Institiúid Teicneolaíochta Leitir Ceanainn
Letterkenny Institute of Technology

LYIT Gender Action Plan 2020

December 2020

Revision History

Date of this revision: 18 December 2020	Date of next review: 18 December 2021

Revision Number	Revision Date	Summary of Changes	Changes marked
002	18 December 2020	Revised Gender Action Plan developed as part of Athena SWAN Institutional Bronze submission	

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Document Approval

This document requires the following approvals:

Name	Title	Approval Date
Dr Lynn Ramsey	Executive Board	14 December 2020
	Governing Body Gender Equality Sub-Committee	16 December 2020
	Governing Body	18 December 2020

LYIT Gender (Equality) Action Plan 2.0 (2020)

LYIT's Gender Action Plan 2.0 (2020) demonstrates the institution's sustained commitment to gender equality articulated in LYIT's Strategic Plan 2019-2023 including the implementation of all measures identified in the Gender Action Plan 2018- 2020. The plan provides a detailed blueprint to promote equality and sets clear targets, actions, responsibilities and timelines.

Objectives, actions, responsibilities and timelines are grouped under the following thematic areas:

1. Leadership of Gender Action Plan (1.1-1.6)
2. Description of the Institution (2.1- 2.3)
3. The Self-Assessment Process (3.1- 3.4)
4. A Picture of the Institution (4.1- 4.8.2)
5. Supporting and Advancing Women's Careers
    - 5.1 Key Transition Points (5.1- 5.1.4)
        - Induction (5.1.5- 5.1.10)
    - 5.2 Career Development (5.2.1- 5.2.4)
        - Appraisal and Development Review (5.2.5- 5.2.9)
    - 5.3 Flexible Working and Managing Career Breaks (5.3.1- 5.3.9)
    - 5.4 Organisation and Culture (5.4.1- 5.4.13)
6. Supporting Trans People (6.1- 6.4)
7. Additional Information- COVID impact on LYIT Staff (7.1- 7.2)

The Gender Action Plan 2.0 will be reviewed during implementation at key stages by the Institution's Self-Assessment team, EDI Committee, Governing Body EDI Sub Committee and Governing Body.

The development of the LYIT Gender Action Plan been informed by national policy, sectoral practices and guidance, legislative requirements and best practice both nationally and internationally. Detailed consideration has been given in particular to the following: the HEA National Review of Gender Equality in Irish Higher Education Institutions (HEA, 2016), the Gender Action Plan 2018-2020 (HEA, 2018), the Employment Equality Act 1998, THEA's Gender and Diversity Statement (Appendix One), the Athena SWAN Charter 2005/2015 (Appendix Two), the FESTA handbook on Gender-sensitive Design of Criteria and Recruitment, Appointment and Promotion Processes in Academia (Appendix Three) and the Code of Conduct for the Recruitment of Researchers, EURAXESS (Appendix 4).

A list of acronyms is listed in Appendix 5.

No.	Rationale	Action(s)	Timescale	Responsibility (R) & Implementation (I)	Success Measures
SECTION 1: Leadership for Gender Action Plan					
1.1	To foster gender balance in the leadership of LYIT	LYIT Governing Body will ensure that the measures to promote gender equality within the search and selection process (as well as documenting gender balance in the application pool at each stage of the selection process) are undertaken. The Governing Body will provide a report to the HEA.	Review underway. Report due back to GB end of Q4 2019.	Human Resources (HR) and Governing Body Governing Body to adopt recommendations relating to the recruitment process	Changes to recruitment process were implemented by Q1 2020
1.2	Ensure LYIT leaders foster a culture of gender equality in the institution	In the appointment process for a new LYIT president, a requirement of appointment will be demonstrable experience of leadership in advancing gender equality. This will be a specific criterion in the role description The current LYIT President has positively influenced gender equality in the following ways: • Introduced gender quotas for Academic council membership in 2002 • Commitment to supporting staff development which fosters a culture of gender equality in LYIT; • Commitment to his own professional development e.g. the Undertaking the MARC programme (Men Advocating Real Change) and completing unconscious bias training	Effective immediately	HR/Governing Body	Implemented changes Q1 2020
1.3	Ensure LYIT leaders foster a culture of	In the appointment process for a **new** vice-president in LYIT, a requirement of	Effective immediately	Human resources	Implemented changes Q1 2020

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	gender equality in the institution.	appointment will be demonstrable experience of leadership in advancing gender equality. This will be a specific criterion in the role description LYIT has begun a restructuring process, starting initially with a renaming of senior posts within the Institute. Arising from this review, the Institute now has a VP for Research, Equality and External Affairs. Each of these VPs has undertaken staff development in areas supporting leadership in advancing gender equality e.g. unconscious bias training. The VP for Equality is a member of the HEA National Committee for Gender Equality			
1.4	All staff in leadership positions within LYIT (Principally, Heads of Schools/department/ managers) to lead cultural and organisational change in their area of responsibility. LYIT will create a framework to indicate how this would be implemented	In the appointment process for Heads of Schools/department/ managers, a requirement of appointment will be demonstrable experience of leadership in advancing gender equality. This will be a specific criterion in the role description Heads of Schools/department/ managers are responsible for integrating gender equality in all processes and decisions made. This will be supported by the provision of appropriate data and also staff development and training.	Effective immediately LYIT Registrar's Report since 2003/4 contains detailed data on student progress by gender Appointees will be in place from Q1 2020	Human resources Data and report from: HR, Registry/ Athena Swan SAT and data from PROGRESS research project HR	Implemented Q1 2020

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		LYIT will recruit a PG researcher and Data officer (grade 6) to support the provision of more detailed reporting. LYIT will create a cultural and organisation implementation framework arising from the detailed analysis and SMART action plan to be developed under our Athena SWAN application	Framework, including staff development and training in development to be completed by Q3 2020 Training and development in 2019: Unconscious bias training The Staff Development Network delivered a Cross Institute Seminar to Academic Managers on 15 May 2019. '' Professional Development for Academic Managers' This seminar was designed to enable managers to develop their team, gain people	SAT and Executive Council to develop implementation framework Staff Development: HR/ Head of Teaching and Learning/Head of Research	Q3 2020 Q3 2019

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		LYIT staff from across the institute will undertake Athena Swan panellist and observer training LYIT will fund at least 2 staff per year to attend Aurora Leadership Programme	management skills on how to lead their team, how to enhance T&L through staff development. key theme throughout the seminar was gender equality. 2018 (ongoing) 2020		
1.5	To achieve gender equality in LYIT, the institution will ensure that the institution has roles which are appropriately resourced so as to provide sufficient leadership capacity in gender equality, diversity and inclusion.	LYIT committed the following: • VP for Research, Equality and External Affairs Engagement who is a member of the EB (LYIT senior management team) • Director of EDI • Dedicated Administrative Support • Proportion of HR senior officer • Dedicated Budget	VP for Research, Equality and External Affairs, 2018 2019 2019 2019 2019	EB/GB	Implemented in 2018 and 2019
1.6	LYIT will ensure that a roadmap for attainment of gender	LYIT Gender Action Plan 2.0 is in place and will be reviewed in 2021 as part of our	2019-2020	LYIT President/ VP for Research, Equality and	Q4 2020

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	equality is developed, implemented, reviewed and revised using a strong evidence base and following best practices	commitments as part of our Athena SWAN Bronze Application		External Affairs/ Director of EDI	
SECTION 2: Description of the Institution					
2.1	Gender imbalance in staff and student populations particularly pronounced in the disciplines of Computing, Engineering and Nursing (2.2-2.5)	Prioritise Athena SWAN department applications from the following: Computing, Electronic and Mechanical Engineering Civil Engineering and construction Nursing and Health Studies	Begin Q2 2021, establishing SATs in Computing and Nursing and Health Studies Q 4 2021 for both Engineering Departments Bronze AS application from computing and nursing departments submitted Q4 2022 and Q 2 2023	VP REEA Director EDI Heads of School of Engineering and Science Heads of Department Computing, Electronic and Mechanical Engineering, Civil Engineering and Construction and Nursing and Health Studies departments	AS Bronze departmental awards for each area Increase in under-represented gender for each area of at least 5%
2.2	Under representation of female students in Engineering and Computing (tables	Develop new, targeted school's engagement projects to address the gender imbalance in these areas.	Support with school's engagement EDI funding call in Q2 2021 with actions	VP REEA Director EDI Schools Engagement Officer	Each Department to win at least one funding call per annum

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	2.2-2.5) and male students in Nursing		to commence Q3 2021 and to run for 3 years	Heads of School of Engineering and Science Heads of Department Computing, Electronic and Mechanical Engineering, Civil Engineering and Construction and Nursing and Health Studies departments	Increase in under-represented gender for each area of at least 5% by 2024
2.3	Pipeline of researchers into PG demonstrates a gender imbalance in the area of STEM (imbalance in females) and AHSBLL (imbalance in males)	Develop a new, targeted PG Recruitment strategy to address the gender imbalance in these areas Strategy will include communications, marketing, role modelling and engagement with final year undergraduate students	Planning to begin in Q1 2021 and with roll out Q3 2021. Review on annual basis By end of 2024 by 2024	VPREEA Head of Research Heads of School of Science and Business Heads of Department of Computing and Business Studies Marketing Manager	An EDI focus PG recruitment strategy with a targeted approach to addressing the gender imbalance in computing and business post graduates. Increase in under-represented gender for each area of at least 5%
SECTION 3: THE SELF-ASSESSMENT PROCESS					
3.1	New Steering Group required to oversee	Establish a new EDI Steering Group to provide strategic direction for AS GEAP	By end Q4 2020	LYIT President	EDI Steering Committee

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	strategic implementation of GEAP, Departmental AS applications and future institutional applications	implementation and wider EDI strategic priorities		VP REEA	established with Terms of Reference agreed 2021
3.2	SAT required to progress effective implementation of GEAP	Establish implementation focused SAT, drawing on membership from first LYIT SAT and inviting new members. Will retain members from the intersectionality working group.	By Q1 2021 Current SAT will continue until new SAT in place	LYIT President VP REEA	SAT established with Terms of Reference agreed 2021
3.3	Successful implementation of LYIT's GEAP and future AS applications must be appropriately resourced	LYIT will ensure that appropriate and adequate Executive level and administrative staff resourcing is in place to support full implementation of the GEAP and future AS applications (institutional and departmental). Establish an EDI fund	By Q1 2021	LYIT President Governing Body VP REEA EB	Fully and appropriately staffed and resourced EDI section 2021
3.4	The institute does not systematically capture, analyse, report on gender equality, diversity and inclusion indicators (including intersectionality)	Develop an Equality Data Analysis system to provide up to date EDI data for all internal and external stakeholders. An annual EDI report will be provided to GB, EB and EC to support strategic and operational decision making	Begin development Q3 2020 with fully integrated system in place by Q3 2022. Key stages: Q3 and Q4 2020 – development and	Executive Board VP REEA Director of EDI HR Institute Governance and Compliance Specialist	System to provide better access to all available core institute data and inform gender equality policies and actions will be operationalised and will enable an evidenced based approach to

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			implementation of e-recruitment and upgrade to CORE (HR data base system) Q3 2022 Q3 2021- project scoping and evaluation of best practice systems in other HEIs Q4 2021 – Data and policy requirements agreed Q1 2022- Procurement and piloting Q 2 2022- training and communications		addressing gender equality Annual reports provided to GB, EB and AC from and every subsequent year by 2022
SECTION 4: A PICTURE OF THE INSTITUTION					
4.1	Develop and implement targeted strategies to attract and appoint more staff from under represented genders into positions at all	Increase in strong candidates of under-represented gender through positive action job adverts/ strong equality statements, promoting link to AS charter principles, thought placement of job advertisements	Commence planning in Q2 2020 with fully implemented recruitment	VP REEA Director of EDI HR Manager	Targets: An increase of at least 5% in female applications for positions in STEM and male

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	academic grades, in conjunction with the actions on promotion	Formally introduce a flexible cascade model as recommended in the Higher Education Authority National Report of the Gender Equality Taskforce (2018)	approach in place by Q3 2021. Key stages: Q2 2020 Commissioned independent review by external consultant of recruitment and promotions Q4 2020 report from independent consultant reviewed and approved for next steps implementation by EB Q2 2021 HR to have completed policy revisions and adopted new procedures for recruitment	Heads of Schools/Departments All recruitment panels	applications in AHSSBL An increase in under-represented genders in SL1 (females), SL2 (males) and females SL3 where such posts arise. Target of at least 40% of each gender at application and short-listing stages by 2024

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			Q3 2021 All training and communications in place and rolled out Q 4 2021 New recruitment policies and procedures in operation		
4.2	The Technological HE sector does not have a national career framework for researchers	Advocate with THEA and TURN for the adoption of formal career pathways for researchers.	This work is underway with colleagues in THEA and is strongly supported by LYIT senior managers.	LYIT President and EB HR Head of Research	Formal career pathway framework agreed at sectoral level and fully implemented by LYIT
4.3	There is need for a formalised work allocation policy to include research time	Develop and adopt a formalised policy within the institution	This work is underway within the CUA and TURN and is strongly supported by LYIT senior managers Adopted by 2023	LYIT President and EB HR Head of Research	Formalised work allocation policy which includes research time developed and adopted by 2023
4.4	Develop and implement targeted strategies to attract and appoint more	Increase in strong candidates of under-represented genders through positive action job adverts/ strong equality statements,	Commence planning in Q2 2020 with fully implemented	VP REEA Director of Edi	Increase the gender balance in all PMSS

No.	Rationale	Action(s)	Timescale	Responsibility (R) & Implementation (I)	Success Measures
	staff from under represented genders into positions at all PMSS grades, in conjunction with the actions on promotion	promoting link to AS charter principles, through placement of job advertisements.	recruitment approach in place by Q3 2021. Key stages: Q2 2020 Commissioned independent review by external consultant of recruitment and promotions Q4 2020 report from independent consultant reviewed and approved for next steps implementation by EB Q2 2021 HR to have completed policy revisions and adopted new procedures for recruitment Q3 2021 All training and	HR Manager Heads of Schools/Departments All recruitment panels	appointments by at least 10% by 2022.

No.	Rationale	Action(s)	Timescale	Responsibility (R) & Implementation (I)	Success Measures
			communications in place and rolled out Q4 2021 New recruitment policies and procedures in operation by 2022.		
4.5	Need to develop a sustainable, intersectional approach to gender equality, diversity and inclusion	4.5.1 Ensure that benchmarking and monitoring by including intersectionality data in all LYIT institutional and departmental AS applications 4.5.2 Included intersectionality in new institutional EDI policy 4.5.3 Work with HEA to promote engagement with new data collection on race and ethnicity and advocate for broadening of system wide collection of intersectional data	From 2021 From 2020 (HEA Race and ethnicity staff survey promoted in December 2020)	VPREEA HR Director of EDI HOS HOD SAT	Intersectionality is a core element in all future AS institutional and departmental applications

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		4.5.4 SAT implementation group to include intersectionality (action 3.5)	From 2021		
4.6	LYIT does not systematically capture data to track staff moving from temporary to full time positions	Develop and introduce a systematic capture of data within the EDI data capture in action 3. 3 (Equality data analysis system) Analyse a report on data adopting new actions as appropriate to support temporary staff in their career development, including clear communications on the process	By 2022	Executive Board VPREEA Director of EDI HR	Systematic capture of data to track staff moving from temporary to FT positions in place
4.7	LYIT does not systematically capture data to understand and analyse leavers by grade, gender or functional area.	Develop and introduce a systematic capture of data within the EDI data capture in Action 3. 3 (Equality data analysis system). Analysis will also include any new actions required to support staff, including contract staff.	Analysis and reporting fully integrated in to EDI reporting by Q3 2022 and will form part of HR reporting from Q1 2021 to EDI Director and EB.	Executive Board VPREEA Director of EDI HR	System to provide better access to all available core institute data and inform gender equality policies and actions will be operationalised and will enable an evidenced based approach to addressing gender equality. Annual reports provided to GB, EB and AC from Q3 2022 and every subsequent year

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	There is need to introduce a formal system of exit interviews to systematically capture qualitative data to understand staff leaving LYIT.	Develop and introduce an exit interview to support the systematic capture of qualitative data within the EDI data capture in Action 3.3 (Equality data analysis system) The Exit Interview will capture reasons for departure Exit interviews will also include a focus on identifying any new actions required to support staff, including contract staff.	Exit interview developed Q3 2020. Analysis and reporting on Exit Interviews fully integrated in to EDI reporting by Q3 Analysis and reporting fully integrated in to EDI reporting by Q3 2022 and will form part of HR reporting from Q1 2021 to EDI Director and EB.	Executive Board Director of EDI HR	System to provide better access to all available core institute data and inform gender equality policies and actions will be operationalised and will enable an evidenced based approach to addressing gender equality. Annual reports provided to GB, EB and AC from Q3 2022 and every subsequent year.
4.8	There is currently no requirement for organisations to publish information on the gender pay gap in Ireland and such information is not be collated in LYIT. The Gender	LYIT commits to conducting a pay review as part of the annual EDI report.	Q3 2020 Commission external review of best practice for HEIs to frame approach.	SFC HR Payroll Director of EDI	System to provide better access to all available core institute data and inform gender equality policies and actions will be operationalised

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	Pay Gap in Ireland is 14.4% in favour of male employees (Eurostat, 2018).		Q3 2021 EB approve approach, consistent with emerging requirements (Gender Pay Gap Information Bill 2019 currently before Dáil Eireann). Q4 2021 pilot gender pay gap reporting. Q1 full roll out of gender pay gap evaluation with analysis, reporting and identification of relevant actions to form part of EDI report by Q3 2021.		and will enable an evidenced based approach to addressing gender pay in equality.
4.8.1	No sectoral pay data for academic staff to support sectoral benchmarking.	Advocate for HEA to develop sector pay data for academic staff (including lobby HEA, Centre for Excellence for EDI (formerly Gender Equality).	2021 (aligned to adoption of equal pay gap legislation).	LYIT President SFC VP REEA Director of EDI	Sectoral pay data for academic staff used to benchmark LYIT academic staff pay data and to inform analysis,

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					target setting and progression measurements for future AS submissions
4.8.2	PMSS sectoral staff pay data insufficiently disaggregated to support meaningful benchmarking.	Advocate for HEA to develop more disaggregated sector pay data for PMSS staff (including lobby HEA, Centre for Excellence for EDI (formerly Gender Equality).	2021 (aligned to adoption of equal pay gap legislation)	SFC Director of Finance VP REEA Director of EDI	Sectoral pay data for academic staff used to benchmark LYIT academic staff pay data and to inform analysis, target setting and progression measurements for future AS submissions. Annual reports provided to GB, EB and AC from Q3 2022 and every subsequent year
SECTION 5: SUPPORTING AND ADVANCING WOMEN'S CAREERS					
5.1: KEY TRANSITION POINTS					
5.1	Total staff recruitment analysis identified gender gap	Review of recruitment policy and processes to ensure a gender balance in all key recruitment stages (linked to Action 4.2).	Q2 and Q3 2020 Commission external review of	VPREEA SFC	Review completed and all

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	of in favour of females in recruitment and appointments (64% female). An imbalance in gender was identified at SL1 (25% female), SL2 (100% female) and SL3 (0% female) grades	Includes: For President and VP appointments, final pool of candidates to include an equal number of males and females, in so far as is possible. Accounting to Governing Body if not. Use gender de-coding software for all LYIT posts (and include this requirement in relevant policies). Targeted advertising of posts to established networks when recruiting staff in under-represented areas (5.1.2) e.g. (WITS, Women in Technology and Science Ireland) Statement in adverts supporting equality and diversity in applications and commitment to at principles. Using executive search agencies and search champions in post with when recruiting staff in under-represented areas (*e.g*. STEM, Action 5.1.2 and PMSS action 5.1.3.)	LYIT recruitment policies and processes, focused on best equality approaches New procedure and policy in place Q 4 2021 Q2-Q3 2021 Gender De-coding software piloted with full roll out by Q4 2021 Q 1 2022 Q3 2020 Q1 2022	HR Director of EDI	recommendations implemented Overall Institutional gender gap in recruitment of no greater than 5%.

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		Review and revise design and scoring of interview questions and feedback for candidates to address areas of potential gender bias Training for internal and external appointment panels aligned to revised recruitment policy and processes.			
5.1.1	Data for the three-year review period identified a slight imbalance (45%) in female STEM academic appointments with a near gender balance at applications (47% F) and short-listing stages (48% F).	Review of recruitment policy and processes to ensure a gender balance in all key recruitment stages in STEM recruitment Review and revise design and scoring of interview questions and feedback for candidates to address areas of potential gender bias Training for internal and external appointment panels STEM aligned to revised recruitment policy and processes.	Q2 and 3 2020 Commission external review of LYIT recruitment policies and processes, focused on best equality approaches By Q3 2021 By Q4 2022	VPREEA SFC HR Director of EDI Heads of STEM Schools and Departments	Review completed and all recommendations implemented Gender balance in STEM appointments of at least 40% of each gender by 2022.
5.1.2	Data for the three-year review period identified a significant gender imbalance in PMSS	Review of PMSS recruitment policy and processes to ensure a gender balance in all key recruitment stages	Q2 and 3 2020 Commission external review of LYIT recruitment policies and processes, focused	VPREEA SFC HR	Review completed and all recommendations implemented

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	appointments (73% female)	Review and revise design and scoring of interview questions and feedback for candidates to address areas of potential gender bias. Training for internal and external appointment panels PMSS aligned to revised recruitment policy and processes.	on best equality approaches. By Q3 2021 By Q4 2022	Director of EDI Heads of STEM Schools and Departments	Improved gender balance in PMSS appointments of at least 15% of by 2023
5.1.3	AS staff survey identified that only 42% of females and 36% of males considered that LYIT's recruitment process is fair and transparent.	Review of recruitment policies and procedure identified in Action 5.1.1 will be supported by staff training on new recruitment policies and procedures.	Q 4 2021 new policy and procedure in place and staff training to be rolled out across LYIT in 2022.	Director of EDI HR By 2023	Review completed and all recommendations implemented Increase in staff who report that LYIT's recruitment process is fair and transparent (at least 75% by 2023)
5.1.4	Unconscious bias training has been delivered to Executive Council members on one occasion but is not provided on rolling basis and UB is not fully integrated into	All members of Executive Council will to undertake UB recruitment and selection training every three years. Up to date UB training will be a prerequisite for membership of a selection panel	Training in place by Q4 2021. From Q3 2022 managers may not participate in interview/selection panels without up	HR Director of EDI	UB training completed every three years by all Executive Council members. All Executive Council members to have up to

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	all aspects of the recruitment process.		to date UB training. By Q4 2021 Section on UB to be included in information briefing materials for recruitments By Q4 2021Develop and implement reporting mechanism for any incidents of UB during recruitment		date UB training by 2023 Increase in staff who report that LYIT's recruitment process is fair and transparent (at least 75% by 2023)
INDUCTION					
5.1.5	Uptake by staff of induction training is low compared with the number of staff appointed. Induction is scheduled in September to coincide with the start of the new academic year, accordingly staff	Continue with the change of approach during Q3 2020 to digitally record staff induction training and share with staff who join LYIT over the course of the year. Support with departmental/functional area induction. EDI and UB to be included in induction.	Q3 2020 digitally record and share induction with all staff who join LYIT throughout the year. Q3 2021	HR Director of EDI	100% all staff undertake induction and 90% report it to be useful by 2023

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	joining later in the year do not have the opportunity to participate. Staff who participate in induction reported finding it useful (84% females, 72% males).				
PROMOTION					
5.1.7	There is a lack of academic, research and PMSS promotional structure in the sector. AS staff survey identified that 27% of staff consider that they did not apply for promotion due to lack of opportunities	Advocate for new career pathways, including rotational posts within THEA/TUTF/TURN	On going	LYIT President VP REEA	The development of new promotional pathways within the sector which are fully implemented within LYIT.
5.1.8	There was a gender imbalance in responses in terms of reporting that promotions processes were not considered	Commission an external review of promotions and fully implement all findings. This will include: Revising all promotions policies and processes are required.	Q4 2021 Q1 2022	VP REEA HR HR staff officers	Full review conducted and revised promotions policies and procedures in place.

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	transparent (41% female). 57% of female respondents considered that female were disadvantaged in promotions				75% of all survey respondents report finding the promotions processes transparent and there is a at least at 40% reduction in the number of female respondents who consider that females are disadvantaged in promotions.
5.1.9	A significant number of respondents did not understand the promotions processes (43% female, 32% male).	Commission an external review of promotions and fully implement all findings. This will include: Provide training and clear communications on revised promotions policies and processes (including training for all line managers).	Q4 2021 Q2 2022	HR HR staff officer	Full review conducted and revised promotions policies and procedures in place supported by training and clear communications to all staff. A decreased of at least 30% in the

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					number of respondents who report that they did not understand the promotions processes.
5.1.10	A large proportion (40%) of respondents did not feel that they received adequate support to apply for promotion.	When senior academic or PMSS promotional posts become available, deliver training workshops for staff on the application and interview process to encourage and support applications.	Align with promotions calls from Q1 2022	HR Director of EDI	Promotions workshops for all staff in place aligned to promotional posts being advertised. A reduction of 30% in the number of respondents who did not feel that they received adequate support to apply for promotion.
5.2: CAREER DEVELOPMENT					
5.2.1	There is no systematic capture, analysis by gender	Develop a clear process to systematically capture participation in training and professional development opportunities	In place by end Q4 2021	HR	Systematic capture, analysis and reporting of

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	and reporting of uptake of training	Monitor, analyse and adopt any required actions to ensure a balanced uptake by gender and between PMSS and academic staff. This will be included as part of the EDI annual report		HR training officer VPREEA	uptake of training and PD opportunities. Reporting with recommended actions is an integral part of the EDI annual report. Linked to success measures in Actions 5.2.2- Balanced uptake by genders and between academic and PMSS staff.
5.2.2	There is no institute wide policy for PD	Detailed institute wide study on PD for Equality for all LYIT staff (PROGRESS) was undertaken in 2019- 2020 with a final report submitted to EB in September 2020. The report was also submitted to the CUA HR working group and will form the basis of the HR values and principles framework for PD for the CUA TU submission.	Q1 2019- Q3 2020 Q4 2020	EB Director of EDI HR HR training officer Post-doctoral Researcher in Teaching, Learning, Student Engagement	Institute PD policy informed by EDI principles and grounded in evidence from PROGRESS study developed and adopted. PD policy aligned to

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		A detailed PD policy informed by the PROGRESS study will be included as part of the new HR strategy.	Q 4 2021	Teaching, Learning and Student Engagement Officer	new institute HR strategy. Implementation plan in place, monitored and reviewed as part of annual EDI report.
5.2.3	The numbers of staff recorded as participating in PD and training is low and only 43% of staff are aware of how to apply for such opportunities. Only 23% of respondents considered the process of applying to be transparent.	As part of the PD policy in Action 5.2.2, develop a clear communications plan for PD and training opportunities. This will include; Information on all PD and training opportunities (both accredited and unaccredited) and funding available Information on how to apply for PD, training and funding. Clear communications through dedicated section on institute website, internal newsletter each semester and promoted in staff meetings with Managers actively co-ordinating work flows to ensure equal opportunities for all staff to engage in PD.	Communications plan developed as part of PD policy and implemented by Q4 2021	HR HR training officer Head of Flexible and Online Learning SL1 Teaching and Learning Teaching, Learning and Student Engagement Officer Heads of School/Heads of Department All VPs Marketing manager IT Manager	PD and training communications plan in place 80% of all staff aware of how to apply for PD and training opportunities. 80% of all staff reporting the process of applying to be transparent.

No.	Rationale	Action(s)	Timescale	Responsibility (R) & Implementation (I)	Success Measures
5.2.4	Women were identified in the AS more likely to be disadvantaged by gender stereotyping (25% of respondents): 35% of females and 10% of males considered that women were disadvantaged due to gender stereotyping.	Unconscious bias training to be provided for all LYIT staff over at two-year period.	Begin in 2021 with all staff completed the training by 2023.	HR HR training officer	UB training in place for all LYIT staff. At least 60% of all LYIT staff completed training by 2023. A reduction in staff identifying women disadvantaged by gender stereotyping by at least 5%.
Appraisal and Development Review					
5.2.5	LYIT does not have an active appraisal or development review system 81% of survey respondents to AS survey indicated that they considered such a system should form part of their career development at LYIT	Develop an appraisal process, underpinned by EDI principles to support career development for all LYIT Staff. Appraisal process will be informed by evidence and analysis in PROGRESS. Annual monitoring of the new process includes as part of the EDI report.	Q1 2021 Review best practices approaches to appraisal and development review. Q3 2021 Develop appraisal and development review process and pilot with one School and one	EB EC HR	New Appraisal and Development Review developed, adopted and underpinned by training. 80% of all staff to have participated in a performance review and to find it supportive of their career

No.	Rationale	Action(s)	Timescale	Responsibility (R) & Implementation (I)	Success Measures
		All mangers and staff trained in the new appraisal and development review system.	PMSS functional area. Q1 2022 review and refine system. Q2 2022 Provide training to all managers and staff in advance of full roll out. Q3 2022- 2023 Full roll out of appraisal and development system across institution		development by 2024
Support to Staff for Career Progression					
5.2.6	There is no formal institute wide system of mentoring Staff responses to PROGRESS survey indicated a strong interest in a formal mentoring system	Develop a formal mentoring system for all new appointees. Promote participation in the National Forum's Open Course in Mentoring to all teaching staff; recruit participants from this programme to become mentors in the new formal mentoring system.	Developed and in place to coincide with new academic year 2021. Programme will be offered May 2021.	HR SL1 Teaching and Learning Head of Flexible and Online Learning	Formal mentoring system for new staff in place At least 60% of all new staff participate in mentoring programme by 2023. At least 10 teaching staff participate in NF open course in

No.	Rationale	Action(s)	Timescale	Responsibility (R) & Implementation (I)	Success Measures
					mentoring each year by 2024
5.2.7	24% of respondents indicated that they did not apply for promotion because they thought they would be unsuccessful; this was more pronounced in the case of female respondents (26% female, 19% male).	Support leadership development for female staff members through funded participation in the Aurora programme. An open call for participants will be issued annually and 7 staff will be funded in the first year. Senior LYIT managers will support as Aurora Champions. Participants from Aurora will be become mentors on the Institute's formal mentoring programme for new staff.	Q4 2020, 7 LYIT female staff (3 academic and 4 PMSS) participated in Aurora Q3 2021, 2022, 2023 New open calls for Aurora 2021, supported by LYIT 2020 Aurora champions.	President VP REEA HR Director of EDI	At least 28 females to have completed the Aurora programme by 2024 and at least 60% of Aurora programme graduates become mentors on the institute's formal mentoring programme for new staff.
5.2.8	Gender imbalance in allocation of research supervisors which impacts research career development and presents gender imbalance in role models for research students.	Increase the number of female PG supervisors by: HOS/HOD actively encouraging a wider pool of potential supervisors Introducing a funding condition of internal seed funding for research masters: at least one male and one female supervisor in each supervisory team.	Develop as part of new call for seed funded research masters in Q2 2021. In place for new PG students commencing Q3 2021	Head of Research Heads of School Heads of Department	Increase in supervisors from under-represented genders in seed funded research masters; at least 50% male in AHSSBL and at least 40% female in STEMM.

No.	Rationale	Action(s)	Timescale	Responsibility (R) & Implementation (I)	Success Measures
	Research supervision in the School of Science is 24% female and 16% female in the School of Engineering.				
5.2.9	Aligned to Action 4.1 (above) There is need for an institute career development strategy for researchers	Adopt an institutional career development strategy for researchers underpinned by the standards in the EC Excellence in research (HRS4) and aligned to the emerging sectoral research framework.	Develop strategy in consultation with THEA/TURN and institutional researchers. Career development strategy and implementation plan in place by 2023	VP REEA Head of Research HR	Institutional researcher career development strategy in place by 2023 Awarded EC HR Excellence in Research Award
5.3: FLEXIBLE WORKING AND MANAGING CAREER BREAKS					
5.3.1	LYIT does not have a formal maternity or adoptive leave policy and staff are unclear where to find necessary information Maternity leave returners focus group participants	Develop a formal policy for adoptive and maternity leave, supported by a clear Maternity leave toolkit and checklist to cover pre-leave, during leave and returning to work. The policy will include an optional keep in touch approach to enable staff to choose to maintain appropriate levels engagement during leave periods.	Q3 2020 Develop clear policies for maternity and adoptive leave, including provision for optional keep in touch days. Q4 2020 Support ease of engagement with toolkit and checklists. Hold	HR HR office with responsibility for leave IT Manager Director of EDI	Clear policies, toolkits and checklists in place. 90% of staff report that they can find information on maternity and

No.	Rationale	Action(s)	Timescale	Responsibility (R) & Implementation (I)	Success Measures
	indicated that they would welcome the opportunity to choose to keep in touch with the institution during leave periods. Only 53% of respondents reported feeling supported on return from maternity leave.		information sessions for all line managers on new policies, toolkits and checklists Clearly communicate availability of policies on LYIT staff intranet and support ease of engagement for staff and managers with the developments.		adoptive leave by 2023. 90% of staff report that they feel supported at all stages of their maternity and adoptive leave.
5.3.2	LYIT provides two rooms for breastfeeding mothers on the LYIT campus. There is no dedicated room on the Killybegs campus. The rooms which are currently designated are not particularly welcoming and are in- adequately equipped for	Provide welcoming and appropriately equipped rooms for breastmilk expressing on both campuses, designed in consultation with staff and students.	Q3 2021 Initiate planning for appropriate provision on both campuses. Works completed and new provision in place by 2022.	Head of Estates Maintenance Manager	Provision of appropriate facilities for breastfeeding mothers on both campuses by 2022

No.	Rationale	Action(s)	Timescale	Responsibility (R) & Implementation (I)	Success Measures
	breastmilk expressing (*e.g*. no fridge facilities)				
5.3.3	There is a need to support academic returners in re-engaging with research after leave periods.	Introduce a flexible fund to support returning academic's research activity. This may include but is not limited to, buy out of teaching time, specialist training and conference fees.	Policy and Fund to be introduce in Q1 2022. Supported by clear communications and easily located on staff intranet. Uptake monitored and evaluated as part of annual EDI report.	President EB EC HR Marketing Manager	Policy and fund in place. At least 60% of eligible staff submitting fund applications At least 75% of relevant staff reporting that they feel supported on return from leave.
5.3.4	There is a need to develop support and friendship networks for new and expectant parents	Establish a Buddy system for new and expectant parents.	Establish a buddy system (online) 2021 and blended by 2022. Support with booking of meeting spaces and catering. Provide clear communication and location on staff intranet.	HR IT Manager	Buddy system in place by 2022. At least 75% of relevant staff reporting that they feel supported on return from leave.

No.	Rationale	Action(s)	Timescale	Responsibility (R) & Implementation (I)	Success Measures
5.3.5	A low number of LYIT males staff availing of parental and paternity leave. Survey responses demonstrated that more females (46%) than males (29%) have a positive perception of support for those on parental leave.	Improve communication on paternity and parents leave through targeted annual communications campaign which includes male role models. Communications to promote buddy system in Action 5.3.4 to be inclusive of male as well and female staff	Annual campaign to beginning in Q3 2021 and every year thereafter.	VP REEA HR Marketing Manager All line managers	Inclusive campaign developed and implemented. 10% increase in males availing of paternity leave At least a 30% increase in males with a positive perception of support for those on parental leave by 2023
5.3.6	34% of staff reported that they did not know where to find information on leave and flexible working. A low number of requests from male staff to work flexibly was reported in the staff survey (38%).	The institute will develop an annual inclusive communications campaign to raise awareness of leave and flexible working schemes. This will include the use of male role models.	Annual campaign to beginning in Q3 2021 and every year thereafter.	VP REEA HR Marketing Manager All line managers	Inclusive campaign developed and implemented. A decrease by at least 14% of staff who report that they do not know where to find information on leave and flexible working.

No.	Rationale	Action(s)	Timescale	Responsibility (R) & Implementation (I)	Success Measures
					At least a 15% increase in requests from male staff for leave or flexible working by 2023.
5.3.7	38% of respondents considered that working flexibly would negatively affect their career	Profile successful career paths of LYIT staff both academic and PMSS who have taken leave and or have worked flexibly. Include profile as part of annual inclusive communications campaign in Action 5.3.5 Aurora champions will be profiled as part of this communications campaign.	Annual campaign to beginning in Q3 2021 and every year thereafter. by 2024	VP REEA HR Marketing Manager All line managers	Inclusive campaign developed and implemented. A decrease by at least 15% in respondents reporting that working flexibly would negatively by 2023 affect their career.
5.3.8	There is no policy to support the transition from full-time work after career breaks.	A new flexible working policy will be adopted and will include the transition to full-time work after career breaks, underpinned by training for managers to support flexible working and returning from leave. Communicate clearly to all staff as part of the Action 5.3.5	Develop flexible working policy by Q4 2021	VP REEA HR Marketing Manager All line managers	Flexible working policy in place by 2021 underpinned by training.

No.	Rationale	Action(s)	Timescale	Responsibility (R) & Implementation (I)	Success Measures
5.3.9	LYIT has no formal carers leave policy. AS survey found that a greater number of female staff had caring responsibilities	Develop carers leave policy and communicate clearly to all staff as part of the Action 5.3.5 Include male role models with caring responsibilities as part of this campaign	Develop careers leave policy by 2022. Annual campaign to beginning in Q3 2021 and every year thereafter.	VP REEA HR Marketing Manager All line managers	Careers leave policy in place by 2022 which is integrated as part of the inclusive communications campaign At least a 5% increase in male staff reporting that they have caring responsibilities by 2023
5.4: ORGANISATION AND CULTURE					
5.4.1	Only 42% of survey respondents reported that they were somewhat familiar with the institutes policies on inclusion and diversity. An overwhelming majority (89%) of respondents reported that EDI	Develop a suite of EDI focused training options, informed by institute's policies and offer as part of Action 4.1 Ensure that all line mangers undertake EDI training every three years. Monitor uptake within the PD and training section of the annual EDI report.	By Q4 2022 by 2023.	VPREEA Director of EDI HR HR training manager	EDI training which shares information on relevant institute policies in place by 2022. At least 70% of respondents reporting that they are familiar with institute's

No.	Rationale	Action(s)	Timescale	Responsibility (R) & Implementation (I)	Success Measures
	training should be available.				EDI policies on inclusion and diversion. At least 70% of all LYIT staff and 100% of line managers to have undertaken EDI training by 2023.
5.4.2	All LYIT policies must be: written in inclusive language and framing; be reviewed and updated and available in a policy repository on the LYIT website Reviews by WGs 5 and 6 identified that this was not the case in all circumstances.	Commence review of all HR polices, focusing on their compliance with legislation, best sectoral practice and inclusion All required revisions made to existing policies and where policy gaps exist, new policies to be developed and introduced.	Review commenced Q2 2020 as part of HR strategic priorities for TU Submission Full review complete and revised policies in place by Q4 2021 by Q4 2023	SFC External HR consultant HR Institute Governance and Compliance Specialist IT Manager	All relevant policies reviewed, revised and, where policy gaps are identified, new policies are in place by Q4 2022. Clear system of policy management in place by 2023.
5.4.3	LYIT Governing Body approved a restructuring plan in May 2020 designed to better align	Creation of two additional executive level posts, advertised in accordance with requirement for evidence of EDI. (Action 5.1.1)	By end 2021	President EB	At least 40% male and 40% female SL3 by 2024.

No.	Rationale	Action(s)	Timescale	Responsibility (R) & Implementation (I)	Success Measures
	institute structures with current strategic priorities and address the imbalance outlined. The institute's GAP 2019 set a target to achieve at least 40% male and 40% female SL3 by 2024.	LYIT will submit applications for two posts under the Senior Academic Leadership Initiative call in January 2021 and again in the 2022 call These posts are at SL3 level	Q1 2021	VPREEA	Awarded at least one SALI post by 2023.
5.4.4	LYIT has an under-representation of females chairing key institutional committees.	Actively monitor rotational chair roles in key institutional committees. Take corrective action as required and include review and reporting as part of the annual EDI report.	By Q4 2021 have clear system in place to capture data, analyse and report with recommended actions implemented.	EB VP RAA VP REEA Director of EDI	Gender balance of key chairs included in annual EDI report Gender balance in chairs of all key committees by 2023
5.4.5	The imbalance in gender at Executive Board level has consequences for the gender balance within other committees.	LYIT will widen the pool of staff who may chair influential committees and recognise this within work allocation.	By end Q2 2022	EB GB	Pool of potential chairs has increased by at least 40% and the work involved in chairing by a non-executive member of staff is

No.	Rationale	Action(s)	Timescale	Responsibility (R) & Implementation (I)	Success Measures
					recognised in work allocation
5.4.6	LYIT commitments to the National Framework Promoting Consent and Preventing Sexual Violence should be integrated into the GEAP (the Framework).	Establish an institutional Working Group on Promoting Consent and Preventing Sexual Violence. Commit to the key actions in the Framework including: Compulsory Active consent training for all first-year students in semester 1 2020 (and semester 2 for all existing students). Pilot reporting system for bullying, harassment and sexual harassment (LYIT is a partner in Report and Support reporting). Review of all relevant policies including dignity at work, sexual harassment and bullying. Monitor and report on progress against commitments in the Framework both through Institutional Performance compacts and strategic dialogue with the HEA and also as part of the LYIT annual EDI report.	Q3 2020 Q4 2020 Q3 2020- Q4 2021 By Q2 2021	All Heads of Faculty (School) and Heads of Department HR LYIT SU President and Welfare Officer Director of EDI Academic Administration and Student Affairs Manager LYIT counsellor Head of Flexible and Online Learning Specialist academic staff (*e.g*. legal, intersectionality, equality) Specialist PMSS staff (*e.g*. Student services, Estates)	LYIT to have achieved all of its commitments under the Framework The institute will include a range of benchmarking questions in its next AS staff survey aligned to the Framework. For at least 80% of staff and students to report that they consider the institute to be a supportive place to work and study in terms of bullying, harassment and sexual harassment by 2023.
5.4.7	Current workload models are inflexible and do not easily	Advocate for the development of a new workload model with TURN which reflects	On-going	President	New nationally agreed workload model adopted

No.	Rationale	Action(s)	Timescale	Responsibility (R) & Implementation (I)	Success Measures
	provide scope to consider wider academic or professional service roles, responsibilities which are import for career development.	the developing role of academic and PMSS staff in a contemporary university.		VP Registry and Academic Affairs VP REEA Secretary Financial Controller	and implemented by the institution by 2023.
5.4.8	The practice within LYIT is generally to hold meetings and workplace events at a time which facilitates attendance (80% of respondents agreed). There is no formal policy in place.	Introduce a core hours policy aligned to sectoral benchmarking (10am - 4pm).	Q2 2021	HR All line managers	Formalised core hours policy in places by 2021. 95% of respondents agree that meetings and workplace events are held at a time which facilitates attendance by 2023.
5.4.9	54% of respondents reported feeling obliged to respond to emails and calls outside of contracted hours.	Introduce an email and out of hours communications policy, aligned to sectoral best practice.	Q2 2021	HR All line managers	Email and out of hours policy in place by 2021. A reduction of at least 30% of respondents who report feeling

No.	Rationale	Action(s)	Timescale	Responsibility (R) & Implementation (I)	Success Measures
					obliged to respond to emails and calls outside of contracted hours by 2023.
5.4.10	Respondents to the AS survey indicate that females were less visible in senior academic roles than male counterparts.	Establish an annual Leadership in Equality, Diversity and Inclusion (LEDI) Series to bring prominent female leaders onto campus Increase the visibility of females in senior roles across both campuses as part of Athena SWAN communications. Develop an EDI focused communications and events policy to ensure an inclusive approach which avoids gender stereotyping. Develop a policy for gender balance in naming of buildings and rooms and run an internal competition to name the new PPP building.	Q3 2019 Begin Q1 2020 and then on-going Q4 2021	President VP REEA Director of EDI All line managers Marketing Manager Schools Engagement Officer	LEDI series established (2019) with annual events each year thereafter. EDI focus communications and events policy adopted by 2021. At least a 30% decrease in responses reporting that females are less visible in senior roles by 2024 by 2023
5.4.11	LYIT participates in a wider range of outreach activities but there is no	Develop a system to capture all outreach and report (including a breakdown by gender/AHSSBL and STEM) and include in annual EDI report.	By Q4 2021	President VP REEA	EDI focus communications and events policy which considered

No.	Rationale	Action(s)	Timescale	Responsibility (R) & Implementation (I)	Success Measures
	systematic capture of these activities.	Communications strategy in Action 5.4.10 to include a strategy for outreach with a particular focus on under-represented genders.	Q 4 2021	Director of EDI All line managers Marketing Manager Schools Engagement Officer	under-represented genders adopted by 2021
5.4.12	LYIT commits to working with departments for AS Bronze submission.	Consistent with **actions 2.1-2.3**	Work on departmental AS Bronze submissions will align with the timeline detailed in Actions 2.12.3	President EB EC HR	The majority of LYIT departments will have an AS Bronze by 2024
5.4.13	LYIT will prioritise intersectionality and a widening of the equality focus to include additional protected characteristics, including race.	LYIT's Gender Equality Committee and Governing Body on Gender Equality Sub-Committee will adapt both names and Terms of Reference to include a more explicit focus on intersectionality and a widening of the equality focus.	By 2021	President Chair of Governing Body Sub-Committee GB EB	Institutional EDI Committee and Governing Body Sub-Committee on EDI in places with terms of reference adopted by 2021.
SECTION 6: SUPPORTING TRANS PEOPLE					
6.1	There is a need for a transgender awareness training to be offered all staff and students.	Transgender awareness training (delivered by TENI) piloted by LYIT SAT. TENI training to be included in suite of EDI training for all staff.	Q1 2020 Q2 2021	HR Director of EDI	TENI training in place for staff and students by 2021 At least 65% of staff reporting feeling confident in dealing with

No.	Rationale	Action(s)	Timescale	Responsibility (R) & Implementation (I)	Success Measures
	44% of females and 42% of males reported feeling confident dealing with transgender issues in their role	Work with LYIT SU and LYIT LGBTQ+ society to support the provision of transgender awareness training for class reps and LYIT clubs and societies.	Q2 2021	LYIT SU LYIT LGBTQ+ Society	transgender issues in their roles.
6.2	There is a need for a Gender Identity and a Gender Expression Policy for trans staff and students.	Develop and adopt a Gender Identity and a Gender Expression policy for trans staff and students which is underpinned by a clear communications and training. The policy development will be supported by a review of procedures for staff and students seeking a preferred name change.	Q4 2022	VP Registry and Academic Affairs HR VPREEA Director EDI All line managers LYIT SU	Gender Identity and Gender Expression policy for trans staff and students in place by 2022 At least 65% of staff reporting feeling confident in dealing with transgender issues in their role.
6.3	There is a need to ensure appropriate provision of gender neutral/accessible toilet facilities	All new building developments and all redevelopments will include appropriate provision of gender neutral/accessible toilet facilities LYIT's new PPP building has been designed in consultation with LYIT students and staff and all toilet facilities are gender neutral/accessible.	On going Design approved 2019	Estates Manager EB LYIT SU	All new building developments and all redevelopments will include appropriate provision of gender neutral/accessible toilet facilities.

No.	Rationale	Action(s)	Timescale	Responsibility (R) & Implementation (I)	Success Measures
6.4	Survey responses show that 54% of staff feel LYIT is welcoming for people from the transgender community (57% females and 49% male). Feedback from the focus group and engagement by the working group on intersectionality welcomed a more proactive and visible approach.	Develop an LYIT EDI calendar to promote staff and student support for and engagement in LGBTQ+ issues and events. Develop the LYIT LGBTQI Ally Programme in partnership with LYIT LGBTQI society.	By Q 1 2022 By Q1 2022	EB All line managers HR Director EDI Head of Access and Lifelong Learning Marketing manager	LYIT EDI calendar in place underpinned by a communications and engagement strategy by 2022 LGBTQ+ ally programme in place by 2022 At least 75% of staff report that LYIT is welcoming for people from the transgender community by 2023.
SECTION 7: Additional Information (COVID impact on LYIT staff)					
7.1	Need to continue to monitor impact of COVID 19 on staff working and health and wellbeing and to provide timely and appropriate supports 62% of females (96) and 58% of males	HR will continue to engage with staff with an annual well-being questionnaire and provide tailored online training and support for staff during and beyond the pandemic	From 2020 and beyond as required	LYIT President EB HOS/HOD HR HR training officer	At least 60% of all staff complete the HR Health and Wellbeing survey each year. At least 50% uptake by staff of PD provided in

No.	Rationale	Action(s)	Timescale	Responsibility (R) & Implementation (I)	Success Measures
	reported that they had a higher workload than prior to COVID- 19. All teaching moved online during this period. The impact on academic workload is reflected in response rates with 77% (111) of academic staff reporting a higher workload, as compared to 36% (37) PMSS staff.				response to the HR survey data.
7.2	LYIT does not have a remote working policy 50% of females (73) and only 33% of males (34) agreeing or strongly agreeing that they enjoy working remotely. 65% of females (96) and 48% of males (49) reported that they would like to continue working	LYIT will develop and adopt a remote working policy which is underpinned by EDI principles	By Q2 2021	Governing Body EB HR	Remote Working Policy in place. At least 70% of staff responding that they have a good understanding of the policy.

No.	Rationale	Action(s)	Timescale	Responsibility (R) & Implementation (I)	Success Measures
	remotely for a number of days per week				

Appendix One

Gender and Diversity Statement

(THEA, August 2018, http://www.thea.ie/contentFiles/THEA_Equality_Statement_2018.pdf)

Mission: The technological higher education sector will act positively to ensure equal opportunities for all persons, regardless of gender, ethnicity, or sexual orientation, to access higher education and advance their careers.

Aims: In advancing equality of opportunity, the technological higher education sector undertakes to deliver on the following commitments:

1. To work towards eliminating disparities in education by supporting a culture of inclusion where all have equal access to education;

2. To address the imbalance amongst staff and the student body in disciplinary areas which are traditionally male- or female-dominated;

3. To establish structures which allow equal opportunity for all to advance in their career;

4. To support all staff who have caring responsibilities and ensure that these responsibilities do not negatively affect their career progression;

5. To recognise that there is a specific issue regarding women progressing to senior roles and to work to remove any actual or perceived barriers;

6. To promote gender balance in the statutory decision-making committees, Governing Body and Academic Council, with no less than 40% membership of either gender.

Appendix Two

Athena SWAN Charter

Advance HE, Equality Challenge Unit, (2005, 2015, https://www.ecu.ac.uk/equality-charters/athena-swan/about-athena-swan/)

The Athena SWAN Charter is based on ten key principles. By being part of Athena SWAN, institutions are committing to a progressive charter; adopting these principles within their policies, practices, action plans and culture.

1. We acknowledge that academia cannot reach its full potential unless it can benefit from the talents of all.

2. We commit to advancing gender equality in academia, in particular, addressing the loss of women across the career pipeline and the absence of women from senior academic, professional and support roles.

3. We commit to addressing unequal gender representation across academic disciplines and professional and support functions. In this we recognise disciplinary differences including:

- the relative underrepresentation of women in senior roles in arts, humanities, social sciences, business and law (AHSSBL)
- the particularly high loss rate of women in science, technology, engineering, mathematics and medicine (STEMM)

4. We commit to tackling the gender pay gap.

5. We commit to removing the obstacles faced by women, in particular, at major points of career development and progression including the transition from PhD into a sustainable academic career.

6. We commit to addressing the negative consequences of using short-term contracts for the retention and progression of staff in academia, particularly women.

7. We commit to tackling the discriminatory treatment often experienced by trans people.

8. We acknowledge that advancing gender equality demands commitment and action from all levels of the organisation and in particular active leadership from those in senior roles.

9. We commit to making and mainstreaming sustainable structural and cultural changes to advance gender equality, recognising that initiatives and actions that support individuals alone will not sufficiently advance equality.

10. All individuals have identities shaped by several different factors. We commit to considering the intersection of gender and other factors wherever possible.

Appendix Three

Gender-sensitive Design of Criteria and Recruitment, Appointment and Promotion Processes in Academia

Female Empowerment in Science and Technology Academia (FESTA)

(EU,2015 https://www.genderportal.eu/sites/default/files/resource_pool/print_handbook_festa.pdf)

A Guideline to Gender-sensitive Recruitment and Appointment Processes

The FESTA guidelines provides suggestions how recruitment and appointment processes can be made more gender-sensitive.

Broadening the candidate pool

- Is there a systematic focus on the recruiting of female candidates? Is there a defined recruitment process that identifies how the pool of candidates can be broadened? Is equality of opportunity stated in recruitment documentation? Are female candidates specifically encouraged to apply, particularly to roles/teams that are traditionally male-dominated?
- The job profile can narrow the number of potential candidates. Does the job profile encourage applications from a sufficiently large number of both female and male applicants?

Training and awareness

- Unconscious biases may disadvantage female applicants in the evaluation process. Are there gender awareness initiatives or briefings in place for all those involved in recruitment, including the selection board and any external participants? It may be important to provide additional awareness training particularly for influential persons.

Gender balance

- Certain decisions are made within groups or committees. Are these groups gender-balanced? Groups should comprise no less than 40% of either gender. It may be necessary to increase the number of externs, relax seniority rules, or broaden the disciplines involved to achieve this. There should be equality in terms of the seniority of the panel, with female external experts being at least the same level as the most senior male.

Culture of openness

- Persons with strong positional and/or symbolic power can easily influence the decision-making process. Is there a strategy to ensure a meeting culture that allows open discussions and involvement of every participant?

Transparent and balanced criteria

- Are the criteria explicit, transparent and weighted in a standard way? Are they fixed for the entire process?
- Are the criteria assessed with respect to potential inherent biases? When defining the criteria in the beginning, are procedures in place that allow to define criteria in a new, unbiased way? If this is impossible, is the selection board willing to give biased criteria a smaller weight?
- It is important that only the criteria agreed upon have an impact on the decision and are applied equally to every candidate. Is there a routine process to ensure this?

Appendix Four

Code of Conduct for the Recruitment of Researchers (EURAXESS)

(European Commission https://euraxess.ec.europa.eu/jobs/charter/code)

EURAXESS consists of a set of general principles and requirements that should be followed by employers and/or funders when appointing or recruiting researchers. These principles and requirements should ensure observance of values such as transparency of the recruitment process and equal treatment of all applicants, in particular with regard to the development of an attractive, open and sustainable European labour market for researchers, and are complementary to those outlined in the European Charter for Researchers. Institutes and employers adhering to the Code of Conduct will openly demonstrate their commitment to act in a responsible and respectable way and to provide fair framework conditions to researchers, with a clear intention to contribute to the advancement of the European Research Area. A number of IOTs have endorsed the Charter and Code principles. The Code is as follows:

1. Recruitment

Employers and/or funders should establish recruitment procedures which are open, efficient, transparent, supportive and internationally comparable, as well as tailored to the type of positions advertised.

Advertisements should give a broad description of knowledge and competencies required, and should not be so specialised as to discourage suitable applicants. Employers should include a description of the working conditions and entitlements, including career development prospects. Moreover, the time allowed between the advertisement of the vacancy or the call for applications and the deadline for reply should be realistic.

2. Selection

Selection committees should bring together diverse expertise and competences and should have an adequate gender balance and, where appropriate and feasible, include members from different sectors (public and private) and disciplines, including from other countries and with relevant experience to assess the candidate. Whenever possible, a wide range of selection practices should be used, such as external expert assessment and face-to-face interviews. Members of selection panels should be adequately trained.

3. Transparency

Candidates should be informed, prior to the selection, about the recruitment process and the selection criteria, the number of available positions and the career development prospects. They should also be informed after the selection process about the strengths and weaknesses of their applications.

4. Judging Merit

The selection process should take into consideration the whole range of experience of the candidates. While focusing on their overall potential as researchers, their creativity and level of independence should also be considered.

This means that merit should be judged qualitatively as well as quantitatively, focusing on outstanding results within a diversified career path and not only on the number of publications. Consequently, the importance of bibliometric indices should be properly balanced within a wider range of evaluation criteria, such as teaching, supervision, teamwork, knowledge transfer, management of research and innovation and public awareness activities. For candidates from an industrial background, particular attention should be paid to any contributions to patents, development or inventions.

5. Variations in the Chronological order of CVs

Career breaks or variations in the chronological order of CVs should not be penalised, but regarded as an evolution of a career, and consequently, as a potentially valuable contribution to the professional development of researchers towards a multidimensional career track. Candidates should therefore be allowed to submit evidence-based CVs, reflecting a representative array of achievements and qualifications appropriate to the post for which application is being made.

6. Recognition of Mobility Experience

Any mobility experience, e.g. a stay in another country/region or in another research setting (public or private) or a change from one discipline or sector to another, whether as part of the initial research training or at a later stage of the research career, or virtual mobility experience, should be considered as a valuable contribution to the professional development of a researcher.

7. Recognition of Qualifications

Employers and/or funders should provide for appropriate assessment and evaluation of the academic and professional qualifications, including nonformal qualifications, of all researchers, in particular within the context of international and professional mobility. They should inform themselves and gain a full understanding of rules, procedures and standards governing the recognition of such qualifications and, consequently, explore existing national law, conventions and specific rules on the recognition of these qualifications through all available channels.

8. Seniority

The levels of qualifications required should be in line with the needs of the position and not be set as a barrier to entry. Recognition and evaluation of qualifications should focus on judging the achievements of the person rather than his/her circumstances or the reputation of the Institute where the qualifications were gained. As professional qualifications may be gained at an early stage of a long career, the pattern of lifelong professional development should also be recognised.

9. Postdoctoral appointments

Clear rules and explicit guidelines for the recruitment and appointment of postdoctoral researchers, including the maximum duration and the objectives of such appointments, should be established by the Institutes appointing postdoctoral researchers. Such guidelines should take into account time spent in prior postdoctoral appointments at other Institutes and take into consideration that the postdoctoral status should be transitional, with the primary purpose of providing additional professional development opportunities for a research career in the context of long-term career prospects.

Appendix Five

List of Acronyms

AC - Academic Council

AL- Assistant Lecturer

AS - Athena SWAN

CINNTE - QQI review cycle for higher education institutions

CORE – Human Resources Software used in LYIT

CUA - Connacht Ulster Alliance

EB - Executive Board

EDI - Equality, Diversity and Inclusion

GB - Governing Body

HEA - Higher Education Authority

HEI - Higher Education Institution

HOD - Head of Department

HOS - Head of School

HR - Human Resources

L- Lecturer

LYIT - Letterkenny Institute of Technology

PROGRESS – Professional Growth for Equity, Sustainability and Success (Research project designed to support professional development planning for all LYIT staff)

QQI - Quality and Qualifications Ireland

SAT - Self Evaluation Team (Athena SWAN)

SL3 - Senior Lecturer Three

THEA - Technological Higher Education Authority

TU - Technological University

VP - Vice President

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