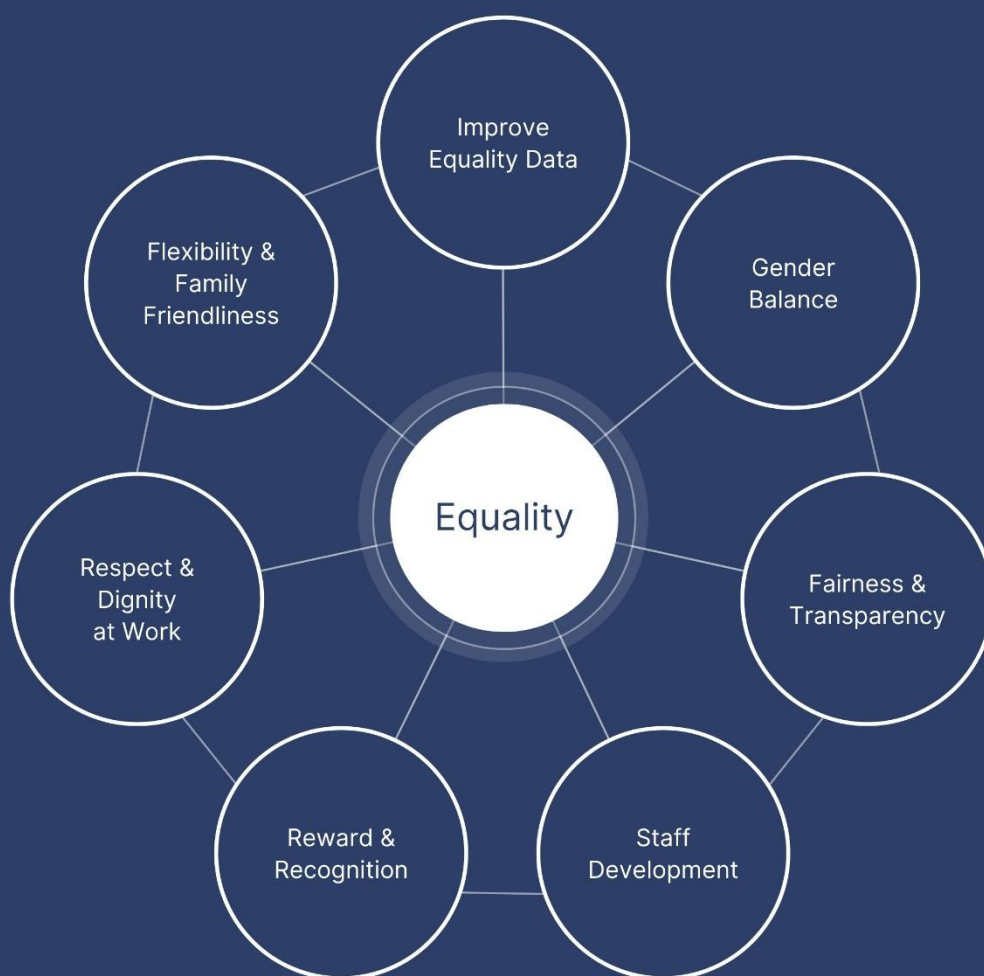




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Equality, Diversity and Inclusion



Gender **Action** Plan 2025-28

ATU Gender **Action Plan** 2025-28

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Introduction ATU Athena Swan Self-Assessment Team Chair

I'm delighted to introduce ATU's Gender Action Plan for 2025-28 and to invite every member of our ATU community to join us in its implementation. We hope this plan clearly maps a path to building our unique culture of equality, respect and inclusion. If we can work together to live this culture, I believe we can meet and far exceed our strategic ambitions, as well as supporting the fullest flourishing and development of every student and staff member.

Research shows the benefits of equality in the workplace are far-reaching and include higher productivity (Damjanovic and Selvaretnam, 2020; Morais Maceira, 2017). But the impact goes far beyond the bottom line and also includes improved well-being, business performance and sustainability (Gutiérrez and Castaño, 2021).

The development of this plan represents a significant milestone for our University and reflects the commitment, insight and hard work of colleagues and students across ATU. Through the Athena Swan self-assessment process, we took an open and evidence-based look at our policies, practices, data and culture. We tried to ensure people felt their voices were heard, right across our 9 campuses, and across the diversity of our student and staff cohorts. We examined where progress has been made and where barriers to equality continue to exist.

The process was both challenging and constructive. It required honest conversations about staff experiences and a willingness to engage with difficult issues. The findings confirmed many strengths across the University, while also highlighting areas where change is needed to ensure fair and equitable opportunities for all.

I would like to thank everyone who contributed to this process - the members of the Self-Assessment Team, the working groups, senior leadership, the EDI Team, the Communications Team, the Equality Champions and everyone who contributed through surveys, focus groups and consultation activities. Their engagement helped shape a plan that reflects the realities of our institution and the experiences of our community.

Achieving the Athena Swan Ireland Bronze Award in 2025 was an important recognition of this work. More importantly, it marked the beginning of the next phase of our journey. The real measure of success will be the actions we take, the progress we achieve, and the positive impact on the lives and careers of staff and students across ATU.



Mary Loftus

Lecturer & Chair of ATU's Athena Swan Self-Assessment Team

A handwritten signature in blue ink, appearing to read 'Mary Loftus'.

Foreword

This Gender Action Plan sets out ATU's commitment to advancing gender equality across all areas of the University. It reflects a collective understanding that progress requires sustained, evidence-based action, leadership accountability, and engagement from the full university community.

ATU is still a relatively new institution, formed in 2022 through the merger of three Institutes of Technology and the later incorporation of St Angela's College. This context matters. We are building a shared culture, shared systems, and a shared approach to equality work while managing significant organisational change.

Through the Athena Swan self-assessment process, the university has taken a structured and honest look at its data, policies and culture. This process has identified both areas of progress and areas where staff experience inequality, barriers to progression, or lack of confidence in systems. These findings have shaped the priorities in this plan.

This plan moves beyond statements of intent. It focuses on changing how the institution operates in practice, including its processes, decisions and supports, and seeks to address institutional barriers in these areas. It sets clear actions, assigns responsibility, and commits the institution to monitoring progress and adapting where needed.

Gender equality work in ATU sits within a wider equality and human rights framework and is grounded in an intersectional approach. This recognises that inequalities are produced through the interaction of multiple factors, including gender, race and ethnicity, disability, and socio-economic disadvantage, and are embedded in institutional policies, processes, and cultures.

Work on gender equality therefore connects directly with race and ethnic equality, universal design and learning, access and widening participation, and prevention of gender-based violence and harassment. This requires coordinated institutional action to address how these systems operate together, rather than treating each area in isolation.

ATU Athena Swan Self-Assessment Team (SAT) Membership

The Athena Swan Self-Assessment Team (SAT) was established in 2023 following an open call to all staff. Thirty-four expressions of interest were received, and a team of twenty-four members was formed to include academic and research staff, professional and support staff, senior managers and student representatives. Membership also reflects the geographic spread of ATU. The SAT is chaired by Mary Loftus, Lecturer in the Department of Computing and Electronic Engineering. For the duration of the application process the SAT met monthly and led the work required to support the successful Athena Swan Ireland Bronze award.

As part of this process, six working groups were established within the SAT to focus on key areas including data, recruitment, culture, and communications. These groups carried out detailed analysis and fed directly into the development of the application. Working groups met more frequently as required to progress this work. The SAT reports to the EDI Steering Group, which in turn reports to the Senior Leadership Team and the Governing Body. This structure ensures that gender equality work is connected to decision making and is not isolated from institutional governance.

Mary Loftus

Lecturer Computing, & Chair of ATU's Athena Swan SAT, ATU Sligo

Tom Reilly (Subgroup Chair)

EDI Manager & ATU Gender equality Lead, ATU Sligo

Dr. Michael Barrett (Retired)

Head of School of Business, ATU Business

Anuloluwapo Akinsola

Vice President Welfare 2024/25, ATU Student's Union Galway/Mayo

Deirdre Brophy

Lecturer Marine Ecology and Fisheries, ATU Galway

Immanuel Chirwa

Students Union Vice President for Welfare 2023/24, ATU Donegal

Dr. Paula Conroy

Lecturer Sport, Exercise and Nutrition, ATU Galway

Tracey Dobbs (Subgroup Chair)

Timetabling Officer, ATU Donegal

Patricia Doherty

Head of Department of Business Studies, ATU Donegal

Dr. Sean Duffy

Vice President Integration, ATU Donegal

Colette Harlowe

STEM Passport for Inclusion Project Administrator, ATU Galway

Áine Hatzer

Vice President for Welfare and Equality 2024/25, ATU Donegal SU

Stephen Henderson

Computer Services, ATU Donegal

Dr. Shagufta Henna

Lecturer Computing, ATU Donegal

Martina Kelly

Assistant HR Manager, ATU Sligo

Yvonne Kennedy

Healthy Campus Coordinator, ATU Sligo

Emil Kindl

Vice President Wellbeing & Engagement 2025/26, ATU Sligo

Ruth Lennon

Lecturer Computing, ATU Donegal

Tony Magner (Subgroup Chair)

Lecturer in Art Textiles and Design Textiles, ATU Galway

Prof. Jacqueline McCormack

Vice President EDI and Online & Flexible Learning, ATU Sligo

James McGrath

Vice President for Welfare and Equality 2025/26, ATU Donegal SU

Gillian McManus-O'Connor

Cleaning Supervisor, ATU Galway

Barry Neenan

Library Assistant, ATU Galway

Sinéad Ní Bhroin (Subgroup Chair)

EDI Team Administrator, ATU Donegal

Cait Noone

Head of Global Enterprises, ATU Galway

Dr. Dermot O'Donovan

Head of Department of Creative Education, ATU Galway

Dr. Jacqueline O'Toole

Quality Assurance Enhancement Team, ATU Sligo

Dr. Lisa Ryan

Head of School Science and Computing, ATU Galway

Dr. Simon Stephens

Assistant Registrar Academic Recognition and Research QA, ATU Donegal

Frances Wilson (Subgroup Chair)

Governance and Compliance Specialist, ATU Donegal



Background

ATU's Gender Action Plan is informed by national legislation including the Public Sector Equality & Human Rights Duty, the Equal Status Acts, and the Employment Equality Acts. It is also aligned with the Second HEA National Review of Gender Equality in Irish Higher Education Institutions and the Athena Swan Ireland Charter ensuring that institutional actions are consistent with sectoral expectations and statutory obligations.

Alongside this work, ATU has committed to wider equality initiatives, including race and ethnic equality, prevention of gender-based violence and harassment, and universal design and access. These areas are treated as connected, reinforcing the need to address gender equality within a coordinated institutional approach to inclusion.

ATU's Athena Swan self-assessment identified several structural and cultural issues that reflect wider sectoral patterns:

- Gender imbalance across certain staff categories, for example high female representation in administrative roles and low representation in technical roles
- Variation in career progression opportunities and support
- Concerns about fairness and transparency in recruitment and workload allocation
- Evidence of gendered experiences in areas such as bullying, workload pressure and access to opportunity

These are not unique to ATU. They reflect known challenges across the Irish and international higher education sector. However, the local data shows how these issues are experienced within ATU and where action is required.

Institutional Ambition and Commitment

ATU's ambition is to address institutional barriers so that gender does not limit opportunity, progression, or experience within the working and learning environment. This ambition is supported by a clear commitment from senior leadership, reflected in governance structures and institutional strategy. Equality objectives are integrated into organisational planning and decision-making processes, ensuring they shape how the institution operates. This is underpinned by dedicated resourcing for EDI activity, including staff roles, governance groups, and budget allocation.

The university has established an EDI governance and supported by institutional committees and an EDI team of four staff. ATU's EDI Steering Group, made up of senior managers, provides leadership and accountability for equality, diversity and inclusion across the University, supports effective governance, and oversees progress of equality action plans, including the Gender Action Plan, at institutional level.

The Gender Action Plan prioritises a small number of high impact actions, informed by ATU's early stage of development and a strong evidence base from the self-assessment process. Cultural issues emerged as central, leading to four priority areas: dignity at work, including bullying and harassment; prevention of gender-based violence and harassment; fair and transparent recruitment; and supportive, consistent flexible working.

These priorities reflect real issues identified by staff and are intended to deliver measurable improvements in culture and practice.

The University recognises that progress depends on consistent implementation across all campuses and functions, particularly given its multi campus structure and ongoing organisational change.

Next steps for the Self-Assessment Team

ATU achieved an Institutional Bronze Award in April 2025. While the award marks the completion of the self-assessment and application stage, the SAT continues as a key institutional structure, now operating as ATU's Athena Swan Team, and monitors progress against the action plan, supports ongoing Athena Swan related activity, and contributes to the development of future applications at School, Department, and functional level.

The Team will meet on a biannual basis, maintain an intersectional approach across its work, and keep membership under review to address any gaps while retaining existing expertise. A structured programme of work, including ongoing self-assessment, will support preparation for future submissions.



Monitoring and Evaluation

In June 2025, ATU's Governing Body approved the Gender Equality Action Plan. ATU's EDI Steering Group, made up of senior managers, provides leadership and accountability for equality, diversity and inclusion across the University.

It supports effective governance, oversees progress of equality action plans, including the Gender Action Plan, and is responsible for driving their implementation. Monitoring of progress is supported through structured reporting arrangements.

ATU's Gender Equality Lead prepares a biennial progress report, which is first reviewed by the Athena Swan Team before being submitted to the EDI Steering Group to provide an overview of delivery and impact in the early stages of the plan.

This approach is designed to ensure consistent oversight of progress, supported by regular review and analysis. Where actions are not progressing an agreed escalation process will be applied to address gaps and support delivery.

ATU Gender Action Plan 2025 - 2028

	Priority area or objective	Planned Action	Rationale	Key Outputs and/or milestones	Timeframe (start and end dates)	Roles Responsible	Success indicators: outcomes and impacts sought
1	To achieve a minimum of 2 departmental Athena Swan Awards	Expressions of interest will be sought from new departments targeting the achievement of a minimum of 2 departmental awards	To expand the Institutional Bronze Award to departmental / school level and embed the ethos of Athena Swan throughout ATU	Invite Expressions of Interest from departments / schools to participate Confirm suitable departments/schools Establish departmental SATs Applications to be submitted	Semester 2 2025/26 Semester 2 2025/26 Semester 1 2026/27 AY 2027/28	EDI Steering Group / Executive Deans	ATU to obtain a minimum of 2 Athena Swan departmental awards, thus embedding gender equality in Faculties
2	To achieve 90% disclosure of equality monitoring data (currently ATU holds data on 30% of staff)	ATU to implement a campaign to encourage staff to provide equality monitoring data achieve 90% disclosure rate on the full suite of equality monitoring data by 2027/28	Collecting data is essential to provide an evidence base for equality actions and for tracking progress. The collection of data is a key recommendation (No 8) in the Second National Review of Gender Equality	Implement diversity screen on CORE Launch campaign	Semester 2 2024/25 Semester 1 2025/26	EDI Steering Group, EDI Team and HR Manager	Achieve 90% disclosure rate on the full suite of equality monitoring data by 2027/28. ATU will be in a position to analyse and benchmark the staff profile across all equality grounds
3	To achieve gender balance	ATU to implement the	Recommendation 2.1.1 of the Second	When new Senior Leadership Team is	January 2026	President	Influential committees will be gender balanced

	across committees and subcommittees	commitment to achieve gender balance across committees and sub committees at the next filling	National Review of Gender Equality states that a minimum of 40%F and 40%M on all decision-making bodies, committees and working groups At ATU 7/18 influential committees are not gender balanced in this way	formed, all committees to be gender balanced When next Academic Council is formed, all committees to be gender balanced. When next Governing Body is formed, all committees to be gender balanced	January 2026	Chair of Academic Council Chair of Governing Body	(minimum of 40F% and 40%M)
4	To ensure a pipeline of females for senior roles	ATU will continue to fund participation in the Aurora Programme	Whilst progress has been made the most senior academic grade SLIII is still not gender balanced (38%F)	Annual open call for expressions of interest in participating in the programme. Participants selected	September annually October annually	Support	Increase the pool of women applying for senior roles and support the sustained achievement of gender balance (minimum of 40%M & 40%F) at all levels.
5	To achieve gender balance in academic grades	To review academic grades by gender and other equality grounds following the full implementation of ATU's new academic structure	The organisational structure is in flux with a relatively high number of temporary appointments, pending the full implementation of the new structure.	Review academic grades and contract duration by gender and other equality grounds. Draft actions to address any identified issues	September 2027 December 2027	EDI Manager EDI Manager / Chief People Officer	To have an understanding of the impact of the new Academic Structure on academic grades and contract duration by gender (and other equality grounds)
6	To address a drop-off of in applicants at senior academic	To review academic management roles	Reduced number of applicants for SLIII roles	KPMG to review academic management roles as part of Organisational	Semester 1 2025/26	VP Integration	An increase in the percentage of female applicants for SLIII posts from current 21% to 46% by 2028 - the current

	levels, particularly female applicants		21% of applicants for SLIII are from women when women constitute 46% of SLII grade.	Design process, with focus on current and additional role and responsibilities to support the implementation of new faculty structures Report with recommendations to consider the use of technology, administrative and management support and training Implementation of agreed actions	Semester 2 2025/26 Semester 1 2026/27	Chief People Officer Senior Leadership Team	female percentage in the SLII grade
7	To address the perceived lack of fairness and transparency in recruitment	Develop and implement a recruitment policy which incorporates a principles-based code of practice Regularly communicate policies and practices As part of this, provide meaningful individualised feedback on performance	In the staff survey less than half (46%) of female academic and researchers believe the recruitment process is fair and transparent (54% M)	Policy developed and approved Policy implemented with training for managers and staff	Semester 1 2025/26 – Semester 2 2025/26 Semester 1 2026/27	VP for Finance and HR Operations Recruiting managers	Increased trust, particularly among female staff, in the fairness and transparency of the recruitment procedures evidenced by a reduction in the numbers of females who do not believe the process is fair and transparent from 46% to 23% by 2028

		relative to clearly defined objective criteria to help applicants understand what they need to work on / address					
8	To address dissatisfaction with the support for applying for research funding and conducting research	Develop ATU research hours allocation policy to set out the support available to staff applying for funding and conducting research Roll out capacity building initiatives and support for staff through TU RISE. Establish baseline data on research funding applications by gender. Monitor the uptake of initiatives and the impact on funding applications by gender.	In the staff survey 23% of female A&R (29% M A&R) are satisfied with the support they receive from their departments to apply for research funding activities 55% of female respondents (48% male) disagree that they are given sufficient time and resources to manage research	Research hours allocation policy passed to staff consultation Policy approved Policy implemented Recruit staff. Capacity building workshops held; research funding application templates developed	Semester 2 2025/26 Semester 2 2025/26 Semester 1 2026/27 Semester 2 2024/25 Semester 1 2025/26	VP research, Innovation and Engagement	Increased satisfaction from 23% to 40% with supports for research activity, particularly among female academic staff. Once baseline is established aim to see a 2% increase in the number of research funding applications annually.
9	To increase satisfaction with opportunities and	To better equip HoDs to have career	In the staff survey 46% of female academics and	Develop guidelines and training for managers for	Semester 2 2025/26	Chief People Officer / HR	Increase by 14% (from 36% to 50%) the number of female staff who do have

	supports for career development and progression	development discussions with staff.	researchers reported that they are not afforded an opportunity to discuss career development with their line manager (41%M) 40% of female academic staff respondents feel that they do not have access to opportunities that are aligned with their career aspirations (32% Males) 40% of female respondents agreed that men and women were equally supported with their career aspirations (56%M). Focus group identified a lack of any formal process or support for career development and progression within ATU. Focus group identified that Heads of Departments are often overworked, with no time to support colleagues'	career development discussions. Opportunity for all staff to have discussions with their line manager regarding career development	From Semester 1 2026/27 on a rolling basis	Manager (Staff Development) Academic Head of Faculty and Departments	the opportunity to discuss career development with their line manager by 2028.
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			personal development plans				
10	To provide staff with the opportunity to have career guidance discussions	Establish university wide structured mentoring opportunities to provide staff led career guidance and support.	Of respondents 42%F (and 35%M) are not afforded the opportunity to discuss career development with their manager	Establish mentoring scheme Train mentors Launch scheme	Semester 1 2026/27 Semester 2 2026/27	Chief People Officer/ HR Manager (Staff Development)	ATU will have a mentoring culture where staff can obtain (and give) guidance and mentoring support, reducing by 10% the number of staff who do not have the opportunity to discuss career development
11	To ensure fairness and transparency in workload allocation	ATU will develop a set of principles and guidelines that underpin workload allocation for Academic staff	From the staff survey 50%F A&R disagree that there is a fair and transparent way of allocating work in their department (40%M A&R disagree)	Consult on and develop a set of principles and guidelines Implement the principles with training for managers Review the implementation and impact	Sept 2025 – June 2026 Sept 2026 Sept 2028	Chief People Officer/ HR Manager / Executive Deans/ Head of Faculty	Improve fairness and transparency of workload allocation as evidenced by a reduction in the numbers of those who do not believe the process is fair and transparent in next staff survey, from current 50%F to 30%F in next survey
12	To reduce the Gender Pay Gap	The EDI Steering Group will review prioritised Gender Pay Gap reporting actions on a biannual basis	ATU aims to eliminate the gender pay gap.	Progress is reported on a six-monthly basis Identified actions are implemented as planned	Sept 2026, and 6 monthly thereafter	HR Manager EDI Steering Group	Gender Pay Gap reduces annually from current 7.5%
13	To address gender imbalances in particular staff categories	ATU will review recruitment channels with the aim of reaching more diverse pools	The Administrative staff category is 81% female, and the technical staff category is 72 % male	Identify and use additional recruitment channels	Beginning September 2025	HR Manager	Increase of male applicants from administrative posts from 24% to 33% by December 2027. Increase of female applicants for technical posts from 22% to 30% by December 2027

14	To move away from the routine use of fixed term contracts for support roles disproportionately filled by women	Review and reduce use of fixed term contracts for female support staff	39% of female support staff (attendants) have permanent contracts, compared with 85% of male support staff	Review all fixed term contracts of female support staff. Where there is no objective justification, convert fixed term to permanent contracts	April 2025 – December 2025 January – March 2026	HR Manager/ VP Finance	Increase the percentage of female support staff employed on permanent contracts to same level as for male support staff (Increase from 39% to 85%)
15	To develop and implement a Career development framework for PMS staff including Attendants and other Support staff	Develop a career development framework for PMS staff, including Attendants, and align learning and development opportunities with the framework	Focus group evidence that the absence of a formal career development support means support is inconsistent, depending on managers, with women, particularly part-time workers, feeling their aspirations are ignored.	Development of a framework Provide aligned learning and development opportunities Launch and implement with briefing sessions for staff and manager	Semester 1 2026/27 Semester 2 2026/27 Semester 2 2026/27	HR Manager (Staff Development)	Career development framework in place supporting staff in progressing their careers
16	To ensure all staff, including Attendants and other Support staff, have access to information on training and vacancies	To make information on training and job vacancies available in varying formats	Focus group evidence identified that some staff, including Attendants and other Support staff, miss out on information on training and vacancies	Identify alternative formats with relevant managers. Implement alternative formats	Semester 1 2025/26 Semester 2 2025/26	HR Operations	All staff have access to information on training and vacancies
17	To address the feeling of being undervalued from long serving female PMS staff	Establish a tailored route for long serving PMS staff to acquire academic	Focus group evidence that long serving PMS staff felt undervalued and that the lack of a degree	Make an open call to PMS staff seeking expressions of interest.	Semester 1 2025/26	HR Manager (Learning & Development) and Dean/	Target of 20 long serving staff are able to acquire an academic qualification by the end of Semester 2027/28

	without academic qualifications.	qualification, supported by the RPL Unit	was proving a barrier to progression as academic qualifications are prioritised over experience.	Assign a dedicated support officer from the RPL Unit to support interested staff. Identify a small number of suitable programmes.	Semester 2 2025/26 September 2026	Head of Faculty of Business	
18	To address the lack of fairness and transparency of workload allocation in PMSS	To implement an analytical job evaluation process to address anomalies	In the staff survey 40% of females agreed that there is a fair and transparent way of allocating work. Focus group evidence that tasks are assigned in a way that doesn't align with grading Legacy issues of people doing similar jobs on different campuses at different grades	First 10 roles to be evaluated and outcomes implemented 10% of PMSS roles to be evaluated annually	Semester 1 2025/26 Starting 2026/27 Academic Year	HR	The number of females who agree that there is a fair and transparent way of allocating work increases from 40% to 60% in the next staff survey.
19	Integrate intersectionality into all key policies and practices	Apply the framework of the Public Sector Duty to integrate equality and human right duties across all nine grounds, and their intersection, into	Embedding an intersectional approach to the understanding of equality remains a challenge	Workshop for EDI Steering Group to better understand Public Sector Duty Plan to implement the duties across all nine grounds and their intersection	Semester 1 2025/26 Semester 2 2025/26	EDI Steering Group EDI Manager EDI Steering Group	ATU policies and practices recognise and take account of intersectionality. Progress demonstrated through statutory reporting on implementation of the Public Sector Duty

		policy and practice.					
20	To implement a new ATU Dignity at Work policy with training for staff and managers, to increase confidence that complaints will be appropriately managed	Approve and implement the policy with clear reporting guidelines. Training for staff and managers on handling bullying and harassment Ensure all staff know where and how to report incidents	Of survey respondents, 55%F are not confident that complaints would be appropriately managed. 35%F (28%M) have or are experiencing B&H	Policy Approved and Communicated Training for managers and staff Working Group established to oversee implementation and development of Anti-Bullying culture	September 2025 Starting Semester 1 2025/26 Semester 2 2025/26	Approved by GB, communicated by HR HR Manager Chair of Working Group	60% of staff, including 90% of managers received training by 2027/28. Increased confidence in how complaints are managed through a reduction in number of female staff not confident in the process by 50%
21	To implement ATU's Zero Tolerance policy and procedures for the prevention of Sexual Violence and Harassment	Approve and implement the policy and procedures. Training for staff and managers on handling sexual harassment and violence Ensure all staff know where and how to report incidents	From the staff survey 41%F not confident that complaints would be appropriately managed. 7%F have experienced sexual harassment or sexual violence	Procedures to be approved Training for managers and staff Annual report of Progress to ESVH Steering Group	September 2025 Starting Semester 1 2025/26 From September 2025	Senior Leadership Team ESVH Manager VP Students / ESVH Manager	50% of staff, including 80% of managers received training by 2027/28 Increased confidence in how complaints are managed through a reduction in number of female staff not confident in the process by 50%
22	To address the lack of an ATU wide policy on flexible working To address the perception that working flexibly	Approve and implement a Flexible Working Policy which supports staff with caring responsibilities and to help staff	Of survey respondents 28%F (26%M) believe working flexibly negatively impacts career progression	Approve Flexible Working Policy Implementation of Policy with training for staff and managers	Semester 2 2025/26 Semester 1 2026/27	Governing Body HR Manager	Policy in place, with a reduction in the number of staff who feel working flexibly negatively impacts their career from 28%F and 26%M to less than 20% F&M in next staff survey

	can negatively impact career progression	achieve work-life balance. Training to be provided for managers to ensure that flexible working is not perceived as being detrimental to career progression. Senior Managers should be supported themselves in availing of flexible working, thereby role-modelling the culture.	Lack of consistency in approach to flexible working highlighted from Focus Groups				
23	To improve support to staff on return from family and caring leave	Develop and implement management guidelines to support staff to re-engagement following family and caring leave	Of survey respondents 55% of female Academics and 41% of female PMS staff said that supports were not put in place to facilitate their re-engagement	Develop guidelines Implement guidelines with management training	Semester 2 2025/26 Semester 1 2026/27	HR Manager & EDI Manager	Staff returning from family leave will feel better supported to re-engage at work. 50% Reduction in number of staff not feeling supported in the next staff survey.