

## 7 MIC Faculty of Arts Action Plan 2022 - 2026

### Key:

ADAA	Assistant Dean of Academic Affairs	FoE	Faculty of Education	PGT	Postgraduate taught
ADEDI	Assistant Dean of Equality, Diversity and Inclusion	FTE	Full-time equivalent	PL	Principal Lecturer
AFB	Arts Faculty Board	IGEAP	Institution Gender Equality Action Plan	PLOA	Professional Leave of Absence
AFMC	Arts Faculty Management Committee	HEA	Higher Education Authority	PMSS	Professional, managerial and support staff
AL	Assistant Lecturer	HEAR	Higher Education Access Route	PTHP	Part-time hourly-paid
AS	Athena Swan	HoD	Head of Department	Q&A	Questions and answers
BA	Bachelor of Arts	HR	Human Resources	RGS	Research & Graduate School
CAO	Central Applications Office	IoTs	Institutes of technology	SAT	Self-Assessment Team
CPD	Continuing professional development	ITE	Initial Teacher Education	SCM	Strategic Communications & Marketing
DARE	Disability Access Route to Education	L	Lecturer	SL	Senior Lecturer
DEDII	Director of Equality, Diversity, Inclusion and Interculturalism	LA	Language Assistant	TF	Teaching Fellow
DoA	Dean of Arts	LEAD	Learning Enhancement and Academic Development Centre	UG	Undergraduate
EDI	Equality, diversity and inclusion	M	Male	VP	Vice President
EDII	Equality, diversity, inclusion and interculturalism	MA	Master of Arts	VPAA	Vice President of Academic Administration
F	Female	MIC	Mary Immaculate College	VPAF	Vice President of Administration and Finance
FAQs	Frequently asked questions	MISU	Mary Immaculate Students' Union	WAM	Workload allocation model
FoA	Faculty of Arts	PG	Postgraduate	WG	Working Group


 = Actions linked to our Institutional Gender Equality Action Plan (IGEAP)

Priority timeline:


**Priority 1** - Actions commenced within 12 months of submission

**Priority 2** – Actions commenced within 24 months of submission

**Priority 3** – Actions commenced within 48 months of submission



Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
<b>Section 3: The Self-Assessment Process</b>							
<b>3.1</b>  ➤ IGEAP 3.1 ➤ IGEAP 5.6.4	Raise awareness of Athena Swan among staff and students and conduct regular consultation.	To acknowledge the large amount of work undertaken by the SAT members and update on AS progress.  To continue to improve staff and student awareness of AS Charter and Process.  From the institutional data (2019) for charter awareness, this has improved from 53%M/48%F to 60%M/69%F at Faculty level in 2021.	‘AS Day’ Event formally launched by Dean/DEDII in 2022 as annual event to run every February, rotating location each year.  Acknowledgment of SAT members’ work.	Q3 2022  Q1 annually	DEDII, DoA	Increased staff and student awareness of AS work; by 2023 a 10% overall increase and again in 2025.	
		The Dean will encourage participation of Faculty staff, particularly male staff, who accounted for 23% of focus groups participants.	Staff and student consultation via biennial survey and regular focus groups to monitor gender and EDII issues.  Promotional campaign launched by SAT to coincide with future AS consultation and to encourage staff and student participation.	Start campaign development Q4 2023  Campaign rolled out Q1 2023 (two months before survey circulated)	SAT	Surveys carried out with at least 80% response rate.  Findings incorporated into SAT planning cycle.	

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		<p>To encourage engagement of PTHP on AS matters.</p> <p>PTHP staff were specifically targeted during the 2021 staff focus group; however, further consultation, we identified that these staff are not always included on mailing lists.</p> <p>2%F/8%M survey respondents were PTHP staff.</p> <p>9%F/8%M survey respondents were fixed-term/specified-purpose contract staff.</p> <p>57% of female staff in the Faculty are on temporary contracts. 63%F in this category equates to 6.2 FTE for females and 4.1 FTE for males.</p>	<p>Underrepresented departments/offices/ areas surveyed in future staff and student surveys.</p> <p>Increase in number of staff, particularly academic staff and male staff, engaging with the survey and focus groups.</p> <p>Impact of COVID-19 monitored.</p> <p>Regular focus groups conducted with PTHP staff and fixed-term staff to encouragement engagement.</p> <p>PTHP staff aware that they will be paid attendance at such groups.</p>	<p>Biennial surveys</p> <p>Q2 2023</p> <p>Q2 2025</p> <p>Focus groups:</p> <p>Q3 2023,</p> <p>Q3 2024,</p> <p>Q3 2025</p>	SAT, Faculty	<p>Benchmark 2021 survey data and analyse staff and student gender trends.</p> <p>Increased staff and student participation in focus groups: by 2023, a 10% overall increase in response rate and again in 2024 and 2025.</p> <p>Regular focus groups with PTHP staff and fixed-term staff to encouragement engagement.</p> <p>Communicate to PTHP staff that they will be paid attendance at such groups.</p> <p>&gt;65% awareness of AS in future AS student surveys (2023) &amp; &gt;70% (2025).</p>	
		<p>To raise awareness of and buy-in to AS and its principles among UG and PG students.</p> <p>We conducted focus groups with UG and PG students (66%F/33%M); however, we would like to improve on student consultation and</p>	<p>AS as an agenda item for all future UG and PG inductions to raise awareness of the importance of AS, the SAT's work and how important AS is for the workplace environment and culture of</p>	<p>Q3 2022 (synced with student induction); ongoing annually thereafter.</p>	Office Manager, Faculty	<p>Raise the awareness of AS and the ongoing work of the SAT among incoming students and the impact AS can have by including these in student inductions and events.</p>	

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		engagement.	the Faculty. AS logo on all student events.				
<b>3.2</b>  IGEAP 3.2	Launch the Irish Arts & Humanities Athena Swan Network.	To collaborate with other Arts & Humanities faculties and departments across Ireland, to share experiences of Athena Swan and to develop robust benchmarking data that can be used by all.	Application to the HEA's Gender Equality Action Fund to establish this network.  Collaboration with at least 3 other HEIs in the network.	Q1 2023	SAT, DoA	Successful application under the HEA's Gender Equality Enhancement Fund	
		Data collection was varied across the application.  To support some of our actions on data collection, benchmarking and identifying evidence-based barriers affecting gender equality in the sector.	Membership subsequently open to all Irish HEIs that wish to take part.	Q4 2023	SAT	At least 6 HEIs participate in the network.	
<b>3.3</b>	Form the Faculty of Arts EDII Steering Group.	Subgroups of the Faculty of Arts EDII Steering Group will be formed to ensure actions are implemented more effectively.	Report by subgroups to quarterly Faculty of Arts EDII Steering Group	Launch of Faculty of Arts EDII Steering Group: Q2 2023	SAT	Subgroups established and actions split evenly between subgroups.  The subgroups will reflect additional key considerations under the new AS Ireland Charter.	
		To ensure the Faculty of Arts EDII Steering Group can carry out activity related to AS and EDII and that the 4-year AS action plan can be	The Progress on gender equality action plan tracked and monitored by FoA steering group by providing updates at	First meeting April 2023 and quarterly	SAT	Report on the implementation of the Action Plan to the wider Faculty, EDII Steering Group and Executive	

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		implemented.	regular group meetings and an annual progress report to the Faculty Board, FMC and College EDII Implementation Committee; summary of this circulated to all FoA staff and students via an all-Faculty email.  Workload of members of the Steering Group will be accounted for in the forthcoming MIC workload allocation model.	thereafter.  First annual report due Q4 2023 (Faculty Board, FMC and EDII IC).  Circulated to all staff Q1 2024 (and bi-annually thereafter).		Team.  Report to and communicate regularly with the EDII Office.	
			Communication and collaboration with the Students' Union Equality and Welfare Officer			Regular consultation with MISU.	
		The Faculty of Arts EDII Steering Group will issue a call for new members annually to replace any current members who leave and ensure continuity.  There is a need to rotate Faculty of Arts EDII Steering Group membership and ensure members are representative of departments and both campuses.	Annual review of Faculty of Arts EDII Steering Group membership to ensure that the SAT comprises a range of individuals who are representative of the Faculty and campuses.	Q4 2022 and annually thereafter	SAT	First review held and annual review incorporated into Faculty Athena Swan planning cycle.	
			Scoping exercise conducted to cost the 4-year action plan (2021-2025) and presented to the Dean of Arts and Director of EDII for approval.	Start: Q2 2023 (budget approved) and reviewed annually	SAT, DoA	Budget in place for future AS/EDII activity to support the rollout of the action plan.	

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				thereafter.			
3.4	Develop a proposal for the Executive Team to appoint an Associate Dean of EDII within the Faculty.	<p>To provide leadership for the Faculty's first EDII Committee and report and advise on AS/EDII issues to FMC.</p> <p>To support the mainstreaming of gender equality across the Faculty.</p> <p>The Dean has expressed willingness to explore the action in conjunction with the Executive Team (ET).</p>	<p>Option for the post to be rotational (similar to that of ADAA) included in feasibility study.</p> <p>Proposal for internal recruitment of this post submitted to ET following feasibility study.</p> <p>Post filled via internal recruitment at 0.5 FTE of a person's role.</p> <p>Expression of interest circulated by Dean to staff for the role of ADEDI.</p> <p>Expressions of interest reviewed by Dean with consideration of staff members' workload, previous SAT contribution and professional development goals.</p> <p>Monthly updates and yearly AS reports on action plan progress provided by ADEDI to the FMC and ET.</p> <p>Annual AS reports to the Faculty by ADEDI.</p>	Q3 to Q4 2022	ET, DoA, DEDII	Faculty ADEDII to be in place to lead the EDI Committee and advise the FMC and ET.	

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<b>Section 4.1: Access Students</b>							
<b>4.1.1</b>  IGEAP 5.6.26	Work with Strategic Communications & Marketing to emphasise to all, but particularly male, CAO applicants the availability of access and foundation programmes.	Student admissions for Arts via HEAR/DARE are 3:1 female.  Need to raise awareness of Foundation Certificate for Mature Learners programme, which will resume in 2022/23.	Increase in diversity of marketing materials to include more male students and students with diverse needs.	Q2 2023	DoA, Strategic Comms. and Marketing (SCM)	Increase in ratio of male to female students. 2:1 female 2024. Gender balance 2025.	
			Increases monitored over a 3-year period.	Q4 2023-Q4 2025	SAT	Monitor over 3-year period for increases and use data as evidence for change.	
			Student consultation regarding what attracted them to MIC.	Q2 2023 and annually thereafter	SAT		
<b>Section 4.1: UG Students</b>							
<b>4.1.2</b>  IGEAP 5.6.25, 5.6.26	Engage in a focused recruitment drive to attract males onto all FoA UG programmes, particularly ITE programmes.	Male participation (28%) on MIC Thurles programmes considerably below Universities (49%M) and IoTs (60%M) (Figure 4.11).  Need to investigate trend of BA Arts Programme becoming more gender balanced (70%F to 58%F) with SCM and adopt strategies for ITE programmes.	Analysis of recruitment campaign for BA Arts regarding upward trend in male students' recruitment.  Campaign model adopted for ITE programmes.  Consultation with SCM re use of images to promote gender balance and in the FoA website and prospectus.	Q4 2022  4-year campaign, linking with data monitoring and analysis, begin Q1 2023  Q3 2022	SAT, SCM	50,000 impressions for each video on social media campaign.	
			Review of FoA website and prospectus for use of images to promote gender	Ongoing	SAT, SCM	Thurles programmes – increase to 35% by 2024 and 41% (in line with sector average)	

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			balance and diversity and report to SAT & SCM. Social media campaign to promote ITE programmes to male second-level school students.			(Universities, IoTs, Colleges) for male entrants) by 2026.	
			Availability of programmes and career opportunities for males highlighted on open days/school visits/ Transition Year taster sessions with guest speakers from relevant courses in MIC. (Institutional action)	Q1 2023 Q1 2024	SAT, SCM	30 schools conducting Transition Year taster courses with representation from each department.  At least 6 guest speakers at student career fairs across the year, gender-balanced representation.	
4.1.3	Appoint a UG programme coordinator.	There is currently no single point of contact to coordinate UG programmes in the Faculty.	Implementation of action 4.1.4.  Appointment of coordinator of UG Arts programmes to monitor recruitment and track progression from undergraduate level to postgraduate studies (similar to the Faculty of Education (FoE)).	Q1 2024	ET, DoA	Appointment of coordinator of UG Arts programmes	
		To collate, analyse and report on evidence-based gendered trends in enrolment,	Recruitment monitored progression tracked from undergraduate level to postgraduate studies.	Q3 2024 Annually		Gender and EDII are considered at all stages of student recruitment and progression.	




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		attainment and completion at UG and stages.	Review of department-level internal UG to PG student recruitment practice and good practice identified.	Q3 2024 Annually			
			Male UGs targeted with a view to achieving gender balance.	Q3 2024 Annually			
		Build on positive percentage (27%) of PG students enrolled on taught FoA PG programmes for 2019/20 who progress from MIC UG programmes.	Consultation with SCM on developing an internal student recruitment campaign.  PG programme leaders present talks on PG programmes to 3 <sup>rd</sup> and 4 <sup>th</sup> year UG students annually (organised by UG co-ordinator).	Q3 2024 Annually			
<b>4.1.4</b>	Collate, analyse and report on evidence-based gendered trends in enrolment, attainment and completion at UG and PG stages.	Access to data on gender imbalances in particular programmes/departments and at all stages so as to facilitate action to redress imbalance where appropriate.  FoA PG male representation is currently at 36%.	Discipline-specific data captured by HoDs in conjunction with other Irish HEIs running similar UG programmes, to enable stronger benchmarking.	Q3 2023	DoA, HoDs	Data available on students by discipline to identify gender trends with particular emphasis on monitoring male underrepresentation.	
		Subject-specific data not available for the purposes of this application.	Reports on enrolment figures by gender across programmes and departments.	Annually	SAT	Thurles programmes – increase to 35% by 2024 and 41% (in line with sector average (Universities, IoTs,	


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						Colleges) for male entrants) by 2026.	
		The Faculty does not currently monitor gender of degree completion and attainments rates for PGT and PGR student.	Data presented yearly to Faculty EDII Implementation Committee to monitor, analyse and address any imbalances or trends.	Q1 2023 Annually	SAT	Data available on gender trends in FoA PG programmes.	
			Consultation with Quality Office to provide reports on enrolment degree attainment and completion rates by gender annually.	Q1 2023 Annually	Quality Office	Data available on degree attainment and completion rates by gender annually so as to facilitate actions to redress any gender issues in degree attainment and completions by 2026.	
			Accurate records maintained for attainment rates for PGT & PGR programmes.	Q1 2023 - 3-year period	SAT	Accurate records of student completion for PGT/PGR	
		Higher %s of male students attaining 1 <sup>st</sup> class PG degrees is noted in AY2018-19 and 2019-20.  Facilitate actions to redress any gender issues in degree attainment and completions. (Overall, higher proportion of males are achieving lower	Increased awareness of RGS and ALC supports for students and new dedicated PG ALC rep.	Biennial surveys: Q2 2023 Q2 2024	SAT	Increase in males achieving 2.1 degrees to 40% of male graduating students (in line with females).  Achieve 40% male representation on PG Programmes by 2024 and 45%	


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		class hon. degrees. (Table 4.15)				Supports if required are put in place and current completion rates (>91%F/87%M) are sustained and improved (moving to >95%F: >90%M).	
		Need to investigate obstacles to females obtaining 1 <sup>st</sup> class honours degrees at PGT/PGR.	Analysis of student grades by gender conducted across modules (e.g. to establish if females are achieving lower grades in taught or research components).	Q2 2023 Annually	SAT, EDIIM	Increase % of female students obtaining 1 <sup>st</sup> class honours degrees at PGT/PGR levels.	
			Data collection system developed to allow for further analysis by gender of data on a subject-specific level for PGs with RGS and Quality Office.  Subject-specific PG targets developed as appropriate.		SAT, EDIIM	Data collection system developed to allow for further analysis by gender of data on a subject-specific level for PGs and benchmarking data identified.	
4.1.5	Highlight the academic supports available to students, particularly male students.	Overall, higher proportion of females achieving higher class hon. degrees (Table 4.15).	Communication with ALC to provision of talks on supports available in weeks 3-5 of each semester to all UGs.	Q2 2023	SAT, ALC, HoDs	Increase in males achieving 2.1 degrees to 40% of male graduating students (in line with females).	
			Communication with ALC and MISU on provision of online testimonials on ALC and MISU webpage from	Q2 2023	SAT, ALC,		

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			students (male and female) who have availed of the service.				
			Signposting by SAT of all academic and personal supports available to UG students by developing a flowchart/infographic to be circulated once a term and included in UG inductions and the UG Student Handbook to increase awareness of Faculty-level supports.	Q3 2023 Annually	SAT	>70% of UG students are aware of academic supports available to them within the Faculty.	
			Students surveyed on their perceptions of academic supports available.	Q2 2022 Q2 2024	SAT	>65% of UG students feel supported by the Faculty during their programme of study.	
<b>Section 4.1: PGT Students</b>							
<b>4.1.6</b>	Investigate the effect of offering online options on PG programmes on overall enrolment and on enrolment by gender, degree attainment and geographical location.	Understand whether there is a gendered rationale for online PG delivery.  High proportions of females on online PG programme, e.g. MA Applied Linguistics (67%) and Modern English (71%).	Survey conducted by Quality Office with current online cohorts as to benefits, challenges and opportunity of online option.	Start Q4 2022 – 3-year period	DoA; SAT	Understand the benefits, opportunities and challenges of online provision by gender.	
		32% of female and 55% of male staff disagree that FoA attracts students from a variety of diverse backgrounds.	Sharing of best practice by Programme coordinators/HoDs across FoA.	Ongoing annually	HoDs		


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		Gather data on impact of online delivery on diversity of PG student body regarding gender and background.	Collection of data in conjunction with Quality Office on location and gender and collated with degree attainment and enrolment overall.	Ongoing annually	SAT, Quality Office	Analyse the data to identify strategies to develop and enhance gender ratios on PG online provision.	
			Enrolment benchmarked against in-person enrolments	Ongoing annually	SAT		
<b>Section 4.1: Progression from UG to PG</b>							
<b>4.1.7</b>	Establish a careers-mentoring service to support students as they progress from UG to PG studies and during their PG studies to help prepare them for their future careers.	43% of PGR students enrolled on FoA programmes for the 2020-2021 came from MIC UG programmes. MIC has an opportunity here to further build on this to attract more of its own graduates onto postgraduate programmes.	Discussions re careers-mentoring service with relevant offices (RGS; Director of Student Life; Careers Service Manager).	Q1 2023	SAT; DoA	Careers mentoring service established to support UG to PG progression.	
			Development of careers mentoring service in conjunction with above offices.	Q1 2024			
<b>4.1.8</b>	Increase students' awareness of part-time options on PG programmes and of the degree of flexibility in the delivery of these programmes.	Low uptake of part-time options on PG programmes. Part-time options could lead to further and more diverse engagement at this level (e.g. open up opportunities for uptake of PG courses for those with caring responsibilities).	Webpages and promotional material reviewed to ensure part-time options highlighted and information provided on how the part-time programmes are structured.  Investigation of possible barriers, such as funding constraints.	Q1 2024	DoA, Programme Coords.	Increased uptake of part-time programmes (leading to increase in uptake by MIC UG students of FoA PG programmes overall).  This creates more opportunity for uptake by those with caring responsibilities.	


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<b>Section 4.2: Academic Staff</b>							
<b>4.2.1</b>  IGEAP 4.2	Seek to apply a new rotational model for senior leadership roles.	Need to raise the percentage of females in senior posts. Survey said 63%F/56%M of staff were not motivated to apply for internal promotional roles (e.g. permanent HoD roles).  71%F had never applied for any promotion.  SL/PL posts are not attractive to female applicants (data show 21%F (n=6) applied for the 3 PL/SL posts in 2021, and 0% appointments.  For PL/SL acting posts, 33%F applicants (n=3) and 40% (n=2) acting-up appointments.  Currently there is 36%F representation on AFMC.  Role-rotation offers staff potential to gain experience at senior management level and to enhance career progression opportunities.	Development of a framework for rotational HoD role.  Trial of rotational role for next HoD post.  Analysis of applications, shortlisting and recruitment in relation to gendered trends.  Benchmarking against recent permanent HoD posts.  Examination of internal and external applications.  Analysis of impact of rotational model on gender representation of AFMC following implementation of model.	Q3 2022  As post arises.	ET, DoA, HR	Increase of % females in SL posts to 50% by 2025.  Increase in % of females applying for promotion in MIC to 50% of total applications.	
		To seek more gender-balanced decision making within the faculty.	Analysis of the impact via biennial survey.	Q3 2024	SAT	Analysis of impact of gender representation and role model visibility through biennial survey.	

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4.2.2	Analyse and report on the impact of upcoming merit-based promotions on gender representation at senior level.	As this is the first time merit-based promotion has been available for staff in FoA since 2007, we need to analyse the data of the different stages to identify any gendered trends.  Lower % of females in senior academic roles.	Annual report on the promotions process.  Analysis of gendered trends analysed and evidence-based actions developed to address imbalances.	Q3 2023	SAT, DoA with input from HR	Report submitted to AFB/FMC/ET annually.  Address any gendered trends through further targeted supports and review existing supports.	
 IGEAP 4.4	Complete a full analysis of PTHP contracts in the Faculty, including conducting a resource audit, investigating ways to reduce reliance on PTHP contracts and ensuring, where possible, continuity of employment.	PTHP contracts (50% of all FoA staff; 57%F/41%M). This equates to 10.3 FTE.  The FoA % of females in PTHP contracts exceeds the institutional application data of 40%F.	Full picture of PTHP contracts in each department in the Faculty.  Gender breakdown by department.	Data capture over one academic year starting Q3 2022	DoA, ET, SAT	Detailed data on extent of reliance on PTHP staff by department and Faculty.  Needs analysis for each department (tie to resource allocation model).	
		We need to identify the key drivers for the number of staff on PTHP contracts. It is possibly linked to research leave cover and budgeting for postgraduate programmes; however, further investigation is required to clarify this.	Resourcing needs analysis to establish drivers for PTHP contacts over one academic year.	Starting Q3 2022	DoA, ET	Understand where issues originate and target solutions accordingly.	
		To ensure continuity of employment where possible.	Reduction of % of PTHP.  Comparison of undergraduate teaching hours with permanent teaching hours.	4-year plan – reduce reliance on PTHP contracts where	DoA, ET	Dedicated budgets for staff meetings and administration.	

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				possible, year on year.			
				New contracts year 3 (2024/5)	DoA, ET	Ensure contracts reflect workloads.	
		Using WAM, identify surplus teaching hours for PTHP once all permanent FTE/PTE are filled.	Inclusion of hourly-paid workers in proposed workload models to capture the actual number of hours worked & reflection in contracts.  Report on PTHP to VPAA as part of the WAM development process.	Workloads model project and report for VPAA over one academic year (2023/4)	DoA, VPAA	Workloads of staff on PTHP contracts are captured.	
<b>4.2.4</b>  IGEAP 4.7	Conduct independent exit interviews to ascertain reasons for leaving.	Institutional action 4.7 instigated process for exit interviews.  Identify any trends on interviews – and if there is a gendered reasoning for exit.  Include DoA on FoA exit interviews to monitor any specific FoA reasons for academic exits.	Formalised exit interviews taking place with staff who resign from their posts.  Data monitored and audited to identify reasonings and address any emerging trends.	Q3 2024	HR, DoA, SAT	Understanding the reasons why people leave.  Recommendations based on trends.  Understand if there are specific reasons for academic leavers in FoA and MIC.	
<b>Section 5.1: Key Career Transition Points: Academic Staff</b>							
<b>5.1.1</b>	Include as essential the requirement for candidates to demonstrate	Need to ensure that leaders within FoA have a demonstrable commitment to EDII. Currently, as evidenced	Proposal submitted to ET in the first instance.	Q3 2022	ET, HR, hiring managers	All job specifications for senior management posts include this criterion.	




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 ➤ IGEAP 5.1.5 ➤ HEA Taskforce Rec. 2016: 1.4 ➤ HEA Taskforce Rec. 2016: 1.4	evidence of leadership in EDII in all job specifications for leadership positions.	in the data below, females are currently less likely to be appointed to leadership roles. <ul style="list-style-type: none"> <li>• Low % female applications and shortlisting (25%F) for internal acting-up PL post (1 post) (2019-2021)</li> <li>• Low % female applications and shortlisting for open recruitment (2019/21) for PL (25% F applications; 0% shortlisted – 1 post) and SL (19% F applications; 22% F shortlisted; 0% offers – 2 posts)</li> </ul>				100% of those appointed will have demonstrated evidence of leadership in equality and diversity.  Increase in number of women applying, selected and appointed at senior level to reach national average (50%) by 2026.	
		To support the Faculty's commitment to EDII.  47%F/59%M respondents feel that the Faculty does not attract staff from a variety of diverse backgrounds.	Liaising with HR and senior line managers on embedding this criterion in all job descriptions for leadership roles.  Ensuring there is an EDII underpinning and commitment in job descriptions, engagement with training, policy, EDII Office and engagement activities.	Q1 2023 ongoing			
5.1.2	Formalise unconscious bias training for FoA	Recruitment data show us at PL grade, only 25% (n=3) are shortlisted and 0% have been appointed (refers to 1 posts).	Discussing with HR on scheduling of these workshops for Faculty staff.	Q1 2023 (1 workshop per semester)	HR, DEDII, SAT	100% of selection panel members have attended training.	

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 <ul style="list-style-type: none"> <li>➤ IGEAP 5.1.4</li> <li>➤ HEA Taskforce Rec. 2016: 1.16</li> </ul>	interview and selection panels.	<p>For acting-up PL posts, 25% of applicants are female (n=1) 0% have been appointed (refers to 1 posts).</p> <p>At SL, 24% of applicants are female, 19% (n=3) are shortlisted and 0%F are appointed, (refers to 3 posts).</p> <p>For acting-up SL posts, 50% of applicants are female (n=2), and 67% were appointed (n=2), refers to 3 posts.</p> <p>Targets, selection stage – as those with training will be involved in selection panels.</p> <p>Seek to address concerns highlighted during staff consultation about transparency in recruitment, 58%F/77%M respondents report perceptions of fairness and transparency in the recruitment process.</p> <p>Low engagement with UCB with 78%F/74%M survey respondents reporting no engagement with UCB training to date.</p>	Monitoring and auditing degree for Faculty engagement with this type of training.	Q1 2023 ongoing		Attendance monitored and tracked to ensure those partaking in panels have undertaken this training within a specified time frame	
		Ensure panels to engage with best practice.	Ensuring all HoDs and those with line management	Q1 2023 with updated training on		Annual analysis and reporting of data to	

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		Complement the institutional AS aims.	responsibilities engage with the training. Analyse the uptake and address gaps.  Training aimed at staff who sit on panels regularly and offered to all members where appropriate.  Feeding into EDII criteria for staff promotion.	biennial basis		FMC, SAT, ET and Equality Committee.  Commitment to EDII embedded at all points of contact in the recruitment process.	
5.1.3	Collaborate with other HEIs on identifying barriers faced by women applying for senior academic and management posts (including internal acting-up posts) across institutions and develop actions based on research.	While we acknowledge that this is a multifaceted issue, we want to investigate what steps we can take locally.  Recruitment data show us at PL grade only 25% (n=3) are shortlisted and 0% have been appointed (refers to 1 posts).  For acting-up PL posts, 25% of applicants are female (n=1) 0% have been appointed (refers to 1 posts).  At SL, 24% of applicants are female, 19% (n=3) are shortlisted and 0%F are appointed, (refers to 3 posts).  For acting-up SL posts, 50% of applicants are female (n=2), and 67% were appointed (n=2), refers to 3 posts.	Working with the Faculty of Arts and Humanities AS Network, develop and circulate survey aimed at identifying the barriers faced by females in applying for management roles. Analysis of trends that emerge from Gender Pay Gap reporting	Q3 2023 Collaborate with network members.	Dean of Arts with input from HR, DEDII, SAT	Barriers are identified and appropriate actions developed (linked to actions on promotion below).	


Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
		Currently, 46% of staff at L and 44% of staff at AL are female, i.e. 31% at SL and 0% at PL.					
			Survey circulated across network member HEIs. Based on survey results, conduct follow-up focus groups with staff.	Q4 2023 Staff consultation, survey and focus groups	SAT		
		We need to investigate why more women are not applying for senior roles and benchmark it against national research. This will ensure we are addressing the barriers at all stages: advertisement, application, shortlisting, appointment and supports.	Investigation of the perceived barriers and develop evidence-based actions to address them.  Benchmarked against the promotional process data and link to promotion support actions.	Q2 2024 Analyse data  Q2 2024 Work with HR on data	SAT, DEDII	Increase applications from females (50% to align with national average <sup>1</sup> ), shortlisting and recruitment at all stages by 2025.	
			Detailed report presented to Faculty Board, FMC and Executive Team.	Q4 2024 Report presented	DoA	Detailed report presented to Faculty Board, FMC and Executive Team.	
<b>5.1.4</b>	Analyse and report on department-level gender representation at application, selection and recruitment stages.	Department-level data highlight gender imbalance at application stages for certain discipline areas. For example, 21%F in Philosophy and 21%M in Irish.  Data are monitored at College level and we now seek for this	As posts arise, working with HR to track, analysed and reported department-level applications and appointments.  In this instance, if no applications are received from underrepresented	Q3 2023 ongoing	Dean of Arts, SAT	Analysis and reporting of gender breakdown and recruitment at department level.	

<sup>1</sup> HEA data returns for 2020

Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
		to be reported back to the SAT and HoDs. To ensure HoDs are aware on any gender imbalances at recruitment stages.	gender, re-advertise these posts in line with our institution GEAP. Data reported on to Faculty Board to raise awareness of gender imbalances that exist.				
5.1.5  IGEAP 4.4	Gather data on hourly-paid lecturer recruitment at departmental level.	Hourly staff are 63% female (headcount = 51, FTE = 6.3) (above the national average of 46%). PTHP contracts have increased by 37% (n=59 up to n=81) from 2020 to 2021. Because recruitment practices for hourly-paid staff are informal, with employees being identified informally by hiring managers, we need to ensure these practices are EDII- and gender-proofed.	Information gathered on informal hiring practices at local department level. Tracking, monitoring and reporting of application data and local procedures. Benchmarked against resource audit at department level to analyse the 37% increase in PTHP contracts. Reporting on data, procedures and benchmarking to Faculty Board, FMC and ET.	Begin in Q3 2022 – gather data over two semesters. Conduct resource audit over next year.	HoDs, SAT	Ensure recruitment practices are gender-proofed (in case of small departments, achieve gender representation where gender balance may not be feasible).	
5.1.6	Identify informal induction practices across departments and develop clear guidelines for HoDs and line managers.	To streamline department-level induction in the Faculty. To support HoDs and line managers with their responsibilities around paid induction for new staff at department level.	PTHP staff included in all department inductions. HoD/line managers coordinate with Estates Office/VPAF on office spaces for new staff.	Q4 2023	SAT, HoDs	Good practice at department-level induction identified. Clear guidance provided to HoDs/line managers on supporting new staff at induction stage in each department.	

Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
		To develop guidance for line managers on orientating new staff.	Reviewing and assessing of effectiveness of central and department induction process via biennial surveys.	Biennial surveys	SAT		
5.1.7	<p>A. Ensure hourly-paid staff have opportunities to attend central and department-level induction and are paid for their attendance.</p> <p>B. Include hourly and short-term contracted staff on welcome email lists.</p>	<p>Enhance inclusive, welcoming environment for staff on all contract types.</p> <p>Staff consultation revealed precarious staff feel isolation from the Faculty and do not receive communication around Faculty issues.</p> <p>To support our EDII goals within the Faculty.</p> <p>As evidenced in earlier sections, we have seen an increase in staff in this cohort in recent years and most staff in the cohort are female.</p>	<p>Awareness raised of existing payment structure to facilitate attendance at induction by hourly-paid staff.</p> <p>Payment structure and guidance included in Faculty-level induction pack.</p>	Q4 2022	SAT, HoDs, SCM, HR	<p>All hourly-paid staff paid for attendance at induction.</p> <p>Review process annually to ensure hourly-paid staff are facilitated to attend induction.</p>	
		To provide PTHP staff with access to key contacts and data on all supports in the Faculty and wider College.	<p>Procedure communicated to all Faculty.</p> <p>HoDs/line managers are aware of procedures when recruiting hourly-paid staff.</p>	Q2 2023	SAT, HoDs	Hourly-paid staff are aware of existing and potential opportunities and career supports.	
		To ensure we are being inclusive of all staff joining FoA.	All hourly-paid staff invited to attend induction and paid for their attendance and time (subject to scheduling).	Q3 2022	HR, SCM, DoA	Biennial focus group with staff on precarious contracts to reflect on supports and awareness of same.	

Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
		<p>Aligns with EDII goals to provide inclusive environment for all staff.</p> <p>As they comprise 40% of the teaching staff, this action would make staff on precarious contracts feel more visible, which was a recurring theme in the focus group with such staff.</p>	<p>Liaising with VPAA, Dean and HR.</p> <p>Included on SCM newsletters.</p>			PTHP staff included on welcome email lists.	
5.1.8	Develop an FoA-specific induction pack for new and current staff.	<p>To build awareness of FoA culture, policies and practices among new staff.</p> <p>72%F/100 M who attended induction recently found it to be 'a moderate amount' useful; 0%F/0%M respondents report induction as being 'a great deal/a lot' useful.</p> <p>To provide existing and longer servicing staff an opportunity to review current induction information.</p>	<p>Discussions held with Dean, Faculty office and HoDs on FoA specific information.</p> <p>Consultion with all staff on induction pack.</p> <p>Development of FoA specific induction pack and circulated to all staff.</p> <p>Induction pack provided to all new staff members when joining the Faculty.</p> <p>Induction pack updated annually to reflect any recent changes.</p>	Q2 2023 to Q4 2023	DoA, SAT	<p>Increase to 80% of M/F staff reporting that induction is 'a great deal/a lot' useful.</p> <p>100% staff aware of and kept up to date on induction resources (survey data).</p> <p>Increase to 80% in survey reporting awareness of policies.</p>	
5.1.9	Invite new staff to complete the EDI in HE online training programme as part	Currently this training is not offered at induction.	EDI in HE online training programme included as part of induction process.	Q1 2023	AS, DEDII	EDI in HE online training programme included as part of induction process.	

Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
 IGEAP 5.19	of the induction process.	To raise awareness of equality and dignity and respect at work matters.				100% engagement with training by new staff.	
		Low awareness of equality policy (59%M; 46%F) and dignity and respect at work policy (47% M; 36% F) reported in survey.  The survey showed that over half of the staff (59%F/52%M) reported no engagement with EDI training.	Feedback sought from staff on effectiveness of programme.	Q2 2023		Increase to 70% of staff aware of EDII related policies.	
5.1.10	Collate and report on induction attendance data.	Low uptake of most recent face to face induction by academic staff in 2019.  Data not fully available on attendance at online inductions during COVID-19.  Fewer females aware of policies in comparison to male survey respondents: equality policy (46%F; 59%M) and dignity and respect at work policy (36% F; 47%M).	Faculty-level data of attendance at induction recorded and reported on. All new staff encouraged to attend induction sessions at AFB.	Ongoing	HR, DoA, HoD	Comprehensive data available on induction uptake across departments and gender.  Data analysed for any gendered trends.  Ultimately, improved attendance at induction across the Faculty.	
5.1.11	Communicate updates and progress on upcoming promotion rounds to all staff.	MIC has commenced promotion rounds recently, starting with filling vacant SL post, then PL posts and introducing a merit-based promotional round.	Staff updated on promotion rounds and timeline.	Commenced Q1 2022 and ongoing	Dean of Arts	Regular updates on promotions process with all staff at Faculty Board.  Increase to 85% F/M staff indicating they understand how to	





Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
		<p>The introduction of new SL and PL posts is stated as a key enabling action as part of MIC's Strategic Plan 2023.</p> <p>39%F and 33%M survey respondents report no understanding of how to progress from their current grade.</p>				progress from current grade.	
5.1.12	Implement targeted measures to support females to apply for senior roles.	<p>PL and SL post have low applicant (24%F) and appointment rates (33%F) for females.</p> <p>63%F/56%M survey respondents report a little or no encouragement from their faculty/department/area to apply for promotion and internal jobs.</p>	<p>Measures will be informed by action 5.1.3 to investigate barriers female staff face and low rates of application for senior posts.</p> <p>Consultation with female members of staff on identifying barriers to progression and unattractiveness of senior posts.</p>	Q3 2023	SAT, Dean of Arts with input from HR	<p>A minimum of 50% applications from female candidates.</p> <p>Increase by 20% of females in senior posts by 2026.</p> <p>Increase to 80% of F/M staff reporting support to apply for promotion.</p> <p>Increase to 70%F/80%M of staff reporting visible gender representation at different grades.</p>	
		<p>Overall, an increase of FoA female staff at more junior levels is not translating into representation of senior female staff. It is noted that there has been limited promotional opportunities up until now.</p>	<p>Pilot promotional staff workshop aimed at supporting female staff in the Faculty to apply for senior roles.</p>	Q1 2024			
			<p>Analysis and reporting on the gendered data of those applying for rotational posts (as they arise) and</p>	Ongoing following start of			


Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
			promotion post applications.	rotational model			
		16%F/39%M respondents agree that men and women are equally visible in senior FoA management roles.	Facilitate staff engagement with the Aurora mentoring programme.	Q4 2022 ongoing		2 x staff members annually supported to undertake Aurora.	
<b>5.1.13</b>	Offer a suite of training opportunities on the merit-based promotions process to all staff at all grades.	As this is the first-time merit-based promotion has been available for staff in the Faculty since 2007, it is important to support all staff to apply for promotions.	Gather data from 5.3.1 staff consultation on training requirements in terms of promotion.	Q3 2023	SAT, Dean of Arts with input from HR	80% attendance at events.	
		49% F/44% M survey respondents report a little or no understanding of how to progress from their current grade.	Pilot a suite of training workshops in the Faculty.	Q1 2024		2 events to support promotion annually.	
		To promote EDII goals and ensure inclusion of all staff, PT HP to senior level.	Following initial promotions process, consultation conducted with staff on the process.	Q2 2024		Increase to 85% of F/M staff indicating they understand how to progress from current grade.	
			Externally facilitated workshop on applying for promotion including a specific workshop to support female staff.	Q3 2024			
			Attendance captured and feedback sought from each session.	Ongoing following workshops		Report on effectiveness of workshops to FB/FMC annually.	


Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
			Changes made where appropriate.	Q1 2025			
			Feedback provided to unsuccessful promotion applications.	Ongoing following promotions round			
5.1.14	Collate, analyse and report on data on applications, shortlisting and appointment of current promotional opportunities.	As this is the first-time merit-based promotion has been available for staff in the Faculty since 2007, we need to analyse the data of the different stages to identify any gendered trends. Particularly we need to analyse and benchmark with the current trend of low female rates applying for and appointed to senior posts.	Annual report on the promotions process analysed for gendered trends.	Q3 2023	SAT, Dean with input from HR	Report submitted to FB/FMC/ET annually.  Gendered trends addressed through further targeted supports and review existing supports.  Increase to 80% of F/M staff reporting support to apply for promotion.	
5.1.15	Investigate how staff on PTHP contracts can be supported in terms of promotion and progression.	In 2021, 77% of staff on fixed-term (FT &PT) contracts were female.  While numbers are small in our TF cohort (100%F in 2020), concern was raised in staff consultation that TFs do not feel supported in terms of career progression.	Engaging with HR to explore possibility of promotion from TF to AL.	Q1 2024	Dean, HR	Creation of progression route for Teaching Fellows to AL.	
		In 2021, 63% of staff on PTHP contracts were female.	PTHP staff offered opportunities to attend promotion training sessions.	Q1 2024 ongoing		PTHP staff attend promotion training session.	

Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
		<p>64% of all female staff in the Faculty are fixed-term or PTHP.</p> <p>78%F/83%M survey respondents report little or no support for staff on temporary contracts.</p>	<p>Attendance of cohort at these sessions analysed.</p> <p>Consultation with staff to identify if barriers still exist for attendance at such events to identify evidence-based best practice and gaps in support.</p>			<p>Increase in engagement from this cohort on staff surveys.</p> <p>Increase to 70% of staff reporting support for staff on temporary contracts.</p>	
5.1.16	<p>Endeavour to ensure that departmental senior posts with a presence in both Limerick and Thurles are advertised without specific location-based criteria.</p>	<p>Staff consultation revealed a perception that Thurles-based staff are ineligible to apply for senior posts where a location base of Limerick is specified.</p> <p>12 academic staff are based in Thurles (58%F).</p> <p>Recent recruitment for the Assistant Dean explicitly stated that staff can be based on either campus.</p> <p>To support action 5.5.6 on flexible working.</p>	<p>All relevant senior posts available to staff in both Limerick and Thurles.</p> <p>Awareness raised of eligibility to all staff for such posts.</p>	<p>Q4 2022</p> <p>Q4 2022</p>	DoA, HoDs	<p>All relevant senior posts available to staff in both Limerick and Thurles.</p> <p>All staff aware that all relevant senior posts are open to staff based in Limerick and Thurles.</p> <p>Increase in staff, particularly females, across both campuses applying for senior posts.</p> <p>Increase in all staff feeling supported to apply for promotion.</p> <p>Increase in staff reporting positive culture descriptors of the Faculty.</p>	


Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
<b>Section 5.2: Key Career Transition Points: PMSS</b>							
5.2.1	Implement the national job evaluation scheme once it has been finalised and agreed by all stakeholders.	<p>While PMSS staff may apply for promotional posts through competitive process, there is currently no mechanism available for PMSS to have their own posts regraded. A requirement for such a mechanism is recognised as many roles have evolved since first occupied by the incumbent post holder.</p> <p>A national (MIC, IoTs and TUs) project is being developed to evaluate grading of PMSS posts.</p> <p>A formal job evaluation scheme will ensure that jobs of equal value are at the same grade and will promote pay equality.</p>	Updates provided to staff on the progress with the national scheme.	Q3 2023 or on finalising pilot at national level	ET, HR	<p>Participation and effectiveness monitored and analysed on an ongoing basis.</p> <p>Job evaluation scheme in place with posts regraded where that is the outcome of the job evaluation process.</p>	
<b>Section 5.3: Career Development: Academic Staff</b>							
 IGEAP 5.3.4, 5.3.5	Provide professional development opportunities in the areas of management/ leadership skills training, information and	<p>Based on staff consultation, female academic staff, in particular, expressed a desire for management/leadership training.</p> <p>To ensure staff training needs are being met.</p>	<p>Liaising with HR on provision of management/ leadership skills training.</p> <p>Liaising with RGS on information and workshops for staff on applying for grants.</p> <p>Auditing of engagement levels with such training</p>	Q1 2024	SAT, DoA	<p>Increase in 80% (F/M) of staff aware of training/development opportunities.</p> <p>Training courses delivered.</p>	


Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
	advice on applying for grants, and career advice.	<p>Survey indicated top three priorities for training by gender (Figure 5.5).</p> <p>57%F/64%M of survey responses indicate they are aware of how to apply for training/professional development opportunities.</p> <p>To encourage more applications for senior academic and management posts from FoA females.</p> <p>To support staff to engage with professional development training opportunities by accounting for it in the WAM.</p>	and improve engagement where necessary.			Increase in applications from females in the Faculty for senior roles.	
<b>5.3.2</b>   IGEAP 5.3.3	Develop a system for recording training data, including details of courses offered and the number and gender of attendees and speakers.	<p>Currently, there is no such system in place.</p> <p>This will allow for recording of training data so as to gather information on trends in terms of attendance and underrepresentation of staff categories at training as well as gender balance of speakers.</p> <p>Data may be used to inform training needs analysis.</p>	<p>System captures training data and feedback mechanism is developed.</p> <p>Data analysed on a regular basis.</p>	Q4 2023	SAT, DoA with input from HR	<p>Attendance at training analysed for gendered trends.</p> <p>Evaluation surveys after all training sessions.</p> <p>Communicate any further training needs requests with HR.</p> <p>Updating training provision in response to staff consultation following analysis and biennial survey.</p>	


Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
<b>5.3.3</b>  IGEAP 4.5	A. Endorse and circulate to staff central training and mentoring opportunities.  B. Ensure staff on PTHP contracts can access information about career development activities.	<p>Need to highlight the Faculty's support for partaking in career development activities. 48%F in comparison to 26%M survey respondents report little or no encouragement to available of training opportunities.</p> <p>57%F/64%M of survey responses indicate that they are aware of how to apply for training/professional development opportunities.</p> <p>Staff consultation highlighted that PTHP staff may not receive information about training opportunities.</p> <p>To ensure all staff receive information and encouragement to undertake training opportunities.</p> <p>To ensure all staff have access to opportunities.</p> <p>While a range of LEAD supports are available to all staff regardless of contract type, it is important to communicate this to all staff.</p> <p>To support staff to engage with professional development training</p>	<p>Liaising with HR, RGS, LEAD and Office of EDII on existing and new training opportunities.</p> <p>Add training opportunities as a standing item to Faculty Board.</p> <p>Provide staff with an overview of LinkedIn learning opportunities.</p> <p>Staff on PTHP receive communication on opportunities and specific budget for attending training (Action 5.3.4)</p>	Q4 2022	Dean of Arts	<p>Increase percentage of staff who are aware of training/development opportunities to 80%.</p> <p>Increase percentage of staff feeling encouraged to avail of training opportunities to 80%.</p> <p>Increase positive awareness for support for staff on PTHP contracts.</p>	


Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
		opportunities by accounting for it in the WAM.					
5.3.4	Ensure the FoA budget facilitates PTHP contract staff to attend training sessions.	<p>Staff consultation highlighted that PTHP contract staff may not the same support as more permanent staff in relation to training opportunities.</p> <p>Staff consultation highlighted that this staff cohort often feel isolated from the Faculty and from accessing training supports. 50%F and 100%M PTHP said they were not offered the same opportunities for career development as other staff.</p> <p>57% of female staff in the Faculty are on PTHP contracts. 63%F in this category equates to 6.2 FTE (n=51) for females and 4.1 FTE (n=30) for males.</p> <p>To ensure all staff receive information and encouragement to undertake training opportunities.</p>	<p>Policy developed to assist PTHP and fixed-term staff avail of financial supports for CPD.</p> <p>Annual budget developed and agreed by HoDs to budget for both teaching needs and CPD of PTHP staff.</p> <p>Staff on PTHP contracts offered training opportunities.</p> <p>HR, Finance and HoDs agree a budget per PTHP staff member and include in contracts.</p>	Q1 2024	DoA, HoDs, Finance, HR	<p>Staff on PTHP and fixed-term contracts engage with and are supported to engage with training opportunities.</p> <p>Increase percentage of staff feeling encouraged to avail of training opportunities to 80%.</p> <p>Biennial survey records increase in staff on PTHP contracts supported for career development (80%F, 60%M).</p>	
5.3.5  IGEAP 5.3.9	Support more females to participate on Aurora.	During our consultation, female academic staff in particular expressed a desire for management/leadership training (Figure 5.5).	The Faculty in partnership with the Office of EDII and Aurora alumni launches an internal awareness-raising campaign of the Aurora programme, which will include case studies of	Q3 2022 and annually	DEDII	<p>More places on Aurora programme.</p> <p>Increase by 100% in the number of female staff successfully completing the Aurora programme.</p>	




Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
		<p>To develop the leadership skills and networks of female staff.</p> <p>To date, 12 FoA staff have expressed interest in this programme and 3 have undertaken; there is an appetite for this programme within the Faculty.</p> <p>72% of professional staff survey responses indicate a desire for mentoring.</p> <p>To support the career progression of the FoA Office staff (100%F) who may wish to progress to roles internal or external (within MIC) as opportunities arise.</p>	<p>those who previously undertook the programme.</p> <p>Annual communication to FoA staff on the Aurora programme with staff endorsements.</p> <p>Aurora added as an agenda item for Faculty Board prior to recruitment for each cohort.</p> <p>Staff surveyed on awareness and effectiveness of the programme.</p> <p>Celebration of Aurora alumni and sharing of knowledge to encourage more participation as well as sharing knowledge with colleagues.</p> <p>Expansion of support for Aurora to accommodate further female staff and their career development.</p>			<p>Increase from 48% to 80% of female staff reporting support for career development.</p> <p>Increase in the number of female staff applying for senior posts.</p>	
<p><b>5.3.6</b></p> <p> IGEAP 5.3.2, 7.1</p>	Provide EDII and unconscious bias training to staff on an annual basis (mandatory for line managers) and at induction.	<p>To support the objective of embedding EDII in the culture of the Faculty.</p> <p>To support staff engaging with student interviews onto UG and PG programmes.</p>	<p>Liaising with HR and DEDII on delivering annual EDII and UCB training to staff.</p> <p>Increased awareness of principles of EDII and UB and implementation into practices e.g gender</p>	Q1 2023 and annually	DEDII, DoA with input from the SAT	<p>75% attendance at training.</p> <p>Increased awareness of EDI &amp; UCB (80%) in the Faculty recorded via the biennial survey.</p>	

Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
		To expand on training previously offered to FoE staff. To particularly encourage uptake of training opportunities by male academic staff.	balance in authors of materials used in programmes, guest speakers, departmental roles.				
		59%F/52%M staff reported no engagement with EDI training with a further 78%F/74%M survey responses reporting no participation in UCB training.	The effectiveness of all EDII and professional training reviewed and analysed via AS Staff Surveys ensuring we build a fuller picture of this activity within the Faculty.	Biennial surveys Q2 2023 Q2 2025	SAT, HR	Future surveys will include a specific section on EDI and professional training for career development.	
		No training uptake or feedback is currently monitored or recorded by the Faculty, which would help to inform the Faculty how it can better support staff.	The SAT WG collate a separate report on this section, with recommendations on future next steps to be suggested.  Report circulated to FB and FMC following survey analysis.	Q4 2023 Q4 2025	SAT	Report developed and submitted to FB and FMC  These questions will be further probed in focus groups, if survey feedback warrants this.	
<b>5.3.7</b>  IGEAP 5.3.5	Support the forthcoming MIC appraisal/development review system.	To support staff in their career development.  Survey responses indicate that 78% of female academic staff and 53% of male academic would value personal development plan/reviews being made available.	Engaging with HR, DEDII on the progress with developing an institutional-level appraisal system (as part of our institutional Athena Swan action plan).  Communicate review system progress with staff at College level.	Q1 2024	VPAA, DEDII, DoA	Updates received on the development and implement of the review system.  Participation and effectiveness audited on an ongoing basis.	

Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
			<p>Support the process at Faculty level by offering staff workshops on what the process entails, when it is available.</p> <p>System to be devised and implemented and training of staff undertaking and implementing reviews.</p>			<p>Staff asked to consider how they address EDI issues in the reviews.</p> <p>Increase in staff having opportunities for appraisal/development from 26%F/45%M to 60% of both genders in 2025.</p>	
<p><b>5.3.8</b></p> <p> IGEAP 5.3.8</p>	Formalise a strategy to develop mentoring and support staff for career progression.	<p>To provide support for staff in relation to career development.</p> <p>56% of female and 41% of male academic staff surveyed indicated that they would value mentoring to be made available to them.</p> <p>65%F/79%M of respondents indicated that their professional goal is to progress to the next grade/level.</p> <p>Low percentages (4%F/5%M, permanent staff responses) feeling they are encouraged to obtain research funding. etc. (Table 5.10).</p>	<p>Strategy developed providing a mentoring framework to support staff with career progression.</p> <p>Training delivered to mentors.</p> <p>Consultation with staff on what type and degree of mentoring would be appropriate.</p> <p>All associated actions around promotion, training, appraisal and Aurora are included in the strategy.</p> <p>Link to Action 4.2.2.</p>	Q3 2024	DoA, DEDII	<p>Mentoring is available for staff within the Faculty.</p> <p>Training is offered to both mentors and mentees.</p> <p>Training is evaluated regularly.</p> <p>Mentoring programme is evaluated regularly.</p> <p>Percentages of those feeling encouragement for research activities (Table 5.10) increase by 30–50% across the board.</p>	

Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
<b>5.3.9</b>  IGEAP 5.3.7	A. Provide clarity on what career and research supports are available to staff at different categories and to postdoctoral researchers.	<p>36%F and 33%M permanent staff respondents reported receiving little or no encouragement to attend or present (38%F/34%M) at conferences.</p> <p>Survey highlighted permanent staff were somewhat or not aware of sabbatical leave (35%F/25%M) and 69%F/84%M felt little or no encouragement to apply.</p> <p>Staff consultation identified an uncertainty around the career and research supports available to staff on PTHP. 50%F/100%M said they were not offered the same career development opportunities.</p> <p>PTHP are predominately female, who are unable to access supports that would assist with career progression and research portfolio development.</p> <p>In 2021, there were 2 postdoctoral researchers in the Faculty (50%F).</p> <p>To ensure all staff, including postdoctoral researchers, feel a sense of inclusion in FoA.</p>	<p>Develop clear guidance and FAQs for staff on all contract types with RGS.</p> <p>Communicated to all staff and postdoctoral researchers.</p> <p>Working with RGS and staff on a specific sabbatical information pack. Include this in DoA information sessions for Q&amp;A.</p> <p>Focus group conducted with ECRs and postdoctoral researchers on supports and specific needs.</p> <p>Collection, analysis and benchmarking of data via biennial survey.</p>	Q2 2023	RGS, DoA	<p>Increase the percentage of staff who are aware of sabbatical and PLOA leave to 80%.</p> <p>Increase in staff on PTHP contracts supported for career development (80%F, 60%M)</p> <p>Further consultation with staff on different contracts on awareness of career and research supports.</p> <p>Analysis of any gender trends of experiences of access to supports.</p>	

Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
 IGEAP 5.3.7	B. Lobby to expedite the institutional action to amend the eligibility criteria for the Research Support Scheme to include postdoctoral researchers and staff on fixed-term contracts.	<p>To allow postdoctoral researchers and those on PTHP contracts access to similar career and research supports to permanent staff.</p> <p>Female academic staff predominate in these staff categories.</p> <p>PTHP 50%F/100%M said they were not offered the same career development opportunities.</p> <p>Currently all schemes are only open to permanent academic staff. Some have a minimum length of service in MIC as a requirement.</p> <p>To build on a suite of measures aimed at enhancing career and research supports for all staff and postdoctoral researchers.</p>	<p>Update on the progress sought with this institutional action.</p> <p>Along with central EDII Implementation Committee, liaising with RGS to review eligibility criteria around research supports (e.g. conference support) and investigate the feasibility of opening criteria to support PTHP and fixed-term employees.</p> <p>Amendment research supports as appropriate.</p> <p>Identification of the qualifying criteria, i.e. working with a permanent member of staff.</p> <p>Updates and amendments communicated to all staff, PTHP and postdoctoral researchers.</p> <p>The impact of COVID-19 on the uptake of research supports examined.</p>	Q1 2024	ET, RGS, DoA	<p>Increase in staff on PTHP contracts supported for career development (80%F, 60%M).</p> <p>Elements of the Research Support Scheme available to postdoctoral researchers and fixed-term contracts.</p> <p>Increase in staff reporting feeling of support and inclusion in the Faculty.</p>	
5.3.10	Investigate gender differences in relation to awareness and	Acknowledge apparent contradiction between survey respondents and take up of research funding.	Facilitation of focus groups with staff to understand the reasons for this and breakdown what 'encouragement' means to	Q4 2023	SAT	Identification of forms of encouragement experienced by the Faculty.	

Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
	uptake of research leave.		staff, for example at policy, personal and College levels.				
		To understand the reasons for this and breakdown what 'encouragement' means to staff, for example at policy, personal and College levels.	Identification of possible reasons to perception of low encouragement to engage in research and awareness of research leave options/policy.	Q1 2024		Define 'encouragement' in all future surveys.	
		To enhance the promotability of staff	Report developed by the EDII Steering Group and submitted to FMC, MIC EDII Implementation Committee and ET.	Q2 2024		Report on findings to FMC, MIC EDII Implementation Committee and ET.  Data collated and audited on research leave engagement for evidenced-based future actions.	
		Research is an important aspect of academic careers with regards promotion and weighted accordingly in the promotions policy.	Auditing of awareness, uptake and perception of encouragement and recognition of research involvement.	Q2 2024 Q4 2025		Decrease from 64%F/29%M of policy awareness to 20%F/20%M by 2025.	
<b>5.3.11</b>	Ensure students are allocated equally to academic staff mentors.	Currently 83% of female staff mentor 5 1 <sup>st</sup> year BA students, in comparison with 70% of Male staff.  0%F staff have 3 students or fewer.	Parity of workloads across gender for mentoring scheme ensured.  Ensure mentoring is captured in WAM.	Q3 2022	FoA Office	Parity of staff mentoring.	
<b>5.3.12</b>	Create a central information	Staff and students both report lack of clear understanding of	Working with RGS to communicate and create	Q3 2023	RGS, SAT	Increase percentage of staff feeling students	



Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
	platform for staff and students on student career support and increase awareness of the supports available.	<p>supports available for PG students.</p> <p>16%F/34%M of staff felt students were not supported, and students recorded discrepancy between departments.</p>	<p>awareness around the supports they provide.</p> <p>Working with the RGS on what Faculty staff can do earlier in the process to help with IRC and other PG funding applications.</p> <p>Liaising with students on key supports they need from RGS/departments.</p> <p>Creation and monitoring central information platform and complete biennial consultation with students on supports, with EDII and AS, and gender focus.</p>			<p>are supported – currently 53%F/29%M – to 80%.</p> <p>Support students with funding applications at all process.</p> <p>Get baseline of student understanding of supports and put student needs at the fore.</p>	
5.3.13	Conduct a feasibility study on expanding the RGS Seed Funding scheme to include staff on fixed-term and PTHP contracts through co-application.	<p>Link to institutional rationale.</p> <p>To support those on PTHP and fixed-term contracts to access career and research supports (survey highlighted that 50%F/100%M feel they are not included).</p> <p>To support research opportunities for all staff on different contract types.</p> <p>Targeting candidate pool of underrepresented disciplines.</p>	<p>Feasibility study developed and submitted to ET by DoA.</p> <p>Pilot of project to gauge interest and costings for future rollout.</p> <p>Early-career academics and staff on PTHP contracts provided with opportunity to work with mentor for seed funding co-applications.</p> <p>Successful seed funding recipients share best</p>	Q1 2024	ET	<p>Expanded eligibility to access research funding opportunities.</p> <p>Biennial survey records increase in staff on PTHP contracts supported for career development 80%F, 60%M).</p>	


Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
		<p>To improve staffing, academic progression pipeline.</p> <p>74%F/58%M permanent staff survey respondents indicate little or no encouragement to apply for research funding.</p> <p>To support early-career academics seeking to progress their academic career.</p> <p>Subject to a cost benefit analysis.</p>	<p>practice in the application process and research output experiences.</p> <p>Gender balance of speakers ensured.</p>				
5.3.14	Work with the RGS & International Office to investigate ways of enhancing communication and awareness of FoA funding applications.	<p>More females (74%F/58%M) permanent staff survey respondents reported little or no encouragement to obtain research funding.</p> <p>Over the review period, female staff have more successful funding applications (8/8F vs 7/13M); however, fewer females are applying for such funding (38%F).</p>	<p>Add 'upcoming funding calls' as a standing item at Faculty Board, introduced by the Dean.</p> <p>RGS and International Office invited to deliver Faculty specific information sessions following announcements of large funding application rounds.</p> <p>Successful funding recipients share best practice in the application process and research output experiences.</p> <p>Investigation of staff perceptions around encouragement to apply</p>	Q3 2023	RGS, DoA,	<p>Information sessions offered in line with funding calls.</p> <p>Staff understand supports available to them and any barriers to applying for funding identified through PDRs (new).</p> <p>Increase percentage of staff reporting being encouraged to apply for research funding to 70%.</p> <p>Recognition of successful recipients shared with the Faculty.</p>	



Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
			for research funding via biennial survey.				
			Awareness of feedback sessions available to FoA staff with RGS following unsuccessful funding applications.  Liaise with RGS and International Office to coordinate feedback sessions for the Faculty.	Q3 2023	RGS	Increase in number of female staff applying for funding applications.  Increase in success rate of male applications.	
			Work on unsuccessful funding applications recognised in the WAM.	Q3 2023	VPAA		
<b>Section 5.4: Career Development: PMSS</b>							
<b>5.4.1</b>	Pilot a training needs analysis for PMSS.	To identify training needs in terms of the Faculty and delivery of its functions.  To support personal development plans of staff so that meaningful progress can be made towards goals identified.  To support the career progression of the FoA Office staff who may wish to progress to roles internal or external (within MIC) as the opportunity arises.	FoA Office Manager and Dean meet with PMSS to identify specific training needs.  Seek guidance from HR on the process.	Q3 2023	FoA Office Manager	Training needs analysis conducted with staff on a regular basis and specific training needs identified.  CPD opportunities provided on the basis of the needs identified.  Included in new appraisal process.  100% of staff engage with process.	


Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
5.4.2	Communicate changes to payment requirements under the revised Learning and Development Policy.	Need to ensure staff are aware of the amendment to the policy.  Need to remove any perceived financial barriers to accessing support.	Following policy development procedures for amendments are completed, Dean and FoA Office Manager communicate and discuss change in policy with staff.  Understanding of policy via biennial survey analysed and evidence-based initiatives to address gaps in knowledge designed.	Q2 2022	FoA Office Manager	Increase to 100% of staff reporting they understand how to access training opportunities.  Gaps in knowledge identified in biennial survey and actions tailored to address these changes.	
5.4.3	Encourage PMSS to avail of training opportunities.	Over the review period, there was low uptake in the current training opportunities, including EDII training.	Dean and DEDII encourage, endorse and communicate all training opportunities with FoA PMSS.	Q2 2022	DoA, DEDII, FoA Office Manager	Increase to 80% percentage of staff engaging with relevant training opportunities identified from training needs analysis.  Increase to 100% percentage of staff attending EDII training.	
5.4.4	Ensure the forthcoming MIC appraisal/development review system includes a personal development review.	90%F of survey respondents indicated that have not had personal development plan or review offered to them.	Engagement with HR, DEDII on progress with developing an institutional-level appraisal system (as part of institutional AS action plan).  Staff informed of progress at College level on the review system.	Q3 2023	ET, DEDII, DoA	Updates received on the development and implement of the review system.  Staff asked to consider how they address EDI issues in the reviews.	



Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
 IGEAP 5.3.5, 5.3.6		10%F indicating such discussions only took place once a year.	Pilot appraisal system with PMSS and 2 or 3 academic departments with a view to rolling it out to the entire Faculty in time.	Q4 2023	DoA, HoDs	Increase in percentage of PMSS having opportunities for appraisal/development from 13%F to 100% by 2025.	
		Survey comments indicate an appetite for this activity with 75%(F) of indicating they would like to see more career advice and 63%(F) would like to see a had personal development plan or review made available to them.	Process at Faculty level supported by offering staff workshops on what the process entails and when it is available.  Training of staff undertake implementing reviews will be a key element of this action.  Analyse effectiveness of process via staff surveys.	Q2 2024	Doa, DEDII, HR	Participation and effectiveness reviewed and analysed on an ongoing basis.  Increase in percentage of PMSS who report discussing career development with their line managers annually from 10%F to 100% by 2025.	
5.4.5   IGEAP 5.3.8	Formalise a strategy to develop mentoring and to support staff for career progression.	To support the career progression of the FoA Office staff who may wish to progress to roles internal or external (within MIC) as the opportunity arises.  Survey respondents indicated a desire for mentoring and career advice: <ul style="list-style-type: none"> <li>• Career advice (91%)</li> <li>• Personal development plan/review (87%)</li> <li>• Management / Leadership Skills Training (75%)</li> </ul>	Strategy designed to provide a mentoring framework to support staff with career progression.  Training delivered to mentors.  Consultation with staff on what type and degree of mentoring would be appropriate.  All associated actions around promotion, training, appraisal and	Q3 2024	DoA, DEDII	Mentoring is available for FoA Office staff.  Training is offered to both mentors and mentees.  Training is evaluated regularly.  Mentoring programme is evaluated regularly.  Increase to 100% percentage of staff reporting mentoring and career advice	

Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
		<ul style="list-style-type: none"> <li>Mentoring (72%)</li> </ul>	Aurora are included in the strategy.			opportunities available to them.	
<b>Section 5.5: Flexible Working and Career Breaks</b>							
<b>5.5.1</b>  IGEAP 5.5.1	Reconfigure the staff portal to make policies easier to navigate.	Need to ensure new policies sure as adoptive leave and IVF are easily accessible.  While not all staff will need to be aware of all policies at all times, it is important that when necessary both staff availing of the leave and their line managers can access information from a central point.	Discussions held with ICT on reorganisation of the staff policies on the portal to make easier for staff to find.	Q4 2022	SAT, DICT	Increase in %s of staff aware of policies and where to find on the portal.  For who need to access policies, they are easily and readily available through SharePoint	
		Staff survey and focus group consultation indicated that many staff find the portal difficult to navigate.	Analysis of the impact via the biennial survey.	Q2 2024	SAT		
			Communicate with staff when new policies such adoptive leave, IVF and any other maternity leave are developed.	Q2 2023	SAT, DoA		
<b>5.5.2</b>	Analyse via consultation the replacement of staff on maternity and adoptive leave and report data to the SAT.	There has been a recent change to the replacement cover for academic staff taking maternity leave.  Teaching Fellow are appointed in cases of such leave, which is a significant advancement from the previous	Specific questions included in the biennial survey to staff on their experience before, during and after leave.	Biennial Surveys: Q2 2023, Q2 2025	SAT	Address future concerns as they arise.	


Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
		replacement process in the form of hourly-paid staff.					
		To ensure the Faculty are monitoring and reporting on the experiences of staff availing of these types of leave.	Best practice and any gaps in processes identified through consultation.  Communicated to staff, and line managers.	Q 1 2024	HR, HoD, SAT, line managers	Best practice identified and any gaps addressed.  Staff and line managers aware of processes.	
<b>5.5.3</b>	Develop a central information section (FAQs & case studies) on the staff portal for staff and line managers on the supports available before, during and after caring leave.	To provide support for staff before during and after leave, and to support line managers to prepare effectively.  Of survey respondents with caring responsibilities, the following indicated 'somewhat aware/not at all aware' of these caring leave policies: <ul style="list-style-type: none"> <li>• 39%F/35%M of parental leave policy</li> <li>• More females with caring responsibilities reporting low awareness of shorter working year (63%F/48%M)</li> </ul> Policies are available on SharePoint but an FAQ section may be more beneficial to staff to answer queries.	Collaborate with HR to develop the FAQ section for the staff portal. This will include: <ul style="list-style-type: none"> <li>• FAQs on the different types of caring leave available including leave for researchers on external funding</li> <li>• Checklist for line managers</li> <li>• Case studies of staff who have availed of different caring leave</li> <li>• Information on facilities on campus for breastfeeding/expressing milk</li> </ul>	Q4 2023	SAT with from HR	Staff have access to information of the types of leave available to them when required.  Increase of 20% in 2023 and again in 2025 of staff awareness of caring leave policies especially with those having caring responsibilities.	
		Overall, there was low awareness with male respondents of the paternity leave policy with 48%M	Male and female role model nominated within the Faculty to share	Q1 2024	DoA		

Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
		<p>'somewhat aware/not at all aware'</p> <p>To ensure that line managers are clear that they can have no expectations from staff while on protective leave. Staff also need to be clear on this.</p> <p>50% of female survey respondents who had maternity leave during their employment in FoA are unaware of the breastfeeding facilities on campus.</p> <p>Overall, there is low awareness of these facilities on campus by all staff in the Faculty (66%/72% unaware).</p>	<p>experiences of availing of caring leave.</p> <p>Guidance is developed and available on the staff portal, including reference to specific requirements for academic or professional service staff supports for staff before and returning to work.</p> <p>Reference research grant for returning academic carers when available (see action 5.5.5 below).</p> <p>Checklist to include:</p> <ul style="list-style-type: none"> <li>• A pregnancy risk assessment (PRA) is completed</li> <li>• Does the manager accommodate recommendations of PRA?</li> <li>• Does the manager direct staff to HR for policy information when they become aware a colleague is pregnant? (Line managers are usually aware of this before HR.)</li> </ul>	Q2 2024	SAT	<p>Line managers are aware of information available to them when staff reporting to them wish to avail of caring leave.</p> <p>HoDs and line managers are briefed on the checklist. Included in manager training and at induction:</p> <ul style="list-style-type: none"> <li>• 70% attendance 2023</li> <li>• 75% attendance 2024</li> <li>• 80% attendance 2025</li> </ul>	

Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
			<ul style="list-style-type: none"> <li>• Is there a formal handover of work to substitute?</li> <li>• Is time/support made available for employee to train replacement?</li> <li>• Is there assurance of a handover/overlap (with substitute) period with employee on return from leave?</li> <li>• Does the manager have a return to work/welcome-back process?</li> </ul>				
<b>5.5.4</b>  IGEAP 5.5.9	Ensure that staff returning from leave have a scheduled meeting with the HoD/line manager to discuss their workload and share feedback on relevant processes.	To ensure all staff are aware of the supports available when returning to work.	HR develop a 'checklist' of areas to be covering during these meetings.  Reference is made to the central information section on the portal (action above).  Reference research grant for returning academic carers when available (see action 5.5.5 below).	Q1 2024  Meetings as required following staff members return to work.	SAT, HR, HoDs	Meetings held with returning staff and their HoD/line manager on return to work. Best practice identified and implemented.	
			Awareness of the supports captured and analysed in the staff survey, and actions taken to identify best practice or gaps in processes.	Biennial surveys in 2023 and 2025	SAT	Rise in the proportion of staff who felt they were supported while on leave.	


Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
<b>5.5.5</b>  IGEAP 5.5.11	Lobby for IGEAP action 5.5.11 – the introduction of a research grant for returning academic carers – to be introduced.	<p>To support staff to re-establish their research careers on return from extended leave (20 weeks or more) for reasons connected to caring.</p> <p>Research is an important element for those applying for promotion.</p> <p>To further support female academic staff in their academic career progression.</p> <p>60%F/67%M report that taking caring leave may have a negative impact on their career.</p>	<p>The Dean to seek an update on the establishment of such supports for returning academic carers.</p> <p>When in place, inform all staff of the application procedure.</p>	Q3 2023 Dependent on initiative start	Dean with input from VP Research, DEDII	<p>Open communication across the Faculty from the Dean on progress with this initiative.</p> <p>Research grant available for academics returning from leave connected to caring.</p> <p>Uptake of the grant is monitored and reported on.</p>	
<b>5.5.6</b>  IGEAP 5.5.15	Consider adopting additional and longer-term flexible working options, such as flexibility of location base (Limerick/Thurles), remote working, flexitime and condensed working.	<p>Need to raise staff awareness of current options available to them.</p> <p>There is low awareness of Shorter Working Year among survey respondents, particularly academic staff.</p> <p>The survey responses and the data on PLOA uptake and awareness are not reflective of each other.</p> <p>Staff consultation revealed a perception that Thurles based staff are ineligible to apply for</p>	Greater staff awareness of current flexible working options.	Q1 2023	Faculty Office Manager with input from HR.	Higher percentage of staff reporting satisfaction with support for work/life balance.	



Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
		senior posts where a location base of Limerick is specified.					
		Feasibility of remote working has been proven through pandemic. 90% PMSS in the Faculty Office indicated they would value flexible working being made available in the longer term. This action is very important to PMSS staff in the FoA, all of whom are female. The majority would have significant caring roles in terms of children or elderly relatives. .	Liaise with HR on the possibility of piloting additional flexible working options based on lessons learned from pandemic. While staff are currently working partly remotely, this is in reaction to COVID-19 and needs to be considered as more longer-term option for staff.	Q3 2023	FoA Office Manager	Guidance developed to support the implementation of additional flexible working options for FoA.	
			Engage with forthcoming Government legislation on remote working.	When available			
		Need to support all staff, particularly females with caring responsibilities, seeking to apply for senior roles.	Overarching flexible working policy developed including all flexible working options and procedures for staff.	Q4 2023	FoA Office Manager, HR		
5.5.7  IGEAP 5.6.20	Liaise with the Academic Registrar and line managers to review the procedure of devising the timetable and giving notice to staff.	Most survey respondents indicated they have caring responsibilities including children and older adults; 77%F/64%M. Staff survey comments indicate that timetabling at	ADAA liaise with Academic Registrar to review timetabling procedure and notice given to staff. Timelines to communicated all staff. Staff perception of revised timetabling arrangements	Q3 2023	ADAA	Recommendations for improvement sent to HoDs. Timetabling process allows sufficient time for staff to make caring arrangements.	


Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
		<p>departmental level is not timely.</p> <p>To ensure there are no negative impacts on staff, particularly those with caring responsibilities.</p>	investigated and address any issues, where possible.			Increase in percentage of staff reporting support for work/life balance.	
<b>Section 5.6: Organisation and Culture</b>							
5.6.1	Communicate Athena Swan and EDII training and events at departmental level.	<p>Currently AS/EDII is not reported to AFMC.</p> <p>Survey shows lower awareness of AS process among female staff (84%M/62%F).</p> <p>To increase awareness among staff of equality matters affecting them (42%F/40%M survey respondents report being kept informed by the Faculty of equality matters that affect them).</p>	AS/EDII included on agenda at AMFC and reported on to the FoA EDII Steering Group and MIC's EDII Implementation Committee	Q2 2022	Dean	<p>75% awareness reported in subsequent survey 2023; 100% by 2025.</p> <p>75% staff awareness of equality matters affecting them reported in survey by 2023; 100% by 2025.</p>	
		Updates on AS progress are shared with departments by the department SAT representatives. By including as a standing item at department meetings, we aim to embed action plan implementation at department level.	AS/EDII included on agenda of department meetings and reported on to the FoA EDII Steering Group and MIC's EDII Implementation Committee.	Q4 2022 Annually	HoDs		
			Annual report from EDII Implementation Committee to AMFC and department meetings on	Q4 2022 Annually	FoA EDII Imp. Committee		


Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
			the implementation of the action plan.				
			Forum established for information and discussion on equality matters at department level.	Q1 2023 Q1 Annually	HoDs	Forum established for discussion on EDII matters at department level.	
			Liaise with EDII Director, who is adopting a whole-institutional approach to embedding EDII as a partnership with staff, MISU and the student body as well as the wider community.	Q4 2022	DEDII		
			EDII website as a portal/repository to consolidate and inform all communities of EDII developments, activities and policies.	Q3 2022	DEDII		
			The SAT display posters of AS Principles (that reflect the new Ireland AS Charter) across Limerick and Thurles campuses and in MISU spaces.	Q3 2022	SAT, MISU	Continued rise in student body's awareness of AS/EDII.	
			All staff encouraged to add an AS signature and logo to their own email signatures and public presentations and to emphasise this in	Q4 2022	DoA, Faculty Office Manager		

Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
			any future funding applications.				
5.6.2	Engage regularly with MISU on the promotion of EDII and gender equality.	Build on positivity reported in student focus groups regarding efforts to promote gender equality in the Faculty.	Dissemination of EDII and AS events to student body via MISU.	Q3 2023	EDII Imp. Committee	Continued positive reporting from students on efforts to promote gender equality in the Faculty.	
		Inaugural MISU Sabbatical Officer in EDII elected in 2022, commencing from August 2022.	Students invited to present at EDII and AS events.	Q3 Annually	DEDII		
			Student engagement and awareness of EDII and AS investigated through biennial surveys.		SAT	Monitoring and analysis of students' understanding of importance of AS principles. High level of understanding and awareness targeted.	
5.6.3  ➤ HEA Taskforce Rec. 2016: 1.12	Conduct an EDII review of the FoA curriculum.	To review UG and PG curriculum from the perspective of gender balance and EDII, which has not been undertaken to date.  To support the new AS Framework and HEA Taskforce Recommendation 1.12.	UG and PG curriculum analysed to assess how gender balanced it is and whether any changes could be made in light of the Faculty's AS goals and commitments.  The curriculum analysed in terms of EDII.	Q1 2023 and annually	SAT, Teaching & Learning Director	Survey conducted on the overall curriculum and remedy any disparities that cannot be pedagogically justified in representation of male and female authors covered in individual modules as well as across the whole curriculum.	
			Once the analysis is complete, consult with the Faculty to discuss how any	Q3 2023 and annually	SAT, Faculty	Information shared with Faculty members on	

Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
			gender imbalances that are uncovered in the curriculum could be redressed.			how to consider EDII in their curricula.	
		Student consultation indicates an appetite for broadening the parameters of Athena Swan to more accurately reflect their lived experiences.	Report submitted to AFB, FMC and Teaching & Learning Directorate on findings and recommendations.	Q3 2023	SAT, Teaching & Learning Director	Promotion of models of existing good practice with all Faculty members.	
5.6.4	Host regular information/Q&A sessions for FoA staff, including updates on AFMC decisions, where appropriate.	Less than half (42% F; 42% M) of staff respondents claim to understand decision-making processes within the Faculty.  Lack of transparency is reported (32% F; 74% M) as well as lack of staff consultation (35% F; 71% M) by senior management.	Information sharing events held every 6 weeks.  The Dean demonstrates a model of transparency and facilitates lateral and horizontal communication flow throughout FoA.  Exploration of priority themes identified during AS self-assessment process.  Held following AFMC and recorded online for those not able to attend.  Rotation of location between Limerick and Thurles campus.  Speakers invited from outside Faculty.	Q3 2022 and every 6 weeks thereafter	DoA, EDII Imp. Committee and AFMC	Increase in staff reporting transparency in decision making and consultation, >70%.  Improved flow of communication between Faculty management and members.  Improved sharing of information and discussion with MIC departments and units outside of the Faculty.	
5.6.5	Collaborate with sector-level	Need to collaborate on initiatives to widen the	Work closely with the newly formed AS Faculty of	Q1 2023	SAT, EDI Manager	Review recommendations of	


Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
	communities of practice on race and ethnicity initiatives.	<p>candidate pool for recruitment drives and to support staff and students from ethnic diverse backgrounds.</p> <p>There is a lack of diversity within the FoA staff body:</p> <ul style="list-style-type: none"> <li>• 82%F/85%M survey respondents identified as White Irish;</li> <li>• 16%F/12%M identified as Any Other White Background;</li> <li>• 2%F/3%M identified as 'Other Including Mixed Race'</li> </ul> <p>To support staff and students from an ethnic minority background within FoA.</p> <p>To enhance to student experience within FoA.</p>	Arts & Humanities Network.			HEA's report on Race Equality on the Higher Education Sector, 2021 and support implementation of actions at Faculty level.	
			<p>Receive updates from the Race &amp; Ethnicity Working Group of AS Practitioner Network, of which MIC's EDI Manager is a member.</p> <p>The HEA's report on Race Equality on the Higher Education Sector, 2021 recommends a range of actions to improve race equality in Irish HEIs.</p>	Q3 2022	EDI Manager	<p>Increase in diversity of ethnicity of applicants to posts in FoA.</p> <p>Increase in diversity of ethnicity of students on FoA programmes.</p>	
			EDII Implementation Group review recommendations	Q1 2023	SAT		

Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
			are made across eight thematic areas – supporting diversity in staff, supporting diversity in student recruitment, making race/equality policies transparent, reporting mechanisms, awareness and training, fostering diversity in HEIs, leadership and data collection.				
<b>5.6.6</b>  IGEAP 5.1.8	Ensure key HR policies are accessible and communicated regularly to FoA staff.	Low awareness of equality policy (59%M; 46%F) and dignity and respect at work policy (47% M; 36% F).	Reorganisation the portal for easier access to policies (see Action 5.5.1).	Q4 2022	SAT, DICT	Increased awareness of these policies reported, >80% of both genders.	
		While we acknowledge that all staff may not need to be aware of all policies at all times, these specific policies have a big impact on equality issues in the Faculty.	Information sessions conducted on policies at departmental level.	Q2 2023	DHR		
		Staff consultation revealed concerns around understanding the recruitment process (29%F/16%M reporting ‘a little’ or ‘no’ understanding) and perceptions of fairness and transparency with the recruitment process (58%F/77%M reporting ‘a	Dedicated time at each Dean’s Information/Q&A sessions to an overview and discussion of these policies.  information sessions on selection, recruitment process and policy changes provided to staff	Q3 2022	DoA	80% of staff understanding the selection and recruitment processes a great deal/a lot.  80% of staff report fairness in the selection and recruitment	


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		little' or 'no' fairness and transparency).	Staff reminded of the policy development and review protocol and how they can engage when amendments are being made to key HR policies.			processes a great deal/a lot.	
		Our institutional action plan seeks to ensure that staff are confident that recruitment processes are fair and transparent.	Survey staff establishes what changes in the process they would like to see to build confidence.	Biennial surveys Q2 2023 Q2 2025	SAT	Data captured on awareness via biennial surveys and consultation with staff.	
5.6.7	Actively communicate to staff the procedure for reporting unfavourable and inappropriate behaviour and support staff to report such behaviour.	Empower staff to report inappropriate behaviour (Institutional actions 5.6.5, 5.6.6, 5.6.7, 5.6.8, and 5.6.9). Majority 66% F/61% M respondents reported lack of awareness of the procedure for reporting unfair behaviour. Dignity & Respect training has been delivered centrally; however, there was low engagement from FoA staff.	HR and SAT have coordinated on delivery of information sessions on the relevant policies and procedure for reporting such behaviour.	Q4 2023	SAT, DHR	Increased awareness reported of how to report inappropriate behaviour, >75% of both genders.  Increased engagement from staff at dignity and respect training opportunities.	
5.6.8  IGEAP 5.6.5	Promote Dignity at Work and Bystander training and raise awareness at faculty level of progress on the Consent Framework.	43% Males reported awareness of colleagues who have experienced or witnessed sexist language or inappropriate behaviour.	Staff updated on the progress and ongoing work on the Framework for Consent in HE.  Institution action plan on the Framework for Consent in HE supported	Q3 2022	DEDII, SAT	Reduction in numbers reporting in survey that they are aware of colleagues experiencing or witnessing inappropriate behaviour.	




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						Ideally we would like to see 0% of staff experiencing inappropriate behaviour.	
		More female staff than males (71%F/58%M) would feel comfortable reporting instances of themselves or others being treated unfairly.	Staff provided with the opportunity to engage with Bystander training	Q3 2023		80% of staff engage with Bystander training Increased awareness reported of how to report inappropriate behaviour, >75% of both genders.	
			Integrated with the wider EDII training available to staff and students (Actions 5.3.6 and 5.3.7).	Q1 2023		All training evaluated and attendance captured.	
5.6.9	Look for opportunities for Governing Authority academic posts to be filled.	There is no FoA representation on Governing authority, due to an industrial relations issue. This is an influential committee on campus and a key channel for senior management and FoA staff (Academic and PMSS) to engage in dialogue.  Typically, elections are held for seats on this committee. 2 PMSS seats are available and occupied. No academic candidate (FoE or FoA)	The Dean instigates a dialogue with Faculty staff on the issue  If reinstated, ensure gender representation of committee members.  FoA representatives report to AFB on key matters arising from GA.	Q1 2023	Dean	FoA academic representation on GA and its influential sub-committees.  Gender representation of members reported on annually.  Enhanced communication at College and Faculty level monitored via staff biennial survey.  Improve percentages of staff reporting transparency of decision	



Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
		<p>presented for election at last opportunity.</p> <p>MIC senior management would welcome these academic seats being filled.</p> <p>Less than half (42% F; 42% M) of staff respondents claim to understand decision-making processes within the Faculty and wider College.</p> <p>Lack of transparency is reported (32% F; 74% M) as well as lack of staff consultation (35% F; 71% M) by senior management.</p>				making and consultation on Faculty matters, >75% of both gender.	
<b>5.6.10</b>  IGEAP 5.6.15	A. Include committee membership (internal and external) in the WAM. B. Highlight committee membership as part of the promotions process.	Currently there is no formal recognition of committee membership in absence of a of workload model although it can be considered to be included in 'Service and Contribution' section of the current Promotions policy.	The Dean consults with VPAA that the incoming institutional WAM takes account of committee service.	Q3 2022	Dean, VPAA	Workloads model in place with committee membership included	
		To ensure that committee posts are not creating a disproportionate and gendered workload.	Committee membership analysed annually and any disproportionate gender-based workload reported.	Q4 2022	SAT	Report on membership and chair roles provided to Governing Authority annually, to include recommendations for action.	
	Consultation conducted with staff via biennial survey of		Q2 2023	SAT			

Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
			Faculty and College committee membership and workload.	Q2 2025			
		Staff are less motivated to join committees as there is a perception that it does not aid promotion (20%F; 18%M agree it aids promotion).  However, it is recognised as part of the current promotions policy and we need to highlight the connection between committee involvement and promotion to all staff.	The Dean has sought explicit mention of committee membership to be included in 'Service and Contribution' section.	Q2 2023	Dean, ET	Committee participation in recognised in the workload allocation model	
			Review of weighting of committee membership within new promotions process conducted.	Q3 2022	DoA	Analyse relationship between promotions and committee membership	
			During the Dean's information sessions on the promotions process, committee involvement is highlighted under 'Service and Contribution' section.	Q3 2022 and every 6 weeks thereafter	DoA	Staff consultation reveals increased motivation to join committees	
<b>5.6.11</b>	Acknowledge staff involvement on external committees.	To strengthen to relationship between Faculty and Management.  To support staff during promotions process.	Dean recognises National and International committee involvement annually at Faculty Board.	Q3 2022 and annually	Dean, HoDs	All committee membership to be available to all staff.	
		While a third of survey respondents indicated involvement in national and international committees (32%M/31%F); our staff consultation highlighted a perceived lack of encouragement from line	HoDs recognise committee membership on any influential National and/or International committees at department meetings.	Q3 2022 and annually	HoDs	Consultation to show >60% of staff to perceive the Faculty to be transparent in its processes (with no gender variation).	

Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
		managers (57%F/30%M a little or not at all) reported as preventing many staff from engaging with external committee.					
		To support and recognise external membership.	FoA submissions to the President's Report acknowledges external committee involvement.	Q2 2023 and at each cycle of the President's Report	Dean, FoA Office Manager		
<b>5.6.12</b>  IGEAP 5.6.19	Seek regular updates from senior management on progress on the implementation of the WAM.	<p>The establishment of a WAM will address the below issues.</p> <p>80%F/91%M of respondents to the survey report working longer hours than contracted either frequently or very frequently and this has been exacerbated by the pandemic</p> <p>23%F/33%M of respondents feel that excess work is not recognised and/or appreciated.</p> <p>46%M (as opposed to 18%F) feel overworked.</p> <p>Most staff (65%F/ 69%M) agree/strongly agree that having a formal workload model will benefit them.</p>	<p>Reports from Dean at AFB on progress of WAM implementation.</p> <p>Impact of COVID-19 on staff workloads included in the WAM.</p>	Q2 2022	Dean, VPAA	<p>Workloads model in place.</p> <p>Reduced by 60% reporting lack of recognition and appreciation by Faculty of excess work.</p> <p>Ultimately, we do not wish to have any staff reporting that they are working longer than their contracted hours.</p>	


Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
5.6.13	A. Seek clarity on what the contracted lecture hours include for PTHP staff. B. Establish how much time is being spent on work outside of contracted hours to see if there is a need to review the contract to bring it in line with the workload.	Staff consultation indicated a need for clarity on what is required of PTHP, e.g. attendance at meetings, student academic mentoring.	Faculty management and HR consulted on providing clear guidelines on duties of staff on PTHP contracts.	Q4 2022	SAT, FMC, HR	Clear guidelines available on duties of staff on PTHP contracts.  Report submitted to HR and ET with the view to amend contracts if required.	
		There are 63%F on these contracts (equates to 6.2 FTE for females and 4.1 FTE for males).	Clarification on what is included under the contracted lecture hour for PTHP staff.  Monitoring of PTHP representation on AFB.	Q4 2022	SAT, HR		
			Clarification communicated to line managers.	Q1 2023	SAT		
			SAT conducts focus groups with staff on identifying what and when work is taking place outside of contracted hours.	Q1 2024	SAT, ET	Focus groups held with staff to identify reasons for working longer than contracted hours.	
5.6.14  IGEAP 5.6.21	Ensure that meetings are held between 10am and 4pm, as agreed at institutional level.	Ensure meetings are held during core hours and at times convenient to staff.	Continue to survey staff on adherence to core meeting times.	Q2 2023 Q2 2025	SAT	100% meetings held during core meeting times.	
			The Dean and FoA Office Manager remind staff at start of academic year of agreed core meeting times.	Annual (end Q3) reminder of core meeting times.	DoA/FoA Office Manager	Staff work/life balance continues to be supported in the Faculty.	

Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
5.6.15	Rotate the scheduling of lunchtime, evening and weekend social events to cater for all staff.	53%F/45%M survey respondents feel that caring duties have prevented them from participating in relevant social activities associated with the Faculty /Department and 71% F/ 74% M reported 'a little' or 'a lot' additional caring duties due to pandemic	Planned events reviewed at beginning of each semester.  Ensure spread of events across different times to facilitate maximum engagement.  Where possible, hybrid attendance (on campus and online via MS Teams) is facilitated.  Attendance at events recorded and analysed	Q1 and Q3 annually	SAT, FoA Office Manager	0% staff reporting that caring duties have prevented them from participating in relevant social activities associated with the Faculty/Dept.  Data on attendance at events captured and analysed.  Identify if further barriers exist for staff through staff survey	
5.6.16	Review the FoA website, prospectus and marketing strategies with Strategic Communications & Marketing with a view to promoting gender balance and diversity.	Staff consultation indicated that females are less likely to agree that there is visible role models of all genders promoted (38% F; 57% M agree/strongly agree the Faculty ensures there are visible role models of all genders).	Consulting with SCM to initiate a review of images used to promote gender balance and diversity in FoA website and prospectus.	Q3 2023	SAT, Director SCM	Increase to 70%F/M reporting visibility of role models of all genders by 2024.  Increase in diversity of staff and students in the Faculty.	
			Review of all publicity and marketing materials conducted	Q1 2024	SAT		
		Student consultation highlighted the impact that lack of diversity on promotional material may have on student's consideration of undertaking an FoA programme.	FoA website and prospectus reviewed for use of images to promote gender balance and diversity and report to SAT and Director SCM.	Q1 2024 ongoing	SAT	Gender balance in visible role models.	

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<b>5.6.17</b>  Institutional 5.6.24	Launch a dedicated webpage to showcase gender-based research (staff, students and alumni) and include a link to the MIC communication strategy.	Staff consultation indicated that females are less likely to agree that there are visible role models of all genders promoted (38% F; 57% M agree/strongly agree the Faculty ensures there are visible role models of all genders).	Liaising with Office of EDII during the development phase of the EDII website. This website aims to act as a portal/repository to consolidate and inform all communities of EDII developments/activities.  Working with SCM to design website.  Liaising with RGS on their frequent newsletters.	Q4 2023	EDII committee in conjunction with SCM and RGS	Increase to 70%F/M reporting visibility of role models of all genders by 2024.  Webpage in place, showcasing the Faculty's commitment to AS/EDI.  Survey responses to show the new webpage is useful/informative with >65% of staff and >50% of students finding it positive and useful.	Yellow
			Staff and students invited to notify EDII committee of new gender-based research and update website regularly.	Q2 2023	DEDII		
<b>5.6.18</b>  IGEAP 5.6.23	Lobby for Faculty and institutional support (e.g. appointment of a dedicated Events Manager, stipend to help with event organisation) for events such as FemFest, International Women's Day and	We need to encourage such events and demonstrate institutional and Faculty commitment.  There is a need to ensure both genders, in particular female academics, are visible as role models.	One event to be held for International Women's Day (IWD) and International Men's Day (IMD) annually from 2023.	<u>IWD:</u> Q2 2023 Q2 2024 Q2 2025  <u>IMD:</u> Q4 2022 Q4 2023 Q4 2024	SAT, Dean, ET	Financial support committed.  Events Manager appointed.  Staff surveys to show an increase in the % of females who perceive women as being visible as senior role models within the Faculty (from 38% to >70%).	Red

Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
	International Men's Day.			Q4 2025		<p>Increase in % of males who perceive men as being visible as senior role models (from 57% to &gt;70%).</p> <p>Student surveys to show &gt;80% females and of males who perceive both genders to be visible as role models across the Faculty.</p>	
5.6.19	Conduct gender-balanced focus groups to find out more about the perceived lack of encouragement, especially by female staff, to present at conferences.	High percentages of survey respondents, particularly female, reporting lack of encouragement to present at conferences (46%F/34%M).	Focus groups organised with staff to further investigate perception that staff are not encouraged to present at conferences.	Q1 2024	SAT	<p>Increase in % of females reporting being encouraged to present at conferences (from 46% to &gt;70%).</p> <p>Increase in % of females reporting being encouraged to present at conferences (from 34% to &gt;60%).</p>	
		Need to identify barriers that might prevent staff from engaging in these events.	<p>Identify what 'encouragement' means to staff.</p> <p>Identify if barriers exist and develop recommendations to address them.</p>	Q2 2024	SAT		
			Submit a report to AFM, AFMC and ET.	Q3 2024	SAT, DoA		



Action #	Planned action	Rationale	Key outputs	Timeframe	Resp.	Success criteria	P
<b>5.6.20</b>  IGEAP 5.6.28	Action 5.6.20 Ensure that departments analyse and report on gender balance in outreach events.	There is a need to gather data on the type and scope of EDII activities that are undertaken within the Faculty.  To increase visibility and faculty-level recognition of FoA outreach activities.	Staff members invited to provide a summary of their annual outreach activities.  Database created where staff can input information on their involvement in extracurricular and outreach activities.  Include outreach activities in the WAM.	Q1 2024	HoDs	More staff reporting recognition of outreach activities (>70%F/M).  More staff participation in outreach activities.  Outreach activities included in the WAM.	
<b>5.6.21</b>	Acknowledge staff involvement in outreach activities.	21%F/41%M survey respondents feel that outreach work is not recognised or appreciated by their line manager.	Dedicated time at each Dean's Information/Q&A sessions (Action 5.6.6) to update the Faculty on recent outreach activities.	Q1 2024	Dean	Improved sense that such activities are valued by colleagues and FoA in general and improved awareness and publicity of the range of outreach activities staff are involved in across FoA.	
<b>5.6.22</b>	Invite students from a range of diverse backgrounds to become involved in outreach campaigns and events.	Students in focus group express willingness to and positivity about taking part in outreach activities.	Promotion of outreach campaigns to students through liaison with MISU	Q1 2024	SAT, MISU	Increase in student participation levels in outreach activities.	