national framework and implementation plan.</p>	<p>Timing subject to updated national ESVH framework.</p>	<p>Q1 2026 – Q4 2030</p>	<p>EDI Director (R), ESVH Manager (I)</p>	<p>New ESVH action plan developed by 2027, published on university website and progress update included in annual EDI report.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.35 Priority Action Gender	<p>Dignity & Respect Review</p> <p>Conduct review of Dignity and Respect at Work policy and complaints process following launch of ESVH policy.</p>	<p>Staff raised issues with implementation of policy and some staff indicated they did not feel confident raising complaints under the policy. 23% of all survey respondents indicated they had experienced some form of discrimination or unfair treatment. More women than men experienced discrimination and women were the least comfortable reporting personal experiences of discrimination.</p>	<p>Timing subject to completion of action 3.33 above.</p>	<p>Q3 2026-Q4 2027</p>	<p>Chief HR Officer (R), Head of Workplace Relations (I)</p>	<p>Review completed with improvements incorporated by Q1 2027. Increased staff confidence in pursuing formal complaints under Dignity and Respect policy. By 2029 staff survey fewer than 15% of all respondents to indicate personal experience of discrimination and no significant disparities in confidence reporting such on grounds of gender and other equality characteristics.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.36	<p>Awareness of Reporting</p> <p>Increase awareness and visibility of formal and informal processes to report all bullying, harassment, sexual harassment and violence and discrimination among both staff and students.</p>	<p>While the staff survey indicated there was generally good awareness of how to report these behaviours, some respondents noted they were unaware of them until completing the survey.</p> <p>The Speak Out anonymous recording tool is not currently linked to on the Student Union social media pages or on the University Student Life webpage and there is no staff facing page on the university website outlining options for reporting all forms of harm.</p>	<p>Develop staff microsite outlining all options for reporting harmful behaviours including Speak Out and Contact Colleagues.</p> <p>Ensure student union and university student sites include links to Speak Out.</p> <p>Staff email bulletin highlighting range of staff and student report and support procedures.</p>	Q2 2026-Q4 2030	<p>EDI Director, Chief Human Resources Officer, Head of Academic Affairs (R), ESVH Manager (I), EDI Leads (I)</p>	<p>Staff survey to show increased awareness of formal and informal procedures for reporting of bullying, harassment, sexual harassment and discrimination.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.37 Priority Action Additional Grounds	ESIA Process Expand the application of the Equality and Sustainability Impact Assessment (ESIA) process to reach 60% of new and revised policies assessed using this process.	ESIA process developed and piloted but not fully implemented to date. Further training and awareness needed to ensure policy holders are familiar with the process and to support an incremental increase in application of the process to new and revised policies.	2026: ESIA Template and guidance will be available on university website and 20% of new and revised policies to undergo an ESIA. Policies relating to Recruitment and Progression to undergo ESIA at earliest opportunity. 2027: 35% of new policies to undergo an ESIA.	Q1 2026- Q4 2028	EDI Director (R), EDI Senior Manager (I)	ESIA applied to 60% of new and revised policy reviews by 2028. EDI annual report to include summary of new policies completed according to ESIA each year.

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.38	<p>Strategy for EDI</p> <p>Publish and launch Strategy for EDI and build awareness of priority areas and pathways.</p>	<p>The Strategy for EDI has been developed following consultation but has yet to be formally launched and published.</p>	<p>Launch strategy and publish online by end Q1 2026</p> <p>Monitor awareness of strategy in Athena Swan surveys in 2027 and 2029</p>	<p>Q1 2026 – Q4 2029</p>	<p>EDI Director (R), EDI Senior Manager (I)</p>	<p>Strategy for EDI launched and published on university website. By 2029 staff survey, 70% of respondents to indicate they are aware of the strategy.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.39	<p>TUA EDI Standing Group</p> <p>TU Dublin to play an active role in advancing gender equality in the technological university sector by ensuring representation on the TUA EDI Standing Group.</p>	<p>TU Dublin withdrew from the Irish Universities Association (IUA) in February 2025 and joined the Technological Universities Association (TUA).</p>	<p>Member of EDI Directorate to join EDI Standing Committee from end 2025.</p>	<p>Q1 2026 - Q4 2030</p>	<p>EDI Director (R), EDI Senior Manager (I)</p>	<p>TU Dublin EDI Directorate to maintain representation on TUA EDI Standing Committee and to ensure information on EDI work in technological universities is disseminated in a timely manner to the wider EDI team, ASWG and EDI Champions Network.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.40	<p>EDI Events</p> <p>EDI Directorate to continue to lead organisation of year round events and activities that celebrate gender, diversity, inclusion and intersectionality.</p> <p>Events to align with Strategy for EDI priorities, national and international observances and the activities and priorities of the Student Union,</p> <p>Employee Community Groups, Women Leaders in Higher Education (WHLE), EDI Champions and equality focused Communities of Practice.</p>	<p>This continues the established practice of holding events to celebrate observance days such as International Women’s Day.</p>	<p>Monitor attendance at events and feedback and include in EDI Annual Report from Q4 2026.</p>	<p>Q1 2026- Q4 2030</p>	<p>EDI Director (R), EDI Leads (I)</p>	<p>At least 3 events organised by the Directorate annually and in alignment with Strategy for EDI and observance days where relevant.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.41	<p>Gender Equity Training</p> <p>Develop introductory gender inclusive staff training to cover Athena Swan, gender pay gap, gender balance requirements, gender identity and diversity, intersectionality, and an overview of relevant TU Dublin policies and priorities.</p>	<p>There is currently no training addressing these topics together. Staff survey responses indicated that some staff are uncertain about some of these topics and revealed discrepancies in perception of gender inclusivity between male and female staff.</p>	<p>Develop training from Q4 2026-Q3 2027 and pilot deliver to School management teams in AS submitting units.</p>	<p>Q4 2026 - Q4 2029</p>	<p>EDI Director (R), EDI Lead (I)</p>	<p>Training developed and available to book through the Core system by end 2026. Training provided twice annually, and uptake monitored. Minimum 40% male staff to have completed the training by end 2029.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
<p>3.42 Priority Action Additional Grounds</p>	<p>Race Equity Task Group Establish Race Equity Task Group to support development and implementation of race equity actions at the university.</p>	<p>Previous race equity work and action plan was overseen by Intercultural Working Group which is no longer active.</p>		<p>Q2 2026- Q4 2030</p>	<p>EDI Director (R), EDI Lead Race Equity (I)</p>	<p>Race Equity Task Group established, operational and monitoring progress of actions.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.43 Priority Action Additional Grounds	<p>Race Equity Action Plan</p> <p>Develop, publish and implement an updated Race Equity Action Plan, aligned with HEA Race Equity principles and Implementation Plan.</p>	<p>TU Dublin Race Equity Plan for Change was approved by the University Executive in 2022 and expires in 2026.</p>	<p>2026-2027: Development of action plan.</p> <p>2027: Completed action plan signed by president published on university website.</p>	<p>Q2 2026-Q4 2029</p>	<p>EDI Director (R), EDI Lead Race Equity (I).</p>	<p>Race Equity Action plan developed by 2027 with responsible personnel/services identified for all actions.</p> <p>Implementation underway by end 2026. Progress of actions reported in EDI Annual Report.</p> <p>By 2029 staff survey, 60% of respondents to indicate they are aware of the race equity plan.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.44 Priority Action Additional Grounds	<p>Disability Action Plan</p> <p>Develop, publish and implement a disability action plan. Action plan to include actions to support staff and students.</p>	<p>All staff surveys conducted in 2024 and 2025 by Employee Engagement team uncovered poor outcomes for staff with disabilities across a number of dimensions. A Task Group has been established to lead this work and develop an action plan to improve staff and students.</p>	<p>2026-2027:developing action plan.</p> <p>2027: Action plan signed by president and published on university website.</p>	Q2 2026 - Q4 2029	<p>EDI Director (R), Workplace Wellbeing Committee (R),</p> <p>EDI Senior Manager (I)</p>	<p>Disability action plan developed with responsible personnel/services identified for all actions.</p> <p>Implementation underway by 2027. Implementation progress reported in EDI Annual Report.</p> <p>By 2029 staff survey, 60% of respondents to indicate they are aware of the disability plan.</p>

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Action No.	Description of Action	Rationale	Milestones & Outputs	Timeframe	Responsibility & Implementation	Success Measures (by end 2030 unless otherwise stated)
3.45	<p>Student Union EDI Briefings</p> <p>Establish regular meeting cadence between EDI Directorate and Student’s Union officers and staff to discuss shared objectives and collaborations. Ensure SU officers and staff receive briefing on EDI action plans (Athena Swan, Race Equity, Disability), strategy and priorities annually.</p>	<p>To foster engagement and collaboration with Student union officers and staff and provide opportunities to advance shared goals.</p>		Q3 2026- Q4 2030	Director EDI (R), President Student’s Union (I)	<p>From 2026/2027 academic year, at least two meetings held annually with EDI Directorate and SU officers and staff. At least one meeting to include briefing on EDI action plans and evidence of at least one collaborative equality focused event/campaign between EDI Directorate and Student’s Union.</p>

