Ollscoil Mhá Nuad
Maynooth University

Oifig an Uachtaráin
Office of the President

Maynooth University
National University of Ireland Maynooth

GENDER EQUALITY ACTION PLAN 2023-2026

Maynooth University's 2018 Athena SWAN Bronze Institution Award represented a key milestone and recognition of our University community's commitment to advancing gender equality. The progress made during the lifecycle of the associated Gender Equality Action Plan 2018-2022 was recognised internationally in March 2023, when Maynooth University was announced as the inaugural winner of the Newcomer Gender Equality Champion category of the EU Award for (Academic) Gender Equality Champions.

The Newcomer Gender Equality Champion award was targeted at organisations that have recently started implementing a Gender Equality Plan (GEP) and demonstrated outstanding progress in its implementation and achieved results. The Award aims to complement the requirement for higher education organisations applying to Horizon Europe to have in place a Gender Equality Plan (GEP) as an eligibility criterion.

Maynooth University signed up to the Athena Swan Ireland Charter Principles in 2021. In the November 2022 submission round, Maynooth University successfully renewed its Athena Swan Bronze Institution Award under the redeveloped Athena Swan Ireland Charter.

The cornerstone of this renewed Bronze Award is Maynooth University's comprehensive **Gender Equality Action Plan (GEP) 2023-2026**, which is underpinned by the University's Equality and Diversity Policy. The Maynooth University GEP incorporates recommendations from the 2nd HEA Review of Gender Equality in Irish Higher Education Institutions. The GEP also addresses the **four mandatory process-related requirements** for Gender Equality Plans **and five thematic** areas for content for Horizon Europe.

MANDATORY PROCESS-RELATED REQUIREMENTS FOR GENDER EQUALITY PLANS

1. PUBLICATION OF A FORMAL DOCUMENT

The GEP, signed by the President, is available on a publicly accessible website. The GEP demonstrates MU's commitment to gender equality, sets clear goals and outlines detailed actions and measures to achieve them.

2. DEDICATED RESOURCES IN GENDER EQUALITY

The Vice-President for Equality and Diversity is a member of the University Executive (senior management team) and leads the MU Equality, Diversity and Inclusion Office and dedicated team, which has responsibility for gender equality. Action 4.5 incorporates recognition of equality, diversity and inclusion related work in the University's Workload Allocation Model.

3. DATA COLLECTION AND MONITORING OF GENDER

The GEP and its actions are founded on gender-disaggregated baseline data collected across all staff categories which informs our evidence base. This data informs the GEP's objectives and

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targets, indicators, and ongoing evaluation of progress. Relevant gender-disaggregated data is collected and monitored through surveys, HR systems and student data systems. Specific data-related actions are included in the GEP (2.1, 2.2, 2.3, 2.4, 2.5). GEP progress is monitored by the academically-led Gender Equality Steering Group (Action 1.5), supported by the EDI Office.

4. TRAINING AND CAPACITY BUILDING SUPPORT

Actions in the GEP address capacity building in gender equality and raises awareness through workshops and communication activities (Actions 5.1, 5.3, 6.3, 7.2, 7.3).

The Gender Equality Steering Group has dedicated thematic Working Groups.

The MU EDI Office provides dedicated training on equality, diversity and inclusion and on mitigating bias (Actions 5.4, 5.5, 5.6, 5.7). MU recruitment training for interview board members includes bias training (Action 3.1).

FIVE THEMATIC AREAS RECOMMENDED FOR CONTENT IN GENDER EQUALITY PLANS

Maynooth University has dedicated actions and strategies across all **five thematic areas** that Horizon Europe requires an institution to address either in the GEP or through broader Equality, Diversity and Inclusion action plans.

1. WORK-LIFE BALANCE AND ORGANISATIONAL CULTURE

MU's GEP contains 9 actions dedicated to institutional culture and organisation, 7 actions dedicated to incorporating an intersectional approach to gender equality and 4 actions dedicated to family-friendly policies and procedures.

2. GENDER EQUALITY IN RECRUITMENT AND CAREER PROGRESSION

MU's GEP contains 8 actions dedicated to recruitment and promotion procedures with associated targets. MU GEP Action 3.1 aims to embed recruitment and selection policies, procedures and practices that are gender-sensitive. The GEP also contains 11 actions dedicated to career development, including staff mentoring and leadership programmes.

3. GENDER BALANCE IN LEADERSHIP AND DECISION-MAKING

Action 1.1 aims for all key decision-making bodies and chairs to comprise of at least 40% women and 40% men.

Through MU GEP Action 1.2, evidence of leadership in advancing equality will be taken into account in the appointment process for senior leadership positions in the University (including President, Vice Presidents, Deans, Heads of Departments).

4. MEASURES AGAINST GENDER-BASED VIOLENCE INCLUDING SEXUAL HARASSMENT

MU is actively working to implement the Framework for Consent in HEIs: Safe, Respectful, Supportive and Positive: Ending Sexual Harassment in Irish Higher Education Institutions through the Maynooth University Action Plan to Tackle Sexual Violence and Harassment.

GEP 2023 Action 6.1 outlines the development of a dedicated policy on Sexual Misconduct. Action 6.2 commits MU to implementing the recommendations and actions for HEIs in the national

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Ending Sexual Violence and Harassment in Higher Education Institutions Implementation Plan. MU is also a participant in the UNISAFE community of research organisations.

MU has implemented the Speak Out Reporting Tool for staff and students to anonymously report incidents and find information and contact details on relevant Maynooth supports and specialist external supports.

5. INTEGRATION OF THE GENDER DIMENSION INTO RESEARCH AND TEACHING CONTENT

The MU EDI Office and MU Research Development Office provide support for the integration of gender into research content. Action 5.3 includes workshops for graduate students and staff.

Action 5.1 mainstreams EDI awareness in teaching & learning content with a particular focus on gender equality

Yours sincerely,

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Professor Eeva Leinonen
President
Maynooth University

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Maynooth University Gender Equality Action Plan (MU GEP) 2023-2026

1. Leadership and decision making

No.	Planned Action	Rationale / Baseline	Key outputs and/or milestones	Timescale (start and end dates)	Lead / Roles responsible	Success indicators: outcomes and impacts sought
1.1	Ensure that key decision-making bodies comprise at least 40% women and 40% men (non-binary representation is not included in this calculation), and there is gender balance across chairs. ***PRIORITY ACTION***	Nationally there is a requirement that a minimum of 40% men and 40% women on all HEI decision making bodies and, overall, these groups should have gender balance among chairs (*Report of the Expert Group –2nd HEA National Review of Gender Equality in Irish Higher Education Institutions, thereafter, known as the HEA Report 2022*). HEA recommendations note that that all Athena Swan self-assessment teams (SATs), at both institutional and departmental levels, have a minimum of 40% men and 40% women on the SAT and key working groups associated with institutional and departmental SATS / action plan implementation groups. Membership changes year on year, mean that the diversity of key decision-making groups needs to be constantly monitored. Achieving the target in any given year also doesn't negate it from reversing in subsequent years.	Gender balance to be considered when appointing new members to key decision-making groups. Collect annual gender data on committee membership as at 31st Dec. Report on composition of Governing Authority, Academic Council and University Executive annually to HEA. Report on composition of EDI Committee and GESG in EDI Annual Report	Ongoing Q1 annually Q1 annually Annually	Chair of GA, President HR, VPED HR, VPED EDI Office	All key decision-making bodies are comprised of at least 40% women and 40% men (non-binary representation is not included in this calculation). Overall, there is gender balance across chairs.
1.2	In the appointment process for senior leadership positions in the University (including President, Vice Presidents, Deans, Heads of Departments), evidence of leadership in advancing equality will be taken into account.	This is a national recommendation from the 1st HEA Report 2016 and Taskforce GEP 2018 and was implemented in MU from 2020. *HEA Report 2022* recommends that all appointees to leadership roles to be required to demonstrate tangible evidence of leadership in the advancement of equality.	In the development of job descriptions and in the short-listing and interview process, evidence of leadership in advancing gender equality will be taken into account	Q1 2023 – Q4 2026 (ongoing).	Chair of GA, President, DirHR	Evidence of leadership in advancing equality is taken into account in the appointment process for senior leadership positions.

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1.3	The Vice-President for Equality & Diversity (VPED) will continue to be a member of the University Executive (UE) with responsibility for equality, diversity, inclusion, and inter-culturalism (EDI) and will report directly to the President. ***PRIORITY ACTION***	Prior to 2018, responsibility for EDI was spread across the University with no dedicated senior manager appointed for this. A VPED was appointed via a publicly advertised process in 2019. As part of its minimum requirements for all HEIs, the *HEA Report 2022* recommends all HEIs have a VP or equivalent who is a member of the Executive Management team with responsibility for EDI.	The VPED will provide senior leadership on Inclusion, Diversity, Equality, Access and Supports (IDEAS) in the University. The VPED also has responsibility for access and widening participation into higher education. This is unique in the Irish context, to have both staff and student EDI experiences/issues in one unit *[MU INNOVATION]* A senior level role, with a presence at UE, will be maintained to lead on EDI.	Q1 2023 – Q2 2024 Q1 2023-Q4 2026 (ongoing) Q2 2024	VPED VPED with the Director of Access (DirAccess) President, HR	Cultural change is being driven by a member of UE with specific responsibility for EDI, in partnership with the community, and EDI is an enabler of excellence across the University.
1.4	Resources will be dedicated to provide advice and guidance on effective implementation of EDI and gender equality frameworks, data collection, analysis, monitoring and reporting, as well as evaluation of policies, processes, practices, culture and training towards sustaining the advancement of gender equality for all staff.	*Horizon Europe GEP* eligibility criterion includes mandatory process related requirements that a GEP must have 'dedicated resources' and 'expertise in gender equality' to implement the plan. The *HEA Report 2022* recommends at a minimum that HEIs 'demonstrate a commitment to provide sufficient resources and expertise' in GE and GEP implementation. EDI Units are to be 'resourced with senior professional services and access to relevant research capacity specifically to provide advice and guidance on enacting intersectionality-focused measures.' An Equality Project Officer was appointed in November 2020 on a 5-year fixed-term contract basis to support departments and the institution in their EDI Assurance processes	Regularise the post of Equality Project Officer. Appoint an EDI Data Analyst (2-year contract initially). Develop an equality impact assessment tool	Q1 2023 – Q4 2025 (ongoing thereafter). Q1 2023 – Q1 2025 (ongoing thereafter) Q3 2023	VPED, HR VPED, HR Equality Officer	Dedicated resources support the successful implementation of the GEP and associated action plans and the development of policies, processes and practices.

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		incorporating Athena Swan Ireland requirements and an intersectional lens. The demands of EDI reporting internally and nationally requires a dedicated EDI Data Analyst. In line with Public Sector Duty requirements, institutional policy development and review processes should include an equality impact assessment.				
1.5	The academically led Gender Equality Steering Group (GESG) will implement and monitor progress on the Gender Equality Action Plan (GEP).	To ensure effective implementation the GESG will use dedicated working groups to advance specific areas in the GEP, and to oversee and plan future Athena Swan institutional applications. The GESG was not represented on the EDI Committee prior to 2018, but the GESG Chair is now a member. *HEA Report 2022* recommends that "chairing / co-chairing of a SAT, and any associated working groups, is formally acknowledged and the individual contribution calculated as part of departmental and institutional workload allocation models. This contribution should contribute to promotional opportunities."	Dates for at least 4 GESG meetings to be identified annually Dates identified for Working Groups to meet at least 4 times per year. GESG membership monitored to ensure representation from all genders, staff and student categories, and where possible intersectionality. New GESG Chair identified to lead Silver application. Formal acknowledgement of the contribution of the Chair is actioned through WAM and funding for the reallocation of workload to support the GESG Chair in the 12 months prior to Silver application	Q1 2023 – Q4 2026 (ongoing). Q1 2023 – Q4 2026 (ongoing). Ongoing Q3 2025 Q4 2025 – Q4 2026	GESG Chair, Equality Project Officer GESG Chair, GESG WG Chairs. GESG Chair, Equality Project Officer President, VPED HR	A GESG representative of the University community is meeting 4 times a year, and dedicated working groups are meeting 4 times a year, supporting and advising on effective implementation of the GEAP. The GESG is acting as the self-assessment team (SAT) for future Athena Swan institutional awards.

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			GESG and UE to review membership and Terms of Reference in 2025 in line with schedule.	Q4 2025	VPED, GESG, UE	

2. Data Collection, Analysis, Monitoring and Reporting (EDI Assurance Process and dedicated resources)

No.	Planned Action	Rationale / Baseline	Key outputs and/or milestones	Timescale (start and end dates)	Lead / Roles responsible	Success indicators: outcomes and impacts sought
2.1	EDI data collection and audit conducted annually and published in an EDI Annual Report. ***PRIORITY ACTION***	To enable evidence-based EDI policy and practice and to fulfil our statutory reporting requirements and obligations nationally in relation to EDI. *HEA Report 2022* requires that institutional EDI audits are carried out by all HEIs and published online, including on precarity of staff. *HEA Race Equality Implementation Plan* requires systematic collection of data which will provide the necessary evidence base regarding staff and student representation, access and outcome by ethnicity, and benchmarking of this data against National Census data. EDI monitoring data on *new staff* is collected through the E-recruit system for new hires and promotions. Voluntary EDI data collection though Core HR was launched for *existing staff* in November 2022. Staff may now be recorded as the gender with which they identify. Since 2021, HR collects exit questionnaires from staff who leave the university. Since 2019, staff training uptake is analysed by gender.	Promotion of the value of disclosing EDI data for the benefit of evidence-based policy and practice. Audit of ESS staff EDI data Benchmarking of EDI staff and student data against National Census data where required. Staff exit questionnaire data collated and analysed biannually. Staff training uptake data collated and analysed annually by gender (and other protected grounds in the future) Key statistics and audit presented to UE, EDIC, AC & GA and EDI Annual Report published fulfilling Public Sector Duty reporting requirements. Statistics on staff gender and ethnicity reported to HEA annually.	Q1 2023 – Q4 2026 (ongoing) Q4 annually Q1 annually Q4 annually Q4 annually Q1 – Q2 annually Q1 annually	EDI Office, VPED, MSU EDI Data Analyst, HR, IT Services EDI Data Analyst HR HR L&D, EDI Data Analyst VPED, EDI Office HR	EDI policy and practice in MU is evidence-based. Engagement targets for voluntary disclosure of Staff EDI data via ESS show increasing trust by for example: Dec 2023: 40% of staff Dec 2024: 60% of staff Dec 2025: 70% of staff Annual EDI reporting requirements internally and externally are met.
2.2	Undertake a biennial EDI survey of all University staff	Learnings from multiple survey rounds have shown that biennial surveys would be more	Review survey questions and update if needed.	Q3 2023; Q3 2025	EDI Data Analyst,	Qualitative survey and Focus Group data informs effective

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	(academic, ATP, research) and students, in line with new Athena Swan Ireland Charter requirements for consultation. Continue to include questions on intersectionality in our staff surveys and expand data collection in other relevant EDI areas.	effective than annual survey and help mitigate survey fatigue, which was particularly evident during the pandemic. Staff Survey response rates: - 2018: 50% - 2020: 24% (during lockdown) - 2022: 39% The GESG's written submission to the Strategic Planning process in 2022 outlined the continued ambition to collect intersectional data.	Submit survey questions to MU Ethics Committee as needed. Launch and promote uptake of survey. Run focus groups after surveys. Aggregated survey and Focus Group results shared with all staff.	Q3 2023; Q3 2025 Q1 2024; Q1 2026 Q2 2024; Q2 2026 Q4 2024; Q4 2026	Equality Officer, Equality Project Officer (for all outputs)	GEP implementation and highlights progress. Engagement target Staff Survey response rates: - 2024: 60% - 2026: 70%
2.3	Create a comprehensive EDI data collection and reporting system (including dashboards and reports disaggregated by gender and other equality grounds as appropriate)	Work has begun on dashboards to provide Departments/Faculties with accessible gender-disaggregated data (to be extended to disability and ethnicity in future) to assist in Athena Swan applications and Quality Assurance Reviews. HEA Report 2022 recommends that gender equality/EDI are embedded in other quality marks and institutional enhancement processes.	EDI Office, QA Office, and RDO to map data requirements and streamline requests. Pilot department level dashboards with key data required for Athena Swan, QA and RDO reviews. Roll out dashboards to all Departments / Facilities.	Q2 – Q3 2023 Q1 2024 Q3 2024	EDI Office, QA Office, RDO, HR, IRO AIRO with EDI Data Analyst, HR, IRO, QA Office, RDO AIRO with EDI Data Analyst	EDI data is easily accessible at Institutional, Faculty and Departmental level, enabling an evidence-based approach to progressing gender equality. Gender equality and collection of relevant EDI data mainstreamed into other university processes.
2.4	Report on the Gender Pay Gap annually	For the first time, in 2022, organisations with over 250 employees were required to report on their Gender Pay Gap, as per the *Gender Pay Gap Information Act 2021*.	Collate data annually for gender pay gap as of 30th June and publish by 30th December.	Q3-Q4 annually Q1 2024	HR, EDI Data Analyst DirHR, VPED	MU's Gender Pay Gap is better understood, and actions identified by the HEA Project are being taken to address it.

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		The University's Gender Pay Gap Report 2022 indicated that a higher proportion of women occupy lower paid administrative roles in the University, contributing to an overall Staff Gender Pay Gap of 17% (Dec 2022). The HEA's Gender Equality enhancement fund has also recently supported a project titled "Addressing the Gender Pay Gap in Irish Higher Education". This project will create a modelling tool for the higher education sector which MU will benefit from for future gender pay gap reporting.	Use learnings from HEA GEEF Gender Pay Gap project to identify how best to reduce the gender pay gap.			MU Gender Pay Gap decreases year on year, e.g. interim targets: 16% Dec 2023 15% Dec 2024 14% Dec 2025
2.5	Maintain the National Gender Equality Dashboard using data from HEA returns. *[MU INNOVATION]*	Prior to 2021, national data on staff by gender was published by the HEA in a numerical format, with only some data presented visually. National Gender Equality Dashboard launched by MU in March 2021 with 790 unique views as of October 2022.	Update Dashboard with data from HEA returns. Develop additional visualisations. Promote updated dashboard as national resource for benchmarking at Athena Swan National Committee. Hold workshop on Dashboard for National Athena Swan Practitioners Network.	Q2 annually Q2 2023 Q4 2023 Q4 2023	AIRO with EDI Data Analyst AIRO with EDI Data Analyst AIRO with EDI Data Analyst AIRO with EDI Data Analyst	National Gender Equality Dashboard is a valuable resource enabling benchmarking and visualisation of progress. Engagement target: a minimum of 500 individual views of Dashboard per annum.
2.6	Support departments in their EDI Assurance processes and ongoing GEP implementation with tailored supports for Athena Swan Ireland Award applicants (pre-award) and	In December 2022, MU had 7 Department level Bronze Awards (which cover 14 Departments): Biology, Business Geography, Law, Chemistry, Psychology departments and the Faculty of Arts, Celtic Studies and	Continue to offer suite of consultation and communication supports for Athena Swan applications and renewals.	Q1 2023 – Q4 2026 (ongoing).	EDI Office	An EDI Assurance process, utilising the Athena Swan Ireland Framework, is run every 4 years in each department as a key enabler of MU's strategic goals of

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	award holders (post-award), and formal recognition in WAM for the SAT Chair.	Philosophy (FACSP) are all currently implementing their GEPs. The FACSP only has one Athena Swan Chair for 6 departments and 2 schools as they submitted as a Faculty, not as individual departments. In line with the demands of this role, the FACSP designated this as an Associate Dean of EDI. This aligns with the HEA recommendation that HEIs appoint Associate Deans/Leads for EDI in each academic/professional unit regardless of size to help develop gender equality awareness and act as an agent for change. A Department Chairs Network was established to enable the sharing of good practice. The EDI Office has developed a suite of consultation and communication supports for Department/Faculty applicants and award holders to use.	Work of the AS SAT Department Chair is included in their WAM. FACSP to continue with an Associate Dean of EDI to serve their 6 departments and 2 schools. Monitor Department/Faculty GEPs to ensure they keep to their timeframe for renewals and set a pathway towards Bronze renewal or Silver/Gold accreditation as appropriate. Ensure that new departments seeking to create a GEP are staggered to enable adequate supports to be provided by the EDI Office and Equality Project Officer Review internal Athena Swan Department Chairs' Network Terms of Reference.	Q1 2023 – Q4 2026 (ongoing). Q1 2023 – Q4 2026 (ongoing). Q1 2023 – Q4 2026 (ongoing). Q1 2023 – Q4 2026 (ongoing). Q3 2023	HoD, Dean FACSP HR, Dean FACSP Department Chairs Network; Equality Project Officer. Equality Project Officer Equality Project Officer, Department Chairs Network.	excellence, impact and opportunity. Department/Faculty GEPs are implemented within the set timeframe and set a pathway towards their Bronze renewal or Silver/Gold accreditation. MU will have at least 1 Silver Department Award by 2026.
2.7	Prepare for an Athena Swan Silver Institutional Award application in November 2026 round, in line with HEA timelines.	*HEA Report 2022* stipulates that HEIs continue to comply with the HEA timelines for Athena Swan accreditation. Owing to Advance HE's COVID-19 Deferral process, MU is due to apply for Silver in the November 2026 round.	Ongoing evaluation of progress and impact of GEP 2023-2026 through surveys, focus groups and annual EDI data audit (see Actions 2.1, and 2.2 above). Use information gathered to update the GEP and actions so that it is a living document.	Q1 2023 – Q4 2026 (ongoing). Q1 2023 – Q4 2026 (ongoing).	Chair GESG, Equality Project Officer, WG Chairs, VPED Chair GESG, Equality Project	Silver Institutional Athena Swan application submitted in November 2026 round.

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		Two full Action Plans will have been implemented by Q4 2026 giving sufficient time for impact to occur.			Officer, WG Chairs	
			Design impact analysis and collect case studies.	Q1 2026 – Q4 2026	Chair GESG, Equality Project Officer, WG Chairs.	
			Silver Award submitted	Q4 2026	Chair GESG, Equality Project Officer.	

3. Recruitment and Promotion procedures

No.	Planned action	Rationale / Baseline	Key outputs and/or milestones	Timescale (start and end dates)	Lead / roles responsible	Success indicator: outcomes and impacts sought
3.1	Regularly review recruitment and selection policies, procedures and practices currently used to ensure that they are gender-sensitive and align with the HEA Race Equality Implementation Plan requirements. ***PRIORITY ACTION***	Review was carried out in 2018 and changes were implemented including gender balance (min 40%F&M) on interview boards and bias awareness training for interview board members. Feedback from staff in 2022 indicated that a revised diversity statement on job advertisements would be welcome. HEA Race Equality Implementation Plan included specific recruitment action areas (recommendations for advertising job advertisements, immigration advice and panel training). Feedback from Focus Group consultation was that a review of the level people are replaced at for temporary cover roles was needed (e.g. it should be at the same level and for the full role).	Review recruitment & selection procedures and relevant forms in line with review schedule. Updated diversity statement developed and included on all job advertisements. Implement HEA Race Equality Institutional Action Plan requirements related to recruitment. Continue to provide mandatory training for interview panel members and implement refresher training. Use search committees where needed to aid in the identification of underrepresented groups. Explore HEA recommendation re priority for under-represented gender and having regard to intersectionality considerations.	Q1 2023 – Q4 2026 (ongoing) Q2 2023 Q2 2023 – Q4 2024 Q1 2023 – Q4 2026 (ongoing) Q1 2023 – Q4 2026 (ongoing) Q2 2024	DirHR, VPED DirHR, VPED HR, VPED HR DirHR, VPED HR, VPED	Recruitment and selection policies, procedures and practices are in line with best practice.
3.2	Monitoring metrics for *academic recruitment* disaggregated by Faculty and gender, aiming for gender balanced staff cohorts at all levels.	*HEA Report 2022* recommended that for posts at senior levels within the HEI sector, institutions to proactively ensure that representation at all senior levels progresses towards a goal of gender balance.	Annual data analysis of: - applications, - shortlisting, - appointments and	Dec 2023 and annually thereafter	HR, EDI Data Analyst, with Deans, VPED	Progress is being made towards achieving gender balance in academic staff cohorts at all levels (min 40%F&M).

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		In 2021, the Universities average headcount was **45% women in STEM**. MU was 32%, the only University below 40%. However, MU does not currently have Health sciences or other STEMM disciplines where there are often higher proportions of women (e.g., nursing, medicine, midwifery). Previous stretch targets for specific years were not met for the % of women who applied and were shortlisted for STEM roles.	- success rates by Faculty and gender (and by intersectionality where possible). Data and analysis is reported to UE, EDIC and key statistics are published in the EDI Annual Report	Q2 2024 and annually thereafter	EDI Data Analyst with VPED	Monitoring metrics yearly provide information on trends in application, shortlisting, appointment and success rates by gender and Faculty and highlight where targeted action may be needed. Progress is measured by consistent change in the right direction for 3-year averages of: - % of female STEM applicants to min 40%F - % of women shortlisted in STEM to min 40%F - % of women in STEM to min 40%F - % of female STEM Postdoctoral Researcher applicants to min 40%F - % of female STEM Postdoctoral Researcher applicants to min 40%F - % of female AHSS applicants: min 40%F (gender balanced) - % of women shortlisted in AHSS: min 40%F (gender balanced)
3.3	Regularly review academic promotion policies, procedures and practices	A review was conducted in 2019 and documentation was updated.	A promotions review is underway, and will include consideration of the gender dimension and optimal timing of promotion rounds.	Q1 2023 – Q4 2023	President, DirHR, VPA.	Review of promotions provides recommendations on updates needed and optimal timing of rounds.

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	regularly and ensure that they are gender sensitive. ***PRIORITY ACTION***	A national project review gave positive feedback on the clarity of the updated MU Academic Promotions Guide and criteria documentation. Respondents to 2017 surveys and focus groups asked for regular opportunities for academic promotion to be put in place.	Ensure webpages are kept up to date with relevant links and guidance.	Q1 2023 – Q4 2026 (ongoing)	HR	Revised webpage in place with links to university policy, forms, guidance and additional resources.
3.4	Review the policy introduced in 2019 as to how periods of leave (including maternity and adoption leave) are formally taken into account in the promotions process.	Prior to 2018, this was not considered as part of previous promotion rounds (2015/2016). Policy was introduced in 2019. *HEA Report 2022* stipulates that HEIs have clear, explicit, published mechanisms in place for taking account of the impact of periods of leave on career outputs/trajectory.	As part of the review of Promotions the use of contextual factors will be considered. Guidance/ communication published on how periods of leave and contextual factors are taken into account in promotion decisions. Training for Chairs of promotions boards on this issue.	Q2 2023 – Q4 2023 Q1 2024 Q1 2024 onwards	DirHR, VPED HR HR	Review of Promotions provides recommendations on how best to use information on contextual factors and periods of leave, to inform decisions about promotion. An increase to 70% in agreement levels that it is clear how **periods of leave** are considered in promotion decisions by 2026. 70% of academic staff agree/strongly agree that it is clear how **contextual factors** are considered in promotion decisions by 2026.
3.5	Improve awareness and knowledge of what is required, and when to apply, for academic promotion, incorporating a gender sensitive approach. ***PRIORITY ACTION***	Workshops have been held for each faculty, and briefing sessions for Heads of Department (HoD), with a gender equality dimension included, to increase awareness and knowledge of what is required and when to apply for promotion and to particularly encourage female applicants.	Continue to run workshops on preparing for promotion, as needed. Include awareness of gendered difference in perception of promotion practices in mentor	Q1 2023 – Q4 2026 (ongoing) Q4 2023 – (ongoing)	HR, Deans. HR L&D	Increased awareness and knowledge of promotion processes reported by academic staff through EDI Survey Interim targets include: - 70% of overall respondents agree/strongly agree in 2024.

No.	Planned action	Rationale / Baseline	Key outputs and/or milestones	Timescale (start and end dates)	Lead / roles responsible	Success indicator: outcomes and impacts sought
		Overall attendance at Faculty Promotion workshops held since 2019 has been gender balanced, but there are gender differences by promotion grade and Faculty	training for the Mentoring programme annually (*Action 4.1*) Briefing sessions for HoDs incorporating awareness of gendered difference in perceptions of promotion practices as part of *Planning and Development Review Framework (P&DR)* implementation (*Action 4.4*).	Q1 2024 – ongoing (depending on P&DR review timings)	HR, HoD	- 80% of overall respondents agree/strongly agree in 2026. Attendance at Faculty promotion workshops reflects the proportion of women and men eligible for promotion for that grade. 100% of existing HoDs have received training on promotion processes in line with P&DR timings, and training is available for new HoDs annually.
3.6	Monitoring metrics for *academic promotion,* disaggregated by faculty and gender, aiming for gender balanced staff cohorts at all levels.	Across all promotion rounds (2018-2021) and grades, application rates were gender balanced, and 50% of those promoted were female, with a higher success rate for women (46%) compared to men (37%). We met our target in relation to the total number of women promoted to: - SL/Assoc. Prof by 2021 but not for the total number of women promoted to: - Prof B	Annual data analysis of: - applications, - promotions and - success rates by Faculty and gender (and by intersectionality where possible). Percentage of women promoted at each level is monitored and the flexible cascade model approach is used as a guide as to the % of women expected to be promoted based on the % of women at the level below. Data and analysis is reported to UE, EDIC and key statistics are published in the EDI Annual Report	Q1 2023 – Q4 2026 (ongoing) Q1 2023 – Q4 2026 (ongoing) Q2 2024 and annually thereafter	DirHR, VPA, VPED DirHR, VPA, VPED EDI Data Analyst with VPED	Progress is being made towards achieving gender balance in staff cohorts at all levels and there is no difference in success rate by gender. Monitoring metrics yearly provide information on trends in application, promotions and success rates by gender and Faculty and highlight where targeted action may be needed. Progress is measured by consistent change in the right direction for 3-year averages of: - % female applicants for SL/Assoc. Prof (e.g. aim for min 40%F)

No.	Planned action	Rationale / Baseline	Key outputs and/or milestones	Timescale (start and end dates)	Lead / roles responsible	Success indicator: outcomes and impacts sought
						- % female applicants for SL/Assoc. Prof in STEM (e.g. to min 40%F) - % female applicants for Prof B (e.g. aim for min 40%F) - % of female Prof B STEM applicants (e.g. aim for min 40%F) The flexible cascade model is providing a guide to benchmark promotion outcomes. There is a decrease in the number of female academics reporting in the EDI Survey that gender had negatively impacted on their promotion prospects (down to 20% by 2026).
3.7	Aim to increase the percentage of Professor A level who are female to 40% A minimum of 40% women and 40% men to be full professors	In December 2021, there were only 17 female (33%) and 35 male (67%) Prof As. While progress was made since 2018 through the acquisition of 4 new and additional Professor A posts for MU through SALI, the percentage of women at Professor level is not yet gender balanced. Consultation feedback 2022 noted that while the new posts helped, they were not enough to fully solve the issue at this level.	Complete recruitment process for two new and additional SALI Prof A posts Promotions review will inform future internal rounds (see *Action 3.3*)	Q4 2023 Q1 2023 – Q4 2023	President, VPRI, VPED President, HR	The highest point on the academic career scale is gender balanced (min 40%F&M). The proportion of female Professor As will increase from 33% in December 2021, to 37% in 2024 and 40% in 2026.

No.	Planned action	Rationale / Baseline	Key outputs and/or milestones	Timescale (start and end dates)	Lead / roles responsible	Success indicator: outcomes and impacts sought
		A promotions review is underway and will include consideration of the gender dimension and optimal timing of promotion rounds.				
3.8	Introduce Call for promotion for Administrative staff. ***PRIORITY ACTION***	ATP Focus Group respondents in 2022 noted the lack of opportunities to progress within their role. HEA reporting and MU's Gender Pay Gap Report 2022 show that women are overrepresented at the lower paid administrative grades.	Briefing sessions for promotion from Executive Assistant to Senior Executive Assistant. Application deadline for EA-SEA promotions. Launch call for promotion to Administrative Officer 2.	Q1 2023 Q1 2023 Q2 2023	HR HR HR	Administrative staff report an increased perception of career opportunities by 2026.

4. Career development and progression

No.	Planned action	Rationale / Baseline	Key outputs and/or milestones	Timescale (start and end dates)	Lead / roles responsible	Success indicator: outcomes and impacts sought
4.1	Increase participants on Early Career Academic Mentoring Scheme and run sponsorship pilot.	Early career academic mentoring was piloted in 2020 and rolled out to all Faculties and all genders in 2021. Our 2018 Action aimed for 45 female academics to be mentored by 2021. *HEA Report 2022* recommends that all senior managers be required to sponsor the career development of two persons of the underrepresented gender in their area, with particular attention paid to those who may be experiencing intersectional inequalities.	Review the scheme and feedback received by participants. Include awareness of gendered difference in perception of promotion practices in mentor training for the Mentoring programme annually (*Action 4.1*) Implement updates as needed e.g., increasing awareness of scheme and increasing places to meet demand. Run pilot of senior managers sponsoring the career development of two staff	Q1-Q3 2023 Q4 2023 (ongoing) Q4 2023 Q1 2023 – Q4 2024	HR and L&D HR and L&D HR and L&D VPED	60 academics to have been mentored by 2026. At least 50% of academic staff agree that they have access to the mentoring they need to support their career aspirations by 2026. Feedback on mentoring received by academic staff is positive. Impact case study on sponsorship of staff in underrepresented categories informing roll out of sponsorship across the HEI.
4.2	Increase participants on the Administrative, Technical and Professional staff mentoring scheme.	Prior to 2018, no programme was available to ATP staff. ATP staff mentoring scheme was introduced in May 2022.	Review the inaugural ATP mentoring scheme. Implement updates as needed e.g., increasing awareness of scheme and increasing places to meet demand.	Q3 2023 Q1 2024	HR L&D HR L&D	At least 40 ATP staff to be mentored per year by 2026. At least 60% of ATP staff agree that they have access to the mentoring they need to support their career aspirations by 2026. Feedback on mentoring received by ATP staff is positive.

No.	Planned action	Rationale / Baseline	Key outputs and/or milestones	Timescale (start and end dates)	Lead / roles responsible	Success indicator: outcomes and impacts sought
4.3	Support staff to participate in the Aurora Leadership programme	MU previously participated in the Aurora programme, initially in 2015 with 5 participants. Since 2018, MU has increased the number of sponsored Aurora places to 7, and eligibility to apply was opened to additional grades of staff (including Senior Research Fellows) from 2021.	Sponsor 7 participants annually on the Aurora Leadership programme. Collect feedback from participants 2018-2022 and review impact of scheme. Establish MU Aurora alumni network.	Q3 annually Q3 2023 Q3 2023	VPED, HR HR L&D, Equality Officer HR L&D, Equality Officer	7 participants are participating in the Aurora programme annually and reporting positive impact.
4.4	Implement Planning and Development review framework (P&DR) ***PRIORITY ACTION***	A Planning & Development Review process was designed in 2021/2022 and rolled out in September 2022. It is currently being piloted in the University as part of an updated framework to what was previously PMDS. The pilot will run from November 2022 to June 2023. As part of this process career development is discussed.	Pilot with 6 units across the university Review of pilot. Potential rollout to all staff to be decided based on review of pilot. Update EDI survey questions to reflect rollout of programme.	Q3 2022-Q2 2023 Q3 2023 Q1 2024 Q4 2024	HR L&D DirHR HR L&D EDI Office	Staff are using P&DR to discuss their work objectives annually. >60% Staff feel that participation in the P&DR is supporting their career development in 2026 survey.
4.5	Introduce a University Workload Allocation Model (WAM) enhancing transparent processes and procedures in the allocation of work. ***PRIORITY ACTION***	In 2014 the UE approved that the design and implementation of WAMs would be undertaken at departmental level. *HEA Report 2022* recommends that HEIs, at a minimum, develop a set of principles and guidelines that underpin the development and implementation of WAMs at institutional /local level.	Consult with academic Departments on discipline specific models. Define and agree the objectives of a university-wide Workload Allocation Model. Examine how workload allocation data can be analysed and	Q3 2024 Q4 2024 Q4 2024	Deans, with DirHR, VPA Deans, with DirHR, VPA Deans, with DirHR, VPA, VPED	Workload model in place and being implemented. Increase the number of staff agreeing their workload is fair: - To overall 60%F, 70%M by 2026. EDI work is recognised in the WAM developed.

No.	Planned action	Rationale / Baseline	Key outputs and/or milestones	Timescale (start and end dates)	Lead / roles responsible	Success indicator: outcomes and impacts sought
		HEA Report 2022 recommends that "membership of a SAT, and all key associated working groups, is formally acknowledged and the individual contribution calculated as part of departmental and institutional workload allocation models. This contribution should contribute to promotional opportunities."	aggregated to monitor for gender bias. Provide HoDs with training on the allocation and monitoring of workloads.	Q1 2025	HR	100% participation of HoDs in workload allocation training once implemented.
4.6	Review sabbatical and research leave schemes	Feedback in 2017 was that there is a low uptake of research sabbaticals among staff who have significant caring responsibilities, who are financially and logistically prevented from moving a family abroad for research leave, as it is not easy to afford the amount currently deducted from their salary for sabbaticals. A number of changes to facilitate more flexible leave arrangements were introduced in 2019 based on feedback received in 2017. Now the uptake of sabbatical leave is gender balanced. GESG Working Groups have identified continued challenges in accessing sabbatical leave.	Map sabbatical and research leave opportunities currently. Identify best practise for future sabbatical leave scheme.	After the workload allocation model has been implemented. 2026	VPRI	Review has informed best practice in development of new sabbatical leave scheme.
4.7	Reinstate MU Eochair research funding scheme. ***PRIORITY ACTION***	The Eochair funding scheme was available in 2017 to support previously research active staff who had a hiatus in research output (e.g., following administration, leave, or roles purely focused on teaching commitments etc) to restart their research activity. Through the scheme, individual researchers	Run Eochair as a pilot. Review pilot and use learnings to improve and refine future schemes.	Q1 2023 Q4 2023	VPRI, RDO, VPED VPRI, RDO, VPED	Annually, 10 academic staff who have had a hiatus in their research career, are helped to make up the time.

No.	Planned action	Rationale / Baseline	Key outputs and/or milestones	Timescale (start and end dates)	Lead / roles responsible	Success indicator: outcomes and impacts sought
		received seed funding to support and develop a piece of research designed to further their research career. COVID-19 was reported to have had a negative impact on respondent's careers in the COVID-19 Pulse survey. Respondents reported that while working remotely their capacity to carry out their normal duties had been reduced by more than 20% in the following areas: - teaching (39% of respondents) - research activity (37% of respondents) - preparing publications (30% of respondents). **Preparing publications**: 11% of male respondents reported that their capacity was between 1%-20% higher compared to just 2% of female respondents. **Research activity:** 24% of male respondents reported that their capacity was about the same compared to just 13% of female respondents.				
4.8	Participate in the *Preparing for Academic Advancement* scheme. ***PRIORITY ACTION***	This was funded by the HEA Gender Equality Enhancement Fund in 2022/23 and is targeted at women preparing for promotion to Professor B and those most likely to be adversely impacted by the effects of COVID-19. 5 mentees and 8 mentors from MU have participated to date.	Identify potential participants for the PAA Scheme. Submit applications to PAA Scheme and support those successful in securing a place. Identify mentors as needed.	Q3 2023 – Q4 2026 (ongoing for all outputs)	HR L&D, EDI Office (for all outputs)	Up to 3 MU staff to be supported per annum on PAA scheme. Positive feedback received from participants on the impact of PAA participation on their career development.

No.	Planned action	Rationale / Baseline	Key outputs and/or milestones	Timescale (start and end dates)	Lead / roles responsible	Success indicator: outcomes and impacts sought
4.9	Develop clearer career paths for Researchers.	MU holds the HRS4R designation and has a dedicated HRS4R Action Plan that is linked to the GEP. HEA Report recommends that Government ring fences funding for a national Research Career Framework. Research Staff Focus Group feedback identified a lack of career development opportunities at MU due to the inability to apply independently for funding and fixed-term contracts.	MU Researcher Career Development Framework to be introduced in January 2023. Implement HR4R Action Plan and maintain HRS4R designation. Engage with recommendations of National Research Career Framework when developed.	Q1 2023 Q1 2023 – Q4 2025 (ongoing) (Dependent on national timelines)	VPRI, DirRDO RDO RDO	Future Focus Group feedback from researchers is more positive in relation to career development opportunities.
4.10	Continue to offer two *John & Pat Hume* Women in STEM scholarships (WISH) for female research students in areas where women are underrepresented (e.g., sciences and engineering), and continue partnership with the 30% Club to offer a Postgraduate Scholarship to women in Business.	There is an underrepresentation of women in STEM and dedicated scholarships to increase visibility and attract applicants can help to address this. 7 Hume WISH scholarships have been awarded to date. MU partners with the 30% Club to fund one Postgraduate Scholarship per annum for women in Business (since 2019 we've funded a total of 4 Scholarships).	Award 2 John & Pat Hume WISH scholarships annually. Award 30% Club scholarship annually.	Q2 annually Q2 annually	VPRI, RDO, VPED GSO, VPED	The number of women supported to take up STEM Scholarships has increased (at least 8 additional scholarships have been awarded by 2026) Increased publicity of MU among 30% Club member organisations leading to increased women in business taking up MU PG Scholarships
4.11	Continue with ongoing work of clarifying leadership roles in the University (e.g., completed roles include Deans, Associate Deans and HoD to follow), including identification of any inherent gender biases.	A 2018 Athena SWAN Focus Group highlighted that the HoD role is negatively perceived resulting in low application rates, particularly from women.	HoD role next to be looked at in ongoing work of clarifying leadership roles. Any inherent gender biases have been identified and addressed with actions as appropriate.	By Q3 2024 Q4 2024	President, VPA, Deans President, VPA, Deans	Leadership roles in the University are clearly defined with any inherent gender biases addressed. An increase in the 3-year average percentage of female HoDs will be recorded by 2026, aiming for gender

No.	Planned action	Rationale / Baseline	Key outputs and/or milestones	Timescale (start and end dates)	Lead / roles responsible	Success indicator: outcomes and impacts sought
						balance (min 40%F&M) but with an interim target of: - 38%F HoDs overall - 40%F HoDs academic/research - 33%F HoD in STEM.

5. Gender Dimension in Teaching & Learning and Research Content, and EDI Development Supports

No.	Planned action	Rationale / Baseline	Key outputs and/or milestones	Timescale (start and end dates)	Lead / roles responsible	Success indicator: outcomes and impacts sought
5.1	Mainstream EDI awareness in Teaching & Learning content with a particular focus on gender equality ***PRIORITY ACTION***	Work is ongoing on MU Strategic Plan 2018-2022 goal 6.3.1 to develop a framework for inclusive teaching, provide colleagues with the resources and support to use the framework in the design, delivery and review of modules and programmes, and raise awareness of the value of EDI in supporting academic excellence and enriching the learning experience for all students. *Assess for Success* project has established an Assessment and Feedback hub for staff, where they can find resources to support and enhance assessment and feedback practice including resources emphasising inclusion and accessibility considerations. As per the HEA recommendations, specific gender equality/EDI interventions and progress reporting to be a substantive part of Self-Evaluation Report in the internal programmatic reviews and statutory QQI Institutional Quality Reviews. Department Action Plans have included actions on developing inclusive curricula.	Supports put in place to enable colleagues to make curricula, teaching and learning more international and culturally diverse (as per MU Strategic Plan 2018-2022 Goal 6.3.2). Further development of the Assess for Success project. Awareness of the gender dimension in T&L will continue to be included in Staff Professional development.	Q1 2023-Q4 2026 (ongoing) Q1 2023-Q4 2026 Q3 2024	VPA, Dean T&L Dean of T&L, CTL HR, Dean of T&L, CTL	Teaching & Learning content is EDI aware leading to better student success
5.2	Pilot anonymous marking for official University examinations in more departments	Anonymous marking was piloted in one Department in 2021. External examiners recommended anonymous marking for examinations at Maynooth University.	Review learnings from pilot. Roll out to further pilot departments	2023-2026 2023-2026	VPA, HoDs VPA, HoDs	Anonymous marking has been piloted in individual departments across the University by 2026.

No.	Planned action	Rationale / Baseline	Key outputs and/or milestones	Timescale (start and end dates)	Lead / roles responsible	Success indicator: outcomes and impacts sought
5.3	Mainstream EDI awareness in Research with a particular focus on the gender dimension in research content. ***PRIORITY ACTION***	Consideration of the gender dimension in research content is a requirement of Horizon Europe and Irish Research Funding Agencies. Since 2019, the EDI Office has run an annual workshop on the sex/gender dimension in research content for MU Research Week and by request for specific units. EDI workshops have been held once per semester since 2019 for GST1: Professional Development & Employability	Host workshops for academic and research staff and postgraduate students on EDI, including consideration of the sex/gender dimension in research content. Run EDI workshops for Graduate Skills module GST1 each semester.	Q3 annually (during MU Research Week). Q2 and Q4 annually	VPRI, Dean of Graduate Studies, VPED EDI Office, GSO	Academics, Researchers and Research Students all know how to consider the gender dimension in their research content. Positive feedback received for workshops.
5.4	Embed EDI into the University Orientation programme for staff.	Prior to 2018 staff induction was offered only on a limited basis, due to sectoral cutbacks imposed. Since 2019, EDI has been incorporated into the University Orientation programme for staff.	Annually review EDI content for Staff Orientation Programme. VPED attends programme twice annually. Promote EDI in HE modules for all staff at Orientation. Include information on how to join staff networks in EDI's Orientation Programme materials.	Q3 annually At Orientation, twice annually At Orientation, twice annually	HR L&D, VPED HR L&D, VPED HR L&D, VPED	100% of new staff members receive information about key EDI policies, development supports and networks. Staff Networks have an active membership supporting EDI activities annually.
5.5	All HoDs (academic and central service units) to participate in EDI development including bias and gender equality awareness as part of their induction training.	Prior to 2018 this training was not available to HODs. EDI training is now provided for HoDs twice per year, separately to other training that HODs undergo. Between November 2020	Pilot the incorporation of EDI training into core training for HoDs. Review learnings from pilot.	Q3 2023 Q4 2023 Q1 2024	HR L&D, VPED HR L&D, VPED HR L&D, VPED	85% attendance at new HoD EDI training by 2024, 100% by 2026. Increased % respondents agree/strongly agree that department/unit leadership is

No.	Planned action	Rationale / Baseline	Key outputs and/or milestones	Timescale (start and end dates)	Lead / roles responsible	Success indicator: outcomes and impacts sought
		and September 2022, 29 participants attended.	Embed learnings from pilot into full rollout. Implement Public Sector Duty requirements and provide advice for staff in a leadership position in the University on how to integrate gender equality in all processes and decisions made.			committed to EDI (70%F, 80%M by 2024; 75%F, 85%M by 2026).
5.6	Embed EDI (including consent and gender equality) into student orientation and ensure student leaders are EDI-aware.	Prior to 2018 reference to equality and consent was included in student orientation sessions. 'EDI in MU' presentations were delivered to all new students during orientation week 2019 and 2020. During 2020, 2021 and 2022 orientation, online consent classes were also run for students. The EDI Office had a stand at Welcome Week 2022 and ran a gender equality consultation for students.	Provide training to student leaders prior to start of term e.g., MSU, Clubs & Societies, Student reps etc EDI to feature in MSU Handbook Embed Consent workshops into Welcome Week timetable for each student.	Q3 2023 and annually thereafter Q3 2023 Q3 2023 and annually thereafter	Equality Officer, Dean T&L working with MSU (for all outputs)	100% of new student leaders to have participated in EDI/Consent training prior to the start of each term. 100% of new students to attend Consent workshop during Welcome Week by 2026.
5.7	Offer EDI Development Supports to advance staff and student awareness	The EDI Office runs regular training for staff and students. During May and June 2022, 80 participants attended our training programmes in Gender Identity and Expression, Mitigating Bias and LGBT Safer Spaces. New training sessions will be needed for Race Equality, Disability, and intersectionality awareness.	Update calendar of training available for staff and put on new sessions. Promote the *EDI in HE* modules and *Let's talk About Race in HE* module as foundational EDI development for staff and students.	Q2 2023 Q4 2023 Q1 2024	VPED, HR, Equality Officer Equality Officer Equality Officer	Increased participation in development areas Increased number of staff and students completing EDI in HE online modules Interim targets for completion including: 2023: 60 staff, 30 students 2024: 100 staff, 50 students

No.	Planned action	Rationale / Baseline	Key outputs and/or milestones	Timescale (start and end dates)	Lead / roles responsible	Success indicator: outcomes and impacts sought
		MU contributed to a sectoral tender process for LEAD redevelopment. The resulting EDI in HE online modules was made available to MU staff in Q3 2021. This includes the Let's Talk About Race in HE module which was added in Q4 2021.	New training sessions developed for Race Equality, Disability, and intersectionality awareness.			2025: 150 staff, 70 students 2026: 200 staff, 100 students.

6. Organisational Culture, Inclusion and Belonging

No	Planned action	Rationale / Baseline	Key outputs and/or milestones	Timescale (start and end dates)	Lead / roles responsible	Success indicator: outcomes and impacts sought
6.1	Develop an updated policy on anti-bullying and harassment, and a new sexual misconduct policy for staff and students, and renew and expand trained contact people network. ***PRIORITY ACTION***	Current anti-bullying and harassment policy dates from 2008. Action was rated amber in 2022. An updated Anti-bullying and harassment policy is due for release in 2023. A separate new Sexual Harassment and Sexual Misconduct policy is currently being drafted. MU introduced the Speak Out Tool for anonymous reporting in 2021.	Updated Anti-Bullying and Harassment policy launched. New Sexual Misconduct policy developed and launched. Environmental investigations of departments to be conducted where multiple flags have been raised at Department and individual level. Identify new people to be trained as contact persons and publish their details for all staff. Report on anonymous data from Speak Out tool collated quarterly.	Q3 2023 Q1 2023 – Q4 2023 Q2 2023 ongoing as needed. Q1 2023 Quarterly	DirHR, Bursar, VPA, VPED Dean T&L DirHR, Bursar, VPED, VPA, Dean T&L HR HR Student Services, EDI Data Analyst	A gender balanced cohort of Trained Contact Persons are supporting implementation of the new policies. Increase survey respondents who agree/strongly agree that they are confident that a complaint about bullying and/or harassment would be addressed appropriately. Increase survey respondents who agree/strongly agree that they are confident that a complaint about sexual harassment or sexual misconduct would be addressed appropriately.
6.2	Implement the recommendations and actions for HEIs in the HEA's Ending Sexual Violence and Harassment in Higher Education Institutions Implementation Plan. ***PRIORITY ACTION***	*HEA Report 2022* recommends that HEIs should resource and incentivise the eradication of sexual harassment and gender-based violence. A new Sexual Misconduct policy is currently being drafted (See *Action 6.1*).	Appoint EVSH Manager. Training provided for staff and students in leadership roles on how to direct people who want to report.	Q2 2023 Q2 2024	VP EDI Student Services, EDI Office, MSU	Action Plan developed, implemented and interlinked with other equality frameworks. Increase proportion of staff who know how to report Increase proportion of staff who feel confident reporting

No	Planned action	Rationale / Baseline	Key outputs and/or milestones	Timescale (start and end dates)	Lead / roles responsible	Success indicator: outcomes and impacts sought
6.3	Promote inclusion and belonging through EDI activities online and on-campus.	Providing opportunities for people to come together and learn more about each other will promote interculturalism and a greater tolerance for difference across campus. Athena Swan's online presence was established in 2017, prior to the establishment of the EDI Office. The EDI Office is also represented on Twitter, Instagram, Facebook and YouTube. The Athena Swan Ireland Charter now incorporates broader EDI areas. International Women's Day has been a key event for Athena Swan since 2020. International Men's Day was celebrated in November 2022.	Continue to publish EDI Calendar Merge Athena Swan and EDI social media presence. Review Athena Swan and EDI webpage content. Run annual gender equality events including IWD and IMD Update on EDI to be included in President's quarterly updates and Townhalls.	Q3 annually Q2 2023 Q3 annually Q1 annually (March) Q1, Q2, Q3, Q4 annually	Equality Officer. GESG, GESG Working Groups, EDIC. VPED, EDI Office EDI Office, Equality Project Officer President	Active webpage and social media presence is maintained increasing awareness of EDI. Public engagement events inform staff and students of gender equality and broader EDI initiatives on-campus and provide a platform for extensive staff consultation.
6.4	Develop guidance on good practice for scheduling key meetings.	Nationally and internationally, it is good practice to schedule key meetings when the largest number of people are likely to be able to attend them. Meeting hours do not represent the working day, but rather are a subset of the working day. Many HEIs in Ireland have a 'Meeting Hours Policy' for meetings that staff are expected to attend as part of their work. It is often noted that these times may not be suitable for every meeting, but meetings outside of these hours should be the exception not the rule. These do not include timetabled teaching or assessment.	Collate good practice on scheduling key meetings, including consideration of: - sufficient advance notice of meeting schedules; - family friendly initiatives such the volume of meetings during school holidays; - Part-time staff - Possibility of remote participation when required.	Q2 2023	Equality Project Officer	Guidance on good practice for scheduling key meetings will inform consideration of meeting times. In 2024 Staff Survey, an increased % of staff will report that they agree/strongly agree that Institutional meetings are held at a time when staff could attend.

No	Planned action	Rationale / Baseline	Key outputs and/or milestones	Timescale (start and end dates)	Lead / roles responsible	Success indicator: outcomes and impacts sought
		All MU departments/faculties that have an Athena Swan award have guidance on scheduling key meetings in their application or action plan. This was highlighted as a priority action for the institution arising from GESG planning session.				
6.5	Continue identification of opportunities to better support ongoing building developments to be inclusive, accessible and gender aware.	In 2017, buildings in the University had a concept as a name (e.g., Logic House, Humanity House), or an Irish language name (e.g. Eolas, Iontas), but others were named after prominent men. The Human Health Institute was renamed the *Kathleen Londsdale Human Health Institute* in Q4 2019, the first with a female name. A number of historic buildings on the leased south campus are not fully accessible. Gender awareness (including staff perceptions of safety) should be embedded in campus planning.	Continue regular meetings of DirEstates and VPED to identify how to better support ongoing building developments to be inclusive, accessible and gender aware. DirEstates is a member of the EDI Committee and provides regular updates.	Q1 2023 – Q4 2026 (ongoing) Q1 2023 – Q4 2026 (ongoing)	DirEstates, VPED DirEstates	MU campus is inclusive and accessible
6.6	Update Maternity/Adoptive Leave Supports and Returners Grant for Staff, and identify gaps in policy for students. ***PRIORITY ACTION***	The current Athena Swan Research Leave/Extended Handover scheme was launched in 2019. Details were published online for employees and HoDs in September 2022, alongside the MU maternity leave policy. Academic staff feedback is that the current period of returners supports for just 3 months is too short and inflexible for those who return outside of term time.	Publish new guidelines both for staff taking leave and managers that will cover preparing for leave, expectations during leave and supports available upon return to work. Update current *Athena Swan Research Leave/Extended Handover scheme* to a *Maternity/Adoptive Leave*	Q3 2023 Q4 2023	HR, Equality Project Officer HR	MU has a positive environment for staff and students with families. 15 people per year are supported in their return to work by the Maternity/Adoptive Leave Returners Grant (60 in total for by 2026).

No	Planned action	Rationale / Baseline	Key outputs and/or milestones	Timescale (start and end dates)	Lead / roles responsible	Success indicator: outcomes and impacts sought
		In the 2022 Survey, a staff member who took this leave noted that it helped them to re-engage with research, compared to their previous maternity leave experience when this support was not in place. Currently there are gaps in policies and procedures nationally for students who require family leave.	*Returners Grant* ATP staff will continue to avail of an extended handover period after return from maternity/adoptive leave. Identify gaps in policies and develop clear guidance for undergraduate and postgraduate students who are pregnant or adopting and map the supports available to them.	Q2 2023	Dean of Graduate Studies, VPED	Survey responses continue to show a reduction in the proportion of overall staff who disagreed/strongly disagreed that on return from family-related leave, supports were put in place to facilitate their re-engagement (<30% by 2026).
6.7	Review and make improvements to family-friendly supports for staff and students.	A Childcare Review was carried out by the Care & Leave WG in 2019. Questions on childcare were included in the COVID-19 Pulse Survey conducted in 2020, and in EDI surveys in 2020 and 2022. Staff and students also highlighted a number of additional services that they would like the University Creche to provide, but that are currently outside the Creche's remit and operational model. The Care & Leave WG, Department Athena Swan Action Plans and EDI Consultation 2022 feedback have highlighted a need for additional breastfeeding spaces on campus. Focus Group feedback in 2022 raised issues around the proximity of breastfeeding facilities to staff offices. A *Parents and Carers' Network* for staff was launched in 2018 to promote peer support	Analysis/review of possible future options for the University Creche, taking into consideration the childcare and regulatory environment in which it operates. Launch two additional breastfeeding/rest spaces on campus. Develop TOR and regular meeting schedule for Staff *Parents and Carers' Network*. Run more events for the *Parents and Carers' Network*. Establish links between Staff network and the network created for students by MSU.	Q4 2026 Q2 2023 Q2 2023 Q4 2023 onwards Q4 2023	Registrar, VPED. DirEstates, VPED. Equality Project Officer, Care&Leave WG. EDI Office Equality Project Officer, MSU.	Positive feedback on breastfeeding spaces reported in EDI survey 2024 and 2026.

No	Planned action	Rationale / Baseline	Key outputs and/or milestones	Timescale (start and end dates)	Lead / roles responsible	Success indicator: outcomes and impacts sought
		and information sharing for staff with caring responsibilities. It has >40 members at present.				
6.8	Pilot an extension of eligible costs to enable conference attendance for those that otherwise would not be able to go (incl. childcare costs, disability costs). ***PRIORITY ACTION***	Feedback from Faculty research committees indicates that barriers to conference participation and mobility include childcare costs and disability costs. Focus Group 2022 feedback agreed that this support would be welcome. International and national best practice is to allow these to be eligible costs for staff to enable them to participate.	Pilot an extension of eligible costs for conference attendance to include childcare costs, disability costs to address barriers to participation. Collect feedback from recipients.	Q3 2023 Q3 2024	VPRI, Bursar. RDO, EDI Data Analyst	5 recipients (by 2026) have been enabled to attend conferences who otherwise wouldn't have been able to attend due to caring/disability costs. Positive feedback from recipients on the impact that this initiative has had on their career.
6.9	Ensure the University's public image is gender balanced and reflects the diversity of our community, e.g., at conferrings, promotional materials, Dean's lecture series, alumni lectures, and our online and website presence	Since 2017, the Office of External Relations has worked to increase the visibility of women in STEM through targeted features and consideration of gender balance in communications campaigns. 'Meet our female Professors' website feature established in 2018. Science Week website features established in 2019.	Use EDI lens when developing comms to promote the University. Promote women in STEM, including by featuring this on the website during National Science Week. MU Science Week activities for school children aim for gender-balanced representation among academics and post-graduate students. Feature MU Women in STEM profiles in the MU alumni magazine. Consideration of women in STEM is given to editorial decisions on	Q1 2023 – Q4 2026 (ongoing) Q4 annually Q3 annually One issue annually	President, Chief of Staff, VPA, VPEA External Relations Dean FSE, HoDs FSE External Relations External Relations	University has a gender balanced public image and the diversity of our community is reflected in our public events and online presence. EDI Survey 2024: - 90% of overall respondents will strongly agree/agree with the statement 'The public image of the university gives equal weight and visibility to women and men' - 90% of overall respondents report 'The university supports diversity'.

No	Planned action	Rationale / Baseline	Key outputs and/or milestones	Timescale (start and end dates)	Lead / roles responsible	Success indicator: outcomes and impacts sought
			media promotion, video content produced and social media promotion. Gender balance is prioritised in all recruitment campaigns, including aims for intersectionality.	Q1 2023 – Q4 2026 (ongoing) Q1 2023 – Q4 2026 (ongoing)	VPEA	

7. Additional EDI grounds

No.	Planned action	Rationale / Baseline	Key outputs and/or milestones	Timescale (start and end dates)	Lead / roles responsible	Success indicator: outcomes and impacts sought
7.1	Advance race equality at MU through the development of a MU Race Equality Plan. ***PRIORITY ACTION***	HEA are currently consulting on a National Race Equality Statement/ Charter to be signed by each HEI. Two MU staff members sit on the National Intersectionality Working Group (an academic expert and our Equality Officer).	Sign the National Race Equality Statement/ Charter. HR to implement HEA recommendations for recruitment (See Action 3.1). Identify steering group to help develop MU Race Equality Action Plan. Identify resource to provide secretariat support to Steering Group and implementation. Develop a strategy to address the underrepresentation of staff from racial, ethnic and cultural minorities. MU Race Equality Action Plan launched. Maintain MU representation on and engagement with National Intersectionality Working Group.	Q2 2023 Q3 2023 Q2 2023 Q3 2024 Q3 2023-Q4 2023 Q1 2025 Q1 2023 – Q4 2026 (ongoing)	President, VPED, DirHR HR VPED VPED Race Equality Steering Group Race Equality Steering Group VPED, Equality Officer	MU Race Equality Action Plan is being implemented and interlinks with other equality frameworks helping to improve our organisation and culture. EDI Survey 2026 shows a decrease in staff from underrepresented groups indicating that they agree/strongly agree that their race, ethnicity or nationality has had a negative impact on their career development in MU (less than 20%).
7.2	Host an annual Intersectionality Lecture to highlight and give visibility to excellent research on EDI-related areas	Prior to 2018, no lecture series existed. Events in 2020 were delayed due to COVID-19. The inaugural MU Intersectionality Lecture was successfully held online in May 2021.	Organise on-campus/hybrid Intersectionality Lecture.	Q2 annually Q2 annually	GESG Chair, Intersectionality WG Co-Chairs, EDI Office EDI Office	Lecture held annually as a public event increasing awareness and understanding of intersectionality.

No.	Planned action	Rationale / Baseline	Key outputs and/or milestones	Timescale (start and end dates)	Lead / roles responsible	Success indicator: outcomes and impacts sought
		The second annual lecture was held online in April 2022.	Recording of lecture shared on social media (with speaker's consent)			
7.3	Improve policy, procedures and supports for staff with disabilities. ***PRIORITY ACTION***	MU exceeds the current national target of 3% staff with a disability (in 2024 this target will rise to 6%). A new *Policy on the Employment of People with Disabilities* and associated guidelines was introduced in November 2022.	Hold disability awareness training sessions (Action 5.7) Hold focus groups for staff with disabilities and share findings with Staff Enable Network to identify areas for improvement. Review staff disability data. Report on disability statistics and progress made to *National Disability Authority* and HEA.	Q2 2023-Q4 2026 Q1 2024-Q2 2024 Q1 annually Q1 annually	Equality Officer EDI Office EDI Data Analyst EDI Data Analyst	Reduction in proportion of staff with disabilities agreeing/strongly agreeing that there is a stigma when discussing disability in the University to 30% by 2024, and 20% by 2026. Reduction of EDI Survey respondents with disabilities agreeing/strongly agreeing that disclosing a disability would have a negative impact on their career to 30% by 2024, and 20% by 2026. MU continues to exceed national targets for the employment of people with disabilities (over 6% by 2024).
7.4	Update Gender Identity and Expression Policy and support students and staff transitioning.	MU's Gender Identity and Expression Policy was introduced in 2018.	Review MU Gender Identity and Gender Expression Policy in line with agreed timelines. Continue to run gender identity and expression training for staff and students (See Action 5.7) Explore how the Student Assistance Fund can incorporate the needs of trans students.	Q2 2023 Q1 2023-Q4 2026 (ongoing) Q3 2023	Director of HR, Equality Officer, VPA. Equality Officer Equality Officer, Access Office, Student Services.	MU's Gender Identity and Expression Policy is updated. EDI Survey respondents will report that transgender and gender diverse staff are supported and included in university policies and procedures: - 2024 =50% agree/strongly agree;

No.	Planned action	Rationale / Baseline	Key outputs and/or milestones	Timescale (start and end dates)	Lead / roles responsible	Success indicator: outcomes and impacts sought
						- 2026 =60% agree/strongly agree.
7.5	Review procedures for staff and students seeking a preferred name change.	A Name and Gender Change Request form is available from Registry for students who have legally changed their name.	Review possible options for name change requests for students who have not legally changed their name. Guidelines on name change on university systems issued to Departments.	Ongoing Q1 2025	VPA, VPED, Equality Officer VPA, VPED, Equality Officer	Students and staff will be able to apply to change their name without stigma.
7.6	Include provision for gender-neutral/accessible toilet facilities in all buildings and pilot offer of free period products.	All new buildings include provision for gender-neutral/ accessible toilet facilities. In 2022 we have over 50 gender-neutral toilets in place. Several higher education institutions are offering free period products to address period poverty amongst students.	Review options on how to address the provision of gender-neutral bathrooms in remaining buildings with a preference for multi-stall units. Pilot free period products in selected campus bathrooms. Review Pilot. Incorporate learnings from pilot and roll out to additional bathrooms.	Q1 2024 Q4 2024 Q4 2025 Q1 2026	DirEstates, EDI Office DirEstates DirEstates, EDI Office. DirEstates.	All campus buildings have at least one gender neutral toilet by 2026. Free period products are available in bathrooms on campus by 2026.
7.7	*Excellence in Exile* is a recognised pillar of EDI work, supporting refugees, asylum seekers and migrants in MU.	Our work on refugees, asylum seekers and migrants has expanded to include not only the *University of Sanctuary* (UoS – for students) but also *Scholars at Risk* (SAR – for staff) and collaboration with the *Artists Protection Fund*. MU hosts the European Office of Scholars at Risk International.	Renew our UoS status. Continue to offer at least 1 MU SAR Fellowship. Continue participation in the *New University of Exile Network*.	Q4 2023 Q1 2023-Q4 2026 (ongoing)	VPED, UoS Committee VPED President, MU SAR Fellow	MU continues to be a welcoming place for refugees, asylum seekers and migrants and we are recognised for our best practice and policies. At least 1 MU SAR Fellow funded annually.

No.	Planned action	Rationale / Baseline	Key outputs and/or milestones	Timescale (start and end dates)	Lead / roles responsible	Success indicator: outcomes and impacts sought
		MU hosted the *National Student and Researcher (NSR) Helpdesk* in 2022 during the Ukraine crisis, to provide centralised support for students and researchers coming to Ireland.	Explore options to host an Artist at Risk.	Q1 2023-Q4 2026 (ongoing) Q1 2023-Q4 2026 (ongoing)	VPED	