Action Plan for Gender Equality 2018 – 2021

This action plan was initially adopted by the Governing Body of Dublin Institute of Technology in March 2018. With the establishment of Technological University Dublin on January 1st 2019, pursuant to the Technological Universities Act 2018, the Governing Body of TU Dublin assumed governance of this plan. Any references to Dublin Institute of Technology in this plan should be read as TU Dublin.

No	Action	Rationale	Timescale	Responsibility	Outcomes: What success will look like
1. Strengthen organisational commitment to gender quality					
1.1	Appoint through a publicly advertised competitive process a Director of Equality, Diversity and Inclusion as a full academic member of the executive. (HEA 1.5)	In order to advance a future vision of gender equality in DIT and following best International practice a specific academic agent of cultural and organisational change will help embed gender equality within all aspects of the work of the institution. Most respondents to the staff survey (48%) stated they were not sure if DIT's engagement with Athena Swan will improve gender equality	Appointment process has started and due to complete in June 2018 with a commencement expected Q4 2018	President	High level leadership and visibility will keep gender and diversity on the agenda, and embedded in the strategic plan. By 2021, the proportion of female staff will increase overall from 45% to 48% and in CoEBE from 18% to 25%. In the annual staff survey the overall percentage of respondents that agree "that engagement of DIT with Athena Swan will improve gender equality in DIT" will rise from 39% to: 2019: 60% 2020: 70% 2021: 80%
1.2	Establish a Directorate of Equality, Diversity & Inclusivity (EDI) with the appropriate resources to manage the programme of activities to strengthen and consolidate gender equality throughout the Institute.	In order to advance a future vision of gender equality in DIT and following best International practice a specific academic agent of cultural and organisational change will help embed gender equality within all aspects of the work of the institution.	Recruitment of EDI Director completed by end of June 2018. EDI Director's resourcing plan approved by O&RC by December 2018. Recruitment of EDI team completed by Q3 2019.	President Operations & Resource Committee	Annual reports of EDI activity will demonstrate an upward trajectory towards the achievement of real gender equality at all levels of the organisation.

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	(HEA 1.5)				The Action Plan will be implemented and by 2021, an application for Bronze AS award under the expanded Charter will be ready for submission.
					9 School applications will have been supported 2019: 2 STEM School applications 2020: 3 STEM School Applications 2021: 2 STEM and 2 AHSS School applications
1.3	Review and reorganise executive structures to ensure all decision-making bodies consist of at least 40% women and at least 40% men. (HEA 1.6)	An improved decision making structure will lead to better decisions and provide better leadership development opportunities for all staff There is a need to provide enhanced leadership development opportunities for female staff.	Implementation being rolled out from Q2 2018. Annual monitoring of success by EDI Directorate Census of committees to be completed annually and reported to President	President EDI Director	All executive committees will be monitored annually for 100% compliance. An annual census of committee membership will be carried out and at least 90% of all other committees will have at least 40% of either gender by 2021.
1.4	Reconstitute the senior decision-making body as a gender-balanced 'Operations & Resources Committee' (ORC) to oversee all resource	Data analysis highlighted the gender imbalance of the most senior management team over the three-year period of evaluation. There is a need to provide enhanced leadership development opportunities for female	The ORC will be established and terms of reference completed by end of April 2018. Success will be evaluated annually by the EDI Director from 2019 and reported to the President.As	President Directors GroupEDI DirectorOperations & Resource Committee	DIT's most Senior executive committee will be fully gender-balanced (50%F 50%M) At least 80% of the rotating members each year will report that

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	allocation, appointments and promotions.(HEA 1.6)	staff. The Operations & Resource Committee led by the President will comprise the Directors Group and a senior manager from each Directorate or College. Each Director and Dean will nominate a senior manager of the opposite sex to the ORC on a one-year rotating basis. Membership will be published on the website	part of Catalyst, training being delivered in May 2018 to the first ORC participant's expectations and measures of success will be recorded.		their contribution was valued.
1.5	At the final selection step in the appointment process for new Presidents and Directors / Deans the final pool of candidates will comprise an equal number of women and men. A requirement of appointment will be demonstrable experience of leadership in advancing gender equality. HEA 1.1, 1.2, 1.3, 1.4	To foster gender balance in the leadership of HEIs.	Demonstrable experience of leadership in advancing gender equality will be listed as a core competence (essential criteria) on candidate brief from now on.	Governing Body Chair President Head of HR	100% of these posts will have an equal number of shortlisted candidates. 100% of those appointed will have demonstrable experience of leadership in advancing gender equality.
1.6	Establish an annual EDI forum to promote best practice across the Institute, to consult with staff and reinforce commitment to gender equality.	A forum dedicated to equality will provide time to share best practice; to manage concerns; to facilitate staff consultation; to present research findings and to communicate about Athena Swan	Annually from 2019 Webinars to be introduced from 2020	EDI Director	Shared best practice will support staff across the Institute to make strategic changes. Research findings will build Institute knowledge and case studies will showcase successful activities.

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					The numbers of attendees will grow year on year from 150 staff from across the Institute in 2019 to 300 in 2021.
1.7	Create a seed fund for research projects and initiatives to promote and monitor the progress of gender equality at DIT, building capacity and knowledge that can be leveraged in future action plans.	A seed fund open to staff and students will generate new knowledge and support gender equality activities; raise awareness across the Institute; and to encourage more staff to get involved in the activities. Findings can be used to underpin applications for funding from external funders such as SFI's Discover programme; EU SWAFS funding	Resourcing approved by ORC by Q4 2018. The impact of each project will be reported to the EDI Director and reported annually to the ORC. Annual call for funding and winners to be announced on International Women's Day 2019, 2020, 2021 Projects will be showcased online and at the annual equality & diversity forum	EDI Director Operations & Resource Committee	A budget of €10,000 will be allocated annually from 2019 One successful application for funding will have been made during the lifetime of the Action Plan.
1.8	Embed gender equality into all Quality Assurance and Quality Enhancement processes and documents. HEA 1.12	All units in DIT are subject to cyclical QA reviews. Quality Enhancement provides a framework within DIT to monitor, enhance and mainstream equality. Gender equality needs to be embedded into the review so it is automatically considered during the review process. Quality assurance reviews should similarly be gendered balanced and all review panels should comprise at least 40% of either gender.	Pilot QA processes incorporating gender monitoring to be completed Q4 2018.	EDI Director Director of Academic Affairs, Digital and Learning Transformation	Academic Council approves all changes to DIT QA processes. School, College Review and functional units will consequently evaluate gender equality during the cyclical QA review process from Q3 2019. Actions related to

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					enhancing gender equality are identified in all Quality Action Plans with responsibility assigned to appropriate functional units
1.8.1	Pilot a new annual monitoring process (Q5) for selected programmes in the College of Sciences & Health. Include data and trigger questions associated with gender equality especially of student pipeline, marketing materials, visibility of mentors and role models.	Q5 process of bottom up quality action planning commences at the level of annual programme review.	Q5 pilot process for 17/18 academic year programme review. Programme Chairperson meeting in September 2018 to include a workshop for gender equality action planning. All CoSH Programme Chairpersons are involved in Pilot Q5 programme in Q3 2019 and final version rolled out across the Institute in Q3 2020	Head of Staff Development CoSH and all Programme Chairpersons Director of Academic Affairs, Digital and Learning Transformation	Actions to support gender equality are identified and embedded in Programme Quality Action plans with action owners at programme / School / College / Institute level identified for all Programme Quality Action plans in the Q5 pilot in 2019 and in all Programme Quality Action plans in 2020.
1.8.2	Incorporate gender dimension in Student evaluation of Programme (Q6C Survey)	Students evaluate the overall programme annually by completing a Q6C form online. This feeds formally into the Q5 annual Programme monitoring process. There is no element of gender equality in the current process although recent Q6 forms (circulated in April 2018) have been updated to record their sex so the responses can now be evaluated and disaggregated by gender. This feeds formally into the Q5 annual Programme monitoring process. There is no element of gender equality in the	Forms updated in time for online evaluation in April 2019, 2020, 2021.	EDI Director Director of Academic Affairs, Digital and Learning Transformation.	Gender disaggregated student feedback can be obtained from Q2 2018. Actions informed by this identified for the Programme Quality Action Plan. Students are consulted in relation to Gender Equality on their Programme of study through the new questions added to the survey. Awareness of gender

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		current process although recent Q6 forms (circulated in			stereotyping is raised, and students are empowered to evaluate their programme in the context of gender equality. Actions arising from student feedback are incorporated in the Programme Quality Action Plan.

Each year at least 80% of students will complete the Q6C form |
| 1.8.3 | Incorporate gender equality into DIT's Quality Assurance processes at school, Department and College level, and in the institutional quality assurance report. | All units in DIT are subject to cyclical QA reviews. If Gender Equality is included as a quality enhancement metric there will be a framework within DIT to monitor, enhance and mainstream equality.

The quality assurance process includes reports by review panels, which include external members and should include 40% of either gender.

Gender equality needs to be embedded into the review so it is automatically considered during the review process. | Following appointment of EDI Director Q3 2018, the review process will be evaluated and updated to incorporate gender criteria for review by Q2 2019. | EDI Director Director of Academic Affairs, Digital and Learning Transformation | Gender equality becomes mainstreamed during School and College review self-assessment providing opportunity to engage all staff and increase awareness of equality issues. Staff gender balance is highlighted as a quality measure in Schools and Colleges. Actions to support gender equality are identified and embedded in School Quality Action plans with responsibility assigned at School, College, or Institute level identified from Q2 2019. |

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					Departmental Athena SWAN process is supported and embedded in existing reviewing processes.
1.9	Establish an Equality, Diversity & Inclusivity Committee of both Governing Body and ORC.HEA 1.8 and 1.9	An improved decision making structure will lead to better decisions and provide better leadership development opportunities for all staff. BY establishing a sub-group of Governing Body, it will be a key focus at GB meetings.	ORC sub-committee structure completed in Q3 2018By Q4 2018 the Institute SAT will report to the ORC committee.	Governing Body Chair PresidentEDI Director	Gender equality will be a standing item on the Governing Body and ORC agenda from Q4 2018.Gender equality at Governing body will aim to be at 50% by 2021.
1.10	Develop a pilot initiative in the CoEBE to evaluate programme content and branding of courses with the greatest underrepresentation of females	There may be subtle gender bias in course programme and marketing materials that are not inclusive and may impact the no of females enrolling on courses in CoeBE	All programmes will be evaluated and revised by Q4 2019	Dean of CoEBE	An increase in the proportion of female UG students in the CoEBE from 13% to 15% by 2021
1.11	Investigate the potential of developing more cross-disciplinary programmes to increase the proportion of female students	Courses with the highest intake of UG and PG female students in the CoEBE are interdisciplinary.	One new cross-disciplinary programme will be developed by 2021	Assistant Head of School Civil & Structural Engineering	1 new programme will be developed and piloted by the end of 2021
1.12	Review the process of recruitment and selection for postgraduate research students	The proportion of female research students is gender balanced but declining and there may be a connection to the process used to recruit students	Engage external consultants to commence a review by end Q4 2018	Dean of Graduate Research	Proportion of female CoSH research students will be maintained at 49% or more. The percentage of female CoEBE research students will increase from 24% to30% by 2021.

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2.Future plans for Athena swan					
2.1	**Support the development of 9 departmental applications over the three-year lifetime of the award.**	Three Schools have already expressed an interest in making an application once Institute Bronze has been awarded (Computing, Civil & Structural Engineering and Food Science & Environmental Health) Schools and Colleges will build on the momentum associated with the Institute application and benefit from the implementation of the Institute Action Plan.	College SATs to be established in Q4 2018 EDI Directorate to have supports in place by Q4 2018.	College Deans EDI Directorate Institute SAT	At least 9 STEM Schools will have made an application for a Department award by 2021. 2019: 2 Department applications 2020: 3 Department Applications 2021: 4 Department application

Awareness of Athena Swan measured in annual staff survey will increase from 71% to 85% over the period of the plan |
| 2.2 | Recognise and support staff participation on SAT committees with the appropriate workload allowance. | The Institute recognises the significant amount of time SAT members contribute to the promotion of gender equality in the Institute. To encourage more staff to get involved and to help prevent overburdening under-represented genders.Recognition of the contribution of SAT members will encourage more staff to get involved in the activities and build support across the Institute. | Workload Allowances for Institute and College SAT members to be agreed at O&RC and implemented for the 2018/2019 academic year.PMDS document to be updated to reference SAT contributions. Workload allowances for Institute and College SAT members to be agreed at O&RC and implemented for the 2018/2019 academic year.An annual call for EoI in AS | EDI DirectorHeads of SchoolHeads of function | Numbers of staff responding to EoI requests in relation to AS participation to increase each year from 25 in 2017:2019: 352020: 552021: 75 |

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			applications will be issued by the EDI Directorate		
2.3	Expand membership of the EDI Sub Committee to include representatives from partner Institutions in the TU4D Alliance and	To prepare for future joint applications and to maintain common standards of data collection in preparation for merging data.	Q4 2018 after incoming EDI Director has been appointed.	EDI Director	An EDI Sub Committee Steering group with input from future potential partners for Athena swan applications that is strategically well prepared well in advance of joint applications being submitted. By 2021 an application under the extended charter will be under preparation By 2021 9 School applications will have been prepared
2.4	Expand Institute SAT membership to include student representatives.	The current team was formed to develop an application under the original charter, focusing on STEM academics and although it had a part-time PG representative, members will be sought from the full-time students The Institute under the leadership of the EDI Director will broaden representation in preparation for School applications, and future Institute applications.	The incoming EDI Director will review and complete the recruitment of new members and Chair the expanded SAT by the end of 2018.	EDI Director	Student representation on SAT will be completed by Q4 2018. In 2019, an annual student survey will be conducted to improve student consultation around EDI issues. A 40% response rate will be targeted in 2019 rising to 60% by 2021

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3. A picture of the Institution and its composition Visibility, Communications and Consultancy Outreach					
3.1	**Develop an annual Communications Plan with the EDI Director to inform staff and students of the changes taking place across DIT to support greater gender equality and to celebrate good practice and achievements.**	Communication is an essential part of the change management process.

Staff survey showed 77% had knowledge of Athena Swan but 48% were unsure of the benefits. | The e-zine will continue to be circulated every month during each academic year; an annual event to celebrate IWD will be organised; all events, outputs and outcomes will be promoted on the DIT website, via staff email, and on DIT social media accounts such as @DIToffical Twitter, Facebook and LinkedIn and DIT alumni newsletters; 50% of content in each Research News publication will focus on female researchers.

The Communications Plan and will be submitted to the EDI subcommittee of the ORC in 2019, 2020, 2021 | EDI Director
Communication & Engagement Group
Public Affairs
EDI Steering Group
DIT Graduate Network | Knowledge of Athena Swan will increase year on year until at least 90% of respondents to the annual staff survey will say they have knowledge of Athena Swan by 2021.

Over three years the percentage of staff that are unsure of the benefits will have reduced from 48% to 20% |
| 3.2 | Administer an annual staff survey on Gender Equality to develop an evidence base, monitor attitudes, measure success and contribute to research into gender equality in Higher Education in Ireland. | It is important to consult with staff on a regular basis and to use the responses to underpin activity and to measure success.

The 2018 survey will provide a baseline for monitoring impact. | Annually 2019, 2020, 2021

Annual report to be presented to ORC and used to inform DIT's strategic plan.

Summary report to be made available to all staff annually. | EDI Director
Academic researcher
SAT Communications & Outreach working group
SAT Consultation working group | Almost 600 (37% of FTE) staff members responded to the 2018 survey. The response rate will be maintained and an increase of 5% year on year will be targeted.

2019: 629
2020: 660
2021: 693 |

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3.3	Embed gender equality into all STEM outreach activities to encourage more female students to choose STEM subjects in Higher Education.	Outreach activities are an important influence on student numbers and can help improve gender balance in STEM programmes in the future. Many excellent activities are taking place but not being recorded centrally and showcased across the Institute. All promotional materials need to present a gender-balanced Institute to students. The activities will be showcased annually at the Equality Forum (see 1.3) to establish a community of best practice. CoEBE Public engagement recruitment committees will aim to have a minimum of 40% of either gender 2021.	Outreach activities will be reported to the EDI Director every 6 months and reported annually to the Equality; Diversity & Inclusivity Committee Outreach activities will be showcased annually at the Equality Forum from 2019.	EDI Director Head of Staff Development Head of Apprenticeship & Engagement CoEBE Head of Strategic Services	The percentage of female STEM students will increase from 40% to 43% by 2021
3.3.1	College PERCs will agree a common process to collate outreach data that can be shared with the Institute SAT.	To capture the outreach and engagement activities taking place. Gender balance of those taking part in outreach will be monitored in both STEM Colleges	Process in place by Q2 2019 and annual census of Outreach activity to be conducted and reported to SAT and ORC EDI committee.	College PERCs EDI Director	Monitoring of Outreach activity to be formalised and gender balance of those taking part in outreach activities to be monitored to try to mitigate overburdening of underrepresented gender. Databank of activity to be developed and used to deliver census data by Q4

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					2018.
3.3.2	Recruit a network of student and graduate STEM Ambassadors to help promote STEM careers to secondary school students, reducing the burden on under-represented genders.	There are a limited number of female staff available to work on Outreach activities in some Schools. Female STEM alumni Ambassadors working in industry would help increase the numbers and highlight career opportunities.	Public Engagement and Outreach Committees will agree a process in Semester 1 2018 / 2019 academic year.	College PERCs EDI Director	The number of student and alumni ambassadors recruited each year: 2019 10 students 5 alumni 2020 15 students 7 alumni 2021: 20 students 10 alumni A 5% increase in the number of female students choosing STEM subjects from 2019 to 2021.
3.4	Provide continuing funding and administrative support for the Women in Leadership in Higher Education (WLHE) network at DIT.	This is a key cross Institute network for women in DIT that is growing is well supported and encourages all female staff to aim for leadership posts.	Ongoing and funding and admin support to be provided in 2019 /2020 and 2021	Director, Academic Affairs, Digital & Learning Transformation EDI Director Head of Staff Development,	The aim will be to double membership from 90 to 180 members. 2019: 120 2020: 140 2021: 180
3.5	DIT will in conjunction with the Athena SWAN National Committee deliver a HE Communications Resource Pack incorporating key messages around gender equality for all HEIs and establish an all-Island	By agreeing and promoting key communication messages around Athena Swan across the Irish HEI sector, there will be more visible support for cultural change. An all-Island network of shared expertise with access to an online portal and forum with resources specifically for the	DIT is managing this collaborative project that started Q1 2018 and will be completed by the end of 2018. Key communications messages identified in facilitated workshops will be refined and agreed nationally and will be	DIT project manager	Visibility of Athena Swan will be raised throughout the HEI sector; a sustainable model for an interactive resources portal will be agreed, piloted by Q1 2019 and reviewed annually.

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	resource to support HEI activity in this area.	Irish HEI sector will support gender equality SAT teams across the Higher Education sector.	incorporated into the Communications and Engagement Working Group Communications Plan. An all-island portal to support Athena Swan teams across Ireland will be piloted Q4 2018 and rolled out to HEIs by Q2 2019.		School applications for AS awards will increase from 2 at end of 2019 to 4 in 2021.
4.0 Recruitment, selection and retention policy update					
4.1	**Implement recommendations of the review of HR policies and procedures for all stages of the recruitment, selection and retention process.**	The Irish Centre conducted the HR external review for Diversity on behalf of and in collaboration with DIT's Human Resources Department and formed part of the SAT self-analysis for the Athena Swan application. The review highlighted gaps in recruitment and selection policies and procedures that may have a negative impact on gender. For example, unsuccessful applicants had not been asked for feedback about the recruitment process to monitor if they experienced real or perceived gender bias. Most respondents agreed that they understood the process of criteria for promotion (54.7%). However, women (21.1%) less than men (37.8%) agreed that promotion process is transparent	All the recommendations have been accepted to date and incorporated in draft policies and strategies. All relevant policies will be agreed by HRC, updated, approved and made available on the HR website by the end of Q1 2019 All templates for monitoring gender and ensuring gender equality at each recruitment stage will be agreed and implemented by Q4 2018 An online gender decoder will be used to evaluate wording on advertisements from May 2018. Annual monitoring reports will be submitted to the EDI	Head of HR Human Resources Committee EDI Steering Group	A clear set of recruitment and selection guidelines and templates will remove any inconsistencies in procedures and remove any gender bias. The numbers of females in leadership posts will increase to 40% by end 2021. A greater number of Female staff survey respondents will agree that the promotion process is fair and transparent: 2019: 40% 2020: 45% 2021: 50%

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		and fair and less women (37.2%) than men (42.3%) agreed feedback was appropriate and useful.	Steering Group to measure impact.		The number of females making applications for posts in STEM subjects will be measured once gender monitoring commences and a 10% increase year on year will be targeted.
4.1.2	**Complete and implement in full the DIT People Strategy and its implementation plan, incorporating all the recommendations of the recent review of policies and procedures.**	The People Strategy has been under development within DIT since 2016 and has been going through various revisions based on consultation with a wide range of managers, the feedback received after the Irish Centre for Diversity's Gap Analysis and the staff consultation conducted by the SAT. The People Strategy gives structure to strategic planning within the HR function. The strategic content can be utilised to advertise to potential job candidates DIT's commitment to Equality, Diversity and Inclusion and to selecting the best candidate based on merit and regardless of identity. The People Strategy will support DIT's strategic goal to attract, retain and develop great people in a supportive and innovative workplace. It has been informed by the review of recruitment,	The final stages of the process are near completion and the Strategy and its Implementation Plan will be finalised and agreed by Q4 2018. The People Strategy will be introduced to all new staff at Induction days from October 2018; all staff will be informed by email and staff newsletter Update and it will be available on the website. It will form part of the HR Roadshow content from October 2018. The Implementation Plan will be an agenda item at HRC from Q4 2018. The Strategy will be reviewed annually from Q4 2019. Wording on advertisements and candidate briefs to include	Head of HR Human Resources Committee	In the annual staff survey, at least 75% of respondents in 2020 and 80% in 2021 will report a knowledge of the People Strategy.

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		selection and retention policies and procedures.	wording in relation to agile working and encouraging under-represented genders to apply		
4.1.3	**Complete and circulate a new Recruitment and Selection Policy and Guide.**	The HR review identified the need for a Recruitment and Selection Policy that guides hiring managers through the recruitment and selection process. Increased clarity around the process will make it more accessible to DIT staff and the guide will include policy guidance in relation to contemporary practice and templates to use in recruitment and selection processes.	Final policy to be agreed by Human Resources Committee by June 2018 and reviewed in 2021. Policy and guides to be made available on HR website and link circulated to all staff by September 2018. A training programme for all staff involved in recruitment and selection will be rolled out from Q2 2018 (see 5.0)	Head of HR Human Resources Committee	Staff survey will report on the percentage of staff who are aware of the recruitment process and selection procedures that have been updated to mitigate gender bias. In the annual staff survey, at least 75% of respondents in 2020 and 80% in 2021 will report a knowledge of the recruitment process and selection procedures ref to appeals process in MM text
4.1.4	**Develop a bespoke data management plan to support deeper analysis of recruitment processes**	HR and SAT review identified weaknesses in the current processes for evaluating recruitment data and monitoring impact. Much of it is collected manually and protection of data under new GDPR regulations must be taken into consideration.	A bespoke Data Management Plan will be developed by September 2018 to enable full evaluation of the recruitment process in terms of its effectiveness in increasing diversity. The process around updating systems and developing a system that makes data collection easier and more	Head of HR IS HR Manager	Better data monitoring processes will lead to better evaluation, reporting and monitoring of impact and support strategic development and measurement of success. A central data portal for future School and Institute

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			functional will take longer to develop but should be completed in the lifetime of the Action plan		applications will be developed by Q1 2019
4.1.5	Use HR Roadshows as a vehicle to communicate changes in policies; consult with staff and create awareness of best practice	The HR review, staff survey and focus group findings have all suggested that staff are not aware of all the HR policies and how they can support them.	The first two roadshows have been delivered and feedback was taken on board and topics agreed for the next one. Two per semester will be arranged annually. A recruitment timeframe for each vacant post is now agreed between HR and the hiring manager.	Head of HR Resourcing staff	All hiring managers who attend roadshows will report a greater understanding of HR policies and processes. By the end of the action plan all recruitment will have been completed within the period agreed at the start of the process.
Staff Training and Development					
4.2	Update training programmes for all staff who play a role in recruitment, selection and retention when policies have been revised	HR review and staff consultation identified a lack of understanding of the recruitment process. Many policies and procedures are being revised and updated and relevant staff will need to be informed. SAT self-analysis process has identified training needs to support hiring managers especially around gender equality and UB. Line managers need support to learn how to take gender into consideration	Information on all new policies and strategic plans to be incorporated into HR roadshows from October 2018. All training programme updates to be finalised by Q1 2019 and rolled out over the following 3 years	Director, Academic Affairs, Digital & Learning Transformation	All those responsible for recruitment, selection and retention will be informed of all changes to policies by Q1 2019. New policies will easy to find on website. 100% of hiring managers will have received gender equality training by Q4 2019

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4.2.1	Revise License to Interview Training programme and replace with a new 'Licence to Recruit' programme for all hiring managers and staff who will take part in recruitment.	Unconscious bias training has already been incorporated into the Licence to Interview Training but a more complete training programme will include information on new policies and procedures linked to recruitment and selection. A total of 400 staff have attended licence to Interview training and these will over time need to attend the more comprehensive Licence to Recruit programme.	Monitoring to be included in annual report to EDI Director from 2019	Director, Academic Affairs, Digital & Learning Transformation Head of Staff Development,	All 400 current staff with Licence to interview will have completed new training by end of 2021. A further 100 staff over the lifetime of the project will have attended for the first time and at least 40% of these will be female. Feedback from applicants will be monitored and over the lifetime of the plan, 80% of applicants will report no gender bias was perceived.
4.2.2	Develop online equality and diversity training and make it available to all staff who must complete it on an annual basis. Deliver Respect & Dignity in the Workplace Training at team level to drive a culture change.	All staff throughout the Institute will need to receive UB training and an online version of the programme will facilitate this process. Face to face UB will also be delivered as part of senior management, leadership and License to Recruit training	Funding has been sourced and following a procurement process, online training is expected to be available from Q1 2019. Evaluation to be monitored and included in annual report to EDI Director.	Director, Academic Affairs, Digital & Learning Transformation Head of Staff Development, EDI Director	By the end of 2019, all staff will have successfully completed online training. All new staff will complete online training as part of their induction process.
4.2.3	Provide training for HR staff to learn how to gender-proof the language used in the design of all Candidate Briefs	HR review process identified the Candidate brief as a suitable document to provide more information about DIT's commitment to gender equality;	Changes to candidate briefs to be agreed and implemented from June 2018 and throughout the lifetime of the plan.	Head of HR Head of Staff Development	Clear consistent messages going to candidates in relation to all aspects of recruitment and selection

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	and to use the gender decoder for analysing the	information about the culture and commitment to valuing diversity; details about each step in the recruitment process	By Q4 2018, only HR staff trained in gender-proofing language in Candidate Briefs will prepare them. Templates and toolkits will be used to maintain consistency		will be monitored in applicant feedback forms and by 2019 at least 90% of candidates will provide overall positive responses.

An increase of 10% per year in the no of female applicants to STEM posts will translate into an increase in the number of female academic STEM staff of 5% overall. |
| 4.3 | Deliver a co-ordinated mentorship programme locally but supported centrally by Staff Development & Training. | The majority of respondents to staff survey (50.9%) were not aware of the DIT mentorship programme with women (25.7%), more than men (17.3%), interested in being both mentor and mentee. Men (25.9%) compared to women (7%) indicated greater interest in being mentors. | All members of ORC who have not yet received mentor training will have attended a workshop by the end of 2018;

Database of mentors and those available to deliver mentor training has been established and will be updated as new mentors come on board;

Mentorship Training Programme to be delivered 2 times per year from September 2018 and delivered locally to groups on request. | Director, Academic Affairs, Digital & Learning Transformation Head of Staff Development | Each ORC member who is willing to, will have mentored at least one person by the end of 2020.

At least 50% of the staff who have been promoted to a senior post in 2020 will have been mentored.

Awareness of the mentorship programme in the staff survey will increase by 5% year on year
2019: 65%
2020: 70%
2021: 75% |

No	Action	Rationale	Timescale	Responsibility	Outcomes: What success will look like
4.4	Provide additional resources to support staff training in career development, progression and mentorship.	Most of the necessary changes to policies and procedures require extra resources to deliver associated training programmes, and provide mentoring opportunities to staff across the Institute. More men (20.5%) than women (4.1%) believed they were disadvantaged for promotion because of their sex. More women (36.1%) than men (10.9%) believed that women were disadvantaged for promotion because of their sex.	Recruitment to be completed by December 2018; Budget line to be included from 2018	Director, Academic Affairs, Digital & Learning Transformation	Resources dedicated to the delivery of training on equality and diversity will deliver greater support to staff resulting in more positive responses in the staff survey when asked about gender differences in relation to promotion. The new staff will raise the number of staff who have received mentorship training from 70 to 300 from Q2 2019. All external selection board panellists will be required to complete unconscious bias training before interviews take place.
4.5	Develop a support programme for staff going on and returning from maternity leave including the option of keep in touch days and a Buddy system and a meet and greet event on return.	The self-assessment highlighted the lack of a formalised support system for those going on or returning from maternity leave. Clear guidance will be given to line managers in relation to timetabling of hours and setting aside time to research. A new parent's network will provide support to new parents.	Establish New Parent's network following consultation with relevant staff by Q4 2018 Maternity leave forms to be updated immediately to provide an option for keep in touch days / email	Head of HR	The no of staff making applications for promotion while on maternity leave will be monitored and an increase from the baseline will be recorded as a percentage of those who have taken this leave. By the end of 2021 100% of those on maternity leave will report that they were kept informed of

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					new vacancies, changes in their departments and were provided with opportunities to attend training / key meetings
Recruitment Processes					
4.6	Develop an information pack on gender, diversity & inclusion for staff induction training events	Provide information for new staff on gender & equality policies and procedures; Athena swan; Aurora leadership training and the WLHE network	From next Induction event in October 2018 and at each event in January May and October of each year.	EDI Director Head of Staff Development,	All new staff will be made aware of all gender and equality activities and supports that are in place throughout the Institute. The numbers of WLHE members will double by 2021; the percentage of staff who are promoted after attended leadership training will increase from 25% to 35% over the course of the Action Plan
4.7	Develop system for gender monitoring in all recruitment and progression processes	To improve data collection to allow better evaluation of impact of policy changes.	E Recruit will be updated to allow gender and diversity monitoring by Q4 2019 A process to record the information manually will be agreed by Q4 2018	Head of HR HR IS manager	The number of applications from women to STEM posts will increase year on year by 10%.
4.8	Include appropriate gender statements in advertising and candidate briefs	Hiring managers will analyse gender balance in department and include an appropriate gender statement in advertising material where relevant. Recruitment forms will be updated to	For all relevant posts from end May 2018. Monitoring to be included in annual report to EDI Director	Head of HR EDI Director College Deans and Directors Heads of School	Monitoring of recruitment data will highlight any increase in numbers of applicants from the under-represented gender. The number of female

No	Action	Rationale	Timescale	Responsibility	Outcomes: What success will look like
		prompt hiring managers to consider gender in advertising.			Academic staff in STEM colleges will increase by 5% over the course of the plan.
4.9	The flexible cascade model of gender quotas will be introduced for all new posts at Head of School level in STEM Colleges. HEA 1.17	The gender balance in STEM Colleges for Heads of School is poor (9M: 3F) and the most appropriate means of increasing the gender balance at senior academic grades is to introduce the flexible cascade model of gender quotas – i.e. where the proportion of women and men to be recruited or promoted to a certain level is based on the proportion of each at the career level directly below. These quotas are realistic and attainable.	As new posts arise	Head of HR STEM College Deans	The gender balance at Head of School level will be analysed at the end of the pilot to identify any improvements directly related to the pilot model.
4.10	Conduct exit interviews with all staff who resign their posts.	Formal exit interviews are not conducted and therefore we cannot monitor the reasons for leaving and use that information to make improvements where possible.	Immediate	Head of HR	Feedback from those who resign their posts will be used to inform retention policies.
Career Development					
4.11	Review progression and promotion processes in order to: - provide clear, measurable guidelines and criteria, weighted appropriately. - Inform all relevant staff about the process	The staff survey highlights that 50% of AL staff do not understand the progression process and criteria for promotion from AL to L. Qualitative open comments from staff survey indicate lack of understanding of process and criteria Feedback obtained by the National and Irish Centres for Diversity identified a lack of consistency and lack of constructive feedback.	Progression policy review to be completed by September 2018. Recommended changes to be approved by Academic Council by December 2018. All staff to be provided with information on the online handbook. All newly recruited Assistant Lecturers will be provided with a copy of the	Operations & Resource Committee Head of HR Academic Deans Head of Staff Development	At least 80% of ALs report a "good" or "very good" understanding of the progression process and criteria in the 2021 staff survey.

No	Action	Rationale	Timescale	Responsibility	Outcomes: What success will look like
	- gather feedback from applicants to monitor any perceptions of inequality. - develop a formal feedback process for all candidates who fail to progress. - ensure gender balanced progression panel is in place for all the rounds	Focus group research reported strong support for a review of the process. Research highlights that females are impacted more than males if the criteria for progression are unclear.	handbook in their induction pack from January 2019. Training programme will be delivered each semester (see 5.1.6)		
4.12	Develop and roll out progression workshops for Assistant Lecturers.	The staff survey highlights that 50% of AL staff do not understand the progression process and criteria for promotion from AL to L. Qualitative open comments from staff survey indicate lack of understanding of process and criteria.	Progression workshops to be delivered each semester from Semester 1 2018 / 2019 academic year. All new ALs to complete training within their first year. One month before the workshop date all new ALs will be contacted to remind them to attend. Evaluation to be completed after each workshop. All unsuccessful applicants will have received updated feedback forms by Q1 2019	Head of Staff Development,	100% of all eligible Assistant Lecturers will have made an application for progression by the end of 2020. Percentage of females at L grade will increase from 40% to 45% by 2021 Feedback from applicants will be used to monitor success.
4.13	Increase the number of academic staff who are attending PMDS meetings over a 2-year cycle.	DIT target set to 70% but the outputs feed into the staff training and development annual training programme and it is a great opportunity to discuss career plans.	PMDS Joint Implementation & Monitoring (JIM) Group will research	Head of Staff Development Deans	80% of academic staff to attend a PMDS meeting over a two year cycle by 2021

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4.14	Amend the PMDS documentation to include specific questions in relation to academic progression and embed this and UB training in PMDS training for line managers.	45% of respondents reported that career progression was discussed at their PMDS meetings. 34% of staff survey respondents rated 'effective PMDS process' as something that would benefit them and their career development	PMDS documents to be updated by end of June 2018 and appropriate training to be incorporated into line manager PMDS training workshop from September 2018	Head of HR Academic Deans	All ALS will report that PMDS meetings included a discussion on Progression by 2020.
4.15	Develop competency based frameworks for all roles to assist hiring managers prepare recruitment campaigns; manage PMDS process; and support staff in career progression.	Competency based recruitment is more gender neutral and concentrates on skills for the role rather than achievements in the past. The majority of respondents to staff survey aim to advance their careers beyond their current grade. 67.6% of women and 49.6% of men aspired to SL1 grades	Project team already established funding identified Competency framework for leadership roles to be completed and approved by end of 2019. Competency framework for all other staff to be completed by 2020.	Head of HR Deans	Clear competency frameworks will help staff to target the competencies they will need for future leadership or promotional aspirations. Unconscious bias will be removed from recruitment campaigns and there will be an increase in the numbers of female applicants for leadership roles
4.16	Establish a sub-group of ORC to investigate academic career structure including potential for rotational management posts	Focus group staff consultation highlighted a strong desire for a clear and transparent competency based academic career path from AL to L to SL across the Institute. Although National Agreements this working restrict DIT group can prepare a consultation document to support lobbying for change Nationally in collaboration with THEA. The HEA review	The President will establish a sub-group of the Operations & Resource Committee by June 2018. Consultation document completed end of 2018/2019 academic year.	President College Deans	Lobbying nationally to introduce change to the academic staff structures will be supported by DIT. A new academic career structure will be developed and agreed by Q4 2020.

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		has recommended rotation of posts; DIT is not currently in a position to do this as National Agreements restrict it. However, the working group can prepare a consultation document to support lobbying for change Nationally in collaboration with THEA.			
4.17	Develop & Deliver a new Postdoctoral/Early Career Researcher (ECR) Development Programme for all Early Career Researchers	There is a lack of a structured progression to employment within academia (recognising that these opportunities are limited), unclear pathways to exiting academic employment, and varying levels of learning and development opportunities across higher education.	New postdoctoral researcher development post in place since February 2018; DIT Researcher Development Framework agreed by end of Q4 2018; Programme to be rolled out on a monthly basis and reviewed annually.	Co-ordinator - Researcher Development (Postdoctoral & Early Career Researcher Support)	100% of all ECRs will have commenced programme by end of 2019.
4.18	Incorporate gender equality and embedding gender into research design as part of the ECR programme	To embed the gender dimension into research content and teams and provide training and support for research staff on how to do this.	From September 2018 as part of the ECR programme	Co-ordinator - Researcher Development (Postdoctoral & Early Career Researcher Support)	All researchers will have attended at least one workshop over a period of two academic years.
4.19	Increase the uptake of PMDS among researchers and embed the process in ECR career development	Low numbers of research staff have had formalised PMDS reviews to date or the uptake is not consistent across the Institute.	Data gathering to be completed by Q4 2018.	Head of Staff Development	All researchers will have had PMDS reviews by end of 2019.
	Workplace environment and work life balance				
4.20	Establish a cross-institute working group to consider a more transparent workload model for academic staff that includes defined allowances	Focus group research and staff survey identified a disproportionate amount of pastoral care duties and administration being allocated to female staff yet more women rated pastoral care and administration lower than all other	Group established in Q4 when EDI Director has been recruited	EDI Director	A new workload model will underpin PMDS meetings, improve guidelines for timetable managers, create transparency for staff in

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	for a wider range of non-contact work activities.	activities in relation to valued activities in their School.			their workload allocation, recognise all contributions to School activities, and allow a fairer promotion and progression process.
4.21	Establish a cross-institutional working group to develop a funded structure of family leave (inclusive of maternity, paternity, parental, adoptive, and carer's leave) and develop mandatory guidelines to underpin this.	A strong consensus emerged from the HEA consultation process that there was a need for better work-life balance in HEIs. In particular, there was a focus on family leave and therefore it was deemed appropriate for this to be given particular attention in the recommendations. The comments received demonstrate that this is an area important to both women and men. Significant gender differences were found, in the staff survey with women feeling less satisfied with their current balance between their professional and personal life and their ability to balance the needs of their job with those of their personal or family life	ORC subcommittee will investigate a funded structure of family leave and to investigate measures to address gaps in staffing due to family leave by Q3 2019	HR	Given DITs objective of improving the gender diversity of its staff pool, the existence and visibility of family friendly policies has the potential to attract a wider pool of applicants, if this is effectively communicated at the outset. A funded structure of family leave will be delivered by Q4 2019 and will be highlighted in candidate briefings. Job applicants will be asked what attracted them to apply for posts in DIT and by 2021; at least 75% of applicants will choose DITs family leave structure.
4.22	Update extended leave forms to include an option for keeping in touch days, and being contacted about new	Because while someone is on leave, for example on parental leave, they may miss an opportunity to apply for a promotion. However, the individual	Immediate but ask for input from staff who have already taken extended leave	Head of HR	Staff who are on leave (including maternity leave above) and have chosen to keep in touch will have

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	opportunities or key meetings.	should be allowed to choose if they want to be contacted or not or if they want to attend a keep in touch day or a key meeting.			an opportunity to access information on career development and make applications for promotion. All staff who have chosen to keep in touch will be asked for feedback. At least 80% will report that it made a positive difference to them returning to work.
4.23	Establish Institute policy to ensure that all meetings will as far as possible begin and end within core working hours (10am – 4pm)	To facilitate those with caring responsibilities	An all staff email will remind staff about the Institute policy at the start of each academic year.	President Operations & Resource Committee College Deans	Meeting times for key staff committee meetings will be published on the website and 100% will be held during the core working hours
4.24	Provide suitable facilities on new campus for pregnant or breast-feeding women; new mothers (staff and students);	A major building project is currently underway to bring College of Sciences & Health and some Engineering Schools on to the new campus. Therefore, it is a good opportunity to incorporate suitable resources. By providing a caring environment DIT can expect to attract and retain the best talent	New facilities will be considered at the appropriate stage in the development process,	Head of Campus Planning Team	100% of staff and students will report high levels of satisfaction with the new facilities on campus.