

EQUALITY, DIVERSITY & INCLUSION

GENDER EQUALITY ACTION PLAN 2025 - 2030

South East Technological University

1. Action Plan

No.	Planned Action	Rationale / Baseline	Key Outputs and/or Milestones	Timeframe	Roles and responsibilities for Implementation	Success Indicators: Outcomes and Impact Sought
1. Governance, Engagement, Resourcing & Impact of EDI Work						
1.1	Work towards achieving gender balance on all EDI working groups and forums	Some thematic EDI Committees (REF and UoS) not gender balanced.	<p>Membership call for all EDI working groups and forums to be created encouraging applications from men to join same.</p> <p>Annual report of membership by gender to be published.</p>	<p>Q4 2025</p> <p>Annually</p>	VP EDI	<p>Balanced gender representation across EDI working groups and forums.</p> <p>Success demonstrated through gender assessment of member and participation.</p>
1.2	Work to engage more male colleagues in EDI work across SETU	Male under-representation on some they thematic EDI Committees. Lower participation rates by males across all EDI training and events.	A Working Group consisting of male staff across SETU and led by a male member of EMT will be established to brainstorm measures to increase male engagement with EDI.	Q2 2025 - Ongoing thereafter	<p>VP EDI</p> <p>EDI Office</p>	<p>Balanced gender representation on EDI committees and events ensuring broader representation of perspectives and responsibilities.</p> <p>Success demonstrated through gender assessment of member and participation.</p>
1.3					President	

	Ensure EDI is sufficiently resourced within the new faculty structures so that the faculties are set up to succeed when it comes to Athena Swan and EDI work more generally.	To ensure the necessary structures and supports are in place to enable SETU to achieve 5 departmental AS Bronze awards over the next 5 years.	<p>Include EDI staffing and resourcing in planning for new faculty structures.</p> <p>Dedicated resources in place once new faculty structures are rolled out.</p>	<p>Q2 2025 - Ongoing thereafter</p> <p>Upon rollout of new faculty structures</p>	<p>Faculty Deans</p> <p>VP People, Culture & EDI</p>	<p>Each faculty to have sufficient EDI staffing to include a member of faculty leadership with responsibility for EDI.</p> <p>Success demonstrated through faculty / department awards achieved by end of reporting period.</p>
1.4	Annually review the staffing requirements in the EDI office with particular cognisance of increasing supports that may be required by the SETU community, reporting requirements and expanding areas of activity.	To ensure the necessary structures and human resources are in place to enable SETU to effectively implement its GEP and support departments who wish to apply for AS awards.	Annual review of EDI staffing requirements prepared and brought to recruitment committee.	<p>Q1 2025</p> <p>Annually thereafter</p>	<p>VP People, Culture & EDI</p> <p>VP EDI</p>	Necessary staffing in place to enable EDI Office to deliver on commitments in GEP.
1.5	<p>(a) Continued dedicated budget for EDI related work at SETU</p> <p>(b) Continue to apply to the HEA EDI Enhancement Fund to support intersectional EDI work in</p>	To ensure that the necessary financial resources are in place to enable implementation of this GEP and other EDI Action Plans and objectives.	<p>Annual budget review and estimates prepared and submitted.</p> <p>Collaborate with other HEI's on national projects.</p>	<p>Q4 2024 - Annually thereafter</p> <p>Annually</p>	<p>VP Finance / President</p> <p>VP EDI</p>	<p>Annual budget allocation for EDI Office sufficient to meet commitments in the GEP.</p> <p>SETU to partner / lead at least 3 EDI Enhancement Fund</p>

	collaboration with partners across the sector.					projects during the reporting period.
1.6	Build EDI/SAT Committee membership/engagement activities into future workload allocation models in the university	At present, there is no workload allocation model which provides for EDI/SAT committee membership/engagement activities at SETU.	Develop a set of guiding principles for a new workload allocation model to include EDI / SAT Committee membership and engagement	Q4 2027	VP People, Culture & EDI VP EDI	EDI / SAT Committee membership and workload activities included in work allocation model.
1.7	(a) SETU to work with existing departmental award holders in the university and Advance HE to establish how best for these existing award holders to proceed with AS work in the new structures, when agreed.	SETU currently has 3 AS Departmental awards and needs to work with those award holders and Advance HE to establish how best for these existing award holders to proceed to ensure AS.	Process to be agreed to retain existing AS awards where possible.	Q1 2025	VP EDI	Clear process / guidelines in place for existing award holders.
	(b) Identify and develop timelines for new SETU departments/ faculties to apply for Athena Swan Bronze Award.	SETU has committed to getting 5 AS departmental awards by 2028 and needs to identify and support departments in this objective.	Timelines developed and agreed.	Q4 2025	Faculty Deans EMT	5 departmental awards achieved in line with timelines.
	(c) Develop a Guidance Document for Departmental SATs		Document developed and communicated to faculties.	Q1 2026	EDI Office	Faculties informed and aware of AS process, resources and commitments required.
1.8				Q3 2025		

	<p>Launch an awareness and action campaign to encourage staff to voluntarily disclose optional equality data on CORE HR. This is to be achieved by raising awareness of the reasons for doing so, working with staff representative bodies and reminding staff of the steps to be taken to disclose this information</p>	<p>To enhance staff demographic data gathering and reporting and to inform intersectional EDI work in SETU.</p>	<p>Awareness campaign and communications developed.</p> <p>Consultation with staff representative bodies.</p> <p>Rollout of campaign.</p>		<p>EDI Office</p> <p>HR Office</p>	<p>50% of staff to voluntarily disclose optional equality data on Core, specifically on race / ethnicity and disability.</p>
1.9	<p>SETU to enhance, centralise and systematise its collection, analysis and reporting of data relevant to EDI across the university to inform policy, practice and decision making.</p>	<p>Difficulty gathering EDI data due to merger and different systems in use.</p> <p>There is a need for more streamlined data collection mechanisms to support ongoing EDI work and reporting across a range of areas.</p>	<p>SETU to develop EDI Data Framework outlining how and where the following data sets will be compiled and published:</p> <ul style="list-style-type: none"> Gender Disaggregated Staff & Student Profiles Gender Pay Gap Staff & Student Profiles disaggregated by Race & Ethnicity Staff Disability Census Data on Reports and Complaints relating to Sexual Violence & Harassment; Bullying & Harassment; Discrimination and/or Racism Public Sector Duty Reporting Athena Swan Action Plan progress reports. 	Q2 2026	<p>VP EDI</p> <p>VP People, Culture & EDI CORDA Unit</p> <p>HR Office</p> <p>EDI Office</p> <p>TSVH Manager</p>	<p>Will have clear process and systems in place to support the collation of EDI data across SETU.</p> <p>EDI data available for reporting, monitoring and informing discussion making at SETU.</p>

1.10	SETU to report on progress on implementation of the AS GEP (including a Red Amber Green analysis)	Need to monitor and report on implementation and impact of the GEP.	Quarterly Reports to the newly configured AS Champions Group	Q4 2025	VP EDI	Reports prepared and presented.
			Bi-annual reports to SETU's EDI Committee of GB	Q4 2025	EDI Office	Information clearly presented and available on progress on implementation.
			An annual report which will be presented to the EMT and GB.	Q1 2026	EDI Committee of GB	
			An annual All-Staff Webinar and Newsletter reporting on progress	Q1 2026	EMT	
1.11	(a) Revise the SAT Terms of Reference (ToR) to create a new AS Champions Group, (b) Increase ethnic diversity and representation from other under-represented groups on the new AS Champions Group	Need to ensure SETU AS SAT is fit for purpose to assist with and monitor the implementation of the GEP. As work becomes more intersectional, SETU needs to ensure that this group is truly representative and inclusive of the SETU community.	New AS Champions Network Group ToR developed.	Q1 2026	VP EDI	AS Champions Group in place to monitor implementation of GEP. At least 20% of members to come from minority, ethnic or racial groups and at least 20% of members with a disclosed disability.
			Expression of interest (Eoi) issued to all staff and faculties for membership.	Q2 2026	EDI Office	

2. Building Capacity of Wider Equality Issues

No	Planned Action	Rationale/Baseline	Key Outputs and/or Milestones	Timeframe	Roles and responsibilities for Implementation	Success Indicators: Outcomes and Impact Sought
2.1	Prioritise discipline areas where the greatest gender imbalances exist	There are significant gender differences within some discipline areas (e.g.	Discipline areas identified.	Q1 2025	EMT	At least 5 departmental bronze awards by

	when it comes to departmental AS award applications.	Engineering, Manufacturing and Construction, where 80% of students are male, and Health & Welfare, where 84% of the students are female) in SETU's student profile.	Timelines and resourcing agreed. Applications to be prepared and submitted.	Q3 2025 In line with agreed timelines	VP EDI Faculty Deans	the end of the reporting period to include Engineering & Health Sciences.
2.2	Align Race/Ethnicity Data collection and reporting mechanisms across SETU Campuses with a view to developing and maintaining an accurate record on CORE HR.	Different approaches to staff data by race/ethnicity exist across SETU campuses and the data set is incomplete.	Agree unified system for collating data on race ethnicity for HEA reporting.	Q3 2025	VP People, Culture & EDI HR Office	Unified system in place with consistent and reliable data reporting.
2.3	Develop, implement and monitor Race Equality Action Plan, including actions on recruiting and retaining staff from minority ethnic backgrounds. This will increase the capture of demographic data and also identify and introduce targeted interventions to tackle under-representation and barriers to career progression.	When benchmarked against the 2022 census data (Table 18 above), we see that SETU staff are generally less ethnically diverse than wider society (77% white Irish vs 88.2% at SETU).	Plan developed. All staff consultation. Approval at EMT & GB. Implementation as per timelines in plan.	Q1 2025 Q2 2025 Q3 2025 Implementation ongoing as per the plan thereafter	VP EDI EDI Office HR Office	Race Equality Action Plan implemented with an increase in ethnic diversity of SETU staff from 12% to 20% to reflect the general population.

2.4	(a) SETU to develop and publish a Code of Practice for the Employment of Staff with Disabilities, including a reasonable accommodation procedure for staff. This Code of Practice will highlight the supportive environment that SETU wishes to foster for staff with disabilities and the commitment to reasonable accommodations for staff with disabilities. Once approved, training to be provided to all members of SETU's management team, HR and estates.	58.8% (59.2% F, 60.6% M) respondents (n=556) agree that there is a commitment within SETU to address issues related to disability and the impact of these issues on staff.	Consultation with SETU DisAbility Network.	Q1 2025	VP People, Culture & EDI	75% of staff agreeing that there is commitment in SETU to addressing issues relating to disabilities.
	(b) SETU to provide Disability awareness training for all staff.		Working group established and policy drafted.	Q3 2025	HR Office	
	(c) SETU to provide academic/research/PMSS role models with differing abilities		Policy approval.	Q1 2026	EDI Office	
	(d) SETU to develop actions to improve levels of inclusion and access on SETU campuses that align with the Disability Act 2005, applying for Government funding where appropriate.	Data from the all staff survey indicates that the percentage of staff with a disability is higher (18%) than the annual disability census figures (7%) suggest. This may indicate a lack of awareness or stigma that may be associated with the disclosure of a disability.	Rollout of training on policy.	Q2 2026	Estates	Increasing percentage of staff disclosing disability to at least 10%.
	(e) Include new section on the SETU website about supports and accommodations for staff with disabilities.		Rollout of disability training for all staff.	Q3 2025		
			Ongoing			
2.5	SETU to continue to support its staff LGBTQ+, disability and Caring Networks and to support interactions between these networks to foster a more inclusive,	Data suggests that female staff at SETU are more likely to have caring responsibilities. It also indicates that staff are not	Biannual meetings with all staff EDI networks to establish initiatives, events and supports required from the EDI Office.	Q1 2025	EDI Office	Active EDI networks in place to inform policy and practice and support change.

	welcoming and safe place on our campuses. This includes continued funding and support for initiatives, events and communications campaigns across all campuses.	disclosing disabilities in the annual disability census (see above).		Include costing estimates in annual EDI submission.	Ongoing thereafter	
2.6	(a) SETU to work towards gender balance on all Governing Body and Academic Council Committees and recommend that this be built into their terms of reference (b) SETU to ensure that Chairs of Committees of GB, Executive and Academic Council are gender balanced.	A number of GB, AC and EMT Committees have gender imbalances. In addition, the key role of chair is not gender balanced across GB and EMT committees.		Issue correspondence to chairs of all key university committees bringing this action to their attention.	Q1 2025	President VP Governance Gender balance across all GB, EMT and AC committees and chairs.
2.7	SETU to monitor gender balance at Head of Department and Central Service Manager levels and report annually on same. Targeted actions to be developed and implemented if imbalance is identified.	Currently SETU's CSM's are gender balanced, and HoD level is 38.5% female, which is not yet gender balanced.		Report annually on gender balance at HoD and CSM levels to include report on progress over time.	Q4 2024 Annually thereafter	EMT VP EDI HR Office EDI Office Gender balance at HoD and CSM levels achieved and maintained.
2.8	(a) Collate and publish annually EDI data (where available) on SETU's key leadership structures and committees as part of the EDI Annual Report, to include a trend analysis. (b) Actively seek to share committee roles with a more diverse range of candidates, both internally and externally, where appropriate.	There is a need to increase diversity in leadership and on key committees beyond gender at SETU, which often lack diversity across the equality grounds.		Develop a short questionnaire to be distributed annually to GB, EMT and AC members on equality characteristics. When issuing calls for nominations to key committees include a statement actively seeking nominations from minority or diverse groups.	Q3 2025 Ongoing	VP EDI EDI Office Data published and baseline established with the aim of increasing diverse membership over time.

	<p>(c) Actively encourage and support a more diverse leadership pipeline, by supporting staff who are historically under-represented who wish to undertake leadership/management programmes.</p> <p>(d) Develop an EDI guidance document with clear actions and targets to support the formation of committee structures across SETU.</p>		Report annually on gender balance and other diversity characteristics on key committees.	Q1 2026	EMT	Baseline data on diversity in staff undertaking leadership training established and increasing participation in the reporting period.
			When issuing calls for leadership or management training opportunities include a statement actively seeking participants from minority or diverse groups. Support staff who are historically under-represented who wish to undertake leadership/management	Ongoing		Clear guidelines in place regarding EDI in committee formation.
			Develop and publish EDI guidance on committee formation.	Ongoing		

3. Advancing Academic & Research Careers

No	Planned Action	Rationale/Baseline	Key Outputs and/or Milestones	Timeframe	Roles and responsibilities for Implementation	Success Indicators: Outcomes and Impact Sought
3.1	SETU to monitor and report annually on gender disaggregated academic and research staff data across all recognised grades to EMT & GB, to include a trend analysis over time.	SETU currently has gender balance across all academic grades, but not research staff (19% F). This	Data collated and reported annually.	Q1 2025	HR Office	Gender balance (at least 40% female) among research staff by end of reporting period.

		must be monitored and improved on over time.				
3.2	SETU to continue to lobby nationally for the introduction of a nationally agreed Academic career path including the professorial grade in the TU sector and to achieve gender balance across such posts when approved.	Difficulty recruiting and retaining SETU SALI post due to less competitive contracts, terms and conditions than the traditional university sector.	Lobby at national level and through key representative bodies.	Ongoing Appointment dependant at national level	President EMT	Professorial grades introduced to SETU with gender balanced appointments.
3.3	Prioritise Athena Swan application from the Walton Research Institute at SETU, which is the largest research center at the university.	SETU lacks gender balance across research posts/grades (currently 19% F).	Agree timelines and resourcing for application. Application submitted and award achieved.	Q3 2025 In line with agreed timelines	VP Research, Innovation & Impact Director of Walton Institute	Walton Institute AS Bronze Award. Gender balance amongst research staff.
3.4	SETU to develop materials explaining the academic progression scheme from AL to L, including the criteria and the evaluation methodology, and communicate this widely across the university faculties, including through bi-annual progression workshops.	20.4% of ARS (21.1F and 25%M) claimed to not understand the progression policy from AL to L. 30.9% of staff (36.4%F, 37.4%M) thought the process was not fair or transparent.	Materials developed and published. Communications and information activities rolled out.	Q1 2026 Q2 2026	VP People, Culture & EDI HR Office	Increase in % of ARS who understand the progression policy from 20% to 75%. Increase in % of ARS who thinks the progression policy is fair and transparent from 30% to 60%.
3.5	Provide clear information and training to staff on academic promotional opportunities (e.g. SLI posts) including on promotional criteria, applications, interview and selection processes.	Staff consultation raised concerns around the transparency of the promotional process with just 18% (16% F and 22% M) feeling the process was fair and transparent.	Develop training materials. Rollout training to coincide with promotional opportunities.	Q1 2026 As SL1 promotional	VP People, Culture & EDI HR Office	Increase in staff confidence regarding transparency on promotional opportunities from 18% to 50%.

				opportunities arise		
3.6	Develop and communicate clear, explicit, published policies and guidelines for taking account of the impact of long-term carer leave (e.g. maternity, adoptive, caring of family member), long term illness leave, and evidenced impact of COVID on career outputs/trajectory. (Such mechanisms should be used as part of recruitment/promotions/progression and other internal competitive processes such as scholarship, etc.)	In the staff survey, female ARS reported significantly less clarity than their male counterparts regarding how career breaks affect their career progression, with just 9.6% of females agreeing or strongly agreeing that there is clarity, as regards to 17.9% male staff.	Establish a working group to collate best practice from the sector and develop guidelines to be implemented at SETU. Publish and communicate guidelines.	Q4 2026	HR Office Research Office	Increase in % of ARS reporting clarity on how career breaks impact real outputs and/or progression to at least 30% of males and females.
				Q2 2027	VP EDI	
3.7	For all senior academic promotional opportunities, SETU to develop a pathway and criteria (in line with relevant national agreements and criteria) which recognises teaching, research and engagement activities of staff, providing pathways for promotion for staff with strengths in different areas.	Staff consultations revealed that a barrier to promotion was the perception disproportionate consideration was bring given to research activities in the promotion criteria.	Establish a working group to identify best practice from the sector and make recommendations for SETU.	Q1 2027 or earlier if SL1 posts become available.	President EMT VP People, Culture & EDI	Clear pathways for academic promotions which recognise teaching, research and engagement activities in place.
3.8	SETU to continue work to implement the HRS4R, Broaden Your Horizon	As only a minority of postdoctoral researchers will progress to faculty	Rollout of programmes and action plan according to workplan.	In line with timelines established in	VP Research, Innovation & Impact	HRS4R, Broaden Your Horizon and Odyssey mentoring

	and Odyssey mentoring programme for researchers.	positions, post doc training must also equip researchers with transferrable skills for non-academic career pathways.		research innovation and impact workplans.	HR Business Partner for Research	programmes in place to support researchers' skills development.
3.9	Provide cohesive and unified training for staff on the available research calls targeting academics/researchers at various career progression levels at times of the year where academic staff have greater availability to attend.	Feedback from the staff survey indicated that just 27.5% (24.2%F, 34.5%M) agreed or strongly agreed that they are satisfied with the support they receive to apply for research funding, with high complexity and time constraints as major factors for this.	Training plan for academic staff who wish to apply for research funding to be developed. Rollout of training at identified times of the year.	Q2 2026 Q3 2026 and ongoing thereafter	VP Research, Innovation & Impact Research Office	Increase of staff reporting satisfaction with support received to apply for research funding from 27.5% to 50%.
3.10	Develop an enhanced workload allocation model that recognises the full spectrum of academic work.	Feedback from the staff survey indicated that just 27.5% (24.2%F, 34.5%M) agreed or strongly agreed that they are satisfied with the support they receive to apply for research funding, with high complexity and time constraints as major factors for this. 41.6% of ARS disagreed or strongly disagreed that workload allocation was fair and transparent, with 22% more female than male respondents disagreeing that there is a fair and transparent way of allocating workload in	Create a working group to establish current baselines and workload allocations, Recognise and map where differences will exist and establish a road map for transition Develop a set of guiding principles for a new workload allocation model. Establish distinct career tracks, aligned with University priorities to accommodate the diverse talents of staff Create a framework for staff recognition and support within their chosen career track	Q1 2025 Q2 2025 Q2 2026 Q1 2027	VP People, Culture & EDI HR Office	Decrease % of ARS who report dissatisfaction of the workload allocation model from 42% to 20%.

		their department (49.4% F, 27.4%M).	Develop Career Track workshops / training workshops Pilot the career track and workload allocation model in one or more faculties			
3.11	SETU to incrementally develop a feasible opt in staff development /review process across the university, working with staff representative bodies and in line with national agreements.	<p>Just 21.9% of all ARS staff reported having ever participated in a development/performance review, with male staff (37.2%M ,21.4%F) more likely to have participated.</p> <p>46.2% of ARS (43.2%F and 55.6%M) agreed that they would benefit from such a review, and 26.6% (27.2%F and 24.1%M) said they would not benefit.</p> <p>78.8% of female PMSS and 79.4% of male PMSS have never participated in a staff development review. However, 58.6% of female and 56.4% of male PMSS feel they would benefit from participating in a performance review while 17.5% did not think they would benefit.</p>	<p>A clear mapping exercise to understand development/review mechanisms currently in place</p> <p>Establishment of a university working group to develop of an opt in informal development/review process, with minimal paperwork/administrative burden, and a focus on aligning work goals and plans and supports for career development and progression for staff</p> <p>Roll out of a pilot scheme to include training for participants and managers, and implement learning from process</p> <p>Roll out a wider scheme across SETU, working towards an opt in staff development/review process across SETU.</p>	<p>Q3 2025</p> <p>Q3 2025</p> <p>Q3 2026</p> <p>Q3 2027</p>	<p>VP People, Culture & EDI</p> <p>HR Office</p>	<p>Opt in staff development review process in place.</p> <p>Increase in % of ARS who have participated in development reviews from 22% to 35%.</p>

3.12	<p>SETU to participate in the development and roll out of the Effective Leadership for an Inclusive Higher Education Pilot programme. Content to include fostering supportive, inclusive team cultures, workload allocation and uptake of training opportunities.</p>	<p>41.6% of ARS disagreed or strongly disagreed that workload allocation was fair and transparent, with 22% more female than male respondents disagreeing that there is a fair and transparent way of allocating workload in their department.</p>	<p>Participation in pilot programme.</p> <p>Support rollout of post pilot sustainable sectoral.</p>	<p>Q1 & 2 2025</p> <p>Q3 2025 an ongoing thereafter</p>	<p>VP EDI</p> <p>EDI Office</p>	<p>At least 5 members of SETU's management team to participate in the programme annually.</p>
3.13	<p>Conduct an annual gender pay gap report to comply with Gender Pay Gap Information Act 2021 and publish same. Future reports will look in more detail at gender pay gap data for part time staff and will provide disaggregation of Academic and PMSS.</p>	<p>SETU has a gender pay gap of 12%, which is effectively a baseline figure for the university. Currently this report of figure is not disaggregated by ARS and PMSS, which limits planning for actions to reduce the gap.</p>	<p>Collate and publish disaggregated annual Gender Pay Gap report.</p> <p>Identify Gender Pay Gap and corrective actions for ARS and PMSS separately.</p>	<p>Q4 2025 an annually thereafter</p>	<p>VP People, Culture & EDI</p> <p>HR Office</p>	<p>Disaggregated annual reports and pay gap published.</p> <p>Decrease in Gender Pay Gap from 12% to 8% during reporting period.</p>
3.14	<p>SETU to continue to support and promote its Race Equality Forum to aid understanding of the barriers to opportunities being experienced by staff from minority ethnic groups.</p>	<p>Further work is required at SETU to encourage staff to disclose race/ethnicity on data capture systems and to increase understanding of the barriers to opportunities at SETU faced by minority ethnic staff.</p>	<p>Race Equality Forum to host focus groups and information sessions on publication of Race Equality Action Plan.</p>	<p>Q4 2026 and ongoing thereafter</p>	<p>EDI Office</p> <p>Race Equality Forum</p>	<p>Increase in % of staff disclosing race and ethnicity on Core to at least 50%.</p>

4. Supporting and Advancing Professional, Managerial and Support Staff Careers

No	Planned Action	Rationale/Baseline	Key Outputs and/or Milestones	Timeframe	Roles and responsibilities for Implementation	Success Indicators: Outcomes and Impact Sought
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4.1	<p>The flexible cascade model to be used as a monitoring and, where necessary, as an intervention tool for both recruitment and promotion of PMSS particularly for senior level posts (posts with salary in excess of €76,000)</p>	<p>Female PMSS are more likely to hold roles in both lower and mid-range pay brackets while males hold the majority of roles in the higher pay bracket. The upper pay- bracket >€106,000 has a balanced gender representation.</p>	<p>Annual review of PMSS pay by gender to monitor higher paid brackets in particular.</p>	<p>Q4 2025 and annually thereafter</p>	<p>VP People Culture & EDI HR Office VP EDI</p>	<p>Gender balance across higher paid PMSS roles in line with flexible cascade model.</p>
4.2	<p>SETU recruitment practices to:</p> <p>(a) Ensure a diversity statement is included in all PMSS and ARS job advertisements.</p> <p>(b) Use gender de-coder software to ensure gender neutral language is used in job descriptions.</p> <p>(c) Review PMSS job titles, particularly those with historic gender associations, to ensure that underrepresented genders are encouraged to apply for and make careers in single gender dominated roles.</p> <p>(d) Review desirable criteria on PMSS job advertisements to ensure that experience and long standing service is considered alongside academic qualifications.</p>	<p>Female PMSS are more likely to hold roles in both lower and mid-range pay brackets while males hold the majority of roles in the higher pay bracket. The upper PMSS pay- bracket >€106,000 has a balanced gender representation.</p> <p>Gender imbalance in research roles (19% F).</p>	<p>Devise and include diversity statement in all job advertisements through Core HR.</p> <p>Identify and procure if necessary relevant software for use.</p> <p>Establish a working group to include relevant staff representative bodies to conduct a review and publish recommendations.</p> <p>Establish a working group to include relevant staff representative bodies to conduct a review and publish recommendations.</p>	<p>Q1 2025 Q4 2025 Q2 2026 Q2 2026</p>	<p>VP People Culture & EDI HR Office</p>	<p>Gender balance across higher paid PMSS roles in line with flexible cascade model.</p>
4.3						

	<p>Annually review PMSS on temporary/fixed term contracts to establish:</p> <p>* if they are eligible for progression to a CID, and</p> <p>* that the rationale for temporary/fixed term status still exists</p>	<p>Female PMSS are 12% less likely to hold a permanent contract than male PMSS and the majority of non-core funded PMSS Staff are on fixed term/temporary contracts (71%female, 29% male).</p>	<p>Identify and review staff on CID contracts annually on CORE</p> <p>Status to be reviewed by HR to assess eligibility for CID</p>	<p>Q 4 2025 and annually thereafter</p>	<p>VP People Culture & EDI</p> <p>HR Office</p>	<p>Decrease the proportion of female PMSS on fixed term/temporary contracts from 71% female to 60% female, and from 43% of PMSS staff on fixed term/temporary contracts overall to 35%.</p>
4.4	<p>SETU to develop and publish clear guidelines on the use of temporary/fixed term contracts for PMSS and ARS.</p>	<p>Female PMSS are 12% less likely to hold a permanent contract than male PMSS and the majority of non-core funded PMSS Staff are on fixed term/temporary contracts (66%female, 34% male).</p>	<p>Develop and publish guidelines on when temporary/fixed term contracts are to be used</p>	<p>Q1 2026</p>	<p>VP People Culture & EDI</p> <p>HR Office</p>	<p>Guidelines published.</p> <p>Feedback from staff</p>
4.5	<p>Roll-out of job evaluation scheme for PMSS administrative roles across SETU.</p>	<p>37.5% M PMSS agreed/strongly agreed that there are opportunities to progress, compared to 34.5% of females. More females 41.9% disagreed/strongly disagreed that there were progression opportunities, compared to males (32.9%).</p>	<p>Roll-out in line with nationally agreed policies and procedures</p>	<p>Q1 2025</p>	<p>VP People Culture & EDI</p> <p>HR Office</p>	<p>Job evaluation scheme rolled out resulting in an increase in the percentage of PMSS agreeing that there are opportunities to progress from 35% to at least 50%.</p>

		Qualitative feedback on lack of progression opportunities for PMSS.				
4.6	Provide information and training opportunities for PMSS relating to promotions criteria, applications, interview and selection processes.	<p>37.5% M PMSS agreed/strongly agreed that there are opportunities to progress, compared to 34.5% of females. More females 41.9% disagreed/strongly disagreed that there were progression opportunities, compared to males (32.9%).</p> <p>Qualitative feedback on lack of progression opportunities/pathways for PMSS.</p>	<p>Develop information and training materials</p> <p>Offer workshops at least twice per year on criteria, applications, selection and interview process</p>	<p>Q1 2026</p> <p>Q2 2026 and ongoing thereafter</p>	<p>VP People Culture & EDI</p> <p>HR Manager</p> <p>HR Office</p>	<p>Roll out of information and training.</p> <p>An increase in the percentage of PMSS agreeing that there are opportunities to progress from 35% to at least 50%.</p>
4.7	SETU to specifically include actions in its Staff Training and Developing strategy targeted for PMSS to support career development. PMSS training needs analysis to form part of this process.	23.5% of female and 31.8% of male PMSS feel unsupported with their participation in CPD.	<p>Conduct a training needs analysis for PMSS</p> <p>Include findings and actions in SETU's Staff Training and Development Strategy</p>	Q2 2025	<p>VP People Culture & EDI</p> <p>HR Manager</p> <p>HR Office</p>	A decrease in the % of male and female PMSS feeling unsupported with their participation in CPD to 15% or less.
4.8						

	<p>Improve the availability and accessibility of mentoring programs at SETU to better support staff in achieving their career aspirations, including continued support for female PMSS to participate on the Aurora Leadership programme.</p>	<p>Over 42% PMSS (42.6% female, 42.9% male) express dissatisfaction or uncertainty about their mentoring opportunities.</p>	<p>Ringfence at last 50% of Aurora places annually for PMSS</p> <p>Continue to roll out the Odessey Research Mentoring Scheme across SETU</p>	<p>Q3 2025</p> <p>Ongoing</p>	<p>VP EDI</p> <p>VP Research, Innovation & Impact</p> <p>HR Business Partner for Research EDI Office</p>	<p>Reduction in % of PMSS staff expressing dissatisfaction with mentoring opportunities from 42% to under 30%.</p>
4.9	<p>Increase opportunities for PMSS to become members of and chair university committees and working groups, and to engage in external events and networking opportunities to enhance career development.</p>	<p>36.9% of female PMSS and 42.8% of male PMSS express dissatisfaction regarding their access to opportunities to advance their career.</p>	<p>Include guidance in SETU's EDI formation of committee guidelines on including PMSS as members and Chairs. Report annually on number of PMSS Staff who</p> <ul style="list-style-type: none"> * Are members of university committees * Chair university committees or * Chair sub-committees / working groups. 	<p>Q1 2026</p> <p>Q4 2026</p>	<p>EMT</p> <p>All Committee Chairs</p>	<p>Reduction in % of PMSS staff expressing dissatisfaction regarding their access to opportunities to advance their career to under 25%.</p>
4.10	<p>(a) Enhance communication about CPD and training opportunities, ensuring that all staff are aware of available resources.</p>	<p>23.5% of female and 31.8% of male PMSS feel unsupported with their participation in CPD.</p>	<p>PMSS to be consulted in advance of the development of the new SETU Training & Development Strategy</p>	<p>Q2 2025</p>	<p>VP People Culture & EDI</p>	<p>New training and development hub with new CPD programme offerings for PMSS.</p>

	(b) Enhance training opportunities specifically for PMSS staff, as CPD week offerings can be very academic led. (c) Provide more enhanced guidelines around the supports available for training, ie. study leave allowances, etc.		New offerings, supports and central information hub to be rolled out as part of the Training and Development Strategy Implementation	Q2 2026	HR Training & Development Leads	A reduction in the % of PMSS who feel unsupported with their participation in CPD to less than 20% overall.
4.11	Prioritise training for line managers on effective engagement strategies to better understand and support their team members' career goals – this includes internal and external training opportunities such as the Effective Leadership for Inclusive Higher Education Programme and in house Navigating EDI Training programmes.	While the majority of PMSS feel supported by their line managers in achieving their aspirations 17.3% of female and 27.1% of males disagree/strongly disagree. Female staff report slightly better support, with 51.9% agreeing or strongly agreeing, compared to 41.2% of male staff.	Engagement with pilot and further roll out of Effective Leadership for Inclusive Higher Education Programme at sectoral level	Q1 & 2 2025	VP EDI	Roll out of programmes.
			Roll out of in-house Navigating EDI & Inclusive Leadership Programme	Q3 2025 and ongoing thereafter	EDI Office	An increase in the % of staff feeling supported by their line managers in achieving their career aspirations to over 60% overall.

5. Culture, Inclusion & Belonging

No	Planned Action	Rationale/Baseline	Key Outputs and/or Milestones	Timeframe	Roles and responsibilities for Implementation	Success Indicators: Outcomes and Impact Sought
5.1	SETU to continue to roll out EDI training for all staff, including at induction and at Faculty/Department	The staff survey shows a high level of awareness (76.4% of respondents,	Present at all new staff inductions (twice per year)	Q1 & 4 annually	EDI Office HR Training & Development Leads	Roll out of training programmes and video.

	level where uptake is generally higher.	n=590)) of the various EDI training workshops available for staff at SETU (79.5% F, 71.1% M, 80% ARS, 76.1 PMSS). However, qualitative feedback indicates that it can be difficult for staff to find the time to participate in training.	<p>Develop a short introductory video on EDI at SETU and in HE to be available for all staff on the new SETU Training and Development Hub</p> <p>All Heads of Faculty/Departments/Units to be offered an annual EDI briefing for their area</p> <p>EDI Annual Training Plans to be integrated with overall SETU Training and Development offering</p>	<p>Q1 2026</p> <p>Q3 2025 and annually thereafter</p> <p>Q1 2026</p>	<p>Faculty Deans</p> <p>Heads of Department</p> <p>Central Services Manager</p>	Increase in % of staff awareness of EDI training and workshops to 85% overall.
5.2	SETU to launch an internal Inclusive Leadership Programme for all its executive and management team.	52.7% of staff agree that SETUs Management Team are committed to EDI (51.7% F, 57.4% M). More visible leadership is required.	Roll out of in-house Navigating EDI & Inclusive Leadership Programme	Q3 2025 and annually thereafter	<p>VP EDI</p> <p>EDI Office</p>	Increase in staff agreeing that the university management team are committed to EDI to 70% overall.
5.3	<p>SETU to approve and implement a university Menopause Policy</p> <p>SETU to become Menopause Friendly, the first in the TU Sector.</p>	<p>50.7% of staff agree that there is a commitment within SETU to address issues related to gender equality and the impact of these issues on staff (59.1% M, 47.8% F).</p> <p>The average age of female staff at SETU is 48. Although a substantial amount of work was put into drafting a Menopause Policy for SETU, there is</p>	<p>Menopause policy approved</p> <p>Roll out of training to management team</p> <p>Roll out of the Menopause Friendly 10 Point Plan across SETU</p>	<p>Q4 2025</p> <p>Q1 2026</p> <p>By Q4 2027</p>	<p>VP People, Culture & EDI</p> <p>HR Office</p> <p>VP EDI</p>	<p>Menopause policy and training in place.</p> <p>SETU designated as a Menopause Friendly university.</p>

		no Menopause Policy in place.			EDI Office	
5.4	SETU to continue to roll out of the Rainbow Badge Initiative across all campuses	59.2% of staff (58.8% F, 62% M, n) agree that there is a commitment within SETU to address issues related to sexual orientation and gender identity and the impact of these issues on staff. More visible support is required.	Call to participate in Rainbow Badge Initiative, linked to completion of training programme(s)	Annually from Q3 2025 and annually thereafter	EDI Office	Rainbow Badge Initiative in place across all campuses. Increase in the % of staff to at least 75% agreeing that that there is a commitment within SETU to address issues related to sexual orientation and gender identity and the impact of these issues on staff.
5.5	SETU to continue to roll out QQI Level 6 Irish Sign language Training for staff	58.8% (59.2% F, 60.6% M) respondents agree that there is a commitment within SETU to address issues related to disability and the impact of these issues on staff.	Call for staff to participate in Level 6 QQI Irish Sign Language programme run at SETU	Annually from Q3 2025	EDI Office	Roll out of programme with at least 10 participants each year. An increase in staff agreeing that there is a commitment within SETU to address issues related to disability and the impact of these issues on staff to 70%.
5.6						

<p>As a matter of priority, SETU to approve and roll out new Staff Dignity and Respect Policy and Procedures to include a mechanism for staff to make complaints regarding bullying and/or harassment by students. These will be communicated widely across SETU, expressly referencing the link to SETU values.</p>	<p>18.6% (19.4% female, 16.5% male) of staff reported experienced bullying and/or Harassment in their workplace in the past 12 months.</p> <p>More females (27%) than males (14.3%), and more ARS (30.2%) than PMSS (17.3%) reported this behaviour to SETU.</p> <p>Of those that made a formal complaint, 61.5% (83.3% M, 55% F) were not satisfied with how the report was handled and just 19.2% (16.7% M, 20% F) were satisfied with how the report was handled. More ARS 31.3% were satisfied with how the report was handled compared to 0% of PMSS.</p> <p>Qualitative feedback from the survey indicated low confidence with existing procedures.</p>	<p>Final draft of policy agreed</p> <p>Approval of Policy</p> <p>Roll out of training for staff and management team</p>	<p>Q1 2025</p> <p>Q2 2025</p>	<p>VP People Culture & EDI</p> <p>HR Office</p>	<p>Policy agreed and implemented.</p> <p>A decrease in the % of staff experiencing bullying and harassment by the end pf reporting period by at least 10%.</p> <p>Increased satisfaction from staff on how reports are handled to at least 50%.</p> <p>Increased confidence and knowledge of process and procedures amongst staff.</p>
<p>5.7</p>					

	<p>SETU to appoint Dignity and Respect Officers within HR to provide information, training, advice and supports on dignity and respect matters across SETU.</p>	<p>18.6% (19.4% female, 16.5% male) of staff reported experienced bullying and/or Harassment in their workplace in the past 12 months.</p> <p>48.6% (50.5% F, 46.5% M) agree or strongly agree that they know how to report bullying and/or harassment in their workplace, whereas 27.9% (27.1% F, 28.7% M) disagree or strongly disagree.</p> <p>Just 28% (38% M, 23.3%F) are confident that complaints would be appropriately managed, with more ARS 32.4% than PMSS 24.7% agreeing.</p>	<p>Dignity and Respect Officer appointed as part of restructuring of the new Office for People, Culture & EDI</p>	<p>Q1 2025</p>	<p>VP People Culture & EDI</p> <p>HR Office</p>	<p>Increase in the % of staff who agree or strongly agree that they know how to report bullying and/or harassment at SETU from 49% to 75%.</p> <p>Increase in confidence that complaints would be appropriately managed from 28% to 50%.</p>
<p>5.8</p>	<p>Roll out of mandatory Dignity and Respect Training for management and staff including on the Dignity and Respect Policy and Procedures.</p>	<p>48.6% (50.5% F, 46.5% M) agree or strongly agree that they know how to report bullying and/or harassment in their workplace, whereas 27.9% (27.1% F, 28.7% M) disagree or strongly disagree.</p>	<p>Dignity & Respect Training programme Developed</p>	<p>Q 3 2025, and annually thereafter</p>	<p>VP People Culture & EDI</p>	<p>Increase in the % of staff who agree or strongly agree that they know how to report bullying and/or harassment at SETU from 49% to 75%.</p>

		Qualitative data from the staff survey indicates a lack of awareness and training on workplace bullying, including for management.	Programme Rolled Out to all staff		HR Office	Increase in confidence that complaints would be appropriately managed from 28% to 50%.
5.9	Roll out mandatory Dignity and Respect training for all students as part of student orientation.	Qualitative feedback from the survey indicated that staff have concerns re harassment by students in the classroom, which needs to be addressed.	Student Dignity & Respect Training Developed	Q2 2026	VP Student Experience	Training embedded in induction.
			Training Embedded in Student Orientation	Q3 2026	Student Life & Learning/Services	Reduction in staff feedback re concerns on harassment by students in the classroom.
5.10	HR & EDI to raise awareness of the 'Speak Out' tool amongst staff and students to anonymously report inappropriate behaviour including discrimination, bullying, harassment, sexual harassment and violence. Publish an annual report on 'Speak Out' at the university.	Staff survey results show that 27.9% staff (27.1% F, 28.7% M) disagree or strongly disagree that they know how to report bullying/harassment.	Information on Speak Out to be provided at Student and Staff Orientation, in the student handbook, on the website and via signs and banners across campuses	Q1 2025 and ongoing thereafter	HR Office Student Life & Learning/Services Student Counselling Service	Increase in % of staff agreeing that they know how to report bullying/harassment to at least 50%. An increase in staff reports using Speak Out by at least 50%.

	Use data from 'Speak Out' to further explore dignity and respect issues on campus, including the reasons why staff and students do/do not report bullying and harassment, within the parameters of the Speak Out national guidelines.	Just 19 staff reports have been made on 'Speak Out' over a 3-year period.			Tackling Sexual Violence and Harassment Prevention and Support Manager	
5.11	Continue to implement the actions in SETU's targeted Tackling Sexual Violence and Harassment Action Plan 2023 to 2026, and report annually to EMT and GB EDI Committee on progress	<p>Key national policy priority area.</p> <p>0.4% survey respondents experienced, and 2.3% survey respondents witnessed sexual harassment and/or sexual violence in SETU in the past 12 months.</p> <p>Overall, the results showed a lack of understanding, confidence and trust in reporting issues of sexual harassment or sexual violence. Survey results suggest that overall, these issues impact more women than men in SETU.</p>	<p>Implementation of Actions</p> <p>Annual Report to EMT and EDI Committee of GB</p>	<p>Ongoing</p> <p>Q4 2025 and annually thereafter</p>	<p>Tackling Sexual Violence and Harassment Prevention and Support Manager</p> <p>Consent Project Officer</p> <p>ESP Committee</p>	<p>Implementation of Action Plan.</p> <p>Improved feedback from staff on understanding trust and confidence in reporting issues of sexual harassment and violence at SETU via qualitative feedback.</p>

5.12	Develop and roll out new, trauma informed Staff and Student Policies and Procedures on Tackling Sexual Violence and Harassment with independent, external independent investigative and/or review panels	<p>SETU does not yet have a dedicated Tackling Sexual Harassment & Violence Policy in place.</p> <p>Less than half of survey 42.2% (50.3% F, 38.7% M) are confident that complaints about sexual harassment and/or sexual violence in SETU would be appropriately managed with 23.8% not confident (24.7% F, than 19.6% M).</p>	<p>Student Policy and Procedures Developed and Approved</p> <p>Staff Policies and Procedures Developed and Approved</p> <p>Roll out of training on policies across SETU</p>	<p>Q1 2026</p> <p>Q1 2027</p>	<p>Tackling Sexual Violence and Harassment Prevention and Support Manager</p> <p>Consent Project Officer</p> <p>ESP Committee</p>	<p>Policies in place.</p> <p>An increase in survey respondents agreeing that they are confident that complaints about sexual harassment/violence at SETU would be appropriately managed from 42% to 75%.</p>
5.13	Roll out mandatory training on TSVH for management and staff.	<p>0.4% experienced and 2.3% survey respondents witnessed sexual harassment and/or sexual violence in their workplace in the past 12 months.</p> <p>Just under half of respondents 49.9% (48.5% F, 53.6% M) know how to report sexual harassment</p>	<p>Training at induction for all new staff</p> <p>Annual training for SETU's Management Team</p> <p>Annual training provided for each faculty/PMSS area</p>	<p>Q1 & 4 annually</p> <p>Q3 2025 and annually thereafter</p>	<p>Tackling Sexual Violence and Harassment Prevention and Support Manager</p> <p>Consent Project Officer</p>	<p>An increase in survey respondents agreeing that they are confident that they know how to report sexual harassment and violence to at least 75% and an increase in staff agreeing that complaints about sexual harassment/violence at SETU would be</p>

		and/or sexual violence in their workplace and 27.9% (28.5% F, 26.6% M) do not know how to report.	SETU's TSVH Office to report on uptake annually to EMT	Q3 2025 and annually thereafter		appropriately managed from 42% to 75%.
5.14	Further awareness training will be offered for staff on trans and gender non-binary issues, including on SETU's Gender Identity and Expression Policy	59.2% of staff (58.8% F, 62% M, n) agree that there is a commitment within SETU to address issues related to sexual orientation and gender identity and the impact of these issues on staff. More training and support for staff is required.	Training on the ABC's of LGBTQ+ and Gender Identity and Expression to be offered to staff across SETU	Q2 2025 and annually thereafter	EDI Office	Increase in the % of staff to at least 75% agreeing that that there is a commitment within SETU to address issues related to sexual orientation and gender identity and the impact of these issues on staff.
5.15	A short guidance document on understanding and using pronouns will be published to support staff and students.	59.2% of staff (58.8% F, 62% M, n) agree that there is a commitment within SETU to address issues related to sexual orientation and gender identity and the impact of these issues on staff. More training and support for staff is required.	Guidance document developed and published Pronoun option included in e-mail signature template	Q2 2026 Ongoing	EDI Office	Increase in the % of staff to at least 75% agreeing that that there is a commitment within SETU to address issues related to sexual orientation and gender identity and the impact of these issues on staff.
5.16						

	<p>Mandatory training for all managers on policies and procedures relevant to flexible working, family leave and supporting those with caring responsibilities including supports to facilitate integration back into the organisation following any absences.</p>	<p>Thematic analysis of survey data suggested concerns that decisions on flexible working were being made in an ad hoc fashion and staff felt decisions were sometimes dependent on the relationship with the line manager.</p> <p>55% of PMSS felt supported applying for family leave compared to 43% of ARS. Men were more likely to perceive the process of applying for family leave as unsupportive compared to women (17% M, 5%F).</p>	<p>Training developed and rolled out annually for managers</p>	<p>Q1 2026 and ongoing thereafter</p>	<p>VP People, Culture & EDI</p> <p>HR Office</p>	<p>Positive feedback from management team on training programme.</p> <p>Qualitative feedback from staff on improved consistency of information and decision-making pertaining to leave requests.</p> <p>Increase in % of staff feeling supported applying for family leave to at least 65% of all staff.</p>
5.17	<p>SETU to develop an integrated approach to sharing and communicating policies and procedures pertaining to flexible</p>	<p>24% of females and 25% of males felt that leave entitlements and options were not easily available and accessible to them.</p>	<p>Rollout of an SETU all staff HR online sharing platform to house policies and procedures in an easily accessible manner</p>	<p>Q1 2025</p>	<p>HR Office</p>	<p>Sharing platform rolled out, along with training.</p>

		Leadership from senior management identified as a key theme in data analysis on flexible working.	<ul style="list-style-type: none"> Support and lead a culture that values work-life balance <p>SETU President to notify staff in regular newsletter of nominated champions also</p>			SETU to support flexible working arrangements to at least 60% ARS and 70% PMSS.
5.19	SETU to formalise a new Hybrid Working Policy for PMSS. Data on applicant numbers and requests granted and refused disaggregated by gender and category of post to be published by HR annually.	<p>Just 38% of ARS agreed that there is a commitment within SETU to support and promote flexible working arrangements as opposed to 60% PMSS.</p> <p>68% of PMSS agree that flexible working arrangements are available to meet their needs in comparison to 40% of ARS.</p> <p>75% of PMSS versus 45% of ARS staff agree that they can work flexibly if they need to.</p>	<p>Feedback from pilot Hybrid Working Scheme gathered</p> <p>New policy drafted and approved after consultation with staff</p> <p>Data on applicant numbers and requests granted disaggregated by gender and category of post to be published by HR annually</p>	<p>Q2 2025</p> <p>Q2 2026</p> <p>Q2 2027 and annually thereafter</p>	<p>VP People, Culture & EDI</p> <p>HR Office</p>	<p>Policy approved and rolled out.</p> <p>Gender balance amongst applicants and requests granted.</p> <p>Increase in % of staff, both ARS and PMSS, agreeing that there is commitment within SETU to support flexible working arrangements, and that they can work flexibly if they need</p>

						to, by at least 10% in each staff category.
5.20	Promote awareness of sensory pods and sensory rooms for staff (including through communication with staff representative bodies) and extend sensory rooms to smaller campuses.	No staff have requested the use of sensory pods to date. Not all campuses have access to sensory pods.	Communicate locations of sensory pods to staff across SETU Ensure all campuses have access to sensory pods	Q2 2025 Q2 2027	VP Student Experience VP EDI Estates	All campuses to have sensory pods for use by staff and students.
5.21	Ensure Mother's Rest Room and/or Comfort Rooms with appropriate facilities are available on all campuses and promote awareness of same.	Not all campuses have access to mother's rest rooms/comfort rooms.	Conduct an audit and report to EMT on the availability of mother's rest rooms/comfort rooms across SETU and facilities therein Ensure all main buildings have access to suitable facilities Provide information on location of facilities to all staff, particularly staff returning from maternity leave	Q4 2025 By Q4 2026 By Q4 2025 and ongoing thereafter	Estates Health & Safety	All campuses to have dedicated mother's rest rooms/comfort rooms with appropriate facilities.
5.22	Increase LGBTQ+ visibility across all campuses.	59.2% of staff (58.8% F, 62% M, n) agree that there is a commitment within	Rainbow flags to fly across campuses to welcome students to SETU as part of	Q2 2025 and ongoing thereafter	Estates	Increase in the % of staff to at least 75% agreeing that that

		SETU to address issues related to sexual orientation and gender identity and the impact of these issues on staff. More visible support is required.	<p>orientation and for Pride month</p> <p>At least one rainbow walkway on the Waterford Cork Road, College Street and Carlow Campus</p> <p>Rainbow decals to be placed in prominent positions at library/LRC's across main campuses</p> <p>LGBTQ+ safe space sticker campaign with LGBTQ_+ network</p>	<p>By Q1 2027</p> <p>By Q2 2026</p> <p>Q3 2025</p>	<p>EDI Office</p> <p>Brand Manager</p> <p>Brand Manager</p> <p>LGBTQ+ network</p>	there is a commitment within SETU to address issues related to sexual orientation and gender identity and the impact of these issues on staff.
5.23	Increase the number of gender-neutral toilets across the university, so they are available on all campuses.	Not all buildings have access to gender neutral toilet facilities, or access is limited.	<p>Conduct an audit and report on the availability of gender neutral toilets across SETU</p> <p>Ensure main buildings have gender neutral toilets available to staff and students</p>	<p>Q4 2025</p> <p>By Q2 2028</p>	Estates	Increase in the % of staff to at least 75% agreeing that that there is a commitment within SETU to address issues related to sexual orientation and gender identity and the impact of these issues on staff.
5.24	Building on existing initiatives SETU will establish a new intercultural network for staff to celebrate	Some on campus celebrations of diverse religious and cultural days take place (e.g. Eid,	EDI calendar with diverse religious and cultural days to be developed for SETU	Q2 2025	<p>VP Global</p> <p>VP EDI</p>	Increased visibility and awareness of diverse religious and

	cultural diversity across the University.	Chinese New Year, etc) but a more systematic approach is required.	Funding to be allocated to establish new network	From Q3 2025 and ongoing thereafter	International Office EDI Office	cultural days across SETU.
5.25	Provide dedicated quiet rooms across campuses.	Need to have dedicated quiet spaces across all campuses.	Conduct an audit on the availability of quiet rooms across all campuses Introduce additional dedicated spaces where necessary	Q4 2025 Q4 2027	Estates Estates	All campuses to have dedicated quiet spaces/ rooms by end of reporting period.
5.26	Cater for dietary restrictions and requirements for all individuals. For instance, adding Halal/Kosher food options across campuses	Culturally appropriate dietary options are not available across SETU campuses.	Meet with campus caterers to discuss adding/labelling halal/kosher food options on SETU campuses	By Q4 2025	EDI Office SETU Novus/Seasons Restaurant Campus Caterers	Increase in culturally appropriate food options across SETU.
5.27	SETU to develop a university wide meeting schedule policy and procedure, to include core hours for meetings and guidelines to facilitate access and maximise participation.	Qualitative feedback from staff with caring responsibilities indicated a desire to hold meetings within core hours to facilitate participation, and to have sufficient notice of meetings to prepare.	Policy and procedure drafted and approved Communication across SETU	By Q2 2026	VP EDI EDI Office	Policy and procedure in operation. Improved qualitative feedback from staff on meeting facilitation and participation, and in particular from staff

						with caring responsibilities.
5.28	SETU to introduce a Return-to-Work Policy for Staff members who are returning to work following periods of absence for maternity/adoptive leave, career breaks, long term illness, etc. This shall include ringfenced supports for returning staff.	On returning from leave, 56.6% F and 35.7% M staff disagreed that supports were put in place to facilitate their re-engagement.	Return to work policy agreed and approved Training for all management staff and information for leavers provided on roll out	Q4 2027 Q1 2028 and ongoing thereafter	VP People Culture & EDI HR Office	A decrease in % of staff members disagreeing that supports were available to facilitate their re-engagement on returning from leave to less than 30% of both male and female staff.
5.29	SETU to create and update regularly a schedule of SETU events to support planning and participation in social/other on campus events. This should be easily accessible and available to all members of the SETU community.	Qualitative feedback from the survey indicated an interest amongst staff to attend more social gatherings on campus.	Investigate the usage of different forms of events promotion to reach a wider internal audience.	Q2 2025	Marketing & Communications EDI Office Estates	Improved qualitative feedback from staff on availability and attendance at social gatherings and events on campus.
5.30	SETU to implement the recommendations from the Caring Employers Programme needs analysis with Family Carers Ireland.	As part of the Caring Employers Programme, Family carers Ireland are currently conducting a needs analysis with SETU employees to identify	Caring employers needs analysis and recommendations to be issued Recommendations reviewed and implemented	Q4 2025 Q1 2026 and ongoing thereafter	HR Office Caring Employers Project Officer EDI Office	Recommendations implemented. Improved feedback from staff carers on

		additional supports needed.				supports available at SETU.
5.31	In consultation with our staff and students, SETU to embrace EDI in the curriculum and research of the university, so that students are engaged with EDI, and that what and how we teach, learn, assess and research is considered through an EDI lens. This is a long-term strategic objective which can be achieved incrementally and in a variety of ways.	In the 2023 HEA Student Survey, just 29% of SETU respondents often or very often included diverse perspectives in discussions or assignments. This above the TU sector average but below the national figures.	<p>Embedding EDI as part of the new programme development and approval process</p> <p>Embedding EDI as part of the strategic, programmatic and annual programme review cycles</p> <p>Roll out training and supports for staff to help embed EDI into curriculum and research including on the EDIT toolkit and on Universal Design for Learning will all support this.</p>	<p>By Q2 2026</p> <p>By Q2 2026</p> <p>Q3 2025 and ongoing thereafter</p>	<p>VP Academic Affairs & Registrar</p> <p>Academic Council</p> <p>Quality Office</p> <p>EDI Office</p> <p>CTEL/Teaching & Learning Centre</p>	<p>EDI considerations embedded in programme approval and review processes.</p> <p>An increase in SETU student respondents who often or very often included diverse perspectives in discussions or assignment from 29% to at least 45% over the reporting period.</p>
5.32					VP Academic Affairs & Registrar	

	<p>SETU to include a question on experiences of EDI in the curriculum in its own student surveys when issued so progress can be tracked over time against the SETU and National Student Survey benchmarks.</p>	<p>In the 2023 HEA Student Survey, just 29% of SETU respondents often or very often included diverse perspectives in discussions or assignments.</p> <p>Actions to improve this figure need to be monitored.</p>	<p>Question agreed and included in survey</p>	<p>Q2 2025</p>	<p>Quality Office</p> <p>Student Experience Committee – Academic Council</p>	<p>Question on EDI in the curriculum included in survey and results reported annually to all progress to be tracked.</p>
<p>5.33</p>	<p>Strengthen data collection systems to support monitoring of gender disaggregated data on student uptake of TSVH related awareness activities.</p>	<p>Gender dis-aggregated participation rates in Active Consent training not available.</p>	<p>Review data collection system to enable gender dis-aggregated data on Active Consent Training to be collated</p> <p>Collect and report gender disaggregated data on participation in other TSVH training and events</p> <p>Report annually to HEA/ESP Committee</p>	<p>Q2 2025</p> <p>Q4 2025 and ongoing thereafter</p>	<p>Tackling Sexual Violence and Harassment Prevention and Support Manager Consent Project Officer</p> <p>ESP Committee</p>	<p>Gender dis-aggregated data on Active Consent and other TSVH training and initiatives collated and reported.</p>
<p>5.34</p>	<p>SETU to pilot a new facilitated bespoke SETU Bystander Intervention Programme for students.</p>	<p>Uptake of SETU’s Bystander Intervention programme has been very poor, despite continuing promotion, prizes for participation, etc.</p>	<p>New SETU Bystander Programme to be developed</p> <p>Programme Piloted</p>	<p>Q4 2025</p> <p>Q1 & 2 2026</p>	<p>Tackling Sexual Violence and Harassment Prevention and Support Manager</p>	<p>New programme developed and rolled out.</p>

	SETU to engage with and promote Bystander Intervention Week.		Roll out of programme across SETU Monitor and report participation rates by gender and faculty	Q3 2026 Q2 2027 and annually thereafter	Consent Project Officer ESP Committee	At least 20% of all incoming SETU students to complete bystander programme during their first academic year by end of reporting period.
5.35	Provide EDI & TSVH training annually to SETU's Peer Mentors and Class Representatives	The EDI Office provided EDI and TSVH training to SETU's Peer Mentors in 2024 for the first time to raise awareness of SVH and reporting/support options. Feedback was extremely positive, and the training should continue.	Training developed and delivered	Q3 2025, and annually thereafter	Tackling Sexual Violence and Harassment Prevention and Support Manager Consent Project Officer	Training delivered and positive feedback from sessions with peer mentors and class reps.
5.36	SETU to establish the 'SETU 100' group	SETU needs to ensure that the full diversity of student voices and experience are considered by the university in key decisions about policy, curriculum, quality and research.	Assign staff member to project Develop terms of reference and project plan Pilot initiative for year 1 Roll out SETU 100	Completed Q2 2025 Q3 2025 to Q2 2026 Q3 2026	VP Student Experience Integration Lead VP EDI	SETU 100 in operation across university, representing the full diversity of the student voice across SETU.

