



Gender Action Plan

Q4 2020 – Q4 2024





GMIT is committed to fostering a culture that promotes gender equality and diversity throughout the Institute.

The Athena SWAN Charter is a framework used across the globe to support and transform gender equality within higher education and research. Established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment, the Charter is now being used across the globe to address gender equality more broadly, and not just barriers to progression that affect women. The Athena SWAN Charter was launched in Ireland in early 2015.

Engagement with the Athena SWAN charter is a key pillar of Ireland's national strategy for gender equality with progress linked to institutional eligibility for funding from Ireland's major research agencies.

By being part of Athena SWAN, GMIT has committed to this progressive charter and is working to adopt the below ten principles within their policies, practices, action plans and culture. The charter supports cultural and behavioural change, not just around gender equality but around equality and diversity in all its forms.

1. We acknowledge that academia cannot reach its full potential unless it can benefit from the talents of all.
2. We commit to advancing gender equality in academia addressing the loss of women across the career pipeline and the absence of women from senior academic, professional and support roles.
3. We commit to addressing unequal gender representation across academic disciplines and professional and support functions. In this we recognise disciplinary differences including: the relative under-representation of women in senior roles in arts, humanities, social sciences, business and law (AHSSBL) & the particularly high loss rate of women in science, technology, engineering, mathematics and medicine (STEMM)
4. We commit to removing the obstacles faced by women, in particular, at major points of career development and progression including the transition from PhD into a sustainable academic career.
5. We commit to tackling the gender pay gap.
6. We commit to addressing the negative consequences of using short-term contracts for the retention and progression of staff in academia, particularly women.
7. We commit to tackling the discriminatory treatment often experienced by trans people.
8. We acknowledge that advancing gender equality demands commitment and action from all levels of the organisation and in particular active leadership from those in senior roles.
9. We commit to making and mainstreaming sustainable structural and cultural changes to advance gender equality, recognising that initiatives and actions that support individuals alone will not sufficiently advance equality.
10. All individuals have identities shaped by several different factors. We commit to considering the intersection of gender and other factors wherever possible.



To achieve the award, institutions are required to perform a critical self-assessment and analysis to identify both good practice and problem areas and to develop a four-year action plan that addresses these challenges. This work was conducted by members of the GMIT Self-Assessment Team. The GMIT Institution Application and the resultant Action Plan is the result of the self-assessment process.

This Action Plan outlines the actions that GMIT is taking to embed the principles of the Athena SWAN Charter and will create a more inclusive culture in our Institute.

The Action Plan has 67 actions that will be implemented over the next four years spanning areas such as inclusive recruitment practices, work allocation, training and development, flexible working and infrastructure. This Action Plan should be read in conjunction with the GMIT Athena SWAN Institution Application and section headings referred to in this document mirror sections in the application document.

GMIT achieved the Athena SWAN Bronze Institution Award on March 31 2021.



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Priority 1 –
Actions commenced within 12 mths

Priority 2 –
Actions commenced within 24 mths

Priority 3 –
Actions commenced within 48 mths

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
Section 2: Description of the Institution						
Gender equality built into CUA merger process.	Action 2.1					
	Ongoing collaboration via MS Teams and other fora between CUA EDI leads on Athena SWAN process, SAT meetings.	Ensure that the future TU structure is rooted in an equality framework and that EDI is accounted for in the evolving governance structure.	Q3 2019 – ongoing	EDI Manager	1. Ongoing collaboration via quarterly updates and information-sharing meetings between EDI leads Q3 2020. 2. Data-gathering systems that can be seamlessly merged for mining of diversity data and benchmarking by Q4 2022. 3. Emerging TU structures to account for diversity and gender balance.	1
Promote STEMM disciplines to improve the career pipeline, leading to a gender-balanced representation of students and staff including technical staff where there is gender under-representation.	Action 2.2					
	Partner with alumni in STEMM sectors to promote diversity initiatives.	Visibility of female role models in STEMM disciplines is an incentive for engagement. The proportion of female UG in Engineering is consistently low averaging 7%, below the sectoral average of 16% (2019 HEA). This action also addresses pipeline issue in relation to technical staff.	Q3 2022	STEMM Heads of School	1. Diverse alumni representation in at least 3 of the 5 events identified in Action 2.3. 2. A minimum of three events per calendar year to be delivered on an annual basis. Events will reach 500 potential female students annually.	2

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
	Action 2.3					
	Organise outreach events focussed on Women in STEMM.	<p>The proportion of female UG in Engineering is consistently low averaging 7%, below the sectoral average of 16% (2019 HEA); similarly, low numbers of male students in UG nursing. iWish survey 2019 – girls are 30% more likely to apply for STEMM courses if they have been to 3 outreach events.</p> <p>This action also addresses pipeline issue in relation to technical staff where is low PMSS female representation (Technician 33%, Technical Officer 28%, Senior Technical Officer 31% and Technical Assistant II 33%). (See Action 5.6.19 also).</p>	Q3 2022	STEMM Heads of School	<ol style="list-style-type: none"> 1. A minimum of five events per calendar year to be delivered on an annual basis with gender-balanced representation of staff. 2. Events will reach 500 potential students of the underrepresented gender annually. 	2

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
Section 3: The Self-Assessment Process						
Resource governance infrastructure to ensure that the gender equality agenda is supported and implemented in GMT.	Action 3.1					
	Account for workload of members of the Self-Assessment Team in Workload Allocation Model	This action will ensure transparent distribution of work. Additional work undertaken for Athena SWAN and other EDI initiatives is recognised in the future workload allocation (Action 5.6.12) and workloads will be rebalanced to account for this work.	Q3 2023	HoDs, EDI Manager	An annual survey of SAT members indicates that their role on the SAT is recognised in workload allocation.	3
	Action 3.2					
	Conduct extensive biennial staff workplace survey (similar to survey for AS application) to gather data to facilitate monitoring of gender, intersectionality, wider EDI issues and cultural change. Target underrepresented departments/offices/ areas in future staff surveys. Track, report and analyse notable changes.	The overall response rate for the survey was 59%; 60% of which were female, 39% male; 58% A&R, 42% PMSS. Need for up-to date data to be disaggregated by School/ Department/functional area for ongoing EDI work. Surveys can be benchmarked off responses on Athena SWAN survey, e.g. 83%F believe they have never been unfavourably treated because of their gender.	Q2 2022; Q2 2024	EDI Manager, SAT	1. 10% overall increase in response rate in 2022 and 2024 workplace surveys. 2. Increased trust demonstrated through willingness of staff to disclose data disaggregated by School/ Department/functional area. Analyse findings and report to EDI subcommittee of GB.	2

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
	Action 3.3					
	Support two Department/Schools to apply for Athena SWAN Bronze by Q2 2022 (one STEM and one AHSSBL). Create pipeline for all departments to apply and establish departmental SATs.	Sustain Athena SWAN work. Create departmental SATs by Q2 2021. Create and maintain a pipeline for departmental awards for 4-6 years.	Q2 2021 – Q4 2022	EDI Manager, Heads of Department	1. Departmental SATS established by Q2 2021. 2. 2 x Bronze Athena SWAN Departmental awards achieved in 2022.	1
	Action 3.4					
	Permanent administrative resourcing to be provided for EDI Manager, EDI Steering Group & Self-Assessment Team.	Support ongoing Athena SWAN & EDI work.	Grade III to be appointed by Q1 2021; Grade V to be appointed by Q2 2022.	EDI Manager, President	1. Enhanced resourcing of EDI function to support organisational goals including EDI and Athena SWAN. 2. Each action is costed and budgeted for annually.	1
Ensure the availability of gender-disaggregated data to ensure data-driven decision-making	Action 3.5					
	Establish a mechanism for capturing, reporting and retaining data sets on gender and intersectionality across staffing levels, recruitment and promotion processes, composition of committees and boards, and outreach activities.	Streamline systems and ensure complementary data capture in terms of gender and intersectionality, to ensure easy extrapolation. Centralising and digitalising data collection will support ongoing Athena SWAN & EDI initiatives. Much of data reporting for this application was collected manually.	Q2 2022	HR, EB	1. Annual report on staffing levels, recruitment and promotion processes and composition of committees and boards is enabled. 2. Data captured and extracted automatically for all EDI activities including Athena SWAN. 3. Report to EDI subcommittee of GB.	2

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
Specific voice for EDI at the Executive Board	Action 3.6 Appoint a VP/ Director with specific responsibility for EDI, who will sit on the Institute Executive.	Lead out on and embed importance of EDI within the management structure of GMIT. Survey showed baseline of 19%F and 24%M believed managers understood how to deal with complaints of gender inequality.	Q3 2022	President	<ol style="list-style-type: none"> 1. Future survey responses (2022) indicate that a majority of staff have increased confidence that senior management understand the need to promote gender equality and how to deal with complaints of gender inequality. 2. Greater awareness of the Athena SWAN process, increasing from 74%F and 69%M to 80% for both genders. 3. Evidence of real commitment at GMIT to continuing to improve performance on equality and diversity – increase from 61%F and 64%M to 70% for both genders. 	2

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
Section 4: A Picture of the Institution						
4.1: Academic & Research Staff						
Ensure an inclusive recruitment process, with particular focus on addressing gender under-representation in STEMM.	Action 4.1.1					
	<p>Take positive actions to ensure inclusivity in the recruitment process, through advertising, use of different recruitment channels and strong messaging on welcoming applications from diverse groups.</p> <p>Flexible cascade model used from shortlisting through to interview.</p> <p>STEMM posts to be advertised and promoted nationally & internationally with professional bodies, e.g. ITAG women's forum, Engineers Ireland, Women in Technology and Science (WITS), Institute of Designers of Ireland, Design and Crafts Council.</p>	<p>47% of female A&R staff feel GMIT strive to ensure a fair, open, unbiased and transparent recruitment process, compared to 67%M.</p> <p>More diverse recruitment practices (including placement of advertisements) were suggested as a means of positive action (46 respondents, 27F, 19M) to ensure a more diverse pool of applicants. Improve the percentage of female academic staff in STEMM areas.</p> <p>A baseline has been established through the Self-Assessment process for Athena SWAN (24%F and 34%M think the progression/promotion process is fair and transparent). This will enable measurement of improvements. (See Action 5.1.10)</p>	Q2 2021	HR	<ol style="list-style-type: none"> 1. At a minimum, the proportion of applications from females matches the proportion of staff at the grade immediately below (cascade model). 2. The proportion of female staff promoted matches the proportion of staff at the grade immediately below. Review data comparing with initial baseline to evaluate progress. 3. 2022 survey to report increase in confidence in transparency of recruitment process to over 60%. Applicant gender balance to be monitored on an ongoing basis. Cascade model used a minimum standard. 	1

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
	Action 4.1.2					
	Introduce a mentoring programme to support gender balance in STEMM academic roles by partnering with ITAG Digital Women Mentorship Programme and other such initiatives.	Mentoring was selected by 55%F A&R as one of two most popular approaches (professional development workshops was the other) to support career progression. 66% staff would support a great degree of positive action in addressing equality issues – mentoring was cited as the preferred form of positive action (74 responses, 45F, 29M).	Q1 2022	HR; STEMM Heads of School	1. 20%F STEMM academics have established a mentoring relationship by Q1 2022. 2. Increased numbers of women putting themselves forward for promotion by 5% by 2022 (current average of 40% for A&R over reporting period).	2
Understand the reasons why staff leave GMIT	Action 4.1.3					
	Conduct exit interviews with Research staff to ascertain reasons for leaving.	Total of 8 (40%F) research staff resigned over the review period. Establish reasons for resignations.	Q2 2022	VP Research & Innovation; HR	1. Exit interviews conducted with 100% leavers. 2. Record and analyse feedback from leaving staff to identify any issues, e.g. working environment, culture, work-life balance and make recommendations for improvements. 3. Report annually to EDI subcommittee of GB.	2
Gather, analyse and retain disaggregated data on research-active staff.	Action 4.1.4					
	Gather data in biennial staff survey on research-active academics, including success levels with getting research published.	This is a current data gap. This data would inform on gender-disaggregated numbers of research-active academic staff and direct targeted initiatives to support staff in departments where gender imbalance exists.	Q2 2022	VP Research & Innovation; HR, EDI Manager	1. Baseline established. 2. A minimum of 2 targeted initiatives in place in departments where we have gender imbalance.	2

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
Determine whether gender pay gap exists.	Action 4.1.5					
	Commission an external audit body to undertake a gender pay gap analysis.	An equal pay audit has not taken place in the Institute before. The audit will identify any pay gaps and the reasons will require further analysis to develop measures to reduce or eliminate any pay gap.	Report published in Q2 2022	HR, EDI Steering Group	Gender pay gap analysis completed and actions to address any issues identified.	1
	Action 4.1.6					
	Publish gender pay gap information in line with the finalised Gender Pay Gap Information Bill.	The Government is in the process of developing legislation whereby GMIT will be required to publish accurate gender pay gap information.	Q3 2022	HR, EDI Steering Group	Evidence of whether pay gap exists in GMIT.	1
4.2 PMSS						
Address gender under-representation in Technical areas	Action 4.2.1					
	Conduct exit interviews with PMSS to ascertain reasons for leaving.	Currently there are no formal exit interviews. Total of 20 (85% F) resigned over the review period. Collect and analyse this data to enable gender-disaggregated decision-making.	Q2 2022	EDI Steering Group, CSM; HR	1. Exit interviews conducted with 100% leavers. 2. Record feedback from leavers to identify issues, e.g. working environment, culture, work-life balance and make recommendations for improvements. 3. Report to EDI subcommittee of GB.	2

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
Section 5: Supporting & Advancing Women's Careers & Career Development						
5.1 Key Career Transition Points: Academic Staff						
Provide equality of opportunity for all genders during recruitment process.	Action 5.1.1					
	Review all HR policies and procedures, including recruitment documentation, to ensure that language used is inclusive, gender-sensitive and supportive of applications from diverse cohorts. See action 4.1.1.	64%M A&R respondents agree or strongly agree that GMIT strives to ensure a fair, open, unbiased and transparent recruitment process to ensure the best candidate secures the position, this compares to 47%F A&R respondents. 35%F A&R respondents strongly disagree or disagree that a full range of skills and experience is considered when appointments are made at higher grades, compared to 21%M A&R. Focus group evidence indicated that some staff perceive recruitment processes lack transparency. Those who are responsible for recruitment are perceived to be generally male, which is seen to reinforce implicit bias. Ensure that all recruitment documentation including job specifications are written using gender responsive language and that all policies are fit for purpose.	Q4 2020 – Q4 2021	HR	1. All HR policies and procedures relating to recruitment and promotion to be reviewed under EDI and gender lens and revised where necessary. 2. From Q1 2021 all adverts clearly display Athena SWAN and diversity messaging.	1
	Action 5.1.2 Recruitment					
	Gather and retain gender disaggregated data for all stages of the recruitment process.	Address current gap in recruitment data. Collate and retain data on gender underrepresentation for competitions including acceptance rates. A baseline has been established through the Self-Assessment process for Athena SWAN. This will enable measurement of improvements.	Q3 2021	HR Dept	Summary of disaggregated data provided to EDI subcommittee of GB on annual basis.	1

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
	Action 5.1.3					
	Introduce mandatory unconscious bias training for all internal staff, Governing Body representatives, President's nominees and Heads of Function on all interview panels. (HEA, 2016: 1.16)	To ensure that all interviewers are following best practice in relation to EDI and understand institutional priorities in relation to EDI and that appropriate practices are embedded in recruitment process to reduce bias at interview stage.	Q2 2021	HR Dept, EDI Manager	1. By June 2021 all internal interviewers receive UB training; by Dec 2021 all members of GB to have received this training. 2. By June 2021 inclusion of EDI pack including UB training for all interviewers including external panellists.	1
	Action 5.1.4					
	Introduce gender blind shortlisting procedures for publicly advertised competitions.	To ensure that all parties involved in shortlisting understand institutional priorities in relation to EDI and that appropriate practices are embedded in recruitment process to reduce bias at shortlisting stage. 67%M and 47%F A&R agreed or strongly agreed that GMIT strives to ensure a fair, open, unbiased and transparent recruitment process to ensure the best candidate secures the position; response was 59%M and 46%F for PMSS.	Q3 2023	HR Dept, Heads of Department/ Function	1. Increased gender-balanced pool of shortlisted applicants as evidenced in annual reporting of HR recruitment data to EDI subcommittee of GB. 2. 2020 survey showed that 35%F A&R disagreed that the full range of skills and experience are considered for appointments at higher grades, compared to 21%M. 2022 survey to report an decrease to 20% for both M&F A&R.	3

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
	Action 5.1.5					
	Ensure that a criterion for new appointments at SLII or SLIII level requires a demonstration of evidence of promotion of EDI, especially in terms of advancing equality. (HEA, 2016: 1.4)	<p>To embed EDI into the culture of GMIT and to lead cultural and organisational change in the candidates area of responsibility.</p> <p>Promote candidates who have proven track record in EDI. This has been introduced on a pilot basis for two senior posts in Q4 2020; to be mainstreamed.</p>	Q4 2020	President, HR Manager	<ol style="list-style-type: none"> 1. Pilot for three SLIII posts in 2020 and will be mainstreamed from 2021 onwards. 2. Application process to explicitly encompass demonstrated evidence of the promotion of EDI (2020). 3. Report increased confidence (70% for men and women) in staff that senior management are committed to improving performance on equality and diversity (61%F and 61%M agreed or strongly agreed that there is evidence of a real commitment in survey) 	1
Ensure all staff receive a quality induction that will prepare new recruits for a smooth transition into their new role at GMIT.	Action 5.1.6					
	Provide a mandatory staff induction programme for all new staff in GMIT with online and F2F options, including provision of a new staff handbook.	<p>In 2019, 37.5% staff attended induction (it should be noted that staff induction wasn't offered for a number of years). in 2020, 35% attended online induction.</p> <p>The staff survey highlighted that 59% of female and 58% of male A&R staff did not have a formal staff induction when they started at GMIT. While only 27% of female and male PMSS staff had attended staff induction. A "lack of formal induction" was raised at focus groups, and that staff felt they "need to search for information" required at GMIT.</p> <p>Induction addresses many issues in relation to EDI; therefore important that staff are briefed on EDI policies from commencement of post.</p>	Q1 2021	Staff Development, Heads of Dept./ Function	<ol style="list-style-type: none"> 1. All new staff complete formal induction programme within three months of commencement. 2. Staff induction evaluations report a high degree of participant satisfaction (>80%) and a greater sense of belonging and inclusion. 	1

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
	Action 5.1.7					
	Produce a Management Handbook for all new and existing Heads of Department/School/function on managing and supporting staff in GMIT. This resource will include sections on supporting flexible working practices and leave arrangements; on substance and application of HR policies relating to EDI; and a framework to indicate how gender equality can be integrated in all processes and decisions made (HEA, 2018:30).	<p>When asked if managers understand how to deal with bullying & harassment, 48% answered don't know, 35% answered no, 17% answered yes. When asked if managers understand how to deal with complaints of gender inequality, 68% don't know, 16% no and 16% yes. This is HEA (2016) recommendation.</p> <p>21% of female A&R respondents indicated that working flexibly had a somewhat or very negative impact on their career progression. No male A&R respondents indicated any negative impact on career progression from working flexibly. Pressure to return from maternity/adoptive leave to maintain teaching hours and feelings of being disadvantaged in availing of flexible working arrangement if it results in loss of specialism within the Institute.</p> <p>Survey responses were coded and indicate the following key suggestions on flexibility of working arrangements at GMIT: timetabling/scheduling was seen as important factor in supporting flexible working by 21 female staff and numerous male staff; staff also believe that implementing uniform, fair policies which apply equally to staff is important; implementing policies to allow home working or flexibility around work location and the provision of technology to enable such arrangements were also commonly cited suggestions.</p>	Q3 2021	HR, Staff Development	<p>1. All new Heads of Department/Function complete formal induction programme within one month of commencement. Increased confidence from staff that senior management understand the need to promote gender equality and how to deal with complaints of gender inequality (survey showed baseline of 19%F and 24%M believed managers understood how to deal with complaints of gender inequality).</p> <p>2. Increase in awareness of the nature of flexible working and increased overall satisfaction and transparency in the process. Compare 2022 survey responses with baselines from 2020.</p>	1

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	Action 5.1.8					
	Produce a resource on navigation of essential institutional information for new and existing staff, e.g. website, SharePoint, CORE HR, GMIT policies, procedures and practices, with particular focus on HR policies.	<p>Ensure easy access and sourcing of relevant policies, procedures, guidelines etc. Deliver consistency in terms of advice on sourcing information.</p> <p>Most respondents (A&R: 68%F and 65%M. PMSS: 72%F and 65%M) did not know if managers at GMIT understand how to deal with complaints of gender inequality.</p>	Q1 2022	HR, Staff Development	<p>1. Smooth transition for new staff evidenced by responses in 2022 survey, in terms of timely access to relevant information resource to transition new staff into the organisation.</p> <p>2. Increase the numbers of staff, including HoDs, who are familiar with equality policy and how is it implemented HoDs to undergo training on HR policies and communicating same – evidenced in 2022 survey.</p>	1
Provide equal opportunities for promotion and progression for all academic staff, across all campuses	Action 5.1.9					
	Commence the recruitment campaign for 14 (7F & 7M) posts of Senior Lecturer 1 Teaching, i.e. SL1(T), across the GMIT campuses	<p>No A&R staff promotions to SL1(T) have taken place within GMIT since 2008.</p> <p>Increase female representation at SL1(T).</p>	Q4 2020/Q1 2021	HR	Appointment of 7 women to SL1(T) positions. Current ratio of female SL1T will rise from 25 % to 41 % after this competition.	1

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	Action 5.1.10					
	Appoint more women to SLIII roles, including through applications to the Higher Education Authority (HEA) Senior Academic Leadership Initiative (SALI) under 2020 and 2021 calls, thus increasing female representation at senior management level (EB).	<p>Gender gap highlighted at SLIII where only 14% are female. Two vacant SLIII posts to be advertised in Dec 2020 and two SALI applications to be made in Jan 2021. Advertisements to include messaging welcoming applications from diverse cohorts.</p> <p>Key decision-making bodies, concerned with resource allocation, appointments and promotions, to comprise at least 40% of each gender.</p> <p>Composition of Executive Board does not have gender balance (currently 20%F)</p>	Q3 2022	<p>President</p> <p>EDI Steering Group</p> <p>EDI subcommittee of GB/GB</p>	Female representation at SLIII level is increased from 14% to 25% by Q1 2022; up to 33% by Q1 2023; and up to 40% by Q1 2024.	2
Provide equal opportunities for promotion and progression for all academic, research and PMSS staff, across all campuses.	Action 5.1.11					
	<p>Develop an institute-wide distributed model for academic delivery and delivery of services, taking into account the multi-campus nature of the institute.</p> <p>Note: this action applies to A&R and PMSS</p>	<p>The Covid-19 crisis has led to some removal of the stress relating to commuting and car parking with related environmental impacts. It has also demonstrated that geographic location is not a barrier to academic delivery.</p> <p>However, at focus groups, both A&R and PMS staff indicated that where career opportunities do arise, they “are limited to the Dublin Rd campus”.</p>	Q1 2021	HR, EB	Commencing from Q1 2021, enhance equality of opportunity and account for evolving work practices (e.g. connectivity via technology) by not limiting the designated place of employment for senior posts to the Galway/’Dublin Road’ campus.	1

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5.2 Key Career Transition Points: PMSS						
Inclusive mechanisms for recognising and celebrating PMS staff contributions to institutional life.	Action 5.2.1					
	Introduce a mechanism for better recognising the achievements of PMSS in the workplace.	<p>Skills underutilisation and PMS staff feeling undervalued were key frustrations voiced in focus group discussion.</p> <p>The perception is that GMIT does not do well at matching individuals' skillsets to their job roles (or vice versa). PMSS staff are keen to use their skills and qualifications – and practical experience – to support academic and research staff, and to benefit GMIT and its students.</p>	Q2 2021	President's Office	Support and encourage PMS staff by recognising contributions through an annual event that recognises endeavours outside of academic teaching and research, but that contributes to organisational life.	1

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
5.3 Career Development: Academic & Research						
Encourage and support all staff in their training and development needs and career journeys	Action 5.3.1					
	Support and fund a minimum of 8 places annually on Advance HE Aurora Leadership programme for female academics and PMSS.	55% of female and 51% of male A&R staff indicated professional development workshops or training would benefit them and their career development. Focus group evidence identified “blockages” around PMSS career development with a “lack of management and leadership training” provided.	Annual	EDI, TLO Staff Development	1. Build capacity and pipeline of female leadership within the Institute. 2. 8 female Aurora mentees successfully complete the programme annually.	1
	Action 5.3.2					
	Develop a career development framework for all staff which will align training programmes offered by CED/Staff Development with staff career progression and promotion criteria.	83% of female and 67% of male A&R staff, and 81% of female and 68% of male PMSS staff indicated support for a career development framework. However, this was not unanimously supported during the focus groups where it was highlighted staff were “at various stages of their careers”, “at different life stages” and “have differing motivations”.	Q1 2024	Registrar’s Office (Staff Development), HR	1. Agreed framework which staff can use to inform their professional development choices and which aligns to progression and promotion criteria. 2. Analyse and report on impact of framework on success rates of internal candidates in promotional rounds. Report from Staff Development and HR to EDI Steering Group.	3

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
	Action 5.3.3					
	Offer training opportunities which align with all staff career progression and promotion ambitions.	<p>Ensure staff training needs are identified and met. The Staff Development function is thought to be insufficiently linked to career development (focus group evidence). The training offered is generally felt to be useful, but it does not reflect people's career development needs. 75% of survey respondents asserted that they would like to see the introduction of a framework that outlines the requirements necessary for career development.</p> <p>Currently 38% overall, 37=7%F, 39%M reported that they did not receive encouragement from their line managers to apply for promotions. in 2020 survey. 46%F A&R and PMSS feel they have an opportunity for promotion beyond their current grade; 65% women believe they have opportunities for personal development. Framework will support personal development journey and offer relevant training opportunities.</p>	Q4 2021	Staff Development	<ol style="list-style-type: none"> 1. The framework outlining the requirements for career development is in place by Q4 2021. All training offered aligns with the framework. 2. Capture and report statistical data around training needs necessary for career development. 3. By Q4 2021 reduce the percentage of staff reporting that they receive no encouragement from line manager to apply for promotions (38% overall, 37=7%F, 39%M) in 2020 survey. 	1
	Action 5.3.4					
	Develop specific HR workshops for Heads of Dept/School/function on GMIT policies, procedures and practices.	The focus groups indicated inconsistencies across the institute in the applications of HR policies, procedures and practices and managers may not be aware of best practice in this area.	Q1 2022	HR, Staff Development	100% of management staff to have completed training by 01/1/2022	2

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
	Action 5.3.5					
	Develop a 'personal development plan' template for all staff who wish to map their career development and progression.	83% of female and 67% of male A&R staff, and 81% of female and 68% of male PMSS staff indicated support for a career development framework. However, this was not unanimously supported during the focus groups where it was highlighted staff were " <i>at various stages of their careers</i> ", " <i>at different life stages</i> " and " <i>have differing motivations</i> ".	Q1 2024	Staff Development, TLO	1. Report to Registrar's office on use/uptake and reported effectiveness of this tool for staff. 2. A matrix of qualitative and quantitative measures will be used to assess effectiveness of the tool including staff surveys and institutional data on promotional competitions.	3
	Action 5.3.6					
	Provide bi-annual career development, feedback & drop-in sessions and supports for staff creating a personal development plan.	Strong engagement by survey respondents on career development – 43% favour effective appraisals; 33% favour career advice. Survey findings state that staff perceive they did not have an opportunity for career promotion 41%F and 52%M.	Q1 2024	Staff Development, TLO	1. Higher satisfaction levels indicated in the survey re opportunities and supports available to staff re development. Increased M & F% to over 60%. 2. Survey responses show that 25% staff indicated that their expectations have become more ambitious Q66 – raise this number who indicate their aspirations have become more ambitious to 40% by 2022 and 55% by 2024 survey.	3

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
	Action 5.3.7					
	Update the “HR Excellence in Research” Award/HRS4R to include a gender dimension.	<p>In June 2017, GMIT was granted the European Commission’s prestigious “HR Excellence in Research” Award, which recognises GMIT’s proactive support for the career and professional development of researchers and commits to implementing a positive Human Resources Strategy for the Institute’s researchers consistent with the European Charter for Researchers and Code of Conduct for the Recruitment of Researchers.</p> <p>The Charter recognises research as a profession requiring ongoing career development and mobility and requires the Institute to deliver on our HR Strategy for Researchers Action Plan.</p>	Q4 2021	VP Research & Innovation, HR Manager	<ol style="list-style-type: none"> 1. Renewal of HRS4R award; updated action plan; greater numbers of female researchers. 2. Compare to baseline data from Athena SWAN survey 2020. 	1
	Action 5.3.8					
	Establish a mentoring scheme to support all candidates (including early career academics) applying for promotional competitions for all senior positions.	<p>In the survey, 55% of female and 49% of male A&R staff indicated mentoring would benefit them and their career development.</p> <p>26% of female and 40% of male A&R staff felt they have been provided with useful mentoring opportunities while 29% of female and 42% of male A&R staff stated they have opportunities for leadership and management development within the GMIT to date</p>	Q1 2022	EDI Steering Group	<ol style="list-style-type: none"> 1. Commitment for 20% of senior staff involved in the GMIT mentoring programme across the 5 campuses. 2. Annual public recognition of mentors and mentees in quarterly Institute newsletter. 3. 10 mentees in 2022 to be increased to 20 per annum in subsequent years, evenly divided across STEM and AHSSBL. 	2

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
5.4 Career Development: PMSS						
See above actions 5.3.1-5.3.11 to apply to PMSS also.						
Action 5.4.1						
	Survey PMSS to determine learning and development needs to support career progression.	Strong engagement by survey respondents on career development – 43% favour effective appraisals; 33% favour career advice. Focus group evidence identified “blockages” around PMSS career development with a “lack of management and leadership training” provided.	Q2 2022	Staff Development	1. Report on survey findings to PMSS and offer training opportunities which align. 2. Evaluate training offered. Establish baseline success rates, numbers participating etc.	2

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
5.5 Flexible Working and Managing Career Breaks						
Ensure adequacy of cover and a smooth transition for staff going on leave	Action 5.5.1					
	Put in place a protocol whereby all staff have formally arranged cover prior to leave being taken (maternity, paternity, parental and adoptive).	<p>While a policy exists around provision of cover, the issue is ensuring that arrangements are made prior to leave.</p> <p>While 81% of staff who took leave agreed that the Institute dealt satisfactorily with leave requirements and that leave arrangements were effective, focus group discussions evidenced the inconsistencies with which policies are applied. Some participants described a very positive experience in terms of the process and amount of leave available to them. However, others reported very negative experiences such as receiving incorrect information on what leave they were entitled to take and identified inconsistencies regarding the ‘handing over’ and ‘handing back’ of workloads.</p>	Q 2021 onwards – for completion by end AY 2022	President/ Registrar; HR; cross institutional working group	<p>1. 100% GMIT staff have under the new system of formally arranged maternity leave cover across all GMIT campuses by September 2022.</p> <p>2. Policy & procedure for all staff going on leave/appointed to cover the leave from September 2022.</p>	1
		83%F A&R and 35%F PMSS were contacted about work while on leave. A policy applied with consistency would enable staff to formally ‘hand over’ work, ensuring all key work components are noted and addressed during their leave, reducing the need to contact staff while on leave. Subsequently a formal ‘handing back’ of work will avoid gaps in communication and work progression.				

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
	Action 5.5.2					
	Preparation of Return to Work guides outlining the requirements and processes of 'handing over' and 'handing back', including meetings arranged by Heads of Function.	While 81% of staff who took leave agreed that the Institute dealt satisfactorily with leave requirements, and 81% stated that the leave arrangements were effective, the data collection process identified inconsistencies regarding the 'handing over' and 'handing back' of workloads. 83%F A&R and 35%F PMSS were contacted about work while on leave. A consistent and detailed system would enable staff to formally 'hand over' work, ensuring all key work components are noted and addressed during their leave, reducing the need to contact staff while on leave. Subsequently a formal 'handing back' of work will avoid gaps in communication and work progression.	Q 2021 onwards – for completion by end AY 2022	President/ Registrar; HR; cross institutional working group	Survey of staff returning from leave (>90% satisfied with new system)	1

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
Minimise disruption to career trajectory while on periods of leave.	Action 5.5.3					
	Create a policy for academic staff to retain disciplinary specialisms on return from periods of leave.	<p>Concerns expressed in focus groups about the professional impact of taking parental leave. Working arrangements for return are sometimes not communicated until return, meaning significant adaptation by the returnee is required. 83% of female A&R respondents and 65%F PMSS and 100% of male A&R & PMSS respondents report that there were no special arrangement/handover put in place to facilitate their re-engagement with their role on return from maternity/paternity/adoptive leave.</p> <p>65% of female and 100% of male PMSS respondents report that there were no special arrangement/handover put in place to facilitate their re-engagement with their role on return from maternity/paternity/adoptive leave.</p>	Q1 2022	President, Registrar, Staff Development	Survey of staff returning from leave (>80% satisfied with new system)	2
	Action 5.5.4					
	Introduce voluntary 'Keeping in Touch' days for staff who wish to maintain contact with colleagues and keep abreast of developments and opportunities in the workplace, while they are on leave.	Optional mechanism for staff who wish to maintain contact and be informed of opportunities while on leave. "It was always left up to me to re-engage with work and colleagues. It would have been nice if there was a coffee morning or some forum to meet colleagues together when returning, rather than just waiting to run into them on the corridor."	Q1 2022	HR, EDI Manager, Staff Development	Survey of staff returning from leave (>90% satisfied with new system)	2

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
To improve general awareness of HR policies relating to Flexible Working, Family Leave policies, entitlements, and options amongst all staff.	Action 5.5.5					
	Develop FAQs and video clips for staff portal on leave options available to staff.	There is considerable lack of knowledge of some of the types of leave available to staff such as carers leave and others as per Q41 of the survey.	Implemented during 2021	HR Manager	<ol style="list-style-type: none"> 1. FAQ section and personal follow-up contact details provided. Resource to be piloted through focus groups and usability testing. 2. Staff survey to be carried out in 2022 to verify clarity has improved. 	1
Embed WFH as an alternative/in addition to physical attendance at the Institute.	Action 5.5.6					
	Develop a formal Flexible Working & Working From Home policy that applies to all staff.	In Oct 2020 Pulse survey 91%F want to continue to WFH or blended approach of home and office (compared to 88% of all staff surveyed) post-Covid. (N=287/representing 36% of all staff) Therefore, a strong need exists for a formal policy. Remote Working Survey (NUIG 2020) 94% want to continue to work remotely some or all of the time post-crisis.	AY 2020-2021.	President/ Registrar, Head of Dept, HR	<ol style="list-style-type: none"> 1. Transparent policy & procedure in place. 2. Bi-annual Pulse survey on WFH – satisfaction levels. 3. Monitor and report on uptake of staff on WFH. 	1

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
Facilitate greater engagement, inclusion and participation of staff in core activities.	Action 5.5.7					
	Facilitate greater inclusion of staff working from home by arranging appropriate social engagements to reduce isolation. Continue to Pulse survey and assess staff experience of COVID19 in relation to flexible working and working from home.	<p>Oct 2020 Pulse survey showed – in relation to impact of Covid on health & wellbeing, 44%F cited a negative impact on health and wellbeing (N=287/representing 36% of all staff) including social isolation from colleagues, 78% F (n=182) and 81% of all staff (n=287) asserted that their workload had increased as a result of Covid-19.</p> <p>In relation to work-life balance since the onset of the pandemic, 59% of all staff (n=287) asserted it was the same or better; versus 59%F reporting work-life balance was the same or better.</p>	Ongoing to 2024	President/ Registrar, Head of Dept, HR, Healthy campus	<ol style="list-style-type: none"> 1. Every School/Function organise 3 events per AY. 2. Feedback on events. Bi-annual Pulse survey shows reduced levels of isolation amongst staff. 3. Measure and compare against benchmarks in Oct 2020 and subsequent Pulse surveys. 	1
	Action 5.5.8					
	Develop a Core Meeting Times Policy and guidelines to facilitate engagement and inclusion of part-time or flexible working staff at key meetings (include in Management Handbook Action 5.1.8).	66% of females and 62% of males felt there should be a core meeting time policy in GMIT.	AY 2022	EB	<ol style="list-style-type: none"> 1. Policy developed and integrated into Management Handbook (Action 5.1.8). 2. All key meetings are held in core hours by Q3 2022. 3. Compare to 2020 baselines in 2022 survey. 	2

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
5.6 Organisation & Culture						
Increase general awareness of EDI policies and foster a culture of inclusion and respect within GMT.	Action 5.6.1					
	Offer multi-annual deliveries (including refresher sessions) for all staff on in-house Unconscious Bias training; Inclusive Leadership (Irish Centre for Diversity); Dignity & Respect, Transgender Awareness (TENI) to embed awareness. All training to be mandatory for management staff. Unconscious Bias training to be mandatory for recruitment panels. (See Action xx re mandatory UB training for panels)	<p>Create a culture of inclusivity, empathy, and understanding from the top down – to meet the initiatives rising from the bottom up. 89% of female and 78% of male A&R staff, and 92% of female and 85% of male PMSS staff strongly agree or agree that existing staff and incoming staff should have training in professional conduct, unconscious bias and dignity and respect in the workplace. A&R staff (20%F compared to 11%M) respondents disagree or strongly disagree that positive efforts are made in their department to ensure diversity of speakers and chairs at conference, seminars and workshops.</p> <p>Under half of PMSS staff (44%F and 48%M) respondents agree or strongly agree that positive efforts are made in their department to ensure diversity of speakers and chairs at conference, seminars and workshops.</p>	Q2 2021 – ongoing	HR, EDI Manager, Staff Development	<p>1. Increase number of staff attending Unconscious Bias. Minimum of 120 ‘first-time’ UB attendees trained per annum; this represents 16% FTE per year for 2021 and 2022. Increase to 150 staff per annum from 2023 (20% FTE per annum). Survey staff to monitor effectiveness of training after each delivery.</p> <p>2. Deliver multi-annual ‘refresher’ training to a minimum 50 staff (over 3 deliveries per AY) who have completed Unconscious Bias training more than 18 months ago.</p>	1

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
Nurture a respectful working environment for all staff	Action 5.6.2					
	Establish a Working Group to coordinate the implementation of the Consent Framework for promoting consent and reducing sexual violence.	To support GMIT's commitment to implementing the framework for consent in HEIs, launched in 2019 for students and extended to staff in 2020.	Q4 2020 – Ongoing	Registrar	<ol style="list-style-type: none"> 1. First meeting of WG in Q1 2021. Scheduling of meeting each quarter to monitor progress. 2. Bullying, harassment and Sexual Harassment policy developed and disseminated via staff portal. 3. Training evaluated and reviewed annually for effectiveness. 	1
	Action 5.6.3					
	Embed Athena SWAN Champions within departments/functional areas. All Champions to brief colleagues in departments on policies to deal with issues of gender inequality.	To embed and provide support for AS and other EDI initiatives at School/Department/function level. Fewer females in both A&R and PMSS (about a quarter) relative to males are aware of initiatives within the Institute, or within their school and functional area/department to deal with issues of gender inequality-(A&R: 24%F and 44%M, PMSS: 27%F and 42%M).	Ongoing	SAT Chair, EDI Manager, HoDs	<ol style="list-style-type: none"> 1. Equality champions identified and publicised across GMIT. 2. By 2022, 50% of staff report increased awareness of equality & related policies. 3. New Champions appointed after current term of office of current SAT. Department briefings over 2021 	1

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
	Action 5.6.4					
	Conduct audit and detailed analysis of leadership culture to be used to inform leadership training needs analysis.	Focus group findings highlighted need for training and receptiveness of EB to such training	Q4 2021	President	<ol style="list-style-type: none"> 1. Training needs analysis complete. This will inform training plan for senior management. 2. 2022 survey responses report positive perceptions of engagement with EDI values by senior leadership >60%. 	1
	Action 5.6.5					
	Executive Board to initiate and maintain clear messaging on openness to diverse views and developing a fulfilling, inclusive workplace.	Focus group findings highlighted the perception that leadership responsibility in GMIT is concentrated among a small group of people, almost exclusively male; perception of a culture that is “implicitly biased”; management can be perceived to lack trust in staff; these perceptions can this discourage staff from seeking progression.	Q4 2020	President	<ol style="list-style-type: none"> 1. Clear messaging to staff on the priority afforded to diversity and inclusion. 2. EDI standing item EB and monthly all-staff meetings. 	1

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
Ensure all internal and external communications promote and demonstrate inclusivity.	Action 5.6.6					
	Monitor communications to ensure promotion and demonstration of inclusivity.	<p>Survey findings highlighted lack of visibility of diversity (Q28 and Q21):</p> <ul style="list-style-type: none"> • 36% of female A&R respondents agree or strongly agree that all genders are equally visible in leadership roles at GMIT. This compares to 63% of male respondents. • 39% of female PMSS respondents agree or strongly agree that all genders are equally visible in leadership roles at GMIT, compared to 53% of male respondents. • A fifth of female A&R respondents (20%) disagree or strongly disagree that positive efforts are made in their department to ensure diversity of speakers and chairs at conference, seminars and workshops. This compares to 11% of male respondents. • 44% of female and 48% of male PMSS respondents agree or strongly agree that positive efforts are made in their department to ensure diversity of speakers and chairs at conference, seminars and workshops. <p>A key challenge that was discussed in the focus groups was the lack of visibility of different identities and diversities across the Institute. This is across the board (LBGTQ+, travellers/ ethnicity, disabled etc.) including a lack of visible diverse role models in the staff and student population.</p>	Q4 2020	Communications Officer, Marketing Officer, President	Greater visibility and inclusion of diverse groups institutional communications as evidenced by annual audit.	1

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
Increase awareness of and consistency of application of equality policies.	Action 5.6.7					
	Hold regular information sessions for staff on revised EDI/equality policy.	Low awareness of equality policy among staff. (A&R: 21%F and 12%M, PMSS 12% F and 22% M).	Q3 2021	EDI Manager	50% of staff to have awareness of equality policy by 2022	1
Ensure gender balance on all decision-making bodies within GMIT, including chair positions on subcommittees.	Action 5.6.8					
	Extend the existing compliance with 40% gender balance on Governing Body and Academic Council to the filling of the subcommittee chair roles.	GMIT has already achieved gender balance of 40% on GB and AC. Subcommittees also have gender balance in line with GMIT policy. Five out of six AC sub-committee chairs were male in 2020; three out of four GB sub-committee chairs were male in 2020 over the review period. This trend has been persistent over previous terms.	Midterm chair rotation Q3 2022	Registrar, Chair of GB, President	Subcommittees reflect gender balance of AC and GB. Gender-balance achieved amongst chairs of subcommittees at GB and AC by 2022.	2
Ensure the transparent distribution of work.	Action 5.6.9					
	Review workload allocation in each department and functional area in GMIT, to ensure that models are transparent and applied free of bias. Revise workload allocation if necessary. Develop Workload Allocation Model (WAM) and include term of office guidelines on members, gender rotation for Programme Chairs, and career development opportunities/ recognition for work.	Dissatisfaction among both male and female respondents as to the allocation of workload in a fair and transparent manner (most pronounced in female A&R – 44%F: 29%M).	Q 3 2022 – Q3 2024	HoD, HR Manger	1. Workload Allocation Model developed by of Q3 2022. 2. Increase in staff member's perception of workload allocation – the proportion of staff who agree/strongly agree that work is allocated in a fair and transparent manner to 75% of both genders in 2024 survey.	2

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
	Action 5.6.10					
	Incorporate evidence of engagement in a range of work activities explicitly to promotion criteria.	43% of female A&R staff disagree or strongly disagree that any additional work that they do is recognised, compared to 33% of males. Following extensive consultation with unions, this has been introduced for the SLI(T) competition in Q1 2021.	Q1 2021	HoD, HR	1. Revised marking schemes for interviews developed and in-place for SLI(T) competition Q1 2021. 2. Survey in 2022 to yield higher satisfaction levels from all staff re additional work being recognised.	1
	Action 5.6.11					
	Schedule annual staff/ manager supportive meetings, with guidelines on consistency and transparency across GMIT (Action 5.1.7 on Management Handbook) to address workload allocation.	57% A&R agree that they are consulted on additions to or the removal of duties associated with their role compared to 50% PMSS; disaggregated by gender this is 23%F and 38%M. CHECK THIS FOR A&R.	Q1 2022	HoD, HR	Higher satisfaction levels reported on workload allocation in 2022 survey.	2
Mainstream EDI through the organisational structure.	Action 5.6.12					
	Identify and discuss gender and wider EDI issues at School level by inclusion of EDI as a standing item on the agenda. Embed EDI in the culture of GMIT through Athena SWAN departmental awards and other initiatives.	Mainstream EDI within GMIT. Since March 2020 EDI has been a standing item on every Executive Board meeting. This needs to cascade down through the organisational structure.	Q3 2020 – Ongoing	EB, President	1. Schools and key influential committees report on progress in relation to EDI initiatives and this action plan. 2. Recommendations to advance EDI made to EDI Steering Group and EB. Two departmental Athena SWAN awards achieved by 2022.	1

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
Embed gender dimension into Academic Quality Reviews including the consideration of diverse role models, authors, key thinkers. (HEA, 2016, 1.12)	Action 5.6.13					
	All institutional and programmatic reviews in GMIT will take into account the gender dimension.	<p>A section for Programme Boards on Reflecting Equality, Diversity & Inclusion in Programmatic Review was included in the Programmatic Review Handbook 2019-20.</p> <p>Mainstream EDI within GMIT by strengthening the consideration of diversity and gender in the Programmatic review process and how they are reflected in learning and teaching, through learning outcomes, curriculum, pedagogy, assessment, readings lists. 'Being cognisant of equality and diversity is an important graduate attribute in itself and will prepare students for the world of work today'. (GMIT Programmatic Review Handbook 2019-20)</p> <p>Note: GMIT Programmatic Reviews were due to commence in AY2019-20. Reviews were postponed due to COVID-19.</p>	Q1 2021 – ongoing	EDI Manager & Assistant Registrar	<ol style="list-style-type: none"> 1. Quality Reviews identify actions that promote gender equality within academic departments and professional service areas. 2. Additional questions with a gender dimension to be included on module evaluations for students. After the next PR cycle(2021), an audit of reading lists will demonstrate a more diverse range of authors on reading lists; increasingly inclusive learning, teaching and assessment methods. 3. Programme Boards required to include this in their submissions. 	1
Embed gender dimension into research activities.	Action 5.6.14					
	Provide training and support for all research staff to enable them to better address the gender dimension in their research activities.	Significant international evidence that diverse research teams achieve great universal design impacts. Mainstream EDI within GMIT.	Q3 2021	VP for Research & Innovation, EDI Manager	Bi-annual training/workshops and supports on gender dimension in research delivered by EDI and Research and Innovation unit.	1

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
Develop institute-wide consciousness to ensure diverse role model visibility at all events	Action 5.6.15 Gender and diversity – proofed consideration for equal visibility of role models from a student-facing perspective such as within programmes, open days, invited guest speakers and careers fairs. Monitor Institute progress on representation of diverse role model visibility in all publicity material.	<p>Equal visibility of both genders is more likely to encourage male and female applicants.</p> <p>Where female students attend three or more STEMM events, 30% will take at least two STEMM subjects, compared to 20% where they attend two or less (iwish survey 2019).</p> <p>See Action 5.6.22, 3.5. The proportion of female UG in Engineering is consistently low averaging 7%, below the sectoral average of 16% (2019 HEA). Average of 26%F staff in engineering departments. This action also addresses pipeline issue in relation to technical staff. Similarly, the proportion of men enrolling in Nursing programmes is consistently low at 22%M students and averaging 16%M staff.</p> <p>Five out of the six Academic Council sub-committee chairs were male in the recent term 2016-2019.</p>	Q2 2021 – Q4 2024	President, Registrar, Departmental Equality Champions, HoDs, Marketing & Communications Officers, School Liaison Office (SLO)	<ol style="list-style-type: none"> 1. Evidence from annual EDI reports indicate gender-balanced participation across all Outreach and Engagement activities. Non-compliant departments to justify lack of gender balance. SLO and EDI to report on participation in such events annually. 2. Numbers of applications in disciplines with gender underrepresentation increase by 5% annually. 3. Over four years of action plan increase student enrolments in disciplines with gender underrepresentation by 5% by 2024. Establish current baselines for comparison purposes with progress updates at regular intervals. 4. Increased representation of females as Chairpersons and in other high visibility, public-facing roles. 	1

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
	Action 5.6.16					
	Integrate an Equality Impact Assessment into existing communications and marketing protocols to ensure that EDI considerations are taken into account (also Action 5.6.6)	GMIT website, prospectus, and promotional material incorporate increased/mainstreamed representation of diversity and gender.	Q3 2021	Website administrators Social media administrators Publicity officers	GMIT consistently report balanced representation of gender and diversity in all communications. Annual report to EDI subcommittee of GB.	1
Ensure balanced participation in Outreach & Engagement activities. Capture and monitor all O&E activities and ensure more gender-balanced participation	Action 5.6.17					
	Create policy on Participation on Outreach & Engagement Activities, which promotes gender balancing, staff recognition & rotation. See also Action 3.5. Include in Management Handbook, (see Action 5.1.7).	No formal policy guidelines on participation in O & E activities. Data indicates more female participation in O & E activities (72% participants at O&E events in 2019 were women). O&E data is not disaggregated by STEMM/AHSSBL. The proportion of female UG in Engineering is consistently low averaging 7%, below the sectoral average of 16% (2019 HEA). iWish survey 2019 – girls are 30% more likely to apply for STEMM courses if they have been to 3 outreach events.	Q1 2022	SLO, HoDs	1. Regular monitoring to demonstrate improved gender balance in representation of staff at O&E activities. 2. Report on gender and diversity representation in O&E activities to subcommittee of GB. 3. Centralised comprehensive data bank on all O & E activities, including those initiated by staff. Test awareness of this policy in 2022 survey.	2

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
Section 6: Supporting Trans People						
Increase awareness of trans experience within the GMIT community.	Action 6.1					
	Offer multi-annual Transgender training (through TENI) as a recurring event. Signpost TENI training/workshops at other staff and student training events. Management attendance addressed in 5.6.1.	<p>Low awareness of trans evidenced in the survey – 18% of female and 21% of male A&R respondents agreed or strongly agreed that transgender staff are supported and included in Institute policies/procedures. The majority of A&R respondents (75%) neither agreed or disagreed with this statement. 20% of female and 22% of male PMSS respondents agreed or strongly agreed that transgender staff are supported and included in Institute policies/procedures. The majority of PMSS respondents (75% of females and 76% of males) neither agreed or disagreed with this statement.</p> <p>A higher proportion of male A&R respondents felt that GMIT is a comfortable and inclusive environment for LGBT+ staff to come out to colleagues (38% compared to 28% of females). The largest proportion of both female and male A&R respondents indicated that they didn't know if GMIT is a comfortable and inclusive environment for LGBT+ staff to come out to colleagues (48% of females and 39% of males). Similar proportions of female and male PMSS respondents felt that GMIT is a comfortable and inclusive environment for LGBT+ staff to come out to colleagues (35% of females and 39% of males).</p>	Q4 2021	Human Resources Dept. Staff Development Office Students' Union	Minimum of 3 training deliveries per AY. Record attendance of staff and students. 60 staff per annum complete training.	1

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
Identify and address issues pertaining to the transgender community in GMIT.	Action 6.2					
	Set up LGBT+ & Allies network.	Survey Q89 (open comment response – total 125 responses) on actions that GMIT can take to enhance equality and diversity for transgender staff, identified setting up a staff network as a key action. This will be a forum to identify trans issues and support inclusion, and visibility.	Q1 2021	Healthy campus, EDI Manager, Founding Committee of Network	<ol style="list-style-type: none"> 1. Target of 4 Awareness-raising events are held every AY. 2. Promotion of events in quarterly Institute newsletter and other for a before and after events. 3. Include details of events and engagement in report to EDI subcommittee of GB. 	1
	Action 6.3					
	Deliver an annual timetable of LGBT+ networking/support events.	Survey Q89 – Changes to culture and values and awareness-raising events were identified as the first and second most commonly raised change that the Institute could make. Promote inclusion of all staff. Demonstrate acceptance through visibility, evidenced in survey comments: “start with overall equality and a safe working environment, universally applied, this will result in a more inclusive environment for transgender and LGBT+ staff” (A&R respondent).	Q4 2021	Staff Development Office, Students’ Pride Society, Students’ Union, LGBT+ & Allies staff network	<p>Report on events in annual report to EDI subcommittee. Review effectiveness, number and range of events held. Feedback on their success or failure for future development</p>	1

Objective	Action	Rationale	Timeframe	Responsibility	Success Criteria	P
	Action 6.4					
	Ensure gender neutral toilets are available on all five campuses.	Support, inclusion, and visibility in terms of building awareness and through infrastructure, e.g. gender neutral toilets. From the survey: “There should be more ... unisex bathrooms”	Q4 2021	Buildings & Estates Office	Availability of gender neutral toilets on all five campuses	1
	Action 6.5					
	Review Gender Identity and Expression Policy.	This was developed in 2018 and flagged for review in Jan 2019. Monitor to ensure it is fit for purpose.	Q4 2021	Student Services Manager, EDI Manager	1. Consultation on policy; review and update as appropriate. 2. Amendments disseminated widely amongst staff body via website, EDI communications, monthly President’s ‘all staff’ meetings.	1



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