



**Limerick Institute of Technology**


**Gender Equality Action Plan**

## 8 Action Plan



### Note:


Actions in green– LIT has begun to implement

Actions highlighted in gold/with a star – priority actions for LIT

SECTION 2: DESCRIPTION OF THE INSTITUTION					
#	Action	Rationale	Responsibility	Timeframe	Measure of success
2.1 	<p>Develop a campaign of targeted initiatives to increase the proportion of</p> <ul style="list-style-type: none"> <li>- Female students in both undergraduate and postgraduate programmes (including apprenticeships) offered in Engineering, Manufacturing &amp; Construction through the Departments of Electronic &amp; Electrical Engineering, Mechanical &amp; Automobile Engineering &amp; Built Environment at LIT</li> <li>- Female students in ICT undergraduate programmes offered by the Department of IT at LIT</li> <li>- Male students in undergraduate programmes offered in Department of Applied Social Sciences.</li> </ul>	<p>There is significant underrepresentation of:</p> <ul style="list-style-type: none"> <li>- Female students in Engineering, Manufacturing &amp; Construction Education at LIT (10% for both undergraduate and postgraduate and 1.2% in apprenticeships). This is reflected through the following Departments: Dept of Electronic &amp; Electrical Engineering - 4% Mechanical &amp; Automobile Engineering - 5% Built Environment – 13%</li> <li>- Female students in undergraduate programmes offered by the Department of Information Technology – 23.5% in 2017/18 and 17% in 2018/19</li> <li>- Male students in undergraduate programmes within the ISCED categories</li> </ul>	<p>Marketing Office (R) (I)</p> <p>Dean of relevant Faculties (I)</p> <p>Heads of relevant Departments (I)</p>	<p>Develop an annual campaign in Q3 of targeted initiatives to attract more female students into Engineering, Manufacturing, Construction &amp; ICT</p> <p>Develop an annual campaign in Q3 of targeted initiatives to attract more male students into undergraduate programmes offered by the Department of Applied Social Sciences</p> <p>Roll-out of campaign from Q4 each year to Q1 following year</p> <p>Campaign of targeted initiatives reviewed annually in Q3</p>	<p>Undergraduate female student enrolment in Engineering, Manufacturing &amp; Construction to increase from 10% to 15% by 2023</p> <p>Postgraduate female student enrolment in Engineering, Manufacturing &amp; Construction to increase from 10% to 25% by 2023</p> <p>Apprenticeship female student enrolment to double to 2.4% by 2023</p> <p>Undergraduate ICT female student enrolment to increase by 5% by 2023</p> <p>Undergraduate male student enrolment for the Department of Applied Social Sciences to increase</p>

		of education (29%), social sciences (21%), health and welfare (20%), all of which are delivered through the Department of Applied Social Sciences at LIT (21% Total Male Enrolments in the Department).			by 5% from 21% to 26% by 2023
2.2	Establish and address reasons for the trends in the number of female students registering for STEM postgraduate programmes (both taught and research).	In STEM, female enrolments in postgraduate research has recovered to levels achieved in A/Y 2015/16 (i.e.47%) but this improvement needs to be maintained. However there has been a decrease from 43% in 2016/17 to 27% in 2018/19 in female representation at taught PG level	Dean of Faculty of ASET (R)  Heads of ASET Departments (I)	Review to be conducted by Q3 2021, with an action plan identified  Action Plan to be implemented by Q4 2022	Review conducted and actions identified and implemented
<b>SECTION 3: THE SELF-ASSESSMENT PROCESS</b>					
#	Action	Rationale	Responsibility	Timeframe	Measure of success
3.1	Conduct AS awareness-raising focus-groups with part-time staff (both male and female).	The low response rate from part-time staff (7.1%) to all staff survey suggests that wider engagement with AS is a priority.	Vice President for Equality & Diversity (R I)	Focus groups to be held by Q1 2021	Focus group held through direct invitation to part-time staff only.
3.2	Review SAT membership on an annual basis. Identify (through an open call) and train Athena SWAN Champions, who will sit on the Institutional SAT, for those Faculties/Functional Units not represented.	There is a need to monitor gender balance on SAT as well as ensuring that the SAT has a diverse membership in terms of background and experience.	ED Steering Committee (R)  Vice President for Equality & Diversity (I)	SAT Membership reviewed annually.  Athena SWAN Champions identified (through open call) in Q1 annually for those Faculties / Functional Units not	SAT membership is gender balanced and reflects diversity in terms of background and experience.  SAT membership includes Athena SWAN Champions

		LIT's institutional GEAP needs to be implemented through the Faculties / Departments / Functional Units.	Deans of Faculties / Vice Presidents (I)	represented on Institutional SAT  Training of these AS Champions, as required	for all Faculties/Functional Units in the Institute
3.3 	<p>Enhance LIT's Business Intelligence Tool and utilize Core Insight to systematically gather, analyse and report on key equality indicators including disaggregated staff and student profiles, recruitment and selection, details on leave/flexible working, composition of key decision-making bodies / committees etc.</p> <p>Also enhance LIT's Business Intelligence System and utilise CORE Insight to collect data on intersectionality (guided by Irish equality legislation), particularly on racial, cultural and ethnic minorities, disability, age and membership of the Travelling Community. Liaise with LIT's GDPR Working Group to assist in policy formulation</p> <p>Provide guidance to staff when completing requests for information on ethnic and cultural background.</p>	<p>The absence of systematic data collection, analysis and reporting on key gender equality indicators, including intersectionality.</p> <p>The absence of sectoral data on intersectionality prevents benchmarking in the Irish context</p> <p>There is a need to ensure that accurate ethnicity data is collected</p>	<p>Vice President for Corporate Services &amp; Capital Development (R)</p> <p>Vice President for Equality &amp; Diversity (R)</p> <p>Head of Computer Services (I)</p> <p>HR Manager (I)</p> <p>Head of Student Affairs &amp; Administration (I)</p>	<p>Q1 2020 – Site visits to other HEIs to view their IT infrastructure/dashboards etc.</p> <p>Q2 2020 Agreement on data and specification required</p> <p>Q3/Q4 2020 System Enhancement &amp; Testing</p> <p>Q4 2020 System rolled out across LIT</p> <p>Any requests for information on ethnic and cultural background to include guidance on completing same</p>	<p>System operationalised</p> <p>Equality and intersectionality data systematically collated, analysed, reported and benchmarked by LIT</p> <p>Accurate information on ethnicity is collated</p>
3.4 	<p>Prepare and present an Annual LIT Equality Report to Executive, Academic Council, Governing Body and HEA, as part of the annual Performance Compact. This will include benchmarked, disaggregated data on staff profile, contract types, grades,</p>	<p>The absence of systematic reporting on key gender equality and intersectionality indicators.</p> <p>In terms of the achievement of an AS Bronze Award by LIT</p>	<p>Vice President for Equality &amp; Diversity (R I)</p> <p>Equality &amp; Diversity Steering Committee (R )</p>	<p>First Annual Report (for 2019) to be published in Q4 2020</p> <p>Annually in Q4 for subsequent years</p>	<p>Presentation of Annual Report for 2019 onwards</p> <p>Information sessions on progress in implementing Action Plan held annually</p>

	<p>recruitment, retention, representation on key committees and access to training and funding, student data and intersectionality data.</p> <p>This Annual Report also include progress in implementing the Action Plan (2020-2024) to raise awareness and improve engagement with AS and gender equality initiatives and achievements.</p> <p>Report will be published.</p>	<p>having a positive impact on addressing gender equality at LIT, nearly half of respondents to the staff survey (54.1%M &amp; 41.5% F) didn't know enough about the AS Charter, even though 58.8% (56.3%M &amp; 63.4% F) of respondents are familiar with AS Charter Principles</p>		<p>Annual reporting to HEA in Performance Compact meetings</p> <p>Communicate to staff progress on implementing the Action Plan via information sessions</p>	
<p>3.5</p> 	<p>Appoint LIT Athena SWAN Project Manager</p>	<p>Resources are required to effectively implement the GEAP across the institution, particularly within Faculties</p>	<p>LIT President (R )</p> <p>Vice President for Equality &amp; Diversity (i)</p>	<p>To be appointed by Q3 2020</p>	<p>Recruitment of Project Manager</p>
<p>3.6</p>	<p>Equality &amp; Diversity (including gender equality) is an item for discussion at Executive Meetings on a quarterly basis</p>	<p>There is a need to ensure that gender equality is integrated into all processes and decision made.</p>	<p>President (R )</p> <p>Vice President for Equality &amp; Diversity (I)</p>	<p>Ongoing</p>	<p>Equality &amp; Diversity (including gender equality) is an item for discussion at Executive Meetings on a quarterly basis</p>
<b>SECTION 4: A PICTURE OF THE INSTITUTION</b>					
#	Action	Rationale	Responsibility	Timeframe	Measure of success
<p>4.1</p>	<p>With reference to Action Points 5.1.1 to 5.2.12, conduct an annual review of such measures to increase the number of female applicants for academic posts in LIT, especially for posts in STEM. If the numbers and % of female staff in STEM do not continue to grow, revise those measures.</p>	<p>LIT has significant female staff underrepresentation in STEM at 30% compared to national average of 39% for 2018. Female underrepresentation is significant in the STEM Academic Departments of Electrical &amp; Electronic</p>	<p>Vice President for Corporate Affairs &amp; Capital Development (R)</p> <p>Dean of Faculty of ASET (R)</p>	<p>Review to be conducted annually in Q1</p>	<p>Recruitment and selection procedures for STEM academic posts annually reviewed and additional measures implemented, as required, to increase % of suitably qualified and experienced STEM female</p>

		Engineering (16%F), Mechanical & Automobile Engineering (11%F) and Built Environment (23%)	HR Manager (I)		applicants for academic posts e.g. search committees, blind short-listing  % Female staff in STEM increases by 5% by 2023
4.2	LIT will strive for a gender balance in the final pool of candidates for SLI competitions based on the flexible cascade model	There is significant underrepresentation of women at SL1 Level (<25%) in LIT.	Vice President for Corporate Affairs & Capital Development (R)  Deans of Faculty (I)  HR Manager (I)	To apply to relevant competitions from Q1 2020	The gender balance in the final pool of candidates for SLI competitions is based on the flexible cascade model
4.3	Lobby THEA, the HEA and the Department of Education & Skills to generate sectoral data on the intersection of gender with all grounds covered under the Equality Acts	The absence of sectoral data on intersectionality prevents benchmarking in the Irish context	LIT President (R I)  Vice President for Equality & Diversity (I)  HR Manager (I)	Ongoing	Intersectional data collated and reported on a national level and used as a benchmark for LIT
4.4	Conduct a review of recruitment and selection processes for all staff (academic and professional & support staff) to identify other ways to attract applications from under-represented groups for posts in LIT.	Survey feedback referred to LIT as being 'monocultural', a lack of diversity in staff population in relation to sexual orientation, disability, race and religious belief.	Vice President for Corporate Affairs & Capital Development (R)  HR Manager (I)	Ongoing	Positive survey feedback received on the attempts of LIT to address the lack of diversity in LIT's staff population by 2023
4.5	Undertake a comprehensive review of all fixed term and specific-purpose contracts issues in the past two years.	The number of staff in absolute terms on fixed term/specified purpose contracts has increased.	Vice President for Corporate Services & Capital Development (R)	Review to be completed in Q2 2020  Annually thereafter	Report presented to Executive Management in Q2 2020, with actions outlined



			HR Manager (I)		
4.6	Hold career progression focus groups with part-time staff to establish if part-time working is by choice.	Overall 11% of academic core funded staff work part-time, of whom 73% are female (2018).	Vice President for Corporate Services & Capital Development (R)  HR Manager (I)	Focus group held in Q4 2020	Report presented to Executive Management in Q4 2020
4.7	Introduce 'Exit Interviews' for those leaving LIT to establish, record and address if required, the reasons for their departure.  Systematically gather leavers data by gender, grade and faculty/ functional unit on an annual basis.	The absence of formal and systematic data collection, analysis and reporting on why staff leave LIT by gender, grade or faculty/department	Vice President for Corporate Services & Capital Development (R)  HR Manager (I)	Exit Interviews to commence in Q1 2021 and continue on an ongoing basis  Summary to be reported annually beginning in Q4 2021	Exit interviews introduced and reasons for leaving recorded, analysed and reported annually  Data to be benchmarked against other Irish HEIs  Any trends / patterns identified and addressed as necessary
4.8	Procure an annual external Equal Pay Audit, including a Gender Pay Gap Analysis, on an annual basis.	The absence of data collection, analysis and reporting of Equal Pay in LIT	Vice President for Corporate Affairs & Capital Development (R)  Finance Manager (i)  HR Manager (I)	Review to take place annually, beginning Q1 2021  Will be procured by LIT and conducted by specialised external consultants/auditors on an annual basis in line with legislative requirements.	Annual external pay audit completed and reported in Annual Equality Report.
<b>SECTION 5: SUPPORTING AND ADVANCING WOMEN'S CAREERS</b>					
<b>5.1. KEY CAREER TRANSITION POINTS</b>					
<b>#</b>	<b>Action</b>	<b>Rationale</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Measure of success</b>


**RECRUITMENT**

5.1.1	Use alternative means of advertising job vacancies, including social media (e.g. LinkedIn) and professional networks. Annual review of impact to be carried out.	Job vacancies are only being advertised on the LIT website, and in local and national newspapers. There is a need to diversify where job vacancies are being advertised to address the decline in the number of female applications for academic posts (from 44% in A/Y 2016/17 to 28% in A/Y 2018/19).	Vice President for Corporate Affairs & Capital Development (R)  HR Manager (I)	Use of Twitter and LinkedIn to advertise job vacancies commenced in Q4 2019. Review of Impact in Q4 2020  Other alternative means of advertising job vacancies to be evaluated in Q1 2021  Annual Review of Impact in Q4	Increase in the number of female applications for academic posts from 28% to a minimum of 35% from 2019-2023.
5.1.2 	When recruiting staff for academic posts, use a range of measures to attract more female applicants, to include:  <ul style="list-style-type: none"> <li>• Use gender decoder software to review the wording of all job advertisements to ensure that there is no gender bias. Amend Recruitment &amp; Selection Policy &amp; Procedures</li> <li>• Expand statement on relevant job advertisements to particularly encourage applications from female candidates</li> <li>• Create a recruitment pack detailing benefits of working at LIT, including: development support, flexible working provision, information on local area e.g. childcare</li> </ul>	There is a need to increase the number of female applications for academic posts (decline from 44% in A/Y 2016/17 to 28% in A/Y 2018/19).	Vice President for Corporate Affairs & Capital Development (R)  HR Manager (I)	Requirements adopted in practice in Q2 2020  To be formalised in policy by Q3 2020  Recruitment pack to be available from Q2 2020 to potential applicants	Increase in the number of female applications for academic posts from 28% to a minimum of 35% from 2019-2023.  Policy amended



5.1.3	<p>Managers to undertake Unconscious Bias Training every two years. Managers who have not completed unconscious bias training will not be permitted to sit on interview panels at LIT.</p> <p>LIT Management to undertake Recruitment &amp; Selection training.</p>	<p>There is a need to ensure awareness of and responsibility for unconscious bias among key decision makers in LIT</p> <p>LIT Management have not undertaken Recruitment &amp; Selection training in recent years. Such training would serve to improve the quality of interviews conducted and to ensure that it is free from gender bias.</p>	<p>Vice President for Corporate Affairs &amp; Capital Development (R)</p> <p>Vice President for Equality &amp; Diversity (R I)</p> <p>HR Manager (I)</p>	<p>Unconscious Bias Training provided on for Management Team in Q2 2019</p> <p>Training on Unconscious Bias and Recruitment &amp; Selection to be provided annually from Q2 2020</p> <p>From Q4 2020 LIT Managers who have not completed unconscious bias training will not be permitted to sit on interview panels in LIT</p>	<p>Unconscious Bias training completed bi-annually by LIT Management Team.</p> <p>Training on Unconscious Bias and Recruitment &amp; Selection completed by all members of LIT Management Team by 2021</p>
5.1.4	<p>Include a specific section on unconscious bias in the briefing packs given to members of interview panels and highlight issue of UB before interview process begins.</p>	<p>Issues around unconscious bias in staff recruitment processes are not specifically brought to the attention of all members of interview panels (particularly those external to LIT)</p>	<p>Vice President for Corporate Affairs &amp; Capital Development (R)</p> <p>HR Manager (I)</p>	<p>To be implemented by Q2 2021</p>	<p>Briefing guide produced and in use by specified timeframes</p>
5.1.5	<p>Formalise requirement to have 60/40 minimum gender balance on interview panels into LIT's Recruitment and Selection Policies &amp; Procedures.</p>	<p>There is currently no formal requirement in LIT to have a gender balance of 40% of each gender on interview panels (at present only one member of each gender at a minimum is required)</p>	<p>Vice President for Corporate Affairs &amp; Capital Development (R)</p> <p>HR Manager (I)</p>	<p>Requirement adopted in practice Q2 2019</p> <p>To be formalised in policy by Q1 2020</p>	<p>Policy amended</p>
5.1.6	<p>Introduce eRecruit, an online recruitment system, to assist in the collection of recruitment and selection data.</p>	<p>Data collected on recruitment and selection for this Athena SWAN application was a largely manual effort.</p>	<p>Vice President for Corporate Affairs &amp; Capital Development (R)</p>	<p>To be introduced by Q3 2020</p>	<p>eRecruit to be up and running within the time frames specified.</p>

			HR Manager (I)		
5.1.7 	Report bi-annually to LIT's Governing Body on key gender disaggregated recruitment and selection metrics. This is to include shortlisted applicants, along with those recommended for appointment.	To date there has not been regular monitoring and reporting of recruitment and selection data in LIT	Vice President for Corporate Affairs & Capital Development (R)  HR Manager (I)	Bi-annual collated reporting to begin in Q2 2020	Bi-annual reporting to LIT's Governing Body on key gender disaggregated recruitment and selection metrics
5.1.8 	<p>Conduct an external review of existing Recruitment, Selection &amp; Promotion Processes (including candidate briefs, shortlisting processes and criteria, design and scoring of interview questions and feedback for candidates) to address areas for potential gender bias and to develop greater clarity and transparency around recruitment processes.</p> <p>Recommendation will be implemented into policy and practice at LIT.</p> <p>The feasibility of including an appeals process in promotion procedures to be investigated as part of the review.</p>	<p>59% (69% M &amp; 58% F) of respondents to staff survey agreed that the selection and recruitment process is fair and transparent, this needs to be increased.</p> <p>24% (17.2%M &amp; 29.7%F) of respondents to staff survey would not put themselves forward for promotion as they felt the job was already gone, even though it was advertised.</p> <p>Additionally, there has been no external review/evaluation of LIT's recruitment, selection and promotion processes in recent times. Such a review would serve to increase staff confidence in the transparency and fairness of the recruitment and selection process and to ensure that it is free from gender bias.</p>	Vice President for Corporate Affairs & Capital Development (R)  HR Manager (I)	<p>Review to begin in Q4 2020 and be completed by Q4 2021</p> <p>Recommendations to be implemented by Q3 2022</p>	<p>Review completed and recommendations implemented</p> <p>Increase in staff reporting satisfaction with the fairness and transparency of recruitment process from 59% at present to 69% by 2023</p> <p>Decrease in the % of staff indicating that they would not put themselves forward for promotion as they felt the job was already gone from 24% to 14% in the 2023 staff survey</p>
<b>INDUCTION</b>					

<p>5.1.9</p> 	<p>To improve induction process at LIT:</p> <ul style="list-style-type: none"> <li>• Develop a Staff Induction Policy, detailing an Induction process for all staff (academic staff and PMSS), including responsibilities for line managers and HR.</li> <li>• Develop a formal induction programme for all new staff, incorporating sessions on institute policies and procedures and equality &amp; diversity training. Feedback on effectiveness of induction programme to be obtained annually.</li> <li>• Devise a standardized format for a welcome meeting between new staff and relevant HOD/Dean/CSM.</li> <li>• Create a welcome handbook for new staff, which will include details of development support, flexible working provision, key institutional policies and procedures</li> </ul>	<p>There is a need to develop and deliver an Institute-wide induction programme, as LIT does not have a formal induction programme for new staff (academic staff or PMSS).</p> <p>Informal arrangements are made at Faculty /Department /Functional Unit level to welcome new staff, but such arrangements lack consistency.</p> <p>Survey feedback highlighted that improvement in induction processes is required. Reference was made to induction having 'no introduction to LIT systems &amp; processes'</p>	<p>Vice President for Corporate Affairs &amp; Capital Development (R)</p> <p>Vice President for Equality &amp; Diversity (R I)</p> <p>Deans of Faculties (R I)</p> <p>HR Manager (I)</p>	<p>Staff Induction Policy to be developed by Q2 2020</p> <p>An induction programme for all new staff to be developed by Q3 2020</p> <p>First delivery of induction programme to occur in September 2020, with attendance monitored</p> <p>Feedback mechanisms for induction programme introduced by Q3 2020</p> <p>Standardised format of welcome meeting between new staff and relevant HOD/Dean.CSM to be devised by Q3 2020</p>	<p>Staff Induction Policy has been developed and approved by Governing Body</p> <p>Induction programme developed and delivered annually for all new staff</p> <p>Feedback mechanism introduced for induction and summary of feedback published</p> <p>Each new staff member has a welcome meeting with relevant HOD/Dean/CSM</p> <p>Welcome Handbook for new staff members developed and available</p> <p>Assess staff experiences of induction in next all staff survey</p>
<p>5.1.10</p>	<p>Assign a 'buddy' to all new staff as part of the induction process, whose role is to advise and support new staff (e.g. help with day-to-day issues).</p>	<p>Survey feedback indicated that linking with an experienced staff member invaluable when commencing work in LIT</p>	<p>Vice President for Corporate Affairs &amp; Capital Development (R)</p> <p>Vice President for Equality &amp; Diversity (R I)</p>	<p>Development of a programme (including identification and training of mentors) by Q3 2022</p> <p>Implemented by September 2022</p>	<p>A programme for identifying and training of mentors for new staff has been devised.</p> <p>All new staff members assigned a 'buddy' from September 2022</p>

			HR Manager (I)		Assess staff experiences of induction in next all staff survey
<b>PROMOTION</b>					
5.1.11	Include information on the policy relating to Application for Progression from Assistant Lecturer to Lecturer Grade in the handbook for new staff.	28.8% (27.6% M & 29.2%F) of respondents to All Staff Survey indicated that they were unfamiliar or unsure of the policy relating to Application for Progression from Assistant Lecturer to Lecturer Grade.	Vice President for Corporate Affairs & Capital Development (R) HR Manager (I)	Information on the policy relating to progression from Assistant Lecturer to Lecturer to be provided in handbook for new staff from Q3 2020	Decrease in the % of staff indicating that they were unfamiliar or unsure of the policy relating to Application for Progression from Assistant Lecturer to Lecturer Grade from 28.8% to 18.8% in the 2023 staff survey
5.1.12	Lobby nationally, in conjunction with THEA, for the introduction of promotional pathways for academic staff in the Technological / IoT Sector	There is a lack of academic or PMSS promotional structure in the sector. This can be demotivating or staff and severely limits career development opportunities	LIT President (R I) Vice President for Corporate Affairs & Capital Development (R I) Vice President for Equality & Diversity (R I)	Ongoing	Introduction of new promotional pathways in the IoT sector
5.1.13	Introduce a 'Core Hours for Meetings' and 'Email-usage' policy to address concerns about compatibility of promotion with other responsibilities outside the workplace.	More female respondents compared to male respondents to staff survey (20%F vs 7.1%M) identified incompatibility of the role with other responsibilities outside of the workplace as a barrier for applying for promotional posts.	Vice President for Corporate Affairs & Capital Development (R) VP Equality & Diversity (R I) IT Manager (I)	'Core Hours for Meetings' Policy to be introduced by Q4 2021  'Email-usage' policy to introduced by Q3 2021	Policies introduced  Decrease in the % of females who identify incompatibility of the role with other responsibilities outside of the workplace as a barrier for applying for promotional posts from 20% to 15%.

5.1.14	When senior academic or PMSS promotional posts become available, provide training workshops and/or access to online training sessions for staff on completing application and preparing for interview process to encourage and support applications.	Just 58.1% (68.1%M & 56.2%F) of respondents to staff survey agreed that they received support or encouragement from LIT to apply for promotion and internal jobs	Vice President for Corporate Affairs & Capital Development (R)  HR Manager (I)	Access provided to online training sessions available and/or face-to-face training sessions held when and as SL / promotional PMSS posts are advertised	Roll out of online and face-to face training sessions on application and interview process  Increase in staff feeling supported to apply for promotion to 68% by 2023
5.1.15	Devise a mechanism for providing feedback to unsuccessful internal applicants. Such feedback should clearly outline the reasons behind the decision and highlight points to develop ahead of any future applications. Training to be provided to manager on providing such feedback.	Just 60.1% (65.2%M & 60%F) of respondents to staff survey have received or believe they would receive useful feedback if applied for a promotion.	Vice President for Corporate Affairs & Capital Development (R)  HR Manager (I)	Feedback mechanism devised by Q2 2021  Training provided to managers on providing feedback to unsuccessful internal candidates by Q3 2021	Roll out of feedback mechanism and training for managers  Increase in staff having received or feeling that they would receive useful feedback if they applied for a promotion to 70% by 2023

**5.3. CAREER DEVELOPMENT**

#	Action	Rationale	Responsibility	Timeframe	Measure of success
<b>TRAINING</b>					
5.3.1	Conduct a review of LIT's Continued Professional Development Policy, to develop greater clarity and transparency around application for and awarding of continuing professional development / training opportunities. This review to include devising mechanisms for providing feedback on unsuccessful applications.  Produce, promote and distribute to all staff on an annual basis a 'simple	61.6% (68.4%M & 61.5%F) of respondents to staff survey agree that the process of applying for continued professional development / training opportunities is fair and transparent – this needs to be increased  37.3% (32.3%M & 38.6%) of respondents to the All Staff Survey were unaware of how	Vice President for Corporate Affairs & Capital Development (R)  Vice President for Research, Development & Innovation (R)  Vice President for Equality & Diversity (R I)	Policy revised by Q4 2021, involving consultation with relevant stakeholders including staff, HR, Graduate Research Office  Guides published and communicated Q1 2022  Subsequently communicated bi-annually in Q1 and Q3	Policy revised  Increase in the % of staff agreeing that the process of applying for continued professional development/ training courses is fair and transparent from 61.6% to 71%  Guides produced and distributed

	<p>guide' (including FAQs) to the revised Continued Professional Development Policy and funds available to staff to apply for training opportunities.</p> <p>Annual LIT Equality Report to also include information on training opportunities provided and funds awarded.</p>	<p>to apply for training opportunities.</p>	<p>HR Manager (I)</p>		<p>Information on training opportunity provided and funds awarded included in annual LIT Equality Report</p> <p>Decrease in the % of staff who are unaware of how to apply for training opportunities from 37.3% to 20%.</p>
5.3.2	<p>Develop an expanded training and development plan to be offered through HR. HR to liaise on an annual basis with other functional units / departments to devise and deliver a co-ordinated plan.</p> <p>Increase the engagement of male staff on programmes in this training and development plan related to pastoral duties through a targeted communication campaign</p>	<p>There is a need to increase the number of training courses made available to staff based on needs identified and demand.</p> <p>There is a low attendance record of men attending programmes related to pastoral duties e.g. only 23% of participants at "Identifying &amp; Responding to Distressed Students Training" were male</p>	<p>Vice President for Corporate Affairs &amp; Capital Development (R)</p> <p>Vice President for Equality &amp; Diversity (R I)</p> <p>HR Manager (I)</p>	<p>Annual call to staff to identify cross-institutional training / CPD needs to commence in Q3 2020.</p> <p>Liaison on an annual basis with other functional units / departments on the training and development plan – commence in Q3 2020</p> <p>Communications campaign ongoing</p>	<p>Annual call to staff made</p> <p>Structured annual training plan / calendar in place for all staff (including PMSS)</p> <p>Expanded range of courses offered by HR and made available to all staff</p> <p>20% increased participation of male staff in programmes related to pastoral care each year for the next 3 years</p> <p>Data on attendance published annually</p>
5.3.3	<p>Extend the range and scope of staff training and development opportunities available in a blended learning format, including identification of online training</p>	<p>Feedback identified difficulties for staff (especially academic) in accessing training at scheduled times and dates due to</p>	<p>HR Manager (R I)</p> <p>Head Quality, Teaching &amp; Learning Office (R I)</p>	<p>Commenced in Q3 2019</p> <p>Ongoing thereafter, promoted as required</p>	<p>Promotion of available online training resources</p> <p>Introduction of a least three further LIT accredited blended staff</p>

	resources available (e.g. through LinkedIn)	work/teaching/other commitments	Head Department of Flexible Learning (R I)		development programmes by 2023  Monitor and report on an annual basis on staff participation in blended learning CPD programmes
5.3.4	Develop a mechanism to record total attendance numbers by gender at workshops and any other training opportunities provided by the Institute.	There is currently no formal mechanism of recording attendance or uptake of training opportunities provided by the Institute	Vice President for Equality & Diversity (R)  HRM Manager (I)  Head of Quality, Teaching & Learning (I)	Mechanism developed by Q2 2021  Ongoing thereafter	A mechanism for recording attendance / uptake of training opportunities in place  Data published annually
5.3.5	Ensure that each future Staff Development Day includes workshops relevant to professional development of academic staff and PMSS	There is a need for Staff Development Days to be inclusive of all staff, both academic and PMSS.	Vice President for Equality & Diversity (R)  Head of Quality, Teaching & Learning (I)	Staff Development Day in February 2021  Ongoing thereafter	Agenda for Staff Development Days includes workshops of relevance for the professional development of both academic and PMSS staff  Positive feedback received from PMSS on Staff Development Days
5.3.6	Continue roll-out of Unconscious Bias Training to all LIT staff. Devise system for monitoring uptake and report annually on same.  Roll-out an on-line equality and diversity programme for delivery to all staff (including management) and	Equality & Diversity Interim Steering Committee decided that unconscious bias training should be rolled out to all staff to help address gender bias in decision making.	Vice President for Equality & Diversity (R I)  HR Manager (I)	All Staff UB training sessions commenced in Q3 2019  Devise system for monitoring uptake by Q3 2020	Roll-out of UB training programmes across LIT  50% of all LIT staff to have undertaken unconscious bias training by 2023

	include as a compulsory element of induction for new staff.	No training on equality and diversity has been delivered in LIT to date		Bi-annual training opportunities for all staff in Q2 and Q4 each year thereafter  Liaise with Irish University Association to roll-out diversity and equality e-learning modules - Q1 2021	On-line programme in equality and diversity available  50% of all staff to have undertaken the Equality & Diversity programme by 2023
<b>APPRAISAL/DEVELOPMENT REVIEW</b>					
5.3.7	Re-establish a formal performance development system such as PMDS to be applied consistently across the Institute  All LIT Managers will be trained in best practice in conducting staff appraisals / development reviews.	The Performance Management & Development System (PMDS) is being applied on an ad-hoc basis across the Institute.	Vice President for Corporate Affairs & Capital Development (R)  HR Manager (I)  LIT Management Team (I)	Engage with all unions with a view to re-establishing a formal performance development system such as PMDS by Q1 2021  Training for managers to be rolled out by Q2 2021	Re-establishment of staff appraisal system  Participation rate across LIT of 60% by 2023
<b>SUPPORT GIVEN TO ACADEMIC STAFF FOR CAREER PROGRESSION</b>					
5.3.8	Continue to provide support and funding for dedicated Leadership/ Career Development Programme for both academic and PMSS female staff.  Expand the number of senior female leaders willing to mentor female staff undertaking Leadership / Career Development Programmes and provide mentorship training for these female leaders.	Positive feedback was received from the attendees of Aurora Women's Leadership Development Programme.  Just 58.1% (68.1%M & 56.2%F) of respondents to staff survey agreed that they received support or encouragement from LIT to	Vice President Equality & Diversity (R I)	Ongoing – 5 Aurora Participants in A/Y 2018/19, another 5 in A/Y 2019/20  Ongoing – 6 Aurora Mentors in A/Y 2018/19, another 5 in A/Y 2019/20	Number of places offered by LIT on Aurora Women's Leadership Development Programme continues at a minimum of 5 each year  Number of mentors available to support participants on Aurora Women's Leadership






		apply for promotion and internal jobs		Progress to be reviewed annually	Development Programme increased by 5 each year  Increase in % of female staff feeling supported to apply for promotion and internal posts from 56% to 66% by 2023
5.3.9	A Women Leaders Network to be established in LIT	Feedback from a focus group of Aurora Participants and Mentors indicated a strong desire to establish a Women Leaders Network in LIT to support, encourage and advocate for women in career advancement in LIT	Vice President Equality & Diversity (R I)	To be established in Q4 2020  First Event to be held in Q1 2021 to create awareness of the issues influencing women's career progression in Higher Education.	Women Leaders Network established  First event held
5.3.10	Develop a coordinated programme of mentorship for all staff which includes training for mentors. Participation rates to be monitored.	LIT does not have a staff mentoring scheme.	Vice President Equality & Diversity (R)  HR Manager (I)	Review of system options in other Irish higher education institution by Q1 2022  Agreement on new system (including consultation with relevant staff bodies) to be confirmed by Q3 2022  Training for mentors to be rolled out by Q1 2023  Pilot rolled out by Q1 2023	Roll-out of formal mentoring system  Data collated on participation rates and feedback
5.3.11	Review support (including possibility of leave) provided to staff at different	Survey feedback also suggested that leave should	Vice President for Research,	Review to commence in Q3 2021	Roll-out of supports to staff at different stages of

	stages of completing a PhD study of work.	be allocated to staff during the process of completing a PhD, not just at final stage	Development & Innovation (R I)  Vice President for Corporate Affairs & Capital Development (R)  Vice President for Academic Affairs & Registrar (R)	Report to Executive on supports that should be made available to staff at different stages of completing a PhD study of work by Q2 2022  Data collated on uptake of such supports	completing a PhD study of work  Positive feedback received on supports available
5.3.12	Lobby for a formalized and agreed career path / structure for researchers at national level as LIT progresses towards a TU	The absence of a formalized career path for researchers	LIT President (R I)  Vice President for Research, Development & Innovation (R I)	On going	Formalised research staff pathway introduced into Irish Technological HE Sector
<b>5.5 FLEXIBLE WORKING AND MANAGING CAREER BREAKS</b>					
#	Action	Rationale	Responsibility	Timeframe	Measure of success
5.5.1	Hold a focus group with female staff who have taken maternity leave over the past three years to determine why additional leave was /was not taken to establish if further action required.	74% of staff who availed of maternity leave also took extended unpaid leave. The high level of uptake of unpaid leave warrants investigation.	Vice President for Equality & Diversity (R I)  HR Manager (I)	Focus group held by VP Equality & Diversity and results reported to Executive by Q2 2021	Reasons for high level of uptake of extended unpaid maternity leave to be established  Corrective actions to be put in place, if necessary
5.5.2	Conduct a review of LIT's Parental Leave Policy, to develop greater clarity of how leave is structured and to set deadlines for application and approval.	Survey feedback raised issues with the process for obtaining parental leave (reduced hours basis or in blocks of weeks) and especially the late notification of approval which caused difficulties in planning childcare.	Vice President for Corporate Affairs & Capital Development (R)  HR Manager (I)	Review to commence in Q4 2020  Revised policy to be issued in Q2 2021, with guidance made available to staff on implementation	Increase in staff members availing of Parental Leave by 20% by 2023  Positive feedback on operation of parental leave policy


5.5.3	<p>Request earlier release dates of staff timetables to Academic Start-Up Committee</p> <p>Conduct a review of timetabling processes to identify and address issues impacting arrangements to support academic staff with caring responsibilities.</p>	<p>Survey feedback indicated that timetabling is having an impact for academic staff in managing caring responsibilities, especially late notice of personal timetable and frequent changes at short notice</p>	<p>Academic Start-Up Committee (R I)</p> <p>Vice President for Equality &amp; Diversity (R)</p> <p>Heads of Faculty/ Department / Function(I)</p> <p>HR Manager(I)</p>	<p>Presentation to Academic Start-up Committee Q2 2020</p> <p>Review to conducted by Q1 2021, with issues identified and / clarified by Q4 2021</p>	<p>Release of staff timetables in August each year</p> <p>Positive feedback from academic staff on operation of timetabling system to support in managing caring responsibilities</p>
5.5.4	<p>Establish a working forum to host a forum to solicit views of staff and students on parenting and work-life balance issues and an interest in establishing a Parents and Carers Network in the Institute</p>	<p>19% (22%M &amp; 16%F) of respondents to the staff survey selected 'family friendly' as words to describing workplace</p>	<p>Vice President for Equality &amp; Diversity (R I)</p> <p>HR Manager (I)</p>	<p>Working forum to be established in Q1 2022</p> <p>Forum recommendations to be prepared by Q3 2022</p> <p>Implement recommendations by Q4 2023</p>	<p>Working forum established and recommendations issued and actioned.</p> <p>Increase in % of respondents to staff survey describing LIT as family friendly from 19% to 30% by 2023</p>
5.5.5	<p>Conduct an annual targeted communication campaign to raise awareness of paternity, parental, adoptive leave, flexible working, and carers leave schemes. This will involve poster displays, e-mails, LIT TV screens and staff intranet.</p> <p>Uptake of these types of leave by gender will be reported in LIT Annual Equality Report.</p>	<p>Increase uptake of various flexible working options, especially by men.</p>	<p>Vice President for Equality &amp; Diversity (R)</p> <p>HR Manager (I)</p> <p>Heads of Faculty, Department &amp; Functions (I)</p>	<p>Annually Q2 each year</p> <p>Begin Q2 2020</p>	<p>Annual communications campaign</p> <p>LIT Annual Equality Report outlines uptake of these types of leave by gender.</p> <p>Increase in the number of men availing of various flexible working options.</p>

5.5.6	Redesign HR page on staff intranet to improve visibility and accessibility of information on flexible working arrangements.	70.3% (62.9%M & 74.7%F) of respondents to All Staff Survey are aware of where to find information about flexible working arrangements	Vice President for Corporate Affairs & Capital Development (R) HR Manager (I)	Redesign to commence in Q3 2020  Revised HR page on staff intranet launched in Q3 2021	Increase in the % of respondents to All Staff Survey who are aware of where to find information about flexible working arrangements from 70% to 80% in 2023
5.5.7	Provide training for LIT management team on flexible working for staff in the organisation and how best to support staff working flexibly.	45.7% (38.1%M & 48.7%F) of respondents to staff survey concluded that working part-time or flexibly would result in the same workload.  51.6% (52.1%M & 49.4%F) of respondents to staff survey indicated that availing of flexible work options would have a negative impact on career and promotional prospects	Vice President for Corporate Affairs & Capital Development (R) HR Manager (I)  Heads of Faculty / Department/ Function (I)	First training programme for managers to take place in Q4 2020  Training to take place annually thereafter	Roll out and participation rate in training  Survey attitudes of management team before and after training to measure effect  Decrease reporting by respondents to staff survey that working part-time or flexibly would result in the same workload to 35% by 2023  Decrease reporting by respondents to staff survey that availing of flexible work options would have a negative impact on career and promotional prospects from 51% to 41% by 2023


 5.5.8	Highlight successful career paths of senior academic and PMSS staff in LIT who have taken leave / worked flexibly in Athena SWAN Communications campaign.	51.6% (52.1%M & 49.4%F) of respondents to staff survey indicated that availing of flexible work options would have a negative impact on career and promotional prospects	Vice President for Equality & Diversity (R I)  Executive & Management Team (R)	Annually, Q4 each year  Being in Q4 2020	Decrease reporting by respondents to staff survey that availing of flexible work options would have a negative impact on career and promotional prospects from 51% to 41% by 2023
5.5.9	Formalise the practice of a meeting between Dean/HoD/CSM and those returning from maternity leave, adoptive leave, long term illness and for those transitioning back into full-time work to discuss supports.	LIT does not have formalized supports for staff returning to work from leave / part-time working	Vice President for Corporate Affairs & Capital Development (R)  HR Manager (I)  Heads of Faculty/ Department / Function (I)	Policy formulated, and communicated by Q2 2021  Training, as required, provided to managers	Policy formalised, and communicated to management / staff
5.5.10	Identify creche facilities near LIT campuses and compile a list for local providers. LIT to make this available to new staff/staff who are going on maternity, adoptive or maternity leave, along with details of available national childcare schemes and entitlements.	LIT does not have an on-site campus creche nor has the funding resources, at present, to build and manage such a facility. However there is a lack of information provision by LIT for staff on childcare.	Vice President for Equality & Diversity (R)  HR Manager (I)	List compiled by and circulated annually, beginning Q2 2021	List of local providers compiled and distributed to staff.
<b>5.6 ORGANISATION AND CULTURE</b>					
 5.6.1	LIT will engage in a targeted communications campaign to dispel gender-stereotyping myths.	25.5% (12.4%M & 33.3%F) of respondents to staff survey indicated that women are disadvantaged in LIT with respect to Gender Stereotyping. This needs to be addressed.	Vice President for Equality & Diversity (R I)  Marketing Office (I)	First campaign launched in Q1 2021  Annually thereafter	Reduction in % of staff reporting gender stereotyping from 25% overall to 15% by 2023.

			SAT Communications Working Group (I)		
5.6.2 	<p>Communicate Staff Dignity &amp; Respect Policy &amp; Procedures for Dealing with Harassment &amp; Bullying to all staff through briefings, workshops, etc. to enhance awareness and likelihood of reporting any incidents of unfavourable treatment.</p> <p>This is to include a summary guide to reporting and annual workshops for staff.</p>	<p>54% (63.9%M &amp; 50.9%F) of respondents to staff survey indicated that they would feel comfortable reporting any instance where they felt they had been treated unfavourably. This needs to be increased</p>	<p>LIT President (R)</p> <p>Vice President for Equality &amp; Diversity (R I)</p> <p>Heads of Faculty / Department / Functions (R I)</p> <p>HR Manager (I)</p>	<p>Summary guide published by Q3 2020, then annually thereafter</p> <p>First workshop by Q1 2021, then annually thereafter</p>	<p>Publication of guide and conduct of workshops</p> <p>Increase in % of staff who would report instances of being unfairly treated at next staff survey from 54% to 70%.</p>
5.6.3	<p>Review LIT's Staff Dignity &amp; Respect Policy &amp; Procedures to include:</p> <ul style="list-style-type: none"> <li>• other means of providing support to staff to report complaints about gender-based harassment, bullying or offensive behaviour.</li> <li>• specific section on sexual similar to that included in revised Student Policy on Dignity &amp; Respect to help to create a culture of zero-tolerance on sexist and hate speech.</li> </ul> <p>Communicate policy and procedures to staff and students.</p>	<p>Survey feedback outlined that identification of harassment or bullying could possibly lead to consequences in terms of career hopes or everyday issues such as unfavourable timetables, tasks or subjects or being generally excluded within a particular department or programme board.</p> <p>While 63% (67%M &amp; 63%F) disagree with experiencing sexist language and/or inappropriate behaviour, nearly one-third of female respondents have experienced some degree of such behaviour.</p>	<p>LIT President (R)</p> <p>LIT Executive (R)</p> <p>HR Manager (I)</p>	<p>Work on reviewing LIT's Staff Dignity &amp; Respect Policy &amp; Procedures to commence Q2 2020 and be completed by Q3 2021</p> <p>Other means of providing support to staff to report complaints about gender-based harassment, bullying or offensive behaviour identified and in place Q2 2022</p>	<p>Policy revised.</p> <p>Other means of providing support to staff to report complaints about gender-based harassment, bullying or offensive behavior in place</p> <p>Communicate both Staff &amp; Student Policies on Dignity &amp; Respect to all.</p> <p>Increase in % of respondents to staff survey who disagree with experiencing sexist language and/or inappropriate behavior in LIT from 63.1% to 73%.</p>


5.6.4	<p>Provide training for LIT management on:</p> <ul style="list-style-type: none"> <li>• dealing with complaints about gender-based harassment, bullying or offensive behaviour.</li> <li>• managing to promote equality and diversity (including gender equality).</li> </ul>	<p>69.6% (72.2%M &amp; 71%F) of respondents to staff survey disagreed that their line manager would take appropriate action about any legitimate complaint about gender-based harassment, bullying or offensive behavior</p> <p>50% (56.1%M &amp; 47.2%M) of respondents to the staff survey agreed that senior management have demonstrated clear leadership in promoting gender equality.</p>	<p>Vice President for Corporate Affairs &amp; Capital Development (R)</p> <p>Vice President for Equality &amp; Diversity (R I)</p> <p>HR Manager (I)</p>	<p>Training sessions for managers to commence in Q4 2020</p>	<p>Conduct of training sessions</p> <p>Increase in % of respondents to staff survey who disagreed that their line manager would take appropriate action about any legitimate complaint about gender-based harassment, bullying or offensive behavior from 69.6% to 79% by 2023.</p> <p>Increase in % of respondents to the staff survey who agree that senior management have demonstrated clear leadership in promoting gender equality from 50% to 60%</p>
5.6.5	<p>HR policies and procedures are reviewed on a systematic basis and monitored thereafter.</p>	<p>HR policies and procedures are currently not systematically monitored and reviewed</p>	<p>HR Manager (R I)</p>	<p>Dates for review (i.e. timetable) of each policy to be determined by Q3 2020</p> <p>Policies will be periodically reviewed in line with this timetable and legislative / regulatory requirements.</p>	<p>All HR Policies and Procedures monitored and reviewed, with a log of annual changes to be recorded at start of each policy</p>
5.6.6	<p>Make an application to HEA for funding for a SALI SLIII post.</p>	<p>As holders of SLIII posts are part of the Executive Team at LIT, the inclusion of a SALI SLIII post would serve to</p>	<p>LIT President (R)</p>	<p>Application submitted in Q4 2019</p>	<p>SALI post funded by HEA</p>

		increase the number of females on Executive from 2 to 3 (i.e. from 22% to 30%).	Vice President for Equality & Diversity (R I)	Applications to be submitted in future calls	
5.6.7	<p>Formalise into LIT's Recruitment and Selection Procedures:</p> <ul style="list-style-type: none"> <li>as both a shortlisting criteria and a criteria for recruitment for all Presidential, Vice-Presidential, Executive and Management posts that candidates have demonstrable evidence of leadership in equality and diversity</li> <li>that at the final selection step in the recruitment procedure for new Presidents and Vice-Presidents, in so far as possible, the final pool of candidates will comprise of an equal number of men and women.</li> </ul>	50% (56.1%M & 47.2%M) of respondents to the staff survey agreed that senior management have demonstrated clear leadership in promoting gender equality	<p>Vice President for Corporate Affairs &amp; Capital Development (R)</p> <p>Vice President for Equality &amp; Diversity (R)</p> <p>HR Manager (I)</p>	By Q2 2020	<p>Policy amended</p> <p>Gender balance amongst interviewed candidates for all Presidential / Vice-Presidential posts in LIT</p>
5.6.8	 <p>LIT will monitor the gender balance, attendance and the gender of chairpersons across institutional committees and subcommittees to ensure gender balance and take corrective action (rotating roles, co-options, etc.) if required, to emphasise LIT's commitment to gender equality and to increasing the visibility of women in leadership roles.</p>	There is no active monitoring to ensure gender balance across key LIT committees and amongst Chairpersons	<p>Vice President Academic Affairs &amp; Registrar (R)</p> <p>Vice President for Corporate Affairs &amp; Capital Development (R)</p> <p>LIT Executive (I)</p>	<p>Ongoing to begin in Q2 2020</p> <p>To be included in Annual Equality &amp; Diversity Report each year</p>	Improved gender balance on key LIT committees and among Chairpersons
5.6.9	LIT will amend and update relevant policies and procedures on the design, development and validation of new programmes to ensure the gender dimension is integrated into the proposed new curricula. Programmatic	The is a need to embed gender equality into all undergraduate and postgraduate curricula and activities in LIT to make Equality & Diversity a central	<p>Vice President for Academic Affairs and Registrar (R)</p> <p>Vice President for Equality and Diversity (R)</p>	<p>Formalise into policy in Q1 2022</p> <p>Ongoing as new programmes development and</p>	<p>Policy formalised</p> <p>Gender equality embedded into all new undergraduate and postgraduate curricula from 2022 onwards</p>



	<p>reviews will provide an opportunity for Institutes to review existing curricula.</p> <p>Training will be provided for academic staff on the consideration of Equality and Diversity issues in the development of curricula</p>	<p>part of the ethos and culture of LIT.</p> <p>This must be supported with relevant training</p>	<p>Assistant Registrar (I)</p> <p>Head of Quality, Teaching &amp; Learning (I)</p> <p>Deans of Faculties / Heads of Department (I)</p>	<p>programmatic reviews conducted</p> <p>Ongoing training to be provided</p>	<p>Gender equality embedded into existing curricula as programmatic reviews conducted from 2022 onwards</p> <p>Training provided and feedback gathered from staff on its effectiveness and their understanding of the importance of Equality and Diversity considerations in the development of curriculum material</p>
<p>5.6.10</p> 	<p>Devise and apply an Equality Impact Assessment process when monitoring and reviewing policies from an equality perspective.</p>	<p>No standardized mechanism exists in LIT for monitoring and reviewing institutional policies, procedures, documents and practices from an equality perspective.</p> <p>This will be audited annually once implemented.</p>	<p>Vice President for Academic Affairs and Registrar (R)</p> <p>Vice President for Corporate Affairs &amp; Capital Development (R)</p> <p>Head of Quality, Teaching &amp; Learning (I)</p> <p>HR Manager (I)</p>	<p>Tool developed and piloted by Q2 2021</p> <p>Implemented across LIT by Q2 2022</p>	<p>Equality Impact Assessment Form launched and in use</p> <p>Audit to show 100% compliance</p>
<p>5.6.11</p>	<p>Lobby to review/change/develop new Workload Allocation Model as we progress to a new TU.</p>	<p>The national agreed workload allocation model, which is based on teaching hours, does not currently take into account 'non-teaching'</p>	<p>LIT President (R I)</p> <p>Vice President for Corporate Affairs &amp; Capital Development (R I)</p>	<p>Ongoing</p>	<p>Evidence of lobbying activities</p> <p>Review of/ change to Workload Allocation Model in the sector or</p>

		activities, which are often critical for promotion	Vice President for Equality & Diversity (R I)		introduction of new contract types
5.6.12	Provide HODs /CSMs with training on the allocation and monitoring of workloads from a gender equality perspective	Only two-thirds of respondents to staff survey disagreed that they had been given a disproportionate workload or expected to do additional work because of gender and this needs to increase.	LIT Management Team (R I) HR Manger (I)	Q2 2021 Workload allocation training held for all existing HODs  Q2 2022 onwards – Training to be organised on an annual basis to all new HODs.	Training sessions conducted  Increase in % of respondents to staff survey who disagree that they had been given a disproportionate workload or expected to do additional work because of gender from two-thirds to 75%. Increase by 2023
5.6.13	Organise social gathering to happen at various times to provide flexibility to those with caring responsibilities	Only 58.6% (66.75M and 56.8%F) of respondents to staff survey agreed that meeting and workplace events are scheduled to fit with other home responsibilities.	Vice President for Equality & Diversity (R I)  LIT Executive Team (R)  LIT Management Team (I)	Ongoing	Increase in % of respondents to staff survey who agree that meetings and workplace events are scheduled to fit with other home responsibilities from 58.6% to 68%
5.6.14	Publish a special edition of the President's Report celebrating the achievement of female staff in LIT.  Host Athena SWAN events on campus, including family friendly social events for staff.  Use LIT's website and social media to promote the work of female staff.	LIT needs to proactively increase the visibility of the work of female staff across all areas of LIT – teaching, research, administrative roles – to address feedback in the all staff survey	Vice President for Equality & Diversity (R I)  Vice President for Research, Development & Innovation (R)	Publish in Q4 2020  Bi-annually, beginning Q2 2019  Ongoing on @LITAthenaSWAN	Publish special edition of President's Newsletter  At least two annual high profile Athena SWAN events on Campus  Improved feedback from respondents on visibility

	LIT to ensure gender balance amongst speakers and presenters at all LIT research conferences		Head of Research & Technology Transfer (I)  Marketing Office (I)	From Q2 2020	of the work of female staff across the Institute at next staff survey in 2023.
5.6.15 	Introduce a LIT Policy on Communications & Events to ensure that Institute communication material and formal events are balanced, inclusive and avoid gender stereotyping.	LIT needs to ensure that all Institute communications material and formal events are gender balanced, inclusive and avoid gender stereotyping.	Vice President for Equality & Diversity (R)  Marketing Office (I)  LIT Management Team (I)	Policy introduced in Q1 2021	Policy introduced and audited annually  Reduction in staff perceptions of gender stereotyping in LIT from 25.5% overall to 15% by 2023
5.6.16	Systematically collect and publish data on outreach activities/events, including objectives, staff participation by grade and gender, and participant uptake by school and gender  Develop methodologies to evaluate the impact of these outreach activities / events.	There is an absence of data and reporting on LIT outreach activities/event, including objectives, staff participation by grade and gender, and participant uptake by school and gender  There is no formal evaluation of outreach activities /events undertaken to measure impact.	Vice President for Equality & Diversity (R)  Vice President for Academic Affairs & Registrar (R I)  Marketing Office (I)	Collecting of data ongoing, commencing Q1 2021  Data published annually in Q3 thereafter  Methodology to evaluate impact of outreach activities to be developed by Q3 2022	Data collected and published on LIT outreach activities and available for next LIT Athena SWAN application in 2023  Measure in place to track follow through from schools to increased student registrations
5.6.17	All LIT Faculties / Departments to agree a timetable with Equality & Diversity Committee on submission of applications for an Athena SWAN Bronze Award.	There is a need to ensure that all LIT Faculties / Departments integrate gender equality into their policy and practice	Equality & Diversity Steering Committee & Chair (R)  Deans of Faculty (R)	Faculties / Departments to being work on a phased basis.	Two Departments each year will apply for an Athena SWAN Bronze Award from 2021

			Heads of Departments (I)		
<b>6. SUPPORTING TRANS PEOPLE</b>					
#	Action	Rationale	Responsibility	Timeframe	Measure of success
6.1 	Finalise and launch a LIT Gender Identity and Expression Policy & Guidelines, in consultation with the Institute's trans-community, and in line with national and international best practice, sectoral and legislative	At present there are no formal/explicit policies or procedures in place in LIT to support trans staff and students.	Vice President Equality & Diversity (R)  Vice President Academic Affairs & Registrar (R)  Students' Union – Welfare & Equality Officer (I)  Supporting Tans People Working Group (I)	Policy to be approved and implemented by Q3 2021	Gender Identity and Expression Policy drafted, approved, launched and implemented by Q3 2021 and reviewed annually  Consultation with and feedback from trans-community in ITC
6.2	Replace all gendered pronouns with gender-neutral language in all LIT policies, procedures and documents	There is a growing awareness that members of the trans-community often do not use gender specific pronouns  Therefore, it is essential that all LIT policies, procedures and documents are re-framed/drafted in gender neutral language	Vice President Academic Affairs & Registrar (R)  Head, Teaching, Learning & Quality (I)  Vice President Corporate Affairs & Capital Development (R)  HR Manager (I)	Existing student policies commenced in Q1 2019 and to be completed by Q2 2020  All other policies, procedures and documents to commence Q3 2020 and be completed by Q4 2021  Ongoing for future policies, procedures and documents	All existing policies, procedures and documents updated  Audit by SAT WG Supporting Trans-people in December 2022  All new documents issued within the college will be gender neutral

6.3	<p>Roll out biannual training on trans awareness and support (including LIT's Gender Identity and Gender Expression Policy).</p> <p>Report annually on the number of staff who participate in trans awareness and support training in EDI Annual Report.</p>	<p>There is a need to ensure that staff are knowledgeable about the trans community. Otherwise a lack of knowledge could lead to unconscious bias or fear of the community.</p> <p>There is a need to monitor and encourage uptake of trans-inclusion training initiatives.</p>	<p>Vice President Equality &amp; Diversity (R)</p> <p>HR Manager (I)</p> <p>Supporting Trans-People Working Group (i)</p>	<p>Q4 2019 2<sup>nd</sup> trans inclusivity workshop rolled out for all staff</p> <p>Q2 2020 Training continues to be organised for all staff on a rolling basis</p> <p>Q1 2021 onwards – Training to become part of new staff induction and will continue to be offered on an annual basis to all staff.</p> <p>Reporting of staff numbers completing training annually, to begin in Q4 2020 in LIT Annual ED Report</p>	<p>All staff to have received training as per stated timescale</p> <p>New staff trained as part of induction</p> <p>Figures collected and published on training update each year</p> <p>Published figures in annual LIT ED Report</p>
6.4	<p>Ensure that all LIT buildings have gender neutral toilets</p>	<p>There is a need to ensure trans / non-binary staff and students have access to necessary gender inclusive facilities in LIT</p>	<p>Vice President for Corporate Affairs &amp; Capital Development (R)</p> <p>Estates Office (I)</p>	<p>LIT premises at Clare Street has a gender inclusive bathroom since Q1 2019.</p> <p>All other existing buildings to have gender inclusive bathroom by Q3 2021</p> <p>Ongoing for new buildings as they arise.</p>	<p>Appropriate gender inclusive facilities are in all LIT buildings</p>
6.5	<p>Review and update LIT's Code of Conduct Policies for both staff and students to ensure that trans staff and</p>	<p>There is a need to ensure that the protection of trans-staff and students, and other minority staff and student</p>	<p>Vice President Academic Affairs &amp; Registrar (R)</p>	<p>To be completed by Q4 2020</p>	<p>Publication of updated policies and procedures</p>

	other minority groups are specifically protected.	groups are specifically provided for in LIT Policy.	Head of Teaching, Learning & Quality (I)  Vice President for Corporate Affairs & Capital Development (R)  HR Manager (I)		
6.6	Gather data on the experiences of LGBTI+ community in LIT to inform decision-making and measure the impact of initiatives	There is a need to ensure that LIT actions and decision making are informed by experiences and feedback from members of the LIT trans-community.	Vice President Equality & Diversity (R)  Academic Administrator & Student Affairs Manager (I)  HR Manager (I)  Student Union – Welfare & Equality Officer(I)  Supporting Trans People Working Group (I)	Annual focus group to be held with LIT LGBTI+ community to gather feedback to commence in Q1 2021	Data gathered and disseminated  Actions/recommendations implemented as required
6.7	Promote LIT as a safe college for members of the LGBTQ community.  This will involve: <ul style="list-style-type: none"> <li>• engaging in a trans awareness and support communication campaign</li> <li>• holding training for LIT’s Executive Committee, Management Team and</li> </ul>	LIT must be proactive in letting members of the LGBTQ community know that the college is a welcoming and safe place.	Vice President Equality & Diversity (R)  HR Manager (I)  Marketing Office (I)	Awareness campaign (communication campaign and targeted social media) to be ongoing  Training sessions to be provided in Q1 2021	Increase in the % of respondents to staff survey agreeing that LIT provides a safe environment for people from the LGBTQ community from 60.5% in 2019 to 70% in 2023.

	<p>Equality &amp; Diversity Steering Committee so that they provide leadership</p> <ul style="list-style-type: none"> <li>• launch a LGBTQ Staff Network in the Institute</li> </ul>		<p>Supporting Trans People Working Group (I)</p> <p>Student Union President (I)</p>	<p>LGBTQ Staff Network to be launched in Q1 2023</p>	<p>Training session on trans awareness and support delivered to LIT's Executive Committee, Management Team and Equality &amp; Diversity Steering Committee</p> <p>Launch of LGBTQ Staff Network</p>
<b>7. FURTHER INFORMATION</b>					
#	Action	Rationale	Responsibility	Timeframe	Measure of success
7.1	Invite a colleague from AIT to sit on LIT's SAT from January 2020 to facilitate sharing of good practice and collaboration on events/initiatives.	LIT has formed a consortium with Athlone Institute of Technology to form a Technological University.	Vice President Equality & Diversity (R)	From Q1 2020	Colleague from AIT is a member of LIT's SAT