Athena SWAN Bronze

Institutional Award Application (Ireland)

Technological University Dublin

Athena SWAN | Legacy Award
Bronze Award

Name of institution	Technological University Dublin (TU Dublin)	
Date of application	28th January 2022	
Award Level	**Bronze**	
Date joined Athena SWAN	01 January 2019	
Current award	**Date: June 2019**	**Level: Legacy Bronze**
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Table of Contents

List of Abbreviations	
A	Aungier Street Campus
AL	Assistant Lecturer
AHSSBL	Arts, Humanities, Social Sciences, Business & Law
APO	Assistant Principal Officer
ASWG	Athena SWAN Working Group
B	Bolton Street Campus
BN	Blanchardstown Campus
CID	Contract of Infinite Duration
CIP	Confidential Implementation Plan
CoEBE	College of Engineering and Built Environment
COO	Chief Operations Officer
CoSH	College of Sciences and Health
CPD	Continuous Professional Development
DCU	Dublin City University
DIT	Dublin Institute of Technology
ECR	Early Career Researcher
EDI	Equality, Diversity, and Inclusion
EIFI	Electrical Industries Federation of Ireland
ESB	The Electricity Supply Board
ESIA	Equality & Sustainability Impact Assessment
ESTEeM	Equality in Science & Technology by Engaged Education Mentoring
ESVH	Ending Sexual Violence, and Harassment
EUT+	European University of Technology
FETAC	Further Education and Training Awards Council
FTE	Full time Equivalent
G	Grangegorman Campus
GB	Governing Body
GB EDIC	Governing Body Equality, Diversity and Inclusion Committee
GBA	Grangegorman, Bolton Street, Aungier Street Campuses
GDPR	General Data Protection Regulation
HE	Higher Education
HEA	Higher Education Authority

List of Abbreviations	
HEI	Higher Education Institution
HoS	Head of School
HPAL	Hourly Paid Assistant Lecturer
HR	Human Resources
ICT	Information and Communication Technology
INGENIC	Irish Network for Gender Equality at National 3rd Level Institutions for Computing
ISCED	International Standard Classification of Education
ITB	Institute of Technology Blanchardstown
ITT	Institute of Technology Tallaght
KPI	Key Performance Indicator
L	Lecturer
LGBTQI+	Lesbian, Gay, Bisexual, Transgender, Queer and Intersex+
LTTC	Learning, Teaching and Technology Centre
MS Forms	Microsoft Forms
MS Teams	Microsoft Teams
MU	Maynooth University
NUIG	National University of Ireland Galway
OD	Organisational Design
OECD	Organisation for Economic Co-operation and Development
PDP	Professional Development Planning
PMDS	Performance Management and Development System
PMSS	Professional Management and Support Services
PO	Principal Officer
PG	Postgraduate
PRAL	Part-time/pro-rata Assistant Lecturer
RCSI	Royal College of Surgeons Ireland
SAT	Self-Assessment Team
SLI	Senior Lecturer I
SLII	Senior Lecturer II
SLIII	Senior Lecturer III
STEMM	Science, Technology, Engineering, Maths & Medicine
SWAN	Scientific Women's Academic Network

List of Abbreviations	
ToR	Terms of Reference
TT	Tallaght Campus
TCD	Trinity College Dublin
TU Dublin	Technological University Dublin
UCC	University College Cork
UCD	University College Dublin
UET	University Executive Team
UL	University of Limerick
UG	Undergraduate

List of Tables

List of Figures

1. Letter of endorsement

24th January, 2022.

Dear Athena SWAN Ireland,

As President of TU Dublin, I fully support this institutional application for an Athena SWAN Bronze award. Our *Strategic Intent 2030* commits us to being 'recognised as an exemplar in equality, diversity and inclusion (EDI) 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'. A core element to achieving this strategic objective is our commitment to implementing the new Athena SWAN Charter Principles and the Action Plan accompanying this submission.

Being a new University offers us great opportunities for change. We are taking advantage of this unique moment and have a major ten-year transformational agenda that will create our University to reflect, and respond to, the educational, social and environmental needs of present and future generations. Our new roles and structures already support the creation of an inclusive culture. The Vice-President for Organisation, Change and Culture and the EDI Director co-sponsor the multi-faceted equality agenda at University Executive Team (UET) level and lead its implementation across the University. An active Governing Body Equality, Diversity and Inclusion Committee engages at a strategic level on Athena SWAN, and other equality issues, and advises Governing Body accordingly. Our new Faculty and School structures have specific responsibility for implementing EDI. Our revised quality assurance processes ensure that programme reviews take full account of gender and other equity issues and plan to address identified deficiencies. All of this embeds gender equality into daily decision-making and practices.

Our Athena SWAN analysis shows that, in common with most universities, we have a pattern of predominately male senior decision-making post holders, a lower recruitment of female students than the national average and a legacy of poorly supporting women returning from maternity leave. The findings have convinced me of the importance of the Athena SWAN framework for addressing these and other gender-related challenges. Thus, the key Athena SWAN priorities for TU Dublin over the next four years are:
- To continue to reach and maintain gender balance (40% or better) in all senior decision-making roles and positions from Head of School upwards;
- To reach and maintain gender balance (40% or better) in all decision-making bodies;
- To have at least 40% of Schools make applications for Athena SWAN awards, with the entire Faculty of Engineering and the Built Environment applying and at least two from our new Faculty of Digital and Data;

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TU Dublin – Park House Grangegorman
191 North Circular Road, DO7 EWV4, Ireland

- To increase the support available to women returning from maternity leave, including changes to their workloads in the first semester;
- To track progress in detail in an annual EDI report.

I will give full support, and visible example, to this agenda. I will expect my UET colleagues to do the same. Heads of Faculties, Schools and Services will implement these priority actions. By the time of our next institutional submission, I expect TU Dublin to be much further on the journey towards gender equality, and much closer to realising our 2030 ambition of being an exemplar in equality, diversity and inclusion.

Yours sincerely,

Professor David FitzPatrick,
President.

Word Count: 499

2. Description of the institution

(i)   Information on where the institution is in the Athena SWAN process

Technological University Dublin (TU Dublin) was established by statute on 1 January 2019 through a merger of three former Institutes of Technology

- Institute of Technology Blanchardstown (ITB)
- Dublin Institute of Technology (DIT)
- Institute of Technology Tallaght (ITT).

TU Dublin now has five campuses (Table 2.1) and is among the largest providers of Higher Education in Ireland (Figures 2.1, 2.2). Led by President David FitzPatrick and the University Executive Team (UET) (Figure 2.3), a major organization design process is underway to integrate all University activities and deliver on the ambitious Strategic Intent 2030 (see Organization Change).

Table 2.1   TU Dublin Campuses

Legacy Institutions	TU Dublin Campus	Athena SWAN Application Acronym
Institute of Technology Blanchardstown	Blanchardstown (**BN**)	BN
Dublin Institute of Technology	Grangegorman (**G**)	GBA
	Bolton St (**B**)	
	Aungier St (**A**)	
Institute of Technology Tallaght	Tallaght (**TT**)	TT

Figure 2.1   A snapshot of TU Dublin, 2020

Figure 2.2   Images of TU Dublin
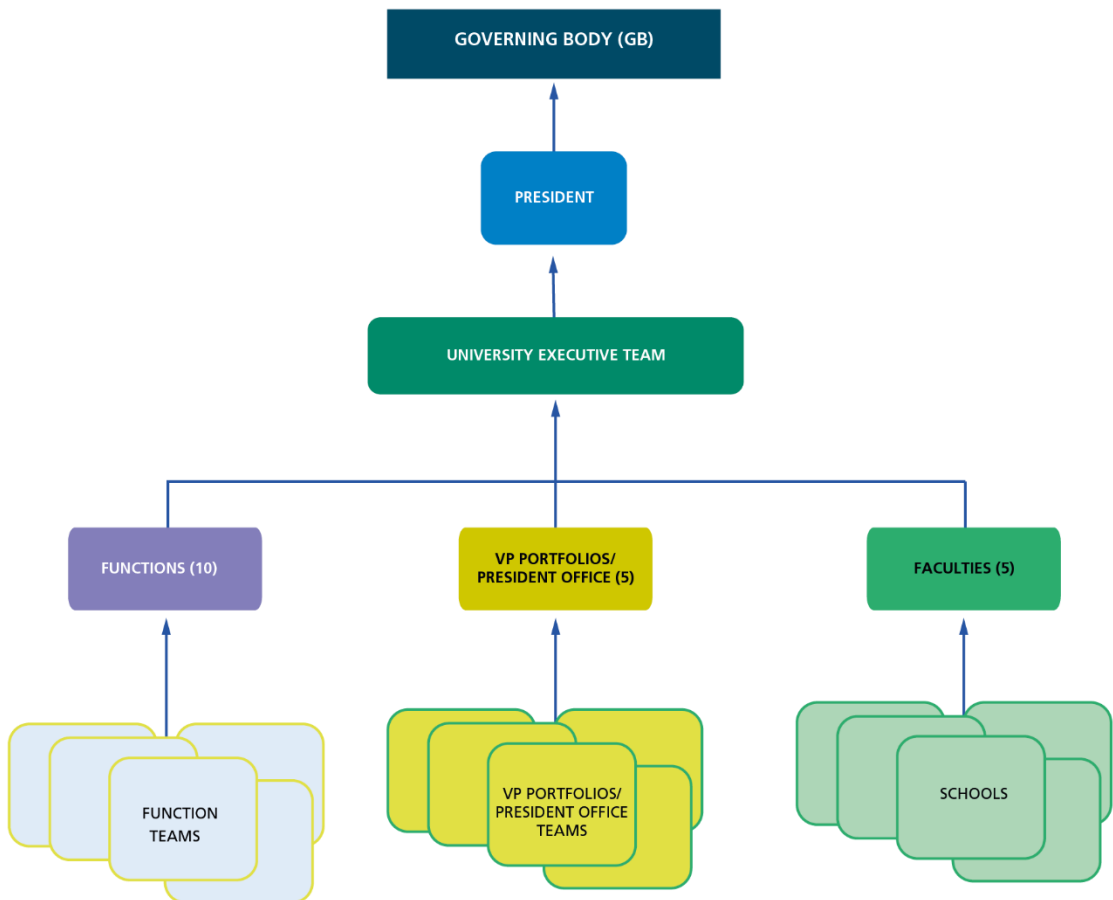
Figure 2.3   TU Dublin Organisational Chart

In 2019, TU Dublin developed and adopted a strategic plan with **inclusion** as a value, and a strategic objective to be **'recognised as an exemplar in EDI'**. The **achievement of an Athena SWAN Bronze award by 2023** is a KPI in implementation of this objective.

Prior to the formation of TU Dublin, DIT achieved an institutional Athena SWAN Bronze award in 2018. In February 2019 the TU Dublin Governing Body adopted the DIT Athena SWAN plan for the University, and with it the Athena SWAN principles. In June 2019, TU Dublin was awarded an Athena SWAN Legacy Bronze Award. In August 2019, the HEA advised that a TU should **attain** an Athena SWAN award within three years of foundation. The timeline laid down for TU Dublin to **submit** for a Bronze award was November 2021 (extended to January 2022 due the impact of COVID 19). This submission complies with the timeline.

(ii)   Information on its teaching and research focus

In 2019/20, TU Dublin had over 29,000 students enrolled on pathways from apprenticeship to PhD. In 2019/20 72% of the institution's STEMM teaching provision was in Engineering, Construction or ICT disciplines (Table 2.17).

TU Dublin had 22% of national enrolments in Engineering, Manufacturing and Construction, followed by ICT (18%), Business, Administration and Law (14%) and Natural Sciences (13%) (Table 2.2).

Table 2.2   Top Enrolments in TU Dublin and Comparator Institutions by ISCED Category* 2018-2020

HEI Student Enrolment	2017/18	2018/19	2019/20	Mkt Share 17/18	Mkt Share 18/19	Mkt Share 19/20
Engineering, manufacturing and construction (TOTALS)						
TU Dublin	5851	5896	5987	24%	23%	22%
Cork IT	2631	2665	3003	11%	10%	11%
UCD	2447	2572	2683	10%	10%	10%
ICT (TOTALS]						
TU Dublin	2783	2726	2718	19%	19%	18%
UCD	1171	1216	1302	8%	8%	9%
University College Cork	1152	1159	1275	8%	8%	9%
Business, administration and law (TOTALS)						
TU Dublin	7109	7133	7168	16%	15%	14%
UCD	5400	5527	5423	12%	12%	11%
University College Cork	3781	3857	4169	8%	8%	8%
Natural Science (TOTALS)						
TU Dublin	2710	2904	3025	12%	13%	13%
UCD	2667	2759	2901	12%	12%	12%
NUI Galway	2477	2781	2829	11%	12%	12%

* ISCED (International Standard Classification of Education)

TU Dublin has a target of growing research student enrolment from 4% to 7% within ten years of designation as set out in legislation. In 2019 developments in multi-disciplinary research groups and the support for doctoral students were advanced. In addition, success was achieved in securing research investment of over

EUR 15M in 2019/20 that included partnership in three Science Foundation Ireland research training centres: Digitally Enhanced Reality (D-REAL), Machine Learning (ML-LABS), and Advanced Networks for Sustainable Societies (ADVANCE). TU Dublin established strategic partnerships with (among others) Intel, for collaboration in future talent development, research, and engagement; and with ESB with a focus on Research and Development, Talent Promotion and Diversity and Inclusion.

(iii)   The number of staff. Present data for academic and professional and support staff separately.

Between 2018-2020, females comprised 46% of all staff (FTE) in TU Dublin, males 55%, diverging from the university sector average of 55% females, 45% males (Table 2.3).

Table 2.3   TU Dublin and Irish Universities Staff by Gender (FTE and %) 2020

	2018				**2019**				**2020**			
	F	**M**	**T**	**F%**	**F**	**M**	**T**	**F%**	**F**	**M**	**T**	**F%**
TU Dublin	1146.5	1339.3	2485.8	46%	1188.8	1394.9	2583.7	46%	1169.4	1381.0	2550.4	46%
Irish Universities (excluding TU Dublin and RCSI)	8796.7	7319.0	16115.7	55%	9210.6	7689.4	16900.0	55%	9427.6	7824.7	17252.3	55%

Females comprise 40% of core-funded academic employees in TU Dublin and 51% of professional, management and support services (PMSS) staff across the assessment period. This is at variance with the sector (Table 2.4, Figure 2.4). It is, though, more equitable than the academic gender employment pattern of European technological universities (30%F; 70%M).

Data on intersectional profiles has not been gathered to date, except for disability. Just over 8% of all employees have declared a disability, as defined in legislation. From 2021, new staff can voluntarily complete a personal profile covering 10 legislated grounds.

Table 2.4 TU Dublin Staff by Gender and Category (FTE and %) 2018 – 2020

	2018				2019				2020			
	F	M	T	F%	F	M	T	F%	F	M	T	F%
TU Dublin												
Academic Staff (core funded)	510.7	765.4	1276.1	40%	519.2	787.6	1306.8	40%	525.8	790.9	1316.7	40%
PMSS staff	490.1	443.7	933.8	52%	494.7	469.1	963.8	51%	484.9	460.1	945.0	51%
Irish Universities (excluding TU Dublin and RCSI)												
Academic & Research Staff (core funded)	2145.7	2611.4	4757.1	45%	2290.5	2773.4	5063.9	45%	2382.9	2815.2	5198.1	46%
PMSS staff	3413.0	1944.6	5357.6	64%	3577.2	1977.9	5555.1	64%	3546.3	1942.2	5488.5	65%
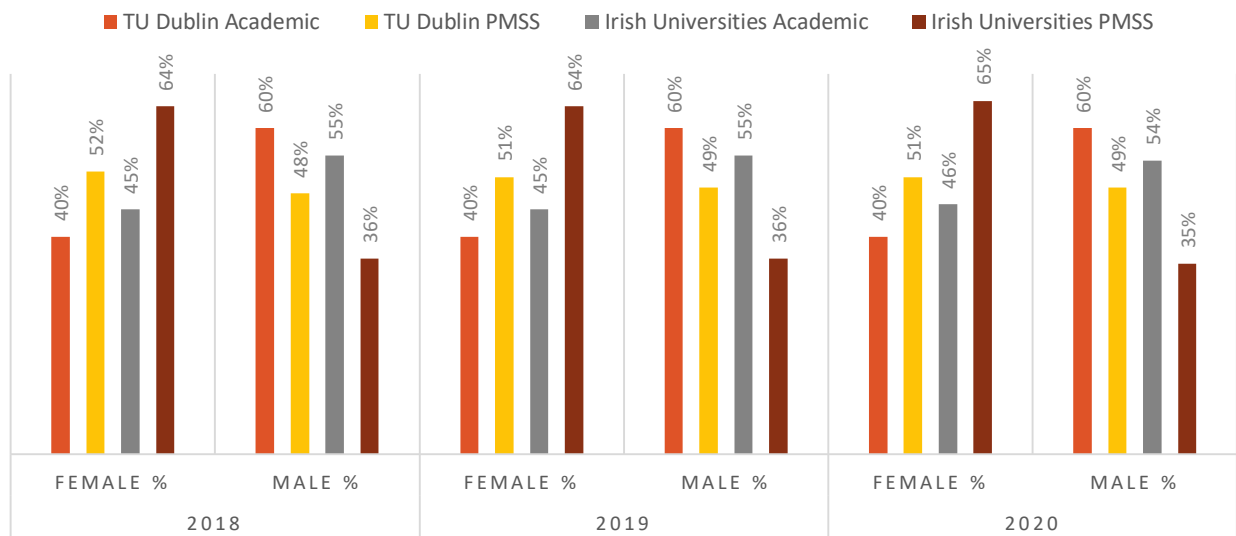
Figure 2.4 TU Dublin and Irish Universities Staff by Gender and Category (%) 2018-2020

TU Dublin has a more even gender distribution in Professional, Management and Support Services (PMSS) staff compared with the University sector (Table 2.5-2.6). This profile is partly a consequence of the outsourcing of labour-intensive services, such as cleaning, catering, groundskeeping and security.

Table 2.5 TU Dublin Professional and Support Staff by Gender 2018 – 2020.

	2018				2019				2020			
PMSS	F	M	T	F%	F	M	T	F%	F	M	T	F%
Headcount	797	617	1414	56%	825	620	1445	57%	621	513	1134	55%
FTE	556.9	469.9	1026.9	54%	566.7	496.8	1063.5	53%	558.0	490.2	1048.2	53%

Table 2.6 TU Dublin and other Irish Universities Professional and Support Staff by Gender 2020

Professional Services & Support Staff				
Q4 2020	**F**	**M**	**T**	**F%**
TU Dublin	**558.0**	**490.2**	**1048.2**	**53%**
DCU	519.7	257.0	776.7	67%
MU	369.9	159.9	529.8	70%
NUIG	634.2	282.1	916.3	69%
RCSI	348.8	152.1	500.9	70%
TCD	989.8	654.4	1644.2	60%
UCC	982.0	554.7	1536.7	64%
UCD	1273.3	724.3	1997.6	64%
UL	497.1	256.6	753.7	66%

PMSS staff in AHSSBL and STEMM Schools/Departments are gender balanced, with a female dominance in AHSSBL (56%F: 44%M), and a male dominance in STEMM (41%F: 59%M) (Table 2.7).

Table 2.7 TU Dublin PMSS Staff by Gender and Category 2018 – 2020 (core funded-HEA profiles)

	2018				2019				2020			
FTE	**F**	**M**	**T**	**F%**	**F**	**M**	**T**	**F%**	**F**	**M**	**T**	**F%**
AHSSBL	44.9	36.4	81.3	55%	46.7	34.1	80.8	58%	42.8	33.3	76.1	56%
STEMM	66.8	92.6	159.4	42%	72.5	98.9	171.4	42%	68.1	98.6	166.7	41%
Other*	378.4	314.6	693.0	55%	375.5	336.1	711.6	53%	374.0	328.3	702.3	53%
Total	**490.1**	**443.7**	**933.8**	**52%**	**494.7**	**469.1**	**963.8**	**51%**	**484.9**	**460.1**	**945.0**	**51%**

*Other includes any core-funded posts which are not assigned to 'AHSSBL' or 'STEMM', as per HEA returns

Within PMSS 'Other' category, there is a pattern of female concentration in 7 functional areas, and male concentration in 2 (Estates and Information Technology Services) (Table 2.8, Figure 2.5).

Table 2.8   TU Dublin PMSS Staff by Gender and Area (n) 2018 -2020

AREA	2018				2019				2020			
	F	M	T	F%	F	M	T	F%	F	M	T	F%
Digital Campus & Learning Transformation	19	4	23	83%	16	4	20	80%	15	6	21	71%
Finance	58	20	78	74%	58	19	77	75%	55	17	72	76%
Human Resources	37	10	47	79%	38	9	47	81%	38	6	44	86%
Library	55	21	76	72%	48	27	75	64%	48	24	72	67%
Student Support Services (e.g. Student Admin, Exams)	332	206	538	62%	373	194	567	66%	169	90	259	65%
University Administration (e.g. Corporate Services, EDI etc)	85	26	111	77%	70	33	103	68%	63	26	89	71%
College, School & Departmental Support (e.g. Secretaries, Technicians etc.)	125	105	230	54%	127	97	224	57%	138	102	240	58%
Estates/Maintenance	38	141	179	21%	39	148	187	21%	37	149	186	20%
Information Technology Services	26	67	93	28%	28	70	98	29%	25	72	97	26%
Research, Enterprise and Innovation Services	20	16	36	56%	24	15	39	62%	25	17	42	60%
Other	2	1	3	67%	4	4	8	50%	8	4	12	67%
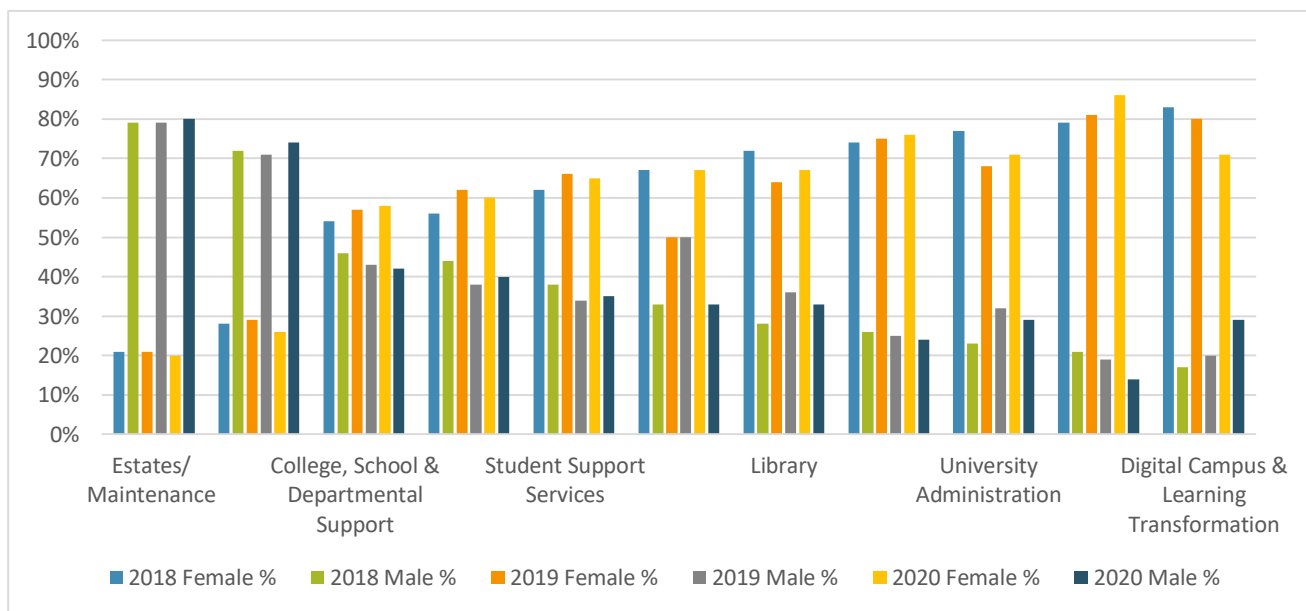
Figure 2.5   TU Dublin PMSS Staff by Gender and Area (%) 2018-2020

Data collection for this application was a significant task, as it was not previously collated in a uniform manner across the institution. The process also clarified the resource needs for successful delivery of the Athena SWAN actions committed to by TU Dublin. Actions 3.1.7 and 3.1.8 are designed to address these resource requirements.

	3.1.7	Develop staff and student data books for School-specific Athena SWAN applications.
Embedding Athena SWAN in TU Dublin	3.1.8	Increase the resource capacity of the central data units to enable a timely response to anticipated data demands for Athena SWAN, in addition to other reporting obligations, and to enable monitoring of action outcomes

(iv)   The total number of departments and total number of students

TU Dublin is undertaking a transformational organisation design process since 2019. In this context, the distribution of students across ISCED categories provides a clearer gender profile. Across 2018-2020, student enrolment in AHSSBL courses was 54% female, while their participation in STEMM grew from 27% to 30% (Table 2.9). This is largely due to increased female enrolments in Engineering, Manufacturing and Construction (11%), Education (9%), Information and Communication Technologies (8%) and Natural Sciences (5%) (Figure 2.6).

Table 2.9   TU Dublin Students by Gender and Discipline 2018 – 2020

Students	2018				2019					2020				
ISCED (International Standard Classification of Education)	F	M	T	F%	F	M	O*	T	F%	F	M	O*	T	F%
AHSSBL	7783	6579	14362	54%	7599	6484	6	14087	54%	7787	6631	26	14418	54%
STEMM	3696	9947	13643	27%	3928	10009	15	13952	28%	4286	10020	26	14306	30%
Other	228	274	502	45%	143	210	0	353	41%	170	200	0	370	46%
Total	**11707**	**16800**	**28507**	**41%**	**11670**	**16703**	**21**	**28394**	**41%**	**12243**	**16851**	**52**	**29146**	**42%**

*O = Other gender identity. Collected since 2019.
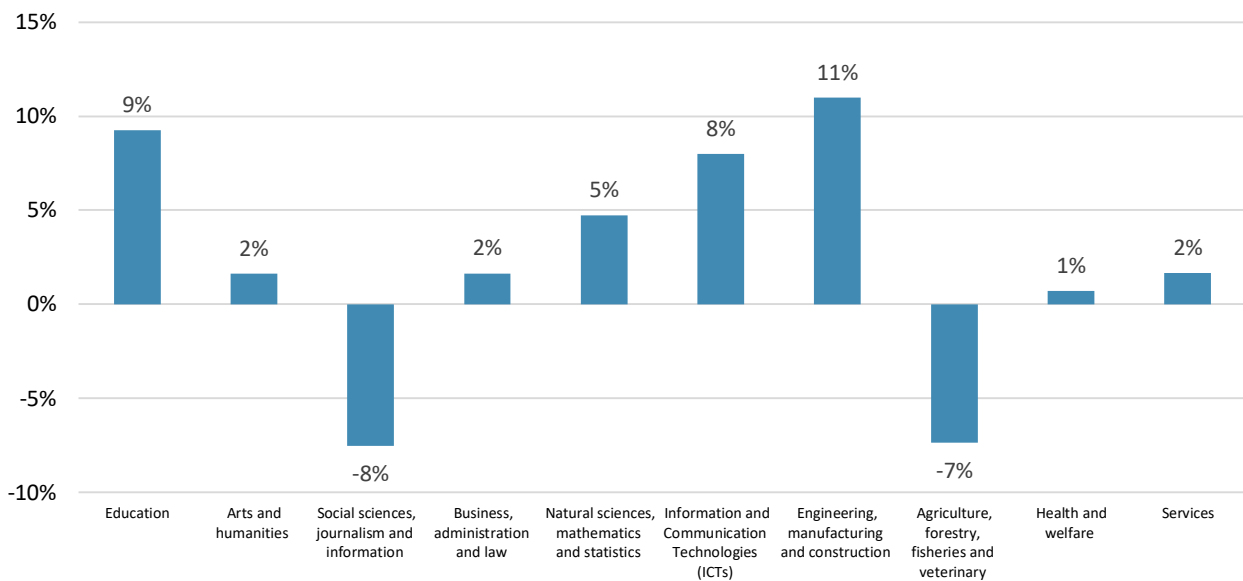
Figure 2.6 TU Dublin Female Enrolment Growth by ISCED 2017/18 v 2019/20

Despite this positive trend, there is a sharp gender divide in these subjects, with the large Engineering, Manufacturing and Construction, and ICT programmes heavily male-dominated and the smaller Education and Health and Welfare disciplines heavily female-dominated (Figure 2.7). TU Dublin is by far the largest provider of Engineering Education (22%) and ICT (18%) nationally (Table 2.2) but lags behind other HEIs in female ICT enrolments – with UCC (29%) and IT Tralee (27%) ranking first and second in 2019/20. 21% of Irish national undergraduate enrolments in Engineering were female in 2020/21 and this figure was 17% in TU Dublin. In the USA, UG engineering enrolment was 24% female (ASEE 2019).
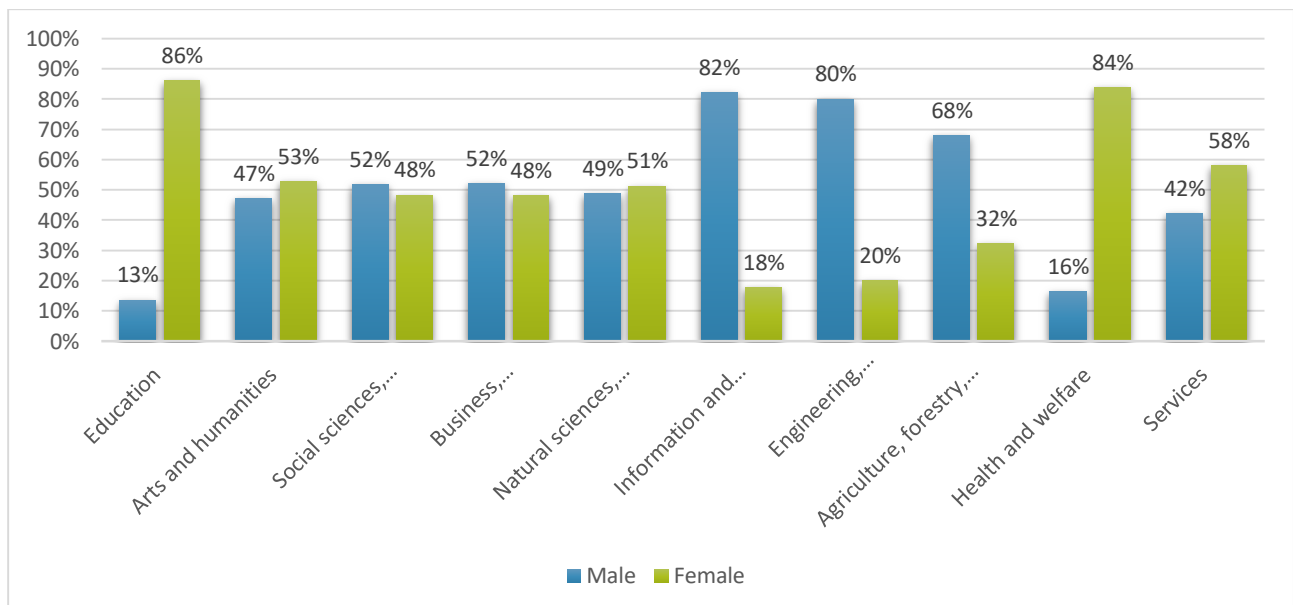
Figure 2.7 TU Dublin Male v Female Enrolment by ISCED 2019/20

At the programme level, the Level 6 Higher Certificate student profile had <40%F, while the FETAC Advanced Certificate (Apprenticeship) is almost 100% male. Notably, the Undergraduate General Degree also has <40%F representation, as do the Postgraduate Certificate (33%), and Masters (Research) (34%) (Table 2.10).

Table 2.10   Student Enrolment by Programme 2018-2020*

Programme	2018/2019				2019/2020					2020/2021				
	F	M	T	F%	F	M	Other	T	F%	F	M	Other	T	F%
Non-3rd Level Access Programmes	49	56	105	47%	57	75	0	132	43%	57	80	0	137	42%
FETAC (Apprentice)	≤5	1123	1126	0%	≤5	1138	≤5	1143	0%	≤5	953	0	958	1%
Undergraduate														
UG Diploma, Certificate, Higher Certificate, Occasional	1474	2023	3497	42%	1192	1764	0	2956	40%	1279	1898	≤5	3182	40%
UG Professional Training Qualification	566	700	1266	45%	483	691	≤5	1176	41%	655	654	≤5	1311	50%
General Degree	1620	3195	4815	34%	1638	3170		4808	34%	1595	3038	≤5	4637	34%
Honours Degree	6432	7693	14125	46%	6457	7607	6	14070	46%	6746	7884	33	14663	46%
Postgraduate														
PG Certificate, Diploma, Higher Diploma	228	267	495	46%	433	474	6	913	47%	430	523	≤5	956	45%
PG Professional Training Qualification	144	193	337	43%	206	240		446	46%	267	339	≤5	607	44%
Masters Taught	899	1170	2069	43%	920	1203	6	2129	43%	931	1140	≤5	2075	45%
Masters Research	38	71	109	35%	32	46		78	41%	23	44	0	67	34%
PhD	254	309	563	45%	248	295		543	46%	255	298	0	553	46%

*Other (Non-binary & Prefer not to say) was only an option since 2018-2019

Most full-time students were of White: Irish ethnicity (57.52%), followed by Black/Black Irish: African (7.09%), while the intake of students from Roma and Traveller backgrounds was very low (Table 2.11).

Table 2.11   1st Year Undergraduate Students Full-time by Ethnicity 2019 and 2020

	2019		2020	
	Students (n)	% Total	Students (n)	% Total
White: Irish	2999	55.51	3101	57.52
White: Irish Traveller	6	0.11	≤5	0.03
White: Roma	0	0.00	11	0.20
White: Any other White background	357	6.61	366	6.79
Black or Black Irish: African	274	5.07	382	7.09
Black or Black Irish: Any other Black background	14	0.25	11	0.20
Asian or Asian Irish: Chinese	36	0.67	36	0.67
Asian or Asian Irish: Indian/Pakistani/Bangladeshi	0	0.00	78	1.45
Asian or Asian Irish: Any other Asian background	183	3.39	135	2.50
Other, including mixed group/background: Arabic	0	0.00	44	0.82
Other, including mixed group/background: Mixed Background	0	0.00	77	1.43
Other, including mixed group/background: Other	111	2.05	22	0.41
Blank	1423	26	1126	21
Total	**5403**	**99.99**	**5391**	**99.99**

TU Dublin had the highest share of students registered for part-time study in the sector (17% in 2020/21). The female share of part-time and distance learning is lower than their participation in full-time studies (Table 2.12).

Table 2.12   TU Dublin Registered Students by Study Mode 2020

Students	2020/21				
	F	**M**	**Other**	**T**	**F%**
Full Time	8653	10814	38	19505	44%
Part Time	3437	5710	14	9161	38%
Distance & Remote	153	327	0	480	32%
Total	12243	16851	52	29146	42%

This analysis reveals the gender divide in enrolments, and Actions 2.1.5 and 2.1.6 are designed to assist in addressing the dearth of female students in STEMM and of male students in education and health.

An Equitable Recruitment Process	2.1.5	Investigate the barriers and opportunities for increasing female enrolment in Apprenticeship programmes – explore the potential appeal of bio- and environmental sustainability avenues for apprenticeship programmes.
	2.1.6	Prioritise EDI Fund practitioner applications which are targeted at addressing the low numbers of women in Engineering, Built Environment, Apprenticeship and ICT programmes, and also applications which aim to increase the numbers of men in Education, Health and Welfare programmes, and also addressing race/ethnic and disability diversity. These may include additional social media campaigns, promotional videos, and speaker events. This action will support the strategic delivery of enrolment targets and access ratios.

List and sizes of science technology engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately

TU Dublin has one of the highest proportions of academic and research staff in STEMM (55%) among universities in Ireland. This is slightly above the overall sector profile of 51% (Table 2.13).

Table 2.13 TU Dublin Academic Staff by Discipline 2020*

2020					
Core Academic (FTE)	**AHSSBL**	**STEMM**	**Other**	**Total**	**STEMM %**
TU Dublin	**575.2**	**727.6**	**13.8**	**1316.6**	**55%**
Irish Universities (excluding TU Dublin and RCSI)	2473.1	2642.7	82.3	5198.1	51%

*Core Funded

A gender gap is evident in STEMM disciplines as female staff represent about 30% of the total (similar to MU). This is at variance with the overall sector profile, where females comprised 42% of STEMM staff in 2020, due in part to the higher concentration on medical and health disciplines in other Universities (Tables 2.14 and 2.15, Figure 2.8).

Table 2.14 TU Dublin Academic Staff by Gender and Category 2018 – 2020 (core funded-HEA profiles)

FTE	2018				2019				2020			
	F	M	T	F%	F	M	T	F%	F	M	T	F%
AHSSBL	302.8	257.8	560.6	54%	304.8	266.1	570.9	53%	300.9	274.3	575.2	52%
STEMM	198.4	492.5	690.9	29%	208.1	510.7	718.8	29%	219.3	508.3	727.6	30%
Other	9.5	15.0	24.5	39%	6.3	10.8	17.1	37%	5.6	8.3	13.9	40%
Total	**510.7**	**765.3**	**1276**	**40%**	**519.2**	**787.6**	**1306.8**	**40%**	**525.8**	**790.9**	**1316.7**	**40%**

Table 2.15 TU Dublin and other Irish Universities Academic and Research Staff by Gender and Discipline (FTE) 2020

2020 Core Academic	AHSSBL				STEMM			
	F	M	T	F%	F	M	T	F%
TU Dublin	**300.9**	**274.3**	**575.2**	**52%**	**219.3**	**508.3**	**727.6**	**30%**
DCU	239.6	189.3	428.9	56%	109.7	146.9	256.6	43%
MU	142.8	146.2	289	49%	36.5	84	120.5	30%
NUIG	196.3	203	399.3	49%	168.4	215.3	383.7	44%
RCSI	0	0	0	0%	76.7	69.5	146.2	52%
TCD	130.8	146.4	277.2	47%	181.4	234.4	415.8	44%
UCC	204.5	228.8	433.3	47%	181.3	233	414.3	44%
UCD	210.2	219.4	429.6	49%	257.6	377.8	635.4	41%
UL	96.8	119	215.8	45%	249.9	166.5	416.4	60%
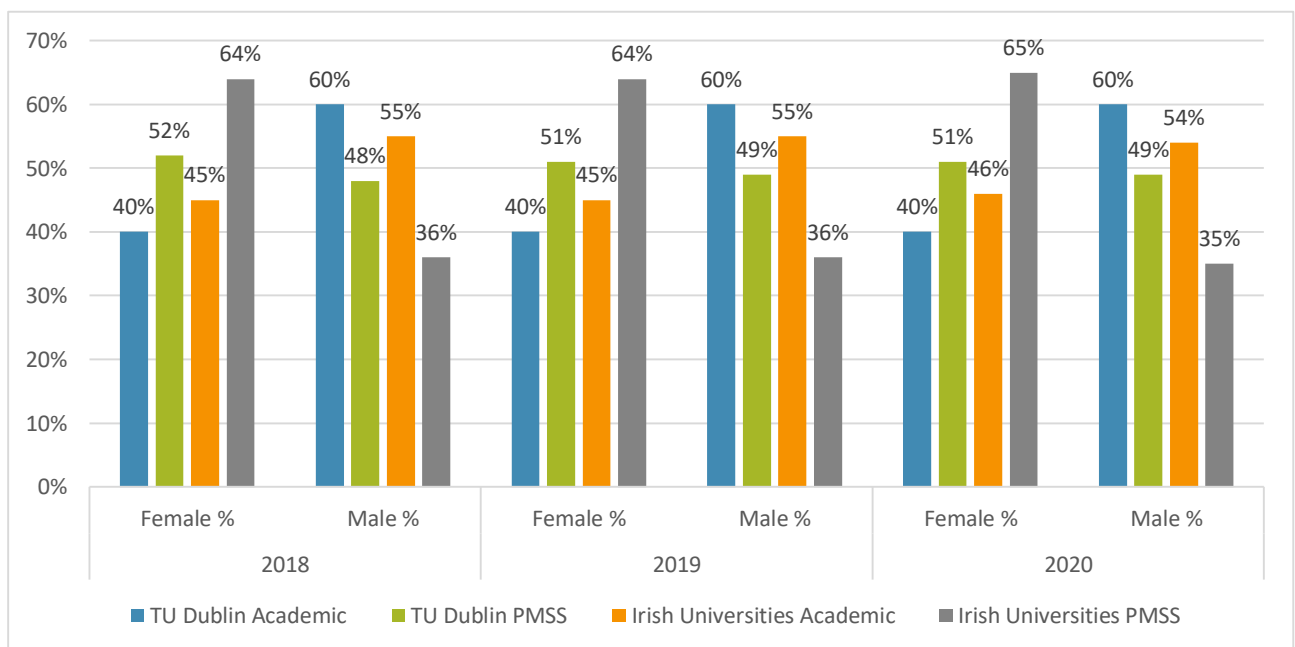
Figure 2.8 TU Dublin and Irish Universities Academic and Research Staff by Gender and Discipline (%) 2018-2020

Tables 2.16 lists staff by department in AHSSBL. Humanities in both Blanchardstown and Tallaght is majority female (72% and 78% respectively). There is gender balance in business, and business-related departments, except for Graduate Business (25F%) albeit with low numbers.

Table 2.16 TU Dublin Academic and Research staff in AHSSBL by Gender and School/Department 2018 – 2020.

AHSSBL	2018				2019				2020			
	F	M	T	F%	F	M	T	F%	F	M	T	F%
Conservatory Of Music And Drama (GBA)	66	60	126	52%	62	57	119	52%	56	53	109	51%
Culinary Arts And Food Technology (GBA)	21	24	45	47%	20	23	43	47%	19	26	45	42%
Dublin School Of Creative Arts (GBA)	22	33	55	40%	18	33	51	35%	18	27	45	40%
Hospitality Mgmt. and Tourism (GBA)	40	29	69	58%	40	31	71	56%	36	28	64	56%
Humanities (BN)	29	11	40	73%	32	14	46	70%	33	13	46	72%
Humanities (TT)	31	10	41	76%	32	11	43	74%	32	9	41	78%
Languages, Law and Social Sciences (GBA)	59	31	90	66%	53	30	83	64%	44	26	70	63%
Media (GBA)	16	29	45	36%	12	35	47	26%	15	31	46	33%
Total Arts Tourism and Humanities	**284**	**227**	**511**	**56%**	**269**	**234**	**503**	**53%**	**253**	**213**	**466**	**54%**
Accounting And Finance (GBA)	22	11	33	67%	22	12	34	65%	19	13	32	59%
Accounting Finance and Professional Studies (TT)	10	14	24	42%	12	11	23	52%	14	11	25	56%
Business (BN)	31	29	60	52%	33	26	59	56%	34	25	59	58%
Graduate Business (GBA)	2	5	7	29%	3	3	6	50%	1	3	4	25%
Management (GBA)	26	33	59	44%	29	34	63	46%	28	23	51	55%
Management (TT)	14	16	30	47%	18	14	32	56%	19	16	35	54%
Marketing (GBA)	48	61	109	44%	45	60	105	43%	35	38	73	48%
Marketing And Business Computing (TT)	11	12	23	48%	13	10	23	57%	15	12	27	56%
Retail And Services (GBA)	19	18	37	51%	14	15	29	48%	12	16	28	43%
Total Business	**183**	**199**	**382**	**48%**	**189**	**185**	**374**	**51%**	**177**	**157**	**334**	**53%**
Total Other	**6**	**4**	**10**	**60%**	**7**	**5**	**11**	**64%**	**5**	**4**	**9**	**56%**
Total AHSSBL	**473**	**430**	**903**	**52%**	**465**	**424**	**888**	**52%**	**435**	**374**	**809**	**54%**

There is significant variation in the gender distribution of academic and research staff in STEMM, with a greater proportion of females in the science schools (51%) than in the engineering (17%), construction (27%) and ICT schools (37%), as of 2020. The gender imbalance in STEMM is particularly shaped by the gender profile in Engineering and Construction which continues to be male dominated (Table 2.17, Figure 2.10).

Table 2.17 TU Dublin Academic and Research Staff in STEMM by Gender and School/Department 2018 – 2020

STEMM	2018				2019				2020			
	F	M	T	F%	F	M	T	F%	F	M	T	F%
Civil Engineering (GBA)	15	24	39	38%	17	21	38	45%	12	17	29	41%
Electrical And Electronic Engineering (GBA)	9	69	78	12%	13	82	95	14%	12	68	80	15%
Mechanical and Design Engineering (GBA)	12	78	90	13%	13	85	98	13%	12	72	84	14%
Engineering (BN)	11	41	52	21%	10	44	54	19%	8	44	52	15%
Engineering (TT)	7	58	65	11%	8	61	69	12%	10	61	71	14%
Total Engineering	54	270	324	**17%**	61	293	354	**17%**	54	262	316	**17%**
Dublin School of Architecture (GBA)	29	82	111	26%	31	80	111	28%	29	65	94	31%
Spatial Planning and Transport (GBA)	14	90	104	13%	20	85	105	19%	15	61	76	20%
Surveying And Construction (GBA)	15	46	61	25%	19	49	68	28%	14	42	56	25%
Multi Disciplinary Technols (GBA)	10	28	38	26%	8	25	33	24%	12	18	30	40%
Total Construction	68	246	314	**22%**	78	239	317	**25%**	70	186	256	**27%**
Computer Science (GBA)	28	66	94	30%	28	62	90	31%	32	52	84	38%
Informatics (BN)	15	25	40	38%	17	28	45	38%	18	27	45	40%
Computing (TT)	11	24	35	31%	13	23	36	36%	10	25	35	29%
Total ICT	54	115	169	**32%**	58	113	171	**34%**	60	104	164	**37%**
Biological And Health Sciences (GBA)	50	29	79	63%	50	30	80	63%	29	21	50	58%
Chemical And Pharmaceutical Sciences (GBA)	33	25	58	57%	37	24	61	61%	27	20	47	57%
Food Science And Environmental Health (GBA)	48	44	92	52%	53	38	91	58%	39	26	65	60%
Mathematical Sciences (GBA)	13	24	37	35%	14	19	33	42%	12	15	27	44%
Physics & Clinical & Optometric Sciences (GBA)	52	41	93	56%	48	37	85	56%	30	36	66	45%
Sciences (TT)	25	35	60	42%	31	37	68	46%	28	38	66	42%
Total Sciences	90	100	190	**47%**	93	93	186	**50%**	165	156	321	**51%**
Total STEMM	266	731	997	**27%**	290	738	1028	**28%**	349	708	1057	**33%**
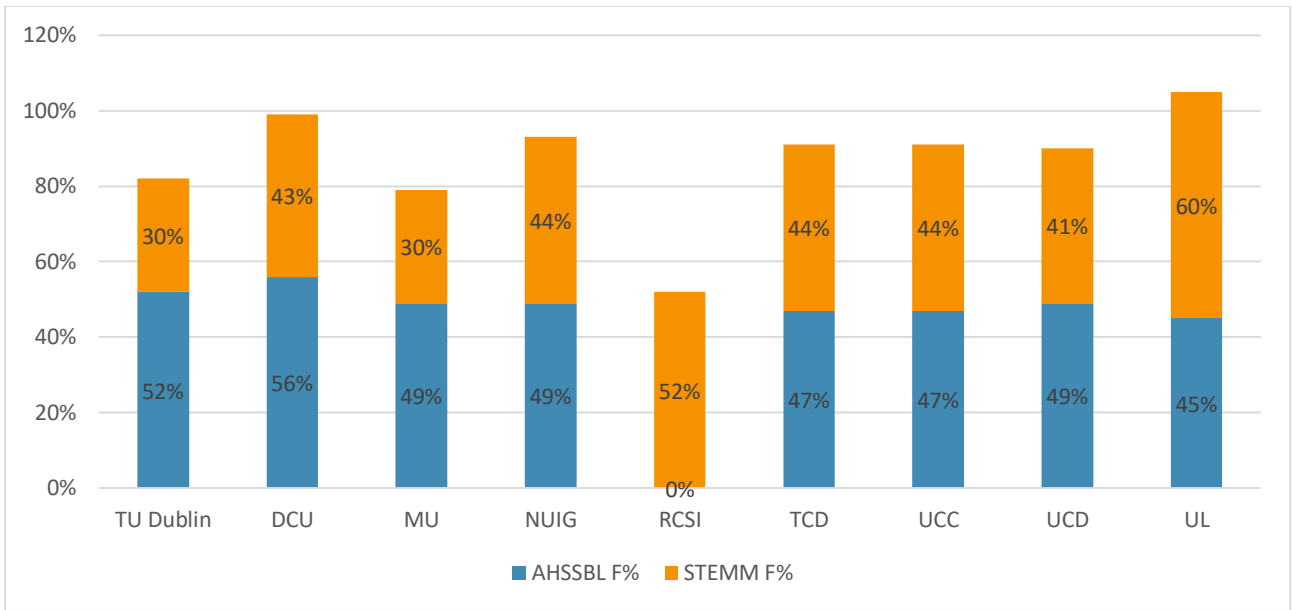
Figure 2.9 TU Dublin and Irish Universities Female Academic Staff by Discipline (%) 2020
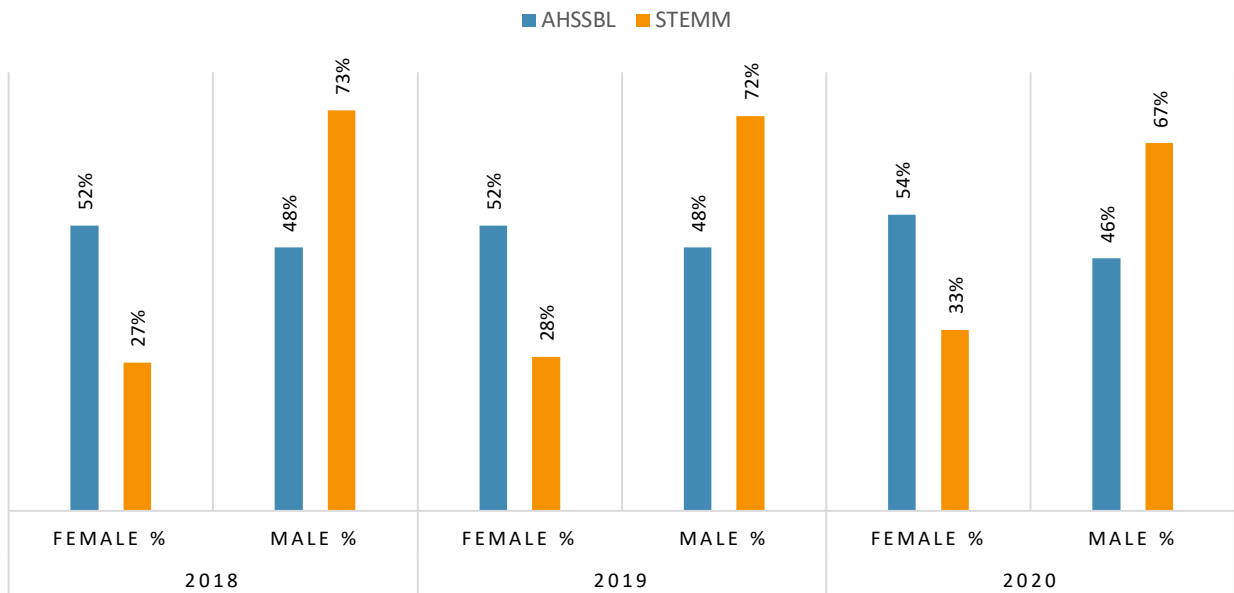
Figure 2.10 TU Dublin Academic and Research Staff by Gender and Discipline (%) 2018-2020

The analysis above indicates a significant academic gender imbalance in STEMM, and as later analysis will show, an imbalance in senior females in AHSSBL despite a healthy pipeline. Actions 3.1.1, 3.1.2, 3.1.5 and 3.1.6 are designed to address these imbalances, and embed a culture of gender equity at School level at a critical moment in the evolution of the University.

Embedding Athena SWAN in TU Dublin	3.1.1 PRIORITY ACTION	40% of Schools make applications for Athena SWAN (AS) awards.
	3.1.2 PRIORITY ACTION	Prioritise Athena SWAN School applications from areas in which female staff and students are heavily under-represented – Faculty of Engineering & Built Environment, and the Faculty of Digital & Data. The Dean of the Faculty of Engineering and Built Environment will lead and organise a Faculty Athena SWAN team who will prepare a Faculty Athena SWAN submission. In other Faculties, Deans and Heads of School will identify specific Schools for Athena SWAN application within the 2022-2025 timeframe.
	3.1.5	A short document explaining the benefits of the Athena SWAN Charter Principles and framework in addressing and promoting gender and intersectional equity will be prepared for Athena SWAN Faculty and School leaders and teams. This document will also inform the wider University community of the new Charter Principles, framework, and the 2022-2025 Action Plan.
	3.1.6	UET members and other senior leaders will promote the benefits of Athena SWAN as an essential tool for gender and intersectional equity at key events, e.g. staff induction, student induction, conferrings, etc. Consultation with Marketing and Communications to identify occasions and maintain record- at least 6 in the course of an academic year.

Table 2.18 shows the gender profile of staff with research only contracts from 2018-2020. Numbers are small, and minor variations influence the %. Tables 2.19 and 2.20 present data for AHSSBL and STEMM.

Table 2.18   TU Dublin Research staff in 2018-2020

TU Dublin Research Staff	2018				2019				2020			
	F	M	T	F%	F	M	T	F%	F	M	T	F%
Research Assistant	1	4	5	20%	7	3	10	70%	3	7	10	30%
Senior Research Assistant	4	2	6	67%	5	3	8	63%	6	4	10	60%
Post-Doctorate Researcher	6	11	17	35%	6	14	20	30%	3	12	15	20%
Research Fellow	4	3	7	57%	5	3	8	63%	2	2	4	50%
Senior Research Fellow	5	3	8	63%	4	3	7	57%	1	5	6	17%
Total	20	23	43	47%	27	26	53	51%	15	30	45	33%

Table 2.19   AHSSBL researchers 2018-2020

AHSSBL	2018				2019				2020			
	F	M	T	F%	F	M	T	F%	F	M	T	F%
Research Assistant	1	1	2	50%	1	2	3	33%	1	1	2	50%
Senior Research Assistant	1	1	2	50%	1	1	2	50%	2	1	3	67%
Post-Doctorate Researcher	0	1	1	0%	1	2	3	33%	2	1	3	67%
Research Fellow	0	1	1	50%	1	1	2	50%	0	0	0	0
Senior Research Fellow	1	0	1	100%	1	0	1	100%	0	0	0	0
Total	**3**	**4**	**7**	**43%**	**5**	**6**	**11**	**45%**	**5**	**3**	**8**	**63%**

Table 2.20   STEMM researchers 2018-2020

STEMM	2018				2019				2020			
	F	M	T	F%	F	M	T	F%	F	M	T	F%
Research Assistant	0	3	3	0%	6	1	7	86%	2	6	8	25%
Senior Research Assistant	3	1	4	75%	4	2	6	67%	4	3	7	57%
Post-Doctorate Researcher	6	10	16	38%	5	12	17	29%	1	11	12	8%
Senior Post-Doctoral Researcher	4	2	6	67%	4	2	6	67%	2	2	4	50%
Research Fellow	4	3	7	57%	3	3	6	50%	1	5	6	17%
Senior Research Fellow	0	3	3	0%	1	3	4	25%	1	3	4	25%
Other	2	1	3	67%	0	0	0	0	0	1	1	0%
Total	**19**	**23**	**42**	**45%**	**23**	**23**	**46%**	**50%**	**11**	**31**	**42**	**26%**

In conducting this analysis, it became evident that there was no clear picture of the researcher profiles in the University, as they were counted and organised in different ways. Action 2.3.2 seeks to begin addressing this issue while also being attentive to gender equity matters.

Research Profile Supports	2.3.2	Investigate and report on the researcher profile of core and externally-funded researchers in the University. Identify gender-specific opportunity constraints to career development and address these in an action plan.

Word Count: 1302

3. The Self Assessment Process

(i)   Description of the SAT

The Director of Equality Diversity and Inclusion, Professor Yvonne Galligan, leads the TU Dublin Institutional Athena SWAN Application and Action Plan. The Athena SWAN Working Group (ASWG) (19 members) was formed in March 2020 and an expanded Self Assessment Team (SAT) (ASWG, plus additional 25 members - Total 44) was formed in May 2020 (Table 3.1).

Membership of the SAT was through open call, attentive to gender balance and diversity in background and experience (Figure 3.1)

Table 3.1   Athena SWAN Working Group (WG) and Self Assessment Team (SAT) Members

	Professor Yvonne Galligan: Director, EDI Directorate **Chair - Athena SWAN Institutional Working Group (ASWG); Chair - Athena SWAN Self Assessment Team (SAT).**		
	Dr Úna Beagon: Assistant Head of School. School of Civil & Structural Engineering. Member – ASWG; SAT - Data Collection Subgroup – Drafted section on promotions; Conducted focus groups with engineering students.		Damian Bruce: Documentation Lead, Campus Planning. Member – SAT - Communications Subgroup – Edited Ezine Issue 4; Drafted the account of the assessment process.
	Prof. Hugh J. Byrne, Head, FOCAS Research Institute Member – ASWG; SAT - Data Collection Subgroup. Co-drafted Equality and Inclusion Survey Questions; Drafted student/staff profiles and recruitment sections.		Jean Cahill: Head of Enterprise, Research & Development Services Member – ASWG; SAT Convenor – Data Collection Subgroup – Coordinated activities; Drafted 2 and 4. Project manager – DIT Athena SWAN Submission (2018).
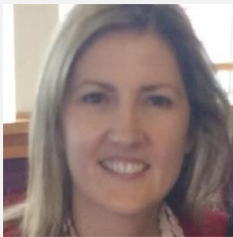
	Dr Aoife Connolly: Lecturer, French Studies. School of Languages, Law and Social Sciences. Member – SAT – Communications Subgroup – Wrote articles for Ezine Issues 2 and 3		Kevin Corbett: Administrator, Environmental Sustainability and Health Institute (ESHI) Member – SAT - Policy Subgroup – Wrote briefing paper on good practice in GEPs; Drafted section on caring responsibilities.
	Dr. Charlie Cullen: Assistant Head of School. School of Electrical & Electronic Engineering Member – ASWG; SAT - Organisational Culture Subgroup - Drafted section on support for academic staff; Conducted one-to-one interviews with managers.		Roisin Faherty: Lecturer in Computer Science, School of Science and Computing Member - SAT - Organisational Culture Group - Drafted section on support for academic staff; Conducted one-to-one interviews with managers.
	Dr Fionnuala Darby: Senior Lecturer, Team Lead on the development of an Education Model for TU Dublin (2021-2024). Member – ASWG; SAT – Organisational Culture Subgroup – Drafted section on culture; Conducted one-to-one interviews with managers.		Dr Julie Dunne: Head of School of Food Science and Environmental Health. Member – SAT – Organisational Culture Subgroup – Drafted section on outreach; Conducted one-to-one interviews with managers.

	Barr. Mrs. Nwabuogo Enwerem: International Affairs Administrator, International Office. Member – SAT – Organisational Culture Subgroup – Drafted section on culture; Conducted one-to-one interviews with managers.		Shauna Fitzgerald: Assistant Staff Officer, HR Member - SAT - Data Collection Subgroup - Compiled recruitment, promotions and leave datasets.
	Patrick Flynn: MSc Education, Head of Learning Development, College of Engineering and Built Environment. Member – ASWG; SAT – Communications Subgroup – Edited Ezine Issue 3; Promoted Equality and Inclusion Survey.		Dr Sylvia Gavigan: Senior Research Assistant at Equality, Diversity, and Inclusion. Member – SAT – Organisational Culture Subgroup – Drafted section on teaching and research focus; Conducted one-to-one interviews with managers.
	Dr Teresa Hurley: Project Lead for the West Quad, Campus Planning Member – ASWG; SAT Convenor – Communications Subgroup – Coordinated subgroup activities; Edited Ezine Issue 1; Promoted Equality and Inclusion Survey		Allison Kavanagh: Head of Library Services. Member – ASWG; SAT Convenor – Organisational Culture Subgroup – Coordinated subgroup activities; Drafted section on workload; Conducted one-to-one interviews with managers.

Heidi Kelly Hogan: Student Retention Officer, Enrolment Planning & Admissions Office

Member – ASWG; SAT – Communications Subgroup – Promoted Equality and Inclusion Survey; Drafted section on visibility of role models.

Tara Kilkenny: HRIS Manager/Project Lead, Core HR Unification Project.

Member – SAT - Data Collection Subgroup – Compiled HR data.

Member - DIT Athena SWAN Submission (2018)

Dr Mary Kinahan: Lecturer in Human Resource Management and Organisational Behaviour, School of Management.

Member – ASWG; SAT – Data Collection Subgroup - Co-drafted the Equality and Inclusion Survey Questions; Produced full analysis of survey results.

Basil Lim: Lecturer in Game Design and Game Art, School of Media.

Member – ASWG; SAT – Policy Subgroup – Drafted section on maternity leave; Conducted one to one interviews with managers.

Akanksha Lohmore: PhD candidate, School of Management.

Member – SAT – Organisational Culture Subgroup. Analysed survey results; Conducted one-to-one interviews with managers; Drafted section on support for academic staff.

Ciara Loughran: HR Business Partner, HR

Member – SAT – Policy Subgroup – Drafted section on institutional policies, practices and procedures.

	Dr Nóirín MacNamara: Data Analyst/Athena SWAN project officer. Sat on all subgroups. Co-ordinated quantitative and qualitative research. Co-ordinated working group and self-assessment activities.		Dr Fiona Malone: Head of School of Accounting and Finance. Member – SAT – Communications Subgroup – Produced the video 'Have your say'; Wrote an article for Ezine Issue 4.
	Mary Malone: Head of Human Resources. Member – ASWG; SAT – Policy Subgroup – Drafted the section on institutional policies practices and procedures; Conducted one-to-one interviews.		David Mannion: BA, MLIS: Senior Staff Officer in Marketing & Development. Member – SAT – Communications Subgroup. Drafted section on visibility of role models.
	Conor Mccague: Resourcing Manager, HR. Member – SAT - Data Collection Subgroup – Coordinated HR data collection process; Verified HR datasets.		Dr. Liam McGlynn: Humanities Lecturer, School of Humanities. Member – ASWG; SAT – Organisational Culture Subgroup - Drafted section on appraisal; Conducted one-to-one interviews; Featured ambassador in Ezine 2.

	Karen Nolan: Computing Lecturer, School of Science and Computing. Member – SAT – Communications Subgroup - Wrote and edited articles for Ezine Issues 2 and 3; Promoted Equality & Inclusion survey.		Patrick O'Donnell: TU Dublin Programme Team. Member – ASWG; SAT – Policy Subgroup – Drafted paper on best practice in GEP development. Retired May 2021.
	Dr Ashley O'Donoghue: Head of Staff Development. Member – SAT – Organisational Culture Subgroup - Drafted sections on induction, appraisal and training; Conducted one-to-one interviews with managers.		Ayesha O Reilly: Data Officer with a background in HR and strategic development. Member – SAT – Data Collection Subgroup - Produced sections 2 and 4 datasets; Conducted equal pay audit.
	Dr Caroline O'Sullivan: Head of School of Media. Member – SAT – Communications Subgroup – Wrote an article for Ezine Issue 4; Reviewed full application and action plan.		Emer O'Kelly: Communications Manager. Member – ASWG; SAT – Data Collection Subgroup – Co-drafted Equality and Inclusion Survey Questions; Proofed Ezines; Reported on Ezine reach.

	Adrian Payne: Head of Department of Marketing & Business Computing. Member – SAT - Communications Subgroup – Promoted Equality and Inclusion Survey; Deputised for subgroup convenor as required.
	Ms Carole Redmond: Academic Affairs Operations Manager. Member – ASWG; SAT Convenor – Policy Subgroup – Coordinated subgroup activities; Conducted one-to-one interviews; Drafted sections on HR policies, timing of meetings.
	Rachel Richardson: University Core Unification Project Lead. Member – SAT - Organisational Culture Subgroup - Drafted sections on committee membership and committee overload.
	Prof Damian Roche: Head of School of Business & Humanities Member – ASWG; SAT – Policy Subgroup – Conducted one to one interviews with managers; Drafted section on childcare.
	Dr Barry Ryan: Lecturer and TU Dublin Education Model Lead. Member – SAT – Communications Subgroup. Edited Ezine Issue 2; Promoted Equality and Inclusion survey.
	Maggie Ryan: Industrial Relations Facilitator (Forsa). Member – SAT – Organisational Culture Subgroup – Conducted one-to-one interviews; Drafted sections on leadership and supporting trans people.

	Dr Christina Thorpe: Lecturer, Department of Computing. Programme Chair of the MSc in Applied Cyber Security. Member – SAT – Policy Subgroup – Conducted one-to-one interviews; Drafted sections on flexible working and transition from part-time to full-time work.		Dr Maureen Walsh: Lecturer and researcher in Chemistry. Member – ASWG; SAT Convenor – Data Collection Subgroup – Coordinated staff consultation process – Survey and Focus Groups; Moderated online focus groups.
	Colm Whelan: Head of Finance Member – ASWG; SAT – Policy Subgroup – Conducted one to one interviews with managers.		Les Whyte: ICT Services. Member – ASWG; SAT – Data Collection Subgroup – Co-organised survey and focus groups; Moderated online focus groups; Drafted sections Academic/PMSS leavers.

SAT Members

Percentage	Statement
65%	I have sat on interview panels
7.5%	I have been a member of a progression panel
80%	I have been or am a member of other university committees
37.5%	I have conducted research in the area of equity and inclusivity
40%	I have worked in or with organisations whose work relates to enabling greater equity and inclusivity
7.5%	I am a member of a racial ethnic and cultural minority
5%	I have a long lasting medical condition or disability
37.5%	I have taken paternity, maternity or adoptive leave
17.5%	I have taken other types of family leave
35%	I am in a dual career relationship
2.5%	I am a single parent
40%	I have school age children
32.5%	I have other caring responsibilities
22.5%	I am working or have worked part time

Figure 3.1   SAT Membership Data

(ii)   An account of the self-assessment process

The Athena SWAN Working Group (ASWG) reported to the President and leadership teams during the period of this review (President's Group 2018-2020; UET from September 2021).

The SAT was divided into four subgroups (Table 3.2).

Table 3.2   Subgroups and Key Areas of Responsibility

SAT Subgroup and Convenor		No of Members	Key Tasks
Communications	Dr Teresa Hurley (Convenor)	11	Produce Athena SWAN ezines; Assess how gender equality is considered in communications; Support Athena SWAN champions
Data Collection - Survey and Focus Groups	Dr Maureen Walsh (Convenor)	11	Co-Conduct E&I Survey (with EDI Directorate); Conduct Athena SWAN Focus Groups; Data Analysis (Survey and Focus Groups)
Data Collection - HR, Staff and Student Data	Ms Jean Cahill (Convenor)		Collate HR, Staff and Student Data; Analyse Student and Staff Data
Organisational Culture	Ms Allison Kavanagh (Convenor)	12	Analyse barriers and enablers to staff progression; Reflect on organisational culture; Assess the impact of organisation design
Policy	Ms Carole Redmond (Convenor)	8	Review and assess impact of supports, policies, procedures and practices in key areas - HR, Family Leave

All meetings were held online. The SAT met at least once per quarter from Q3 2020. The frequency of subgroup meetings was determined by the workload (Table 3.3). During 2020, ASWG and SAT meetings were combined for more effective communication and collective reflection on emerging findings.

Table 3.3   Subgroup, SAT and ASWG meeting frequency

		Data Collection Survey and Focus Groups	Data Collection HR, Staff and Student Data	Communications	Policy	Organisational Culture	SAT	ASWG
2020	Q2	2	2	4	3	3		2
	Q3	3	1	2	1	1	1	
	Q4	5	2	4	3	2	1	1
2021	Q1	3	3	5	3	3	1	
	Q2	2	3	3	3	5	1	
	Q3	0	3	1	5	5	1	
	Q4	0	5	3	5	5	3	1
Total		**15**	**19**	**22**	**23**	**24**	**8**	**4**
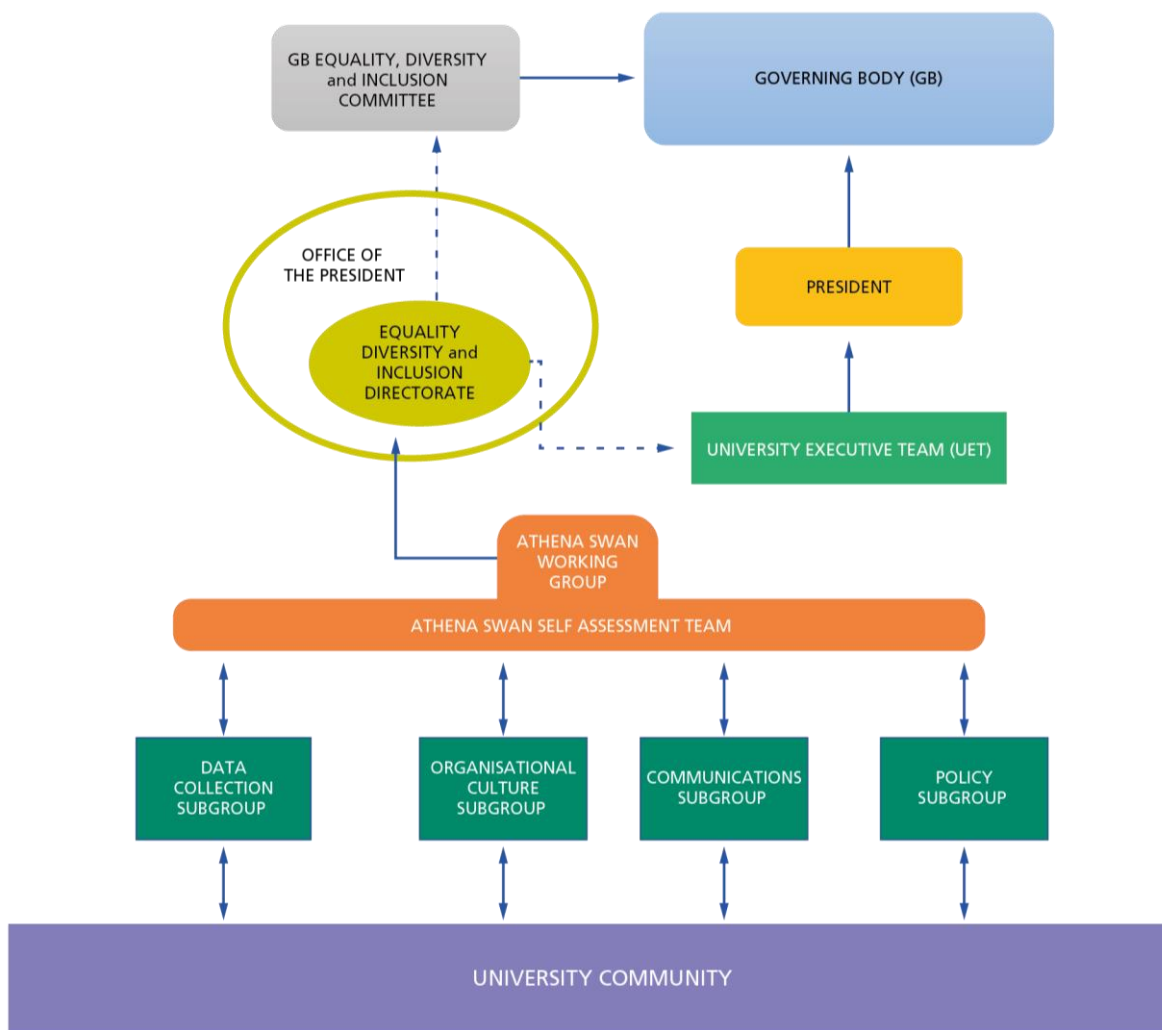
Figure 3.2   Athena SWAN Institutional Map

The Equality and Inclusion Survey (January 2021) addressed four areas – the work environment; equality policies and initiatives; career advancement; and the impact of COVID 19.

1112 staff completed the survey, 56.6%F, 42%M; 29%AHSSBL, 34%STEMM, 37%PMSS. Less than 1% of participants identified as Non-Binary, Gender Non-Conforming or Transgender.

The survey was complemented by 39 one-to-one interviews with managers and 11 focus groups comprising 84 Academic, Research and PMSS staff (March-May 2021).

Focus group participants were recruited via open calls to all staff and divided according to their roles/gender. Focus groups were held online, as asynchronous chat forums, with participant anonymity provided. This enabled discussion in participant's own time, and in an open manner. The participant profile was majority female (66%F;34%M) and majority White Irish (Table 3.4).

Table 3.4 Athena SWAN Focus Group Participants by Grade, Gender and Ethnicity

Grade	No. of Participants	% Female	% Black or Minority Ethnic
Grade 3-5,, Technical Officer	7	85.7	14.2
Grade 6-7	11	63.6	9
APO/PO+	≤5	50	0
HPAL, AL, Researcher	12	83.3	16.6
Lecturer All Female	9	100	11
Lecturer All Female	10	100	10
Lecturer All Male	6	0	16.6
SL1	10	30	0
SL2, SL3+	6	33.3	0
SL2, SL3+	≤5	80	0
Black and Minority Ethnic Women	≤5	100	100
	84	**65.9**	**16.1**

Athena SWAN has a dedicated intranet webpage and the Communications Subgroup produced 4 ezines (circulated to all staff) and a video promoting the Equality and Inclusion Survey.

The ASWG/SAT Chair provided regular progress updates to university leadership and to the Governing Body Equality, Diversity and Inclusion Committee (GB EDIC). On Nov 1 2021, the GB EDIC considered an outline draft (v1) of the application. A revised draft went forward to the University Executive Team (UET) at its December meeting for discussion and feedback. In January 2022, a final draft was presented to UET for approval, and progressed with minor amendments to the GB EDIC for noting before submission in January 2022.
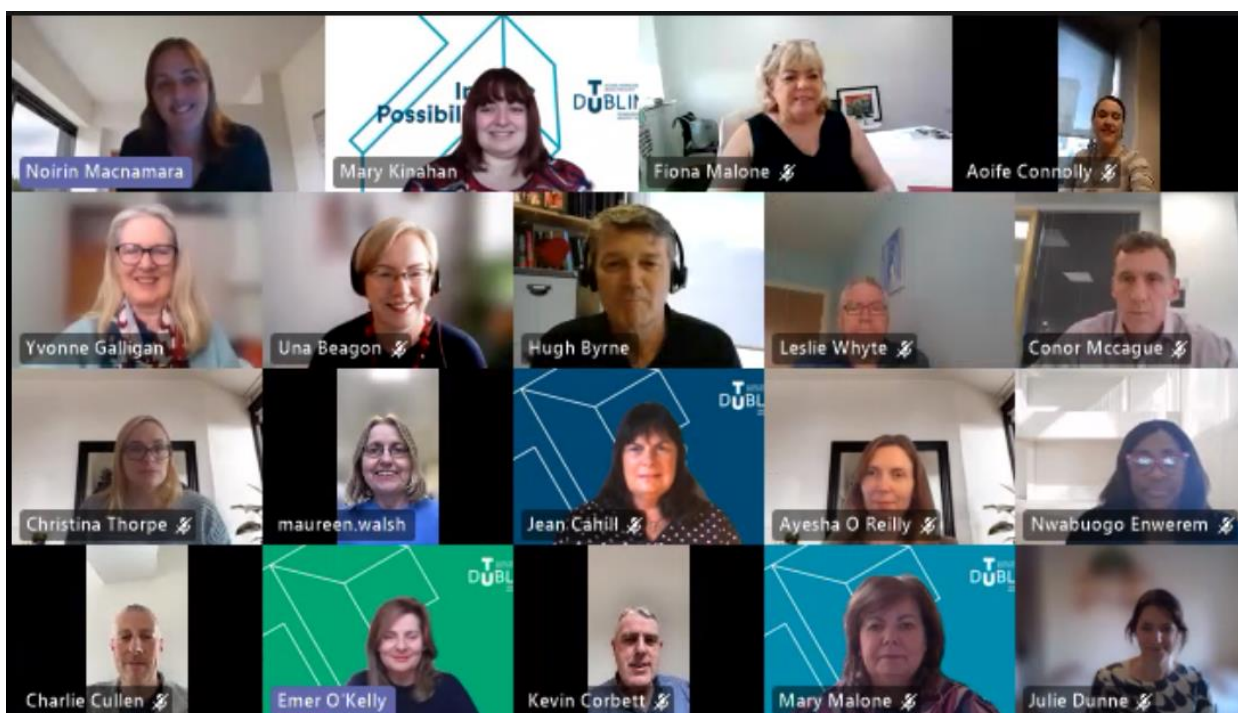
Members of the Athena SWAN Self-Assessment Team at a recent meeting

(iii)   Plans for the future of the self-assessment team

The Director of EDI and the VP for Organisation, Culture and Change will co-sponsor the Athena SWAN Action Plan. An Athena SWAN Reference Group will be established, with Terms of Reference agreed by the UET, to advise on the implementation of the Action Plan. Considering the ongoing OD process, it is anticipated that the Director of EDI will provide institutional leadership in co-ordinating, monitoring and advising Faculties, Schools and Functions in implementation of the 2022-2025 plan, and integrating it into University strategic objectives. The Director will continue to report directly to the President, and update the GB EDIC. They will report on an annual basis regarding progress in implementing the Plan according to the University's KPI targets for Athena SWAN, and for staff and student diversity. Twelve months before renewal of the institutional application, a new Self Assessment Team will be constituted, with Terms of Reference agreed by the UET.

Embedding Athena SWAN in TU Dublin	**3.1.9**	Establish an Athena SWAN Reference Group, to advise on implementation of the Action Plan, with ToRs agreed by UET.
	3.1.10	Establishment of a new Self Assessment Team one year before institutional renewal, with ToRs agreed by UET.
Building an Inclusive Culture	**3.2.1 PRIORITY ACTION**	Prepare and present an annual report on Equality, Diversity and Inclusion to the UET, Academic Council, Governing Body and the HEA. This will include benchmarked data on staff profile, pay, contract types, recruitment, retention, representation on key committees and access to training and funding, student data and intersectionality data, including race and ethnicity, disability, and transgender issues. Also to report on progress in addressing the priority actions in the Athena SWAN plan. The report will be published and made available to the public via the University website.

Word Count: 611

4. Picture of the Institution

4.1. Academic and Research Staff Data

(i)   Academic and research staff by grade and gender, with consideration of intersectionality

Table 4.1   Career Pipeline 2018-2020*

	Level	F	M	O	T	M%	F%
2018	Apprentice	≤5	1123		1126	**100%**	**0%**
	UG	10092	13611		23703	**57%**	**43%**
	PG	1563	2010		3573	**56%**	**44%**
	Hourly Paid Assistant Lecturer	294	445		739	**60%**	**40%**
	Assistant Lecturer	192	229		421	**54%**	**46%**
	Lecturer	286	446		732	**61%**	**39%**
	Senior Lecturer I (Teach)	38	50		88	**57%**	**43%**
	Senior Lecturer II	30	48		78	**62%**	**38%**
	Senior Lecturer III	7	18		25	**72%**	**28%**
	Director	1	3		4	**75%**	**25%**

	Level	F	M	O	T	M%	F%
2019	Apprentice	≤5	1138	≤5	1143	**100%**	**0%**
	UG	9770	13232	8	23010	**58%**	**42%**
	PG	1839	2258	12	4109	**55%**	**45%**
	Hourly Paid Assistant Lecturer	289	412		701	**59%**	**41%**
	Assistant Lecturer	201	229		430	**53%**	**47%**
	Lecturer	305	469		774	**61%**	**39%**
	Senior Lecturer I (Teach)	39	50		89	**56%**	**44%**
	Senior Lecturer II	27	49		76	**64%**	**36%**
	Senior Lecturer III	6	18		24	**75%**	**25%**
	Director	2	2		4	**50%**	**50%**
2020	Apprentice	≤5	953		958	**99%**	**1%**
	UG	10275	13474	44	23793	**57%**	**43%**
	PG	1906	2344	8	4258	**55%**	**45%**
	Hourly Paid Assistant Lecturer	180	224		404	**55%**	**45%**
	Assistant Lecturer	186	220		406	**54%**	**46%**
	Lecturer	330	487		817	**60%**	**40%**
	Senior Lecturer I (Teach)	38	51		89	**57%**	**43%**
	Senior Lecturer II	27	51		78	**65%**	**35%**
	Senior Lecturer III	6	20		26	**77%**	**23%**
	Director	2	2		4	**50%**	**50%**

* Excludes access/pre-entry students. Staff gender data for the period is limited to m/f.
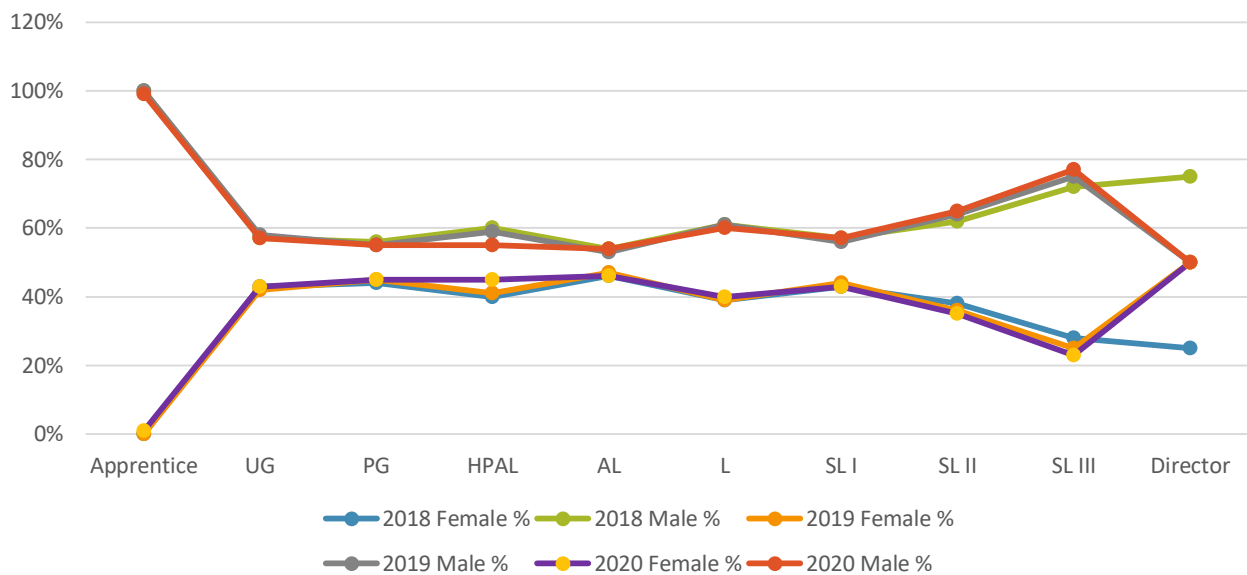
Figure 4.1 TU Dublin Career Pipeline All Disciplines by Gender (%) 2018-2020

From HPAL to Senior Lecturer I, TU Dublin has achieved approx. 40% of each gender (Table 4.1, Figure 4.1). SLI is the highest academic progression level, with higher grades classed as management posts. At Senior Lecturer II, the gender ratio worsened across the 2018-2020 period (38F% to 35F%) consequential on males outnumbering females in success at filling the small number of vacancies. Gender ratios at Senior Lecturer III were at less than 30% for the period. At Director level, i.e. Dean, there was gender parity.

TU Dublin does not have ethnicity data for staff recruited prior to 2020. This information is now collected for new recruits (2021), provided on a voluntary basis. At senior grades for which numbers are relatively low and visibility is high, all females, and most males, are of White Irish ethnicity. The University Strategic Intent has KPIs for 2023 in that regard – agreeing staff profile numbers and having 20% of staff with an international background.

Action 2.1.4 seeks to assist with delivery of those KPIs.

An Equitable Recruitment Process	2.1.4	Appointment (internal) and recruitment (external) processes to address staff gender and other diversity profiles according to agreed targets.

Table 4.2   AHSSBL Career Pipeline 2018-2020*

	Level	F	M	O	T	F%	M%
2018	Apprentice	≤5	80		81	1%	99%
	UG	6868	5686		12554	55%	45%
	PG	914	807		1721	53%	47%
	Hourly Paid Assistant Lecturer	127	129		256	50%	50%
	Assistant Lecturer	129	117		246	52%	48%
	Lecturer	170	128		298	57%	43%
	Senior Lecturer I	22	20		42	52%	48%
	Senior Lecturer II	17	22		39	44%	56%
	Senior Lecturer III	3	8		11	27%	73%
	Director	1	1		2	50%	50%
2019	Apprentice		88		88	0%	100%
	UG	6579	5480	≤5	12061	55%	45%
	PG	1020	916	≤5	1940	53%	47%
	Hourly Paid Assistant Lecturer	105	113		218	48%	52%
	Assistant Lecturer	136	118		254	54%	46%
	Lecturer	181	134		315	57%	43%
	Senior Lecturer I	22	21		43	51%	49%
	Senior Lecturer II	13	22		35	37%	63%
	Senior Lecturer III	2	9		11	18%	82%
	Director	1	1		2	50%	50%
2020	Apprentice		76		76	0%	100%
	UG	6732	5607	24	12363	54%	45%
	PG	1055	948	≤5	2005	53%	47%
	Hourly Paid Assistant Lecturer	73	58		131	56%	44%
	Assistant Lecturer	129	110		239	54%	46%
	Lecturer	191	150		341	56%	44%
	Senior Lecturer I	21	19		40	52.5%	47.5%
	Senior Lecturer II	13	23		36	36%	64%
	Senior Lecturer III	2	10		12	17%	83%
	Director	1	1		2	50%	50%

Excludes access/pre-entry students. Staff gender data for the period is limited to m/f.
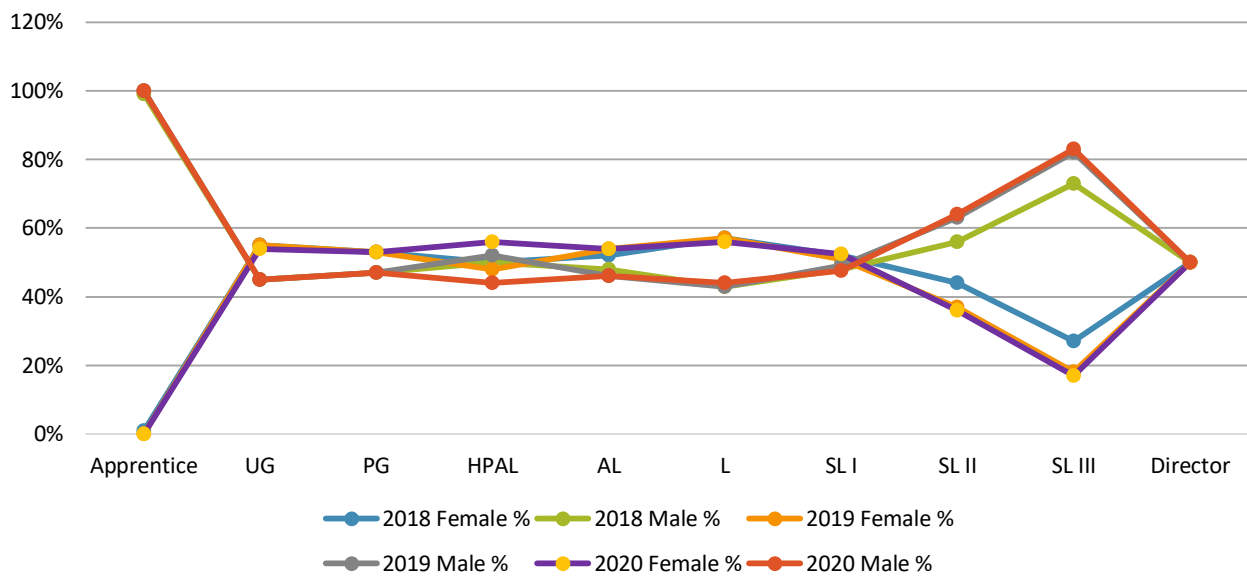
Figure 4.2   TU Dublin AHSSBL Career Pipeline by Gender (%) 2018-2020

At SLII in AHSSBL, the share of females dropped from 44% to 36%, due to the attrition of females in 2019. The proportion of females at SLIII decreased markedly, from 27% to 17%, but given low numbers this was an actual decrease of one female, and an increase of two males. The gender proportions at these senior levels in AHSSBL are significantly out of line with the gender profile in earlier grades. The SLIII gender share is also worse than that in STEMM (Table 4.2, Figure 4.2).

A gender-balanced ratio of 40:60 of either main gender has only been achieved in Director grade and almost in the Hourly Paid Assistant Lecturer (HPAL) grade in STEMM. Only 27%-29% of Lecturer posts are held by females. This pattern is repeated at SLIII, where female representation is 29% (Table 4.3, Figure 4.3).

Table 4.3   STEMM career pipeline 2018-2020*

STEMM	Level	F	M	O	T	F%	M%
2018	Apprentice	≤5	1043		1045	**0%**	**100%**
	UG	3046	7701		10747	**28%**	**72%**
	PG	648	1203		1851	**35%**	**65%**
	Hourly Paid Assistant Lecturer	167	316		483	**35%**	**65%**
	Assistant Lecturer	63	112		175	**36%**	**64%**
	Lecturer	116	318		434	**27%**	**73%**
	Senior Lecturer I	16	30		46	**35%**	**65%**
	Senior Lecturer II	13	26		39	**33%**	**67%**
	Senior Lecturer III	4	10		14	**29%**	**71%**
	Director	0	2		2	**0%**	**100%**
2019	Apprentice	≤5	1050	≤5	1055	**0%**	**100%**
	UG	3112	7627	6	10745	**29%**	**71%**
	PG	812	1332	8	2152	**38%**	**62%**
	Hourly Paid Assistant Lecturer	184	299		483	**38%**	**62%**
	Assistant Lecturer	65	111		176	**37%**	**63%**
	Lecturer	124	335		459	**27%**	**73%**
	Senior Lecturer I	17	29		46	**37%**	**63%**
	Senior Lecturer II	14	27		41	**34%**	**66%**
	Senior Lecturer III	4	9		13	**31%**	**69%**
	Director	1	1		2	**50%**	**50%**
2020	Apprentice	≤5	877		882	**1%**	**99%**
	UG	3445	7762	20	11227	**31%**	**69%**
	PG	836	1381	6	2223	**38%**	**62%**
	Hourly Paid Assistant Lecturer	107	166		273	**39%**	**61%**
	Assistant Lecturer	57	110		167	**34%**	**66%**
	Lecturer	139	337		476	**29%**	**71%**
	Senior Lecturer I	17	32		49	**35%**	**65%**
	Senior Lecturer II	14	28		42	**33%**	**67%**
	Senior Lecturer III	4	10		14	**29%**	**71%**
	Director	1	1		2	**50%**	**50%**

* Excludes access/pre-entry students. Staff gender data for the period is limited to m/f.
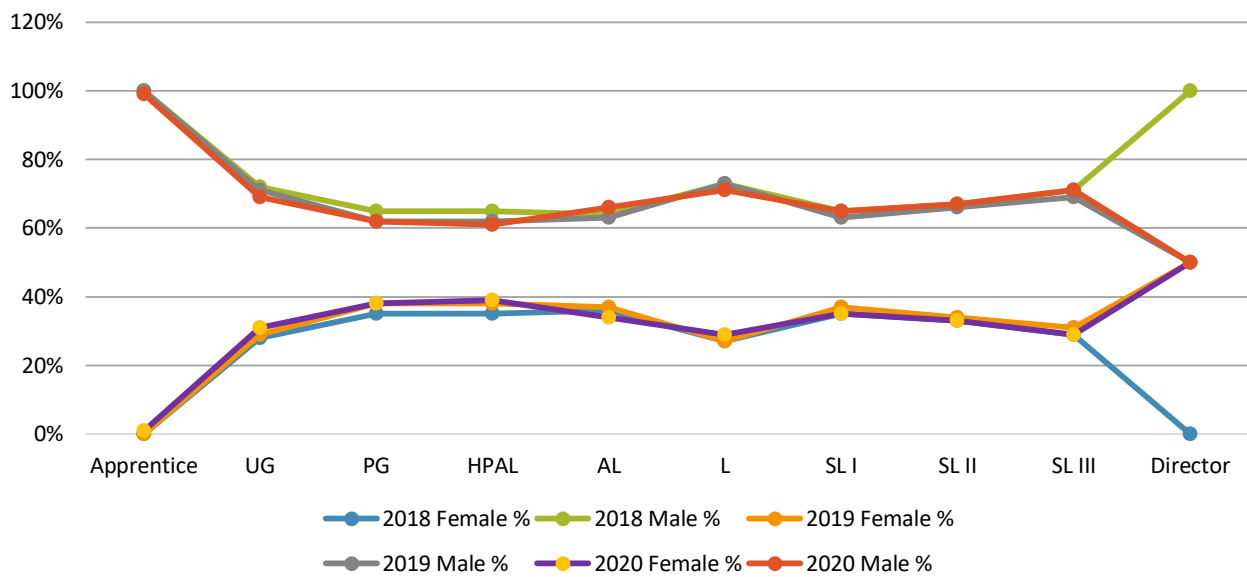
Figure 4.3   TU Dublin STEMM Career Pipeline by Gender (%) 2018-2020

As part of the University's formation, the academic career path is under review. Determination of this is dependent on external factors, including government decision-making, significantly constraining the University's scope for independent action. Nonetheless the organisational design of Schools, underway in 2021-2022, has provision for time-limited Head of School roles, which will in due course offer opportunities for change in gender balance. Action 1.1.3 is intended to support gender equity at this decision-making level.

Achieving Gender Balance at Senior Leadership	1.1.3	Conduct an equality review of the procedure for the appointment of Heads of School and other Faculty/School recruitment processes in the 2022-23 round (consequent on Organisation Design) and report, with recommendations, to UET by 2024.

(ii)   Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

In 2020, 79% of academic staff were on permanent or contracts of infinite duration (CIDs) (Table 4.4). Between 2018-2020, females comprised 39% of all permanent staff, and about 47% of all staff with CIDs. Significantly more females than males on permanent contracts worked part-time between 2018-2020. The proportion of females holding part-time CIDs rose across the period, from 39% to 46%, while the proportion and number of males on part-time CID contracts decreased. Notably, the number and proportion of part-time females on temporary contracts decreased from 57% in 2018 to 45% in 2020, counterbalanced by an increase in the proportion (though not number) of women on temporary hourly-paid contracts from 39% in 2018 to 45% in 2020.

Table 4.4   Academic Staff by Gender and Contract

		2018				2019				2020			
	FTE	F	M	T	F%	F	M	T	F%	F	M	T	F%
Permanent	Full time	340	568	908.0	37%	346.0	583.0	929.0	37%	362.0	601.0	963.0	38%
	Part Time	24	9	33.0	73%	27.0	13.0	40.0	68%	25.0	11.0	36.0	69%
	Hourly-paid	27	39	66.0	41%	29.0	44.0	73.0	40%	12.0	17.0	29.0	41%
CID - Contract of Indefinite Duration	Full time	105	114	219.0	48%	105.0	117.0	222.0	47%	120.0	124.0	244.0	49%
	Part Time	41	64	105.0	39%	45.0	55.0	100.0	45%	45.0	53.0	98.0	46%
	Hourly-paid	4	3	7.0	57%	1.0	6.0	7.0	14%	9.0	14.0	23.0	39%
Temporary	Full time	61	68	129.0	47%	77.0	80.0	157.0	49%	57.0	76.0	133.0	43%
	Part Time	17	13	30.0	57%	18.0	13.0	31.0	58%	10.0	12.0	22.0	45%
	Hourly-paid	284	446	730.0	39%	276.0	393.0	669.0	41%	172.0	207.0	379.0	45%
Total		903.0	1324.0	2227.0	41%	924.0	1304.0	2228.0	41%	812.0	1115.0	1927.0	42%

Part-time and hourly-paid working (precarity) is a feature of academic careers, and is associated with lower earnings, lower pension contributions and higher risk of poverty later in life. Employees on such contracts in TU Dublin are disproportionately at risk of this longer-term effect unless they mitigate the risk through pension buy-back, or, where possible, return to full time hours. All teaching hours that become available must now be offered first to existing part-time/pro-rata ALs (PRALs) as recommended by Circular 41/2016 before new hourly-paid staff are recruited. Existing Hourly Paid ALs (HPALs) can apply for permanent wholetime AL posts when first advertised internally.

There is a need for a full review of precarious working to provide the evidence base on which to take further action – Action 2.2.7 is intended to provide such a comprehensive report.

Career Analysis and Supports	**2.2.7**	Prepare a report for UET consideration on precarious working in the University – covering academic and PMSS staff. Analyse by age, gender, race, and disability.

(iii)   Academic staff by contract function, gender: research-only, research and teaching, and teaching-only

TU Dublin does not differentiate the academic profile by contract function. Table 4.4 accounts for the contracts of all academic staff. Research contracts are indicated in Tables 2.20-2.22.

There are ongoing national negotiations relating to the academic contract that are likely to change the current profile to acknowledge research as part of the academic profile. Staff on externally-funded research contracts do not have access to the pension scheme. TU Dublin has a role at national level in that regard, as Action 2.3.1 indicates.

Research Profile Supports	2.3.1	TU Dublin to continue to lobby for agreed pension scheme and career path/structure for researchers at national level.

(iv) Academic leavers by grade and gender

Tables 4.5-4.6 show the proportion of leavers by grade and gender in AHSSBL and STEMM. Trends are reasonably consistent across the assessment period. An increased number of lecturers opted for early retirement in 2020. Action 2.2.12 (see 4.2 (iii)) is relevant. Action 2.2.11 (see 5.2 (ii)) also applies to academic leavers.

Table 4.5 AHSSBL Academic Leavers by Gender and Grade 2018-2020

AHSSBL	Grade	F	M	T	F%	Career Break	Contract Ended	Resig nation	Retire ment	Compulsory Retirement	Death in service	Other
2018	Assistant Lecturer	7	6	13	54	2	2	7	1	1	0	0
	Lecturer	3	2	5	60	1	0	0	4	0	0	0
	SLI	2	1	3	67	0	0	1	0	2	0	0
	SLII	0	0	0	0	0	0	0	0	0	0	0
	SLIII+	1	0	1	100	0	0	1	0	0	0	0
	Researcher	5	2	7	71	0	4	3	0	0	0	0
	Total	**18**	**11**	**29**	**62**	**3**	**6**	**12**	**5**	**3**	**0**	**0**
2019	Assistant Lecturer	4	6	10	40	3	4	3	0	0	0	0
	Lecturer	5	5	10	50	2	1	2	5	0	0	0
	SLI	1	0	1	100	0	0	0	1	0	0	0
	SLII	2	1	3	67	0	0	1	2	0	0	0
	SLIII+	2	2	4	50	0	0	0	2	1	1	0
	Researcher	2	3	5	40	0	4	1	0	0	0	0
	Total	**16**	**17**	**33**	**49**	**5**	**9**	**7**	**10**	**1**	**1**	**0**
2020	Assistant Lecturer	5	6	11	45	1	3	5	1	0	1	0
	Lecturer	10	2	12	83	1	0	2	9	0	0	0

AHSSBL	Grade	F	M	T	F%	Career Break	Contract Ended	Resig nation	Retire ment	Compulsory Retirement	Death in service	Other
	SLI	1	2	3	33	0	1	0	2	0	0	0
	SLII	2	0	2	100	0	0	1	1	0	0	0
	SLIII+	2	2	4	50	0	0	0	2	1	1	0
	Researcher	5	11	16	31	1	13	2	0	0	0	1
	Total	**25**	**23**	**48**	**52**	**3**	**17**	**10**	**15**	**1**	**2**	**1**

Table 4.6   STEMM Academic Leavers by Gender and Grade 2018-2020

STEMM	Grade	F	M	T	F%	Career Break	Contract Ended	Resig-nation	Retire-ment	Compulsory Retirement	Death in service	Other
2018	Assistant Lecturer	1	4	5	20	2	0	3	0	0	0	0
	Lecturer	7	7	14	50	4	0	2	5	3	0	0
	SLI	0	2	2	0	0	0	0	1	1	0	0
	SLII	0	1	1	0	0	0	0	1	0	0	0
	SLIII+	0	1	1	0	0	0	0	1	0	0	0
	Researcher	14	20	34	41	0	27	7	0	0	0	1
	Total	**22**	**35**	**57**	**39**	**6**	**27**	**12**	**8**	**4**	**0**	**1**
2019	Assistant Lecturer	4	5	9	44	3	2	4	0	0	0	0
	Lecturer	2	10	12	17	1	0	0	11	0	0	0
	SLI	0	1	1	0	0	0	0	1	0	0	0
	SLII	0	2	2	0	0	1	1	0	0	0	0
	SLIII+	0	2	2	0	0	0	0	2	0	0	0
	Researcher	7	16	23	30	0	15	8	0	0	0	0
	Total	**13**	**36**	**49**	**27**	**4**	**18**	**13**	**14**	**0**	**0**	**0**

STEMM	Grade	F	M	T	F%	Career Break	Contract Ended	Resig-nation	Retire-ment	Compulsory Retirement	Death in service	Other
2020	Assistant Lecturer	4	0	4	100	0	3	1	0	0	0	0
	Lecturer	2	11	13	15	0	1	2	9	0	0	1
	SLI	0	0	0	0	0	0	0	0	0	0	0
	SLII	0	1	1	0	0	0	0	1	0	0	0
	SLIII+	0	0	0	0	0	0	0	0	0	0	0
	Researcher	14	12	26	54	0	21	5	0	0	0	0
	Total	**20**	**24**	**44**	**46**	**0**	**25**	**8**	**10**	**0**	**0**	**1**

(v)   Equal Pay Audit

A 2020 gender pay audit examined the remuneration of academic staff according to level, gender and service. The audit analysed the actual salary at year end (31/12/2020) of wholetime staff (FTE 1). Service data was unavailable for 64 Lecturer Structured (all male) so they were excluded. A Lecturer Structured is contracted to teach 205 hours per academic year and has supervisory responsibilities. Staff above SLIII were also excluded due to low numbers.

The audit revealed that there was the possibility of a small pay gap (i.e. 5% or more) for staff within the Lecturer grades. (Table 4.7).

Table 4.7   Full time Wholetime Staff by Gender and Grade Pay Comparison

Level	Gender	Headcount	Avg Years in University	Avg Years in current grade		Pay Gap
Assistant Lecturer	F	100	6.1	5.0		
	M	148	20.7	6.4	€490	1%
Lecturer	F	291	17.4	11.0		
	M	446	18.9	12.6	€4941	6%
Lecturer – Long Service Increment	F	5	28.4	28.4		
	M	12	33.2	33.2	-€491	0%
Senior Lecturer I	F	38	21.2	7.9		
	M	50	21.0	8.9	-€2,052	-2%
Senior Lecturer II	F	28	16.2	6.4		
	M	50	17.1	8.8	€2,498	3%
Senior Lecturer III	F	8	19.1	10.8		
	M	22	20.8	8.6	-€2,196	-2%

Table 4.8   Number of Lecturers by Gender and Pay Point on Scale

Gender	Head-count	1	2	3	4	5	6	7	8	9	10	11	13	n/a
F	291	24.0	21.0	22.0	15.0	11.0	10.0	11.0	21.0	10.0	9.0	135.0	2.0	
M	446	17.0	26.0	27.0	12.0	13.0	12.0	15.0	26.0	17.0	18.0	255.0	7.0	1

The possible gender pay discrepancy at lecturer level can mostly be accounted for in line with the following factors:

i.   Time in grade - Men have on average 1.5 years additional service.
ii. Point on scale - There are more males, numerically and proportionally, in the higher points of the scale (Table 4.8)
iii. Starting point - These data are not available across the University, but data for GBA campuses suggest that historically there were gender differences in starting points: a higher proportion of females started on Point 1 (73%F vs 67%M) and higher proportion of males started on point 6 (10%M vs 6%F). This was possibly due to gender differences in experience levels and/or years of employment before appointment.
iv. Multiplier - Changes in multiplier over the period 01/01/2020 – 31/12/2020 is noted with several females moving to a full FTE during the period which could be a contributing factor in the gender difference.
v.   Data inconsistencies - TU Dublin is currently merging three HR systems and practices. It is possible that there are inconsistencies in data which impacts the audit.

Better data across the University is required to fully examine the effect of these factors. With the completion of the integration of CORE and Payroll systems, these data should be available. Action 2.4.1 can then be completed.

Gender Pay Gap Audit	**2.4.1**	A gender pay gap audit will be conducted, in line with legislative requirements. The audit will explore the preliminary findings of the 2020 report in more detail as part of this analysis. The report will be considered by UET and will form part of the University's Annual Report. Findings will be publicly available.

Word count: 1055

4.2. Professional and Support staff data

(i) PMSS staff by grade and gender, with consideration of intersectionality

The entry grade level for clerical staff is Grade III. Progression to higher grades is discussed in 5.2. Most female staff are at lower clerical grades and at careers officer/nurse/counsellor level. There is majority male staff at technical grades. There is a better gender balance at senior management levels although there is a decline in the number of females in these roles compared to those between Grades 3-7 (Table 4.9, Figures 4.4, 4.5).

Table 4.9   PMSS staff by Gender and Grade

PMSS	2018				2019				2020			
	F	M	T	F%	F	M	T	F%	F	M	T	F%
Hourly Paid	9	36	45	20%	9	33	42	21%	4	13	17	24%
Exam Invigilators	188	111	299	63%	210	91	301	70%	10	6	16	63%
Class Aide	10	29	39	26%	13	37	50	26%	12	38	50	24%
Caretaker/Porter	21	100	121	17%	19	94	113	17%	18	98	116	16%
Grade 3 - 5	355	98	453	78%	355	105	460	77%	354	96	450	79%
Research Administrator	4	3	7	57%	4	0	4	100%	3	2	5	60%
Careers Officer/Health Centre/ Nurse/Counsellor	20	3	23	87%	25	5	30	83%	27	5	32	84%
Grade 6 - 7	88	39	127	69%	89	47	136	65%	93	44	137	68%
Senior Management	42	45	87	48%	41	49	90	46%	49	56	105	47%
Director+	1	5	6	17%	1	6	7	14%	1	6	7	14%
Other	23	12	35	66%	21	11	32	66%	10	9	19	53%
Technician	13	50	63	21%	15	52	67	22%	13	48	61	21%
Technical Officer/Senior Technical Officer	23	86	109	21%	21	90	111	19%	25	91	116	22%
Total	**797**	**617**	**1414**	**56%**	**823**	**620**	**1443**	**57%**	**619**	**512**	**1131**	**55%**
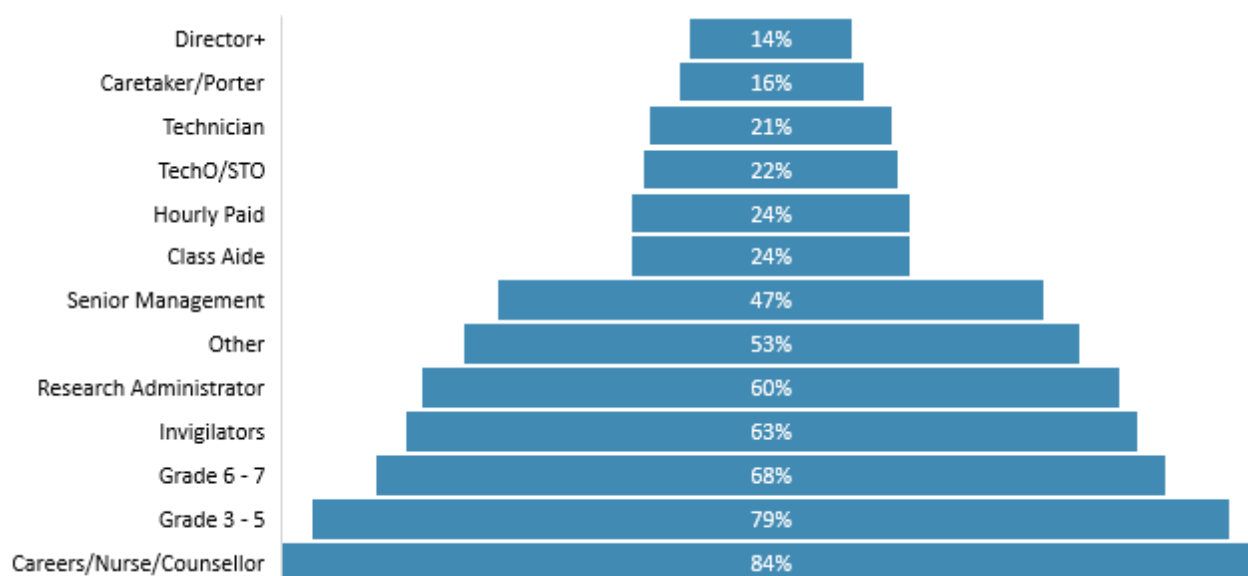
Figure 4.4 Female PMSS Staff by Grade (%) 2020

(ii) Professional and support staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

The majority of PMSS staff are on permanent contracts or Contracts of Indefinite Duration (CIDs). There is no significant gender difference. However, there are significantly more females (60% on average 2018-2020) than males in temporary posts (Table 4.10).

Table 4.10 PMSS staff by Gender and Contract

PMSS	2018				2019				2020			
	F	M	T	F%	F	M	T	F%	F	M	T	F%
Permanent	412	323	735	56%	410	352	762	54%	435	367	802	54%
CID	72	65	137	53%	69	70	139	50%	68	67	135	50%
Temporary	313	229	542	58%	346	198	544	64%	118	79	197	60%
Total	**797**	**617**	**1414**	**56%**	**825**	**620**	**1445**	**57%**	**621**	**513**	**1134**	**55%**

The highest number of temporary posts are within the clerical grades 3-5 and, within that, the highest number is in student support services. Temporary posts arise when a full-time staff member goes on career break, is seconded to another post, and to cover special leave such as maternity leave. Temporary posts can also be recruited to for temporary work during busy times (Table 4.11-4.12).

Table 4.11   Temporary Posts by Contract, Grade 3-5 (FTE)

Temporary PMSS Staff Grade 3-5 (FTE)	2018				2019				2020			
	F	M	T	F%	F	M	T	F%	F	M	T	F%
FT Grade 3 - 5	69	27	96	72%	67	26	93	72%	51	18	69	74%
PT Grade 3 - 5	6	1	7	86%	10	3	13	77%	6	2	8	75%
Total	**75**	**28**	**103**	**73%**	**77**	**29**	**106**	**73%**	**57**	**20**	**77**	**74%**

Table 4.12   Temporary full-time Grade 3-5 by Function (FTE)

Temporary full-time PMSS Staff Grade 3-5 by Function (FTE)	2018				2019				2020			
	F	M	T	F%	F	M	T	F%	F	M	T	F%
College, School and Departmental Support	13	3	16	81	8	1	9	89	10	1	11	91
Finance	10	2	12	83	12	3	15	80	6	1	7	86
Human Resources	6	1	7	86	5	0	5	100	4	0	4	100
Library	3	1	4	75	7	3	10	70	8	4	12	67
Student Support Services	22	12	34	65	21	15	36	58	13	11	24	54
University Administration	9	2	11	82	6	2	8	75	3	0	3	100
Other	6	6	12	50	8	2	10	80	7	1	8	88
Total	**69**	**27**	**96**	**72%**	**67**	**26**	**93**	**72%**	**51**	**18**	**69**	**74%**

(iii)   Professional and support staff leavers by grade and gender

The number of PMSS staff leaving TU Dublin declined in 2020 compared to 2018 and 2019. The gender profile of leavers is broadly in line with the gender profile of the respective grades (Table 4.13).

Table 4.13　PMSS Leavers by Gender and Grade 2018-2020

PMSS	Grade	F	M	T	F%	Career Break	Contract Ended	Resig-nation	Retire-ment	Compulsory Retirement	Death in service	Other
2018	Caretaker/Porter	1	4	5	20	0	0	0	4	0	1	0
	Grade 3	23	15	38	61	4	14	14	3	0	0	3
	Grade 4	3	3	6	50	1	0	1	3	1	0	0
	Grade 5	5	2	7	71	0	1	5	0	1	0	0
	Research Administrator	1	2	3	33	0	0	3	0	0	0	0
	Careers Officer/Health Centre Nurse/Counsellor	5	1	6	83	1	1	4	0	0	0	0
	Grade 6	4	1	5	80	1	0	3	1	0	0	0
	Grade 7	4	4	8	50	1	0	5	2	0	0	0
	Senior Management	2	6	8	25	0	1	3	3	0	1	0
	Technician/Technical Officer/Senior Technical Officer	4	7	11	36	0	4	5	1	1	0	0
	Total	**52**	**45**	**97**	**54**	**8**	**21**	**43**	**17**	**3**	**2**	**3**
2019	Caretaker/Porter	0	7	7	0	0	2	0	4	0	0	1
	Grade 3	26	8	34	77	3	8	17	3	2	0	1
	Grade 4	9	4	13	69	3	1	6	2	1	0	0
	Grade 5	6	4	10	60	2	0	6	2	0	0	0
	Research Administrator	0	0	0	0	0	0	0	0	0	0	0
	Careers Officer/Health Centre Nurse/Counsellor	3	1	4	75	2	0	2	0	0	0	0
	Grade 6	6	1	7	86	0	1	3	3	0	0	0
	Grade 7	5	3	8	62	1	1	6	0	0	0	0
	Senior Management	4	2	6	67	2	0	1	3	0	0	0
	Technician/Technical Officer/Senior Technical Officer	4	6	10	40	1	2	5	2	0	0	0
	Total	**63**	**36**	**99**	**64**	**14**	**15**	**46**	**19**	**3**	**0**	**2**

PMSS	Grade	F	M	T	F%	Career Break	Contract Ended	Resig-nation	Retire-ment	Compulsory Retirement	Death in service	Other
2020	Caretaker/Porter	1	2	3	33	0	1	0	2	0	0	0
	Grade 3	14	6	20	70	1	12	6	1	0	0	0
	Grade 4	1	3	4	25	0	0	3	1	0	0	0
	Grade 5	4	5	9	44	2	1	6	0	0	0	0
	Research Administrator	1	0	1	100	0	1	0	0	0	0	0
	Careers Officer/Health Centre Nurse/Counsellor	3	0	3	100	0	0	1	2	0	0	0
	Grade 6	3	3	6	50	0	1	2	3	0	0	0
	Grade 7	6	1	7	86	1	0	6	0	0	0	0
	Senior Management	2	2	4	50	0	1	2	1	0	0	0
	Technician/Technical Officer/Senior Technical Officer	1	7	8	13	0	2	3	3	0	0	0
	Total	**36**	**29**	**65**	**55**	**4**	**19**	**29**	**13**	**0**	**0**	**0**

Resignation is the dominant reason for leaving the university, followed by end of contract. These account for over two-thirds of Grade 3 leavers, which constitutes the largest group of leavers each year, with no gender differences evident. Leavers put a cost onto the University that could possibly be avoided, or at least mitigated. Action 2.2.12 seeks to understand reasons for leaving in more depth and open opportunities for institutional amelioration.

Career Analysis and Supports	2.2.12	Implement anonymised exit surveys for all leavers. For those citing resignation as reason for leaving, explore and analyse the cause of resignation to determine if there are any issues to be addressed by the University. Provide these data as part of Action 3.2.1 (annual report).

Word Count: 269

5. Supporting and Advancing Women's Careers

5.1. Key transition points: academic staff

(i)   Recruitment

Recruitment, Promotion and Progression for academics are based on legacy Institute of Technology rules, which remained in place on transition to university status. They are differentiated by process as follows:

1. **Recruitment** by <u>external advertisement</u>; Competition open to internal and external candidates
2. **Promotion** by advertisement; <u>internal advertisement</u> for SLI only
3. **Progression** from Assistant Lecturer to Lecturer by <u>application</u> and panel evaluation.

Promotion is dependent on a vacancy arising. This differs with practice in established universities. It is possible to be promoted into a significantly higher grade, e.g. a Senior Lecturer I could apply for, and be successful in, a competition for a Senior Lecturer III grade (Head of School).

Assessment of promotion and academic progression is provided in 5.1 (iii).

The 2018 review of HR policies, conducted by the Irish Centre for Diversity, recommended the development of a Recruitment and Selection policy; the design and implementation of competency frameworks for every job category; positive action statements in advertisements emphasising the university's commitment to gender equality, and outlining family-friendly policies and flexible working options.

TU Dublin's Recruitment Selection and Appointment policy is now in place and aims to ensure equality of opportunity for all job applicants. Interview panels are gender balanced and all internal interviewers must undertake the Licence to Recruit Training Programme. The licence is valid for up to 3 years and renewal requires refresher training. The training includes

- Unconscious bias in recruitment and selection
- TU Dublin policy on Recruitment, Selection and Appointment
- Recruitment and Selection interviewing skills

The development and implementation of competency frameworks for every job category remains to be done. This task is part of the workforce plan development, identified in Strategic Intent 2030 as follows: **We will have built a body of high calibre staff, in line with our workforce plans and People Strategy, supported by a comprehensive staff development & engagement programme, underpinned by the staff charter.** The objective is sponsored by the Vice President for Organisation, Change and Culture, with the Head of Human Resources leading development of the workforce Action Plan. The data, policy gaps, and attitudinal findings for the Athena SWAN application feed into this objective and highlight the gendered aspects that require consideration. KPIs are attached to the development of these plans, for completion by 2023, and implementation will follow thereafter. Members of the Athena SWAN SAT who are members of the Staff Engagement Board will continue to bring a gender and intersectional view to these important structural frameworks.

Not all advertisements contain positive action statements. This may be due to lack of awareness among hiring managers of the need to widen the pool of applicants as a strategic approach, and to counter gender/diversity stereotypes.

Some staff (in focus groups and one to one interviews) noted that the staff profile is majority White Irish, while the student profile is much more diverse. They sought more targeted actions to attract Traveller, Roma, Black and Minority Ethnic staff. They also noted the need for more diverse interview panels, including

people from an ethnic minority background. The issue of diversity is addressed in the Strategic Intent 2030 implementation framework, to **Develop and implement a Workforce Plan (incl. recruitment, development & retention) to achieve the agreed TU Dublin staff profile**. The Race Equity Action Plan (approved in principle in Nov 2021) has a range of targeted actions to encourage staff diversity, such as **Include demonstration of commitment to race equality in applications for decision making positions in TU Dublin** and a commitment to **set up a Traveller, Roma, Black, and Minority Ethnic staff network.** Interested members of the Athena SWAN SAT can liaise with the Intercultural Working Group to progress the Race Equity Plan and provide gender expertise on its implementation. Meanwhile, the VP for Organisation, Change and Culture, and the Director of EDI co-sponsor the 2023 milestone **Achievement of staff & student profiles in line with our EDI ambition**.

Table 5.1 shows the recruitment profile for posts in each of the Academic Grades, over the period 2018-2000. These figures refer to **externally advertised** competitions. The number of appointments include successful internal and external candidates. To note, competition data in which an internal candidate was successful are included in this section's dataset (Recruitment) and in section 5.1 (iii) (Promotion).

Table 5.1   Applications for Academic Posts 2018-2020

		Applications				Shortlisted				Appointed			
		F	M	T	F%	F	M	T	F%	F	M	T	F%
2018	Assistant Lecturer	273	449	722	**38**	126	208	334	**38**	47	74	121	**39**
	Lecturer	10	70	80	**13**	6	29	35	**17**	0	7	7	**0**
	SLII	44	74	118	**37**	25	41	66	**38**	6	8	14	**43**
	SLIII	5	16	21	**24**	4	9	13	**31**	1	1	2	**50**
2019	Assistant Lecturer	238	298	536	**44**	98	137	235	**42**	35	37	72	**49**
	Lecturer	37	94	131	**28**	10	38	48	**21**	2	9	11	**18**
	SLII	18	16	34	**53**	13	15	28	**46**	2	4	6	**33**
	SLIII	8	22	30	**27**	8	18	26	**31**	2	4	6	**33**
2020	Assistant Lecturer	312	375	687	**45**	117	168	285	**41**	28	40	68	**41**
	Lecturer	9	33	42	**21**	3	13	16	**19**	1	4	5	**20**
	SLII	29	45	74	**39**	19	22	41	**46**	4	7	11	**36**
	SLIII	5	9	14	**36**	2	3	5	**40**	1	0	1	**100**
Total	Assistant Lecturer	823	1122	1945	**42**	341	513	854	**40**	110	151	261	**42**
	Lecturer	56	197	253	**22**	19	80	99	**19**	3	20	23	**13**
	SLII	91	135	226	**40**	57	78	135	**42**	12	19	31	**39**
	SLIII	18	47	65	**28**	14	30	44	**32**	4	5	9	**44**
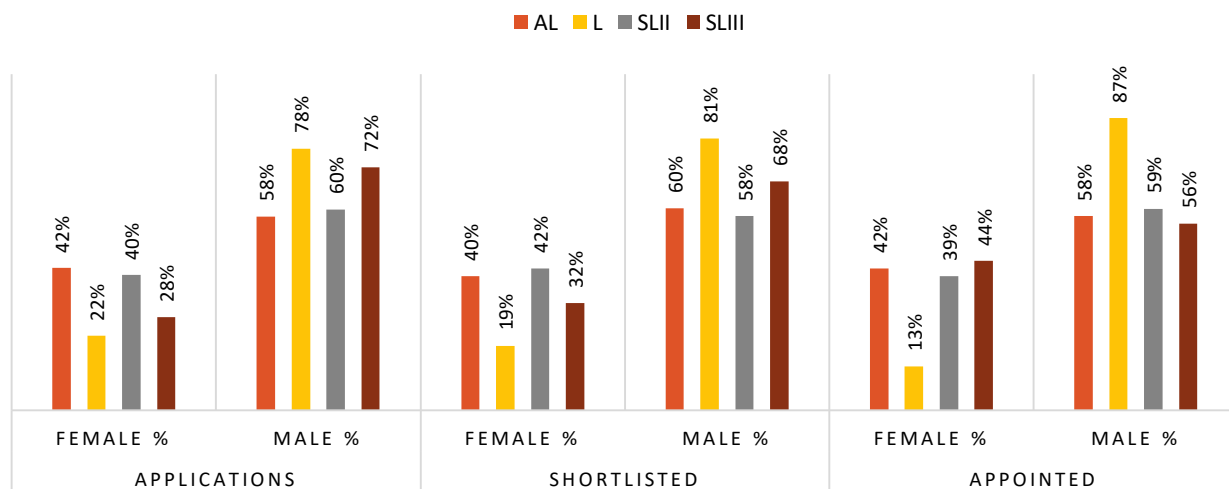
Figure 5.1   Total Academic Recruitment by Gender (%) 2018-2020

Over the period 2018-2020, the % female applicants for all grades is <50%, with the exception of SLII in 2019. There is a notably low application rate from external females in the case of the Lecturer scale (average 22%). **Overall, except for the Lecturer grade, the % females appointed is in line with, or higher than, their application rate**. At SLII and particularly at SLIII, however, the number of appointments is small, and thus an increase of one can have a disproportionate effect on the % (Table 5.1, Figure 5.1).

Proportionally fewer external women applied for positions at Lecturer grade compared to all other grades (Tables 5.2 and 5.3). In 2018, no women applied for the 4 STEMM posts, while 43 men did. In the case of the 3 AHSSBL posts, 10 women applied (27 men) and 6 were shortlisted, but none were successful. In 2019, women's path through the AHSSBL lecturer recruitment process was less proportionate at each stage, comprising 25% of applicants and 12.5% of successful candidates, securing one of 8 lecturing posts.

Overall, the % female applicants is ≤50% for all AHSSBL grades, with the exception of Senior Lecturer II (53%F). Notably, at the Lecturer grade, it is as low as 26%. The % females appointed at Lecturer level is particularly low, at 14% (Table 5.2, Figure 5.2).

The % female applicants is lower across all grades within STEMM than AHSSBL, with the % females appointed at lecturer level particularly low at 11% (1 of 9 appointments) (Table 5.3, Figure 5.3). The number of posts advertised at Senior Lecturer II and III Grades is low over the period (17 in all). The female application rate is low (27%, 24%), and outcomes are variable, with females doing much better at Senior Lecturer III (obtaining 2 of 3 posts) than at Senior Lecturer II (3 of 14 posts, 21%).

Overall, though, female STEMM applicants are comparatively successful at being shortlisted and then appointed, with the exception of Lecturer (external applicants) and SLII posts.

Table 5.2   AHSSBL Academic Recruitment 2018-2020

AHSSBL		Applications				Shortlisted				Appointed			
		F	M	T	F%	F	M	T	F%	F	M	T	F%
2018	Assistant Lecturer	138	147	285	**48**	69	78	147	**47**	30	31	61	**49**
	Lecturer	10	27	37	**27**	6	10	16	**38**	0	3	3	**0**
	SLII	26	26	52	**50**	14	14	28	**50**	4	3	7	**57**
	SLIII	3	5	8	**38**	3	4	7	**43**	0	1	1	**0**
2019	Assistant Lecturer	114	114	228	**50**	52	53	105	**50**	15	13	28	**54**
	Lecturer	24	71	95	**25**	5	26	31	**16**	1	7	8	**13**
	SLII	13	11	24	**54**	9	10	19	**47**	1	3	4	**25**
	SLIII	8	20	28	**29**	8	16	24	**33**	2	3	5	**40**
2020	Assistant Lecturer	236	234	470	**50**	82	88	170	**48**	17	22	39	**44**
	Lecturer	5	15	20	**25**	2	9	11	**18**	1	2	3	**33**
	SLII	23	19	42	**55**	13	8	21	**62**	4	2	6	**67**
	SLIII	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**
Total	**Assistant Lecturer**	**488**	**495**	**983**	**50**	**203**	**219**	**422**	**48**	**62**	**66**	**128**	**48**
	Lecturer	**39**	**113**	**152**	**26**	**13**	**45**	**58**	**22**	**2**	**12**	**14**	**14**
	SLII	**62**	**56**	**118**	**53**	**36**	**32**	**68**	**53**	**9**	**8**	**17**	**53**
	SLIII	**11**	**25**	**36**	**31**	**11**	**20**	**31**	**35**	**2**	**4**	**6**	**33**
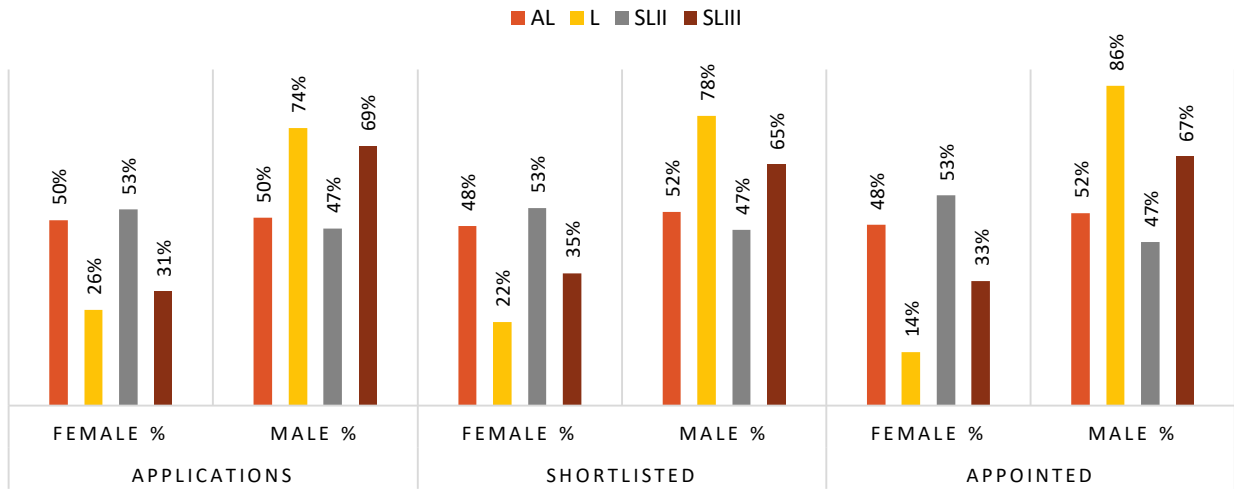
Figure 5.2   AHSSBL Academic Recruitment by Gender (%) 2018-2020

Table 5.3   STEMM Academic Recruitment 2018-2020

STEMM		Applications				Shortlisted				Appointed			
		F	M	T	F%	F	M	T	F%	F	M	T	F%
2018	Assistant Lecturer	135	302	437	**31**	57	130	187	**30**	17	43	60	**28**
	Lecturer	0	43	43	**0**	0	19	19	**0**	0	4	4	**0**
	SLII	18	48	66	**27**	11	27	38	**29**	2	5	7	**29**
	SLIII	2	11	13	**15**	1	5	6	**17**	1	0	1	**100**
2019	Assistant Lecturer	124	184	308	**40**	46	84	130	**35**	20	24	44	**45**
	Lecturer	13	23	36	**36**	5	12	17	**29**	1	2	3	**33**
	SLII	5	5	10	**50**	4	5	9	**44**	1	1	2	**50**
	SLIII	0	2	2	**0**	0	2	2	**0**	0	1	1	**0**
2020	Assistant Lecturer	76	141	217	**35**	35	80	115	**30**	11	18	29	**38**
	Lecturer	4	18	22	**18**	1	4	5	**20**	0	2	2	**0**
	SLII	6	26	32	**19**	6	14	20	**30**	0	5	5	**0**
	SLIII	5	9	14	**36**	2	3	5	**40**	1	0	1	**100**
Total	**Assistant Lecturer**	**335**	**627**	**962**	**35**	**138**	**294**	**432**	**32**	**48**	**85**	**133**	**36**
	Lecturer	**17**	**84**	**101**	**17**	**6**	**35**	**41**	**15**	**1**	**8**	**9**	**11**
	SLII	**29**	**79**	**108**	**27**	**21**	**46**	**67**	**31**	**3**	**11**	**14**	**21**
	SLIII	**7**	**22**	**29**	**24**	**3**	**10**	**13**	**23**	**2**	**1**	**3**	**67**
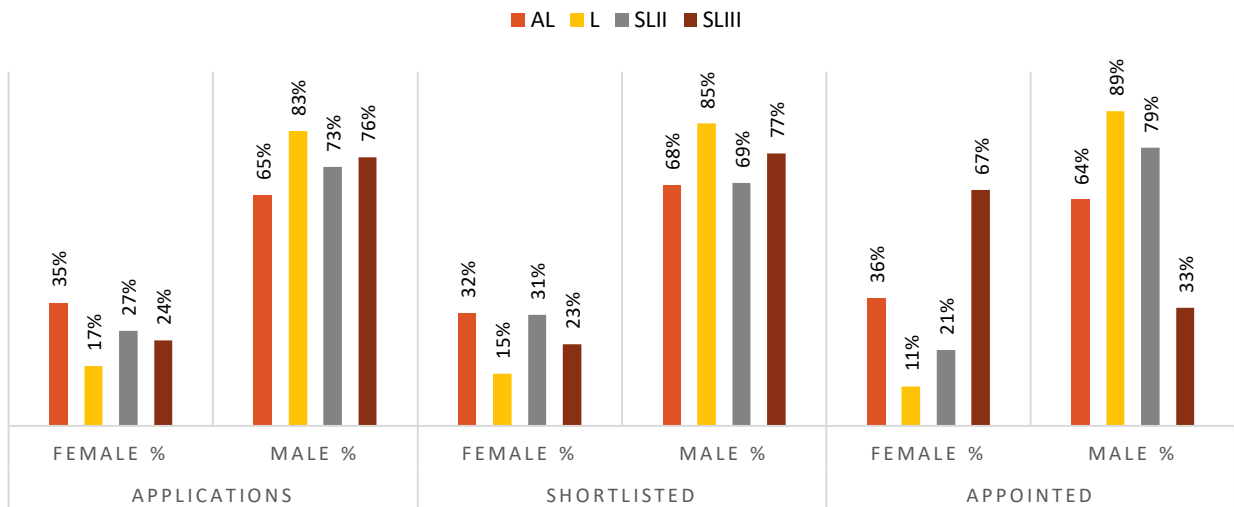
Figure 5.3   STEMM Academic Recruitment by Gender (%) 2018-2020

There appears to be two distinct issues: the relatively poor outcome for AHSSBL female applicants and the low numbers of female STEMM applicants. Addressing them requires detailed systemic and supporting actions that can be delivered via the Athena SWAN framework, as provided for in Actions 2.1.1-2.1.3. HR can support hiring managers with advice on advertisement tone and language and the use of equality statements. Furthermore, the strategic development of competency frameworks, proofed for equality and inclusion, can contribute to improving gender balance outcomes in academic recruitment. Funding is already secured for this task. Actions 2.1.1, 2.1.2 and 2.1.3 are intended to bring more clarity and build confidence in the recruitment process.

An Equitable Recruitment Process	2.1.1	Competency frameworks for all academic and PMSS posts will be developed, clarifying expectations as to the broad expertise, skill, and experience required for each post while allowing for specific disciplinary or functional requirements. These frameworks will be informed by an EDI mindset and proofed for equality and inclusion, in addition to going through the normal TU Dublin consultative processes.
	2.1.2	The Hiring Managers and Interview Panel members will have addressed Unconscious Bias on gender, race and disability in an enhanced Licence to Recruit training.
	2.1.3	HR Business Partners to ensure that positive action statements are included in all external post advertisements.

(ii)   Induction

A New Staff Welcome Day is held three times annually. This comprises information on staff entitlements, supports and responsibilities.

Table 5.4   TU Dublin Welcome Event Attendance 2020

TU Dublin Welcome Event	Female	Male	Total	F%
2019	61	35	96	**64%**
2020	25	22	47	**53%**
2021	54	28	82	**66%**

Staff consultation highlighted the importance of developing local induction for academics. This included requests for:

- School level 'buddies' for new academic staff including HPALs
- School handbooks
- Comprehensive induction for Heads of Department/School
- Supports for international staff who relocate to Ireland.

> **"I have few colleagues to call upon to clarify processes or procedure: while everyone is friendly, there is this hurdle, almost like "sort it yourself". There is a lack of transparency when it comes to how things are done at the departmental/administrative level. There's no handbook when you start ..."**
>
> *(Female, Academic)*

These matters will be highlighted to academic managers and can also be addressed in detail during School SWAN application processes. Action 3.2.3 will provide benchmark data for Schools upon which to further build inclusive local cultures.

Career Analysis and Supports	2.2.13	Local induction becomes a routinised part of integrating a new member of staff into the organisation.
Building an Inclusive Culture	3.2.3	Findings from the Equality and Inclusion survey and focus groups (2021) to be compiled in an accessible report and communicated to all School Heads, Function Heads, and the University community.

HR have reviewed Staff Induction & Probation Policy and Procedure documents and will shortly forward to UET for approval. The policy focuses on the commitment to the People pillar of the University Strategic plan. The procedures for probation and induction provide detailed guidance to managers.

(iii)   Promotion

Promotion to a higher grade can only occur if a vacancy arises. The one exception is academic progression from Assistant Lecturer (AL) to Lecturer (L).

Application for academic progression from AL to L is available to staff with a minimum of 5 years continuous experience at the grade and one year of service at the maximum of the AL scale. Applicants with a PhD qualification or equivalent and relevant research experience may be considered for progression after 3 year's continuous service. (HRP007). Successful application is subject to (i) demonstrated performance, (ii) ability, (iii) experience, (iv) research and (v) scholarship. Progression applications are generally successful for both genders (95% success rate overall) (Table 5.5).

Table 5.5   AL to L Progression Rates 2018-2020

		Applicants				Successful			
		F	**M**	**T**	**F%**	**F**	**M**	**T**	**F%**
AHSSBL	2018	14	11	25	**56**	12	11	23	**52**
	2019	12	7	19	**63**	10	7	17	**59**
	2020	17	8	25	**68**	16	8	24	**67**
STEMM	2018	16	28	44	**36**	16	27	43	**37**
	2019	16	15	31	**52**	16	15	31	**52**
	2020	8	23	31	**26**	8	21	29	**28**
Total	2018	30	39	69	**43**	28	38	66	**42**
	2019	28	22	50	**56**	26	22	48	**54**
	2020	25	31	56	**45**	24	29	53	**45**

However, 38% male and 41% female AL survey participants strongly disagreed/disagreed that the progression **criteria** are transparent and fair. 44% male and 45% female ALs strongly disagreed/disagreed that the progression **process** is transparent and fair.

Focus group respondents noted issues such as

- insufficient information on the progression process;
- insufficient clarity regarding evaluation of criteria; and
- some criteria falling outside the remit of Assistant Lecturers

> **"The documentation for AL to L progression boards encourages applicants to show a range of competences, professional achievements, public engagement and contributions to research communities. But these are not used in calculating the quantity and quality of experience. As a procedure this is opaque and confusing."**
>
> *(Female, Academic)*

Research points to the importance of transparency and clarity in promotional processes, to build trust and encourage women to apply for senior, high visibility posts.

There are three **promotional competitions** for academic staff. Senior Lecturer I (SLI) competitions are normally internally advertised and appointed. This is the top of the academic grades. SLII and SLIII competitions are advertised internally and externally, as they are management roles - Head of Department (SLII) or School (SLIII) (or an equivalent role).

The number of SLI posts advertised is very low, although outcomes are relatively balanced. There is significantly fewer female than male applicants to STEMM competitions (Table 5.6).

Table 5.6   Senior Lecturer I (SLI) Promotions 2018-2020

Senior Lecturer I		Applications				Shortlisted				Appointed			
		F	M	T	F%	F	M	T	F%	F	M	Tl	F%
AHSSBL	2018	13	11	24	**54**	8	7	15	**53**	1	1	2	**50**
	2019	5	9	14	**36**	5	8	13	**38**	2	1	3	**67**
	2020	9	8	17	**53**	9	7	16	**56**	1	2	3	**33**
STEMM	2018	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**
	2019	2	8	10	**20**	2	7	9	**22**	1	1	2	**50**
	2020	5	22	27	**19**	2	13	15	**13**	1	1	2	**50**

> ## "I have an SL1, but it was 15 years before a vacancy became available for me to apply for. When I got my SL1 post there were many colleagues who equally deserved such a post, but the posts do not exist. Lots of colleagues were de-motivated by the process. I suggest major structural changes are needed."

(Male, Academic)

A review of the SLI grade has commenced.

The appointment outcomes for SLII are more mixed (Table 5.7). Appointments in AHSSBL are relatively balanced over the assessment period (7/14). In STEMM, the number of female applicants is relatively low and the number of female appointments overall is only 9% (1/11).

Table 5.7   Senior Lecturer II (SLII) Promotions 2018-2020

Senior Lecturer II		Applications				Shortlisted				Appointed			
		F	M	T	F%	F	M	T	F%	F	M	T	F%
AHSSBL	2018	16	15	31	52	10	8	18	56	3	2	5	60
	2019	13	11	24	54	9	10	19	47	1	3	4	25
	2020	16	12	28	57	8	7	15	53	3	2	5	60
STEMM	2018	7	31	38	18	6	18	24	25	1	4	5	20
	2019	3	3	6	50	3	3	6	50	0	1	1	0
	2020	6	26	32	19	6	14	20	30	0	5	5	0

At SLIII grade, there were only 6 internal appointments, 2018-2020. Of a total of 29 Male and 7 Female applications, 3 Male and 3 Female appointments were made (Table 5.8).

Overall, Tables 5.6-5.8 show that the number of female applicants for senior roles (SLI-SLII) in STEMM remains low.

The number of female applicants for SLIII roles is very low across both AHSSBL and STEMM.

Table 5.8   Senior Lecturer III Promotions 2018-2020

Senior Lecturer III		Applications				Shortlisted				Appointed			
		F	M	T	F%	F	M	T	F%	F	M	T	F%
AHSSBL	2019	5	16	21	24	5	12	17	29	2	2	4	50
STEMM	2018	2	11	13	15	1	5	6	17	1	0	1	100
	2019	0	2	2	0	0	2	2	0	0	1	1	0

Similar to the comments on progression, survey respondents mentioned that it was not always clear why people were shortlisted or selected.

> ## 'Promotional criteria are transparent, but the evaluation of the criteria is opaque'
>
> *(Female, academic)*

Due to the lack of academic progression paths beyond SLI, Dublin Institute of Technology (DIT) provided an opportunity for members of staff to apply for an honorary Professor title, externally peer reviewed. There were seven awards in 2018, of which 3 were female (38%). The scheme ceased in 2019, on becoming a TU.

The majority of academic survey respondents disagreed that there were enough career opportunities and opportunities to develop a research profile in TU Dublin (Figure 5.4).

> **".. the main reason I would not apply for progression now is because there is no academic progression route from SL2. I manage some research work at SL2 and feel very embedded in my discipline. It seems to me that the SL3, or indeed Dean, roles are purely administrative with no space for academic contribution. This is a big negative ..."**
>
> *(Female, Academic)*

This is a structural issue beyond the scope of the University to directly address. The University is involved in national policy discussions and is acting in a range of areas to support academic and PMSS careers, viz., developing a workforce plan; academic workload model; a staff development programme; and a staff charter. These are sponsored by the VP for Organisation, Culture and Change and the Chief Operations Officer, due for completion by 2023.

Do you feel there are adequate opportunites for career advancement in TU Dublin?

Do you feel there are adequate opportunites to develop your research profile in TU Dublin?
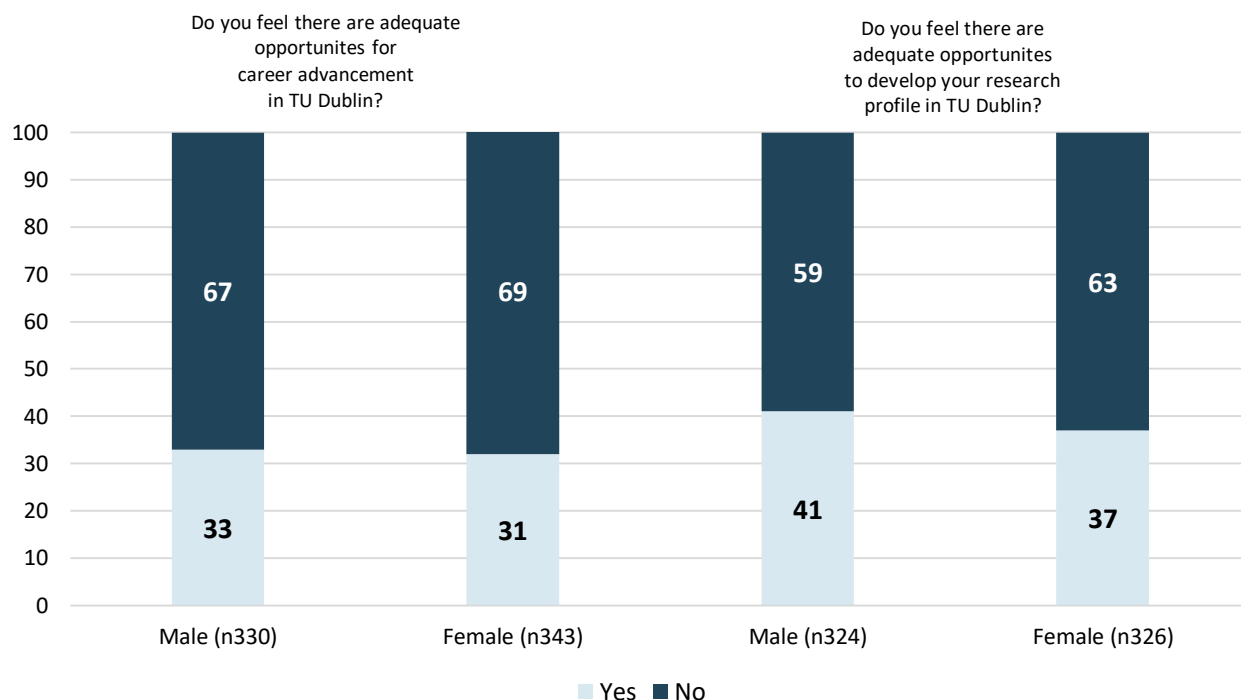
Figure 5.4   % Academic Agreement re Career Progression Opportunities

Progression and promotion are touch-points for staff. In the current constrained environment, it is important that TU Dublin builds confidence in the processes. Actions 2.2.8-2.2.10 support gender equity, transparency, and clarity.

An Equitable Recruitment Process	2.2.8	A clear explanation of the AL progression scheme, including the rationale for the criteria and the evaluation methodology, will be provided by HR and made available on the University intranet, and widely communicated.
	2.2.9	HR will provide a clear explanation of the promotions scheme, aligned with the development of the new academic framework, to include the rationale for the criteria and the evaluation methodology. This material will be made available on the University intranet and communicated widely.
	2.2.10	The promotion scheme will be reviewed for any gendered criteria, such as time-related requirements that could disadvantage female applicants. Inclusive criteria will be introduced, if not already there, such as full recognition of part-time working, account taken of maternity leave and other care leave periods, and extended sickness/disability leave.

Word count: 2103

5.2. Key career transition points: professional and support staff

(i)   Induction

All PMSS staff are invited to attend the university wide welcome event as outlined in 5.1 (i) (Table 5.6). Currently, local inductions vary between campuses. An introduction to the unit, overview of job requirements, meeting a team 'buddy', and agreeing a training plan is provided for on GBA campuses. Managers complete a checklist and return it to HR. However, this does not take place consistently across GBA, nor does it take place in BN or TT, although it is welcomed by staff.

New staff – whether newly recruited, or new to a Function/School – need to be appropriately informed, signposted and supported in their area. Action 2.2.13 seeks to routinise local induction.

Career Analysis and Supports	2.2.13	Local induction becomes a routinised part of integrating a new member of staff into the organisation.

(ii)   Promotion

Promotion and Progression are also differentiated by process for PMSS staff:

- Progression from Technician to Technical Officer by application and panel evaluation

- Promotion by advertised competition, many of which are also advertised externally. Grades 3-5 apply for both specific posts, and for panels from which a variety of posts are allocated.

52% of PMSS survey respondents had applied for a vacancy in the last 3 years (54%M;52%F). All competitions are advertised by all-staff email at least once a week. The process and criteria are set by the hiring manager and approved by a HR committee.

Administrative Staff

Most applicants and appointees across all Grade 4 and 5 competitions, 2018-2020, were female (Table 5.9). Only two Grade 5 competitions (2020) had majority male applicants (80% and 100% respectively) and these were in Information Services. As external candidates were appointed in these instances, they are not included in the table below.

Table 5.9   Grade 4 and Grade 5 Promotions 2018-2020 – Appointment to a Specific Post

			Applications				Shortlisted				Appointed			
			F	M	T	F%	F	M	T	F%	F	M	T	F%
Grade 4	2018	Temporary Wholetime	16	5	21	76	23	5	28	82	4	3	7	57
	2019	Temporary Wholetime	21	8	29	72	19	7	26	73	6	2	8	75
	2020	Permanent Wholetime	12	11	23	52	4	5	9	44	1	0	1	100
	2020	Temporary Wholetime	14	2	16	88	6	1	7	86	3	0	3	100

			Applications				Shortlisted				Appointed			
			F	M	T	F%	F	M	T	F%	F	M	T	F%
Grade 5	2018	Permanent Wholetime	53	29	82	**65**	35	18	53	**66**	4	3	7	**57**
	2018	Temporary Wholetime	79	19	98	**81**	38	13	51	**75**	12	0	12	**100**
	2019	Permanent Wholetime	29	13	42	**69**	8	1	9	**89**	4	1	5	**80**
	2019	Temporary Wholetime	11	7	18	**61**	10	3	13	**77**	2	0	2	**100**
	2020	Permanent Wholetime	4	0	4	**100**	4	0	4	**100**	1	0	1	**100**
	2020	Temporary Wholetime	15	4	19	**79**	7	1	8	**88**	3	0	3	**100**

Table 5.10 Grade 4 Panels 2018-2020

Grade 4 Panels		F	M	T	F%
2018	Applications	133	49	182	**73**
	Shortlisted	99	30	129	**77**
	Offered and Accepted	25	4	29	**86**
	Offered and Declined	6	6	12	**50**
2019	Applications	21	6	27	**78**
	Shortlisted	12	3	15	**80**
	Offered and Accepted	6	2	8	**75**
	Offered and Declined	3	0	3	**100**
2020	Applications	48	15	63	**76**
	Shortlisted	43	10	53	**81**
	Offered and Accepted	18	4	22	**82**
	Offered and Declined	2	1	3	**67**

Table 5.11   Grade 5 Panels 2018-2020

Grade 5 Panels		F	M	T	F%
2018	Applications	11	0	11	**100**
	Shortlisted	11	0	11	**100**
	Offered and Accepted	5	0	5	**100**
	Offered and Declined	0	0	0	**0**
2019	Applications	108	26	134	**81**
	Shortlisted	70	7	77	**91**
	Offered and Accepted	20	4	24	**83**
	Offered and Declined	3	1	4	**75**

Promotion at Grades 6 and 7 is by advertised competition only (Table 5.12). The gender profile of applicants is more even at these grades, although females are typically more successful at being shortlisted and appointed. Due to current restructuring many roles were offered as Specified Purpose contract roles (Temporary Wholetime), 2018-2020.

Table 5.12   Grade 6 and 7 Promotions 2018-2020

			Applications				Shortlisted				Appointed			
			F	M	T	F%	F	M	T	F%	F	M	T	F%
Grade 6	2018	Permanent Wholetime	11	18	29	**38**	5	9	14	**36**	2	1	3	**67**
	2018	Temporary Wholetime	19	21	40	**48**	8	8	16	**50**	4	4	8	**50**
	2019	Permanent Wholetime	31	30	61	**51**	17	7	24	**71**	1	3	4	**25**
	2019	Temporary Wholetime	14	6	20	**70**	10	2	12	**83**	3	0	3	**100**
	2020	Temporary Wholetime	35	24	59	**59**	13	5	18	**72**	4	4	8	**50**
Grade 7	2018	Permanent Wholetime	18	24	42	**43**	8	8	16	**50**	2	2	4	**50**
	2018	Temporary Wholetime	8	3	11	**73**	3	1	4	**75**	2	0	2	**100**
	2019	Permanent Wholetime	8	7	15	**53**	6	7	13	**46**	1	2	3	**33**
	2019	Temporary Wholetime	25	24	49	**51**	9	7	16	**56**	4	2	6	**67**
	2020	Permanent Wholetime	5	19	24	**21**	3	2	5	**60**	1	0	1	**100**
	2020	Temporary Wholetime	13	14	27	**48**	6	7	13	**46**	3	2	5	**60**

Assistant Principal Officer and Principal Officer

For both APO and PO roles, significantly more males than females apply (Table 5.13). Over the assessment period, females were appointed to 36% (4/11) of APO roles and 20% (1/5) of PO roles.

Table 5.13 Assistant Principal Officer and Principal Officer Promotions

			Applications				Shortlisted				Appointed			
			F	M	T	F%	F	M	T	F%	F	M	T	F%
Assistant Principal Officer	2018	Permanent Wholetime	2	5	7	**29**	2	3	5	**40**	1	1	2	**50**
	2018	Temporary Wholetime	11	16	27	**41**	7	8	15	**47**	1	1	2	**50**
	2019	Temporary Wholetime	6	16	22	**27**	3	13	16	**19**	1	3	4	**25**
	2020	Permanent Wholetime	6	26	32	**19**	3	10	13	**23**	0	1	1	**0**
	2020	Temporary Wholetime	2	0	2	**100**	2	0	2	**100**	1	0	1	**100**
Principal Officer	2018	Permanent Wholetime	9	43	52	**17**	2	11	13	**15**	0	2	2	**0**
	2018	Temporary Wholetime	5	9	14	**36**	1	3	4	**25**	0	1	1	**0**
	2020	Temporary Wholetime	9	14	23	**39**	3	10	13	**23**	1	1	2	**50**

Technical Staff

Technician is the entry level for most technical staff members. Progression to the grade of Technical Officer is considered after:

- 5 years continuous service (1 year at top of scale) plus Level 8 qualification (Honours Degree)
- 5 years continuous service (1 year at top of scale) plus advanced qualification in relevant trade/craft plus minimum 8 years relevant experience (industry or teaching)
- 3 years continuous service plus Level 9 qualification (Master's Degree)

There were seven applications – 4 female, 3 male - for progression from Technician to Technical Officer, 2018-2020. All were successful (Table 5.14).

Table 5.14 Progression from Technician to Technical Officer 2018-2020

		Applicants				Successful			
		F	M	T	F%	F	M	T	F%
AHSSBL	2018	2	1	3	66	2	1	3	66
	2019	2	1	3	66	2	1	3	66
	2020	0	0	0	0	0	0	0	0
STEMM	2018	0	0	0	0	0	0	0	0
	2019	0	1	1	0	0	1	1	0
	2020	0	0	0	0	0	0	0	0
Total	2018	2	1	3	66	2	1	3	66
	2019	2	2	4	50	2	2	4	50
	2020	0	0	0	0	0	0	0	0

Table 5.15 shows appointments to Technical Officer and Senior Technical Officer via externally advertised competition.

Table 5.15 Technical Officer and Senior Technical Officer Promotions 2018-2020

			Applications				Shortlisted				Appointed			
			F	M	T	F%	F	M	T	F%	F	M	T	F%
Technical Officer														
STEMM	2019	Permanent Wholetime	1	2	3	33	0	1	1	0	0	1	1	0
Senior Technical Officer														
STEMM	2018	Permanent Wholetime	3	8	11	27	2	7	9	22	1	1	2	50
LTTC	2018	Temporary Wholetime	1	5	6	16	1	5	6	16	0	2	2	0
STEMM	2020	Temporary Wholetime	1	1	2	50	0	1	1	0	0	1	1	0

There have been no new non-academic Senior Lecturer III appointments since 2018, when one permanent post was advertised, and three Specified Purpose Contracts were issued to facilitate the Organisation Design interim period. Two females and two males were appointed (Table 5.16).

Table 5.16   Non-Academic SLIII Promotions 2018-2020

			Applications				Shortlisted				Appointed			
Senior Lecturer III			F	M	T	F%	F	M	T	F%	F	M	T	F%
	2018	Permanent Wholetime	7	13	20	**35**	1	6	7	**14**	1	0	1	**100**
	2018	Temporary Wholetime	19	16	35	**54**	7	7	14	**50**	1	2	3	**33**

The outstanding feature of the PMSS profile is the extent of gender segregation. Action 2.2.11 is intended to open conversations, followed by remediating actions, to address this.

Career Analysis and Supports	2.2.11	Engage PMSS staff (and interested others, including academics) in tailored events with stereotype-breaking role models (male, female and non-binary, of diverse profiles) who share their career trajectories; HR track PO and Senior Technical Officer vacancies and encourage hiring managers to include recruitment statements encouraging women to apply.

Staff Consultation

The Equality and Inclusion survey demonstrates low levels of agreement with the transparency and efficacy of promotions processes and mixed views on opportunities to progress (Table 5.17).

79% male and 89% female PMSS staff agreed that maintaining a good work-life balance was an important factor in whether or not to progress to a senior position. This feedback is similar to that obtained from academic staff.

Table 5.17 PMSS staff % Agreement with Efficacy of Promotion Opportunities and Processes

		Strongly Agree/ Agree	Neither Agree or Disagree	Strongly Disagree/ Disagree
The full range of work activities are taken into consideration in promotion/ recruitment decisions at TU Dublin:	Male PMSS (n130)	28	24	48
	Female PMSS (n270)	28	32	40
Its clear how breaks (e.g. maternity, paternity, adoptive, career breaks etc.) will be considered in promotion decisions in TU Dublin:	Male PMSS (n128)	13	60	27
	Female PMSS (n263)	15	46	39
The results of the TU Dublin promotion/recruitment process are a fair reflection of candidates competence and abilities:	Male PMSS (n131)	28	31	41
	Female PMSS (n256)	25	39	36
The feedback I received after my most recent interview was appropriate and useful	Male PMSS (n66)	26	20	54
	Female PMSS (n127)	46	25	29
I have sufficient opportunities to get the experience I need to advance my career at TU Dublin (e.g. I receive enough opportunities to work on cross functional teams):	Male PMSS (n133)	42	26	32
	Female PMSS (n263)	42	26	32

As with academic recruitment and promotions, there is an identified need for:

- Competency Frameworks for PMSS roles
- Formal supports for unsuccessful candidates
- More diverse interview panels and in-depth cultural competency training

Focus group participants also suggested

- Greater weight to be given to candidate references
- Function specific panels
- More part-time posts

> **"With regard to promotion there seems to be a major focus on the interview. You could be an outstanding Grade 4 who works hard and performs brilliantly but if you don't have the interview skills pinned down to a tee you don't have a real chance of getting promoted"**
>
> *(Male, PMSS)*

5.3. Career Development: academic staff

(i)   Training

The university has a legislative target of 65% full time academic staff teaching Level 8 or above with a PhD by 2029. Currently 46% hold a PhD with no significant gender differences (Table 5.18). Science disciplines have the highest PhD rates; Engineering, ICT and the Arts have low PhD rates.

Table 5.18   Staff with PhD/Doctoral qualifications

	2017	2018	2019	2020	2023 50% Target	Gap	2029 65% Target	Gap
PhD %	44.6%	45.4%	45.0%	46.0%				
PhD #	550	565	597	607	660.00	53	858.00	251
Total	1,233	1,245	1,328	1,320	50.0%			

Staff consultation indicates that supports for PhD candidates (e.g. a timetable allocation) are inconsistently available.

> **"Due to the additional time required to change pedagogical approach and strategies due to COVID and implementing new work methods I have not been able to progress my PhD which I am doing in addition to a full teaching load. There appear to be no time allowance or sabbatical opportunities available to facilitate staff that are trying to complete a PhD on top of doing a full time job. Potential for promotion depends on publications and holding a PhD qualification."**
>
> *(Female, Academic)*

A common feature of academic life is the time pressure experienced by lecturing staff. In TU Dublin this is intensified by high teaching loads and administrative duties. Action 2.3.3 seeks to understand the timetabling of research hours to academics undertaking PhDs.

Research Profile Supports	2.3.3	Conduct a review of timetable allocations to staff undertaking PhD studies and report findings to the VP for Research and Innovation. Follow up reviews on a biannual basis.

Table 5.19 lists uptake rates of courses for academic staff from the Learning, Teaching and Technology Centre (LTTC). All new staff who do not have a teaching qualification are required to complete a postgraduate certificate in learning and teaching which includes an EDI session (2020: n=18F, 13M). Courses are advertised to all staff by email. Courses are offered online and will either be online or hybrid upon full return to campus.

Table 5.19 Uptake Rates of LTTC courses for Academics

	2018				2019				2020				2018-2020			
	F	M	T	F%	F	M	T	F%	F	M	T	F%	F	M	T	F%
Assessment & Feedback to Support Student Learning	0	0	0	0	0	0	0	0	7	0	7	100	7	0	7	100
Master of Arts (Higher Education)	3	0	3	100	3	1	4	75	2	1	3	67	8	2	10	80
Master Science (Applied eLearning)	3	5	8	38	6	0	6	100	7	1	8	88	16	6	22	73
Academic Writing & Publishing	3	3	6	50	7	3	10	70	4	0	4	100	14	6	20	70
Higher Education Policy	2	3	5	40	5	1	6	83	6	3	9	67	13	7	20	65
Technology Enhanced Learning, Teaching & Assessment (Online Module)	2	3	5	40	2	1	3	67	5	1	6	83	9	5	14	64
Creativity & Critical Thinking in Higher Education	8	5	13	62	0	0	0	0	0	0	0	0	8	5	13	62
Supervising Undergraduate Dissertations & Projects	8	3	11	73	4	5	9	44	0	0	0	0	12	8	20	60
Postgraduate Certificate in University Learning & Teaching	0	0	0	0	0	0	0	0	18	13	31	58	18	13	31	58
Postgraduate Certificate in Third Level Learning & Teaching	0	0	0	0	5	3	8	63	3	3	6	50	8	6	14	57
Postgraduate Diploma in Third Level Learning & Teaching	12	11	23	52	9	13	22	41	7	3	10	70	28	27	55	51
Learning Theories	2	3	5	40		1	1	0	3	1	4	75	5	5	10	50
Curriculum Design	0	0	0	0	0	0	0	0	4	4	8	50	4	4	8	50
Digital Education Research & Scholarship	0	0	0	0	0	0	0	0	4	4	8	50	4	4	8	50
Universal Design for Learning	0	0	0	0	0	0	0	0	4	4	8	50	4	4	8	50
Instructional Design and Eauthoring	0	0	0	0	0	0	0	0	2	2	4	50	2	2	4	50
Trends in eLearning Technology	1	0	1	100	0	2	2	0	1	0	1	100	2	2	4	50

Postgraduate Diploma in Higher Education	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	0
Educational Research Design	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1	0

Several focus group respondents noted that TU Dublin was strong with regard to opportunities for further development (see also 5.4(i)), and were particularly appreciative of the fee waiver policy.

Staff consultation indicates a lack of time as a significant barrier in engaging with continuing development. Respondents were generally very appreciative of the hard work of the teams in Staff Development and LTTC.

> **"They [Staff Training and Development Unit] run great programmes from the very simplest thing to some fairly complex offerings such as the two flavours of the leadership programme."**
>
> *(Male, PMSS Manager)*

(ii)   Appraisal/development review

Under the Performance Management and Development System (PMDS), each staff member is entitled to a Professional Development Planning (PDP) Review every two years.

In Schools the goal of the PDP is to translate the University Strategic Plan into actions and tasks for academics at each level. Currently, the percentage of staff who have completed a PDP by School is tracked across GBA campuses. On Blanchardstown and Tallaght campuses staff have a PDP when applying for funding to do further studies. Completion rates are not tracked.

Training is in place for preparing for the PDP process. Training for managers includes:

- Unconscious bias
- Translating the Strategic Plan into actions and tasks
- Preparing for the PDP conversation

The PDP conversation focuses on identifying key objectives and training needs (Table 5.20)

Table 5.20   Areas Covered in the PDP conversation*

Areas Discussed in my Professional Development Planning Review	Male Academic % (n81)	Female Academic % (n76)
Goals and Objectives	79	72
Contributions and Achievements	69	67
Training Development Needs	78	82
Career Progression	47	50

Workload	51	43
Work-Life Balance	32	28

*With survey respondents who had PDP Review in last 12-18 months

Staff consultation indicated concerns:

- Some managers are too busy to carry out the process
- Process not sufficiently connected to career advancement
- Running PDPs for large numbers of staff challenging for some managers

However, some respondents highlighted that they had (and some people gave) regular PDPs and found them useful.

> **"I have completed the training and I coordinate the PDP activities with the school exec based on our school team development plan. I really enjoyed doing the PDPs as it is an opportunity to realise individuals key strengths and interests. Through PDPs I have been able to help individuals who were considering leaving due to caring/ family commitments and identified a solution by suggesting flexibility in their role to allow them to be retained in the school"**
>
> *(Female, Academic)*

Action 2.2.14 seeks to take advantage of the PMDS process to improve gender equity and highlight the importance of the work-life balance conversation.

Career Analysis and Supports	2.2.14	Ongoing support of PMDS throughout the organisation. A reminder for managers of the importance of a conversation on work-life balance, which is more critical in the COVID-post-COVID era than before.

(iii)   Support given to academic staff for career progression

Since 2018, TU Dublin offers a structured research career development programme to enable Early Career Researchers (ECRs) explore career options, identify development opportunities, and support career development and well-being. Too few researchers took part in the staff consultation process to provide significant feedback, although one-to-one interviews with researchers indicated that high project workload can impede their ability to take full advantage of the programme.

Currently, no formal supports are offered to HPALs, although they can attend LTTC and Staff Development courses in their own time. Assistant Lecturers can use their PDP Review to focus on fulfilling the criteria for progression to lecturer. However, the high teaching load and associated preparatory work does impede Assistant Lecturer's research agendas (see 5.6 (viii)). Interviews with managers stressed the need to involve Early Career Researchers in decision making processes so that the future workload model and supports offered for career progression are fit for purpose.

Word Count: 791

5.4. Career Development: professional and support staff

(i) Training

Staff Development courses are offered online. Upon return to campus, courses will be offered in hybrid format, except for fully in-person Dignity and Respect at Work, and Leadership courses. All courses are advertised by all-staff email and evaluated via anonymous MS Forms.

Clear gender differences in uptake are evident in

- Anti Racism & Inclusive Teaching (69% Female)
- Wellbeing Courses (17 out of 31 courses, 80%+ Female)
- TU Dublin Leadership Development Programme (60% Male) (Table 5.21)

Table 5.21 Uptake Rates of TU Dublin Staff Development Courses

Female % Attendance	Area	No. of Training Courses	Course titles	Total Female Attendees	Total Male Attendees	Total	Avg. % of female attendance per course
80%+	Equality	1	Aurora Mentoring	20	0	20	100%
	Leadership Development	1	Aurora Leadership Development	20	0	20	100%
	Professional Development	3	Individual Response to Change; Plain English; and PMDS Preparation	44	5	49	90%
	Wellbeing	17	Work-Life Balance is a Myth; Anxiety Resilience & Return to Work; The Importance of Sleep; Mindfulness; and 13 more	404	59	463	87%
60-79%	Equality	1	Anti Racism & Inclusive Teaching	36	16	52	69%
	Professional Development	1	Time Management	34	10	44	77%
	Mandatory Policy	3	Child Protection Mandated; Child Protection Induction; Dignity and Respect Managers	48	17	65	74%
	Wellbeing	9	Prioritise your fitness; Mental Health Self Care; Workplace Wellbeing Manager Training; Nutrition for Immunity; and 5 more	176	70	246	72%
	Professional Development	3	Presentation Skills; Upgrade your CV; Preparing for Interview	52	26	78	67%

Female % Attendance	Area	No. of Training Courses	Course titles	Total Female Attendees	Total Male Attendees	Total	Avg. % of female attendance per course
	Management Development	2	Managing People; Managing Teams Remotely	22	12	34	65%
40-59%	Equality	1	Unconscious Bias & Positive Work Environment	62	83	145	43%
	Leadership Development	1	TU Dublin Leadership Development Programme	17	26	43	40%
	Management Development	2	PMDS for Managers; Mentee Training	40	30	70	57%
	Mandatory Policy	3	GDPR; Dignity and Respect Awareness; Interviewing Skills	108	89	197	55%
	Professional Development	1	Welcome Event	25	22	47	53%
	Wellbeing	1	Mid career financial planning	23	21	44	52%
	Health and Safety	9	Radiation Safety Training; Emergency Response online; Manual Handling online; First Aid & PPE; and 5 more	1365	1518	2883	47%
0-39%	Professional Development	1	Licence to recruit refresher	9	15	24	38%
	Professional Development	1	Change Management Migration	33	94	127	26%
	Health and Safety	3	Emergency First Aid; FAS Sage Pass; Risk Assessment online	89	260	349	26%
	Wellbeing	4	Mens Mental Health Intl Mens Day; SafeTalk Mental Health; Expectant Parent; Benefits of Physical Activity for Men	18	52	70	26%

Focus group participants raised the need for Continuous Professional Development (CPD) to be built into workload allocation and transparent budget details regarding funds available and funds allocated for CPD at School/Function level.

> ## "For Aurora our HOS had to 'support' our application but no allowance was made, and my workload wasn't reduced. At an institutional level, if we are serious about career development, these opportunities need to be offered together with a time allocation ..."
>
> *(Female, Academic)*

Leadership Development

TU Dublin also supports 20 places annually for females for the Aurora Leadership Development programme and a total of 88 participants have completed it thus far.

Ten places are protected for male and female participants respectively during the selection process for the TU Dublin Leadership Development programme. It is delivered by subject experts to support participants in Leadership & Impact; Strategy Implementation & Leading Change; Managing People & Leading EDI; Managing Resources; and Managing Yourself. It is having a positive impact on career progression (Table 5.22). The April 2019 cohort was the first University wide group, enabling networking and collaboration. However, the number of women applying for the November 2020 cohort decreased. Staff consultation indicates that an increased workload was a key factor in this. Eight cohorts of staff have completed this programme. Participant feedback is consistently positive. (Table 5.22).

Some academic participants have recommended the development of an Academic Leadership programme to specifically support new SLII/SLIIIs.

Table 5.22 Career Progression for TU Dublin Leadership Course Participants

	Female	Male	Total	F%	Female Promote	Male Promoted	Total Promoted	% Total Promoted
Apr-17	10	11	21	48	7	3	10	48%
Nov-17	15	10	25	60	9	7	16	64%
Apr-18	15	6	21	71	6	1	7	33%
Nov-18	18	5	23	78	9	3	12	52%
Decision made by the Staff Development Committee to protect 10 spaces for male and female participants respectively.								
Apr-19	9	10	19	47	3	2	5	26%
Nov-19	10	10	20	50	3	1	4	15%
Nov-20	7	17	24	29	1	2	3	9%
Apr-21	11	7	18	61	2	2	4	22%

Staff Development has set up the ***TU Dublin Mentoring Programme*** which has enabled 70 mentoring partnerships to date. The lived experiences of TU Dublin Mentoring participants will be evaluated through an IRC funded research project in 2021/22 to ensure it is achieving the predicted development outcomes.

Staff consultation also indicated a desire for additional training for managers regarding HR; finance strategy; taking an intersectional approach to equality and inclusivity; mental health awareness; change management; and communication. This was also supported in interviews with Heads of School.

> **"I think that managers should receive mandatory training on things like Unconscious Bias, Communication skills, dealing grief, bereavement in the workplace, and Mental Health awareness. I would hope that courses and training on the above subjects, that people either have no experience with, view as taboo and uncomfortable to deal with or have an attitude of ignorance towards, would be the first step in encouraging and cultivating a workplace more focused on respect, dignity, kindness and connectivity."**
>
> *(Female, PMSS)*

Several focus group participants were critical of a perceived emphasis on 'fixing women' rather than fixing systems and structures, in some EDI related courses. Several focus group participants noted that they believed the root causes of inequalities related to gender, disability, race and ethnicity, and the experiences of trans staff and students, were not well understood, even by they themselves.

> **"If I am being honest I don't believe I have a full grasp or understanding of issues that someone who is transgender may encounter in a work environment."**
>
> *(Female, PMSS)*

Further awareness raising on the meaning of taking an intersectional approach to addressing inequalities was suggested. These suggestions, and admissions of lack of knowledge, are important indicators of a desire to learn more. Actions 3.3.2-3.3.5 focus on meeting that need through awareness-raising and knowledge-building, leveraging the expertise of staff members and their national and international networks. Actions 2.3.4 and 2.3.5 support the strategic deliverable of research focused on the Sustainable Development Goals, in this case Goal 5, Gender Equality.

Research Profile Supports	2.3.4	Prioritise EDI Research Funding for projects that address intersectional issues, and publish details of the projects and their outcomes on the EDI website.

	2.3.5	An EDI Annual Research Symposium showcasing University research and practice on equality, diversity and inclusion issues, and their intersections with sustainability, as an aid to disseminating knowledge and supporting a critical mass of researchers and practitioners.
Building Fluency in Intersectional Approaches to EDI	**3.3.2**	A staff training programme on intersectionality and inequality be developed to complement the online EDI training (5 modules), online Race Equality training (1 module), Race Equality Reading Group sessions (5 x1.5 hours) and the Intersectionality and Gender Equality training programme led by TU Dublin in the European Technological Universities Consortium (EUT+). Faculty and School Executive Boards will be particularly encouraged to participate.
	3.3.3	The EUT+ Intersectionality Working Group meetings and training events will be opened to interested TU Dublin participants, and especially Athena SWAN School and Faculty Champions.
	3.3.4	AIB Research Centre in Inclusive and Equitable Cultures (RINCE) Flagship Spring event, 'Building Inclusive and Equitable Cultures: An Intersectoral Approach to Policy and Practice' with external corporate leaders in the area. Flagship intersectionality event with intersectoral leaders to take place annually thereafter.
	3.3.5	A RINCE Seminar Series to provide national and international keynote speakers on equality issues, followed by a working paper series. Keynote and working papers to be available online.

(ii)   Appraisal/development review

The same goals, processes and training supports regarding Professional Development Plan (PDP) reviews apply to PMSS and academic staff (see 5.3 (ii)). The focus of PDP conversations for PMSS staff is also on identifying key objectives and training needs (Table 5.23). On GBA campuses the completion rates of PDPs in a Function are tracked.

Table 5.23   PMSS Staff - Areas Covered in PDP

Areas Discussed in my Professional Development Planning Review	Male PMSS % (n36)	Female PMSS % (n82)
Goals and Objectives	86	77
Contributions and Achievements	72	68
Training Development Needs	75	81
Career Progression	50	40
Workload	47	40
Work-Life Balance	39	18

Table 5.24   PMSS staff % Agreement with Usefulness of PDP process

I have benefited from participating in the PDP process	Strongly Agree/Agree %	Neither Agree or Disagree %	Strongly Disagree/Disagree %
Male PMSS (n36)	44	31	25
Female PMSS (n80)	50	29	21

PMSS focus group participants noted that the usefulness of a PDP was dependent on the manager's skills and available resources (funding/time allocation). In FocusGroup3 (PMSS, APO/PO) the absence of incentives to invest in team member's development was discussed:

> "there is no incentive to encourage managers to promote specialist training since the current promotion regime requires moving on, for the same reason there is no incentive for team members to take on specialist development if it is of limited value to them or it doesn't mean some chance of promotion within function. The same thing is at the heart of the PDP issue. I love the idea of temporary secondments to other areas."
>
> *(Male, PMSS)*

Career Analysis and Supports	2.2.14	Ongoing support of PMDS throughout the organisation. A reminder for managers of the importance of a conversation on work-life balance, which is more critical in the COVID-post-COVID era than before.

(iii)   Support given to professional and support staff for career progression

Staff Development offer targeted interview preparation training for all PMSS staff, but awareness levels may be low. FocusGroup 1 (Grade 3-5) participants requested more supports for Grades 3-5 in the areas of interview preparation; project management skills; and leadership skills. FocusGroup2 participants (Grades 6-7) said that although they encourage team members to get involved in cross functional teams and expand their networks some members do not have time, and some are not convinced of the advantages of networking.

Word Count: 882

5.5. Flexible working and managing career breaks

(i)   Cover and support for maternity and adoption leave: before leave

TU Dublin provides 26 consecutive weeks statutory maternity/adoptive leave plus 16 weeks optional unpaid leave to all contract and permanent staff. Employees receive an additional payment to the relevant Social Welfare Benefit to ensure they receive a full salary. Part-time employees receive benefits on a pro rata basis. Hourly paid staff are not entitled to maternity leave.

Women and pregnant people are entitled to attend one set of ante-natal classes without loss of pay (except the last 3 classes in such a set) for all pregnancies. Available HR supports differ across the legacy campuses. 48% of academic staff in comparison to 71% of PMSS staff felt supported prior to taking maternity leave (Table 5.25).

Table 5.25   Prior to taking maternity/adoptive leave, % feeling supported

		Strongly Agree/Agree %	Neither Agree or Disagree %	Strongly Disagree/ Disagree %
I felt supported prior to taking maternity or adoptive leave	Female Academic (n136)	48	28	24
	Female PMSS (n97)	71	15	13

Staff consultation indicated the need for

- Clear information provision regarding the processes; the different types of leave (e.g. paid/unpaid); and additional considerations (e.g. claiming tax back).
- Better supports after miscarriage in terms of recovery time, appropriate awareness and supports, and accounting for its impact on research activities.
- Consideration that the regular academic workload can be difficult while heavily pregnant

No respondents discussed taking adoptive leave. Interviews with managers indicate that time off is informally given for pre-adoption meetings, time to travel for adoption, or medical appointments related to maternity/adoption, but there are no formal provisions.

(ii)   Cover and support for maternity and adoption leave: during leave

42% of academic participants and 53% of PMSS participants agreed that they felt supported during maternity or adoptive leave. 49% of academic staff had covered some responsibilities while on leave (Table 5.26).

Table 5.26   During maternity/adoptive leave, % feeling supported

		Strongly Agree/Agree %	Neither Agree or Disagree %	Strongly Disagree/ Disagree %
I felt supported during my maternity or adoptive leave	Female Academic (n134)	42	28	30
	Female PMSS (n96)	53	27	20
I covered some of my responsibilities during my maternity or adoptive leave	Female Academic (n134)	49	8	43
	Female PMSS (n89)	15	9	76

Issues that arose during maternity leave for some academics included:

- being phoned by their line managers re work matters during leave;
- working with postgraduates;
- being asked to work by colleagues;
- missing out on promotional opportunities;
- being in contact with HR/payroll to receive correct payment.

Several participants (both PMSS and Academic management) reported significant difficulties in getting cover for maternity and parental leave and noted this puts additional strain on their teams.

(iii)   Cover and support for maternity and adoption leave: after leave

Only 37% of academic participants (as compared to 60% of PMSS participants) indicated agreement with feeling supported upon their return to work following maternity or adoptive leave. 31% of academic staff felt that maternity leave damaged their careers, compared to only 8.5% of PMSS staff (Table 5.27).

Table 5.27   Return to work from maternity/adoptive leave, % feeling supported

		Strongly Agree/Agree %	Neither Agree or Disagree %	Strongly Disagree/ Disagree %
I felt supported upon returning to work after my maternity or adoptive leave	Female Academic (n132)	37	23	40
	Female PMSS (n98)	60	23	17
I feel that taking maternity or adoptive leave has damaged my career whilst working at TU Dublin	Female Academic (n133)	31	30	39
	Female PMSS (n95)	8.5	28.5	63

Key items of concern academics included:

- Full teaching load on return, with up to 70% new courses
- Late night classes followed by early morning classes
- Maternity leave not consistently accounted for in promotion/progression applications
- Absence of breastfeeding rooms on all but one campus (Blanchardstown)

In all the above, PMSS staff consistently indicated stronger agreement with feeling supported before, during and after maternity leave.

(iv) Maternity return rate

Of the staff who left after maternity leave, all resigned (two from specified purpose contracts (2018); 5 from permanent wholetime posts) (Table 5.28).

Table 5.28 Maternity Return Rate 2018-2020

	Took Maternity Leave	Returned to Work	Career Break	Left after 6 months	Left after 1 year
2018	42	33	4	2	3
2019	41	38	2	1	0
2020	32	30	1	1	0

The evidence points to challenges in the implementation of maternity leave policies. Addressing the whole maternity leave cycle can solve these challenges for those taking maternity leave, their Schools (in the main), and streamline leave processes more generally. Actions 2.2.2, 2.2.3 and 2.2.4 are identified as priority, Action 3.2.15 is a supporting action.

Career Analysis and Supports	**2.2.2 PRIORITY ACTION**	Streamline the available HR supports for maternity leave across the University, including a dedicated HR contact person and up-to-date information booklet. Make this information available to all School and Function heads and their executives.
	2.2.3 PRIORITY ACTION	Improve the backfill process for maternity leave cover and facilitate a timely handover meeting aided by a handover template. This handover meeting will clarify the context, if any, in which the person going on leave can keep in touch on an occasional basis with the School/Department/Office through an agreed mechanism.
	2.2.4 PRIORITY ACTION	4 weeks before return, the Head of School/Head of Function and returning parent will devise a return to work plan that involves an appropriate workload (e.g. reduced contact hours) for the first semester (academic). This will also include discussion of the teaching timetable and course delivery. As far as possible, academic returners will resume lecturing on their previous modules.
Building an inclusive culture	**3.2.15**	Provision of on-campus Quiet Rooms (to facilitate rest, taking of medicine, lactation etc.)

(v)   Paternity, adoption and parental leave uptake

All staff are entitled to 2 weeks paid paternity leave within 26 weeks of the birth or adoption of a child (Table 5.29).

Adoption leave provisions mirror maternity leave provisions.

TU Dublin offers 26 working weeks unpaid parental leave to care for a child.

39.6% of survey participants indicated that they had dependent children (31.4% M; 45.9% F) yet the uptake of parental leave is low, especially among men. (Table 5.29).

Table 5.29   Paternity, Parental and Parent's Leave Uptake 2018-2020

		Female Academic	Female PMSS	Male Academic	Male PMSS	Total	F%
2018	Paternity Leave	0	0	10	6	16	0
	Parental Leave	22	61	0	13	96	86
	Parent's Leave	0	0	0	0	0	0
2019	Paternity Leave	1	1	8	4	14	14
	Parental Leave	25	64	3	11	103	86
	Parent's Leave	0	0	0	0	0	0
2020	Paternity Leave	0	0	7	6	13	0
	Parental Leave	32	51	2	8	93	89
	Parent's Leave	0	1	1	0	2	50

Staff consultation indicates

- Paternity leave processes are straightforward
- Awareness raising needed among male staff
- Application process for parental leave overly complicated; some respondents viewed it as unviable (financial reasons/due to high workload)

The most common reason for not taking family leave that respondents were entitled to was that their workload would be unmanageable on return and having to cover responsibilities while on leave (Table 5.30).

Table 5.30 % Agreement with Reasons for not taking family leave

		Strongly Agree/Agree %	Neither Agree or Disagree %	Strongly Disagree/ Disagree %
The period on offer was too short to make it worth my while	Male Academic (n36)	25	50	25
	Male PMSS (n<10)	11	33	56
	Female Academic (30)	23	33	43
	Female PMSS (n20)	25	30	45
I would have still had to cover some of my responsibilities whilst on leave	Male Academic (n40)	70	12.5	17.5
	Male PMSS (n<10)	33	33	33
	Female Academic (37)	54	22	24
	Female PMSS (n20)	30	20	50
My workload on return would be unmanageable	**Male Academic (n40)**	**62.5**	**25**	**12.5**
	Male PMSS (n<10)	**75**	**12.5**	**12.5**
	Female Academic (35)	**60**	**23**	**17**
	Female PMSS (n27)	**52**	**18**	**30**
I felt I would be negatively judged for taking this leave	Male Academic (n40)	40	27.5	32.5
	Male PMSS (n<10)	12.5	37.5	50
	Female Academic (37)	43	35	22
	Female PMSS (n25)	48	16	36
It would have had a negative effect on my career	Male Academic (n39)	41	31	28
	Male PMSS (n<10)	22	22	56
	Female Academic (41)	56	24	20
	Female PMSS (n24)	54	13	33

The analysis points to the under-utilisation of care/family leave, especially by men. It also highlighted, during the consultation, the need for flexibility in respect of domestic violence. The latter is also a sectoral priority. Actions 2.2.5 and 2.2.6 seek to address these issues.

Career Analysis and Supports	2.2.5	Highlight the suite of care/family leave options available to all staff in a regular bulletin/web update, and at least once per semester. Design a communication to encourage male employees to avail of leave entitlements.
	2.2.6	Undertake a review of care and family leave as part of a suite of leave policies, including addressing Domestic Violence leave options for the purpose of facilitating court appointments, legal appointments, etc.

(vi)   Flexible working

The majority of those who avail of flexible working arrangements are female (Table 5.31). All options are subject to approval based on operational requirements. Denied requests go no further than the line manager so acceptance rates cannot currently be measured.

Table 5.31   Uptake Rates Flexible Working 2018-2020

		Female Academic	Female PMSS	Male Academic	Male PMSS	Total	F%
2018	Jobshare	20	70	6	6	102	**88**
	Workshare	17	17	5	3	42	**81**
	Shorter Working Year	0	15	0	2	17	**88**
	Career Break Taken	10	2	7	2	21	**57**
	Career Break Renewed/Ongoing	23	7	55	0	85	**35**
2019	Jobshare	15	74	4	5	98	**91**
	Workshare	14	16	6	3	39	**77**
	Shorter Working Year	0	14	0	3	17	**82**
	Career Break Taken	8	9	2	4	23	**74**
	Career Break Renewed/Ongoing	27	8	23	6	64	**55**
2020	Jobshare	14	75	4	4	97	**92**
	Workshare	19	20	7	2	48	**81**
	Shorter Working Year	0	21	0	0	21	**100**
	Career Break Taken	2	4	6	3	15	**40**
	Career Break Renewed/Ongoing	18	14	16	6	54	**59**

Of note is that 53% of female academics worry that availing of flexible working arrangements would negatively impact on their career (Table 5.32).

Table 5.32   Concern of impact of flexible working on career by Gender and Role

% I worry that flexible or part-time working hours would negatively impact my career	Yes (%)	No (%)	Not Applicable (%)
Male Academic (n299)	31	29	40
Male PMSS (n130)	25	42	33
Female Academic (n308)	53	21	26
Female PMSS (n267)	38	41	21

Flexible working policies are available on the TU Dublin website and the HR leave and benefits team provide advice and support.

Staff consultation indicated that work share and job share can be very difficult to organise and limits promotional opportunities, as currently most roles advertised on a full-time basis. The difficulties can be more pronounced for senior academics, for whom flexible working is often not seen as an option.

> **"Flexible working, e.g., work-sharing, is not straight forward and depends on a number of factors, including, approval from your line manager, and whether there is a work-sharing post available."**

(*Female, PMSS***)**

The analysis indicates a culture in which flexibility is not routinised. The COVID period further highlighted the importance of flexibility. Action 3.2.13 is designed to make the institution more aware of the burdens on staff, and routinise flexible/agile working.

Building an Inclusive Culture	3.2.13	A stronger promotion and application of flexible and blended working, combined with timely decision-making on time-dependent actions, such as exams and assessments.

(vii)   Transition from part-time work

There are no formal supports in place for staff to transition from part-time to full-time work. It is managed at a local level.

(viii)   Childcare

There is a crèche on Tallaght campus only and uptake by staff members is low (Table 5.33).

Table 5.33   Persons Availing of Places in Campus Creche, Tallaght (October 2021)

No. Children	Parent's Role
17	Student
<5	Staff Member
14	Local Community Member

There is no reserved parking for those with childcare responsibilities on any campus.

Focus group participants suggested:

- Affordable onsite crèches
- Affordable, accessible summer camps for children
- Targeted focus groups with parents to identify suitable supports.

Due to the timing of the consultation, staff primarily provided feedback on their experiences of managing childcare during COVID-19 level 5 restrictions.

In the focus groups, far more women than men discussed how they managed childcare. They said that although they tried to share carework this did not always happen due to factors such as:

- Women taking on the 'mental load' i.e. in many heterosexual partnerships, women take on the task of tracking and managing; men will do what is asked of them but that is all;
- Their partner being a frontline worker;
- Academia being seen as easier to combine with home schooling;
- Broader gendered norms.

Key issues that emerged during restrictions, particularly among female academics, included the

- Negative impact of being allocated work 'last minute' with short turnarounds
- Need to be flexible for students but no flexibility available to lecturers
- Impact of change of plans at short notice after childcare arrangements in place
- Stress and exhaustion that came with the loss of regular supports
- Increase in household related workload
- Significant increases in screen time (TV/laptops) for children

> **"My children are older, but I still felt that the care mainly fell to me (What's for dinner Mum??). My parents, parents in law (all over 80 and living at home) and sister in law with additional needs all had to be looked after as they were isolating. This required daily visits to three houses, additional shopping and cooking and constant phone calls to reassure. My partner was helpful and wanted to support, but they didn't want him to do most of the jobs or personal care, and he didn't get it that they wanted special brands of food from different shops etc so it was easier to do it myself."**
>
> *(Female, Academic)*

Regarding key concerns, female academics (53%) were mostly likely to be concerned about their ability to manage childcare and work (Table 5.34).

Table 5.34 Carework experiences during COVID 19 Restrictions (Jan/Feb 2020)

		Strongly Agree/Agree %	Neither Agree or Disagree %	Strongly Disagree/ Disagree %
Since March 2020 I have been able to spend more time with those depending on me for care while completing my work	Male Academic (n293)	39	29	32
	Male PMSS (n115)	55	21	24
	Female Academic (n323)	40	20	40
	Female PMSS (n232)	58	24	18
Since March 2020 I have time left at the end of the day to relax, complete household chores, exercise etc	Male Academic (n320)	30	21	49
	Male PMSS (n131)	53	23	24
	Female Academic (n345)	29	11	60
	Female PMSS (n267)	61	14	25
Key concern next 18 months: My care responsibilities interfering with my work	Male Academic (n247)	30	34	36
	Male PMSS (n103)	23	36	41
	Female Academic (n279)	53	22	25

	Female PMSS (n196)	34	26	40

Participants who had older children, resources to get help, different schedules to their partner, or the ability to plan their workload, reported less stressful experiences. In addition to Action 3.2.13 above, Action 3.2.4 aims to provide support for parents and carers.

Building an Inclusive Culture	**3.2.4**	Build on the existing Carer's Network to develop a Carers/Parents Employee Resource Group to provide peer support to carers/parents in the COVID and post-COVID period. The Group to be self-sustaining, but supported by Staff Training and Development Unit.

(ix)   Caring Responsibilities

Carer's Leave entitles staff to take a maximum of 104 working weeks unpaid leave for an eligible Care Recipient.

Emergency Family/Force Majeure Leave entitles staff to take a limited number of days of paid leave when their immediate presence is required with an ill person. Survey results indicate low levels of awareness and majority female uptake (Table 5.35).

Table 5.35   Uptake of Force Majeure and Carer's Leave 2018-2020

		Female Academic	Female PMSS	Male Academic	Male PMSS	Total	F%
2018	Force Majeure	1	29	1	10	41	**73**
	Carer's leave	0	3	1	1	5	**60**
2019	Force Majeure	2	36	1	14	53	**72**
	Carer's leave	1	3	0	0	4	**100**
2020	Force Majeure	0	13	0	10	23	**57**
	Carer's leave	0	2	0	1	3	**67**

There were mixed views on the negative career impact of taking care-related leave with female academics most evenly split. (Table 5.36).

Table 5.36   Perception of attitudes to take-up of care/family leave

		Strongly Agree/Agree %	Neither Agree or Disagree %	Strongly Disagree/ Disagree %
In my area staff who use family leave policies (e.g. parental leave, carers leave) are considered to be less serious about their careers than those who do not use these policies	Male Academic (n334)	18	36	46
	Male PMSS (n136)	16	27	57
	Female Academic (n345)	31	34	35
	Female PMSS (n276)	25	23	52
Staff are resentful when colleagues in my School/Department/Unit take family leave (e.g. paternity leave, carer's leave	Male Academic (n336)	12	29	59
	Male PMSS (n136)	15	13	72
	Female Academic (n347)	16	34	50
	Female PMSS (n275)	20	27	53

Actions 2.2.5, 2.2.6, 3.2.4, and 3.2.13 (all above) are intended to address these issues.

Word Count: 1375

5.6. Organisation and Culture

(i)   Culture

The staff survey indicated that TU Dublin is considered a warm and friendly place to work. However, findings also indicate that there was statistically significant difference in men and women's perception of TU Dublin's commitment to gender equality (Table 5.37)

Table 5.37   % Agreement with Work Environment Statements

		Strongly Agree/Agree %	Neither Agree or Disagree %	Strongly Disagree/ Disagree %
People I work with understand issues related to gender equality	Male Academic (n334)	64	22	14
	Male PMSS (n136)	68	21	12
	Female Academic (n348)	45	23	32
	Female PMSS (n276)	60	25	15
TU Dublin has a positive work environment for people of all genders including trans people	Male Academic (n334)	51	35	14
	Male PMSS (n136)	61	31	8
	Female Academic (n347)	37	40	23
	Female PMSS (n275)	51	41	8
There is appropriate representation of women on major committees	Male Academic (n335)	60	25	15
	Male PMSS (n136)	55	35	10
	Female Academic (n346)	28	23	49
	Female PMSS (n275)	39	28	33
There is real commitment in TU Dublin to promote equality, diversity and inclusion	Male Academic (n335)	56	24	20
	Male PMSS (n136)	67	24	9
	Female Academic (n347)	46	29	25
	Female PMSS (n277)	63	24	13
TU Dublin promotes clear values and expectations about how people should behave towards each other	Male Academic (n337)	60	19	20
	Male PMSS (n136)	65	20	15
	Female Academic (n349)	48	28	24
	Female PMSS (n275)	63	22	15

There was also statistical significance in responses to all questions related to awareness, and assessment of the efficacy, of Athena SWAN, with women being more aware of Athena SWAN than men, and women rating Athena SWAN as having a higher positive impact on work environment and work practices (Table 5.38).

Table 5.38 % Agreement with Athena SWAN Statements

		Strongly Agree/Agree %	Neither Agree or Disagree %	Strongly Disagree/ Disagree %
I am aware of the purpose of Athena SWAN	Male Academic (n331)	66	14	21
	Male PMSS (n133)	62	19	19
	Female Academic (n347)	78	10	12
	Female PMSS (n275)	73	9	18
Athena SWAN has had a positive impact on the work environment of the University	Male Academic (332)	22	59	19
	Male PMSS (n136)	32	53	15
	Female Academic (n347)	26	57	17
	Female PMSS (n274)	32	59	8
Athena SWAN has had a positive impact on the work practices of the University	Male Academic (n330)	23	59	18
	Male PMSS (n135)	28	54	18
	Female Academic (n349)	28	52	20
	Female PMSS (n273)	33	58	8
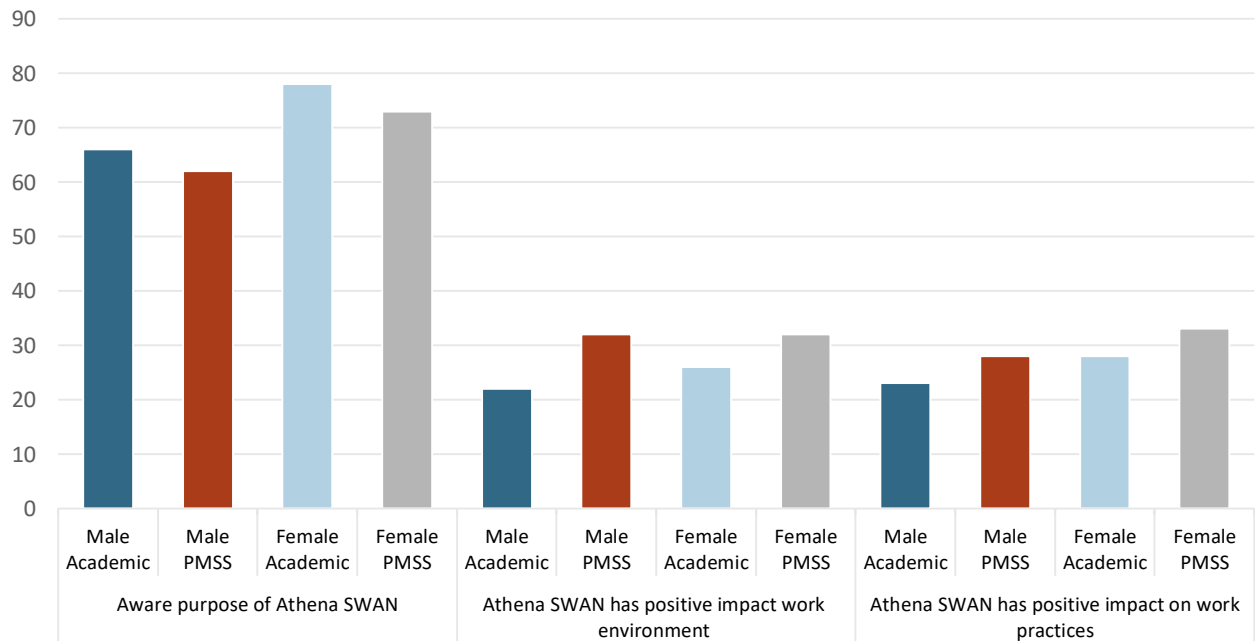
Figure 5.5   % Agreement with Athena Swan Statements

Focus group participants hypothesised that these differences were because women are more likely to observe, experience, and/or remember experiences of gender inequality.

In the focus groups, some women of colour noted that while, overall, their peers were well meaning, it was tiring to experience repeated microaggressions e.g. mispronunciation or misspelling of one's name, being seen as the representative of a group rather than themselves, and not being recognised as a member of staff.

> "I feel like I have 2 personalities sometimes. There is one where I am known and a colleague but then anoter [sic] where I have to keep quiet about micro aggressions or annoying questions like , Do you celebrate christmas every year despite being a member of staff for more than 15 years. When I visit other departments, I have to say I am staff even though I would have spoken to some of the people in the staff canteen"
>
> *(Female PMSS)*

Staff consultation also indicates that there is a low level of awareness of the LGBTQI+ staff network activities and the university is not welcoming enough to the LGBTQI+ community. Additional networks that were suggested by staff include a Parent's and Carer's Network, a Traveller, Roma, Black and Minority Ethnic staff network and a Men's shed.

Actions 3.2.2, 3.2.5, 3.2.6 and 3.3.1 begin the process of responding to the needs of diverse groups in the University community.

Building an Inclusive Culture	3.2.2	Develop data collection capacity prioritising race/ethnicity, disability, socio-economic group, gender identity and sexual identity for staff. This is because there is presently limited availability of data other than gender, and an intersectional analysis would enable actions to be more targeted to address the needs of specific groups.
	3.2.5	In addition to Action 3.2.4 on a Carers/Parent's Employee Resource Group, relaunch the LGBTQI+ Employee Resource Group with a keynote speaker and group discussion
	3.2.6	Provide support to the LGBTQI+ Employee Resource Group through the EDI webpages, sharing research on LGBTQI+ in the EDI Research Network, providing a focus on LGBTQI+ during Pride Month (June) and using EDI funds for ERG-organised events that create visibility for the group.
Building Fluency in Intersectional Approaches to EDI	3.3.1	Align Athena SWAN Action Plan and the Intercultural Working Group Action Plan on Race Equity, and Student Union activities, during Black History Month (October), Trans Awareness Week (November) and International Women's Day (March 8) to develop workshops and events that celebrate gender diversity and intersectionality.

The Dignity and Respect at Work Policy; Disciplinary Procedure; Grievance Procedure; and Ending Sexual Violence and Harassment Action Plan are all designed to foster a safe work environment and address problems.

Cases are administered through HR and, apart from the ESVH Action Plan, there is currently no formal process which monitors their consistent application.

Management and staff training is provided on Unconscious Bias and Dignity at Work. HR contacts are available to advise staff and general notifications are issued regarding policy updates. All TU Dublin HR policies are published on one HR webpage. Staff consultation indicates that many staff do not know where to find relevant policies.

Most survey participants reported not being discriminated yet a large minority indicated that they had experienced discrimination or unfair treatment (Table 5.39)

Table 5.39   % Experiences of Discrimination

During your time in TU Dublin do you feel that you have ever been discriminated against/unfairly treated	No %	Yes %
Male Academic (n334)	63	37
Male PMSS (n135)	69	31
Female Academic (n345)	61	39
Female PMSS (n272)	71	29

Female academics were least likely to feel comfortable reporting instances of unfavourable treatment (37.5%). Staff are considerably more comfortable reporting instances where others had been treated unfavourably (Table 5.40), however AHSSBL academics were significantly less comfortable reporting on behalf of others.

> **"..if you perceive a person as acting in a bullying/intimidating/inappropriate way towards colleagues at a meeting, but this person is in a position of power, I am definitely guilty of sitting there saying nothing and feeling very uncomfortable."**
>
> *(Female, Academic)*

PMSS staff were significantly more aware of how to report and what supports are available to staff.

Table 5.40   % Agreement with Reporting Discrimination

		Strongly Agree/Agree %	Neither Agree or Disagree %	Strongly Disagree/ Disagree %
I would feel comfortable reporting instances where I have been treated unfavourably/unfairly	Male Academic (n334)	48	14	38
	Male PMSS (n135)	49	17	34
	Female Academic (n345)	38	16	46
	Female PMSS (n275)	44	16	40
I would feel comfortable reporting instances where I have witnessed others being treated unfavourably/unfairly	Male Academic (n336)	56	14	30
	Male PMSS (n135)	68	13	19
	Female Academic (n346)	56	15	29
	Female PMSS (n274)	56	18	26

In the focus groups, senior managers (Heads of Department/School) were of the view that the Dignity and Respect at Work Policy was a very good policy.

Some respondents raised concerns about the stress involved in activating the policy; the length of time the procedures took; the inefficacy of some resolution mechanisms; the unwillingness of management to proactively address negative work environments; the prevalence of sexist 'banter' in some units; and staff/student intimate relationships.

> **"I have worked in sexist environments for my entire career and TU Dublin is no different. It's not just about the policies that are in place, it is about the way women are spoken about and to. Peers, more senior colleagues, junior colleagues, female students - I have been shocked and disgusted, but not surprised. It is not all male colleagues by any means but there are some who are not afraid to make these remarks and then no one challenges them, so it becomes acceptable."**
>
> *(Female, Academic)*

The discussions indicated a need for a revised and extended Dignity and Respect at work policy - Action 3.2.10

Building an Inclusive Culture	3.2.10	A review of the Dignity and Respect at Work policy will be undertaken, with integration of the relevant Ending Sexual Violence and Harassment (ESVH) plan actions.

Embedding gender equality in University systems and processes gives the best prospects of it being sustained. A commonality is found with environmental sustainability, which also seeks to be embedded in the University. Both equality and sustainability are strategic objectives which Actions 3.2.7-3.2.9 support.

Building an Inclusive Culture	3.2.7	Undertake a project on integrating gender equality and sustainability into a common Impact Assessment template and guidance for inclusion in the 'Policy Development at TU Dublin' framework and application to all policies and procedures developed in the University.
	3.2.8	An Equality and Sustainability Impact Assessment (ESIA) template and guidance will be available, along with training in its application, to policy-developers in the University.
	3.2.9	A Community of Practice on the application of ESIAs to policies will be created, to foster shared learning among policy-holders and embed an equality approach to policy development.

(iii) Proportion of heads of school/faculty/department by gender

There are a small number of female Heads of School (SLIII) across the University and the proportion has declined overall. There is a higher proportion of female Heads of Department (SLII) across the University but on average it is 36% (Table 5.41).

Table 5.41   Academic Managers 2018-2020

		2018				**2019**				**2020**			
		F	M	T	F%	F	M	T	F%	F	M	T	F%
STEMM	Head of School (SLIII)	5	11	16	**31**	5	11	16	**31**	5	11	16	**31**
	Head of Department (SLII)	14	24	38	**37**	14	25	39	**36**	14	26	40	**35**
	Total STEMM Managers	19	35	54	**35**	19	36	55	**35**	19	37	56	**34**
AHSSBL	Head of School (SLIII)	6	8	14	**43**	3	11	14	**21**	3	11	14	**21**
	Head of Department (SLII)	15	18	33	**45**	13	19	32	**41**	13	21	34	**38**
	Total AHSSBL Managers	21	26	47	**45**	16	30	46	**35**	16	32	48	**33**
All	Head of School (SLIII)	11	19	30	**37**	8	22	30	**27**	8	22	30	**27**
	Head of Department (SLII)	29	42	71	**41**	27	44	71	**38**	27	47	74	**36**
	Total Academic Managers	40	61	101	**40**	35	66	101	**35**	35	69	104	**34**

The proportion of female STEMM Heads of School is at 31%. It has remained steady in Engineering and Construction disciplines (33%, n=3) and in Science and ICT disciplines (29%, n=2) over the assessment period. (Table 5.42).

Table 5.42   STEMM Head of School by Gender

STEMM	2018				2019				2020			
	F	M	T	F%	F	M	T	F%	F	M	T	F%
Civil Engineering (GBA)	0	1	1	**0**	0	1	1	**0**	0	1	1	**0**
Electrical & Electronic Engineering (GBA)	0	1	1	**0**	0	1	1	**0**	0	1	1	**0**
Mechanical & Design Engineering (GBA)	0	1	1	**0**	0	1	1	**0**	0	1	1	**0**
Informatics & Engineering (BN)	0	1	1	**0**	0	1	1	**0**	0	1	1	**0**
Engineering (TT)	1	0	1	**100**	1	0	1	**100**	1	0	1	**100**
Total Engineering	**1**	**4**	**5**	**20**	**1**	**4**	**5**	**20**	**1**	**4**	**5**	**20**
Dublin School of Architecture (GBA)	1	0	1	**100**	1	0	1	**100**	1	0	1	**100**
Spatial Planning & Transport (GBA)	0	1	1	**0**	0	1	1	**0**	0	1	1	**0**
Surveying & Construction Management (GBA)	0	1	1	**0**	0	1	1	**0**	0	1	1	**0**
Multidisciplinary Technologies (GBA)	1	0	1	**100**	1	0	1	**100**	1	0	1	**100**
Total Construction	**2**	**2**	**4**	**50**	**2**	**2**	**4**	**50**	**2**	**2**	**4**	**50**
Computer Science (GBA)	1	0	1	**100**	1	0	1	**100**	1	0	1	**100**
Total ICT	**1**	**1**	**1**	**100**	**1**	**0**	**1**	**100**	**1**	**0**	**1**	**100**
Biological & Health Sciences (GBA)	1	0	1	**100**	1	0	1	**100**	1	0	1	**100**
Chemical & Pharmaceutical Sciences (GBA)	0	1	1	**0**	0	1	1	**0**	0	1	1	**0**
Food Science & Environmental Health (GBA)	0	1	1	**0**	0	1	1	**0**	0	1	1	**0**
Mathematical Sciences (GBA)	0	1	1	**0**	0	1	1	**0**	0	1	1	**0**
Physics & Clinical & Optometric Sciences (GBA)	0	1	1	**0**	0	1	1	**0**	0	1	1	**0**
Science & Computing (TT)	0	1	1	**0**	0	1	1	**0**	0	1	1	**0**
Total Sciences	**1**	**5**	**6**	**17**	**1**	**5**	**6**	**17**	**1**	**5**	**6**	**17**
Total HoS STEMM	**5**	**11**	**16**	**31**	**5**	**11**	**16**	**31**	**5**	**11**	**16**	**31**

The proportion of female AHSSBL Heads of School declined from 43% in 2018 to 21% in 2020, although the numbers are small. There was a lower proportion of female Heads of School in AHSSBL (21%) than in STEMM (31%) in 2020, even though there is a far greater proportion of female staff at all grades below SLII in AHSSBL (Table 5.43).

Table 5.43   AHSSBL Head of School by Gender

AHSSBL	2018				2019				2020			
	F	M	T	F%	F	M	T	F%	F	M	T	F%
Conservatory of Music & Drama (GBA)	1	0	1	**100**	1	0	1	**100**	1	0	1	**100**
Culinary Arts & Food Technology (GBA)	0	1	1	**0**	0	1	1	**0**	0	1	1	**0**
Dublin School of Creative Arts (GBA)	0	1	1	**0**	0	1	1	**0**	0	1	1	**0**
Hospitality Mgmt. & Tourism (GBA)	0	1	1	**0**	0	1	1	**0**	0	1	1	**0**
Humanities (BN)	0	1	1	**0**	0	1	1	**0**	0	1	1	**0**
Languages, Law & Social Sciences (GBA)	1	0	1	**100**	0	1	1	**0**	0	1	1	**0**
Media (GBA)	0	1	1	**0**	0	1	1	**0**	0	1	1	**0**
Total Arts Tourism and Humanities	2	5	7	**29**	1	6	7	**14**	1	6	7	**14**
Accounting & Finance (GBA)	1	0	1	**0**	0	1	1	**0**	0	1	1	**0**
Business & Humanities (TT)	1	0	1	**100**	0	1	1	**0**	0	1	1	**0**
Business (BN)	1	0	1	**100**	1	0	1	**100**	1	0	1	**100**
Graduate Business School (GBA)	0	1	1	0	0	1	1	0	0	1	1	0
Management (GBA)	0	1	1	**0**	0	1	1	**0**	0	1	1	**0**
Marketing (GBA)	1	0	1	**100**	1	0	1	**100**	1	0	1	**100**
Retail & Services (GBA)	0	1	1	**0**	0	1	1	**0**	0	1	1	**0**
Total Business	4	3	7	**57**	2	5	7	**29**	2	5	7	**29**
Total AHSSBL	6	8	14	43	3	11	14	21	3	11	14	21

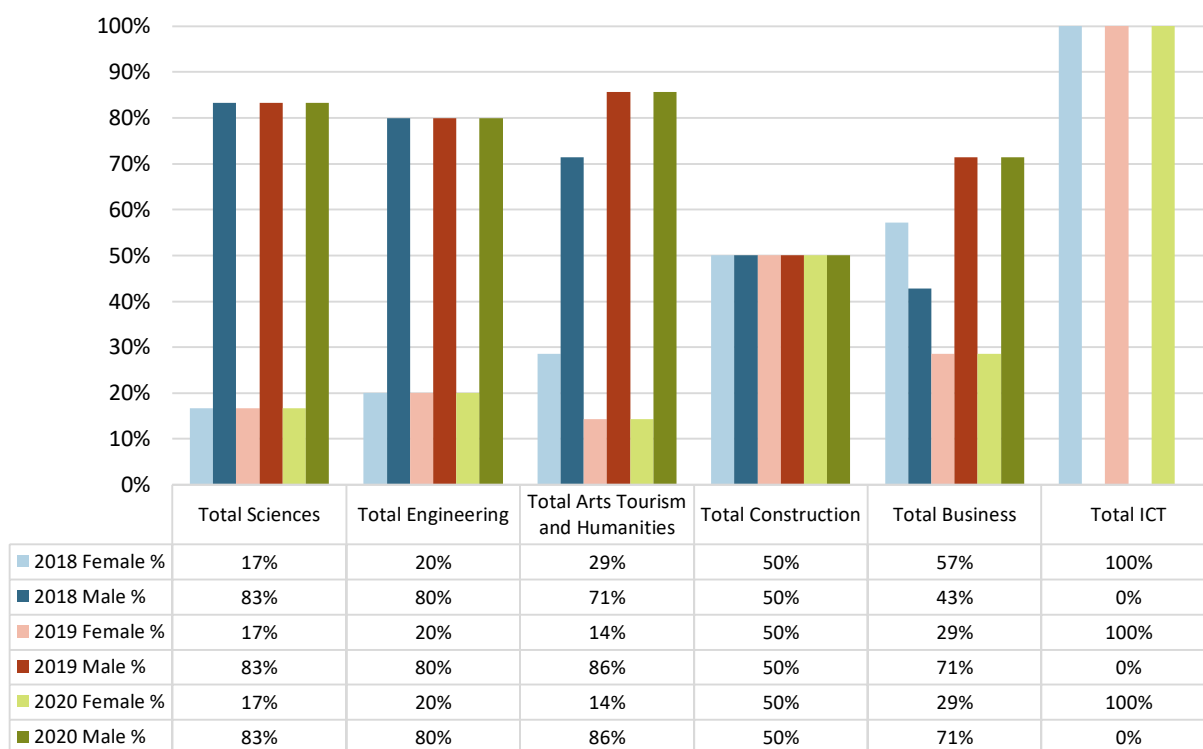|	Total Sciences	Total Engineering	Total Arts Tourism and Humanities	Total Construction	Total Business	Total ICT
2018 Female %	17%	20%	29%	50%	57%	100%
2018 Male %	83%	80%	71%	50%	43%	0%
2019 Female %	17%	20%	14%	50%	29%	100%
2019 Male %	83%	80%	86%	50%	71%	0%
2020 Female %	17%	20%	14%	50%	29%	100%
2020 Male %	83%	80%	86%	50%	71%	0%

Figure 5.6 Heads of School by Discipline and Gender

The percentage of female Heads of Departments in STEMM is 35% (Table 5.44).

There is a large proportion of female Heads of Department in Science disciplines. This will provide a good pipeline for future Head of School vacancies. Although numbers are relatively small, when combined with Heads of School, there is a good gender balance at senior management level in these Schools.

The proportion of female Heads of Department in Engineering was 23% in 2020, and 18% in Construction. Combined with the Head of School data, this means that many Engineering and Construction Schools have a poor gender balance at senior management level (Table 5.44, Figure 5.7).

Table 5.44 STEMM Head of Department by Gender

STEMM	2018				2019				2020			
	F	M	T	F%	F	M	T	F%	F	M	T	F%
Civil & Structural Engineering (GBA)	1	1	2	50	1	1	2	50	1	1	2	50
Electrical & Electronic Engineering (GBA)	0	3	3	0	1	3	4	25	1	3	4	25
Mechanical & Design Engineering (GBA)	1	3	4	25	1	3	4	25	1	3	4	25
Engineering (BN)	0	1	1	0	0	1	1	0	0	1	1	0
Electronic Engineering (TT)	0	1	1	0	0	1	1	0	0	1	1	0
Mechanical Engineering (TT)	0	1	1	0	0	1	1	0	0	1	1	0
Total Engineering	2	10	12	17	3	10	13	23	3	10	13	23

STEMM	2018				2019				2020			
	F	M	T	F%	F	M	T	F%	F	M	T	F%
Dublin School of Architecture (GBA)	1	2	3	33	1	2	3	33	1	2	3	33
Spatial Planning & Transport (GBA)	1	2	3	33	1	1	2	50	1	2	3	33
Surveying & Construction Management (GBA)	0	2	2	0	0	3	3	0	0	3	3	0
Multi-Disciplinary Technologies (GBA)	1	1	2	50	0	2	2	0	0	2	2	0
Total Construction	3	7	10	30	2	8	10	20	2	9	11	18
Computer Science (GBA)	2	1	3	66	2	1	3	66	2	1	3	66
Informatics (BN)	0	1	1	0	0	1	1	0	0	1	1	0
Computing (TT)	0	1	1	0	0	1	1	0	0	1	1	0
Total ICT	2	3	5	40	2	3	5	40	2	3	5	40
Biological & Health Sciences (GBA)	1	1	2	50	1	1	2	50	1	1	2	50
Chemical & Pharmaceutical Sciences (GBA)	1	1	2	50	1	1	2	50	1	1	2	50
Food Science & Environmental Health (GBA)	2	0	2	100	2	0	2	100	2	0	2	100
Mathematical Sciences (GBA)	1	1	2	50	1	1	2	50	1	1	2	50
Physics & Clinical & Optometric Sciences (GBA)	2	0	2	100	2	0	2	100	2	0	2	100
Science (TT)	0	1	1	0	0	1	1	0	0	1	1	0
Total Sciences	7	4	11	64	7	4	11	64	7	4	11	64
Total STEMM	14	24	38	37	14	25	39	36	14	26	40	35

The gender balance across AHSSBL Heads of Department declined from 45% to 38% female between 2018-2020. The individual numbers are low. Small changes in numbers can contribute to a large % overall change (Table 5.45, Figure 5.8).

Table 5.45   AHSSBL Head of Department by Gender

AHSSBL	2018				2019				2020			
	F	M	T	F%	F	M	T	F%	F	M	T	F%
Conservatory of Music & Drama (GBA)	1	3	4	25	1	3	4	25	1	3	4	25
Culinary Arts & Food Technology (GBA)	0	2	2	0	0	2	2	0	0	2	2	0
Dublin School of Creative Arts (GBA)	0	2	2	0	0	2	2	0	0	2	2	0
Hospitality Mgmt. & Tourism (GBA)	1	1	2	50	1	1	2	50	1	1	2	50
Humanities (BN)	1	0	1	100	1	0	1	100	1	0	1	100
Humanities (TT)	1	0	1	100	1	0	1	100	1	0	1	100
Languages, Law & Social Sciences (GBA)	1	2	3	33	1	2	3	33	1	2	3	33
Media (GBA)	2	0	2	100	2	0	2	100	2	0	2	100
Total Arts Tourism and Humanities	**7**	**10**	**17**	**41**	**7**	**10**	**17**	**41**	**7**	**10**	**17**	**41**
Accounting & Finance (GBA)	2	0	2	100	1	1	2	50	1	1	2	50
Accounting, Finance and Professional Studies (TT)	1	0	1	100	1	0	1	100	1	0	1	100
Business (BN)	1	0	1	100	1	0	1	100	2	0	2	100
Graduate Business School (GBA)	1	0	1	100	1	0	1	100	1	0	1	100
Management (GBA)	1	2	3	33	1	2	3	33	1	2	3	33
Management (TT)	0	1	1	0	0	1	1	0	0	1	1	0
Marketing (GBA)	1	3	4	25	0	3	3	0	0	4	4	0
Marketing and Business Computing (TT)	0	1	1	0	0	1	1	0	0	1	1	0
Retail & Services (GBA)	1	1	2	50	1	1	2	50	0	2	2	0
Total Business	**8**	**8**	**16**	**50**	**6**	**9**	**15**	**40**	**6**	**11**	**17**	**35**
Total AHSSBL	**15**	**18**	**33**	**45**	**13**	**19**	**32**	**41**	**13**	**21**	**34**	**38**

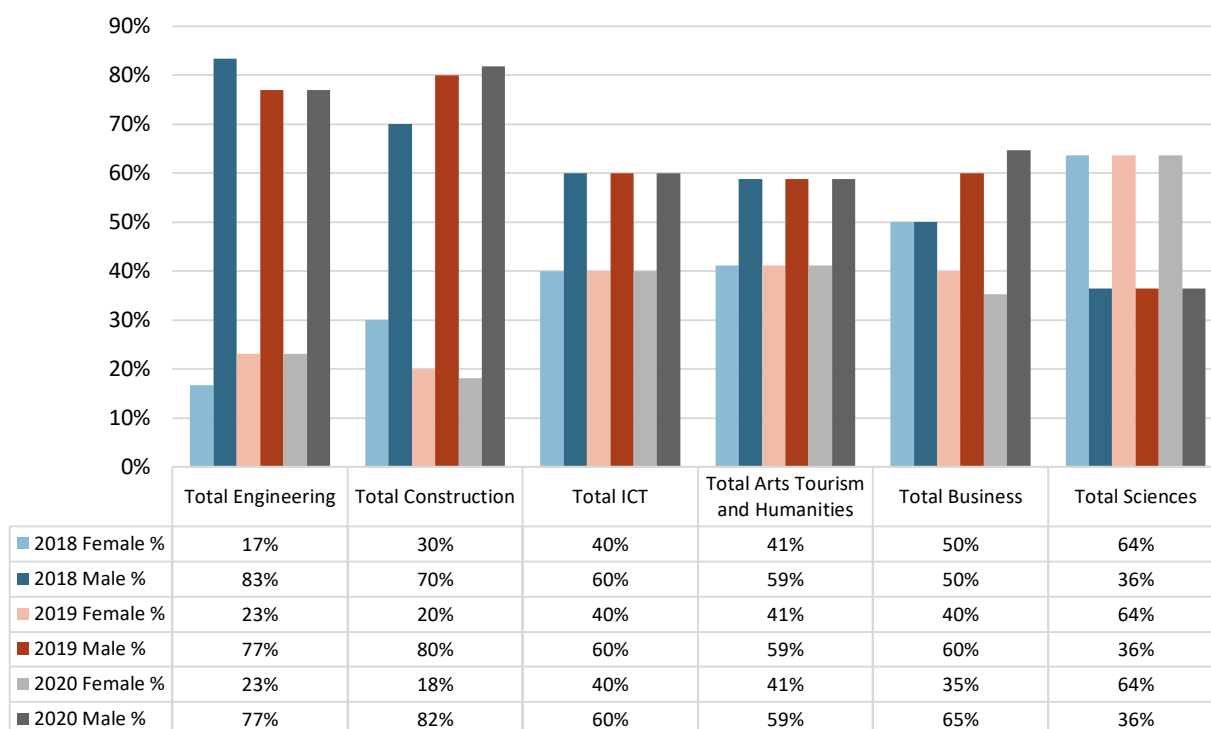|	Total Engineering	Total Construction	Total ICT	Total Arts Tourism and Humanities	Total Business	Total Sciences
2018 Female %	17%	30%	40%	41%	50%	64%
2018 Male %	83%	70%	60%	59%	50%	36%
2019 Female %	23%	20%	40%	41%	40%	64%
2019 Male %	77%	80%	60%	59%	60%	36%
2020 Female %	23%	18%	40%	41%	35%	64%
2020 Male %	77%	82%	60%	59%	65%	36%

Figure 5.7   Heads of Department by Discipline and Gender

The OD process has yet to determine levels of leadership below Head of School (see Section 7 (i)).

(iv)   Representation of men and women on senior management committees

The University Executive Team (UET) was appointed in 2021 and consists of the President, Registrar and COO, along with 4 Vice Presidents and 5 Deans (Table 5.47). This executive composition emanated from Phase 1 of the OD process. The VP and Dean positions were externally advertised, with internal applications accepted. Demonstrating a commitment to equality, diversity and inclusion was an essential criterion, among others, for shortlisting for these posts. The gendered profile of applications mirrors the gendered composition of the workforce in these areas, eg there was only one female applicant (14%) for the Dean of Engineering and Built Environment and one (17%) for the dean of Digital and Data. No female applied for the Dean of the Faculty of Science. Shortlisting gender patterns reflected the application rate, and females were successful in 3 (33%) of the 9 posts. The positions are for a 5-year term, with the possibility of renewal. (Table 5.46).

Table 5.46   UET Recruitment 2021

|	Applications				Shortlisted				Successful			
	F	M	T	F%	F	M	T	F%	F	M	T	F%
Vice President Research & Innovation (VP R&I)	4	13	17	**24**	1	3	4	**25**	0	1	1	**0**
Vice President Organisation, Change & Culture (VP OC&C)	14	9	23	**61**	5	3	8	**63**	1	0	1	**100**
Vice President Sustainability (VP S)	12	24	36	**33**	2	2	4	**50**	1	0	1	**100**
Vice President Partnerships (VP P)	7	30	37	**19**	1	6	7	**14**	0	1	1	**0**
Dean, Faculty of Arts & Humanities (A&H)	7	10	17	**41**	2	2	4	**50**	1	0	1	**100**
Dean, Faculty of Business (BUS)	3	7	10	**30**	2	3	5	**40**	0	1	1	**0**
Dean, Faculty of Engineering & Built Environment (E&BE)	1	6	7	**14**	1	4	5	**20**	0	1	1	**0**
Dean, Faculty of Digital & Data (D&D)	1	5	6	**17**	1	4	5	**20**	0	1	1	**0**
Dean, Faculty of Science (SC)	0	7	7	**0**	0	4	4	**0**	0	1	1	**0**
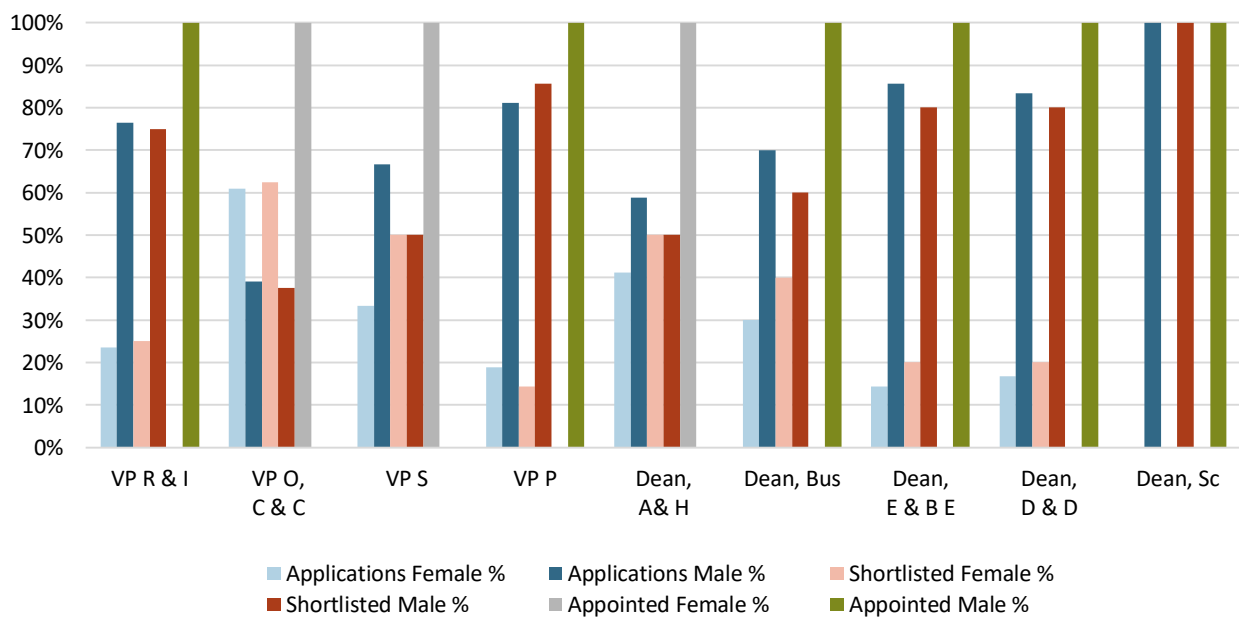
Figure 5.8   UET Recruitment by Gender (%) 2021

The UET comprises 4 (33%) females and 8 (66%) males (Table 5.47).

Table 5.47   University Executive Team 2021

Role	Female/Male
President	Male
Deputy President & Registrar	Female
Chief Operations Officer	Male
Vice President Research & Innovation	Male
Vice President Organisational Change & Culture	Female
Vice President Sustainability	Female
Vice President Partnerships	Male
Dean, Faculty of Arts & Humanities	Female
Dean, Faculty of Business	Male
Dean, Faculty of Engineering & Built Environment	Male
Dean, Faculty of Digital & Data	Male
Dean, Faculty of Science	Male

The next senior grades arising from the OD process are at the level of Heads of Function, reporting to the President, Registrar and COO. Recruitment to Heads of Function posts was by internal application, with the exception of Head of Communications and Marketing which went to external advertisement. Application numbers were low. No female applied for Head of Academic Affairs, and no males applied for Head of Human Resources or Head of Compliance. Shortlisting patterns reflected the application gender rate, and also reflected the gendered profile of the workforce in that areas, eg Head of Estates and Facilities Management attracted 1 female applicant (17%) and 6 male applicants (83%). The gender balance of PMSS Heads of Function currently stands at 6 (67%) female, 3 (33%) male, with one post yet to be filled (Tables 5.48-5.49).

Table 5.48   PMSS Heads of Function 2021

Role	Male/Female
Head of Academic Affairs	Male
Head of Student Services and Wellbeing	Female
Head of Library Services	Female
Head of Human Resources	Female
Head of Recruitment Admissions and Participation	Female
Head of Compliance	Female
Head of Estates and Facilities Management	Male
Head of Finance	Male
Head of Technology Services (ICT)	Female
Head of Communications & Marketing	To be filled

(v)   Representation of men and women on influential institution committees

There have been several distinct governance structures in place during the assessment period (Table 5.50). Committees at governance levels in 2020 have at least a 40:60 gender balance, in accordance with legislation. Governing Body and Academic Council sub-committees were close to gender parity in 2019-2020 (Tables 5.51, 5.52).

Table 5.49   TU Dublin Governance by Gender 2018 –2020

	Blanchardstown Governance 2018				DIT Governance 2018				Tallaght Governance 2018				TU Dublin June 2019 (interim)				TU Dublin 2019-2020			
	F	M	T	F%	F	M	T	F%	F	M	T	F%	F	M	T	F%	F	M	T	F%
Governing Body	8	11	19	42%	7	13	20	35%	8	11	19	42%	4	4	8	50%	10	10	20	50%
Academic Council	12	21	33	36%	28	57	85	33%	19	23	42	45%	54	81	135	40%	20	20	40	50%
Executive Management	3	4	7	43%	1	8	9	11%	3	5	8	43%	16	20	36	44%	19	18	37	51%
Total	**23**	**36**	**59**	**39%**	**36**	**78**	**114**	**32%**	**30**	**39**	**69**	**43%**	**74**	**105**	**179**	**41%**	**49**	**38**	**97**	**51%**

Table 5.50   Governing Body Committees 2019-2020

	GB Committee	F	M	T	F%
2019-2020	Audit and Risk	3	3	6	**50**
	Equality, Diversity and Inclusion	5	4	9	**56**
	Finance and Property	3	5	8	**38**
	Nominations and Process	3	3	6	**50**
	Total	**11**	**12**	**23**	**48**

Table 5.51   Academic Council Committees 2020

	Academic Council Committee	F	M	T	F%
2019-2020	University Programmes Board	17	23	40	**42**
	Academic Regulations, Policies and Procedures Oversight Board	14	11	25	**56**
	Academic Quality Assurance and Enhancement Committee	21	15	36	**43**
	Total	**52**	**49**	**101**	**51**

Continuous attention will be given to improving/maintaining gender balance, and creating a gender-fair culture assisted by priority Action 1.1.1 and supporting actions 1.1.2 and 1.1.5

Achieving Gender Balance at Senior Leadership	1.1.1 PRIORITY ACTION	A commitment to achieve, and/or maintain, gender balance (ie at least 40% of each gender) in all senior decision-making roles and positions from Head of School upwards by 2025, and progress reported in the annual EDI report.
	1.1.2	Females at SLI and SLII will be sponsored to engage in internal and external leadership development programmes in addition to Aurora.
	1.1.5	Honorary Degrees awarded by TU Dublin will be gender-balanced.

(vi)   Committee Workload

Focus group data indicates that committee workload concerns include:

- The increase in the number of committees (exacerbated by Organisation Design and need to manage COVID restrictions)
- Gender balance provisions at senior level committees had increased the workload of senior women in male dominated areas.
- Concern regarding power dynamics i.e. it is difficult as a relatively junior member of staff to criticise poor practice by more senior colleagues.

Action 3.2.14 aims to begin addressing these challenges.

Building an Inclusive Culture	3.2.14	Training on good practices at meetings, including length, chairing, awareness of power imbalances, respectful and dignified discourse and inclusive behaviour.

(vii)   Institutional policies, practices and procedures

The UET is currently reviewing a University-wide approach to Policy and Procedure Development integrating and equality and sustainability Impact Assessment. Once approved, this approach will mandate an ESIA for all TU Dublin policy development and review processes (See Actions 3.2.7- 3.2.9 above).

(viii)   Workload Model

TU Dublin currently uses an input workload model for academics where key responsibilities are allocated a time budget. All academic staff have a nationally agreed contract of employment requiring them to teach a specific number of contact hours (Table 5.52)

Table 5.52   Academic Contractual Hours

Job Title	Hours per annum	Hours per week
Assistant Lecturer	630	18
Lecturer /Senior Lecturer I	560	16
Senior Lecturer II / Senior Lecturer III	Up to 105	

Heads of School implement the School's workload allocations.

46.6% of academic survey participants agreed that 'the allocation of workload in my team is fair' (42%F; 51%M) but 40% disagreed with that same statement. (45%F; 35%M) (Table 5.53)

Table 5.53 % Agreement with Workload Statements

		Strongly Agree/Agree %	Neither Agree or Disagree %	Strongly Disagree/ Disagree %
I feel the allocation of workload in my team is fair:	Male Academic (n336)	51	13	35
	Male PMSS (n136)	58	18	24
	Female Academic (n348)	42	12	45
	Female PMSS (n276)	61	14	25
Maintaining a good work-life balance is an important factor in my decision on whether or not to progress to a senior position.	Male Academic (n334)	82	13	5
	Male PMSS (n135)	79	12	10
	Female Academic (n348)	89	7	4
	Female PMSS (n274)	89	8	4
To get ahead, staff are expected to work in excess of their contracted hours	Male Academic (335)	68	16	16
	Male PMSS (n135)	41	35	24
	Female Academic (n346)	74	17	9
	Female PMSS (n276)	48	29	23
I have difficulties balancing my work and personal life	Male Academic (334)	51	20	29
	Male PMSS (n136)	39	26	35
	Female Academic (n347)	60	16	24
	Female PMSS (n274)	30	24	46

Focus group participants across all groups said that the current model did not work well noting key issues:

- Little time for research activities
- Little value placed on pastoral care, or engagement activities (see 5.6 (xi))
- High teaching load for junior staff
- No consistency in allocation of modules
- No workload allocation differentiation between small and large classes.

> **"The culture seems to be that lecture timetabling and scheduling is left to the very last minute. This is a huge problem for working females. How can childcare be organised if we don't know our work schedule in advance."**
>
> *(Female, Academic)*

The HEA engaged the OECD to develop a report on key workload issues in Technological Universities. TU Dublin has made a submission to the OECD outlining the principles on which a workload model should be based, including transparency, fairness, facilitation of work life balance, and a foregrounding of EDI. The workload model is a strategic priority for the University which Actions 2.2.1 and 2.2.15 support.

Career Analysis and Supports	2.2.1	The University to continue to influence national policy discussions and decisions on an appropriate academic career framework for Technological Universities. This can be carried out in multiple sites, including the HEA and sectoral bodies such as the IUA and its Committees.
	2.2.15	Subsequent to the development of a TU Dublin Workload model, workload allocations will reflect the model, be gender-fair, and transparent to all staff concerned. Perceptions of fairness to be tracked in E&I/staff survey when model is in place and operational.

(ix)   Timing of institutional meeting and social gatherings

There is no set policy on the timing of meetings and social gatherings. 73.2% of survey respondents strongly agreed/agreed that meetings and events are seldom scheduled outside core hours, 10am-4pm.

Working remotely led to a significant increase in the number of online meetings in 2020. Early morning meetings; meetings at short notice; meetings on leave days; short turnaround on document reviews; and meetings with no follow up, were all of concern for respondents. (see action 3.2.15 above).

The consultation period was held Q1-Q2 2021 when many COVID related restrictions were still in place and participants did not discuss social gatherings in any depth.

(x)   Visibility of Role Models

Diversity is considered in all publicity materials across TU Dublin. The media and communications charter (in development) states that communications should consider the University's EDI objectives; diversity should not be tokenistic; and people featured should have real agency.

A snapshot survey of 2018-2021 events across Schools found that the gender balance of speakers was reasonably good (Table 5.55).

Table 5.54   Speaker Gender Balance at School Events 2018-2021

	STEMM Schools					AHSSBL Schools				
	No of Events	Female Speakers	Male Speakers	Total	F%	No of Events	Female	Male	Total	F%
Conference	6	38	41	79	**48**	4	109	68	177	**62**
Guest Speaker for Students	25	10	17	27	**37**	3	12	6	18	**67**
Public Lecture	7	4	5	9	**44**	4	3	3	6	**50**
Guest Seminar Targeted for Female Students	17	38	7	45	**84**	0	0	0	0	**0**
Symposia Workshop	6	36	53	89	**40**	5	10	2	12	**83**
Seminar/Event for Students (open day/career planning/competitions)	9	33	43	76	**43**	9	24	42	66	**36**
Total	**70**	**159**	**166**	**325**	**49**	**25**	**158**	**121**	**279**	**57**

It is important to retain gender balance at School events, and to ensure that external examiners are also gender balanced. Action 1.1.4 addresses this point.

Achieving Gender Balance at Senior Leadership	1.1.4	Faculties and Schools will systematically record and report on the gender and diversity characteristics of high profile invited speakers and external examiners.

(xi)   Outreach activities

Outreach activities include centrally coordinated Open Days organised by TU Dublin Admissions; participation in national events including Science Fairs (SciFest), 'Anyone4Sciece', 'Engineering your Future' and various Science Week, Engineering Week, and Maths Weeks events.

Scifest 2020/2021 (online) had low attendance rates due to COVID-19. Judges were majority female (Table 5.56)

Table 5.55   Gender profile of Judges and Participants at Scifest 2020/2021

	Sciences, Tallaght				Sciences, Blanchardstown				Science and Health, GBA			
	F	Ma	T	F%	F	M	T	F%	F	M	T	F%
Judges at Scifest	9	4	13	**69**	8	4	12	**67**	14	5	19	**73**
Participants at Scifest	72	16	88	**82**	5	22	27	**19**	33	14	47	**70**

In the College of Sciences and Health (CoSH) (G) the public engagement team is 42% female and in the College of Engineering and Built Environment (CoEBE) (G) it is 30% female. These teams liaise for certain STEMM activities, coordinate recruitment and some public engagement activities. In Tallaght and Blanchardstown there is no formalised coordination of STEMM Outreach.

In the survey males and females equally ranked community engagement as one of the least valued activities. Neither gender felt they were given disproportionate responsibility for community engagement. Focus group data highlights the need for valuing outreach and community engagement.

SciFest 2019, Tallaght Campus

The gender balance of outreach audiences is not consistently monitored. Several outreach initiatives include gender targets. These include:

- '**Anyone for Science' National Camps**
- **'Engineering Your Future' National Transition Year Programme**
- **Computing Academy**
- **Equality in Science & Technology by Engaged Education Mentoring (ESTeEM)**

From left to right: ESTeEM Project Lead Leslie Shoemaker receiving the Electrical Industries Federation of Ireland (EIFI) President's Award in 2019; Students taking part in the Saer Mentoring Programme.

Good practice examples include:

- **INGENIC Network** - Irish Network for Gender Equality at National 3rd Level Institutions for Computing. Led by TU Dublin; Received the Minerva Informatics Europe Equality Award 2019.
- **W-STEM** CoSH is a partner in this Erasmus+ Capacity building project: Engaging Women into STEM. TU Dublin team run events on the role of gender stereotyping in education and career choices for secondary school students.
- **TU Dublin Access and Civic Engagement Office** provides local schools with a variety of transformative learning experiences which impact on the recruitment of female students in Computing and Engineering.

*Dr Deirdre Lillis and Dr Susan McKeever receiving
the Minerva Informatics Equality Award, 2019*

Students taking part in Wstem International Women's Day Event, 2020

Students taking part in SwitchOnSTEM events run by TU Dublin Access and Civic Engagment Office

(xii)   Leadership

An 'Athena SWAN Application Guide for Schools' is in place which outlines the process and supports when applying for a Departmental Bronze Award. The EDI Directorate supports the set-up of SATs, provides training, relevant data extracts and a drop-in clinic for SAT chairs. The Athena SWAN Working Group provides constructive feedback on draft School applications. From 2022, this task will be undertaken by the Athena SWAN Reference Group.

Actions 3.1.3 and 3.1.4 will provide further structure to Athena SWAN initiatives:

Embedding Athena SWAN in TU Dublin	3.1.3	Schools and Faculties will nominate Athena SWAN champions according to their plans for an award. This work will be accounted for in the individual's workload allocation.
	3.1.4	A Community of Practice on the Athena SWAN application process will be formed, consisting of Athena SWAN Champions, an advisor from HR, members of the Athena SWAN Reference Group, and others with relevant expertise. This group will share learning and build institutional knowledge and experience in the Athena SWAN process.

Prior to starting an Athena SWAN application, Heads of School/Faculty complete the Expression of Interest form outlining the supports in place for the SAT Chair and the SAT; committing to implement the four-year action plan; and committing to consider the feedback obtained if an award is not initially achieved.

Word Count: 2359

6. Supporting Trans People

(i)   Current Policy and Practice

The Gender Identity and Gender Expression Policy and Guidelines have been in place since October 2020.

Additional actions include:

- Trans 101 training twice per semester
- Trans Allies introductory session once per semester (38 volunteers/18 completed)
- Trans Awareness Training - February 2022
- Additional 3 Key Persons to be appointed on completion of Trans Awareness Training
- Event - Building a Gender Inclusive University, 17th November 2021

Support in a gender transition process is provided via a fully trained 'Key Person' who is guided by the individual in drawing up a bespoke Confidential Implementation Plan (CIP) which meets the individual's needs. To date 1 Key Person has been appointed and they have assisted staff and students, primarily with name changes**.**

Actions yet to be progressed include appropriate signage on existing facilities and gender-neutral facilities to be in place across the university.

Interview subjects and Focus Group participants (April 2021) indicated a need for heightened awareness of the Policy and Guidelines.

(ii)   Monitoring

Key Persons produce a statistical report each year and a Progress Report is prepared for the UET by the EDI Directorate. The student LGBTQI+ societies and the staff LGBTQI+ networks provide regular feedback to the EDI Directorate.

(iii)   Further work

There is a clear-cut work plan identified for this policy, contained in Actions 3.2.11 and 3.2.12.

Building an Inclusive Culture	3.2.11	A review of the Gender Expression & Gender Identity policy and procedures, and according to the new TU Dublin template and guidelines (including an ESIA), will be conducted.
	3.2.12	Short and medium-long term actions to support the Gender Expression and Gender Identity policy are: adequate bathroom facilities signage in all University buildings; adequate changing room facilities, with signage; a map of the location of such facilities; planning for gender-neutral bathroom facilities in new buildings and retrofitting facilities in old buildings to address this issue.

Word Count: 210

7. Additional Information

(i) Organisation Change

The goal of organisation change is to unify and align all university activities and functions to deliver *TU Dublin Strategic Intent 2030* priorities. To achieve this, an organisation design (OD) process was instituted in Spring 2020, facilitated by Crowe/PA Consulting and a dedicated TU Dublin project manager:

- Approach and Process: Phase 1 - high-level design of academic and professional services; Phase 2 - detailed design required to reflect the principles established in the high level design (ongoing);
- Transition and Transformation: Phase 3 – (from Q3 2022 on).

The project team recognised that OD has a major role to play in supporting the university's aims on equality diversity and inclusion (EDI). Fifteen principles were developed through stakeholder engagement to guide the OD process. The 'Inclusive' principle (Principle K) : *the Design will mainstream equality, diversity and inclusion into the organisation*, is based on the TU Dublin Equality Statement and Athena SWAN Charter principles.

Key roles are (Figure 7.1):

- The **Project Steering Board:** Ensures all designs and their implementation are in line with our stated Inclusivity design principle.
- The **Project Team:** Responsible for ensuring that the design principles are central throughout the design process and its implementation.
- **Faculty Design Boards, School Design Team and Service Design Teams:** Responsible for ensuring that the designs for each faculty, school and service are consistent with the design principles.

Approach and Process [Phase 1 and 2]

During the approach and process phases EDI is embedded in the following ways:

1. Ensuring that the project Governance Structure is balanced in terms of gender and campus representation insofar as possible (Table 7.1). The process for setting up each Faculty Design Board and Service Design Team included an Expression of Interest open to staff who were interested and willing to participate directly in the design process. Student representatives are automatically appointed to the Boards and design teams.

Table 7.1   Gender Balance OD Design Boards

Design Boards	M	F	T	F%
Faculties/Academic	39	28	67	42
Professional Services	88	93	181	51
Total	127	121	248	49

2. The intention of design principle "Inclusiveness" is that OD will support an inclusive culture across the University where staff and students have a sense of belonging to the University.

3. Designs are tested through a wide process of engagement with staff and students, thus considered through multiple lenses and not just those of the design teams.

4. Development of the VP for Organisation, Change & Culture portfolio as part of the new University Executive Team.
5. Each design team is expected to consider how it will embed EDI in its activities so EDI is not considered the sole responsibility of the EDI Directorate.
6. The High Level Designs explicitly highlight the responsibility of academic leaders throughout the organisation in driving equality. The following text is included in the Faculty Dean and Head of School key responsibilities:

   'The Faculty Dean will be responsible for ensuring the University's commitments towards creating equitable and inclusive cultures, in line with the Athena SWAN principles, are achieved at the faculty level.'

7. The High Level Designs include a Faculty EDI committee chaired by the Faculty Dean and attended by the Heads of School. The committee is responsible for overseeing the University's commitments to EDI objectives at the faculty and school level. **Although the design for the EDI Directorate is to be completed, it is anticipated that the Directorate will have oversight of these Faculty committees.**
8. School Design vision statements that incorporate EDI related objectives. Each design includes an EDI section in the transition plans aligned to the University EDI strategy, with provision for clear targets to enable effective monitoring and reporting of school performance against its defined EDI goals.

Transition and Transformation [Phase 3]

There are several parameters and constraints to the new OD with regard to promoting equality and diversity in the staff body, that inform and limit what can be addressed by the OD project.

Parameters:

- during the high level and detailed design phases of OD, the University did not adopt EDI-related targets for staff recruitment. These are under consideration in *TU Dublin Strategic Intent* 2030 implementation.
- the University has policies and procedures in place to promote equality and diversity, of relevance to OD are the recruitment policies and procedures.

Constraints:

- all current terms and conditions of staff are protected
- the existence of industrial relations agreements on the filling of new posts, reassignment of staff and other matters relating to the OD

We are addressing our organisational EDI commitments through several additional opportunities in the implementation of the new OD:

During the appointment of people into roles

- using fixed term appointments for UET members, Heads of Services and some Heads of School and potentially some other managerial posts on the first filling. This will open those management positions to people on the next filling, increasing the number and frequency of opportunities for people to progress to more senior roles
    - ensuring that all role descriptions are gender neutral; that interview panels are gender balanced; and that all internal interview panel members have a valid Licence to Interview.

During the transition to the new Organisation Design

- every transition plan includes measurable targets related to EDI to ensure the design is effectively implemented. **The University EDI Directorate will periodically review each service, faculty, and school to ensure they are delivering on these plans.**
- the project team will deliver some leadership development activities during Transition and will develop some recommended requirements for ongoing leadership development
- the project team will develop some recommended requirements for the University's succession planning approach
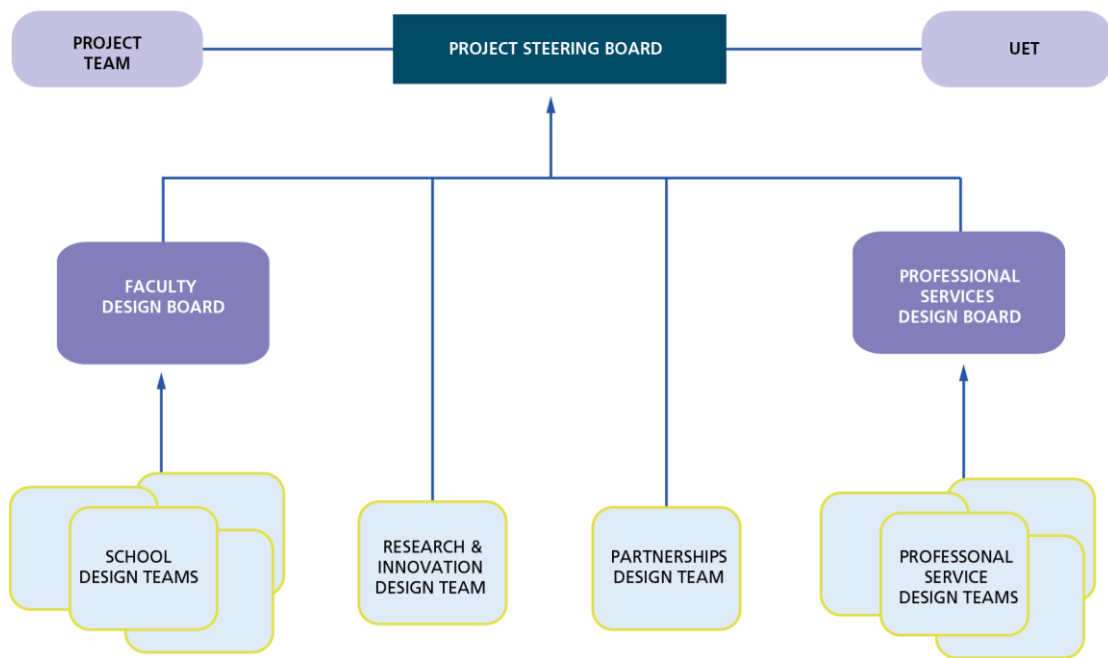
Project Steering Board comprises
Professor David FitzPatrick, President; Dr. Mary Meaney, University Registrar;
Denis Murphy, Chief Operations Officer and Niamh Shannon, Vice President

Figure 7.1   Organisation Design Governance

Word Count: 899

(ii)   Impact of COVID 19 on this Application

COVID-19 impacted on staff across all areas and in particular

- Childcare 5.5 (viii)
- Meetings 5.6 (ix)
- Research activities/CPD stalled

Focus group participants noted that they would have liked to have been more involved in the Athena SWAN process and OD but they had no time. Pressures on academic staff were acute in relation to the development of online lectures, teaching materials, and assessments; time spent on pastoral activities; and the difficulties of continuing supervision of scientific projects without laboratory access. Pressures on all staff included back-to-back meetings without breaks (especially in the early phase of pandemic remote working), home-schooling competing with work, and adjusting to the home-working environment.

COVID-19 also impacted on the work of the SAT. Examples of adjustments include:

- Making a video on our phones to promote the Equality and Inclusion Survey
- Conducting focus groups through online asynchronous chat forums
- Conducting one to one interviews using MS Teams
- Online summer schools and online training events on equality and intersectionality to SAT members as a replacement for in-person SAT training.

These adjustments and regular online meetings of the SAT in plenary and sub-group modes, helped to mitigate the impact of COVID-19. They also helped the group to bond in a sense of common purpose that was highly conducive to a productive, constructive team-working environment.

Awareness-raising events promote visibility for the issue and create a context of social solidarity. Positive feedback was received on the ezines and online speakers and meetings but it would have been preferable to have been able to also hold in-person events.

An unanticipated impact was on HR data collection. The three founding institutions had different protocols on HR data collection, and some data was held on paper files in HR offices. This significantly impeded the collection and integration of HR data for this submission but was ultimately resolved.

Finally, at the Action Plan drafting stage, the restrictions on in-person gatherings made the task of agreeing the Plan a more laborious process than usual.

While COVID-19 held obvious challenges for delivering this application, it also brought unexpected positives, such as hastening the integration of data-sets across the campuses, international e-networking with universities on a similar journey, and involvement of SAT members in research-based equality training. We expect to retain and build on these.

Word Count: 377

Total Word Count: 13415

TU Dublin Athena SWAN Action Plan to end 2025

1. Gender Balance in Leadership and Decision-making					
1.1	**Achieving Gender Balance at Senior Leadership**				
Action No.	**Action**	**Basis for Action**	**Timescale**	**Responsibility (R) and Implementation (I)**	**Success by end 2025**
1.1.1 PRIORITY ACTION	**A commitment to achieve, and/or maintain, gender balance (i.e. at least 40% of each gender) in all senior decision-making roles and positions from Head of School upwards by 2025, and progress reported in the annual EDI report.**	TU Dublin's Equality Statement contains a commitment 'to ensuring gender balance in key decision-making committees'. The Strategic Intent 2030 commits to addressing the Sustainable Development Goals. There are a number of senior decision-making posts to be filled over the 2022-2025 period. The action is intended to give practical effect to addressing SDG 5 Gender Equality, and reinforce this commitment over the period of the Action Plan.	2022-2025, with annual monitoring	President (Responsible-R), Deputy President & Registrar (Implement-I), Chief Operations Officer (I) EDI Director (I)	TU Dublin will have gender balance (at least 40% female and 40% male) at all senior decision-making levels, and will be diverse on other grounds
1.1.2	**Females at SLI and SLII will be sponsored to engage in internal and external leadership development programmes in addition to Aurora.**	Preparing future leaders is an important part of building capacity for maintenance of the gender balance commitment. This action will support the achievement of 1.1.1	2022-2025	Deans (R), Heads of School (I).	The established practice of reserving 10 places for females and 10 for males on the internal Leadership Programme is retained.
1.1.3	**Conduct an equality review of the procedure for the appointment of Heads of School and other Faculty/School recruitment processes in the 2022-23 round (consequent on Organisation Design) and report, with recommendations, to UET by 2024.**	The purpose of this action is to support gender balance in future senior appointments and embed this objective in the relevant processes (as in priority action 1.1.1).	Q4 2023-Q3 2024 :- Q4 2023 scope the review and begin planning; Q1 2024 undertake the review and write up; Q2 2024 Discuss findings with key stakeholders and present conclusions to UET for approval; Q3 2024 - prepare for implementation.	Head of Human Resources (R), Director EDI (R), HR Policy & Data Management (I), Equality Analyst (I)	Heads of School positions will be gender-balanced

1. Gender Balance in Leadership and Decision-making					
1.1	**Achieving Gender Balance at Senior Leadership**				
Action No.	**Action**	**Basis for Action**	**Timescale**	**Responsibility (R) and Implementation (I)**	**Success by end 2025**
1.1.4	**Faculties and Schools will systematically record and report on the gender and diversity characteristics of high profile invited speakers and external examiners.**	Role model visibility is an important element of supporting equality and inclusion. There were gender discrepancies across disciplines with regard to speaker gender balance (Ref Table 5.55) This action could also aid confidence among female academics of TU Dublin's commitment to gender equality (Ref Table 5.37 and Action 1.1.1)	Q4 2023 onwards when Faculties and Schools have settled following the OD process	Deans (R), Heads of School (R), Head of Academic Affairs (I), Faculty managers (I), and School administrative managers (I)	At least 40% of all invited speakers are female, 40% male, and other diversity characteristics are known. A base line data report on the gender ratio of external examiners for PhDs and Programmes is produced, with recommendations for achieving gender balance.
1.1.5	**Honorary Degrees awarded by TU Dublin will be gender-balanced.**		Conferrings from 2023 onwards when the Honorary Degrees policy is finalised and approved by GB.	Registrar (R), Head of Academic Affairs (I)	At least 40% of all honorary degrees are female, 40% male, and other diversity characteristics are present.

2. Recruitment and Career Progression					
2.1	**An Equitable Recruitment Process**				
Action No.	**Action**	**Basis for Action**	**Timescale**	**Responsibility (R) and Implementation (I)**	**Success by end 2025**
2.1.1	**Competency frameworks for all academic and PMSS posts will be developed, clarifying expectations as to the broad expertise, skill, and experience required for each post while allowing for specific disciplinary or functional requirements. These frameworks will be informed by an EDI mindset and proofed for equality and inclusion, in addition to going through the normal TU Dublin consultative processes.**	There are two main findings from analysis of recruitment data - the relatively poor outcome for AHSSBL female applicants and the low numbers of female STEMM applicants. The purpose of this set of actions is to reinforce the conditions that will counter any unconscious bias in the recruitment process (Ref Tables 5.1 - 5.3). These actions will also partly counter the horizontal gender segregation within the PMSS staff profile.	Q3 2023-Q1 2024: Timing may be dependent on national agreements	VP for Organisation, Culture and Change, (R), Chief Operations Officer, (R), Head of Human Resources (I)	Competency frameworks, inclusive of equality considerations, are agreed by Q3 2023; implemented by Q2 2024 and widely promoted. At least 60% of staff are aware of them and at least 40% understand them by 2025 (Equality and Inclusion Survey Q1 2025). Timing may be dependent on national agreements.
2.1.2	**The Hiring Managers and Interview Panel members will have addressed Unconscious Bias on gender, race and disability in an enhanced Licence to Recruit training.**		2023-2025, as academic posts are approved for recruitment	Head of Human Resources (R), Senior Manager, People Development (I)	Positive action statements are included in all advertisements. By Q3 2023 processes are in place to ensure that competitions are widely advertised and substantive efforts are made to attract a diverse pool of candidates. Insofar as possible applicants should not be all male or all female.
2.1.3	**HR Business Partners to ensure that positive action statements are included in all external post advertisements.**		Q2 2022 onwards	Head of Human Resources (R), HR Manager (I)	
2.1.4	**Appointment (internal) and recruitment (external) processes to address staff gender and other diversity profiles, according to agreed targets.**	As noted in Action 1.1.1 and elsewhere, while there is good gender balance at many levels, gender ratios drop at SLIII (Head of School or equivalent) and there is a distinct lack of ethnic diversity at SLII grade and up. This is a typical academic career pattern that requires strong and sustained interventions to change. This action will link to the University People Strategy.	Q1 2024-Q4 2024: A review of the appointment and recruitment processes to ensure that gender, ethnicity and other forms of diversity are actively supported.	VP for Organisation, Culture and Change (R); Head of Human Resources (I); Faculty Deans, School Heads (I)	University-level and School recruitment processes deliver on gender and diversity targets agreed in the People Strategy.

2. Recruitment and Career Progression					
2.1	**An Equitable Recruitment Process**				
Action No.	**Action**	**Basis for Action**	**Timescale**	**Responsibility (R) and Implementation (I)**	**Success by end 2025**
2.1.5	**Investigate the barriers and opportunities for increasing female enrolment in Apprenticeship programmes – explore the potential appeal of bio- and environmental sustainability avenues for apprenticeship programmes**	Apprenticeship enrolments are almost 100% male, despite efforts to promote the apprenticeship route as a pathway for females.	Q2 2022: scoping and planning the study; Q3 -Q4 2022 undertaking the study; Q1 2023, publication of findings in time for a launch for International Women's Day 2023 (March 8, or week thereof)	Head of Apprenticeships (R) Access to Apprenticeship Programme Officer (I), Head of Recruitment and Admissions (I); researcher (I)	The report is published in Q1 2023 and the findings provide new knowledge on which to base the development of Apprenticeships and other skills-based pathways that can appeal to women
2.1.6	**Prioritise EDI Fund practitioner applications which are targeted at addressing the low numbers of women in Engineering, Built Environment, Apprenticeship and ICT programmes, and also applications which aim to increase the numbers of men in Education, Health and Welfare programmes, and also addressing race/ethnic and disability diversity. These may include additional social media campaigns, promotional videos, and speaker events. This action will support the strategic delivery of enrolment targets and access ratios.**	This action will support the achievement of 2.1.5, 3.1.1 and 3.1.2 by generating new knowledge about the drivers of gender imbalances in the Apprenticeships programmes, and in both female and male-dominated, non-diverse pathways across the University.	Q2 2002 call for funding issues; Q3 2002 results announced, Q3-4 2022 and Q1 2023 projects undertaken; Completion of projects and showcase of results/outcomes Q2-3 2023	EDI Director [R], Head of Recruitment, Admissions and Participation (I), Head of Apprenticeships (I), Individual project proposers (I)	Project showcase complete by Q3 2023. A body of successful practices supporting gender and diversity balances in student recruitment are available for sharing across the University.

2. Recruitment and Career Progression					
2.2	**Career Analysis and Supports**				
Action No.	**Action**	**Basis for Action**	**Timescale**	**Responsibility (R) and Implementation (I)**	**Success by end 2025**
2.2.1	**The University to continue to influence national policy discussions and decisions on an appropriate academic career framework for Technological Universities. This can be carried out in multiple sites, including the HEA and sectoral bodies such as the IUA and its Committees**	The TU Dublin Equality and Inclusion survey indicated that 67% males and 69% female academics identified a lack of opportunity to advance their careers; 59% male academics and 64% female academics felt that there were not sufficient opportunities to develop their research profile in the University (Ref Fig. 5.1, Tables 5.5-5.8)	2022-2025	President [R], Deputy President and Registrar (R), Chief Operations Officer (R) UET members as relevant (I), Director of EDI (I)	National agreement on an academic pathway is implemented in the University
2.2.2 PRIORITY ACTION	**Streamline the available HR supports for maternity leave across the University, including a dedicated HR contact person and up-to-date information booklet. Make this information available to all School and Function heads and their executives.**	The survey and focus groups identified maternity leave and return to pose specific challenges for expectant persons and their School managers. 48% of female academics felt supported prior to taking maternity leave; 42% during leave; 37% on return to work (Ref Tables 5.25-5.27, % feeling supported at different stages). Furthermore 49% of academics had strongly agreed/agreed with the statement - 'I covered some of my responsibilities during maternity/adoptive leave' (compared to 15% of PMSS respondents) (Ref Table 5.26). Focus group data indicates these responsibilities include	Q3 2022-Q4 2022: Identify the gaps in HR supports, including the efficiency of backfill cover, and address in time for the 2022-23 academic year	Head of HR, (R), HR Leave and Benefits Manager (I) Marketing & Communications (I)	Academics who avail of maternity/adoptive leave will indicate similar satisfaction rates to PMSS staff i.e. 70% feel supported prior to taking leave; 53% feel supported during leave; 60% feel supported upon return from leave. Less than 15% of academic and PMSS staff will indicate that they covered some of their responsibilities during leave. (Equality and Inclusion Survey Q1 2025)
2.2.3 PRIORITY ACTION	**Improve the backfill process for maternity leave cover and facilitate a timely handover meeting aided by a handover template. This handover meeting will clarify the context, if any, in which the person going on leave can keep in touch on an occasional basis with the School/Department/Office through an agreed mechanism.**			Head of HR, (R), HR Leave and Benefits Manager (I) School/Function Head or equivalent (I)	

2. Recruitment and Career Progression					
2.2	**Career Analysis and Supports**				
Action No.	**Action**	**Basis for Action**	**Timescale**	**Responsibility (R) and Implementation (I)**	**Success by end 2025**
2.2.4 PRIORITY ACTION	**4 weeks before return, the Head of School/Head of Function and returning parent will devise a return to work plan that involves an appropriate workload (e.g. reduced contact hours) for the first semester (academic). This will also include discussion of the teaching timetable and course delivery. As far as possible, academic returners will resume lecturing on their previous modules.**	postgraduate supervision. This group of actions are given priority. Successfully ironing out the issues involved will provide a template for addressing other care/family leave provisions, and will streamline the HR recruitment of cover process for all needs in the University	Q4 2022 onwards, as applicable	Head of HR (R), School/Function Head or equivalent (I)	
2.2.5	**Highlight the suite of care/family leave options available to all staff in a regular bulletin/web update, and at least once per semester. Design a communication to encourage male employees to avail of leave entitlements.**	Male employees do not avail of family leave to any great extent (Ref Table 5.29)	Q2-Q3 2023 and regularly thereafter (at least once per semester)	Head of HR, (R), HR Leave and Benefits Manager (I), Marketing and Communications (I)	Take up of paternity and parental leave by men increases by 30% (2023-2025)
2.2.6	**Undertake a review of care and family leave as part of a suite of leave policies, including addressing Domestic Violence leave options for the purpose of facilitating court appointments, legal appointments, etc.**	The evidence shows a reduced take-up care leave, which suggests that a review is timely. In addition, an increase in reported rates of domestic violence during COVID-19 has brought the issue to the fore, and all HEIs are asked to make arrangements for Domestic Violence Leave (Ref Tables 5.29, 5.30)	Q2-Q3 2022 - in Q2, exploration of the policy options on Domestic Violence leave; Q3, draft policy, consult and bring to UET for consideration	Head of HR (R), HR Policy and Data management (I) Marketing and Communications (I)	Provision for Domestic Violence Leave is clear, well communicated, and supported by HR. At least 55% of survey respondents are aware of Domestic Violence leave and at least 60% of survey respondents are aware of each type of family leave and flexible working options relevant to them (Equality and Inclusion Survey 2025)

2. Recruitment and Career Progression					
2.2	**Career Analysis and Supports**				
Action No.	**Action**	**Basis for Action**	**Timescale**	**Responsibility (R) and Implementation (I)**	**Success by end 2025**
2.2.7	**Prepare a report for UET consideration on precarious working in the University – covering academic and PMSS staff. Analyse by age, gender, race, and disability.**	Precarity is an endemic feature of higher education, evident in TU Dublin as elsewhere. This action will give a comprehensive overview of the situation and consider what further actions can be taken to decrease precarious working. (Ref Table 4.4, Tables 4.11-13)	Q2-Q4 2024: Q2 2024 - Scope and plan; Q3 conduct evaluation; Q4 - discuss report with relevant stakeholders and present finalised draft to UET for consideration	Registrar (R), Chief Operations Officer (R), Head of Human Resources (I), HR Policy and Data Management (I)	There is an action plan in place to reduce precarious working, support progression while working part time, and support part time workers return to full time work.
2.2.8	**A clear explanation of the AL progression scheme, including the rationale for the criteria and the evaluation methodology, will be provided by HR and made available on the University intranet, and widely communicated.**	38% male and 41% female Assistant Lecturer survey participants disagreed that the AL progression criteria are transparent and fair. In addition, 44% male and 45% female ALs disagreed that the AL progression process is transparent and fair. For promotion, survey respondents mentioned that clarity on the application of the evaluation criteria was required. PMSS staff also indicated concern that the evaluation of criteria was unclear and part-time working was not taken into account.	Q2-3 2022	Head of Human Resources (R), HR Policy and Data Management (I)	55% of Assistant Lecturer survey respondents in 2024 indicate agreement that the criteria, process and evaluation in progression scheme is fair and transparent. In 2025, 55% of all other staff indicate agreement that the new promotions scheme is fair and transparent (Equality and Inclusion Survey Q1 2025)
2.2.9	**HR will provide a clear explanation of the promotions scheme, aligned with the development of the new academic career framework, to include the rationale for the criteria and the evaluation methodology. This material will be made available on the University intranet and communicated widely.**		Q2 2024 - on implementation of the competency frameworks and agreement on new academic career framework	Head of Human Resources (R), HR Policy and Data Management (I)	
2.2.10	**The promotion scheme will be reviewed for any gendered criteria, such as time-related requirements that could disadvantage female applicants. Inclusive criteria will be introduced, if not already there, such as full recognition of part-time working, account taken of maternity leave and other care leave periods, and extended sickness/disability leave.**		Q3 2023-Q1 2024, dependent on consideration and completion of competency frameworks; sooner for progression	Head of Human Resources (R), HR Policy and Data Management (I)	

2. Recruitment and Career Progression					
2.2	**Career Analysis and Supports**				
Action No.	**Action**	**Basis for Action**	**Timescale**	**Responsibility (R) and Implementation (I)**	**Success by end 2025**
2.2.11	**Engage PMSS staff (and interested others, including academics) in tailored events with stereotype-breaking role models (male, female and non-binary, of diverse profiles) who share their career trajectories; HR track PO and Senior Technical Officer vacancies and encourage hiring managers to include recruitment statements encouraging women to apply.**	Data shows that as the PMSS grades increase, fewer females apply. For PO in the 2018-2020 period, 1 of the 5 posts was obtained by a woman (Ref Table 5.13). For Senior Technical Officer, the same success rate for females applies (1 of 5) (Ref Table 5.15)	2023-event for International Women's Day; promotion of equal opportunities and welcome of applicants with diversified profiles	Head of Human Resources (R), Senior Manager People Development (I), Hiring Managers/Heads of Function (I)	The rate of success over a 4-year period at PO and STO for females will have increased from 20% to 40%, dependent on vacancies occurring.
2.2.12	**Implement anonymised exit surveys for all leavers. For those citing resignation as reason for leaving, explore and analyse the cause of resignation to determine if there are any issues to be addressed by the University. Provide these data as part of Action 3.2.1 (annual report).**	Resignation is the dominant reason for PMSS staff leaving the university, and especially Grade 3 leavers, which constitutes the largest group of PMSS leavers each year, with no gender differences evident (Ref Table 4.13)	2022-2025. Align with timetable for EDI Annual Report and University Annual Report	Head of Human Resources (R), HR Policy and Data Management (I)	Analysis provides the basis for specific actions, if appropriate, to address structural reasons for resignation.
2.2.13	**Local induction becomes a routinised part of integrating a new member of staff into the organisation.**	PMSS focus groups indicate variable induction, though HR provides detailed and relevant forms that guide local managers through the induction process. Focus groups with HPAL and AL highlighted the need for School level induction and supports.	2022-2025 as applicable	Head of Human Resources (R), Relevant Heads of School/Heads of Function/Local Managers (I)	Local induction process in place for all PMSS staff and satisfaction rates returned to HR. At least 30% of Schools have a relevant local induction process in place for HPALs and ALs and satisfaction rates returned to HR.

2. Recruitment and Career Progression					
2.2	**Career Analysis and Supports**				
Action No.	**Action**	**Basis for Action**	**Timescale**	**Responsibility (R) and Implementation (I)**	**Success by end 2025**
2.2.14	**Ongoing support of PMDS throughout the organisation. A reminder for managers of the importance of a conversation on work-life balance, which is more critical in the COVID-post-COVID era than before.**	A review of areas covered in the Professional Development Plan (PDP) conversation for academics indicates that Work-Life balance issues are least discussed (32% Males report it being discussed, 28% Females - Table 5.20); similarly for PMSS staff (39% males report it being discussed, 18% females - Table 5.23)	2022 and annually thereafter - PDP conversation includes prompts re work/life balance.	Head of Human Resources (R), Head of People Development (I)	Academic and PMSS staff reporting that the PDP process is a useful one will be at 65% agreement; 60% of Academic and PMSS staff report that work-life balance issues were discussed.
2.2.15	**Subsequent to the development of a TU Dublin Workload model, workload allocations will reflect the model, be gender-fair, and transparent to all staff concerned. Perceptions of fairness to be tracked in E&I/staff survey when model is in place and operational**	In 2020, there were polarised views on the fairness of workload allocations - 47% overall indicating a fair distribution, 40% disagreeing with this view. Males were slightly more likely to agree with the fairness of workload allocations than female academics (51%M: 42%F) (Ref Table 5.54). A strategic action for TU Dublin is to develop a university workload model which will inform the PDP conversations.	2023-2024, dependent on the timing of agreement on the workload model, and its implementation	VP for Organisation, Culture and Change (R); Chief Operations Officer (R), EDI Director (I)	Support for fairness of workload allocations will have increased to 65% overall, with majorities of females and male academics in agreement with this view.

2. Recruitment and Career Progression					
2.3	**Research Profile Supports**				
Action No.	**Action**	**Basis for Action**	**Timescale**	**Responsibility (R) and Implementation (I)**	**Success by end 2025**
2.3.1	**TU Dublin to continue to lobby for agreed pension scheme and career path/structure for researchers at national level.**	Researchers on externally-funded contracts in the University are unable to join the pension scheme. This is not the case for researchers on these contracts in other universities.	2022-2025, dependent on agreement with national decision-making bodies	President (R), VP for Research & Innovation (R), Head of Human Resources (I)	A pensions scheme is in place, following implementation of the agreement with national bodies.
2.3.2	**Investigate and report on the researcher profile of core and externally-funded researchers in the University. Identify gender-specific opportunity constraints to career development and address these in an action plan.**	This action is in response to the drop in female post-doctoral researchers from 35% in 2018 to 20% in 2020 (Ref Tables 2.18-2.20)	Q1 2023-Q3 2023 - Q1 2023 scope and plan the investigation, including preliminary data analysis; Q2 - engage in investigation; Q3 - write-up with recommendations; end Q3/early Q4, publish report and launch on European Researchers' Night (24 September annually) or on a similar occasion.	VP for Research & Innovation [R], Head of Enterprise and Research Support (I), researcher (I)	An Action Plan to address any gender-specific constraints on career development is in place and its impact is monitored by the Research Office; post-doctoral researchers are gender-balanced
2.3.3	**Conduct a review of timetable allocations to staff undertaking PhD studies and report findings to the VP for Research and Innovation. Follow up reviews on a biannual basis.**	Academic focus Group report that the time allocation for undertaking doctoral studies is not evenly applied. Given that the University must meet a 65% staff PhD completion rate by 2029, it is important to have the conditions that facilitate meeting this target. This action can also inform the Workload Model stream of work.	Q2-4 2022, and biannual review thereafter (2024, 2026)	VP for Research and Innovation (R), Head of Graduate School (I); Graduate School/Research Office (I)	Agreed time allocation for PhD candidates is in place across all Schools. At least 60% of survey respondents who are PhD candidates agree that their School is supportive of research activities.
2.3.4	**Prioritise EDI Research Funding for projects that address intersectional issues, and publish details of the projects and their outcomes on the EDI website.**	EDI research is spread throughout the University, as is practice and practitioners. Often they work in isolation from one another. These action support researchers and	Q 2 annually - Call for project proposals; Q4 annually - successful projects begin	Director of EDI (R), RINCE Research Fellow (I), RINCE Postdoctoral researcher (I).	The Symposium is known as a focus of innovative and interdisciplinary university research and practice in EDI and intersectionality, and is

2. Recruitment and Career Progression					
2.3	**Research Profile Supports**				
Action No.	**Action**	**Basis for Action**	**Timescale**	**Responsibility (R) and Implementation (I)**	**Success by end 2025**
2.3.5	**An EDI Annual Research Symposium showcasing University research and practice on equality, diversity and inclusion issues, and their intersections with sustainability, as an aid to disseminating knowledge and supporting a critical mass of researchers and practitioners**	practitioners in this field to develop a distinctive research/practitioner affiliation with EDI/intersectional research and practice in the University, in line with the University model of applied research and practice. These actions also assist in delivering on the Strategic Intent 2030 in respect of delivering knowledge and solutions that address Sustainable Development Goals (in this case SDG 5 Gender Equality)	Q1 2022 [27-28 January], and annually thereafter. Planning to take place in the preceding quarter. Those in receipt of EDI funding (such as those arising from action 2.1.6) to be encouraged to present their work	EDI Director (R), RINCE Research Fellow (I)	an embedded event in the University calendar. Attendance rates remain at 80 ppl or more per symposium

2. Recruitment and Career Progression					
2.4	**Gender Pay Gap Audit**				
Action No.	**Action**	**Basis for Action**	**Timescale**	**Responsibility (R) and Implementation (I)**	**Success by end 2025**
2.4.1	**A gender pay gap audit will be conducted, in line with legislative requirements. The audit will explore the preliminary findings of the 2020 report in more detail as part of this analysis. The report will be considered by UET and will form part of the University's Annual Report. Findings will be publicly available.**	The Gender Pay Gap Information Act, 2021 is in effect, and the University is required to conduct a pay audit.	Q2-Q4 2022; as mandated thereafter by law	Chief Operations Officer (R), Payroll (I), HR Data Management (I), Data Officer (I)	Gender Pay Gap Audit complete by Q1 2023 and action plan in place to address any pay gaps.

3. Organisational Culture and Work-Life Balance					
3.1	**Embedding Athena SWAN in TU Dublin**				
Action No.	**Action**	**Basis for Action**	**Timescale**	**Responsibility (R) and Implementation (I)**	**Success by end 2025**
3.1.1 PRIORITY ACTION	**40% of Schools make applications for Athena SWAN (AS) awards**	Equality and Inclusion survey indicates a statistically significant difference in men's and women's perceptions of TU Dublin's commitment to gender equality (Ref Table 5.37). This action will delve into local contexts to address gender issues.	2022-2025: Planning and scheduling in Q3 2022, when Schools OD is completed; at least 4 submissions scheduled per year thereafter	President [R], all Deans (I)Dean Faculty of Engineering &Built Environment (I), Dean Faculty of Digital & Data, Dean	At least 10 (40%) Athena SWAN School applications for Bronze award will be submitted by end 2025 with representation from all Faculties including at least two from the Faculty of Digital & Data.
3.1.2 PRIORITY ACTION	**Prioritise Athena SWAN School applications from areas in which female staff and students are heavily under-represented – Faculty of Engineering & Built Environment, and the Faculty of Digital & Data. The Dean of the Faculty of Engineering and Built Environment will lead and organise a Faculty Athena SWAN team who will prepare a Faculty Athena SWAN submission. In other Faculties, Deans and Heads of School will identify specific Schools for Athena SWAN application within the 2022-2025 timeframe.**	The student and academic staff gender imbalance in STEMM is significantly shaped by the male dominated profile in Engineering, Construction and ICT. At present this covers the Engineering Schools (17% female academic staff), Construction Schools (27% female) and ICT (37% female). Ref Tables 2.14 (female academics) and Figure 2.7 (student enrolments).	2022-2025: Planning and scheduling in Q3 2022, when Schools OD is completed.	Dean Faculty of Engineering &Built Environment (R), Dean Faculty of Digital & Data (R) Deans of Science, Arts & Humanities, Business (R)	
3.1.3	**Schools and Faculties will nominate Athena SWAN champions according to their plans for an award. This work will be accounted for in the individual's workload allocation.**	These two actions will support the achievement of 3.1.1 and 3.1.2. Over the 2020-2025 period, these actions should contribute to maturing the gender equity discourse among students and staff	Q3 - Q4 2022 as Faculties and Schools settle following OD process.	Dean Faculty of Engineering and Built Environment (R), Dean Faculty of Digital & Data (R), Heads of School (I).	At least 40% of male academic/PMSS and female academic/PMSS will report favourably on the positive impact of Athena SWAN on the work environment

3. Organisational Culture and Work-Life Balance					
3.1	**Embedding Athena SWAN in TU Dublin**				
Action No.	**Action**	**Basis for Action**	**Timescale**	**Responsibility (R) and Implementation (I)**	**Success by end 2025**
3.1.4	**A Community of Practice on the Athena SWAN application process will be formed, consisting of Athena SWAN Champions, an advisor from HR, members of the Athena SWAN Reference Group, and others with relevant expertise. This group will share learning and build institutional knowledge and experience in the Athena SWAN process.**	in Engineering, ICT and allied disciplines. They also address awareness-raising among men of the purpose of Athena SWAN - only 22% male academic respondents said they were aware of the purpose of AS. In addition, majorities of males and females were non-committal as to the positive impact of Athena SWAN (Ref Table 5.38)	Q3-4 2023 initiate Community of Practice; Q1 2004 onwards - meet once per semester to discuss SWAN applications, emerging issues, analysis of data.	Director EDI (R), Equality Analyst (I), CoP Members (I)	(currently less than 40% do so across all groups). The purpose of Athena SWAN will be understood by 50% of male survey respondents
3.1.5	**A short document explaining the benefits of the Athena SWAN Charter Principles and framework in addressing and promoting gender and intersectional equity will be prepared for Athena SWAN Faculty and School leaders and teams. This document will also inform the wider University community of the new Charter Principles, framework, and the 2022-2025 Action Plan.**	This action provides a rationale for engaging in the Athena SWAN process for use by senior leaders when promoting it.	Q2 2022 document drafted, completed and approved by UET	Director EDI (R), Equality Analyst (I), Marketing and Communications (I)	At least 24 verified occasions on which the President, UET members and Heads of School promoted the benefits of Athena SWAN by end 2025.

3. Organisational Culture and Work-Life Balance					
3.1		**Embedding Athena SWAN in TU Dublin**			
Action No.	**Action**	**Basis for Action**	**Timescale**	**Responsibility (R) and Implementation (I)**	**Success by end 2025**
3.1.6	**UET members and other senior leaders will promote the benefits of Athena SWAN as an essential tool for gender and intersectional equity at key events, e.g. Staff induction, student induction, conferrings, etc. Consultation with Marketing and Communications to identify occasions and maintain record- at least 6 in the course of an academic year.**	The equality survey indicates that there is a statistically significant difference in men's and women's perceptions of TU Dublin's commitment to gender equality (Ref Table 5.37). This action will enable senior leaders to validate the efforts of Schools and individuals committed to addressing gender inequalities, and planning for Athena SWAN awards. It will also send an important message of support for these efforts, thereby influencing the University culture and affirming its goal of being an exemplar in EDI.	At identified public and internal University and Faculty/Function/School events - at least 6 per year,	President (R & I) UET members (I), Heads of School and Functions (I) Communications (I)	
3.1.7	**Develop staff and student data books for School-specific Athena SWAN applications.**	There is a priority that at least 40% of Schools make Athena SWAN applications (see Action 3.1.1) and there will be demand for 'true' data provision in an Athena SWAN format.	Q3-4 2022 onwards: initial formatting of AS-friendly template for databooks in Q3 2022 and scheduling of data provision with Schools thereafter	Head of Strategic Development [R]; Head of Human Resources [R]; Data Officers (I); HR Data Officer (I)	The provision of AS data to Schools is streamlined, efficient and updated annually
3.1.8	**Increase the resource capacity of the central data units to enable a timely response to anticipated data demands for Athena SWAN, in addition to other reporting obligations, and to enable monitoring of action outcomes**	The demand for AS-specific data will bring a significant increase in workload in the Data Office and in HR Data Management, and if Action 3.1.1 is to be achieved, it will require adequate resourcing.	Q2-3 2022 - preliminary assessment of the resource requirements; Q4 2022 - recruitment process instituted; Q1 2023 - resource in place	President (R), Head of Strategic Development (I), Head of Human Resources (I)	Additional resources are made available to central data units

3.	Organisational Culture and Work-Life Balance				
3.1	**Embedding Athena SWAN in TU Dublin**				
Action No.	**Action**	**Basis for Action**	**Timescale**	**Responsibility (R) and Implementation (I)**	**Success by end 2025**
3.1.9	**Establish an Athena SWAN Reference Group, to advise on implementation of the Action Plan, with ToRs agreed by UET.**	The AS application seeks information on arrangements for the role of the Self Assessment Team post-submission. This action is intended to retain the experience developed during the course of the 2021 submission to assist in monitoring implementation of the AS Action Plan, and add experienced capacity to the University in fulfilling priority Action 3.1.1.	Q2-Q3 2022; In Q2, draft ToRs will be laid before UET; Q3, recruitment for the Reference Group will be concluded. These activities will align with the emerging procedure for University Committees.	VP for Organisation, Culture and Change (R), Director EDI (R&I)	Athena SWAN Reference Group is established and fulfilling its mandate successfully.
3.1.10	**Establishment of a new Self Assessment Team one year before institutional renewal, with ToRs agreed by UET.**	This action is intended to prepare for an institutional renewal application in a timely manner.	Q3-4 2024 - In Q3, plan the most appropriate structure for managing and effecting the AS renewal application, in discussion with UET; present draft ToRs to UET for consideration and approval; Q4, recruit to the new SAT, prepare a project plan and induct the SAT into their tasks and roles	VP for Organisation, Culture and Change (R), Director EDI (R&I)	AS SAT is established, members are clear on their roles/tasks and a project management plan is in place to deliver the renewal submission.

3.2	Building an Inclusive Culture				
Action No.	Action	Basis for Action	Timescale	Responsibility (R) and Implementation (I)	Success by end 2025
3.2.1 PRIORITY ACTION	Prepare and present an annual report on Equality, Diversity and Inclusion to the UET, Academic Council, Governing Body and the HEA. This will include benchmarked data on staff profile, pay, contract types, recruitment, retention, representation on key committees and access to training and funding, student data and intersectionality data, including race and ethnicity, disability, and transgender issues. Also to report on progress in addressing the priority actions in the Athena SWAN plan. The report will be published and made available to the public via the University website.	This action provides for regular tracking and monitoring of EDI data in an accountable and transparent manner. It provides timely information on gender balance as indicated in priority action 1.1.1, monitors implementation of the AS Action Plan, and enables appropriate policy and procedural responses in a timely manner. It will provide material for the University Annual Report and is evidence of progress on the strategic goal of 'being an exemplar in EDI'.	2023-2025 - Align the cycle with the production of the University Annual Report	VP for Organisation, Culture and Change (R), Director of EDI (I), Head of Strategic Development (I), Head of HR (I)	The Annual Report shows year-on-year improvements leading to gender balance in decision-making and delivery on all priority action items.
3.2.2	Develop data collection capacity prioritising race/ethnicity, disability, socio-economic group, gender identity and sexual identity for staff. This is because there is presently limited availability of data other than gender, and an intersectional analysis would enable actions to be more targeted to address the needs of specific groups.	There is presently only limited availability of data other than gender, and these dimensions would assist in developing an intersectional analysis in AS applications. They would also enable actions to be targeted to address the needs of specific groups. These data would also inform the annual EDI report to UET and GB.	Q2-3 2022 - assessment of the integrated CORE capabilities for capturing these data, and data for all legislated grounds; Q4 2022 - Q3 2023 Development of improved data collection system. Q4 2023 - a communications to explain the value of gathering these data and encourage employees to provide same through CORE	Chief Operations Officer (R), VP for Organisation, Culture and Change (R), HR Data Management (I); Marketing and Communications (I); Equality Analyst (I)	A comprehensive picture of the University, on all legislated grounds, is available for intersectional analysis and multiple reporting purposes.
3.2.3	Findings from the Equality and Inclusion survey and focus groups (2021) to be compiled in an accessible report and communicated to all School Heads, Function Heads, and the University community.	Staff consultation indicates low levels of awareness of the purpose and impact of Athena Swan. This report will provide a broad overview of staff views across the university and assist Schools and Functions in preparing for their own Athena Swan application and/or their PDP conversations.	Q2-3 2022: Q2- reviewing report, summarizing main points; Q3 - publication and communication in time for consideration by Schools for 2022-23 academic year	Director EDI (R), Equality Analyst (I), Marketing and Communications (I)	At least 80 people will attend launch event for report and at least 33% will be academic/PMSS managers.

3.2	Building an Inclusive Culture				
Action No.	**Action**	**Basis for Action**	**Timescale**	**Responsibility (R) and Implementation (I)**	**Success by end 2025**
3.2.4	**Build on the existing Carer's Network to develop a Carers/Parents Employee Resource Group to provide peer support to carers/parents in the COVID and post-COVID period. The Group to be self-sustaining, but supported by Staff Training and Development Unit.**	Survey and focus group responses indicate that the COVID-19 period has accentuated gender-related strains on work-life balance. Female and male PMSS staff report spending more time with dependents while completing their work than did their academic counterparts; female and male academics experienced less time at the end of the day to relax, complete household chores, etc, than their PMSS colleagues ; Female academics were more likely to be concerned than other groups about their ability to manage childcare and work (Ref Table 5.34) In addition female PMSS staff avail of 'Force Majeure' leave more than their male PMSS peers, while academics do not call on this leave given the greater flexibility of their time (Table 5.35)	Q4 2022, to coincide with the start of the 2022-23 academic year when work-life balance issues are particularly acute	Head of HR (R)EDI Director (R), Senior Manager People Development (I)	Carers/Parents ERG established and functioning, with regular meetings (at least 3 per year). They run at least one awareness raising event per annum 2023, 2024 and 2025.
3.2.5	**In addition to Action 3.2.4 on a Carers/Parent's Employee Resource Group, relaunch the LGBTQI+ Employee Resource Group with a keynote speaker and group discussion.**	Staff consultation indicates that there is a low level of awareness of the activities of the LBGTQI+ staff network and the university is not actively and visibly welcoming to staff from the LGBTQI+ community.	Q1 2022	EDI Director (R),	LGBTQI+ ERG established and functioning. They run at least one awareness raising event per annum 2023, 2024 and 2025.
3.2.6	**Provide support to the LGBTQI+ Employee Resource Group through the EDI webpages, sharing research on LGBTQI+ in the EDI Research Network, providing a focus on LGBTQI+ during Pride Month (June) and using EDI funds for ERG-organised events that create visibility for the group.**		Q2 2022 onwards	Director of EDI (R), Chair of LGBTQI+ Group (I), RINCE Post-doctoral researcher (I)	

3.2	Building an Inclusive Culture				
Action No.	**Action**	**Basis for Action**	**Timescale**	**Responsibility (R) and Implementation (I)**	**Success by end 2025**
3.2.7	**Undertake a project on integrating gender equality and sustainability into a common Impact Assessment template and guidance for inclusion in the 'Policy Development at TU Dublin' framework and application to all policies and procedures developed in the University.**	Integration of these important analytical perspectives will assist with the structural embedding of inclusivity into the University culture. It will holistically address the People and Planet pillars of the University's Strategic Intent 2030	Q3 2022-Q1 2023: Q3 scope, plan and begin project; Q4 complete, engage with stakeholders; Q1 2023- present to UET for approval as an amendment to 'Policy Development at TU Dublin'.	VP for Sustainability (R), VP for Organisation, Culture and Change (R), Director EDI (R), researcher (I)	All University policies and procedures complete an Equality and Sustainability Impact Assessment as part of the Policy Development at TU Dublin Framework.
3.2.8	**An Equality and Sustainability Impact Assessment (ESIA) template and guidance will be available, along with training in its application, to policy-developers in the University.**		Q2 2002 draft submitted to UET for approval, training in application in Q3 2022 and once per semester thereafter	Director of EDI (R), Equality Analyst (I), Senior Manager People Development (I)	
3.2.9	**A Community of Practice on the application of ESIAs to policies will be created, to foster shared learning among policy-holders and embed an equality approach to policy development.**		Q2 2023, following a period of learning to implement Action 5.29 by policy-holders	Head of HR (R), Director EDI (R), HR Policy and Data Management (I), Equality Analyst (I)	
3.2.10	**A review of the Dignity and Respect at Work policy will be undertaken, with integration of the relevant Ending Sexual Violence and Harassment (ESVH) plan actions.**	Focus group and separate implementation of Ending Sexual Violence and Harassment Action Plan indicated that there is a need to update the staff Dignity and Respect at Work policy and procedures to take account of ESVH plan actions	Q4 2023, unless mandated earlier, to review the policy in light of the ESVH plan requirements, with draft to UET by end Q1 2024, and to GB thereafter	Head of HR (R), Head of Workplace Relations (I), ESVH Manager (I) Senior Manager People Development (I)	An updated Dignity and Respect at Work policy and procedures are in effect, compliant with the Policy Development at TU Dublin Framework and integrate an ESIA. At least 60% of staff across all groups male academic/PMSS and female academic/PMSS are aware of supports and know how to report instances of discrimination or unfair treatment.

3.2	Building an Inclusive Culture				
Action No.	**Action**	**Basis for Action**	**Timescale**	**Responsibility (R) and Implementation (I)**	**Success by end 2025**
3.2.11	**A review of the Gender Expression & Gender Identity policy and procedures, and according to the new TU Dublin template and guidelines (including an ESIA), will be conducted.**	The GE&GI policy is in early implementation phase and a review is scheduled to tweak its provisions and procedures	Q2 - Q3 2022, with draft to UET by end Q3 2022, and to GB thereafter	Director EDI (R), Equality Analyst (I)	An updated Gender Identity and Gender Expression policy and procedures are in effect, and compliant with the Policy Development at TU Dublin Framework and integrate an ESIA.
3.2.12	**Short and medium-long term actions to support the Gender Expression and Gender Identity policy are: adequate bathroom facilities signage in all University buildings; adequate changing room facilities, with signage; a map of the location of such facilities; planning for gender-neutral bathroom facilities in new buildings and retrofitting facilities in old buildings to address this issue**	Implementation of the GE & GI policy has identified these issues as being essential to generating an inclusive culture in the University for students and staff. Discussion with Students' Union representatives has underlined the importance of these measures.	Q1 2022 and systematically thereafter.	Chief Operations Officer (R), Director of Estates (I)	Bathroom and changing room facilities are adequately provided for, and properly signed; A map of such facilities covering all campuses is available; tendering for new buildings incorporates these requirements and retrofitting plans take account of same.
3.2.13	**A stronger promotion and application of flexible and blended working, combined with timely decision-making on time-dependent actions, such as exams and assessments.**	In COVID context, school closures and caring responsibilities caused acute work-life balance issues for many staff, but particularly female staff. This came through strongly in focus groups.	As applicable according to COVID restrictions	Registrar (R), Chief Operations Officer (R), Head of Human Resources (I), Deans (I), Heads of Function (I)	Focus groups indicate higher levels of satisfaction with how meeting volumes and time-dependent tasks are managed.
3.2.14	**Training on good practices at meetings, including length, chairing, awareness of power imbalances, respectful and dignified discourse and inclusive behaviour.**	48% of Female academics agreed that TU Dublin is committed to promoting EDI, compared with 56% male academics, and over two-thirds of PMSS staff. (Table 5.37). Focus group participants were conscious of gendered power dynamics being used on committees to silence members or take advantage of seniority.	Q4 2022 onwards, and at least once per academic year	Head of HR (R), Senior Manager People Development (I)	Agreement that TU Dublin is committed to EDI is 60% among female and male academics, and 70% among PMSS staff.

3.2	Building an Inclusive Culture				
Action No.	**Action**	**Basis for Action**	**Timescale**	**Responsibility (R) and Implementation (I)**	**Success by end 2025**
3.2.15	**Provision of on-campus Quiet Rooms (to facilitate rest, taking of medicine, lactation etc)**	There is only one breastfeeding room in TU Dublin on Blanchardstown campus. Staff consultation indicates the need for Quiet Rooms for multiple purposes.	Q3 2022 Work with Estates and Health and Safety draw up a timeline for the provision of Quiet Rooms on each campus; Q1 2023 Designate, provision and maintain multi purpose quiet rooms on each campus.	VP for Organisation, Culture and Change (R), Director EDI (R), Estates (I), Health and Safety (I)	Accessible quiet rooms are in place on each campus

3.3	Building Fluency in Intersectional Approaches to EDI				
Action No.	**Action**	**Basis for Action**	**Timescale**	**Responsibility (R) and Implementation (I)**	**Success by end 2025**
3.3.1	**Align Athena SWAN Action Plan and the Intercultural Working Group Action Plan on Race Equity, and Student Union activities, during Black History Month (October), Trans Awareness Week (November) and International Women's Day (March 8) to develop workshops and events that celebrate gender diversity and intersectionality.**	This action responds to staff consultations requests to create visibility for diversity in the university. it supports the development of awareness of how gender, race/ethnicity intersect, and an appreciation of the richness that diversity brings to the University community.	Four occasions per year - week of 8 March (International Women's Day), Black History Month (October), Trans Awareness Week (Nov) and International Men's Day (11 November)	Director of EDI (R & I), Chair of Intercultural Working Group (R& I)	At least 4 events are held per annum that celebrate diversity and further inform participants on the intersections of gender and race/ethnicity.
3.3.2	**A staff training programme on intersectionality and inequality be developed to complement the online EDI training (5 modules), online Race Equality training (1 module), Race Equality Reading Group sessions (5 x1.5 hours) and the Intersectionality and Gender Equality training programme led by TU Dublin in the European Technological Universities Consortium (EUT+). Faculty and School Executive Boards will be particularly encouraged to participate.**	Survey, focus group and interview respondents for both Athena SWAN and the CINNTE review indicated a desire for additional training for managers to include taking an intersectional approach to equality and inclusivity (among other issues). Some also were critical on the perceived emphasis on 'fixing the women' rather than tackling the underlying structural inequalities	2024-2025: Planning programme in 2025, delivery in 2025	Director EDI (R), Equality Analyst (I), Senior Manager People Development (I)	Participant feedback from training modules will register increased improvement in understanding of how intersectionality and inequality are created, and have the knowledge to begin addressing these inequities in their everyday contexts.
3.3.3	**The EUT+ Intersectionality Working Group meetings and training events will be opened to interested TU Dublin participants, and especially Athena SWAN School and Faculty Champions.**	TU Dublin leads the work of the European University of Technology Consortium (EUT+) in developing intersectional gender equality plans. This action will support Athena SWAN submissions to develop intersectional plans, and assist in Actions 3.11 and 3.1.2.	From Q 1 2022, monthly during the academic years 2021-22, 2022-23 and to end of year 2023. Further engagement depends on continuation of EUT+ funding	TU Dublin project team leader on EUT+ (R); RINCE Research Fellow (I); EDI Equality Analyst (I)	The participants can fluently discuss and debate the challenges of intersectionality in gender equality plans, and strategies for addressing these in internal and external forums.

3.3	Building Fluency in Intersectional Approaches to EDI				
Action No.	**Action**	**Basis for Action**	**Timescale**	**Responsibility (R) and Implementation (I)**	**Success by end 2025**
3.3.4	**AIB Research Centre in Inclusive and Equitable Cultures (RINCE) Flagship Spring event, 'Building Inclusive and Equitable Cultures: An Intersectoral Approach to Policy and Practice' with external corporate leaders in the area. Flagship intersectionality event with intersectoral leaders to take place annually thereafter.**	TU Dublin has close relations with corporate and industry organisations and leaders who are seeking a forum for dialogue on building cultures that embed EDI. RINCE and sponsor, Allied Irish Banks, have a commitment to an annual event of this kind.	22 April 2022, annually thereafter	VP for Partnerships [R], EDI Director [R], RINCE Post-doctoral Researcher (I) in collaboration with external sponsor, Allied Irish Bank.	TU Dublin is known as the thought leader in intersectoral discussions on inclusivity and equity in organisational cultures, measured by an overall increase of 20% intersectoral participation in this flagship event
3.3.5	**A RINCE Seminar Series to provide national and international keynote speakers on equality issues, followed by a working paper series. Keynote and working papers to be available online**	Focus groups indicated a lack of understanding of inequalities and their root causes, and a desire to know more in this area. The input of external recognised leaders, through multiple means, can support and enrich this learning	Q1 2022 (5 keynote lectures), and annually thereafter. Planning to take place in previous quarter.	EDI Director (R), RINCE Post-doctoral Researcher (I)	The seminar series runs once per year and an average of 30 people attend each lecture in the seminar series.