8. MIC Athena SWAN Action Plan Dec 2019 – Dec 2023

Priority 1 - Actions commenced within 12 months	**Priority 2** – Actions commenced within 24 months	**Priority 3** – Actions commenced within 48 months

Recommendations from the Report of the Expert Group (2016) 'HEA National Review of Gender Equality in Irish Higher Education Institutions' are noted in the action plan as *HEA, 2016*, along with the associated reference number.

Objective	Action	Rationale	Timeframe	Person responsible	Success criteria	P
SECTION 3: THE SELF ASSESSMENT PROCESS						
Establish dedicated EDI structures to ensure that the gender equality agenda is supported and implemented in MIC	**Action 3.1** Conduct biennial staff workplace survey to monitor gender and EDI issues. Target under-represented departments/offices/areas in future staff surveys.	The overall response rate for the workplace survey was 54%; 74%F/24%M. 43.2% of academic staff and 75% of professional services staff responded. Certain areas were underrepresented e.g. maintenance staff.	Staff survey conducted in March 2021 and March 2023 Focus group held with underrepresented groups – April 2021 and April 2023	Head of EDI	10% overall increase in response rate in 2021 and again in 2023. An increase of 5% per survey in the response rate for underrepresented staff categories.	2
	Action 3.2 Create permanent EDI structures including the appointment of a Head of EDI as a senior post and an Athena SWAN Manager to progress Athena SWAN initiatives. *HEA, 2016:1.5*	To drive the EDI agenda in MIC, support the implementation of the four-year action plan, support faculties to apply for departmental awards and the institutions application for a Silver award. To advise senior management on EDI issues.	Head of EDI appointed –June 2020 Manager appointed – Dec. 2020 (Current Manager and Director remain in place until appointments made)	President, Director HR	Greater awareness of the Athena SWAN process, increasing from 58%M/45%F to 70% of both genders. Greater confidence in staff that senior management understand the need to promote gender equality, increasing from 56%M/55%F to 75% of both genders.	1

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	Action 3.3 Form the Gender Equality Steering Group. *HEA, 2016: 1.9*	To continue the work of the Self-Assessment Team. To support and assist in the implementation and monitoring of the four-year action plan. To support future AS applications. To support the mainstreaming of gender equality across the HEI.	Gender Equality Steering Group established – Jan. 2020	President, ET, AS Team	Membership is diverse and gender-balanced and reviewed annually to ensure staff and students are represented. Role as members is accounted for in the workload model. AS refresher workshop with existing and new members delivered; 100% attendance. The four-year action plan implemented and monitored. Two departmental awards submitted by the end of 2023.	1
	Action 3.4 Provide a dedicated EDI budget with specific funding for Athena SWAN action plans.	To ensure that the four-year action plan is resourced and implemented.	Jan. 2020 – Dec. 2023 EDI budget line approved annually	VP Admin. & Finance, ET	Each action costed and budgeted for annually.	1
	Action 3.5 Nominate AS Champions in each faculty/area.	To embed and provide support for AS and other gender equality activities at faculty level and throughout different areas of the college including professional services offices.	AS Champions identified in each faculty and in professional services – June 2020	AS Project Manager, Deans	Role as AS Champions is accounted for in the workload model. 100% of AS Champions undertake AS training. AS Champion Network developed which reports to the Gender Equality Steering Group and has links with departmental SAT groups. AS Champions attend AS National Practitioners meetings.	1

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SECTION 4: A PICTURE OF THE INSTITUTION						
4.1: ACADEMIC & RESEARCH STAFF						
Address gender under-representation (of both females and males)	**Action 4.1** Improve the percentage of female academic staff above Lecturer level. (Linked to action 4.2 and 5.1.12)	62% of staff at Lecturer /Assistant Lecturer are female. This drops to 53% at SL and only 17% at PL. 15% of all female academic staff are at SL and 1% of female all academic staff are at PL compared to 22% of all male academic staff at SL and 7% at PL.	Merit-based promotional round taken place – Sept. 2021	VP Academic Affairs, President, Director HR	The proportion of applications from female staff matches the proportion of female staff at the grade immediately below (cascade model). The proportion of female staff promoted matches proportion of female staff at the grade immediately below (cascade model).	2
	Action 4.2 Explore the feasibility of rotation of senior positons (e.g. Head of Department/ Director) when future vacancies arise.	To allow for more opportunities to apply for senior positions on a rotating basis. To address the underrepresentation of female academics at SL and PL levels.	Consultation held with staff and relevant unions – June 2022 Rotation of post procedures in place – Dec. 2022	VP Academic Affairs, President, Director HR	Mechanisms for progressing up into posts and then reverting to original role after 3-5 years in place.	3
	Action 4.3 Implement measures to attract male candidates to posts in the Faculty of Education. Several interrelated actions underpin Action 4.3: • In areas where there is gender underrepresentation, if no applicants are received from that particular gender, the post will be re-advertised (Action 5.1.1) • Mentoring offered to postgraduate students (Action 4.5) • Gender-proofing language used in job specifications and advertisements (Action 5.1.2) Action 4.3 will be boosted in the longer term by our actions to attract more males into the sector at undergraduate level (Action 5.6.25 – Action 5.6.27)	Male staff account for 21% of academic staff within the Faculty of Education.	Jan. 2020; ongoing	Head of EDI, Director HR, Dean of Education	Monitoring of applications, shortlisting, offers and acceptances by gender and by faculty quarterly. Report submitted to the GESG and Equality Committee. Ultimately success will be an increase by 10% in the numbers of males applying for academic roles in the Faculty of Education.	1

Objective	Action	Rationale	Timeframe	Person responsible	Success criteria	P
Provide secure working conditions for female staff	**Action 4.4** Investigate the rise in fixed-term and specific-purpose contracts among female employees to determine cause and address regularisation as necessary.	There is a preponderance of women in all part-time, temporary, contract, fixed-term, specified purpose and hourly paid contracts. Currently over 50% of all female academic staff fall within these categories – 40% of all female academic staff are on hourly paid contracts and a further 14% are on temporary/contract/ fixed-term/specified purpose.	June 2020 – June 2021	Director HR, Director of Finance, Deans	Review conducted and report published / available for GA, ET and the Equality Committee. Report focuses on data in relation to female staff and clear actions outlined to combine part-time hours into full-time posts.	1
	Action 4.5 Provide access to supports for research/teaching assistants, fellows, hourly paid and early career academics to progress to full time lecturing grades to include access to mentoring, research support and professional development opportunities.	The majority of academic staff working as research/teaching assistants, fellows, part time hourly paid and early career academics are female. 40% of all female academic staff are on hourly paid contracts. 88% of teaching fellows are female and 66% of teaching/research assistants are female (2018).	Jan. 2022 – Sept. 2022	VP Academic Affairs, President, Director HR	Monitor proportion of staff uptake of each of these supports. 25% increase by 2023 in academic staff reporting that the following is made available: • Mentoring (38% overall, 36%F/ 44%M in 2019 survey). • Information and advice for applying for grants (65% overall, 59%F/ 81%M in 2019 survey). Decrease of 15% by 2023 in academic staff reporting they receive no encouragement to avail of training/professional development opportunities (31% overall - 24%M/34%F in 2019 survey).	3

Objective	Action	Rationale	Timeframe	Person responsible	Success criteria	P
	Action 4.6 Develop guidelines to support academic posts to be filled on a full or part-time basis, including consideration of job-sharing options.	To support the career development of part-time academic staff. There are limited opportunities for part-time or atypical working arrangements for academic staff, particularly in promotional roles. This may be a barrier for staff with caring responsibilities.	Options in place for job-sharing and pro-rata in job specifications – Sept. 2020	Director HR	Decrease of 20% by 2023 in perception that it takes longer to progress in MIC if you work part-time or flexibly (50% overall - 47%M/50.5%F in 2019 survey).	1
Understand reasons why staff leave the College	**Action 4.7** Conduct independent exit interviews to ascertain reasons for leaving.	Currently, there are no formal exit interviews/surveys conducted for staff. Therefore, the reasons why staff leave are not being collected or analysed. To enable gender-disaggregated, data-driven decision-making.	Formalised exit interviews conducted taking place with staff who resign from their posts – Sept. 2021	Director HR, Gender Equality Steering Group	Monitoring of feedback from leaving staff to identify any issues, e.g. working environment, culture within the College and work/life balance, and make recommendations for improvements. Report submitted to GESC.	2
Determine whether gender pay gap exists	**Action 4.8** Commission an external audit body to undertake a gender pay gap analysis.	An equal pay audit has not taken place before in the College. The audit will identify any gender pay gaps that may be in place and the reasons will require further analysis to develop measures to reduce or eliminate any gap.	Report published – June 2021 (dependent on legislation being finalised)	Director of Finance, Director HR, Gender Equality Steering Group	Gender pay gap analysis completed and actions to address any issues identified.	2
	Action 4.9 Publish gender pay gap information in line with The Gender Pay Gap Information Bill once the Irish Government finalises legislation on the Bill.	The Irish Government is in the process of developing legislation which will apply to MIC whereby the College will be required to publish accurate gender pay gap information.				

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SECTION 5: SUPPORTING & ADVANCING CAREERS & CAREER DEVELOPMENT						
5.1: KEY CAREER TRANSITION POINTS: ACADEMIC STAFF						
Provide equality of opportunity for all genders during recruitment	**Action 5.1.1** In areas where there is gender underrepresentation, if no applicants are received from that particular gender, the post will be re-advertised.	Applicant gender balance following shortlisting is currently monitored on an ongoing basis, with data reported to the Equality Committee. Males are under-represented at shortlisting stage in 2018 in academic posts.	Re-advertisement of posts if no applicants are received by underrepresented gender is particular areas – from Jan. 2020	Director HR, Deans	Increase in male academics applying for posts in the Faculty of Education.	1
	Action 5.1.2 Provide training to relevant HR staff and line managers on gender proofing the language used in job specifications and advertisements	To ensure that job specifications are written using gender responsive language. Recruitment data on job applications show underrepresentation of gender for certain positions.	Training held – June 2020	Director of HR, Chair of the Equality Committee	100% attendance at training sessions and attendees evaluate effectiveness of training. All adverts clearly display AS messaging.	1
	Action 5.1.3 At the final selection step, in the appointment process for new Presidents insofar as possible, the final pool of candidates will comprise an equal number of women and men. *HEA, 2016: 1.1*	To promote gender balance and culture in the leadership of HEIs. In the latest recruitment process for President, no females were shortlisted.	2023 (or next recruitment process for President)	Chair of Board of Trustees, Director HR	Gender balance in the shortlisting of candidates for the post of President. If it has not been possible to achieve gender balance at the final selection step, the interview panel will account to the Governing Authority for why this was not possible.	3

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	Action 5.1.4 Introduce compulsory selection and competency based interview training for interview boards, including EDI and unconscious bias training. *HEA, 2016: 1.16*	To ensure that our selection and interview boards are following best practice in relation to EDI. In recognition that it may not be an achievable short-term objective to have all selection board members trained, it will be a short-term objective to ensure that at least the chair of the selection board has undergone such training.	Minimum of one training workshop held per semester Requirement that Chair has attended training – Dec. 2020 Requirement that all board members have attended training – Dec. 2021	Director HR, VP Admin. & Finance	100% attendance at training. All selection board chairs and members will have completed interview skills training to include EDI and unconscious bias. Compliance will be verified by report from Director HR to each meeting of the Equality Committee and to ET.	2
	Action 5.1.5 Include the requirement that candidates must demonstrate evidence of leadership in equality and diversity in all job specifications for leadership positions e.g. Head of Department, Dean, Assistant Principal Officer. *HEA, 2016: 1.4*	To embed EDI into the culture of the College. To lead cultural and organisational change in the candidates area of responsibility. This requirement will be introduced on a phased basis; a desirable requirement in the first instance and then an essential requirement.	Dec. 2019 Evidence of leadership in EDI included as a desirable candidate requirement – Dec. 2019 Evidence of leadership in EDI included as an essential candidate requirement – Dec, 2020	Director HR, ET, Head of EDI	Leadership in EDI used as assessment criterion at shortlisting and interview stage. Communication via faculty boards and line managers of the requirement and the expressed intention that it will be an essential requirement. Greater confidence in staff that senior management understand the need to promote gender equality, increasing from 56%M/55%F to 75% of both genders. 100% of those appointed will have demonstrated evidence of leadership in equality and diversity.	1

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	Action 5.1.6 Require that all shortlisting and interview boards have a minimum of 40% of each gender. *HEA, 2016: 1.6*	All selection and interview boards currently must have at least one male and one female member. However, greater balance is in line with best practice.	March 2020 40% minimum representation on shortlisting and interview boards – March 2020	Director HR, ET	Compliance will be verified by report from Director HR to each meeting of the Equality Committee on selection board composition.	1
	Action 5.1.7 Amend the Instrument of Government to remove the requirement that posts in Religion (including Theology and Catechetics), Philosophy and Philosophy of Education are subject to approval by the Trustees.	To ensure all appointments and posts follow the same recruitment process and policy and the potential for perceived bias is removed. To address a need for organisational change and embed EDI in the recruitment process.	Feb 2020 – Dec 2020	Chair of An t-Údarás Rialaithe (GA), President	Revision made to the Instrument of Government.	1
Ensure staff are confident that the recruitment processes are fair and transparent	**Action 5.1.8** Hold information sessions to explain the selection and recruitment process and answers queries from staff.	Our staff survey revealed that a minority of staff perceived recruitment and selection processes to be fair and transparent, (36% a great deal and a lot – 39%M/34%F). Consult staff to establish what process changes are required, in line with MIC's policy development and review protocol.	Information sessions held – Dec. 2020	Head of EDI, Gender Equality Steering Group, ET	Recruitment and selection policy and procedure updated on the basis of the consultation process. Increase in staff perception that selection and recruitment processes are fair and transparent from 36% "a great deal/a lot" to 60% of staff by 2023.	1
Ensure all staff have timely access to induction	**Action 5.1.9** Provide EDI and Unconscious Bias training to all new staff at induction.	To ensure that staff are made aware of the College's priorities in relation to EDI and appropriate practices are embedded in the College culture.	EDI and Unconscious Bias training included in induction –Aug 2020	Director HR, Head of EDI	Survey staff to monitor effectiveness of training after each course. Monitoring of attendance with a minimum of 75% of staff attending the training.	1

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	Action 5.1.10 Provide a second formal induction in January of each year.	In order to ensure that staff who commence mid-year have the opportunity of availing of induction training (including EDI). Induction addresses many issues in relation to equality and it is important that staff are briefed on EDI policies and practice from commencement of their post.	Jan 2021	HR Team	All staff have the opportunity to attend induction in a timely fashion. 75% of invited staff attend the training.	2
Provide promotional opportunities for staff	**Action 5.1.11** Develop and publish academic promotions process, which includes SL and PL promotions criteria, takes into account the full range of work-related activities and includes consideration of periods of leave.	To ensure transparency around criteria for promotions. To ensure that applicants who have availed of leave for caring purposes are not disadvantaged.	Consult with staff on draft promotion policy – commenced Promotion policy is made available on the staff portal – Mar, 2020	Director HR, ET	An increase in academic staff who understand the process/criteria from 41%F, 32%M to 60% of both genders by 2021 and 70% in 2023.	1
	Action 5.1.12 Advertise the current vacant SL/PL posts as merit-based appointments and introduce new promotional posts at SL and PL levels.	There has been no merit-based promotions since 2007. The introduction of new SL and PL posts is stated as a key enabling action as part of the Strategic Plan 2023. To improve prospects of future promotion. Only 22% of females and 28% of males believe that there is an attractive career path for them in MIC.	Promotional round advertised and PL/SL posts filled – Sept 2020	Director HR, ET	Feedback provided to candidates who are not successful. An increase in staff feeling that there is an attractive career path in MIC from 22%F/28%M to 60% of both genders by 2023.	1

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5.3: CAREER DEVELOPMENT: ACADEMIC STAFF						
Provide training to support staff for career development	**Action 5.3.1** Provide interviewee skills workshops on an annual basis (open to all staff).	To support staff, including those in underrepresented groups, to apply for positions. The most recent interviewee training was held in 2017 and only open to professional services staff.	Jan. 2020	Director HR, HR, Head of EDI	Uptake of the training monitored by grade and gender. Training promoted particularly to under-represented groups. Any differences between male and female staff perceptions identified and addressed. Effectiveness evaluated following each workshop. 85% of staff attended training by 2023.	1
	Action 5.3.2 Provide EDI training to staff on an annual basis (mandatory for line-managers).	To support the objective of embedding EDI in the culture of the College.	Annual EDI training delivered to all staff			
	Action 5.3.3 Develop a system for recording training data including details of courses offered, number/gender of attendees and speakers.	To allow for monitoring of training data and to gather trends in terms of attendance and under-representation of staff categories at training and gender balance of speakers.	Database developed and implemented – Aug. 2021	Director ICT, Equality Committee	Trends monitor for gender and grade. Report provided to Equality Committee for consideration and remedial actions identified where required.	2
	Action 5.3.4 Provide professional development opportunities in the areas of management/leadership skills training, information and advice on applying for grants, career advice and supervisory skills training (student supervision).	To ensure staff training needs are being met (female academic staff in particular expressed a desire for this CPD - 71% to 77% F in these areas).	Sept. 2020; ongoing Training provided annually for: • leadership skills, • applying for grants • career advice • supervisory skills (student supervision)	Director of HR, Director T&L, VP Research	20% decrease by 2023 in academic staff reporting they receive no encouragement to avail of training/professional development opportunities (31% overall - 24%M; 34%F in 2019 survey). Participation and effectiveness monitored on an ongoing basis.	2

Objective	Action	Rationale	Timeframe	Person responsible	Success criteria	P
Introduce a development review process	**Action 5.3.5** Develop and implement an appraisal/development review process.	To support staff in their career development. Survey responses indicate that 70% of female academic staff and 53% of male academic would value appraisal/development reviews a great deal and a lot.	Guidance available for all staff on the staff portal – June 2022 Training delivered to HoDs and line managers – Aug. 2022 Development review process is rolled out – Sept. 2022	VP Academic Admin., Director HR, Deans, HoDs	Participation and effectiveness monitored on an ongoing basis. Staff asked to consider how they address EDI issues in the reviews. Increase in staff having opportunities for appraisal/development from 30%F/42%M to 60% of both genders in 2023. Increase in staff who report discussing career development with their line managers from 33%F/ 25%M to 60%F/52%M by 2023.	3
	Action 5.3.6 Provide training to Heads of Departments and line-managers to support them in conducting appraisal/development reviews.	To provide support for staff responsible for conducting development reviews.				
Enhance career development supports for postdoctoral researchers and staff on fixed-term contracts	**Action 5.3.7** Amend the eligibility for criteria for the Research Support Scheme to include postdoctoral researchers and staff on fixed-term contracts.	To allow postdoctoral researchers, and those on fixed-term contracts access to similar career and research supports that permanent staff have. Female academic staff predominate in these staff categories. Currently all schemes are only open to permanent academic staff and some have a minimum length of service in MIC as a requirement.	June 2020 – Sept 2020; ongoing	VP Research	Postdoctoral researchers and staff on fixed term contracts are eligible to apply for research supports.	1

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Introduce mentoring for staff	**Action 5.3.8** Launch a mentoring programme to include training for mentees and mentors.	To provide support for staff in relation to career development. 74% of female and 49% of male academic staff surveyed indicated that they would greatly value mentoring to be made available to them.	Mentoring scheme developed and introduced – Sept. 2022 Training provided for mentees and mentors – Sept. 2022	VP Academic Affairs, Director HR, HoDs	Monitoring of the uptake of the scheme and impact by surveying participants. 25% of staff to be mentored by 2023.	3
	Action 5.3.9 Support female staff to undertake the Aurora Leadership Development Programme for Women.	To develop the leadership skills and networks of female staff. Currently there is no leadership programme available for MIC female staff.	Minimum 2 academic staff per annum undertaking the programme – from Sept. 2020	Director HR, Head of EDI	Impact of the leadership programme on the career progression of the attendees monitored.	1
SECTION 5.5: FLEXIBILE WORKING & MANAGING CAREER BREAKS						
Improve the information and supports available to staff planning to avail of maternity and adoption leave	**Action 5.5.1** Reconfigure the organisation of policies within the MIC staff portal.	To make all policies easier to access by all staff. Feedback from focus groups and the workplace survey indicates that the current layout of the policy section of the staff portal needs to be updated for ease of access. It is important for all staff to have access to HR polices, particularly those relating the EDI.	All carer-related policies are available under a single area of the HR section of the staff portal – June 2020 Information of the revised HR section of the staff portal communicated to all staff – July 2020	Director ICT, Director HR	Increase in staff awareness of policies, monitored through the annual workplace survey from 43% to 60% 'quite' and 'very aware' by 2023.	1

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1	**Action 5.5.2** Develop an Adoption Leave policy.	To outline the supports available for staff who want to avail of this leave. There is currently no Adoption Leave policy.	Draft policy made available for staff consultation – April 2020 Policy finalised – Dec. 2020	Director HR, Equality Committee	Policies approved and disseminated via the staff portal. Supporting documentation made available to line-managers.	1
	Action 5.5.3 Develop a policy to support staff receiving IVF treatment.	To support staff undergoing IVF and provide guidance and information to their managers. There is also no policy in place for staff receiving IVF treatment or formal supports in place.				
	Action 5.5.4 Develop a policy to support staff who experience pregnancy loss (miscarriage and stillbirths under 26 weeks).	Pregnancy loss from 26 weeks is covered by the maternity leave policy, however there is a need to support staff who experience miscarriage and stillbirths under 26 weeks.				
	Action 5.5.5 Develop a handbook which offers guidance and checklists for line-managers to support staff before, during and after maternity/adoptive leave.	To provide support for staff before during and after leave, and to support line-managers to prepare effectively. To ensure that line-managers are clear about expectations from staff while on leave. Similarly, staff are clear about what is/is not expected during leave. Survey responses indicate a high proportion of staff who feel very little or no support before (35%), during (48%) and after maternity/adoption leave (50%).	Handbook is developed and available on the staff portal, including reference to: ▪ specific requirements for academic or professional service staff ▪ supports for staff returning to work (linked to Action 5.5.9) – Aug. 2021	Director HR, HoDs, Line-Managers	HoDs and line-managers are briefed on the handbook. Included in manager training and at induction: • 70% attendance 2021 • 75% attendance 2022 • 80% attendance 2023.	2

Objective	Action	Rationale	Timeframe	Person responsible	Success criteria	P
Enhance the supports provided when staff are taking maternity and adoption leave	**Action 5.5.6** Provide staff taking maternity/adoption leave and other caring leave with the option of receiving information on promotional posts and new vacancies, while on leave.	To ensure staff are aware of promotion opportunities in the College during periods of maternity leave and other carers leave.	Jan. 2020	Director HR	Staff are offered the option of keeping up to date with information on promotional posts and new vacancies.	1
	Action 5.5.7 Introduce full replacement of academic staff taking maternity leave.	To ensure that the staff member and their colleagues are not disadvantaged by the redistribution of workload during maternity leave.	Full replacement cover made available for academic staff taking maternity leave – March 2020	VP Admin. & Finance, Director HR ET, HoDs	Allowance for handover to take place between cover staff and returning staff. Impact evaluated via staff survey.	1
	Action 5.5.8 Instruct all line-managers to liaise with HR at the earliest opportunity in order to allow sufficient planning for cover to be in place.	There have been occasions when both academic and professional services staff have not been replaced – this disadvantages the staff member and also places an additional burden on colleagues.	Jan. 2020	Director HR	Increase in full-time cover for maternity and adoption leave.	1
Cultivate a supportive environment for staff returning from maternity and adoption leave	**Action 5.5.9** Develop a "returning to work" guide for staff returning from maternity/adoption leave. This should include information on facilities on-campus for breastfeeding/expressing milk.	To ensure all staff are aware of the supports available when returning to work.	Guide developed and available on the portal - Jan. 2021 Included in line-manager training – Jan. 2021 Awareness of the supports monitored in the staff survey – Dec. 2021	Director HR, VP Admin. & Finance	Meetings held with returning staff and their HoD/line-manager on return to work. Increase in the proportion of staff who felt they were supported 'a great deal/a lot' on return to work from 32% to 60% by 2023.	2

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	Action 5.5.10 Identify and assign a suitable breastfeeding/expressing room for staff and students in MIC Thurles.	To provide suitable facilites for mothers who are breast-feeding.	April 2020	Senior Campus Administrator	Breastfeeding/expressing room available in MIC Thurles campus.	1
	Action 5.5.11 Introduce a research grant for returning academic carers.	To support staff in re-establishing their research careers on return from extended leave (20 weeks or more) for reasons connected to caring.	Information on the new procedures are communicated to all staff and available on the staff portal – Aug. 2021	VP Research, Deans	Research grant available for academics returning from leave connected to caring. Uptake of the grant is monitored.	2
Enhance the information and supports provided for staff taking paternity and parental leave	**Action 5.5.12** Provide cover for lecturing hours for academic staff taking paternity leave.	To support staff who are taking paternity leave. To ensure teaching hours are covered.	Aug. 2020	ET, Director HR	Funding is provided to ensure that cover for teaching hours is available. Increase in staff uptake of paternity leave.	1
	Action 5.5.13 Communicate guidelines to line-managers about the process for applying for paternity leave.	To ensure line managers and HoDs are up to date with the process for staff applying for paternity leave.	HoDs and line-managers are briefed on the process – Jan. 2021	Director HR, Head of EDI	Increased staff awareness of policies, monitored through the annual workplace survey from 43% (2019) to 60% 'quite/very aware' by 2023.	
	Action 5.5.14 Increase the awareness of paternity, adoption and parental leave supports available to all staff through an awareness raising campaign and spotlight on HR policies. (Linked to Action 5.6.6)	To ensure all staff are aware of the supports that are available to them. To provide information to staff of their entitlement to different leave options and their rights and responsibilities before, during and after the leave.	Spotlight on HR policies included in quarterly Athena SWAN e-zine – commenced		Publicise case studies of staff who have availed of parental leave and have also progressed in their careers.	2

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Provide flexible working opportunities for staff	**Action 5.5.15** Develop and implement a flexible working policy.	To enhance the work/life balance of staff and to support staff with different caring responsibilities. Introduction of flexible working was ranked as 3rd priority change staff would like to see in MIC. 78% of staff indicated that they would value a flexible working policy "a great deal/a lot" (57% males, 85% females).	Flexible working policy implemented – Sept. 2021 All staff are made aware of the policy through information sessions and policy disseminated via the staff portal – Sept. 2021	Director HR, HoDs, Line Managers	Briefing sessions are delivered to HoDs and line-managers and guidance developed to support the implementation of the policy. The number of staff seeking flexible working arrangements following the introduction of the policy is monitored and trends identified for staff categories, male/female staff uptake and any differences between offices and/or departments.	2
	Action 5.5.16 Amend the Shorter Working Year policy to include temporary staff.	To provide both permanent and temporary staff equal access to supports.	Changes communicated to all staff and updated policy available on the portal – Dec. 2020	Director HR, VP Gov.& Strategy	Amendments made to the policy to give equal access to supports for permanent and temporary staff. In cases where the Shorter Working Year is not granted, departments should consider, in advance of refusing any application, whether an application for a different period of leave or a different time of the year would be acceptable.	1
Ensure staff are supported when changing working arrangements	**Action 5.5.17** Offer support to staff transitioning from part-time to full-time work. (linked to action 5.3.8 on introduction of a mentoring scheme).	To support staff moving from part-time to full-time work. There is a predominance of female staff working on a part-time basis.	Jan. 2021; ongoing	Director HR, HoDs, Line-Managers	HoDs and line-managers are briefed on how they can support a staff member transitioning from part-time to full-time work. Support is available for staff transitioning from full-time to part-time work also.	2

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Support staff seeking childcare in close proximity to their workplace	**Action 5.5.18** Review previous childcare provision feasibility study in the current climate.	To support staff and students with childcare responsibilities. To assist with work-life balance of staff and remove barriers for parents in the workforce. 69% of staff indicated that they would value childcare facilities on campus 'a great deal/a lot' (69%F, 68%M).	Jan. 2021 – Jan. 2022	VP Admin. & Finance, Head of EDI	The feasibility study is reopened and reviewed. A report is prepared for ET and the Equality Committee. Staff and students are surveyed in relation to childcare provision as part of the new review.	2
	Action 5.5.19 Seek childcare places for MIC staff in facilities near to MIC Limerick and Thurles.	To support staff with childcare responsibilities.	Sept. 2020 – Dec. 2020	Head of EDI	Contact is made with childcare providers in the locality to hold places annually that are offered in the first instance to MIC staff.	1
Provide a supportive environment for staff with caring responsibilities	**Action 5.5.20** Draft a Carer's Policy, to include information on availing of Carer's Leave.	To support staff with caring responsibilities. To ensure staff are aware of the supports available to them as carers.	Commenced – Sept. 2021	UR, ET, Director HR, Equality Committee	Carers Policy developed and available on the portal.	2
	Action 5.5.21 Launch a Parents and Carer's Network group to create awareness and support staff.	To provide peer support in the workplace environment for staff who have caring responsibilities. .	Parent and Carers Network group launched Dec. 2021	Director of EDI	Group convened at least 4 times per annum. Links created with the existing Student Parent Support Service. Impact reviewed biennially as part of staff survey.	2

Objective	Action	Rationale	Timeframe	Person responsible	Success criteria	P
SECTION 5.6: ORGANISATION & CULTURE						
Embed gender equality and inclusivity in the culture of MIC	**Action 5.6.1** Amend the terms of reference of the Equality Committee to prioritise attention to issues of diversity and inclusion and broaden the Equality Policy to include EDI.	To monitor practices and policies within the institution around equality, diversity and inclusion.	Terms of Reference of the Equality Committee amended – June 2020	GA, ET, Equality Committee	Increased perception that senior management have demonstrated clear leadership in promoting gender equality from 44%M/39%F to 70% of both genders by 2023.	1
	Action 5.6.2 Include EDI as a standing item on the agenda of faculty board meetings and key influential committees.	To allow for gender equality issues and wider EDI issues to be identified and discussed at faculty level. To embed EDI in the culture of MIC and to monitor the progress of the implementation of the Athena SWAN action plan.	EDI included as an agenda item on all faculty board meetings and key influential committees – Jan. 2021	VP Academic Affairs, VP Admin. & Finance	Faculty boards and key influential committees report on progress in relation to EDI initiatives and this action plan. Recommendations to advance EDI made to ET, GA and the Equality Committee.	2
	Action 5.6.3 Incorporate the gender dimension in the institutional quality assurance reporting, quality reviews and surveys. *HEA, 2016: 1.12*	The Quality Office facilitates continuous quality improvement across all the College's academic and professional service units. At the moment, gender data is not incorporated. To embed the gender dimension in quality review processes including aspects relating to teaching and learning.	Gender equality incorporated into the terms of reference of quality reviews – Dec. 2021	Director of Quality, Head of EDI	Quality reviews identify actions to promote gender equality within academic departments and professional service areas. Additional questions with a gender dimension are included on module satisfaction surveys and surveys for students.	2

Objective	Action	Rationale	Timeframe	Person responsible	Success criteria	P
	Action 5.6.4 Continue to implement the Athena SWAN and broader EDI communication strategy to reach staff.	To increase the awareness of the Athena SWAN Charter and process amongst staff. Awareness of the Athena SWAN Charter was 53%M/48%F ('very aware' and 'quite aware') in 2019. Awareness of the processes around Athena SWAN in MIC was 58%M/45%F ('very aware' and 'quite aware') in 2019.	Produce a quarterly e-zine to update all staff on the progress and work of the AS team – ongoing Continue with Equality Talk series – ongoing Athena SWAN noticeboard visible and kept up to date – ongoing	AS Project Manager, Gender Equality Steering Group	Awareness of the AS Charter and process within MIC increased by 20% by March 2021 with additional incremental increases to 90% by 2023. Gender and staff function data disaggregated to note change in each. Increase Twitter followers from 368 by 100 annually. Focus groups with professional services staff to find out how best we can communicate. Disseminate an annual AS report to governance committees, senior management and the staff body.	1
Nurture a respectful working environment for all staff	**Action 5.6.5** Develop a policy to support the implementation of the framework for consent in HEIs *Safe, Respectful, Supportive and Positive: Ending Sexual Harassment in Irish Higher Education Institutions*.	To support MIC's commitment to implementing the framework for consent in HEIs, launched in 2019.	Jan. 2021 – Sept. 2021	Head of EDI, Director HR, Equality Committee	Bullying Harassment and Sexual Harassment policy developed and disseminated via staff portal. Training evaluated and reviewed annually for effectiveness.	2
	Action 5.6.6 Hold quarterly "drop-in" information sessions where staff can direct informal queries to HR.	To increase the awareness of HR policies amongst staff.	Jan. 2020; ongoing Four HR 'drop-in' clinics held per year in Limerick and Thurles	Director HR	Review report submitted to Equality Committee annually. Increase in staff awareness of policies from 43% to 60% 'quite' and 'very aware' by 2023.	1

Objective	Action	Rationale	Timeframe	Person responsible	Success criteria	P
	Action 5.6.7 Provide mandatory training on key HR policies for all staff that have line-management responsibilities.	To ensure line-managers are aware of staff entitlements and are supported to effectively implement HR policies.	Jan. 2020 – Jan. 2021 Two workshops held annually	Director HR, VP Admin. & Finance	90% of line-managers attended training by Year 3. All training data to be recorded and monitored in relation to attendees, speakers and feedback on each session.	1
	Action 5.6.8 Provide 'dignity and respect at work' training to all staff and students. **Action 5.6.9** Launch a 'dignity at work' awareness raising campaign.	30% of survey respondents (27% female and 37% male) indicated that they have experienced or witnessed sexist language and/or inappropriate behaviour. However only 57% of respondents (59% male and 57% female) would feel comfortable reporting any instances where they have felt they have been, or witnessed others being treated unfavourably. To help staff recognise what constitutes harassment, to inform line-managers about their responsibilities to address issues, and direct staff to reporting options and supporting resources.	Dignity & Respect training offered annually – Sept 2020 Poster campaign rolled out across both campuses – Sept 2020 Spotlight on 'dignity at work' included in AS quarterly e-zine	Head of EDI, Director HR	80% attendance at dignity and respect training for all new staff members. 100% of staff reached by 2023. Increase in the response rate on the number of staff who would report an incident of bullying and harassment, from 57% (59%M/57%F) to 75% 2021 and 85% 2023. Training evaluated & reviewed annually for effectiveness.	1

Objective	Action	Rationale	Timeframe	Person responsible	Success criteria	P
Lead cultural and organisational change	**Action 5.6.10** The Board of Trustees, in their right to appoint the Chair of An t-Údarás Rialaithe (Governing Authority), to implement gender balance through chair rotation or the appointment of a female co-chair.	To ensure gender equality in the chairing of governance committees and demonstrate leadership in embedding EDI within the culture of MIC.	2023 (the expiry of the term of office of the current GA, or at the next occasion of a vacancy in the chair: whichever is sooner)	Board of Trustees	Item tabled in meeting of Board of Trustees and recorded in minutes. Either chair rotation or female co-chair of Governing Authority in place. Increased perception that senior management have demonstrated clear leadership in promoting gender equality from 44%M/39%F to 70% of both genders by 2023.	3
	Action 5.6.11 Revise the current practice for communicating the processes surrounding key structural changes with staff.	To ensure open and transparent communication with staff regarding the rationale and process for restructuring of governance and management committees.	March 2020	President, Director of Executive Operations	Enhanced practice in place for sharing rationale and outcomes related to major restructuring of governance and management committees.	1
Guarantee minimum 40% gender representation on influential committees	**Action 5.6.12** Require that the membership of influential institutional committees consist of at least 40% of female and 40% of male members over a 3-year period.	Not all of our influential institutional committees, which report to An t-Údarás Rialaithe (Governing Authority), are gender balanced.	Jan. 2020 – June 2023	VP Gov. & Strategy, Director of Executive Operations	40% gender representation achieved on all of influential institutional committees. Committees with less than 40% representation of either gender proactively address the gender imbalance, either through election or co-option.	2
	Action 5.6.13 Incorporate term of office limits within all committee terms of reference, including length of tenure for the Chairperson.	To ensure that rotation of membership and the chair role occurs.	Jan. 2020 – June 2020	VP Gov. & Strategy, Director of Executive Operations	Committee terms of reference include specific guidelines for terms of office for members and chairperson.	1

Objective	Action	Rationale	Timeframe	Person responsible	Success criteria	P
	Action 5.6.14 Develop procedures for appointing chairs of key influential committees to ensure that at least 40% of chairs will be of each gender any given year. *HEA 2016: 1.7*	To address the under-representation of female chairs of influential institutional committees.	Jan. 2020 – Dec. 2020	VP Gov. & Strategy, Director of Executive Operations	At least 40% of the chairs of influential committees (concerned with resource-allocation, appointments and promotions) across the College are of each gender in any given year. It is expected that over a three-year period the ratio would be 50:50 female and male chairs.	1
	Action 5.6.15 Monitor committee membership annually and check for any potential overload.	To ensure that committee posts are not creating a disproportionate and gendered workload.	April 2020; ongoing	Equality Committee	Report on membership and chair roles provided to Governing Authority annually, to include recommendations for action. Committee participation in recognised in the workload allocation model (Action 5.6.19).	1
Consider gender equality in the development and review of policies and procedures	**Action 5.6.16** Develop an Equality Impact Assessment (modelled on the Irish Human Rights and Equality Committee guidance) to be used when developing and reviewing all policies.	To ensure that all policies consider the equality dimension.	Dec. 2021	VP Gov. & Strategy	Equality Impact Assessment model used to review existing and new policies.	2
Introduce a workload allocation model	**Action 5.6.17** Conduct a review of workload models in other HEIs to inform the design of the MIC model.	To ensure that best practice from other HEIs in considered when designing the workload model.	Commenced – June 2020	VP Academic Affairs, Director of HR	Meetings regarding implementation issues and effectiveness held with other HEIs. Draft model circulated to staff and unions for consultation.	1

Objective	Action	Rationale	Timeframe	Person responsible	Success criteria	P
	Action 5.6.18 Provide staff training regarding applying the model alongside training for line-managers to ensure equality in allocation and monitoring of workloads.	To provide line-managers with guidance on equitable allocation of workloads.	Sept. – Dec. 2020	VP Academic Affairs, Director of HR	100% participation of line-managers in workload allocation training.	1
	Action 5.6.19 Introduce the workload model and monitor for gender bias.	To provide fair workloads for academic staff in MIC. To monitor allocation of workloads for any gender bias. 51% of female academics compared to 72% of male academic agree/strongly agree that work is allocated in a transparent manner in 2019.	Jan. 2021; ongoing	VP Academic Affairs, Director of HR	Increase in the proportion of staff who agree/strongly agree that work is allocated in a fair and transparent manner to 80% of both genders by 2023. Model reviewed with modifications implemented where appropriate and communicated to staff.	2
Accommodate staff with caring responsibilities when scheduling meeting	**Action 5.6.20** Review the procedure for when timetabling is devised and notice given to staff.	To ensure there are no negative impacts on staff in particular those with caring responsibilities. Staff survey comments indicate that timetabling at departmental level is not consistent.	Aug. 2020	Assistant Registrar, Deans, HoDs	Recommendations for improvement sent to Deans/HoDs. Timetabling process allows for sufficient time for staff to make caring arrangements.	1
	Action 5.6.21 Develop and implement guidelines on core meeting times. (linked to Action 5.5.15 on flexible working).	To enable staff to meet their responsibilities outside of work while fulfilling their employment obligations. 73% of staff (75%F/67%M) indicated they would value (a great deal and a lot) core meeting times being made available.	Jan. 2020- Jan. 2021	GA, ET, Director HR	Policy in place stating that college and faculty meetings, seminars and workshops are to be held within core working hours. Meetings conducted via Skype to avoid staff needing to commute between Thurles and Limerick where possible.	1

Objective	Action	Rationale	Timeframe	Person responsible	Success criteria	P
					Impact monitored via the Annual Self-Evaluation Surveys of all committees issued by the Quality Office.	
Demonstrate organisational commitment to gender equality by supporting EDI events and promoting (female and male) role models	**Action 5.6.22** Develop guidelines for holding inclusive and equitable events, to include guidelines for communications/publicity materials, speaker selection and programme development.	To support and embed EDI into the culture of MIC. To promote diversity of attendance and inclusivity of participation at college events.	Oct. 2020	Head of EDI, Director of Strategic Comms. & Marketing	Guidelines for best practice in developing inclusive conferences and events developed and available on the portal. Publicity materials including website content and images promote role models of all genders.	1
	Action 5.6.23 Provide institutional support for events such as FemFest, International Women's Day (March annually) and International Men's Day (Nov. annually).	To increase visibility of role models for staff and students. To promote the staff and student community in MIC, and the increased diversity of research activities and programmes of study.	Dec. 2019 – Dec. 2023 International Women's Day and International Men's day celebrated annually	ET, Head of EDI, Director of Strategic Comms. & Marketing	Annual events to recognise and celebrate the achievements of women and men across a range of disciplines. Attendance and gender balance of speakers monitored.	1
	Action 5.6.24 Profile female and male alumni through artwork, exhibitions and the naming of buildings and spaces.	To ensure visibility of role models to both staff and students throughout the campus.	Jan. 2023	Head of EDI, Director of Strategic Comms. & Marketing	Exhibitions on distinguished graduates with due regard to gender equality. New buildings/spaces named after prominent female graduates.	3

Objective	Action	Rationale	Timeframe	Person responsible	Success criteria	P
Tackle the gender imbalance in the student population	**Action 5.6.25** Promote Faculty of Education programmes to male students through activities such as TY taster courses and guest speakers from relevant courses in MIC.	Currently the male enrolment rate in Faculty of Education programmes is only 15%.	10 schools conducting TY taster courses and 11 guest speaker visits to schools – May 2021	Director of Community Engagement	Male students enrolling in Faculty of Education programmes above 20% of cohort by 2023.	2
	Action 5.6.26 Develop a social media campaign to promote our Education and Liberal Arts programmes to male secondary school students	Males make up 19% of the student population across all programmes. This media campaign will be aimed at increasing male enrolment rates.	Sept. 2021 – May 2023	Director of Strategic Comms. & Marketing	50,000 impressions for each video in social media campaign. 30% increase by 2023 in CAO applications for MIC programmes from male students (in 2018 27% of CAO applications were from male students).	2
	Action 5.6.27 Conduct research, in partnership with local DEIS schools in Limerick City, on male students' perceptions of primary teaching and early childhood care as a career.	In order to inform future outreach and student recruitment activities.	Sept. 2019 – Dec. 2020	PATH Programme Manager, Director of Student Life	Report developed and recommendations considered by the Equality and the Access Committee.	1
Monitor outreach activities for EDI	**Action 5.6.28** Implement a formal monitoring system of outreach activities including attendance, speakers and staff engagement.	To record participation and uptake of outreach activities by school type and gender and to record staff engagement in outreach by grade and gender.	Online record system developed and operating – Aug. 2020	Director ICT, Director of Enterprise & Community Engagement	Annual report published on annual outreach activities, to include data on staff engagement by gender and grade, and participant uptake by school type and gender.	1

Objective	Action	Rationale	Timeframe	Person responsible	Success criteria	P
Submit departmental Athena SWAN applications	**Action 5.6.29** Provide a briefing session for Faculty Management Committees on the Athena SWAN department application process (Faculty level) and invite the Athena SWAN Ireland manager to contribute.	To progress towards a future application for a Silver Institutional award, our faculties will need to begin working on the Athena SWAN Bronze Departmental award. Given the staff numbers in MIC and the fact that students are assigned to a faculty and not a department, it is planned that faculties will apply as a whole for the AS department awards.	Nov. 2019 – March 2020	Head of EDI, AS Manager	Briefing session held for Faculty of Education Management Committee and Faculty of Arts Management Committee.	1
	Action 5.6.30 Establish faculty self-assessment teams.	To review current practice from a gender equality perspective and prepare for the submission of a Bronze Departmental Award. Ownership of and engagement with the process within each faculty is required.	Faculty of Arts – April 2020 Faculty of Education – April 2021	Head of EDI, Deans	Faculty self-assessment teams established. Minimum of six meetings of each faculty held annually.	2
	Action 5.6.31 Submit Bronze Departmental Award applications from the Faculty of Education and the Faculty of Arts	To embed the Athena SWAN Charter and principles at faculty level.	Nov. 2020 and Nov. 2021	Deans, AS Manager	Two Bronze Departmental (faculty) award applications submitted for assessment.	2

Objective	Action	Rationale	Timeframe	Person responsible	Success criteria	P
SECTION 6: SUPPORTING TRANS PEOPLE						
Provide a supportive environment for LGBTQ+ staff and students	**Action 6.1** Develop a Gender Identity and Expression Policy.	To support transgender staff and students in MIC.	April 2019 – June 2020	Equality Committee	Gender and Identity policy developed and available on the portal.	1
	Action 6.2 Provide transgender awareness training to staff and students, including training on the Gender Identity and Expression policy.	To raise awareness of transgender issues and support staff and students. The majority of staff (59%; 46%F/67%M) 'neither agree nor disagree' in response to the statement that the College provides a supportive environment for transgender people.	May 2019; Ongoing	Director HR, Head of EDI, MISU	Trans Awareness workshops provided bi-annually. Guidance given to students during orientation and programme information sessions. Increase in staff that strongly agree/agree that MIC provides a supportive environment for transgender persons from 29% - 18%M/33%F (2019) to 60% of both genders by 2023.	1
	Action 6.3 Fund an external mentor to drive the reestablishment of the student LGBTQ+ society.	To provide support for LGBTQ+ students in MIC.	Dec. 2019 – Dec. 2020	Head of EDI, MISU President, MISU General Manager	An external mentor in place, to develop a medium to long term plan of support initiatives, campaigns, information seminars, workshops to support LGBTQ+ students.	1
	Action 6.4 Review changing facilities in Tailteann (Sports Complex) and MIC Thurles to accommodate transgender students and staff. Include gender-neutral facilities in the design of all new buildings.	To ensure all staff and students have access to safe and appropriate bathroom and changing facilities.	Aug. 2020 – July 2021	Building Maintenance Manager, VP Admin. & Finance	Gender-neutral changing facilities identified in both Limerick and Thurles. The design of any new building to have gender-neutral facilities (toilets and changing facilities).	2

Objective	Action	Rationale	Timeframe	Person responsible	Success criteria	P
	Action 6.5 Identify contact/support person for students and staff in relation to LGBTQ+ issues, and include in student handbooks and MISU information.	To raise awareness of supports for LGBTQ+ students.	A dedicated liaison person in place – Sept 2021	Director of Student Life, MISU President	Comprehensive information on the supports for LGBTQ+ staff and students shared during induction/orientation.	2
Monitor the impact of the Gender Identity and Expression policy	**Action 6.6** Ensure the Gender Identity and Expression policy includes details of how the impact of the policy will be monitored.	To monitor and evaluate the impact of the Gender Identity and Expression policy.	Ongoing; June 2020	Equality Committee, Head of EDI	Equality Committee reviews a report from Head of EDI on the operation of the policy after 12 months.	1
	Action 6.7 Include questions relating to Gender Identity and Expression policy awareness in our staff survey.	To monitor awareness of the Gender Identity and Expression policy amongst staff.	March 2021	Head of EDI	New question included in staff survey in relation to policy awareness.	2
Allow students identify their preferred gender where required on student records	**Action 6.8** Update paper forms and online Student Record System (existing and new) with multiple gender fields.	To ensure that the Student Record System allows students to identify by their preferred identity.	Jan. 2020 – Dec. 2020	VP Academic Affairs, Director of Academic Info Systems	Existing Student Record System and forms updated to include multiple gender fields. New MIC system to have multiple gender fields from the outset.	1
Raise awareness of issues faced by members of the LGBTQ+ community	**Action 6.9** Engage GOSHH, an organisation based in Limerick, to provide LGBTQ+ training for staff and students.	To assist in providing a safe environment for all students and staff in MIC.	Feb. 2020; ongoing	VP Academic Affairs, Director of Student Life, MISU President	GOSHH LGBTQ+ training delivered annually in Limerick and Thurles. Attendance and effectiveness monitored via anonymous survey evaluations.	2

Objective	Action	Rationale	Timeframe	Person responsible	Success criteria	P
	Action 6.10 Develop a plan of events and activities to continue to raise awareness of transgender persons including Trans Awareness Week.	To help raise the visibility of transgender and gender non-conforming people, and address the issues the community faces.	Oct. 2021; ongoing	Head of EDI, Director of Student Life	A range of events and activities organised across the college for both students, staff and the wider community. Annual Trans Awareness Week celebrated.	2
SECTION 7: FURTHER INFORMATION						
Provide an inclusive and supportive environment for staff and students	**Action 7.1** Provide the Living Equality and Diversity (LEAD) online programme to new staff as part of their induction and to all existing staff.	The LEAD e-learning programme is currently being redeveloped by the Irish University Associated and the Athena SWAN Ireland Committee.	Dec. 2020; ongoing	Head of EDI, Director HR	LEAD e-learning programme available to all existing and new staff. 55% of staff competing programme in Year 1, raising by 20% annually. Effectiveness of the programme reviewed.	2
	Action 7.2. Develop guidelines for staff and line-managers on providing support for menopausal symptoms at work.	Feedback from focus groups identified the lack of support or understanding for staff experiencing menopause.	Jan. 2023 – June 2023	Head of EDI, Director HR	Guidelines developed and disseminated to line-managers and staff via the portal. Training held for all line-managers. 50% attendance in Year 1, rising by 20% annually.	3
	Action 7.3 Survey staff and students to ascertain the needs of minority and marginalised communities in MIC with consideration of intersectionality.	To identify needs of minority and marginalised groups in MIC.	Survey developed and disseminated to staff and student – March 2022 Focus groups held to gather additional information where necessary – June 2022	Head of EDI, Equality Committee	Report prepared for the Equality Committee identifying recommendations for changes in current practices, policies and infrastructure.	3