TUS

Equality, Diversity & Inclusion

Annual Report 2024-25

Updates on progress against EDI Strategic Goals

Contents

Abbreviations

Acronym	Explanation	Acronym	Explanation
AC	Academic Council	**ICARUS**	International Conference on Applied Research with Business and Society
AL	Assistant Lecturer	**IDPWD**	International Day of Persons with Disabilities
AS	Athena Swan	**IoT**	Institute of Technology
ATU	Atlantic Technological University	**LGBT+**	Lesbian, Gay, Bisexual, Transgender +
AY	Academic Year	**L**	Lecturer
CID	Contract of Indefinite Duration	**M**	Male
CoP	Community of Practice	**MIC**	Mary Immaculate College
CPID	Centre for Pedagogical Innovation and Development	**MTU**	Munster Technological University
DKIT	Dundalk Institute of Technology	**O**	Other
EDI	Equality, Diversity and Inclusion	**OECD**	Organisation for Economic Co-Operation and Development
EDGE	Exploring Diversity, Gender and Equality Research Institute	**PMSS**	Professional, Management & Support Service
ESVH	Ending Sexual Violence and Harassment	**RDI**	Research Development and Innovation
F	Female	**RUN EU**	Regional University Network – European University
GEEF	Gender Equality Enhancement Fund	**SAT**	Self-Assessment Team
GB	Governing Body of TUS	**SATLE**	Strategic Alignment of Teaching and Learning Enhancement
GBV	Gender Based Violence	**SDN**	Staff Developers Network
GPG	Gender Pay Gap	**SETU**	Southeast Technological University
HC	Headcount	**SHE**	Sports, Health and Exercise Research Institute
HEA	Higher Education Authority	**SL**	Senior Lecturer
HEI	Higher Education Institution	**SU**	Student's Union
		THEA	Technological Higher Education Association
HOD	Head of Department	**TU**	Technological University
HR	Human Resources	**TUS**	Technological University of the Shannon
HPAL	Hourly Paid Assistant Lecturer	**UDL**	Universal Design for Learning
IADT	Institute of Art, Design and Technology	**VP**	Vice President
IWD	International Women's Day	**WTE**	Whole Time Equivalent

Foreword by Vice President for People & Organisation

I am delighted to present our Equality, Diversity, and Inclusion (EDI) Annual Report for Academic Year 2024/25. As Vice President for People and Organisation, I remain deeply committed to championing this work and ensuring EDI is embedded across our university.

This year, our focus centred on implementing the TUS Athena Swan Action Plan and progressing our Race Equality Action Plan through approval processes. We also introduced key policies including our EDI Policy, our Policy and Procedures for Responding to Sexual Violence and Harassment, and our Policy on Workplace Supports for Employees Affected by Domestic Violence and Abuse.

We have continued to invest time in developing processes to better track progress. This report outlines our achievements: 81% of Athena Swan from our 2024-2028 Action plan are in progress, and 65% of our 2025 – 2027 Race Equality actions underway.

In 2025, 42% of staff participated in the TUS Staff Barometer Survey, offering valuable insights into how our values—supportive, inclusive, collaborative, sustainable, innovative and ambitious—are being experienced. The continued implementation of our action plans will further embed a more inclusive and supportive culture at TUS.

Key highlights include improved gender balance across staff cohorts. Among Heads of Department, 44% are now female—up from 27% in 2021. We've also seen improved gender balance in committee structures since 2023.

Our staff networks continue to grow in membership, providing safe, supportive spaces for connection and dialogue, and helping foster a stronger sense of belonging. We were proud to see the impact of our EDI Project Fund this year, with the TUS Careers & Employability Office receiving the prestigious eGov Award for Universal Design and Inclusion—recognising their sustained commitment to inclusive practice, supported by seed funding from the EDI Office.

We live in an increasingly polarised world, and we must stand in solidarity with those around the world that value peace, democracy, equality, and fairness. In TUS we continue to be committed to a university culture that values difference, promotes equity, and ensures all members of our community feel seen, heard and supported.

I want to thank everyone who has contributed to this work. Our collective efforts are transforming EDI from ideals into everyday realities—reflected in how we work, support one another, and grow as a community.

Figure 1 Marian Duggan, VP for People & Organisation

TUS EDI Vision, Mission, Values

This 2024/25 Annual Report highlights the achievements and ongoing initiatives at Technological University of the Shannon (TUS) in terms of Equality, Diversity & Inclusion (EDI). These efforts align with the Strategic Goals outlined in the TUS EDI Strategy 2024–2026 and reflect our commitment to the TUS EDI vision, mission, and values.

TUS is committed to its obligations across the nine equality grounds enshrined in Irish legislation – gender, disability, religion, family status, age, marital status, sexual orientation, race, and traveller community membership. TUS also includes socio economic status and the Roma community as additional equality grounds (Figure 2).
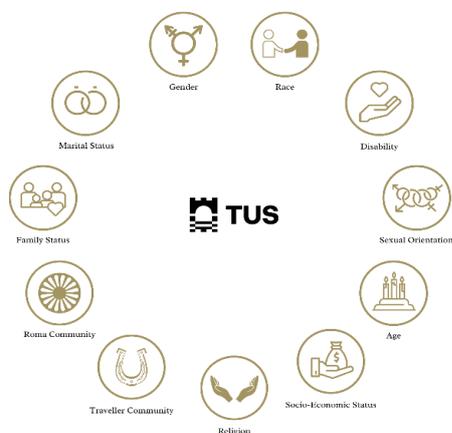

Figure 2 Equality Grounds

Vision

Our TUS EDI vision is to be recognised as a leader in advancing equality, diversity, and inclusion. TUS promotes and supports a culture where diversity is celebrated and is a driver and influencer of cultural and societal change locally, regionally, and nationally.

Mission

Our Technological University promotes inclusion of all and embraces equality of opportunity and diversity of perspective. We are a TU with a 'Heart' facilitating active engagement, providing opportunities for all our students and staff to thrive in higher education. We support and empower those studying and working in TUS to explore, understand and develop inclusive practices for the benefit of everyone connected, both directly and indirectly, with TUS. Through celebrating diversity and difference, and the provision of an inclusive, participative culture and environment, staff and students develop a sense of involvement within our TUS community and wider community (regionally, nationally, and internationally).

Values

- We strive to build **community** through partnership and developing connections.
- We foster **growth** through collaborative learning and reflection.
- We advocate for fairness of treatment, social responsibility, **equity** of opportunity and equal access for all, taking an intersectional lens through all our activities.
- We promote working with **empathy** through being accepting, respectful and understanding of individual needs and differences.
- We aim for **authenticity** through being research led and transparent to impact change.

EDI Strategic Goals 2024 - 2026

The TUS EDI Strategy 2024–2026, aligned with the TUS Strategic Plan 2023–2026, is available on the EDI section of the TUS website. The TUS Strategic Plan identifies four Strategic Priorities, with the EDI Strategy supporting Strategic Priority 3: People and Organisation. This priority aims to create an integrated organisation where everyone can realise their potential and have equal opportunities.

TUS is committed to treating all staff and students equally, as required by various equality laws and the Public Sector Duty. The Technological Universities Act 2018 also mandates promoting gender balance and respecting diversity. TUS is dedicated to meeting these obligations and proactively promoting equality.

The EDI Strategy identifies six strategic goals as outlined in Figure 3. The following pages report on the institution's progress under each of these strategic goals in the Academic Year 2024-25 and provides updates on our Athena Swan Action Plan 2024- 2028 and TUS Race Equality Action Plan 2025-2027. This reports also includes the work conducted through the Office of the Vice President for Student Education and Experience, within the Centre for Pedagogical Innovation and Development, that supports staff to develop their inclusive practices in teaching, learning and assessment as outlined in the section under EDI Strategic Goal 5.
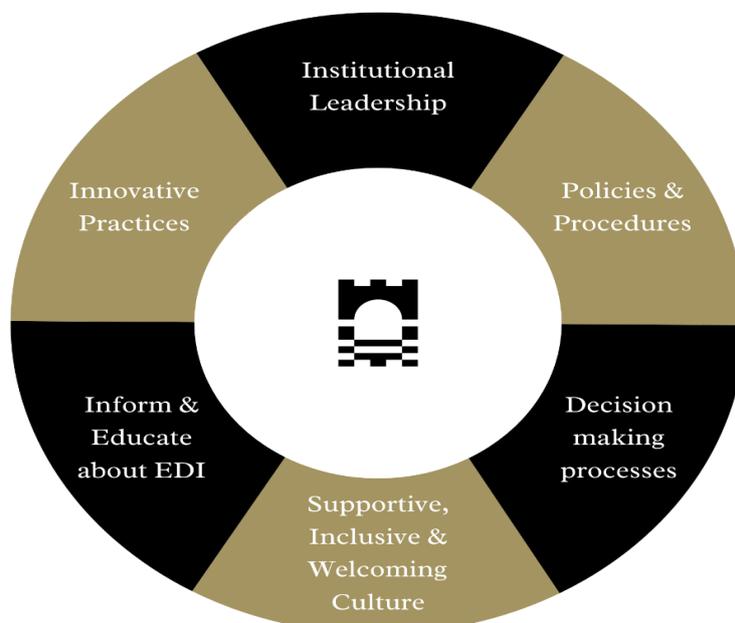

Figure 3 EDI Strategic Goals 2023- 2026

Strategic Goal 1

Institutional Leadership

To strengthen Institutional Leadership in EDI through related Accreditation, Recognition and Best Practice.

National Committees

TUS is represented on the following national level EDI related committees:

HEA National EDI Committee
THEA EDI Group
Athena Swan Ireland National Steering Committee
Athena Swan Ireland National Practitioners Group
Athena Swan Race and Ethnicity Working Group
HEA EDI Data Working Group
Aurora Champions Advisory Group
ESVH Practitioners Network

Table 1 National EDI Related Committees

TUS EDI Committee Structure

EDI Steering Committee

Figure 4 outlines the TUS committee structure. The gender-balanced EDI Steering Committee (Table 2, Figure 5), chaired by the TUS President, includes representatives from Faculty, HR, Student Support Services, EDI, Research, Development and Innovation, and the Student's Union. The committee oversees and provides direction to the achievement of the EDI strategic goals and implementation of action plans

Discussions on EDI activity incorporates results of staff and student consultations, learning from research and best practice and guidance from national level directives and reporting requirements
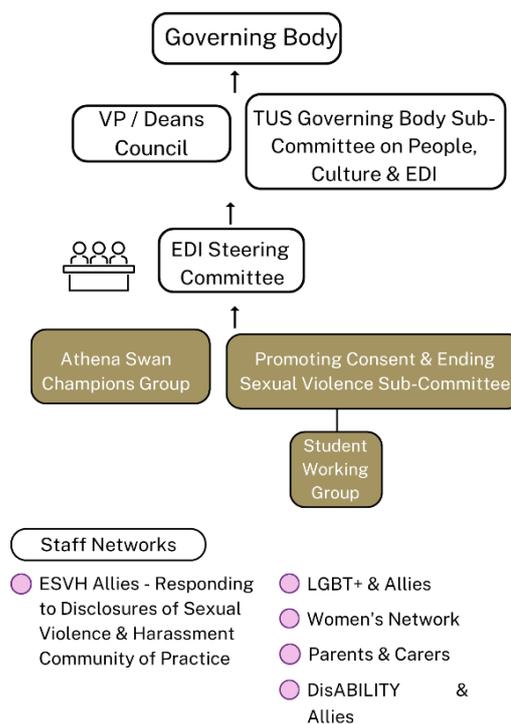
EDI Committee Structure

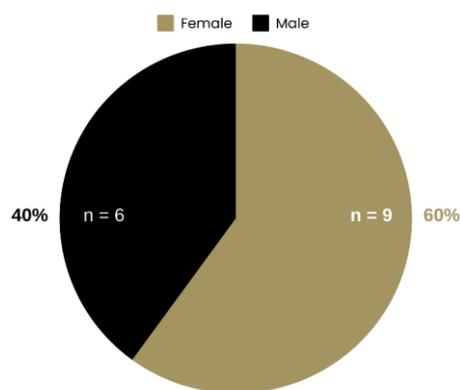*Figure 4 EDI Steering Committee*

Figure 5 EDI Steering Committee by gender

EDI Steering Committee	
Name	**Title**
Prof. Vincent Cunnane	President (Chair)
Marian Duggan	VP People and Organisation
Frances O'Connell	VP for Student Education & Experience
Dr Terry Twomey	VP for Academic Affairs & Registrar
Dr Liam Brown	VP for Research, Development & Innovation
Dr Maura Clancy	Dean, Applied Sciences & Technology & Director, Progression Pathways
Dr Don Faller	Dean of Science & Health
Dr Carol Wrenn	EDI Manager
Rabiya Ali	Sexual Violence Prevention & Response Manager
Linda Barry	Academic Administration & Student Affairs Manager
Sarah LaCumbre	Student Resource Centre Manager
Dr Nuala Harding	Head of the Centre of Pedagogical Innovation & Development
Peter Doyle	HR Manager
Liam Brennan	HR Manager
Amelia Lown	Students Union President

Table 2 EDI Steering Committee

Governing Body and VP and Deans Council

The EDI Steering Committee reports to the Governing Body (GB) Sub-Committee of People, Culture and EDI (Table 3). This was established in 2022 to assist and advise the GB on EDI and HR governance and is chaired by a GB Member.

The EDI Steering Committee also reports to the VP/Deans Council. The VP for People and Organisation, who is a member of the VP/ Deans Council, oversees senior-level EDI responsibilities. The EDI office operates under this VP. Progress on the Athena Swan Action Plan 2024–2028 and Race Equality Action plan 2025-2027 is reported annually to the GB, VP/Deans Council, and EDI Steering Committee, detailing completed, in-progress, and off-track actions.

Name	**Title**
Noel Gavin	Governing Body Member (Chair), Northern Trust
Prof. Vincent Cunnane	TUS President
Catherine Collins	Governing Body Member
Darina Kneafsey	Governing Body Member
Dr Nata Duvvury	External Independent Member – EDI Expertise
Dr Ebun Joseph	External Independent Member – EDI Expertise
Maureen Falvey	Governing Body Member – Staff Representative
Amelia Lown	Governing Body Member - Student Representative
Marian Duggan	VP People and Organisation
Frances O'Connell	VP for Student Education & Experience
Dr Carol Wrenn	EDI Manager (Secretary)

Table 3 Governing Body Sub-Committee on People, Culture & EDI

Athena Swan Champions Group

The TUS Athena Swan Champions Group was formed in February 2025 to promote and support equality, diversity and inclusion across TUS. The group champions initiatives, raises awareness, and provides feedback on the implementation of the Athena Swan action plan to foster an inclusive work environment for all employees. 12 staff members from across TUS participated in the Athena Swan Champions Group in Academic year 24/25. Members are detailed in Table 4.

Name	Title
Carol Wrenn	EDI Manager
Alan Tobin	EDI Administrator
Ailbe Burke	Lecturer, Faculty of Engineering and Built Environment
Ronan Flynn	Lecturer, Faculty of Engineering and Informatics
Frank Houghton	Lecturer, Faculty of Applied Sciences and Technology, Director of Research Institute, Social Sciences Connexions
Aoife Lane	Head of Department of Sport and Health Science, Faculty of Sciences and Healthcare
Carmel Kealey	Head of Department of Pharmaceutical Science and Biotechnology, Faculty of Sciences and Healthcare
Louise Doherty	Human Resources Project Integration Manager
Carmel Henessey	Project Access Officer
Annette Scott	Human Resources Officer
Catherine Ann O Connell	Senior Education Developer/ Lecturer, Centre for Pedagogical Innovation and Development
Nuala Harding	Head of Centre for Pedagogical Innovation and Development

Table 4 Athena Swan Champions Group

Promoting Consent and Ending Sexual Violence

Sub-Committee on Promoting Consent and Ending Sexual Violence

.Name	Title
Marian Duggan	VP People and Organisation (Chair)
Rabiya Ali	Sexual Violence Prevention and Response Manager
Frances O' Connell	VP Student Education and Experience
Carol Wrenn	EDI Manager
Linda Barry	Academic Administration and Student Affairs Manager
Sarah LaCumbre	Student Resource Centre Manager
Peter Doyle	HR Manager Midwest
Liam Brennan	HR Manager Midlands
Sean O Connell	Head of Student Counselling Midwest
Treasa Fox	Head of Student Counselling Midlands
Niamh Murphy	Deputy Head of Student Counselling
Majella Ryan	Student Counselling Midwest
Kathy Heavey	Student Counselling Midlands
Aidan O Connor	Department of Built Environment
Joanne Holland	Careers and Employability
Amelia Lown	SU President
Fiona McGrath	Garda National Protective Services Bureau Limerick
David Finnerty	Garda National Protective Services Bureau Clare/Tipperary
Siobhan O Leary	Rape Crisis Midwest
Pauline Cahillane	Athlone Rape Crisis Centre
Natasha O Keeffe/ Catherine Hanley	Tipperary Rape Crisis Centre

Table 5 Promoting Consent and Ending Sexual Violence Sub Committee

The Sub-Committee on Promoting Consent and Ending Sexual Violence (ESVH) oversees the implementation of the ESVH Action plan and reports to the EDI Steering Committee. See Table 5 for membership.

Promoting Consent and Ending Sexual Violence Student Working Group focuses on actions related to ESVH awareness, training and supports for students. This group met in October 2024, January 2025, April 2025 and May 2025. See membership in Table 6.

Name	Title
Marian Duggan	VP People and Organisation
Rabiya Ali	Sexual Violence Prevention and Response Manager
Frances O Connell	VP Student Education & Experience
Carol Wrenn	EDI Manager
Linda Barry	Academic Administration and Student Affairs Manager
Sarah LaCumbre	Student Resource Centre Manager
Sean O Connell	Head of Student Counselling
Treasa Fox	Head of Student Counselling
Niamh Murphy	Deputy Head of Student Counselling
Majella Ryan	Student Counselling Midwest
Kathy Heavey	Student Counselling Midlands
Amelia Lown	Student Union President

Table 6 Promoting Consent and Ending Sexual Violence Student Working Group Membership

Promoting Consent and Ending Sexual Violence Policies and Procedures Working Group focuses on the development of ESVH related policies and procedures. This group was disbanded in AY24/25 as its role in developing the Policy and Procedure for preventing and responding to sexual violence and harassment was completed.

Gender Profile of Decision-Making Committees within TUS

This section details the gender profile of key decision making committees and structures within TUS. Reviewing the gender balance of these structures is a priority action within the TUS 2024-2028 Action plan (action 1.1a).

Governing Body and Academic Council

On formation of TUS on 1st September 2021, an interim Governing Body (GB) and Academic Council (AC) was established, with elections held for inaugural GB and AC Members in 2022. The Chair of TUS GB is female while the Chair of TUS AC is male. Since 2021, both GB and AC are gender balanced (Table 7 for 2024 figures). In 2024-25, there was gender balance on three of the four Governing Body Sub Committees (Table 8). Annual review of Terms of Reference (including membership) is conducted. Table 9 shows the gender balance of Academic Council Sub-Committees, with the largest imbalances in the Apprenticeship sub-Committee (29% F) and Student Experiences and Access sub-committee (77%F). Membership of AC Sub-Committees are reviewed annually.

2024	Female	% Female	Male	% Male
Governing Body	9	47%	10	53%
Academic Council	29	47%	33	53%

Table 7 Governing Body & Academic Council membership

Governing Body Sub Committee	F	%F	M	%M	Chair M/F
Finance and Physical Development	3	43%	4	57%	(M)
Audit and Risk	2	40%	3	60%	(F)
Governance & Nomination	2	40%	3	60%	(F)
People, Culture and EDI	8	80%	2	20%	(M)

Table 8 Governing Body Sub-Committee membership AY 24/25

Academic Council Sub Committee	Total	F	%F	M	%M
Admissions, Transfers & Progression	42	29	69%	13	31%
Apprenticeship	24	7	29%	17	71%
Flexible Learning	45	26	58%	19	42%
International & RUN EU	44	25	57%	19	43%
Postgraduate Studies & Research	56	26	46%	30	54%
Programme Provision & Review	49	25	51%	24	49%
Quality Assurance and Enhancement	30	18	60%	12	40%
Student Experience and Access	44	34	77%	10	23%
Teaching, Learning and Assessment	41	26	63%	15	37%

Table 9 Academic Council Sub-Committees 2024-25

VP/Deans Council

Under the proposed new organisational and reporting structure for TUS, changes will be implemented to the composition of Senior Management Groupings. Following an organisational design process involving external consultants, there is significant ongoing work in developing senior management and reporting structures in TUS. The appointment of the Chief Operations Officer (COO) (M) and Chief Academic Officer (CAO) (F), in Quarter 3 2025, as two newly established roles, represents a major milestone.

There have been two interim phases to the development of Senior Management Structures since formation of TUS. Phase 1 involved the VP & Deans Council providing coordinated corporate and academic leadership across the university. Phase 2 of the development of the Senior Management Structure is under active development. It involves a Senior Leadership Team (SLT), Senior Management Team (SMT) and Senior Academic and Operations Management Groups.

2024	Female	% Female	Male	% Male
VP and Deans Council	5	28%	13	72%

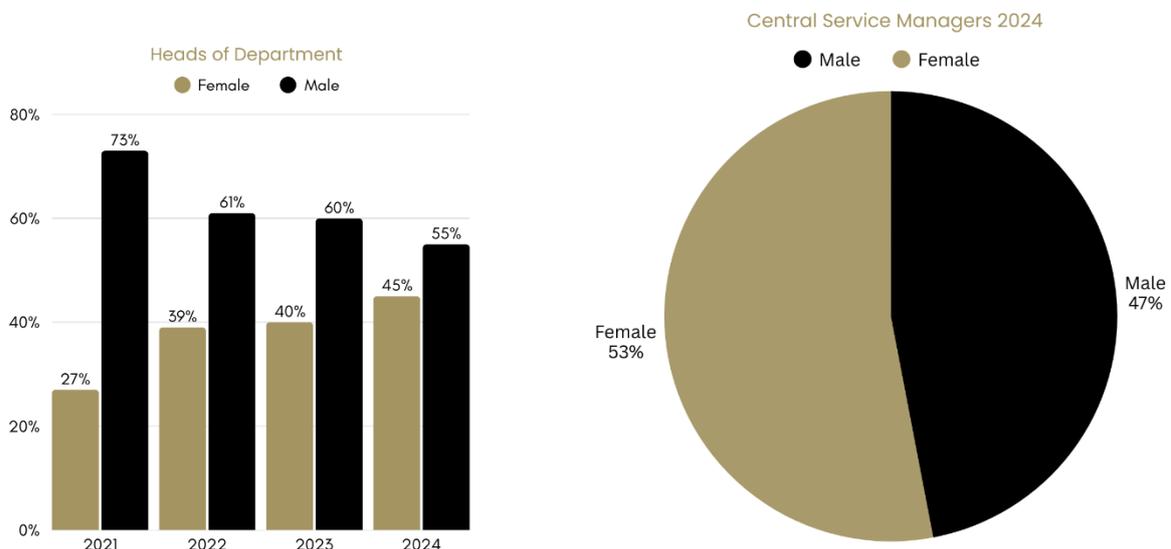*Table 10 VP and Deans Council Membership 2024*

Figure 7 Heads of Departments

Figure 6 Central Service Managers Gender Balance 2024

Between 2021 and 2024, there was significant improvement in female representation at Head of Department level, moving from 27% in 2021 to 45% in 2024 (Figure 7). There was also gender balance at Central Service Manager level in 2024 (Figure 6).

EDI Strategic Goal 1 2024- 2028 Athena Swan Action Plan Update

Progress to date	In progress: 4	Delayed: 1

Action No.	Summarised Action	Update on progress
1.1a	• Ongoing monitoring of gender balance in TUS committee and decision-making structures including VP and Deans Council, EDI Committees, Governing Body Sub Committees. • Targeted actions (as appropriate) implemented if a minimum 40% women, 40% men on these is not achieved/ maintained	**VP and Deans Council**: 28% female, 72% male **EDI Steering Committee**: 60% female, 40% male **GB Sub Committees**: • Finance and Physical Development: 43% female, 57% male • Audit and Risk: 40% female, 60% male • Governance & Nomination: 40% female, 60% male • People, Culture and EDI:80% female, 20% male
1.1b	• Actively seek to share committee roles with a more diverse range of candidates. • Develop a guidance document with clear targets to support the formation of committee structures	Guidance document drafted, to be shared with Academic Council, EDI Steering Committee and VP and Deans Council in AY 25/26
1.1c	• Departments/ functional areas/ faculties apply for Athena Swan accreditation. • Develop timeline and guidance document for departmental/functional areas/ faculties SATs. • Monitor gender balance on departmental/ functional area/ faculty level SATs. • Ensure Departmental/ faculty level applications include detailed targeted actions to address student underrepresentation in male/female dominated courses and for part time students.	Advance HE are revising their Departmental Athena Swan processes. TUS is waiting for additional guidance on this prior to supporting Departmental Awards
1.1d	• Revise Athena Swan SAT Terms of Reference (TOR) to Athena Swan Champion Group with new EOI for membership of the group, reporting to EDI Steering Committee. • Increase gender balance, ethnic diversity and campus representation on SAT when looking at how SAT is amended going forward	Athena Swan Champions Group established in February 2025. Increased membership of the group will be encouraged in AY 25/26.
1.2a	Continued dedicated budget for EDI related work.	EDI Budget for AY 24/25 was €43,247

EDI Strategic Goal 1 2025- 2027 Race Equality Action Plan Update

Progress to date	Completed: 2	In progress: 4	Planned for future years: 1

Action No.	Summarised Action	Update on progress
1a	Establish a Race Equality Forum through an open call to all staff and students. Develop and approve Race Equality Forum Terms of Reference	Race Equality Consultation Forums were established in 2023, with an approved Terms of Reference. The purpose of these forums was to better understand our campus culture in relation to race equality and to promote progress and good practice in support of race equality. The forums were held on TUS campuses during AY 23/24 and informed the development of a TUS Race Equality Action Plan.
1b	Appoint external partners to support Governing Body People, Culture and EDI Sub Committee on progressing work on Race Equality	Two members of the Governing Body Sub-Committee on People, Culture and EDI with expertise in race equality have been appointed.
1c	TUS is represented on national committees relevant to Race Equality EG: Athena Swan Race Equality Working Group	TUS is an active member of the following: • Athena Swan Race Equality Working Group • Intersectionality Working Group
1d	Review membership of TUS committee structures (including SU structures) to enhance diversity representation	Guidance document to support diversity in committee structures has been drafted, and will be shared with Academic Council, VP and Deans Council and EDI Steering Committee in AY 25/26
1e	Establish anti-Racism Sub Committee of EDI Steering Committee to ensure TUS work on supporting race equality is informed by HEA Anti-Racism Principles and HEA's Implementation Plan on Race Equality	Draft Terms of Reference discussed by EDI Steering Committee in AY 24/25. Final ToR to be approved and Expression of Interest to be issued to staff and students in AY 25/26
1f	Collaborate with external bodies on Race Equality Initiatives.	Through Path 4 funding, collaboration is currently happening with Tipperary Rural Traveller Project and Ofally Traveller Movement. Collaboration with other external bodies is also being explored.
1g	Reverse Mentorship structure in place aimed at supporting leaders and senior management roles within TUS.	A reverse mentoring structure was piloted with UCC in AY24/25. Feedback from this structure will inform the implementation of a reverse mentoring structure in AY 25/26

Strategic Goal 2

Policies and Procedures

To ensure that our vision statement for EDI is supported and embedded in policies and procedures for staff, students and stakeholders that are implemented across TUS and monitored and reviewed on a regular basis.

Approved **EDI related policies and procedures** are available on the TUS website. The TUS Equality Statement and TUS EDI Policy provide an overarching framework and commitment to equality, diversity and inclusion for further policies and procedures.

Equality Statement

The TUS Equality Statement, required by the Technological Universities Act 2018 and approved by the TUS Governing Body in June 2022, details TUS's commitment to equality in opportunities, student experience and employment, gender equality and intersectionality, equality in curricula and pedagogies, and through policies and procedures. It is available on the TUS EDI webpage.

EDI Policy

The TUS Equality, Diversity and Inclusion Policy was approved in AY 24/25, and is now accessible on the TUS website. The policy emphasises TUS commitment to embedding EDI across all TUS policies and procedures.

Policy and Procedure for preventing and responding to Sexual Violence and Sexual Harassment

TUS is committed to fostering a safe, respectful and supportive campus culture, and through this commitment does not condone any form of Sexual Harassment and Sexual Violence. TUS encourages staff and students to come forward to seek support and assistance in relation to issues of Sexual Harassment and Sexual Violence. Trauma informed principles will guide responses to disclosures, respecting the right of the reporting party to choose how to take forward the disclosure.

The TUS Policy and Procedure for responding to Sexual Harassment & Sexual Violence went through extensive consultations and review during the academic year and was adopted by the Governing Body in January 2025. In terms of initiating a communication campaign among staff and students, the approved policy is available on the TUS website and was announced to all staff and students by emails from the respective Vice-Presidents.

The policy applies to all TUS students, TUS staff and all who engage with TUS. This policy extends to any alleged Sexual Harassment and Sexual Violence that occurs either on or off TUS campus or premises, during TUS or related activities, (both in Ireland or overseas) including field trips, conferences, official social functions, and sporting events, and extends to any alleged Sexual Harassment and Sexual Violence whether it occurs in person, in writing, by phone, online or by any other means.

Workplace Supports for Employees affected by Domestic Violence and Abuse Policy

TUS is committed to offering support to employees affected by domestic violence and abuse. During 2024/25, TUS introduced its policy which covers the internal and external workplace support available to employees who have been or are being subjected to domestic violence and abuse, or where the employee is supporting a relevant person (e.g., spouse or civil partner, cohabitant, child, or dependent person). The policy incorporates relevant provisions of the Work Life Balance and Miscellaneous Provisions Act 2023, which introduces domestic violence leave. The policy was noted by Governing Body in December 2024 and is available on the TUS website.

Student and Quality Assurance related policies

A number of student related policies which embed EDI related principles were approved during AY 24/25. These include:

Policies to support new categories of learners to pursue doctoral qualifications.

- TUS Regulations for Industry-Based PhD Research Degrees 2024 - 2026
- TUS Postgraduate Research Regulations for Professional Doctorates 2024 – 2026 (AC 22.11.24).

Policies which support inward and outbound exchange – enhancing key mechanisms for supporting mobility and diversity of TUS student and staff populations:

- TUS Global Erasmus Policy and Procedure (AC 28.03.25)
- TUS Global Admissions Policy.
- Participation in the European Approach for Quality Assurance of Joint Programmes

The following also embed principles of equality of opportunity:

- TUS Policy on Fitness to Study for Listed Programmes which Lead to Practise in Regulated Settings 2025 – 2029 (AC 28.03.25): This policy outlines supports for students where their programme involves preparation for and/or study and practice in regulated settings.
- TUS English Language Policy 2024 - 2029 (AC 22.11.24): This policy outlines the provisions for students whose primary language is not English, underlining our dedication to diversity in the international sphere.

Foundational EDI related policies

TUS works to ensure equality through relevant policies and procedures. Previously approved foundational policies and procedures, which are priority areas in the Athena Swan 2024-2028 action plan include

- Dignity and Respect at Work Policy and Procedure
- Gender Identity and Expression Policy
- Name Change Procedure

EDI Strategic Goal 2 2024- 2028 Athena Swan Action Plan Update

Progress to date	Completed: 1	In progress: 12	Delayed:1	Planned for future years: 4

Action No.	Summarised Action	Update on progress
2.1a	• Establish a feasible PDP system to be implemented in a coherent manner across TUS. • All TUS Managers to be trained in best practice in conducting personal development plans for staff. • Working group established to assess potential PDP systems	A workplan is being devised to implement a PMDS system on a consistent basis across TUS, with review of technology supports underway.
2.1b	• Develop, implement and monitor Health and Wellbeing Policy and Action Plan. To include: • Training and awareness in support of the See Change Workplace Pledge • Support Menopause in the workplace	Consultations took place during AY 24/25 to inform the Health and Wellbeing Action Plan. These included: - Inclusion of Health Promotion related questions in the 2025 Staff Barometer survey - Focus groups with staff, using the Healthy Campus Self Evaluation tool - Healthy Campus session at TUS Managers meeting in April 2025 Analysis of these consultations will be shared with the EDI Steering Committee in AY25/26. A Healthy Campus Sub Committee, reporting to both the EDI Steering Committee and Sustainability Committee will be formed in AY 25/26 to guide the development of the Health and Wellbeing Action Plan and Policy Shine, the organisation running the See Change Workplace Pledge underwent significant restructuring and rebranding in AY24/25. As a result, training was delayed. This is now planned for early AY 25/26
2.1c	• Implementation of Policy and Procedure for Preventing and Responding to Sexual Violence and Harassment. • Detailed communication campaign on reporting processes	Policy and Procedure was approved by Governing Body in January 2025. The TUS Policy and Procedure for Responding to Sexual Violence and Sexual Harassment provides clear processes on addressing student and staff complaints in a transparent, trauma informed and confidential manner. Diagrammatic representation of these processes illustrating all response pathways across campuses in TUS was completed and are promoted to staff and students through website and during induction/orientation. Communication campaign involving presentations at Departmental Meetings underway.
2.1d	• Finalise and disseminate TUS Code of Practice for the Employment of Staff with Disabilities.	Draft Code of Practice was developed in AY24/25. It is expected to be finalised in AY 25/26.
2.1e	Monitor implementation of Recruitment and Selection policy and procedure including:	HR monitors composition of interview boards to ensure a minimum 60/40 gender representation.

		• Gender balance on interview boards; • Metrics on Interview board training including processes to ensure adherence by external panel members; • Enhance training on providing feedback to unsuccessful candidates; • Review of usage of appeals procedure as contained in Appendix 1 of TUS Recruitment, Selection and Appointments policy.	Training for Managers on TUS Recruitment, Selection & Appointment Policy and Procedure conducted in 2023. A refresher training session to be developed for delivery in 2026 to include training on providing feedback to unsuccessful candidates and on appeals procedure.
	2.1f	Develop and disseminate Guidance on Right to Disconnect, and communicate to staff	Draft guidance has been developed. This is expected to be approved in AY25/26
	2.1g	Guidance on communication and meeting etiquette developed in line with TUS values, and communicated to staff	Draft guidance has been developed. This is expected to be approved in AY25/26
	2.1h	Approval, Dissemination and monitoring of implementation of EDI Policy	Policy approved and available on TUS website. Issues log is provided by the Central Policy Unit to support monitoring of policy.
	2.1i	• Approval, Dissemination and monitoring of GIED Policy. • Public commitment on all TUS campuses through visual demonstration of support and solidarity with LGBT+ staff and students. • Ensure all TUS campuses have gender neutral toilets. • Ensure student preferred gender and personal pronouns are displayed on Banner web	Policy approved and available on the TUS website. This policy is to be reviewed in AY25/26 Visual demonstration of support with LGBT+ staff and students through the provision of Pride seating areas on Moylish, Athlone, Thurles, Clonmel campuses Gender neutral facilities are available in Athlone, Moylish, Coonagh and LSAD. Gender neutral facilities are required in Thurles, Clonmel and Ennis. Students can enter their personal pronouns and preferred gender on Student Self-Service Banner - Banner Web
	2.1j	Ongoing dissemination and monitoring of implementation of name change procedure	Name change procedure shared during staff induction, information included in Student Handbook, and shared on social media. 14 students availed of this facility in AY24/25
	2.1k	• Finalise, approve, implement and monitor Domestic Violence Leave Policy. • Detailed communication campaign on accessing leave entitlements.	Policy was approved in Dec 2024 and is available on the TUS website. Information on this has been shared with all staff during AY 24/25
	2.1l	• Regular HR Information sessions on applying for flexible working and family leave arrangements. • Promote Family Leave at a Glance Information sheet	HR webpages will be updated in 2025/26, with renewed focus being placed on flexible working and family leave arrangements.
	2.1m	Develop and share case studies of staff who have availed of flexible and family leave working arrangements. This should	20% of staff availing of flexible working (career break, job sharing, unpaid leave) during AY 24/25 were male

| | | include a diversity of staff in terms of age, category of post, gender | 85% of staff availing of career break or unpaid leave were PMSS staff

128 staff availed of family leave (paid maternity, unpaid maternity, paternity, parents leave, parental leave carers leave) in AY 24/25. 60% of these staff were in PMSS roles, 32% in Academic roles and 8% in Research roles

87% of staff who availed of parents, parental and carers leave were female, 13% were male.

Tracking of this data, rather than developing case studies, will continue in AY 25/26. |
|---|---|---|---|
| | 2.1n | Develop, approve and disseminate TUS Hybrid Working Policy | Draft TUS Hybrid Working Policy to be finalised in Q3 2025 and expected to be approved in Q4 2025. |
| | 2.1o | Encourage a culture of optional connectivity for TUS staff on all types of leave (career breaks, sick leave, maternity leave, retirement) through development of a guidance document | To be a focus in AY 25/26 |
| | 2.1p | Implement recommendations from 2022 Maternity Leave FGD findings Report including:

• Develop and roll out "Before, During and After Maternity Leave" guidance handbook and checklist to help managers support staff in relation to maternity leave.

• Accessible breastfeeding facilities to be identified on all campuses for staff and students. Details of accessing these facilities provided on TUS website and during induction.

• Parking permit for pregnant employees to enable them to park closer to their work location. | Guidance handbook has been drafted and is due to be finalised in AY 25/26

Breastfeeding facilities available in:
- Athlone
- Moylish
- Thurles
- Clare St campuses. Further work required for other campuses

Parking permits for pregnant employees will be a focus in AY 25/26 |
| | 2.1q | Ensure dedicated quiet spaces are available on all TUS campuses | Work is underway, and will continue to be a focus in AY 25/26 |
| | 2.2a | • Assess role of Equality Impact Assessment processes in other HEIs when monitoring and reviewing policies from an equality perspective.

• Based on review, recommend tool to assess policies from EDI perspective | There is limited use of Equality Impact Assessments across the sector. Work is underway to draft an Equality Assessment tool with external support from the Irish Centre for Diversity. It is hoped this will be finalised in AY 25/26 |

EDI Strategic Goal 2 2025- 2027 Race Equality Action Plan Update

Progress to date	**In progress: 2**	**Planned for future years: 1**

Action No.	Summarised Action	Update on progress
2a	Targeted actions to support applications for job opportunities from minority groups. Actions include: • HR training on Supporting Inclusive Recruitment • Analysis of where jobs are advertised and scope to increase advertising in spaces where ethnic minority groups are more likely to find them • Track the numbers of racially and ethnically diverse applicants and successful recruits over time. • Present analysis at appropriate fora with actions agreed • Core Vacancies site displays ethnically diverse imagery	In AY 24/25, TUS partnered with UCD and University of Galway to apply for funding under the HEA EDI Enhancement Fund to increase ethnic diversity across the partner institutions through attracting, recruiting and integration of employees from minority ethnic groups and providing tools to enable this. Unfortunately the application was unsuccessful. Further work in this space will take place in AY 25/26
2b	Race equality principles embedded in key policies and procedures: · Dignity and Respect policy · EDI Policy · Student Policies Staff guidance document and student guidance document developed outlining how these policies support race equality	Race equality principles are embedded in Dignity and Respect Policy, EDI Policy and Student Code of Conduct. Additional guidance outlining how these policies support race equality will be developed in AY 25/26.
2c	Awareness raising activities regarding reporting pathways for reporting discrimination including: • Dignity and Respect policy • Speak Out Reporting tool • Student Policies	Following the development of accessible guidance documents on reporting pathways, awareness raising campaign will be developed in AY 25/26

Strategic Goal 3

Decision Making Processes

To ensure decision making processes related to EDI issues are informed by comprehensive data, collected using a variety of qualitative and quantitative methods

Staff data is captured as male, female, non-binary, another not listed, and prefer not to say. To preserve the anonymity of the small number of staff who identify differently to male/female, categories of non-binary/ another not listed/ prefer not to say have been grouped as "other". In some instances, these figures are not included, in which case the tables will not amount to 100%.

All Staff Profile

As of 31st December 2024, TUS had a total staff headcount of 1,835 staff (Table 11), while the Whole Time Equivalent (WTE) figure is 1,569 (Table 12).

Headcount							
Category of staff	**Total**	Female	**% Female**	**Male**	**% Male**	**Other**	**% Other**
Academic (Core & Non-Core)	1044	488	**47%**	550	53%	6	1%
PMSS Core Funded	498	303	**61%**	188	38%	7	1%
PMSS & Research staff (Non-Core	293	162	**55%**	125	43%	6	2%
Total	1835	953	**52%**	863	47%	19	1%

Table 11 Headcount TUS staff by gender and post category 31st Dec 2023

Whole Time Equivalent							
Category of staff	**Total**	**Female**	**% Female**	**Male**	**% Male**	**Other**	**% Other**
Academic (Core & Non-Core)	870.54	398.64	**46%**	469.29	54%	2.61	0%
PMSS Core Funded	441.58	269.18	**61%**	170.30	39%	2.10	0%
PMSS & Research staff (Non-Core	257.18	147.41	**57%**	109.54	43%	0.23	0%
Total	1569.30	815.23	**52%**	749.13	48%	4.94	0%

Table 12 WTE TUS staff by gender and post category 31st Dec 2023

Gender

TUS staff gender breakdown show slightly higher female representation when compared against HEA figures from all Technological Universities, but slightly lower when compared against all HEIs (Figure 8 and Table 13)
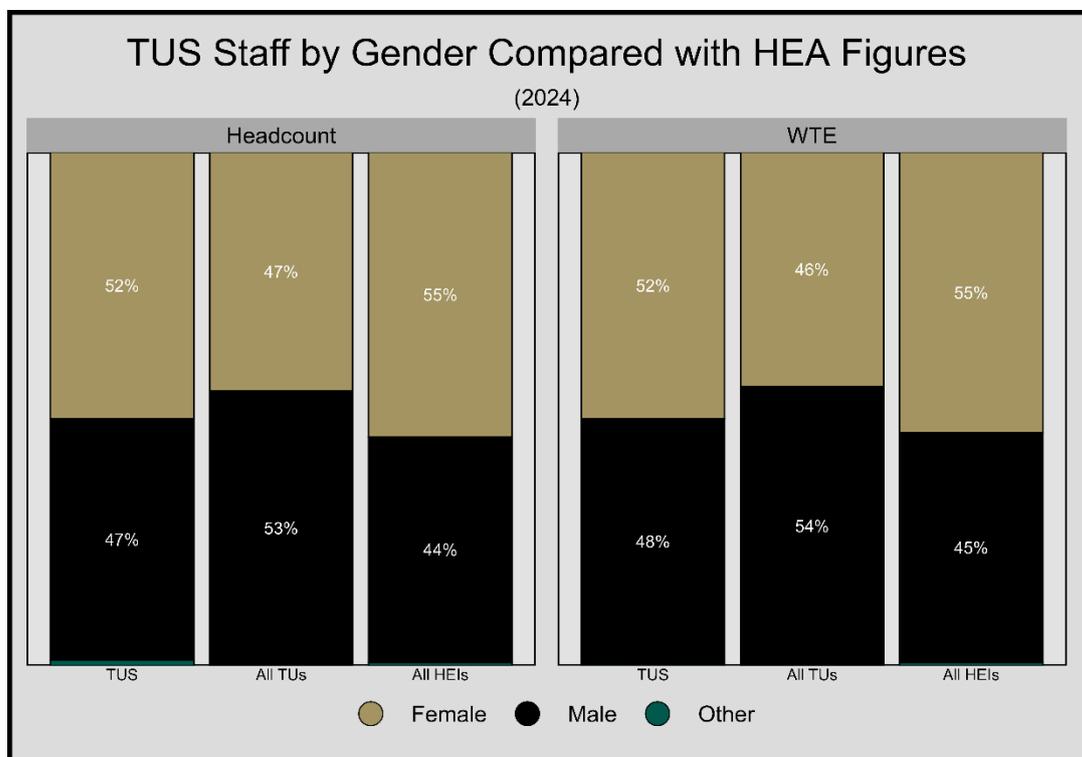

Figure 8 TUS staff by gender (2024) compared with HEA figures (2024)

	Headcount				WTE			
Gender	TUS	TUS %	All TUs	All HEIs	TUS	TUS %	All TUs	All HEIs
Female	953	52%	47%	55%	815.23	52%	46%	55%
Male	863	47%	53%	44%	749.13	48%	54%	45%
Other	19	1%	0%	1%	4.94	0%	0%	1%
Total	1835				1569.3			

All Staff by Gender (2024)

Table 13 TUS staff by gender (2043) compared with HEA figures (2024)

Figure 10 shows the gender breakdown of staff (WTE) over the past 3 years, based on annual Staff Profile by Sex and Gender submitted to the HEA. There has been marginal changes in Academic staff (core and non-core) and PMSS core staff, with a slight increase in male representation in PMSS and Research staff since 2023.
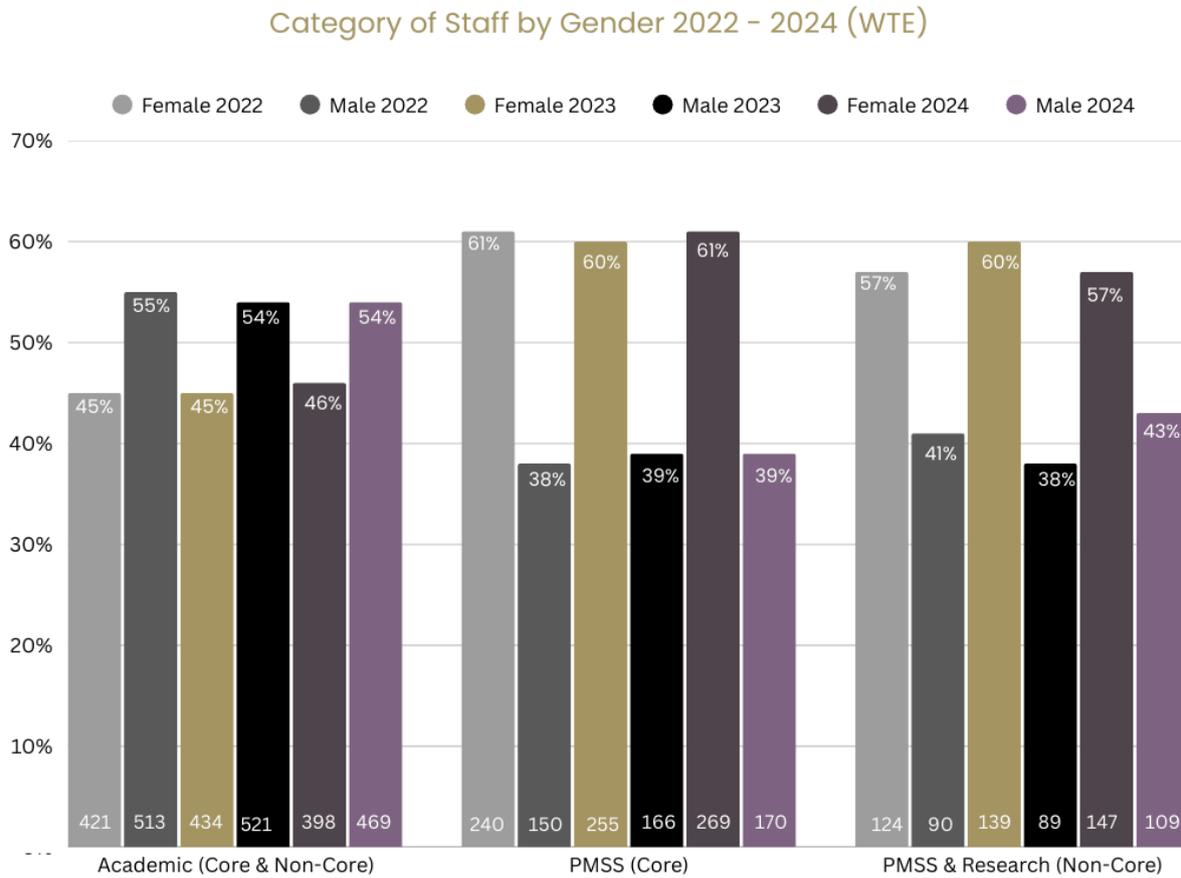
Category of Staff by Gender 2022 – 2024 (WTE)

Legend: ● Female 2022 ● Male 2022 ● Female 2023 ● Male 2023 ● Female 2024 ● Male 2024

Category	Female 2022	Male 2022	Female 2023	Male 2023	Female 2024	Male 2024
Academic (Core & Non-Core)	45% (421)	55% (513)	45% (434)	54% (521)	46% (398)	54% (469)
PMSS (Core)	61% (240)	38% (150)	60% (255)	39% (166)	61% (269)	39% (170)
PMSS & Research (Non-Core)	57% (124)	41% (90)	60% (139)	38% (89)	57% (147)	43% (109)

Figure 9 Category of staff by gender 2022- 2024 WTE

Gender Pay Gap

The Gender Pay Gap Information Act 2021 requires organisations with over 250 employees to report on their Gender Pay Gap. The reporting period is the 12-month period immediately preceding and including the snapshot date on 30th June. TUS adheres to nationally agreed salary ranges for all job roles. This ensures that everyone is paid fairly for undertaking the same or a similar role. The Gender Pay Gap looks at the distribution of men and women **across all job levels** of the organisation and identifies how this translates into the average salary made as a result. The Gender Pay Gap is an equality measure that shows the difference between the **average earnings of all men versus that of all women in an organisation.** The TUS Gender Pay Gap reports are available on the TUS website. Figure 11 conveys how the TUS Gender Pay Gap has changed in the past three years.
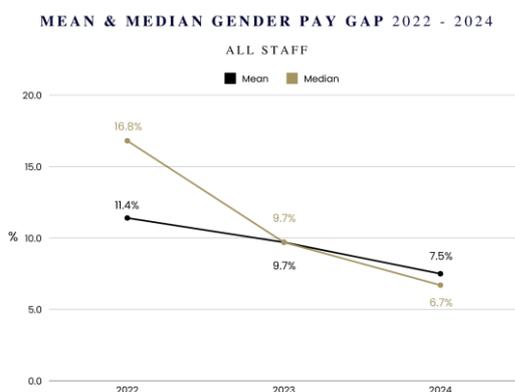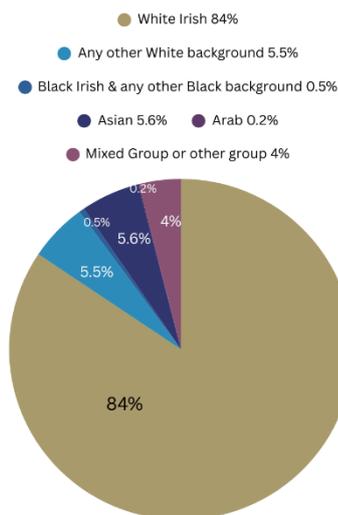

Figure 10 Mean and Median Gender pay gap TUS 2022- 2024

Ethnicity

In 2022, 15% of staff voluntarily updated their Ethnicity data on Core HR. This increased to 20% of staff by December 2023 and to 62% by end of Academic year 24/25. Figure 12 shows aggregate level data.

Staff Ethnicity Data 2024

Figure 11 Staff ethnicity data August 2024

Of those who have provided ethnicity data, 84% identify as White Irish. TUS approved a Race Equality Action plan during AY24/25, which was informed by Race Equality Forums held in Academic Year 23/24.

Figure 12 TUS signs the HEA Anti-Racism Principles for Irish Higher Education Institutions

Disability

Annual return submitted for 2024 to HEA reported that 5% of employees had a disability. However, 8% of the 660 anonymous respondents to the TUS 2025 Staff Barometer Survey disclosed that they have a disability, impairment, chronic health condition (including mental health) or learning difference (Figure 14). Of those who did disclose, 57% of them stated that they have supports and reasonable accommodations available for them to do their job.
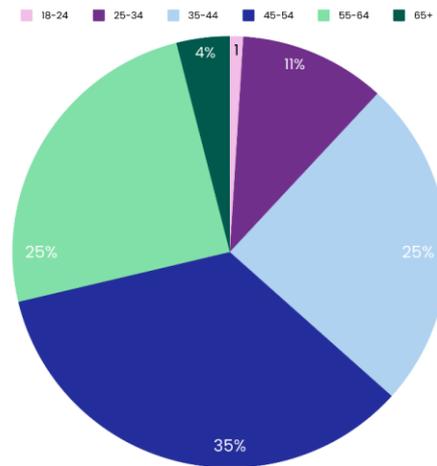

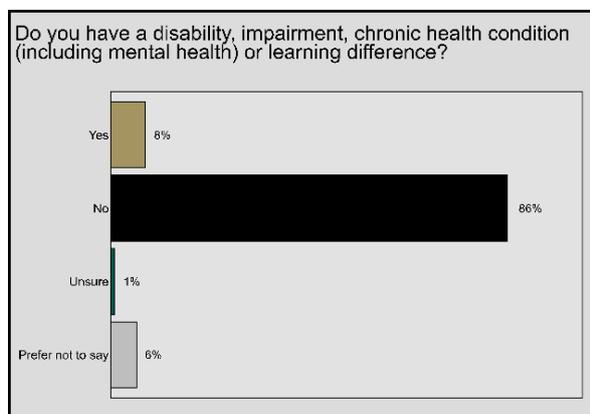*Figure 14 Age profile of staff May 2024*

Figure 13 Staff responses to disability-related question in TUS 2025 Staff Barometer Survey

Age

The majority of staff (60%) are between 45-64, with 4% in the 65+ age bracket (Figure 15). The age profile shows the need to concentrate on gender and age-specific health issues for staff (e.g., menopause, men's health), which will be included in the TUS Health and Well-being policy, a priority area in the 2024-2028 Athena Swan Action plan (action 2.1b).

Academic Staff

Table 14 and Figures 16 and 17 provide an overview of Academic Staff by grade and gender (WTE) from 2022- 2024, showing a good gender balance amongst academic staff at Assistant Lecturer and Lecturer levels, an improvement at Senior Lecturer 1 and Senior Lecturer 2 (Head of Department) levels, but a slight disimprovement at Senior Lecturer 3 (Dean level). Female representation at each grade for academic staff is similar or better than HEA TU Averages (see Table 15 and Figure 18), except in the case of SL1T and SL3 Grades.

2022							
Grade	Total	Female	% Female	Male	% Male	Other	% Other
Senior Lecturer 3	9	3	33%	6	67%	0	0%
Senior Lecturer 2	33	13	39%	20	61%	0	0%
Senior Lecturer 1	28.5	11.5	40%	17	60%	0	0%
Lecturer	487.85	231.28	47%	256.57	53%	0	0%
Assistant Lecturer	379.98	162.61	43%	213.6	56%	3.76	1%
Total	938.32	421.39	45%	513.17	55%	3.76	0%

2023							
Grade	Total	Female	% Female	Male	% Male	Other	% Other
Senior Lecturer 3	10	4	40%	6	60%	0	0%
Senior Lecturer 2	36.91	14.91	40%	22	60%	0	0%
Senior Lecturer 1	29.01	10.53	36%	18.48	64%	0	0%
Lecturer	507.61	241.66	48%	265.95	52%	0	0%
Assistant Lecturer	373.64	163.05	44%	208.70	56%	1.89	1%
Total	967.17	434.15	45%	521.13	54%	1.89	0%

2024							
Grade	Total	Female	% Female	Male	% Male	Other	% Other
Senior Lecturer 3	9.00	3.00	33%	6.00	67%	0.00	0%
Senior Lecturer 2	37.80	16.80	44%	21.00	56%	0.00	0%
Senior Lecturer 1	30.50	12.00	39%	18.50	61%	0.00	0%
Lecturer	568.68	273.30	48%	293.88	52%	1.50	0%
Assistant Lecturer	224.56	93.54	42%	129.91	58%	1.11	0%
Total	870.54	398.64	46%	469.29	54%	2.61	0%

Table 14 Academic Staff (WTE) by gender and grade 2021-2024

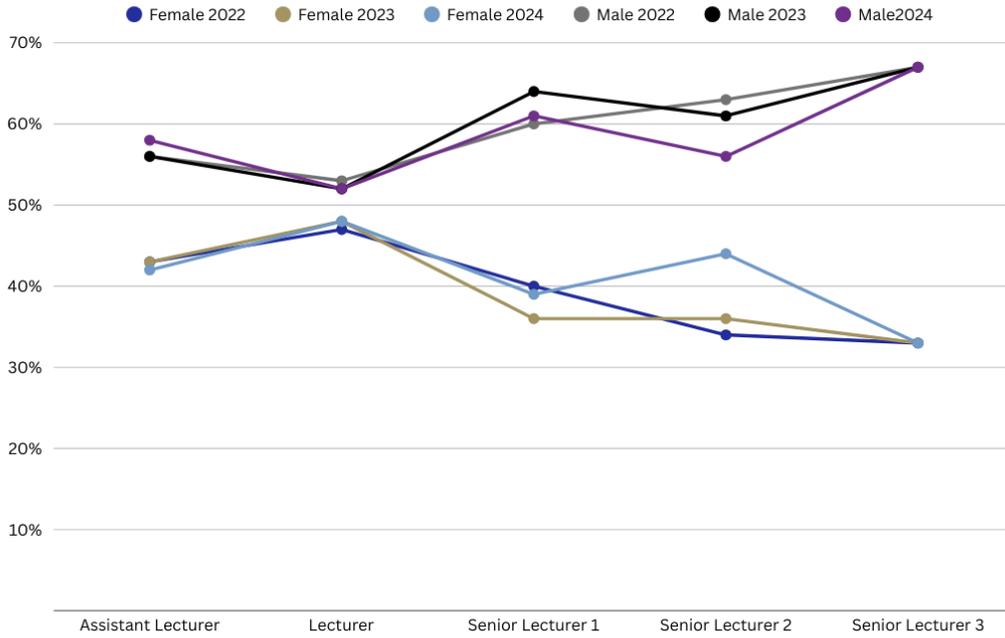Core & Non-Core Academic Staff by Grade & Gender 2022 – 2024 (WTE)
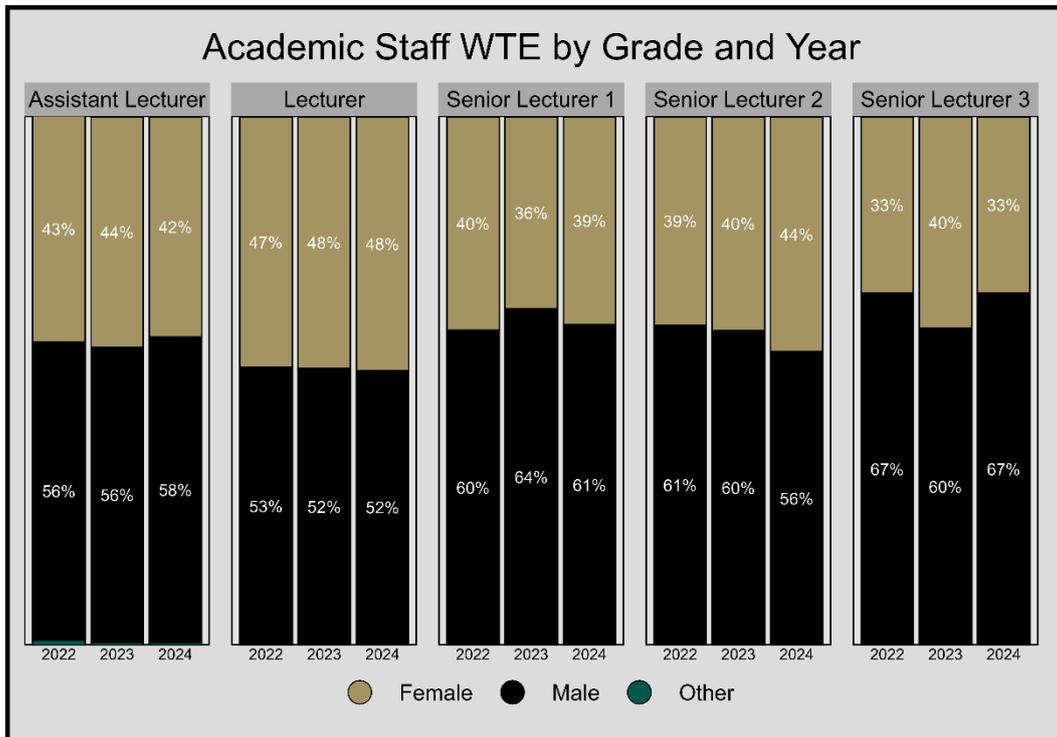
Figure 15 Academic Staff (WTE) by gender and grade

Figure 16 Academic Staff (WTE) by gender and grade 2022-2024

Academic Staff by Grade and Gender (2024)

Grade	% Female		% Male	
	TUS	All TUs	TUS	All TUs
Senior Lecturer 3	29%	46%	71%	54%
Senior Lecturer 2	47%	42%	53%	58%
Senior Lecturer 1	38%	44%	62%	56%
Lecturer	48%	48%	52%	52%
Assistant Lecturer	41%	42%	58%	58%
Total	**46%**	**46%**	**54%**	**54%**

Table 15 Comparison of Academic Staff (WTE) by gender and grade to HEA
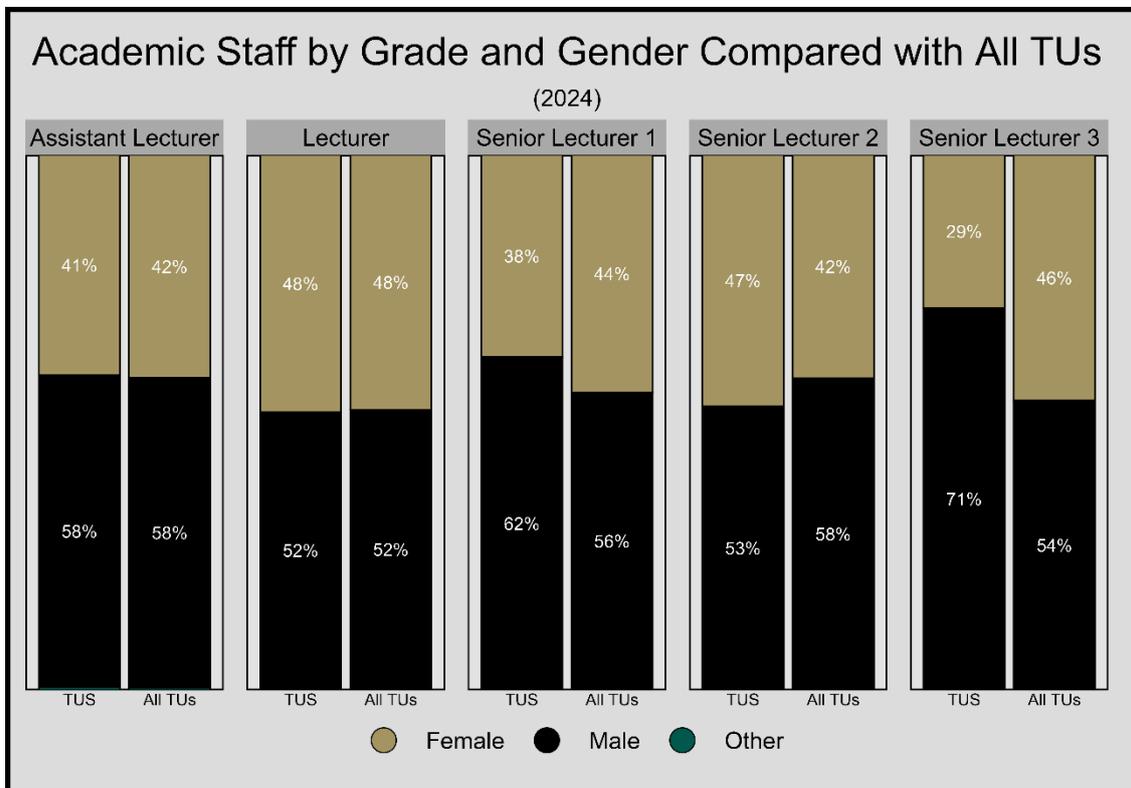

Figure 17 Comparison of Academic Staff (WTE) by gender and grade to HEA figures from all Technological Universities

Professional, Managerial and Support Services Staff

Table 16 presents core funded PMSS by grade and gender. There has been a reduction in the number of staff at the lower pay bracket of <€24,999 between 2023-2024. The largest gender imbalance remains at the €46,000-€75,999 pay bracket, where there is continued male underrepresentation as compared to previous years (Figure 18 and 19).

When compared to all Technological Universities, TUS is looks to be an outlier on the lower pay bracket of <€24,999. However, numbers of staff at this pay bracket across the TU sector are small (generally less than 5 staff), which leads to a skewing of data when comparing in percentages. Male underrepresentation at €46,000-€75,000 pay bracket is worse for TUS than the average for the technological sector. Despite a slight increase in the number of females in the >€106,000 pay category for TUS, female representation is less than TU average (Table 17, Figure 20).

2022							
Grade	Total	Female	% Female	Male	% Male	Other	% Other
< €24,000	18.91	14.15	75%	4.76	25%	0	0%
€24,000 - €45,999	132.43	61.8	47%	68.65	52%	2	2%
€46,000 - €75,999	202.54	145.9	72%	56.6	28%	0	0%
€76,000 - €105,999	28.57	16.6	58%	12	42%	0	0%
>€106,000	10	2	20%	8	80%	0	0%
TOTAL	394.46	240.4	61%	150.01	38%	2	1%

2023							
Grade	Total	Female	% Female	Male	% Male	Other	% Other
< €24,000	13.92	10.28	74%	3.64	26%	0	0%
€24,000 - €45,999	153.26	73.88	48%	78.37	51%	1.01	1%
€46,000 - €75,999	206.32	146.44	71%	59.88	29%	0	0%
€76,000 - €105,999	33.95	18.95	56%	15	44%	0	0%
>€106,000	13.92	5	36%	8.92	64%	0	0%
TOTAL	421.36	254.54	60%	165.81	39%	1.01	0%

2024							
Grade	Total	Female	% Female	Male	% Male	Other	% Other
< €24,000	1.81	0.14	8%	1.57	87%	0.10	6%
€24,000 - €45,999	150.10	73.87	49%	74.23	49%	2.00	1%
€46,000 - €75,999	233.36	169.78	73%	63.58	27%	0.00	0%
€76,000 - €105,999	33.46	17.46	52%	16.00	48%	0.00	0%
>€106,000	22.84	7.92	35%	14.92	65%	0.00	0%
TOTAL	441.57	269.17	61%	170.30	39%	2.10	0%

Table 16 PMSS (core-funded) WTE by pay grade and gender 2022-2024

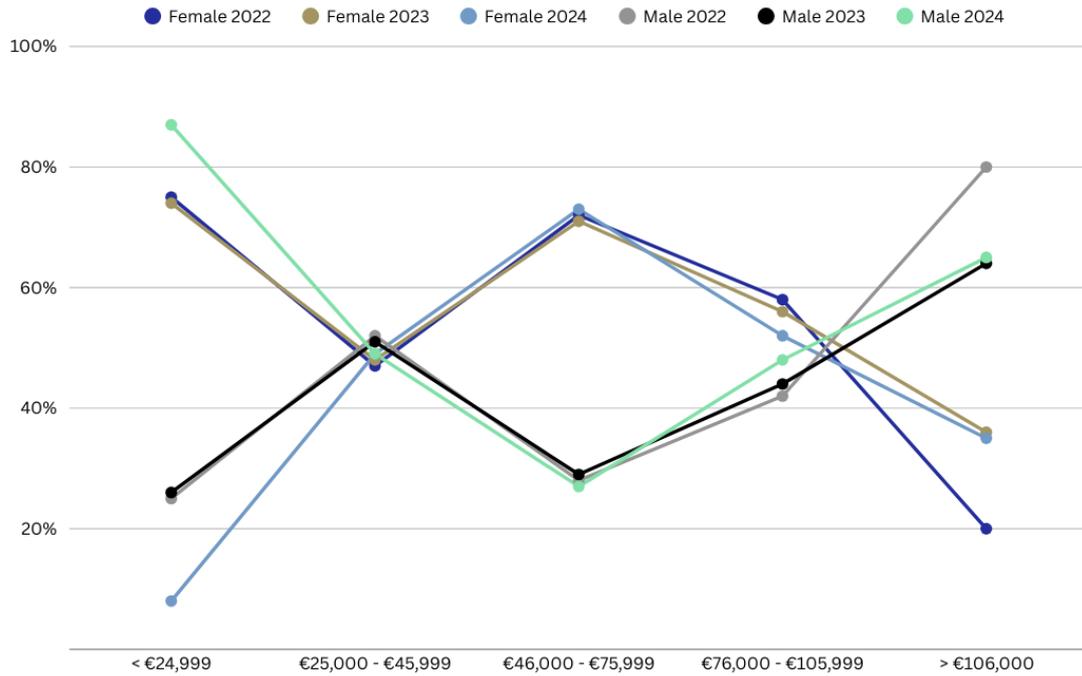# Core PMSS (WTE) by Grade & Gender 2022 – 2024 (FT & PT)

Legend: ● Female 2022 ● Female 2023 ● Female 2024 ● Male 2022 ● Male 2023 ● Male 2024

Figure 18 PMSS (core-funded) WTE by pay grade and gender

PMSS WTE by Grade & Gender

	<24,999	25,000-45,999	46,000-75,999	76,000-105,999	>106,000

<24,999
- 2022: Female 75%, Male 25%
- 2023: Female 74%, Male 26%
- 2024: Female 8%, Male 87%, Other 6%

25,000-45,999
- 2022: Female 47%, Male 52%
- 2023: Female 48%, Male 51%
- 2024: Female 49%, Male 49%

46,000-75,999
- 2022: Female 72%, Male 28%
- 2023: Female 71%, Male 29%
- 2024: Female 73%, Male 27%

76,000-105,999
- 2022: Female 58%, Male 42%
- 2023: Female 56%, Male 44%
- 2024: Female 52%, Male 48%

>106,000
- 2022: Female 20%, Male 80%
- 2023: Female 36%, Male 64%
- 2024: Female 35%, Male 65%

Legend: ○ Female ● Male ● Other

Figure 19 PMSS (core funded) WTE by pay grade and gender 2022-2024

PMSS Staff by Pay Grade and Gender (2024)

Grade	% Female		% Male	
	TUS	All TUs	TUS	All TUs
<€24,999	8%	60%	87%	38%
€25,000-€45,999	49%	55%	49%	44%
€46,000-€75,999	73%	64%	27%	36%
€76,000-€105,999	52%	46%	48%	54%
>€106,000	35%	46%	65%	54%
Total	**61%**	**58%**	**39%**	**42%**

Table 17 Comparison of PMSS (WTE) by gender and pay grade to HEA averages
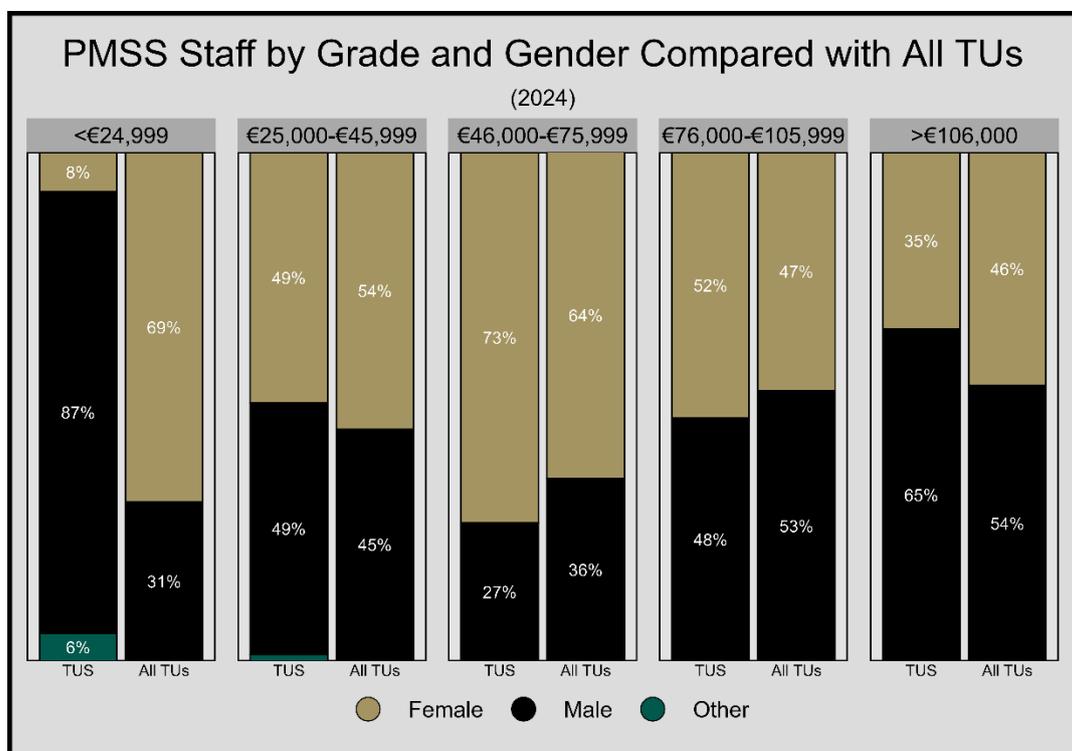
Figure 20 Comparison of PMSS (WTE) by gender and pay grade to HEA averages

Employment Status and Contract Types

Table 18 shows the 2024 breakdown of academic staff contracts by gender. There is gender balance for full-time and hourly-paid contracts, but more females hold part-time contracts (64%). Notably, part-time staff (permanent and temporary contract) make up only 4% of the total academic staff (Figure 21).

	Contract Type	Total	Female	% Female	Male	% Male	Other	% Other
Full-Time	Permanent /CID	741.97	336.97	45%	404.00	54%	1.00	0%
	% Total staff	**85%**						
Full-Time	Temporary/ Contract	80.44	32.44	40%	47.00	58%	1.00	1%
	% Total staff	**9%**						
Part-Time	Permanent /CID	25.05	15.99	64%	8.56	34%	0.50	2%
	% Total staff	**3%**						
Part-Time	Temporary / Contract	9.43	5.28	56%	4.15	44%	0.00	0%
	% of staff on Temporary Contract (FT and PT)	27%	25%		33%			
	% of Total staff	**1%**						
Part-Time	Total Part-Time Staff	34.48	21.27	62%	12.71	37%	0.00	0%
	% of Total Staff	**4%**	5%		3%			
Hourly Paid	Hourly Paid	13.65	7.96	58%	5.58	41%	0.11	1%
	% of Total Staff	**2%**	2%		1%			
Total		**870.54**	**398.64**	**46%**	**469.29**	**54%**	**2.61**	**0%**

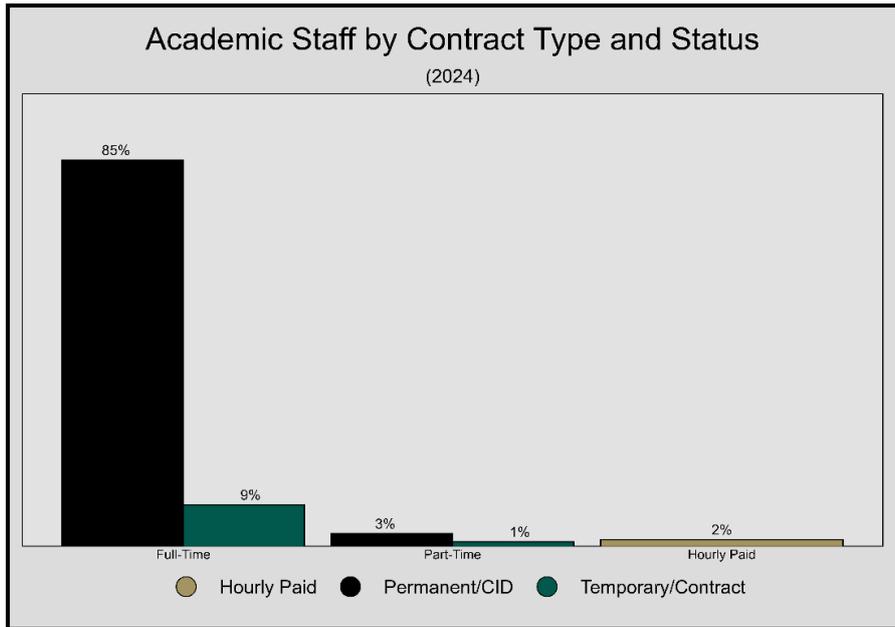*Table 18 Academic Staff (WTE) Contract Type for 2024 by gender*

Figure 21 Academic staff by contract and status

Table 19 displays 2024 gender breakdown of core funded PMSS staff contracts. Similar to academic staff, there is gender balance among full-time contracts, but more females in part-time roles. Part-time staff account for 17% of total core funded PMSS staff (Figure 22). The number of staff on fixed-term contracts has remained relatively stable since 2021, regardless of full-time or part-time employment.

	Contract Type	Total	Female	% Female	Male	% Male	Other	% Other
Full-Time	Permanent/CID	279.46	153.27	55%	124.19	44%	2.00	1%
	% Total Staff	**63%**						
Full-Time	Temporary/Contract	87.31	50.71	**58%**	36.60	42%	0.00	0%
	% Total Staff	**20%**						
Part-Time	Permanent/CID	65.77	57.93	**88%**	7.84	12%	0.00	0%
	% Total Staff	**15%**						
Part-Time	Temporary / Contract	8.60	7.14	**83%**	1.46	17%	0.00	0%
	% Total Staff	**2%**						
Part-Time	Total Part-Time Staff	74.37	65.07	**87%**	9.30	13%	0.00	0%
	% of Total Staff	**17%**						
Hourly Paid	Hourly Paid	0.45	0.14	**31%**	0.21	47%	0.10	22%
Total		**441.59**	**269.19**	**61%**	**170.30**	**39%**	**2.10**	**0%**

Table 19 PMSS contract types by gender for 2023 (core-funded staff)

PMSS Staff by Contract Type and Status
(2024)

63%

20%

15%

2%

Full-Time

Part-Time

● Permanent/CID   ● Temporary/Contract
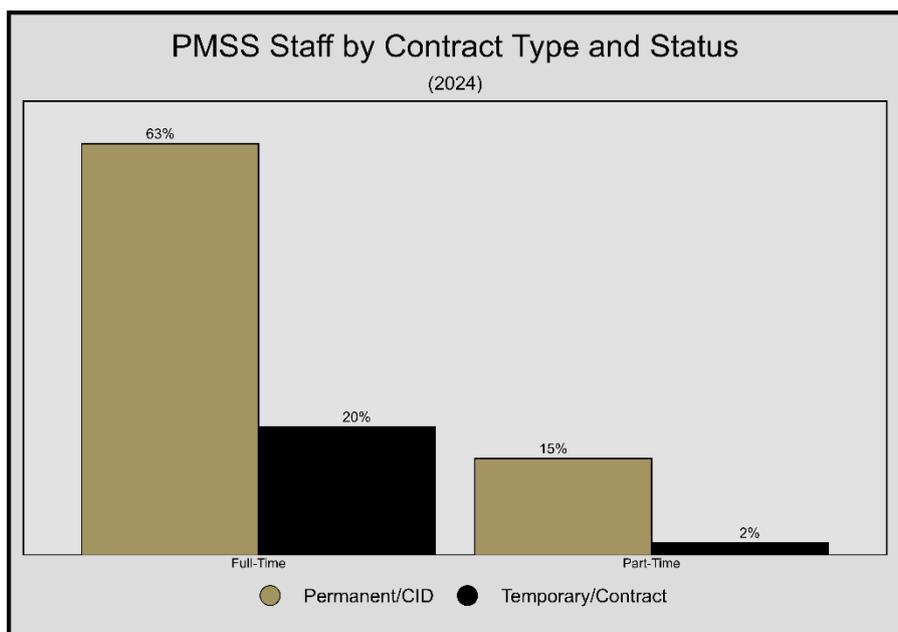
Figure 22 PMSS Core funded staff by contract and status

Uptake of flexible working

Flexible working within TUS refers to career break for ALL staff, job sharing for Academic staff, unpaid leave/ shorter working year options for PMSS and Research staff, and workshare options for PMSS staff. Table 20 provides a breakdown of uptake of various options by category of post and gender. As the number of research staff availing of this leave is less than 5, they have been included in the PMSS data. It is notable that while overall, 80% of those availing of flexible working options are female, there is gender balance of staff who have availed of career break and job- sharing options. No PMSS staff availed of the workshare option in AY 24/25.

	Total	PMSS &Research	Academic	Female	% Female	Male	% Male
Career Break leave	16	9	7	9	56%	7	43%
Job sharing	12		12	6	50%	6	50%
Unpaid leave/ Shorter working year	118	118		102	86%	16	14%
Total	**146**	**127**	**19**	**117**	**80%**	**29**	**20%**

Table 20 Uptake of flexible working options AY 24/25

Uptake of family leave

Family leave options include paid maternity leave, unpaid maternity leave, paternity leave, parents leave, parental leave and carers leave. Parents leave entitlement is 7 weeks of paid leave during the first two years of the child's life, or within two years of the placement of an adopted child. Parental leave is up to 26 weeks unpaid leave for each child under the age of 12. During AY 24/25, 35 staff availed of paid maternity leave, 10 availed of unpaid maternity leave and 13 availed of paternity leave. Table 21 provides a breakdown of uptake of other family leave option by category of post and gender. PMSS and Research roles have been amalgamated due to low numbers of Researchers availing of this leave. 87% of staff who availed of parents, parental and carers leave were female, 13% were male.

	Total	PMSS & Research	Academic	Female	% Female	Male	% Male
Parents leave	22	18	4	17	77%	5	23%
Parental leave	45	35	10	42	93%	3	7%
Carers leave	3	3	0				
Total	**70**	**56**	**14**	**61**	**87%**	**9**	**13%**

Table 21 Uptake of Family leave AY 24/25

Student Demographics

TUS offers a diverse portfolio of programmes in a range of areas including science, engineering, health and welfare, business, hospitality, social sciences, informatics, sport, teacher education, and art and design, inter alia. Student population numbers for academic years 2023-2024 and 2024-2025 are provided in Table 22, with a total student population of 15,024 students in 2024-25.

Academic Year	Total	Female	% Female	Male	% Male	Other/ Prefer not to say	% Other
2023-2024	**14,488**	6,427	44%	8,031	55%	30	0%
2024-2025	**15,024**	6503	43%	8,451	56%	70	0.5%

Table 22 Profile of student numbers in TUS

The total number of students across a range of domains in the 2024-25 academic year is further provided in Figure 23.
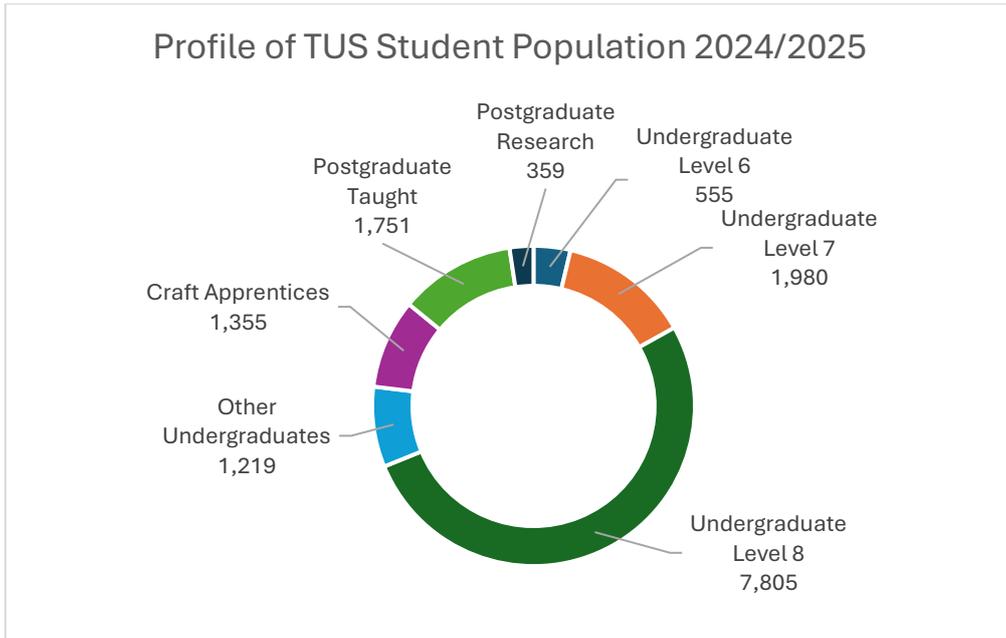
Figure 23 Profile of the TUS student population 2024-25

Age

Figure 24 displays student enrolment by age, predominantly in the 17-20 and 21-24 age brackets, with representation also in older age groups. Mature students receive comprehensive support through the Access Service, including workshops, individual assistance, financial aid. TUS also has a Mature Student Support Network.
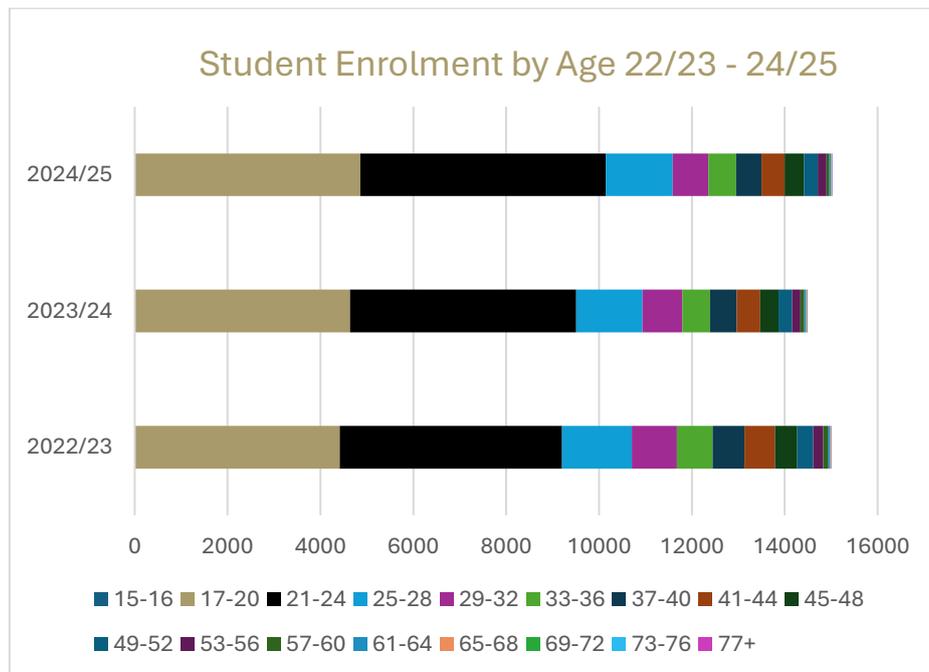

Figure 24 Student enrolment by age 2022/23 – 2024/25

Ethnicity

Student ethnicity data is collected annually through the Equal Access Survey. In Academic year 2025/25, of the 2629 first year full time new entrant respondents, 56% identified as White Irish (Figure 25). However, these figures may not fully reflect the student population due to the survey's optional nature.

Ethnicity - Undergraduate 1st Year Full time New Entrants Only

| 2024/2025 | 56% | 10% | 23% |

Legend:
- White: Irish
- White: Other
- Black/ Black Irish: Other
- Asian/ Asian Irish: Other
- White: Roma
- Other: Arabic
- No Response
- White: Irish Traveller
- Black/Black Irish: African
- Asian/ Asian Irish: Chinese
- Other,(incl Mixed Background): Other
- Asian/ Asian Irish: Indian/Pakistani/Bangladeshi
- Other: Mixed Background

Figure 25 Equal Access Survey Respondents: Ethnicity of students AY 24/25

EDI Strategic Goal 3 2024- 2028 Athena Swan Action Plan Update

Progress to date	Completed: 1	In progress: 7	Planned for future years: 1

Action No.	Summarised Action	Update on progress
3.1a	• Enhance equality data capture systems to allow for multi-purpose use e.g., in Public Sector Duty reporting, Gender Pay Reporting and for public reporting on Athena Swan action plan progress. This to include: Data on gender, ethnicity, disability. • Increased capacity to capture data for Departmental Athena Swan applications and to provide a more accurate picture of TUS student population. • Strengthen data collection systems to support monitoring of gender disaggregated data on student uptake of ESVH related awareness activities	During AY 24/25, significant work was undertaken to improve equality data capture systems within Core HR. This has involved working with external agency, Educampus, and HEI partners to ensure data capture systems are enhanced. TUS is involved in the pilot initiative to test the upgraded data capture systems, which will then be rolled out to other HEIs. Within the updated data system, there is capacity to disaggregate equality data by department. A registration questionnaire was shared with participants at orientation ESVH Active Consent workshop in 24/25. Means of collating attendance figures at events and activities relevant to ESVH will be reviewed during A/Y 2025/2026.
3.1b	Prepare and present an EDI annual report to the EDI Steering Committee, VP and Deans Council, Governing Body. This will include: • Benchmarked data on staff profile, pay, contract types, recruitment, shortlisting and appointment statistics. • EDI data (where available) on TUS Leadership structures and committees. • Aggregate information of uptake of flexible working arrangements.	TUS EDI Annual report serves to highlight progress on EDI initiatives as well as benchmarked staff profile data, recruitment, shortlisting and appointment statistics and EDI data (where available) on TUS leadership structures and committees. It also include uptake of flexible working arrangements.
3.1c	Increase % of staff disclosing Ethnicity data on Core HR. To be achieved by raising awareness of the reasons for doing so and reminding staff of the steps to be taken to disclose this information	There has been an increase in staff disclosing ethnicity data on Core HR. This increased from 20% in Dec 2023 to 62% by end of Academic year 24/25.
3.1d	• Increase disclosure of disability data on Core HR through awareness-raising of Code of Practice for Employment of Staff with Disabilities. • Provide training on implementation of Code of Practice	660 staff completed the anonymous Staff Barometer survey in 2025. Of those, 8% disclosed that they have a disability, impairment, chronic health condition (including mental health) or learning difference. Code of Practice for Employment of Staff with Disabilities is in draft. Training will be provided once this is finalised.
3.1e	Examine and review method of collecting equality data from candidates when applying through CORE HR System	On the integration of CORE HR system from two instances into one for TUS in Summer 2024, improvements were initiated in the method of collecting equality data from job applicants.

3.1f	Conduct an annual gender pay gap report to comply with Gender Pay Gap Information Act 2021 and the report will be published. From 2024 onwards, GPG reports will provide more detailed analysis of GPG within part time and temporary staff cohorts and disaggregation across PMSS, Academic and Research staff.	Gender pay gap is published on the TUS website in December each year EDI Data and Reporting - TUS
3.1g	Disaggregate attendance at EDI related events by gender	Overall attendance of events organised by the EDI office is currently tracked. This is currently not disaggregated by gender. Systems will be put in place to do this by 2027.
3.2a	• Conduct a biennial staff survey to collect and monitor relevant qualitative and quantitative EDI. • Targeted Awareness Campaign for part time and hourly paid staff in advance of biennial EDI survey. • Targeted campaign to support male engagement in survey	2025 Staff Barometer survey completed in AY24/25. 665 staff completed the survey, representing 42% of WTE staff. 8% of respondents were part time and hourly paid – an increase from 5% in the 2023 survey 40% of respondents were male, an increase from 34% in the 2023 survey
3.2b	Annual Athena Swan Action Plan progress reports to EDI Steering Committee, VP/ Deans Council and Governing Body Sub-Committee on People, Culture & EDI in terms of actions which are completed, underway or off track	Update on priority actions were shared with EDI Steering Committee, Governing Body Sub-Committee on People, Culture & EDI in AY24/25. These were also shared at the in-person Senior Managers meeting in April 2025.

EDI Strategic Goal 3 2025- 2027 Race Equality Action Plan Update

Progress to date	Completed: 1	In progress: 1	Planned for future years: 1

Action No.	Summarised Action	Update on progress
3a	Campaign undertaken to encourage staff to disclose equality related data Use Data Collected from HR on Gender & Ethnicity to understand current staff profile & trends. Present analysis at appropriate fora with actions agreed	Through the integration of Core HR across TUS campuses in AY24/25, staff were encouraged to disclose equality related data. 62% of staff have completed their ethnicity data on Core HR. Significant work is being undertaken with external agency, Educampus, to analyse trends in aggregate staff profile data
3b	Annual progress update on Race Equality Action Plan to Senior Leadership	The Race Equality Action plan was presented to in person Senior Managers Meeting in April 2025.
3c	Gather data on the experiences of our ethnically diverse staff to inform decision-making and measure the impact of initiatives to support our staff.	Data from 2025 Staff Barometer survey has been analysed by ethnicity and will be shared with staff in AY 25/26.

Strategic Goal 4

Supportive, Inclusive and Welcoming Culture

To provide a supportive, inclusive, and welcoming culture for students and staff

EDI related events and initiatives help to foster a supportive, inclusive and welcoming culture. Attendance at these events is outlined in Table 23.

EDI and ESVH Events - AY 24/25

Aurora Awards Ceremony

Wednesday 25th September 2024

TUS celebrated 13 female staff who completed the Aurora Women's Leadership Programme in 2023/24 in a special event on Athlone campus. Guests included President Vincent Cunnane, Kate Weedy (Advance HE), guest speaker Mental Health Ireland CEO Lisa Cuthbert, and the mentors who supported this year's participants.

Figure 26 Aurora Participants and their Mentors with TUS President and EDI Office staff

Connect and Engage Mind Your Health Week

September 30th – 4th October

TUS commitment to promoting consent and ending sexual violence and harassment was highlighted during the 'Mind Your Health' week of 1st Year Student Connect and

Engage programme. Numerous external services working in this area across the five counties served by TUS (e.g. GOSHH) set-up information stalls and shared information in fun and engaging ways.

The TUS Sexual Violence Prevention and Response Manager, supported by the TUS Students Union and TUS Film Society ran a series of films themed broadly in promoting health and safe relationships in the Moylish and Athlone campuses. Tickets for these events were shared across the campuses, with TUS Support information printed at the back of the tickets.

Figure 27 Poster and Ticket for ESVH related events

World Menopause Day: Staying Healthy at Menopause (Dr Trish Heavey)

Friday 18th October 2024

As part of a programme of menopause supports and awareness raising, the EDI office collaborated with Dr Trish Heavey for

an online talk on staying healthy during menopause. Dr Heavey is part of the SHE Research Centre in TUS and leads the nutrition strand, with a particular emphasis on the nutritional needs and challenges of women throughout the lifespan.

The recording of this event can be viewed **here**.

International Mens Day: Positive Male Role Models (David Puttnam)

Tuesday 12th November 2024

To celebrate International Men's Day, TUS welcomed Oscar-winning film producer David Puttnam to speak. The event was opened by TUS President Vincent Cunnane and included a panel of male TUS staff discussing this year's theme.

The event was recorded and can be watched back **here**.
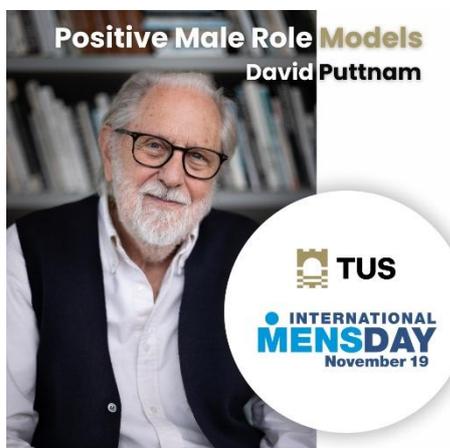
Figure 28 David Puttnam - speaker for International Men's Day

16 Days of Activism against Gender Based Violence

25th November – 10th December 2024

TUS led a national awareness social media campaign directing staff to resources and services relating to gender based violence.

Buildings at TUS and on other HEI campuses were lit in orange light in solidarity with victims of domestic abuse.

Figure 29 TUS buildings lit in orange in solidarity with victims of domestic abuse

To support the 16 days campaign, Women's Aid Employer Engagement Programme 'DV at Work' joined TUS staff online to broaden their understanding of domestic abuse and provided context for the positioning of domestic violence as a workplace issue.

Figure 30 Too into you Campaign

Women's Aid 'Too Into You' project delivered a webinar to students to inform them about intimate relationship abuse (abuse by a partner or former partner), how to get support, and how to help a friend.

Haven Horizons donated ten books on domestic, sexual, and gender-based abuse

under their '5 Books That Could Save Your Life' project to the TUS Library, bringing their total contributions to date to 80.

International Day of Persons with Disabilities: Launch of disABILITY & Allies Staff Network (Nuala O'Connor)

Wednesday 3rd Dec 2024

TUS recognised International Day of Persons with Disabilities (3rd Dec) by launching the new disABILITY & Allies Staff Network. Multiple award-winning novelist Nuala O'Connor was special guest for the launch. Nuala is a late-diagnosed autistic writer and spoke openly and authentically about her experiences. The recording of this event can be viewed **here**.

Figure 31 Nuala O Connor - Special Guest at launch of disAbility & Allies Staff Network

TUS Women's Network Keynote Address

Friday 31st January 2025

The TUS Women's Network invited Dr Catherine Cronin to speak at their 2025 keynote address. Dr Cronin is an independent scholar focused on critical and social justice in digital, open and higher education. Dr Cronin launched her book *Higher Education for Good: Teaching and Learning Futures* at this event.

Caring Conversations series through Parents and Carers Network

February – March 2025

The *Caring Conversations* series, facilitated by Jennifer Moran Stritch, was developed in response to discussions with parents in the TUS Parents & Carers Staff Network about how to explain death to children. The first session focused on supporting young people in understanding loss, navigating feelings of guilt, and fostering self-compassion while balancing multiple caregiving roles. Building on this, the second conversation explored authenticity in grief and condolences, looking at cultural perspectives and the challenges of supporting colleagues after a bereavement. Further sessions in this series will follow in AY 25/26.

International Women's Week

3rd – 6th March 2024

For International Women's Day (IWD), the TUS Women's Network collaborated with Lifelong Learning, Student Resource Centre, Counselling and EDI, to organise a series of events across campuses.
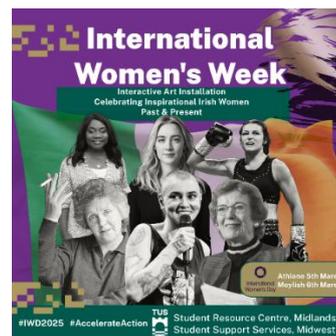
Figure 32 Promotional Material for International Women's Week

Events included an IWD official flag raise, walk and talks, coffee mornings, an art installation created by former student Louise Mullen, and a range of online talks on subjects like imposter syndrome and

exploring the opportunity for transformation in menopause.

Figure 33 Promotional material for International Women's Week

TUS Pride Week

18th – 22nd March

The LGBT+ & Allies Staff Network organised a suite of events for TUS Pride Week 2025 including an official flag raising on all campuses, a talk with former TUS researcher Vanessa Lacey on the trans experience, a workshop on allyship with Certified Proud, and a talk for staff by Transgender Equality Network Ireland (TENI).

Figure 34 Dr Vanessa Lacey, speaker for TUS Pride Week

ESVH Awareness Raising Sticker Campaign

April 2024 onwards

To raise awareness about supports available at TUS for those who have experienced sexual violence or sexual harassment, 2,000 stickers were produced with a QR code bringing them to the TUS

ESVH website. These were affixed in all toilet stalls across all campuses.

Figure 35 QR code graphic for ESVH Awareness campaign

Event	Attendance
Aurora Award Ceremony	24
Staying Healthy at Menopause	12
International Men's Day with David Puttnam and Panellists	17
16 Days of Activism	100
Launch of disABILITY & Allies Staff Network	17
TUS Women's Network Keynote Address- Dr. Catherine Cronin	45
Imposter Syndrome	18
Changing the Narrative: Exploring the opportunity for Transformation in Menopause	11
Vanessa Lacey Talk	51
Certified Proud Workshop	39
Trans 101 Talk with TENI	6
Caring Conversations Series – Grief and Bereavement	23
Introducing the Certificate of Applied Learning Skills Development (Inclusion Week)	10

Table 23 Attendance at EDI related events

Staff Networks

The EDI office supports the growth of TUS staff networks at TUS to help foster an inclusive culture. To date, this includes a Women's Network, LGBT+ & Allies Staff Network, Parents & Carers Network, and

the disABILITY & Allies Staff Network. Further information and sign up forms are available on the TUS website: Staff Networks

Staff Network Membership

Table 24 shows the membership numbers of all TUS Staff Networks for AY 24/25. While these networks are still in their early stages, membership has grown since AY 23/24.

Network	Members
LGBT+ & Allies Network	33
Women's Network	112
Parents & Carers Network	20
Dis-Ability & Allies Network	45

Table 24 Membership of TUS Staff Networks

ESVH Ally Community of Practice

The ESVH Ally Community of Practice (CoP) is a voluntary space facilitated by Student Counselling and supported by the TUS ESVH Prevention and Response Manager. It is not intended as a therapy space, but rather a space to learn from experiences of receiving sexual violence and harassment disclosures within the bounds of confidentiality.

TUS appreciates the commitment and dedication of over 80 ESVH Allies across all campuses.

Speak Out

Speak Out is an online anonymous reporting tool available to students and staff to disclose incidents of bullying, harassment, discrimination, sexual harassment and sexual violence. There were 30 reports on TUS Speak Out in AY 24/25, with a total of 52 behaviours reported. This is similar to AY 23/24, where there were 30 reports and 64 behaviours reported to Speak Out. In both years, the majority of these related to bullying and harassment (Table 25).

Situation	TOTAL
Bullying & cyberbullying	16
Harassment	14
Discrimination	<10
Hate Crime	0
Coercive Behaviour/Control	<10
Stalking	<10
Assault	<10
Sexual Harassment	<10
Sexual Assault	<10
Rape	<10
Other	<10
TOTAL	52

Table 25 Speak Out Reports by AY24/25

Supportive and Inclusive Culture

The core aim of events, campaigns and networks detailed above is to foster a supportive and inclusive workplace culture in TUS. During AY 24/25, staff were invited to participate in a Staff Barometer Survey, which included questions relating to TUS culture and values.

TUS Values

The TUS 2023- 2026 Strategic Plan outlines TUS values as being inclusive, supportive, ambitious, innovative, sustainable and collaborative. Respondents to the staff barometer survey were asked if TUS culture reflects these values. 63% of respondents (60% female, 71% male) agreed. Through open text responses, staff expressed their sense of seeing these values lived and

experienced in their daily work and provided examples of the supportive and inclusive environment they have encountered. There was an acknowledgement that there is progress on embedding these values and that this work takes time.

Challenges were also highlighted, including a sense that these values are strong on paper but do not always operate in practice.

Respect for Views

In the 2023 Athena Swan survey, respondents rated how welcomed and respected their views were at TUS on a scale of 1 to 5, where 1 is not respected/welcomed and 5 is very respected/ welcomed. These questions were asked again in 2025 Staff Barometer Survey. Overall there has been a slight increase in staff who have provided a score of 3 rather than 4/5 between 2023 and 2025 (Figures 36 and 37).
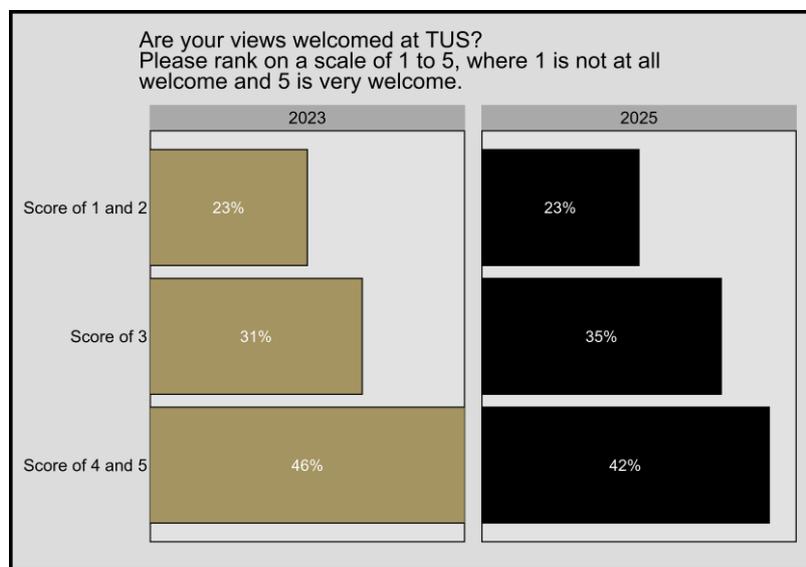
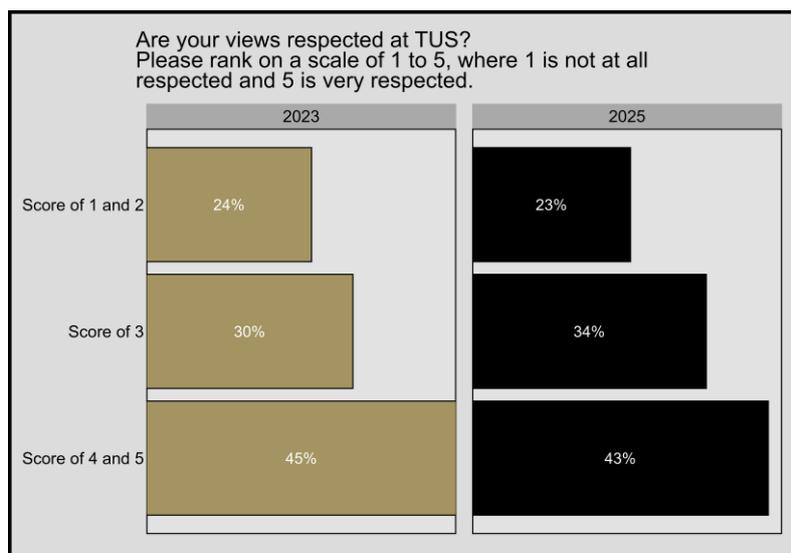*Figure 36 2023 Staff Athena Swan and 2025 Staff Barometer Survey responses*

Figure 37 2023 Staff Athena Swan and 2025 Staff Barometer Survey responses.

EDI Strategic Goal 4 2024- 2028 Athena Swan Action Plan Update

Progress to date	In progress: 13	Delayed:2	Planned for future years: 1

Action No.	Summarised Action	Update on progress
4.1a	Increased Awareness of TUS Dignity and Respect at Work Policy and Procedure through: • Development of short video on policy and procedure available on staff portal; • Sessions on Dignity and Respect policy and procedure for Managers; • Training for Dignity and Respect Contact Persons; • Staff Inductions to include specific detail on Dignity and Respect; • Develop and Implement TUS wide anti-bullying and harassment campaign; • Promote/raise awareness and increase participation in the Bystander Intervention programme across all campuses.	TUS Dignity and Respect at Work Policy and Procedure shared at New Staff Induction in September 2024. Training session for contact persons took place on 21st November 2024. Training for Managers on Dignity and Respect Policy & Procedure to be part of annual in-person workshop in A/Y 2025/2026.
4.1b	Develop, implement and monitor Race Equality Action plan including actions on recruiting and attracting staff from minority ethnic backgrounds.	Race Equality Action plan was approved by EDI Steering Committee and Governing Body in Academic Year 24/25. Implementation and monitoring of this action plan is ongoing
4.1c	Continued promotion of SpeakOut across all TUS campuses	Speak Out was promoted on all campuses, through Digital screens, via email and social media throughout AY 24/25. There were 30 reports to SpeakOut during AY 24/25, there were also 30 reports in AY23/24.
4.2a	Appointees to leadership roles demonstrate evidence of leadership in the advancement of equality as part of suitability for the role.	Questions relating to demonstrating evidence of leadership in the advancement of equality are included in the application process for all leadership roles in TUS.
4.2b	The flexible cascade model to be used as a monitoring and, where necessary, as an intervention tool for both recruitment and promotion, particularly for senior level posts (posts with salary in excess of €75,000) in both academic and professional services	Improvements initiated in A/Y 24/25 in the collection of equality data from job applicants through CORE HR system enables this action to be examined in A/Y 25/26.
4.2c	Recruitment practices to include the following actions: • Ensure a diversity statement is included in all job postings for recruitment of	Diversity statement included in all recruitment competitions. TUS increased engagement with LinkedIn in Summer 2025 to improve presence on the platform from a

	positions, to actively welcome candidates from all backgrounds;

• Increase database of where jobs are advertised to ensure a more diverse range of candidates are informed of vacancies;

• Use gender decoder software to ensure gender neutral language in Job Descriptions;

• Create recruitment pack detailing benefits of working at TUS, including: development support, flexible working provision, information on local area e.g. childcare. | recruitment perspective and to be able to target job advertisements through the platform.

Impact on the use of gender decoder software on job descriptions to be reviewed in A/Y 25/26.

HR webpage upgrade started in A/Y 24/25 and will include dedicated section on 'Benefit of Working at TUS'. |
| 4.2d | Design and deliver TUS Career Information initiatives to include:

• Explainer on TUS HR Portal on Progression from AL to L;

• Explainer on TUS HR Portal on contract types (eg fixed term/ specified purpose/ confined roles);

• Explainer on TUS HR Portal on Career Progression within TU sector and requirements for SL posts;

• TUS Career Information days on campuses; | Work commenced in A/Y 24/25 on information sheets for:
- Progression from AL to L
- Contract types (fixed term / specified purpose)
- Career progression with TU sector

Information sheets to be finalised in Q4 2025. |
| 4.2e | Deliver biannual comprehensive staff induction for all staff (academic and PMSS). Induction information should be provided through an online induction portal and should include the following:

• Outline responsibilities for line managers and HR, and frequency of induction sessions

• Information on TU policies and procedures, IT systems and EDI training.

• Feedback on effectiveness of induction programme to be obtained annually.

• Guidance for a welcome meeting between new staff and relevant HOD/Dean/CSM to include key elements that new staff need to know about TUS.

• A welcome handbook for new staff, which will include details of development support, flexible working provision, key | Staff induction at TUS now includes several elements 1) an in-person meet and greet and 2) access to online resources and 3) a series of online workshops.

1) The annual in-person meet and greet workshop organised for early September not only welcomes new staff to TUS but also includes sessions on staff well-being.
2) TUS Staff Training Platform, Potential.ly, introduced on 1st September 2025, has a dedicated page on Supporting New Staff. Welcome videos were produced by various areas across TUS in A/Y 24/25, including President, HR, RDI, Library, Sustainability, International. Links to online trainings in Cybersecurity, Compliance and EDI provided also.
3) A series of online Workshop Wednesdays will be rolled out as part of Staff Induction in September/October 2025 and have sessions on CORE HR System, Quality Assurance, Procurement, Compliance and Student Careers & Employability.

A check in phone call by HR will be conducted with each new staff member two weeks after in person |

	institutional policies and procedures, creche and childcare provisions and local facilities. • A 'buddy' to all new staff as part of the induction process, whose role is to advise and support new staff (e.g. help with day-to-day issues)	induction session in October 2025. This will also provide an opportunity to garner feedback on effectiveness of staff induction programme,
4.2f	When senior academic or PMSS promotional posts become available, provide training workshops and/or access to online training sessions for staff on completing application and preparing for interview process to encourage and support applications.	Links to training sessions on LinkedIn Learning about preparing for an interview circulated to staff by email in A/Y 24/25. Page on such training options to be developed on TUS Staff Training Platform, Potential.ly, in A/Y 25/26.
4.3a	Continue support to Aurora Programme and associated Mentorship programme. This includes: • Training for Mentors • Regular check ins with mentors • Facilitating Mentor Away day every 2 years • Ensure a balance of Academic, Research and PMSS staff have access to Aurora. • Review Impact of Aurora within TUS – Conduct a qualitative study of previous Aurora participants	Review of Impact of Aurora was conducted during AY 24/25 and will be launched in September 2025. 6 staff members completed Aurora in AY24/25. Mentors to these staff members received training at the start of AY 24/25.

4.3b	Further dissemination of SDN Mentorship programme:
	
	• Recorded Information sessions on Mentorship programme
	
	• Details of Mentorship programme available on HR webportal
	
	• Track uptake of SDN Mentorship programme, disaggregated by gender and by Academic, Research and PMSS
	
	• Gather feedback of those participating in SDN Mentorship programme to inform further improvements in the programme.
		An all staff training platform is under development, for roll out in AY 25/26, and details of the SDN mentorship programme will be included on that.
		
		Involvement in SDN Mentorship Programme in AY24/25:
		Mentees: 24 (71% F, 29% M).
		     Of these: 11 Management & Support
		     8 Academic, 2 Technical, 3 PMSS
		
		Mentors: 21 (52% F, 48% M)
		     Of these: 4 Management & Support,
		     15 Academic, 2 Technical

4.4a	• Implementation of Emergency Contact system to contact Security Staff on all campuses	List of Emergency Contact Details to be finalised and published in Q4 2025. Awaiting outcomes of Security Audit conduct in 24/25.

	• Gendered Security Audit of Campus: particularly in relation to lighting and use of Salto Locks. • Monitoring of Implementation of recommendations from Audit			
4.4b	• Establish Social Club on all campuses. • Foster and develop social clubs, incorporate international food fairs, family days, language and culture sharing cafes	Work was underway during AY 24/25 to establish a social club on all campuses, this will be launched in AY 25/26		
4.5a	• Support staff networks and collaboration between them through EDI related events and initiatives. • Target growing membership of staff networks: LGBT+ and Allies TUS Women's Network Parents and Carers Network Disability Network Race Equality Network	Membership of Networks has increased from AY 23/24, with multiple activities happening across staff networks in AY 24/25. Increase in membership: **Table:** <table><tr><th>Network</th><th>AY 23/24</th><th>AY24/25</th></tr><tr><td>LGBT+ & Allies Network</td><td>31</td><td>33</td></tr><tr><td>Women's Network</td><td>86</td><td>112</td></tr><tr><td>Parents & Carers</td><td>10</td><td>20</td></tr><tr><td>DisAbility & Allies</td><td>10</td><td>45</td></tr></table> TUS has been successful in a national level HEA Enhancement Fund project to support further collaboration across staff networks, taking into account a strong intersectional lens. This project will commence in AY 25/26		
4.5b	• Join Age Friendly University Global Network • Establish an AFU Working Group to monitor implementation of 10 Principles of an Age Friendly University	To commence in AY 26/27		
4.5c	Ongoing support for ESVH Allies Community of Practice including: • Refresher training for current ESVH Allies • Regular Community of Practice Sessions • Ensure cohort of trained staff in all departments • Ongoing support for regular Disclosure trainings	4 Community of Practice sessions took place during AY 24/25 80 staff have agreed to be ESVH Allies, following completing disclosure training. These staff members represent 18 PMSS departments and 15 academic departments across all campuses		

EDI Strategic Goal 4 2025- 2027 Race Equality Action Plan Update

Progress to date	**In progress: 3**

Action No.	Summarised Action	Update on progress
4a	Induction for new staff includes sessions on Race Equality and information on trainings available: Bystander, Race in Higher Education and Intersectionality.	Self-paced trainings shared with new staff during induction.
4b	Review current images used in TUS promotions, literature and campaigns to ensure diversity is balanced and represented. Develop guidance document to support diversity within promotional literature	Review conducted by Marketing throughout the year of images used.
4c	Ensure Open days and events have visible diversified representation.	Open Days and other promotional events reviewed by Marketing annually to determine if diversity of student population reflected in activity.

Strategic Goal 5

Inform and Educate about EDI

To inform and educate the TU community about EDI and ensure that front line staff, line management, and senior leadership have access to appropriate training in supporting diversity and inclusion.

The following pages detail the EDI-related training offerings provided to staff in AY 2024-25.

Inductions

Staff induction is a key part of the onboarding of new staff in TUS. These inductions took place in person on both Moylish and Athlone campuses in September 2024 and included sessions on EDI commitments and initiatives in TUS. 60 new staff participated in EDI induction sessions.

Self-paced training

EDI self-paced training in TUS is housed and managed on a bespoke page on **Moodle**, accessible to TUS staff. The pages include trainings in line with the nine equality grounds and socio-economic status. There are also tiles on Ending Sexual Violence and Harassment. There is a progression pathway under each tile.

Figure 38 EDI Moodle page

The number of staff accessing each of the nine equality ground tiles between for AY 23/24 and AY 24/25 is detailed in Table 26.

Equality Ground	Number of staff accessing page AY24/25	Number of staff accessing page AY23/24
Gender	152	56
Religion	2	10
Age	5	4
Disability	12	66
Race	14	65
Traveller community	8	5
Sexual Orientation	2	4
Family and Civil status	2	0
Socio Economic status	0	6
ESVH	5	38
EDI in Higher Education	30	6
Unconscious Bias	12	6
Bystander Intervention training	18	
EDI in the Curriculum	7	
Athena Swan	35	
Podcasts	13	

Table 26 Number of staff accessing trainings on EDI Moodle page AY 23-24 and AY 24/25

Staff visits to the "Gender" equality page saw the highest increase between AY 23/24 and AY 24/25, largely driven by engagement with Menopause training promoted during Menopause Awareness Day and International Women's Day. The EDI in Higher Education module also saw increased traffic due to staff induction promotion. In contrast, the Race Equality

page was less promoted in AY 24/25 than the previous year. Further promotion of these pages is planned for AY 25/26 through staff events and international day acknowledgements, with ongoing tracking of engagement.

Facilitated Staff Training AY 24/25

There were a number of facilitated trainings for staff during AY 23/24. Table 27 outlines attendance at these.

Aurora Women's Leadership Programme 2024-25

Aurora is a women's leadership programme by Advance HE. TUS supports staff to participate and provides mentorship to participants. The programme is targeted at women in academic, support, and research roles, with the aim of supporting leadership potential. Further information including details on the application process can be found on the **EDI Training** section of the TUS website.

Effective Leadership for an Inclusive Higher Education

In 2024, TUS, TU Dublin, ATU, SETU, MTU, IADT and Dundalk IT partnered to develop an accredited Leadership Development Programme for senior management in the Technological HE sector. TUS was the lead institution on this successful submission to the HEA Gender Equality Enhancement Fund (GEEF). The programme, which includes 6 modules framed around Daniel Goleman's concepts of Emotional

Intelligence, is underpinned by an EDI lens. 37 participants from across the TU sector completed the pilot course, including 4 staff members from TUS.

Figure 39 Participants attending Effective Leadership for an Inclusive Higher Education Course

Professional Services Day

TUS hosted a day for Professional Services staff, which included an interactive EDI session. This included topics such as belonging, intersectionality, gender and gender identity and disability. It also included information on additional resources and supports.

ESVH Training

Sexual Violence Disclosure Training

Disclosure Training was delivered to TUS staff by Galway Rape Crisis Centre (GRCC) in February 2025. Those who had previously completed the training were given the opportunity to attend a refresher session in April 2025.

Departmental training

The Sexual Violence Prevention and Response Manager delivered training to six departments on TUS Policy & Procedure for responding to Sexual Violence & Harassment and on TUS Policy on Workplace Supports for Employees affected by Domestic Violence & Abuse.

Disclosure form training

A Sexual Violence, Sexual Harassment and Gender-Based Violence Disclosure form was developed and shared with front-line TUS staff including EDI, Human Resources and Student Services to gather and record all incidents received. This will allow TUS to identify areas of prevention.

Emily Test Training

Moylish 30th September 2024 / Athlone 24th February 2025

EmilyTest is a toolkit and training programme to equip third level education staff with the skills to respond safely and responsibly to students disclosing GBV. Training sessions on this toolkit were held in Moylish & Athlone in A/Y 2024/2025.

Figure 40 Emily Test training

EDI, ESVH and Healthy Campus Workshop for TUS Managers

On 8th April 2025, 40 senior managers attended this workshop which included a session on Strategic Implementation of a Comprehensive Institution-Wide Approach to Address Sexual Misconduct, delivered by Clarissa DiSantis,a leading authority on addressing gender-based violence at universities.

The day also included an update on progress made on the TUS Athena Swan Action Plan 2024-2028, an overview of the newly approved TUS Race Equality Action

plan and an interactive Healthy Campus workshop designed to gather managers views on priority areas for action.

Training	Attendance
Aurora programme	6
Effective Leadership for an Inclusive Higher Education	4
Professional Services EDI Sessions	83
Departmental Staff Trainings on policies and procedures responding to sexual violence and harassment	140 approx.
Disclosure form training	40 approx.
Emily Test Training	40 approx.
EDI, ESVH, Health Campus day for Managers	44

Table 27 Attendance at EDI related facilitated staff trainings AY 24/25

Professional Development offered by TUS Centre for Pedagogical Innovation and Development AY 24/25

In 2024-2025, in keeping with commitments in the TUS Learning, Teaching and Assessment Strategy, Putting Learning First and key priorities of the TUS Strategic Plan, CPID engaged in a range of activities to support Equality, Diversity and Inclusion. These included Special Purpose Awards and the Dissertation Module of the MA in Academic Practice. In addition, a variety of non-accredited professional development sessions were offered aimed at all staff who teach or support student learning (Table 28) There were 858 confirmed attendees at EDI-related events facilitated or supported by CPID during AY 24/25. All CPID offerings and initiatives are underpinned by the principles of Universal Design for Learning (UDL). Strategic Alignment of Teaching and Learning Enhancement (SATLE) funding supported a range of specific EDI-focused enhancement initiatives, including Learning Enhancement Projects (LEPs) and Communities of Practice (CoPs) (Table 29).

TUS endorsed the Altitude Charter in AY 24/25. This Charter sets out a clear framework to support the sustainable implementation of Universal Design (UD), under 4 key pillars of our university, specifically: Learning, Teaching & Assessment; Supports, Services & Social Engagement; Physical Environment; Digital Environment.

Another key development was the establishment of the TUS Inclusive Practice Community of Practice (CoP). This was formed in October 2024, after multi-campus workshops supported through the TUS EDI office and led by CPID. It continues to be supported through SATLE. During AY 24-25 the CoP gathered monthly, from November to May, online, focusing on practical strategies to foster supportive and inclusive learning environments in TUS. A topic of interest in academic practice was

covered each month, with engaging and practical input on a range of themes facilitated by the Student Counselling Service, Disability Office, teaching staff and professional support staff. These included: Practical Strategies for Supporting Dyslexic Students; Neurodivergent Students in the Classroom; Enhancing Student Engagement; Supporting visually impaired students in TUS and Assistive Technology; Autism and Burnout (Amanda McGuinness, Head of Advocacy and Strategic Partnerships, AutismCare).

Presentations were followed by time with peers to support/share best practices and to learn from each other. The TUS Inclusive Practice CoP has an active membership that attends monthly with resources available to support inclusive academic practice. Over 75 members of TUS engaged in the forum events in AY24-25

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SATLE-funded events	Attendance
Inclusive Academic Practice webinar: Autism and Burnout - Amanda McGuiness	35
Neurodiversity in Higher Education: perspectives, supports and approaches	11
Poster Exhibition Global Value Chains and the SDGs (reduce inequalities)	Open event
SATLE-funded Communities of Practice (CoPs) and Learning Enhancement Projects	
Neurodiversity in Third Level Education – Strengths-Based Practices, Methods & Approaches Community of Practice (CoP). This CoP aims to inform inclusive teaching and policy at TUS, with special emphasis on the relationship between creativity and neurodiversity. Two staff workshops took place in AY 24-25 with external collaborators. Findings will be shared via an OER, supported by recordings and new publication tools, and informed by external training and conferences on neurodiversity in the arts.	
Using Inspiration™ Mind Mapping Software to support academic integrity and promote active learning and engagement. Learning Enhancement Project (LEP). Inspiration™ is an educational tool that supports students in organising their thoughts, structuring ideas, and improving comprehension. The aim of this LEP was to explore how a mind mapping tool can support students in organising their thoughts, structuring their ideas, and writing to evidence their learning.	

Investigating the use of social robotics to support student learning and well-being in Higher Education. Learning Enhancement Project (LEP): Third-level education poses unique challenges for students with additional needs, in particular disabilities, neurodivergence, or stress and anxiety. Addressing their needs requires innovative solutions that promote personalised learning, inclusivity and mental well-being. This LEP investigates if social robotics offer the potential to support students in their learning and well-being, within a tertiary education context.	

Table 28 SATLE Funded initiatives with an EDI focus

CPID Professional Development Specific to EDI (AY 24 -25)	Attendance
MA in Academic Practice underpinned by UDL AY24-25 (attendance across 8 modules)	102
CPID New to Teaching in TUS Induction (Midlands/Midwest)	19
Inclusion Matters: focusing on inclusive practice, and students with intellectual disabilities	38
Nov 2024 Building Belonging Photovoice Exhibition (Moylish Campus)	75
Inclusive Practice CoP Sessions (Oct – May)	112
Feb 2025 TUS Research Week **-** Building Belonging in TUS	118
TUS formal launch of the Altitude Charter	35
Inclusive Assessment (Department of Flexible Learning)	5
Neurodiversity: Supporting Neurodivergent Students in the Classroom.	17
Designing for Inclusive Learning, Teaching and Assessment : EU partners Agretain and SRDI Office.	16
EU Values Workshop; Embedding European Values in the Curriculum	23
Peer Assisted Student Support Supplemental Instruction - Supervisor Training	15
National Forum UDL Badges Information Session	4
Assessment Design for Inclusion and Student Engagement. Future Advanced Pedagogic and Skills Academy for RUN EU partners	20
CPID Online Lunch and Learn Sessions from December '24 – March '25 underpinned by UDL	213

Table 29 CPID Professional Development Specific to EDi (AY 24-25)

Facilitated Student Training AY 24/25

Active*Consent Workshops

First year students are encouraged to attend Active*Consent workshops during induction. Attendance at these in AY 2024/25 is detailed below:

Training	Attendance
Active Consent workshops Midlands	40
Active Consent Workshops Midwest	424
TUS Clubs	5
Apprentices	461

Table 30 Attendance at Active Consent Workshops AY 24/25

Awareness Raising

EDI Newsletter

The EDI office prepares four EDI newsletters per year and circulates them to all staff. The newsletters highlight upcoming EDI events, trainings and funding opportunities, while also recognising the range of EDI-themed initiatives happening in other departments and functions across our seven campuses.

Social Media and Website

The EDI office promotes its events and highlights its activity through **LinkedIn** and **Instagram**. EDI activity is also updated on a dedicated **Webpage** on the TUS website.

EDI Project Fund

The TUS EDI Project Fund supports innovative projects that promote Equality, Diversity and Inclusion within TUS. The fund encourages collaborations across Professional Service and Academic Staff, along with students and community organisations. There were two successful applications for this fund in Academic Year 24/25, as detailed below. Each project was awarded €2,000 in funding.

Enhancing EDI in Employability & Student Placements at TUS

This project aimed to strengthen the Careers & Employability team's capacity across TUS Midlands and Midwest campuses to embed EDI in student placement preparation. Using Universal Design for Learning (UDL) principles, supports such as CV writing, mock interviews, and professional skills sessions were redesigned. Activities included focus groups with staff and placement providers, and a UDL workshop for the Careers team delivered by ATU. These helped inform strategies to support inclusion.

The initiative, titled *TUS – Universal Access – Unlocked Potential*, won the **eGovernment Award** in September 2025 for Universal Design & Inclusion. It established a UDL-informed framework now recognised as a benchmark for inclusive career development in Irish higher education.

Figure 41 Workshop with Careers and Employability

Figure 42 eGov Award ceremony for Universal Design & Inclusion Award

Diversity, Belonging, and Solidarity

Research Ireland Fellow Dr Megan Vine delivered a guest lecture exploring the complex meanings of diversity and belonging, and the role of power in shaping how they are experience and celebrated. Her talk highlighted real-world initiatives that foster belonging and drive social change among displaced people and resident communities in Ireland. The lecture concluded with a hands-on social identity mapping exercise, which encouraged attendees to reflect on their own identities and experiences of diversity and group belonging. Following the lecture, students from the Applied Psychology programme organised a food sharing event, showcasing treats from different cultures for attendees to enjoy. The event created a space for reflection, connection and celebration of diversity within the TUS community.

Organised by Dr Arlene Warde and Dr Éadaoin Slattery

Figure 43 Event with Dr Megan Vine

EDI Strategic Goal 5 2024- 2028 Athena Swan Action Plan Update

Progress to date	In progress: 7

Action No.	Summarised Action	Update on progress
5.1a	Continue to promote EDI Project Fund to support innovative sub-unit projects which promote EDI and human rights	2 EDI Project Funds were supported during AY 24/25.
5.1b	• Create and implement EDI visibility guidelines for publicity materials. • Develop guidance on the naming of new buildings and lecture halls with EDI considerations	New STEM building on Athlone Campus (open to students from September 2025) named the Mary Ward Centre for Science. Mary Ward was a naturalist, an astronomer, a microscopist, an author and artist, who published five scientific books and illustrated many, many more.
5.2a	Deliver TUS wide diversity and inclusion education through facilitated sessions and self-directed platforms. Trainings based on 9 grounds of discrimination in Irish legislation to include: • Race and anti-racism facilitated and self-directed sessions • Gender Identity and Expression facilitated and self-directed modules • Increase engagement in EDI Moodle site through further promotion of the self-directed trainings and continuous improvement of the resources available.	Self-paced trainings on the 9 grounds of discrimination are available on the TUS EDI Moodle page. Work was underway in AY24/25 to support the development of a Digital Badge for EDI trainings Further facilitated sessions will take place during AY 25/26 and content within the TUS EDI Moodle page will continue to be updated There has been an increase in engagement in some modules on the EDI moodle page during AY 24/25, particularly in relation to the menopause training which is hosted on the gender page (see Table 26 above). Further promotion of the trainings on the moodle page will take place during AY 25/26
5.2b	• Develop, implement, and monitor TUS Staff Learning and Development Policy. • Establish Learning and Development Steering Group to provide oversight of staff learning and development activity across the university and will report directly to the VP & Deans Council. • Develop training and development web portal where accredited and non-accredited trainings are available to staff. • Implement training plans for different grades and categories of staff as developed under NTUTORR project.	A Draft Learning & Development Policy has been developed, which includes provisions for the establishment of Learning and Development Steering Committee. Consultation has been undertaken with Centre for Pedagogical Innovation and Development, Finance Office and VP and Deans Council. Additional consultation to be undertaken in Semester 1 2025-2026. Approval of policy is planned for Q1 2026. TUS Staff Training Portal (Potential.ly), a centralised hub for professional and personal development across the University, was rolled out on 1st September 2025. As part of this initial rollout, a Training Calendar, outlining upcoming training events taking place across TUS was introduced. More content, features, and learning pillars on the Potentia.ly portal will continue to be developed over the academic year 2025-2026.
5.2c	Roll out of EDIT Charter & Toolkit once completed.	EDIT Charter and Toolkit was finalised in AY 23/24. The EDI Office have collaborated with the Centre for

		Pedagogical Innovation and Development to support the roll out of this toolkit through the Inclusive Practice Community of Practice
5.2d	Implement "Engaging men in building gender equality – the development of a pilot programme in Irish HEIs" programme once finalised	Toolkit was launched during Equitas Conference in June 2025. Strategies from this toolkit will help inform broader engagement with male staff from AY 25/26 onwards.
5.3a	Develop, roll out and monitor the impact of the Effective Leadership for an Inclusive Higher Education Pilot programme. Content to include: • fostering supportive, inclusive team cultures. • addressing gendered allocation of workload and gendered uptake of training opportunities	Funding for this programme was secured in AY 23/24. The Programme was developed during AY23/24 and was approved as an optional10 credit Special Purpose Award programme through TUS Department of Flexible Learning. The Programme commenced in AY 24/25 with 37 participants from across the TU sector (including 4 from TUS). 10 participants have completed the formal accredited course, with the remaining opting to attend sessions but not complete the final assignments. Feedback from the pilot has been very positive and additional funding has been secured from the HEA to continue the programme in AY 25/26

EDI Strategic Goal 5 2025- 2027 Race Equality Action Plan Update

Progress to date	**In progress: 5**	**Delayed:1**	**Planned for future years: 2**

Action No.	Summarised Action	Update on progress
5a	Develop a webpage on Race Equality in 'plain English' ensuring universal accessibility to content. Race Equality Resource suite available on Moodle and on Lib guides Publicise the HEA Anti Racism Principles throughout TUS through audio visual material	Race Equality page is available on the TUS EDI website. This will be further developed in AY 25/26 Race Equality Resources are available on the TUS EDI Moodle page The Anti Racism Principles are available on the TUS EDI website. Further work to promote these will commence during AY 25/26
5b	General All Staff Training on Race Equality held online with Digital Badges available for self-learning courses.	Trainings available on TUS EDI Moodle page, and promoted during the Academic year. However, overall there was a 55% decrease in engagement with this material between AY 23/24 and AY 24/25. Further work will be required to promote this during AY 25/26. Work on a Digital Badge is underway and will be available from AY 25/26.
5c	Promote EDI in Curriculum Charter and toolkit with Academic staff through CPID and Departmental level sessions on race equality	EDI Curriculum Charter and Toolkit promoted through Inclusive Practice Community of Practice.
5d	Develop biennial sessions on race equality with TUS Management	In AY24/25, 40 TUS Managers attended a session on our TUS Race Equality Action Plan at the EDI Managers day.
5e	Consultations with PMS staff inform development and delivery of targeted race equality sessions.	This will take place in AY25/26. In AY23/24, the Access office involved in a Community Needs Analysis with Traveller and Roma Students on Their Experiences of Higher Education. The report was launched in AY 23/24 and will inform further consultations with PMS staff and targeted race equality sessions in collaboration with the EDI Office
5f	Develop and deliver race equality training for students	TUS has partnered with TU Dublin, National College of Ireland, Dundalk IT, Carlow College and University of Galway on a *Unity in Diversity: Campus Race Equity Changemakers Initiative*. This will involve development of resources to engage students and will commence in AY 25/26. Funding secured under HEA EDI Enhancement Fund.
5g	Hold an annual TUS Anti Racism Week with events on all campuses. Consider a local figure/action that happened to anchor this focus on anti racism	To commence in AY 25/26.
5h	Conduct an audit of campus facilities from a cultural perspective, and develop guidance for staff and students on facilities and reasonable accommodations for those observing specific religious/ cultural commitments	To commence in AY 25/26

Strategic Goal 6

Innovative Practices

To drive innovative practices on EDI through research

Research Institute Directors and Cluster/ Gateway Managers

TUS embraces innovation, enterprise and development through dedicated hubs, industry clusters and the Enterprise Ireland Technology Gateway Programme. Research takes place across several dedicated institutes and within research groups, centres and faculties encompassing a wide variety of disciplines. In 2024/25 33% of those in Research Director/ Gateway Manager roles are female, an increase from 17% in 2021.
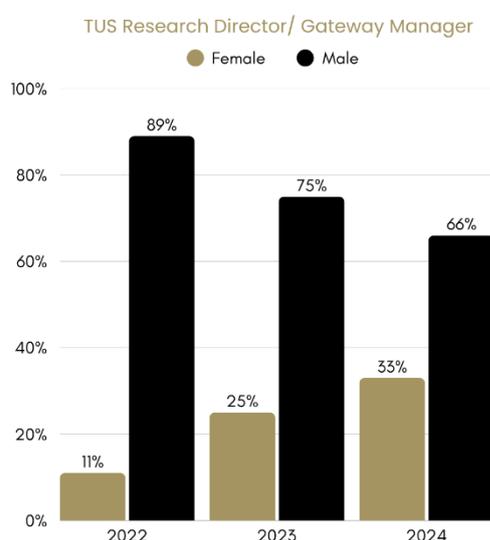

Figure 44 TUS Research Institute Director and Cluster / Gateway Managers by gender

Research Staff

There has been a decline in the gender balance of research staff between 2023 and 2024 (Figure 45). In 2024, 35% of research staff identified as female, 61% as male. 5% of staff have either not provided this information/ identify as non-binary/other or have preferred not to say. , Further analysis is required to also include Postgraduate Exam Board Chairs, Postgraduate Examiners, and Research Unit affiliations.
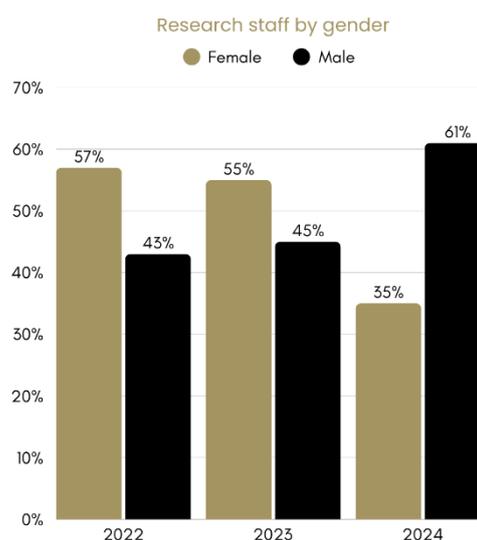

Figure 45 Research staff by gender

Funding

HEA EDI Enhancement Funding – TUS as Lead HEI

A Cross-Institute Initiative to Enhance Gender Equality in Teaching and Research in Sports Related Disciplines

TUS's Department of Sport and Health Sciences secured HEA funding, partnering with DCU and ATU to establish an all-island, cross-institute consortium set up to conduct high-quality interdisciplinary research. The consortium, *míde*, launched in Athlone in January 2025, focuses on improving the health, wellbeing, participation, and performance of women and girls in sport, exercise, and physical activity. Key achievements to date include a scoping review of research on women in sport, an online portal profiling researchers

focusing on women in sport, and networking events to support collaboration

Planned initiatives for AY25/26 include a structured mentoring programme, an undergraduate module for sport students in HEIs to increase knowledge and awareness around gender equality and an internship research programme to increase the diversity of women in the discipline of sport. **Funding allocation**: €75,000

Advancing Intersectional Practice in Higher Education Staff Networks

The TUS EDI office is partnering with Mary Immaculate College, SETU, IADT, Dundalk IT, National College of Ireland and TU Dublin on a project to support the formation and growth of staff networks across multi-campus technological higher education institutions and colleges by fostering collaboration, recognition, and sustainability for staff engaging in this work beyond their core roles. TUS was successful in this application during AY 24/25, with project due to commence in AY 25/26. **Funding allocation: €33,800**

HEA EDI Enhancement Funding – TUS as partner HEI

Table 31 below outlines additional projects that TUS is currently partnering on with other universities.

Project	Funding
Unity in Diversity: Campus Race Equity Changemakers Initiative	€72, 582
ENGAGE Digital: Empowering New Generations, Advancing Gender Equality through Reverse Mentoring in Higher Education	€72,538
Mobilising Men as Leaders in Gender Violence Prevention in Higher Education in Ireland'	€74,940.00
The Irish HEARTS (Higher Education Author-ity's Response Toolkit for Stalking) Project – Irish Higher Education Action and Response Toolkit for Stalking	€75,000.00

Table 31 HEA Funding for projects that TUS is partnering on

EDI Strategic Goal 6 2024- 2028 Athena Swan Action Plan Update

Progress to date	**In progress: 9**

Action No.	Summarised Action	Update on progress
6.1a	• Review of communication on research supports available to staff. • Further dissemination of Guidance document on incorporating a gender and sex dimension in research through workshops with Research staff -and a document available on the Research portal	The Research Office Website was further developed during AY 24/25 and now details further information on supports Research at TUS - TUS The Research Office website also includes detail on Good Research Practice, which references key principles, including gender equality and inclusiveness. The TUS Graduate School website has been revamped and now includes a link directly to the EDI page under 'Funding and Student Supports'. Additionally, the Guidance Document on incorporating a gender and sex dimension in research has been uploaded to the 'Policies and Forms' page. Post Graduate inductions include a session on considering gender and sex dimension in research. The Grant Management system, PURE, provides profiles of Researchers in TUS. In August 2025, this database included 753 researchers, 21 of whom included "Sustainable Development Goal 5 – gender equality" as one of their research areas
6.2a	Annual review of TUS Research Career Framework in line with National Control Framework and Directives.	Review of TUS Research Career Framework conducted in A/Y 24/25. Revised framework expected to be approved in Q4 2025.
6.2b	Develop initiatives to support greater gender balance in research supervision, Postgraduate Exam Board Chairs and Postgraduate Examiners, affiliation with Research Units. Actions to include: • Induction training for new supervisors. • Research mentoring scheme for new researchers. • Faculty workshops to support female staff to apply for Doctoral Scholarships and Bursaries	A review of gender balance as regards supervision, viva chairs and examiners is ongoing by the TUS Graduate School and is due to conclude in November 2025. Two mentoring schemes were rolled out in 2024/2025 to all new supervisors in TUS and as part of the CINNTE review process, a document was collated on best practice in research supervision which is offered to all supervisors. Workshops have also been offered to students and staff on Government of Ireland fellowship applications. Targeted scheme to support female students in STEM is also under development for 2026.
6.3a	Ongoing gendered monitoring of uptake of support provided to staff at different stages of completing a PhD study of work.	This is ongoing and is officiated by the TUS Graduate School and the Research Support Office, TUS Midwest
6.3b	Ongoing gendered monitoring of uptake of Research Time Release across TUS	Total: 41 Male: 19 (46%)

		Female: 22 (54%)
6.3c	Ongoing monitoring of gender balance amongst Research Directors, Research Assistants, Post Docs and Research Fellows with targeted actions implemented if a minimum gender balance is not maintained	On 31st December 2024, gender breakdown of research staff was 35% Female, 61% Male and 5% Unknown. Further analysis by grade will be conducted in A/Y 25/26.
6.3d	Monitor gender balance in TUS Research week and other research events such as: • TUS Research Week • ICARUS Conference • RUN EU Career Development Training Programme • Graduate School Training Programmes Ensure Gender balance in presenters for these initiatives	TUS Research Week: Gender monitoring when building panels, sourcing keynotes, judges and speakers. Use of neutral language in invitations, marketing and outreach activities. Overall presenter gender balance during Research Week 2025: 53% Female, 47% Male TUS RISE: Inclusion of EDI metrics within RSVP forms, collecting gender and accessibility information. Use of neutral language in reports, social media, invitations, marketing and outreach activities. Of the 16 training sessions provided by the Graduate Training School in AY 24/25, 32% of presenters were Male and 68% female.
6.4a	Ensure female representation in Explore Engineering and Manufacturing Solutions events	75% of Speakers at Manufacturing Solutions 2025 were male, 25% female The Inspire Explore Engineering Event included all female speakers and the Explore Engineering Showcase event publicity shows strong female representation: explore-engineering.ie/engineering-showcase-event-2025/
6.4b	EDI Office collaborates with EDI related TUS Research Institutes to provide advice and guidance on enacting intersectionality-focused measures, in particular: • EDGE Research Institute • SHE Research Institute	In AY 24/25 the EDI Office collaborated with the SHE Research Institute on awareness events around World Menopause day, and supported a successful funding application to the HEA for a Cross-Institute Initiative to Enhance Gender Equality in Teaching and Research in Sports Related Disciplines. EDI Office engages with staff in the EDGE Research Institute in terms of PhD co-supervision

EDI Strategic Goal 6 2025- 2027 Race Equality Action Plan Update

Progress to date	**In progress: 2**

Action No.	Summarised Action	Update on progress
6a	Source EDI funding for research initiatives	In AY 24/25, TUS collaborated with TU Dublin, Carlow College, DKiT and University of Galway for successful funding for a race equality project: *Unity in Diversity: Campus Race Equity Changemakers Initiative* This project will commence in AY 25/26
6b	Promote Race Equality Projects through the EDI Project Fund	In AY 24/25, the EDI office supported a project on Belonging and Inclusion with the Department of Applied Psychology, including a guest lecture by Dr Megan Vine on *Diversity, Belonging and Solidarity*.