


Mary Immaculate College's Gender Action Plan 2023 - 2027

While many actions are interlinked, they are presented only once in the plan for ease of reading.

Action plan legend

Alignment	 Reference in action plan (after action plan number, 2 nd column)
HEA National Review of Gender Equality in Irish Higher Education Institutions, 2016	HEA, 2016
HEA Gender Action Plan 2018–2020	HEA, 2018
Consent Framework, 2019	HEA, 2019
Horizon Europe Guidance on Gender Equality Plans, 2021	Horizon Europe, 2021
HEA Race Equality Anti-Racism Principles for Irish Higher Education Institutions, 2022	HEA Race Equality, 2022
2 nd HEA National Review of Gender Equality in Irish Higher Education Institutions, 2022	HEA, 2022

Priority rating	Meaning
Priority 1 (P1)	Actions commenced within 12 months
Priority 2 (P2)	Actions commenced within 24 months
Priority 3 (P3)	Actions commenced within 48 months

New acronyms

Term	Meaning
AFB	Arts Faculty Board
DARE	Disability Access Route to Education
ESS	Employee Self-Service System
FMC	Faculty Management Committee
GEEF	Gender Equality Enhancement Fund
HEAR	Higher Education Access Route
HoD	Head of Department
L&D	Learning & Development
MIRIS	MIC's Research Information System
PEWGW	Prearious Employment Working Group
PGRs	Postgraduate researchers
VPAA	Vice President Academic Affairs
VPAF	Vice President Administration and Finance
VPGS	Vice President Governance and Strategy
SVHP	Sexual Violence & Harassment Prevention

Priority	New AP Number	Action	Rationale	Specific Actions and Implementation	Responsibility	Timeline	Success Criteria/Outcome Measures
Gender Equality Priority Area 1: Data Collection, Analysis, Monitoring and Reporting							
P1	GE 1.1 (HEA, 2022)	Form a data collection working group.	To date, approx. 39% of staff have declared their ethnicity on the ESS database for staff. We do not have any other mechanism to collect other equality grounds data except age, gender, marital status and ethnicity. EDI data relating to students is not currently captured systematically. We need to consider intersectionality throughout our work, and this data will allow us to monitor MIC data trends. To support the HEA Report 2022 and the HEA Race Implementation Plan. To enable evidence-based EDI policy and practice and to fulfil our statutory reporting requirements and obligations nationally in relation to EDII.	<ul style="list-style-type: none"> • Develop terms of reference for the working group. • Develop a consolidated approach to collecting staff data with representation from EDII, HR, ICT, Student Services, Finance and Quality. 	ICT with support from EDII, Finance, HR, Quality	Q1 2024	<ul style="list-style-type: none"> • A streamlined data-collection and reporting process is in place on student and staff data to ensure annual data requirements are met, e.g. in public sector duty reporting, gender pay reporting and for public reporting on Athena Swan action plan progress. • Key statistics and audit presented to ET, Academic Council, GA, EQ and EDII Annual Report published fulfilling public sector duty reporting requirements. • Statistics on staff gender and ethnicity reported to HEA annually. • Annual target of a 5% increase in staff declaring ethnicity data; disclosure rate rising to 60% by 2027.
P1	GE 1.2 (HEA, 2022)	Develop an efficient and accessible equality data-capturing strategy.		<ul style="list-style-type: none"> • Expand the ESS system to allow for staff to declare additional equality grounds data. • Launch an awareness campaign to encourage staff to self declare on the expanded ESS system. 		Q2 2024 Q3 2024	
P2	GE 1.3	Monitor gender pay gap trends.	The first MIC gender pay gap was published in 2022. The average hourly rate of pay for all male employees for the reporting period was 14.36% higher than that for all female employees. This was 28.43% for the median rate of pay. The gender pay gap is driven by the much larger number of female than male employees in	<ul style="list-style-type: none"> • Collate data annually for gender pay gap as of 30th June and publish by 30th December. • Support the Undergraduate Gender Equality Enhancement Fund (GEEF) project. • Develop evidence-based actions to address. 	Director HR, Director EDII	Q4 2023	<ul style="list-style-type: none"> • Annual reporting internally on MIC's gender pay gap. • Recommendations from the GEEF Project and modelling tool are implemented. • The MIC gender pay gap is reduced to the national average of lower (12% of lower). This is also linked to wider issues and career pipeline of staff.

			<p>lower paid professional services grades and entry-level academic grades.</p> <p>The gender pay gap is also impacted by the greater number of male than female employees at the highest grades, though this latter group represents quite a small number of employees.</p> <p>To inform planning on actions to address same, MIC is a partner on the HEA's GEEF project, 'Addressing the Gender Pay Gap in Irish Higher Education', with University of Galway as the lead.</p> <p>This project will create a modelling tool for the higher education sector, from which MIC will benefit for future gender pay gap reporting.</p>				
P1	GE 1.4	Continue to monitor and report on gender representation at application, recruitment and promotion stages.	<p>To identify gendered trends across the institution. 70% of staff at the Lecturer grade are female, directly below the SL grade. During the review period, 30% of applications to such SL posts were female. 25% of acceptances for these SL posts were female.</p> <p>As this is the first time merit-based promotions have been available for academic staff since 2007, we need to analyse the data of the different stages to identify any gendered trends. Particularly we need to analyse</p>	<ul style="list-style-type: none"> • Annually analyse applications, shortlisting and appointments data by faculty/PMS and gender (and by intersectionality, where possible). • Address any gendered trends through further targeted supports and review existing supports. 	Equality Committee with support from HR and EDII	Q4 2024	<ul style="list-style-type: none"> • Analysis and reporting of gender breakdown and recruitment at faculty/PMS staff level. • Report submitted to AFB/FMC/ET annually. • Data reported to Equality Committee and shared in annual EDII reporting

			and benchmark with the current trend of low female rates applying for and being appointed to senior posts. For PMS staff, we see more female applications and offers for posts across all grades except more technical/maintenance grades such as AP1, AP2, General Operatives and Trades Persons.				
P2	GE 1.5 (HEA, 2019; Horizon Europe, 2021)	Develop processes for reporting, collecting and recording statistics on sexual violence and harassment (SVH).	To support the implementation of the ESVH Framework.	<ul style="list-style-type: none"> • Join the Speak Out Network and report on anonymous data from the tool collated quarterly. • Develop policies to support the consent framework, including appropriate reporting procedures. 	SVHP Manager, Student Counselling	Q1 2024 Q3 2024	<ul style="list-style-type: none"> • Staff and students report awareness of the Speak Out Tool. • Staff and students report understanding how to use the tool if required. • Statistics on SVH reported to Equality Committee and GA. • MIC's Critical Incident Plan refers to SVH specifically and supports provided. • Better understanding of SVH at MIC.
P1	GE 1.6 (HEA, 2022)	Gather and monitor data on precarious staff categories.	To develop a clear understanding of staff category defined as precarious so that we have a true reflection of staff in these categories through data gathering and analyses. While the %of female staff on PTHP contracts has reduced from 69% in 2020 to 62% in 2022, it is essential to have reliable data. Any informal recruitment practices for hourly-paid staff are EDII- and gender-proofed. To support the work of the	<ul style="list-style-type: none"> • Gather and analyse local data on hourly-paid staff headcount and contracts collected centrally on an annual basis and monitored at faculty/service level. 	Quality Office with support from HR and Finance	Q3 2024	<ul style="list-style-type: none"> • Better understanding of precarity in MIC and ways to reduce it. • Report submitted to AFB/FMC/ET annually. • Detailed data on extent of reliance on PTHP staff by faculty. <p>This action and success measures are linked to Action GE 2.1.</p>

			recently established Precarious Employment Working Group.				
Gender Equality Priority Area 2: Precarity							
P1	GE 2.1 (HEA, 2022)	Form the Precarious Employment Working Group with representatives from MIC and IFUT.	Part-time staff focus group participants (all female) described feeling different, as a 'ghost' or 'invisible' within the College. To enhance the working environment for staff on precarious contracts. To develop a consolidated approach to precarity between IFUT and MIC based on data and definitions of precarity. 130 staff (62% female) were on PTHP contracts in 2022.	<ul style="list-style-type: none"> • Develop terms of reference and schedule of meetings for the working group. • Clarify what the contracted lecture hours includes for PTHP staff. • Develop a mechanism for regularising long-term hourly-paid contract holders on a phased basis. • Review mechanisms for developing a career path from Teaching Fellow to Assistant Professor. 	PEWG, VPAF, HR	Q4 2023 Q1 2024 Q3 2024	<ul style="list-style-type: none"> • A reduction in the number of staff on precarious contracts (benchmarked from the working group findings). • Detailed data on extent of reliance on PTHP staff by faculty. • MIC has an understanding where issues originate and targeted solutions are developed accordingly. This action and success measures are linked to Action GE 1.6.
P2	GE 2.2 (HEA, 2022)	Provide information and training to line managers on practices for hiring PTHP staff.	Consultation indicates that different practices are in play across the College in relation to supporting PTHP staff. To deepen a sense of inclusion for PTHP staff and support open communication. To support MIC's EDII goals. To ensure we are being inclusive of all staff joining MIC.	<ul style="list-style-type: none"> • Develop guidelines for HoDs and line managers to support PT staff • Ensure staff are made aware that payment is available for attendance at departmental meetings and CPD • PTHP staff included on welcome email lists. 	HoDs/line managers, VPAF, HR	Q3 2024	<ul style="list-style-type: none"> • All hourly-paid staff paid for attendance at induction. • Hourly-paid staff are aware of existing and potential opportunities and career supports. • Biennial focus group are held with staff on precarious contracts to reflect on supports and awareness of same.
P2	GE 2.3 (HEA, 2022)	Provide on the staff portal key College information and contacts for part-time staff.	Respondents from the focus groups (all female) gave insights on their experiences of feeling 'invisible' and not included on mailing lists. To enhance inclusive, welcoming environment for staff on all contract types.	<ul style="list-style-type: none"> • Set up a dedicated staff online information hub to host a practical guide for part-time and hourly-paid staff to include key MIC information on ICT, finance, ID cards, parking and wider onboarding information. 	L&D with support from ICT and line managers	Q3 2024	<ul style="list-style-type: none"> • By 2027, at least 70% of non-permanent and part-time male and female staff report feeling included and professionally valued in MIC. • By 2027, at least 65% of PTHP male and female staff report being informed on key MIC information.
P1	GE 2.4	Raise awareness of supports that non-	To provide PTHP staff with access to key contacts and data on all supports in MIC.	<ul style="list-style-type: none"> • Make sure PTHP staff are aware of available hotdesking office space and of park and 		Q3 2024	

		permanent staff can avail of.		<p>ride options that are free for staff use.</p> <ul style="list-style-type: none"> • Make sure PTHP staff are aware that they can be paid for attendance at induction and training events. 			
P2	GE 2.5	Explore the feasibility of extending elements of the Academic Staff Research Support Policy (2020) to non-permanent staff.	<p>To allow postdoctoral researchers and those on fixed-term contracts access to similar career and research supports that permanent staff have. Female academic staff predominate in these staff categories. Currently all schemes are open to permanent academic staff only. Part-time staff focus group (all female) participants indicated that they felt at a disadvantage in terms of affording attendance at conferences, postdoctoral studies and access to wider research supports.</p>	<ul style="list-style-type: none"> • With ET support, extend elements of the Academic Staff Research Support Policy (2020) to non-permanent staff and postdoctoral researchers. • Communicate new amendments of the policy to all staff. • Raise awareness of existing supports, such as mentoring offered by Director of Research, to all staff and the MIC Postgraduate Conference Fund for postgraduate researchers (PGRs). 	VP Research with support from EDII Office and ET	Q2 2024 Q1 2025	<ul style="list-style-type: none"> • An increase in number of staff on PTHP contracts reporting support for research development (80%F, 60%M). • Elements of the Research Support Scheme available to postdoctoral researchers and non-permanent staff. • By 2027, at least 70% of non-permanent and part-time male and female staff report feeling included and professionally valued in MIC.
P1	GE 2.6	Improve engagement with precarious staff cohorts.	<p>To encourage PTHP to engage with AS and EDII matters. PTHP staff were specifically targeted and paid for participation during the 2022 staff consultation; however, during further consultation, we identified that while participants described a desire to be included in AS activities, they indicated they do not have the capacity to attend activities due to the nature of their contracts.</p>	<ul style="list-style-type: none"> • Conduct regular focus groups with PTHP and fixed-term staff. • Make PTHP staff clearly aware that they will be paid for attendance at such groups. • Include hourly-paid and short-term contracted staff on local inductions and welcome email lists. 	EDII Implementation Committee, EDII Office	Ongoing Q1 and Q3 2024	<ul style="list-style-type: none"> • Staff and student gender trends are monitored and analysed against the 2021 survey data. • An increase in staff participation with focus groups: by 2025, a 10% overall increase in response rate and again in 2027. • An increase is seen in staff reporting a sense of engagement with the MIC community and EDII/AS.

			<p>2%F/8%M survey respondents were PTHP staff.</p> <p>9%F/8%M survey respondents were fixed-term/specified-purpose contract staff.</p> <p>To create a better understanding and deeper awareness among part-time staff of AS and its purpose.</p>				
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Gender Equality Priority Area 3: Staff Development/Career Pathways

Promotions

P1	GE 3.1	Communicate updates and progress on upcoming promotion rounds to all staff.	<p>33%F/23%M of academic staff report not understanding the promotion process and criteria, as do 42%F/14%M of fixed-term and PTHP academic respondents.</p> <p>However, while staff in these categories are not eligible for promotion, it would support their career development to have a greater awareness of the process.</p>	<ul style="list-style-type: none"> Update staff on promotion rounds and timelines. 	VPAA	Q3 2023	<ul style="list-style-type: none"> The promotion process is itemised at Faculty Board meetings to communicate and prepare staff for updates. The number of academic staff indicating they understand the promotion process and criteria increases to 70% F/M.
P2	GE 3.2 (HEA, 2022)	Clearly link EDII activity with the promotion criteria and process.	<p>To ensure EDII activity and work in recognised and acknowledged in the promotions process.</p> <p>This is also a recommendation from the HEA's 2nd National Gender Review.</p>	<ul style="list-style-type: none"> Ensure EDII activity is referenced to college/community criteria within promotions policy and procedures. 	VPAA	Q1 2025	<ul style="list-style-type: none"> The promotions application form includes reference to EDII activity within the college/community criteria. This is communicated to all staff. There is an increase by 2027 to 70%F/M of academic staff indicating they understand the promotions process and criteria.

Academic Staff Career Support and Development

P2	GE 3.3	Identify the barriers that prevent	To increase the percentage of female academic staff being	<ul style="list-style-type: none"> Generate a list of all professional development 	RGS and Director	Q3 2024 Q1 2025	<ul style="list-style-type: none"> At least 70% of both genders indicate they understand how
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		academic staff from accessing teaching, learning and research supports.	aware of opportunities to access career supports (36%F in 2023) and in research to support career progression (38%F in 2023).	opportunities and host it on the central staff hub. <ul style="list-style-type: none"> • Develop recommendations based on the Research Supports survey 2023 and the Teaching & Learning quality review. • Submit a report based on survey findings to ET for its consideration of appropriate changes. 	Teaching & Learning		to access research and career progression supports. <ul style="list-style-type: none"> • Recommendations are developed based on Research Supports survey 2023 and the Teaching & Learning quality review.
P2	GE 3.4	In areas where there is gender under-representation in senior and merit posts, if no applications are received from the under-represented gender, the post will be re-advertised.	This original action was applicable to all posts but not implemented. It has proven difficult to implement for all posts. For 2022, SL promotions saw 25 applications in total – 18F/7M; 72%F. SL was readvertised due to low applications from males.	<ul style="list-style-type: none"> • In this instance, if no applications are received from underrepresented gender for senior and merit posts, re-advertise these posts. • Engage with male staff, particularly in the Faculty of Education, to ascertain what barriers, if any, prevent them from applying for merit promotion posts. 	VPAA, HR	Ongoing Q1 2025	<ul style="list-style-type: none"> • The analysis of the gender breakdown and recruitment at faculty level is monitored and reported on annually. • An increase in applications from females to merit promotions, proportionate to staff profile.
P3	GE 3.5	Collaborate with other HEIs on identifying barriers faced by women applying for senior academic and management posts (including internal acting-up posts) across institutions and develop actions based on research.	While we acknowledge that this is a multifaceted issue, we want to investigate what steps we can take locally. Recruitment data shows us that at SL, 36% of shortlisted applicants (n=8) are female and 25% (n=2) have been appointed (refers to 8 posts). For acting-up SL posts, 60% of applicants are female (n=3) and 66% (n=2) have been appointed (refers to 3 posts). Currently, 70% of staff at L and 62% of staff at AL are female. We need to investigate why	<ul style="list-style-type: none"> • Working with the AS Network/GEEF Fund, develop and circulate a survey aimed at identifying the barriers faced by females in applying for management roles. • Analyse trends that emerge from Gender Pay Gap reporting. • Investigate the perceived barriers and develop evidence-based actions to address them. 	EDII Implementation Committee, EDII Office	Depends on HEA GEEF funding rounds	<ul style="list-style-type: none"> • Survey and focus groups are conducted with network/member HEIs. • Barriers are identified and appropriate actions developed (linked to actions on promotion). • A collective response is developed on successful attainment of HEA GEEF funding. • A detailed report is presented to faculty boards, Academic Council and Executive Team.

			<p>more women are not applying for senior roles and benchmark it against national research. This will ensure we are addressing the barriers at all stages: advertisement, application, shortlisting, appointment and supports.</p> <p>Overall, more female staff at more junior levels is not translating into representation of senior female staff. It is noted that there has been limited promotional opportunities up until now.</p>				
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Workloads

P1	GE 3.6 (Horizon Europe, 2021)	Support the development of a workload allocation model (WAM).	<p>MIC currently lacks an effective, institutional mechanism that ensures equity, sustainability, transparency and fairness in academic workloads across the institution, corresponding to best practice in the higher education sector.</p> <p>To ensure that workload allocation is linked to promotion criteria in a transparent manner. Data submitted onto MIRIS (MIC's Research Information System) will inform core processes such as workload modelling.</p>	<ul style="list-style-type: none"> • Pilot the model in the Faculties of Arts and Education and in MIC Thurles and implement the resulting feedback. • Provide staff training on how to apply the WAM alongside training for line managers. • Review and update the WAM periodically in consultation with staff. 	VPAA	Q1 2024 Q3 2024 Q3 2025	<ul style="list-style-type: none"> • The academic faculty is consulted on the development of the WAM tool. • A workloads model is developed and mainstreamed as part of the career development trajectory in MIC. • 80% attendance at WAM training. • Future staff surveys will record a satisfaction rate of 60% with the WAM.
P2	GE 3.7	A. Include committee membership (internal and external) in the WAM.	<p>Currently there is no formal recognition of committee membership in the absence of a workload model although it can be considered to be included in the 'Service and Contribution'</p>	<ul style="list-style-type: none"> • Ensure that the incoming institutional WAM takes account of committee service. • Engage MIRIS as a tool to support process. • Conduct a review of the 	VPAA	Q2 2025	<ul style="list-style-type: none"> • Committee participation in recognised in the WAM. • The relationship between promotions and committee membership is analysed.

		B. Highlight committee membership as part of the promotions process.	section of the current promotions policy. To ensure that committee posts are not creating a disproportionate and gendered workload.	weighting of committee membership within the new promotions process.			
P3	GE 3.8	Monitor changes to timetabling procedures for academic programmes.	To ensure there are no negative impacts on staff, in particular those with caring responsibilities.	<ul style="list-style-type: none"> • Appoint an MIC Scheduler. • Monitor practices in Limerick and Thurles. • Consult with staff on the potential implications of breastfeeding on timetabling. 	Assistant Registrar, VPAA	Q3 2024	<ul style="list-style-type: none"> • The next staff survey includes questions on any timetable changes to monitor impact. • Based on staff consultation, recommendations for improvement are sent to Deans/HoDs. • By 2027, staff reporting on satisfaction with timetabling process is up to 75%.
PMS Career Support and Development							
P2	GE 3.9	Encourage PMS staff to avail of training opportunities.	<p>78% of PMS staff are female. More male than female staff respondents report having access to training to support career aspirations: 59%F/65%M of PMS staff; 39%F/50%M of academic staff.</p> <p>Consultation indicates PMS staff feel that while training opportunities are available, they may not be specific to their area or may not feel confident that they will get support to undertake the programme. We are encouraged to see PMS staff engaging with Aurora and hope to have a strong PMS representation on our Aurora Alumni network.</p>	<ul style="list-style-type: none"> • Share case studies from staff who have availed of professional development support from the College. • Continue to support the growing number of female staff undertaking Aurora. 	HR L&D, line mangers	Q1 2025 Ongoing	<ul style="list-style-type: none"> • CPD opportunities are provided on the basis of the needs identified through the training needs analysis (linked to Action GE 3.11). • 10+ staff annually being supported in the Aurora programme and reporting positive impacts.

P1	GE 3.10	Implement the national job evaluation scheme once it has been finalised and agreed by all stakeholders.	Such a mechanism is needed as many roles have evolved since first occupied by the incumbent post holders. A national project is being developed to evaluate grading of PMS posts in conjunction with Fórsa MIC, institutes of technology and technical universities. A formal job evaluation scheme will ensure that jobs of equal value are at the same grade and will promote pay equality.	<ul style="list-style-type: none"> • Support the implementation of the national job evaluation scheme once finalised. 	Director HR, Fórsa	Depends on timeline for finalising scheme	<ul style="list-style-type: none"> • The job evaluation scheme is in place with posts regraded in cases where that is the outcome of the process. • Participation levels and the effectiveness of the scheme are monitored and analysed on an ongoing basis. • There is an increase in the percentage of staff reporting career progression satisfaction.
Supports for All Staff							
P1	GE 3.11 (HEA, 2022)	Conduct a training needs analysis for all staff.	To identify specific areas of training opportunities for staff. 59%F/65%M PMS staff and 39%F/50%M academic staff report having access to training opportunities. More permanent (54%F/58%M) than non-permanent (34F/46%M) staff agree they have access to training. In contrast, most applications to undertake training and/or education are approved. We need to further investigate if there are barriers that prevent staff, particularly female academic staff, from accessing training.	<ul style="list-style-type: none"> • Invite staff to participate in the training needs analysis. • Invite PTHP staff to attend interview preparation training. • Where possible, make hybrid options available to facilitate the attendance of Thurles staff. 	HR L&D	Q4 2023	<ul style="list-style-type: none"> • A training needs analysis is conducted with staff on a regular basis and specific training needs identified. • CPD opportunities are provided on the basis of the needs identified. • The training needs analysis is linked to the new appraisal process. • By 2027, there is an increase to 75% of all genders reporting having access to training opportunities.
P2	GE 3.12 (HEA, 2022)	Formalise a strategy to develop mentoring.	More PMS staff (43%F/51%M) report having access to mentoring than academic staff (38%F/22%M). The biggest gender differences	<ul style="list-style-type: none"> • Design a strategy to provide a mentoring framework to support staff with career progression. • Include in the strategy all 	EDII Implementation Committee, HR	Q1 2025	<ul style="list-style-type: none"> • Mentoring is available for staff. • Training is offered to both mentors and mentees. • The mentoring programme is

			are seen when reporting having no access: academic staff 42%F/29%M and non-permanent staff 21%F/0%M.	associated actions around promotion, training, appraisal and Aurora. • Consult with staff on what type and degree of mentoring would be appropriate.			evaluated annually. • By 2027, there is an increase to 70% of all genders reporting access to mentoring.
P2	GE 3.13	Develop and implement an appraisal/development review process.	There was no progress made with this action during the 2019-2023 period. 58%F/63%M academic and 56%F/63%M PMS respondents feel their line manager engages and supports their career aspirations. 43%F/46%M of academic and 42%F/55%M of PMS staff discuss career progression with their line manager at least once per year. We see the academic promotions process as the first step in formalising a performance culture and recognise that promotions, workloads and appraisals are interlinked.	• Provide training to HoDs and line managers to support them in conducting appraisal/development reviews.	EDII Implementation Committee, HR, Director EDII	Q3 2025	<ul style="list-style-type: none"> • Staff are asked to consider how they address EDI issues in the reviews. • By 2027, at least 70% of female and male PMS staff report having opportunities to discuss career progression with their line manager. • The participation and effectiveness of the reviews are monitored and analysed on an ongoing basis.
P3	GE 3.14	Continue to engage with staff leaving the institution.	To identify any gendered trends among resignees. To monitor the feedback from leaving staff to identify any issues, e.g. working environment, culture within the College and work/life balance, and make recommendations for improvements. It would also be useful to establish if staff are moving to other roles in the higher education sector.	<ul style="list-style-type: none"> • Record resignees' reasons for resigning. • Address any emerging trends. 	HR	Ongoing	<ul style="list-style-type: none"> • Recommendations are made based on trends identified.

P2	GE 3.15	Identify barriers leading to male under-representation in the Faculty of Education.	Male under-representation continues to be evident in Faculty of Education posts, which can be linked to wider sector male under-representation in teaching and early childcare professions. This has an impact on the recruitment pool available for such posts in MIC. There has been an increase in applications from males from 25% in 2019 to 35% over the period 2020-2022 and in offers made to males from 0% in 2019 to 18% over the period 2020-2022.	<ul style="list-style-type: none"> • Make male under-representation a priority theme in the 2024 Faculty of Education Athena Swan Bronze award application. • Re-establish the male under-representation working group within the AS Practitioner Network. • Submit to the GEEF fund an application that explores male under-representation in caring professions such as teaching and early childcare. 	EDII Office, Dean of Education	Q2 2025 Q1 2025 GEEF Funding Round, 2025	<ul style="list-style-type: none"> • Male under-representation is a priority theme of the Faculty of Education Athena Swan SAT. • National and local discourses and activities to diversify the student body teacher education/childcare are supported and engaged with. • Recruitment and CAO applications data is monitored annually to inform our practice.
P3	GE 3.16	Work with Strategic Communications & Marketing to roll out targeted recruitment campaigns to address male under-representation within the student cohort.	We have seen only small increases at CAO application stage from male students to our BEd programmes: 17% in 2020, 18% in 2021 and 20% in 2022.	<ul style="list-style-type: none"> • Consult with male students regarding what attracted them to MIC. 	Strategic Comms & Marketing	Ongoing and annually	<ul style="list-style-type: none"> • MIC's public image is gender balanced. • CAO application data is monitored in terms of gender. • By 2027, the percentage of male CAO applications to the BEd programmes has risen to 25%.
Gender Equality Priority Area 4: Flexible Working and Support for Leave							
P2	GE 4.1 (HEA, 2022; Horizon Europe 2021)	Document and disseminate to staff and students the supports that are available to those with caring responsibilities.	To provide peer support in the workplace environment for staff who have caring responsibilities (which 54%F/41%M respondents indicated they have). To support the Parents & Carers Network established in 2023. To raise awareness of available facilities as staff consultation indicated that returning parents	<ul style="list-style-type: none"> • Develop a handbook that offers guidance and checklists for line managers to support staff before, during and after maternity/adoptive leave. • Compile and share with staff and students a list of childcare providers within 5km of both Limerick and Thurles. • Conduct further pulse surveys with staff and students 	EDII Office with support from HR	Q1 2025	<ul style="list-style-type: none"> • There is an increase in the numbers of staff and students with caring responsibilities feeling supported in MIC. • There is more awareness of family-friendly supports on campus. • There is a deeper understanding of the experiences of staff in relation to caring leave.

			were unaware of supports like breastfeeding rooms on campus. Our staff profile is predominately female and we wish to support those taking maternity leave. Similarly with leave related to caring responsibilities, we wish to ensure line managers are guided on how to facilitate a more consistent approach to supporting staff before, during and after family leave. To comply with Horizon Europe requirements. To identify specific supports for staff availing of caring leave. There was a lack of clarity in the data gathered in 2023 and a further study is required here.	in relation to all types of caring leave responsibilities. • Raise awareness of the revised 'We're Breastfeeding Friendly' campaign with Limerick City and County Council. • Raise awareness of updated breastfeeding and baby-changing facilities on campus. • Launch guidelines to support staff receiving IVF treatment. • Launch guidelines to support staff who experience pregnancy loss (miscarriage and stillbirths under 26 weeks).				• By 2027, staff (academic and PMS) awareness and understanding of caring leave policies grows by 20%, particularly among those with caring responsibilities. • Any evidence-based recommendations stemming from specific staff consultation related to caring leave are implemented.
P2	GE 4.2	Offer specific pregnancy- and fertility-related supports to staff.				Ongoing Q3 2025		
P2	GE 4.3 (Horizon Europe, 2021)	Introduce a research grant for returning academic carers.	To support staff in re-establishing their research careers on returning from extended leave (20 weeks or more) for reasons connected to caring. This was an action in the 2019-2023 action plan with minimal implementation to date. Staff consultation indicated female academic staff would benefit from time to re-engage with teaching.	• Conduct a review of similar grants in comparable HEIs for returning academic carers. • Subject to ET support, roll out a scheme for returning academic carers. • 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.	VP Research with support from EDII Office, ET	Q3 2025 Q1 2026 Q3 2026	• MIC has a positive environment for staff and students with families. • Survey responses continue to show a reduction in the proportion of overall staff who disagree that supports were put in place to facilitate their re-engagement when they returned to work from family-related leave (<30% by 2027).	
P2	GE 4.4 (Horizon Europe, 2021)	Monitor the impact of flexible working policies on staff.	To ensure staff feel supported by the flexible working options now available in MIC, including the Blending Working Policy, Job	• Conduct consultation with staff on the impact of flexible working patterns on work/life balance.	EDII Office, EDII Implementation Committee	Q1 2025 Q1 2027	• Staff awareness of (and satisfaction with) flexible working policy is added to EDII surveys to establish baseline	

			<p>Sharing and Part-Time Working, and Shorter Working Year.</p> <p>To monitor the impact of working patterns post-pandemic as most staff are currently working hybrid (75%F/77%M academic and 78%F/67%M PMS respondents).</p> <p>Based on staff consultation, PMS staff are more likely than academic staff to experience more positive impacts from flexible working.</p>	<ul style="list-style-type: none"> • Monitor any negative impacts emerging as a legacy from the pandemic and develop actions to address. 			<p>data that can be tracked annually for possible intervention.</p> <ul style="list-style-type: none"> • By 2025, at least 50% of staff report being satisfied with flexible working arrangements. A new target is then reviewed for 2027.
P1	GE 4.5	<p>Finalise and launch the menopause at work guidelines and implement the associated awareness campaign.</p>	<p>To support staff experiencing symptoms of menopause. While symptoms vary, some can experience symptoms that impact on their wellbeing.</p> <p>To assist with creating an open and supportive workplace where managers and staff can discuss any issues associated with the menopause if they so wish and to ensure necessary and reasonable supports are offered in an emphatic way.</p> <p>In 2022, 36% of female staff were aged 45 to 55 years with a further 27% in the 35–44-year-old age group. In addition, 22% of female staff are in the 55-64 age category and may continue to experience symptoms. Thus 85% (35-64 age category) of all female staff at MIC could potentially be experiencing perimenopause, menopause or post menopause.</p>	<ul style="list-style-type: none"> • Compile guidelines for staff and line managers on providing support for menopausal symptoms at work. • Develop training and education programmes on the menopause at work along with resources for staff and students on the menopause to be housed in the MIC library, on the EDII website and on the staff hub. • Add to the EDII survey questions to monitor staff awareness of the menopause guidelines. 	<p>EDII Office, EDII Implementation Committee with support from Buildings & Estates and HR</p>	<p>Q4 2023 Q1 2024</p>	<ul style="list-style-type: none"> • MIC menopause guidelines have been approved and implemented. • Responses to EDII survey questions on staff awareness of the menopause guidelines show improvement year on year. • Peer-to-peer experts are identified in MIC as champions to normalise menopause at work.

Gender Equality Priority Area 5: Leadership and Staff Engagement

Athena Swan Timelines

P1	GE 5.1 (HEA, 2022)	Enhance staff and student awareness of Athena Swan and EDII matters and conduct regular consultation.	<p>Awareness of the AS charter has improved from 48%F/53%M in 2019 to 90%F/91%M in 2022 and we want this trend to continue. However, there is less knowledge of the impact of AS in the College: 33%F/20%M respondents indicated witnessing improvements since the AS awards were achieved while 43%F/63%M were unsure. More male staff are unsure of improvements linked to our 'engaging men in equality work' project.</p> <p>There is also a need to embed EDII (including consent training) into student orientation and ensure that student leaders are EDII aware.</p>	<ul style="list-style-type: none"> • Consult regularly with staff and students: <ul style="list-style-type: none"> - Conduct regular focus groups and surveys on gender and EDII issues. - Include specific questions on intersectionality in consultations. • Communicate with all staff and students on: <ul style="list-style-type: none"> - EDII-related policies and initiatives - Public sector duty responsibilities • Encourage all staff to add an AS signature and logo to their own email signatures and public presentations and emphasise this in any future funding applications. • Include EDII messaging on job adverts and new job descriptions. 	EDII Implementation Committee	Ongoing	<ul style="list-style-type: none"> • 2025 and 2027 survey results show a greater awareness among staff and students of the impact of AS and EDII work. • EDII surveys attract a response rate of at least 70%. • Consultation findings are incorporated into the EDII Implementation Committee planning cycle and EDII strategic plan. • 2025 and 2027 survey results show greater staff and student participation levels in focus groups and a 10% overall increase in the response rate. • PTHP staff are communicating on the payment process for attendance at such consultation events.
P3	GE 5.2	Host an annual Athena Swan Day.		<ul style="list-style-type: none"> • Celebrate with all staff and students on EDII and AS progress. • Host an Annual AS day to acknowledge the work of SATs and the wider MIC community. 		Q2 annually	
P3	GE 5.3 (HEA, 2018; HEA, 2022)	Work towards submitting Athena Swan applications for the institution (Silver), Faculty of Education (Bronze)	<p>To continue to embed AS and EDII in MIC.</p> <p>To adhere to Athena Swan application timelines.</p> <p>To further demonstrate MIC's commitment to equality and to</p>	<ul style="list-style-type: none"> • Establish self-assessment teams for the Faculty of Education and professional units. • Submit a Bronze Departmental Award application from the Faculty of 	Director EDII, faculty EDII leads	Q1 2024 Q1 2026	<ul style="list-style-type: none"> • A Silver institutional AS application is submitted in adherence with HEA timelines. • In April 2025, a Bronze Faculty of Education AS application is submitted.

		and professional units (Bronze).	the Athena Swan charter and principles.	Education. <ul style="list-style-type: none"> • Submit a Bronze Professional Unit Award application. • Develop a five-year EDII plan for 2024-2029 that aligns with the AS action plan and other EDII priorities. 			<ul style="list-style-type: none"> • By 2027, a professional units AS application is submitted.
Staff and Student Engagement on AS and EDII							
P2	GE 5.4 (HEA, 2022)	Engage regularly with MISU on the promotion of EDII and gender equality on both the Limerick and Thurles campuses.	Student consultation indicated a difference in the student experience on the Thurles campus with many events being based in Limerick. In the 2023/24 academic year, MISU sabbatical officers have a presence on both campuses each week. We need to build on strong links being developed with MISU Limerick and Thurles reps and the EDII Office.	<ul style="list-style-type: none"> • Host two collaborative events per semester with the EDII Office and MISU on EDII activities on the Limerick and Thurles campuses. • Ensure that the University of Sanctuary movement and Consent Framework are led in partnership with students and MISU. • Monitor students' awareness and understanding of AS principles. 	EDII Office, MISU	Ongoing Q1 2025	<ul style="list-style-type: none"> • Continued positive reporting is seen from students on efforts to promote gender equality in MIC. • Student surveys indicate a high level of understanding and awareness of AS principles. • MISU and EDII Office operate as partners on EDII-related change and transformation.
P2	GE 5.5 (HEA, 2022)	Offer an enhanced suite of training opportunities on gender equality and EDII to staff.	To build and capitalise on the high level of awareness of the AS Charter among respondents (91%F/90%M), and 79%F/85%M respondents indicated a growing awareness since the College achieved AS awards. Through consultation, it is evident there is an appetite for further training opportunities in wider EDII areas.	<ul style="list-style-type: none"> • Ensure EDII training places a focus on inclusive gender equality, gender-based violence, race equality, intersectionality, disability and all equality grounds. • Incorporate survey findings on staff and student awareness of the impact of AS and EDII work into the EDII Implementation Committee planning cycle and strategic plan. 	HR L&D with support from the EDII Office	Q4 2024 Ongoing	<ul style="list-style-type: none"> • An increase of 10% in staff and student awareness of the impact of AS and EDII work by 2025 and by another 10% by 2027. • Surveys attract a response rate of at least 70%.
P1	GE 5.6 (HEA, 2022)	Support the engagement of males in EDII work.	While the staff profile at MIC is predominately female (72%F), fewer males engage in consultation. One-third of all	<ul style="list-style-type: none"> • Identify ways to overcome the barriers that prevent males from engaging in EDII work. 	EDII Implementation Committee	Q4 2023 Ongoing	<ul style="list-style-type: none"> • Surveys show greater awareness of the importance of male engagement in EDII work and of the gendered barriers

			<p>male staff completed the staff survey and a small number (11%) attended our focus groups.</p> <p>Targeted engagement with men is increasingly recognised in society as critical to advancing gender equality.</p>	<ul style="list-style-type: none"> • Through the GEEF project, support the development of a tailored training programme for HEIs, including a toolkit and supporting materials. • Evaluate the GEEF project training to ascertain the experience of participating males. • Collect data on engagement with the training. 			<p>their female colleagues face in the sector.</p>
P1	GE 5.7 (HEA, 2016)	Establish a dedicated staff hub on the staff portal.	<p>Staff responses on awareness of various MIC policies were mixed; 45% (47%F/42%M) of 2023 staff survey respondents were 'quite' or 'very aware' of the paternity policy, which is slightly up on 2019 (40%). Awareness of the equality, dignity and respect at work and research sabbatical policies were low.</p> <p>While we acknowledge that all staff may not need to be aware of all policies at all times, these specific policies have a big impact on equality issues in MIC and we would like them to be readily and clearly accessible to staff.</p>	<ul style="list-style-type: none"> • Set up a specific section of the staff portal as a staff hub to host leave and other EDII-related policies and procedures, training information, HR-related documentation, a staff handbook and FAQs. • Ensure new staff have access to the staff hub and draw their attention to the staff handbook in particular. 	HR L&D with support from the EDII Office	Q2 2024 Q1 & Q3 annually	<ul style="list-style-type: none"> • Staff awareness of EDII-related policies increases by 20% in 2025 and by another 20% in 2027. • Staff awareness of available training opportunities increases by 20% in 2025 and by another 20% in 2027.
Governance							
P3	GE 5.8 (HEA, 2016, 2022)	In the final step of selecting a president, insofar as is possible, ensure that the final pool of candidates includes	To promote gender balance and culture in the leadership of HEIs. To support the HEA's 2016 Taskforce recommendations and 2022 gender equality review.	<ul style="list-style-type: none"> • Where possible, ensure the final pool of candidates comprises an equal number of women and men. 	Chair of Board of Trustees, President	Depends on appointment process taking place	<ul style="list-style-type: none"> • The final pool of candidates for the position of President comprises an equal or as close to an equal number of women and men as possible.

		an equal number of women and men.					
P2	GE 5.9 (Horizon Europe, 2021)	When appointing a chair of An tÚdarás Rialaithe (Governing Authority), the Board of Trustees will ensure gender balance by rotating the chair or appointing a female co-chair.	By default, the chair of the Governing Authority is the Bishop of Limerick (male). This action is being carried forward from the 2019-2023 to the 2023-2027 action plan as the review was paused to take cognisance of wider MIC/UL negotiation considerations. This action continues to align with ensuring gender equality in the chairing of governance committees and demonstrates leadership in embedding EDII within the culture of MIC.	<ul style="list-style-type: none"> • Carry out this action in the context of any new structural framework for MIC governance that emerges from the dialogue. • Ensure this issue is placed on the agenda of MIC/UL negotiation meetings and Board of Trustees meetings. 	Board of Trustees	Q1 2025	<ul style="list-style-type: none"> • The chairing of the Governing Authority is perfectly gender balanced.
P2	GE 5.10	Ensure EDII is integrated into committee and policy development processes.	To be cognisant of wider intersectional and EDII commitments. To date, committee membership has focused on gender and we now aim to widen this approach. To support public sector duty requirements whereby institutional policy development and review processes should include an equality impact assessment tool. To facilitate the mainstreaming of EDII throughout MIC as policy developers take responsibility for ensuring their policies are promoting EDII.	<ul style="list-style-type: none"> • Devise an equality impact assessment tool (modelled on Irish Human Rights and Equality Committee guidance) for use when developing and reviewing all policies. • Monitor committee representation annually. 	VPGS, Director Information Governance & Compliance Management	Q3 2025	<ul style="list-style-type: none"> • EDII is embedded in committee and policy development processes.
Staff Communication							
P2	GE 5.11	Form a PMS working group of the Strategic	To support information sharing and institutional knowledge among staff, particularly PMS	<ul style="list-style-type: none"> • Put in place a PMS working group from the SIG. • Set up mechanisms to 	SIG, VPGS	Q4 2024 Q1 2025	<ul style="list-style-type: none"> • Staff report being more aware of institutional-level

		Implementation Group (SIG).	<p>who do not have a mechanism equivalent to that for academic staff. 78% of our PMS staff are female.</p> <p>To support staff consultation on strategic planning via the SIG. The staff survey shows that engagement with strategic planning is a top priority for PMS female staff.</p> <p>To support the HEA Performance Compact Process, which is overseen by the SIG.</p> <p>To improve communication between staff and management.</p>	<p>ensure that information flows efficiently between the SIG and the PMS working group.</p> <ul style="list-style-type: none"> • Consult with staff and share knowledge across the College on areas such as Universal Design and EDII. 			information and engaging more in strategic planning.
P2	GE 5.12	Enhance communication between staff and senior management.	<p>To support additional opportunities for more open communication between senior management and staff, for which staff consultation indicated a desire. “Better communication (strategy, channels, feedback etc.) with staff as a pressing priority,” (male academic).</p>	<ul style="list-style-type: none"> • Provide opportunities to engage with staff on the MIC/UL dialogue. • Consult with staff and students on the next MIC strategic plan (2024), which aims to be fully inclusive of all stakeholders. • Use Town Halls as a mechanism to consult with staff and students. 	SIG, VPGS	Q4 2024 Q1 2025	<ul style="list-style-type: none"> • Staff report being more aware of institutional-level information and engaging more in strategic planning.
Additional Equality Ground Priority Area 1: Safe, Respectful, Supportive and Positive Environment							
P1	AEG 1.1 (HEA, 2019; Horizon Europe, 2021)	Review, update and develop a five-year (2024-2029) strategy and policies to support the implementation of the ESVH Framework in HEIs.	<p>To support MIC’s commitment to implementing the 2019 ESVH Framework in HEIs.</p> <p>Student focus group participants acknowledge that consent and harassment are nationwide issues but they feel more could be done to train and teach students and prepare them for sexual consent. Some cited having witnessed</p>	<ul style="list-style-type: none"> • Devise new practices, processes, policies, procedures and training opportunities relating to the ESVH Framework for all MIC stakeholders. • Review and broaden the membership of the MIC Ending Sexual Violence and Harassment Working Group to facilitate coordinating the 	SVHP Manager	Q1 2024 and ongoing	<ul style="list-style-type: none"> • By 2027, 90% of staff report knowing how to report SVH-related incidents. • By 2027, the proportion of staff and students who feel confident reporting such incidents increases.

			situations where they felt consent would not be possible due to consumption of alcohol. Others cited not knowing how to report sexual violence, bullying or harassment and felt they would be uncomfortable making official complaints.	implementation of the ESVH Framework. • Develop a Domestic Violence Leave Policy to support the Civil Service Circular 16/2023.			
P1	AEG 1.2 (HEA, 2019; Horizon Europe, 2021)	Actively communicate to staff and students the procedure for reporting inappropriate behaviour and support them to report such behaviour.	PMS respondents (72%F/68%M) are more likely than academic respondents (46%F/58%M) to be aware of how to report incidents of sexual harassment or sexual violence. All student focus group participants indicated knowing little about reporting bullying or harassment and would feel uncomfortable doing so.	<ul style="list-style-type: none"> • Use online, in-person and physical advertising to raise awareness of the formal mechanism to be used by students, staff and visitors to report incidents of SVH. • Provide direct student-facing activities including workshops/classes that promote an understanding of consent; student understanding and skills for speaking up and calling out unacceptable behaviour. • Promote the concept of dignity and respect and bystander to staff and students. 	SVHP Manager	Q1 2024 and ongoing	<ul style="list-style-type: none"> • More students report being aware of SVH reporting procedures. • The number of staff who report being aware of SVH reporting procedures increases by 20% by 2025. • Staff attendance at SVH training increases by 10% annually.
Additional Equality Ground Priority Area 2: Student and Staff Diversity							
P2	AEG 2.1 (HEA Race Equality, 2022)	Advance race equality at MIC by implementing the HEA's Race Equality Anti-Racism Principles for Irish Higher Education Institutions.	To eliminate racism and enact the Race Equality principles. To support staff and students from ethnic minority backgrounds.	<ul style="list-style-type: none"> • Devise and implement an MIC Race Equality Action Plan and monitor impact via staff/student consultations. • Submit the University of Sanctuary Accreditation Application. • Support six migrant students annually through the University of Sanctuary scholarship programme. 	EDII Office with the University of Sanctuary Working Group	Q1 2024; ongoing and Q1 2025 for the Traveller Education working group	<ul style="list-style-type: none"> • Once a baseline has been established, staff and student EDII surveys show rising satisfaction levels with aspects of race equality over time. • Attendance at anti-racism training increases by 10% annually.

				<ul style="list-style-type: none"> • Provide anti-racism training on Moodle to all staff and students. • Establish a Traveller Education working group. 			
P1	AEG 2.2	Work with Strategic Communications & Marketing to continue to roll out targeted recruitment campaigns to diversify our student cohort.	MIC has students from 58 different nationalities and 4,660 students with an Irish nationality. 8% of our student population are non-Irish. 238 students (5% of the MIC student population) were registered with MIC's Access and Disability Service in 2022/23. This is lower than the 6.6% of the national student population registered with disability support services in 2020/21 in Irish HEIs, according to AHEAD.	<ul style="list-style-type: none"> • Implement specific HEAR/DARE campaigns. • As part of the College Awareness Week planned for November 2024, profile different pathways into MIC, such as HEAR, DARE, Pre-University Programme for Mature Learners and Certificate in General Learning and Personal Development. • Monitor the intake of students from different pathways. • Roll out a Strategic Communications & Marketing podcast series featuring a range of AS priority themes and profiling students from diverse backgrounds. • Use MIRIS to showcase staff research profiles to support the recruitment of postgraduate researchers. 	Strategic Comms & Marketing; Access and Participation Office	Ongoing and annually	<ul style="list-style-type: none"> • Admissions data from the Access and Participation Office shows growth in the number of students entering MIC through alternative pathways. • MIC's public image reflects the diversity of our community. • Metrics show high levels of engagement with the Strategic Communications & Marketing podcast series.
P1	AEG 2.3	Implement, monitor and amend, as required, the Gender Identity and Expression policy.	To support and promote the rights of gender-diverse students and staff. To support our EDII Strategy and create a 'whole person' approach to supporting staff and students. To enact national Irish legislation, which protects and	<ul style="list-style-type: none"> • Launch the Gender Identity and Expression policy. • Provide ongoing training to staff and students on the policy's supporting procedures and implementation. • Establish a working group to ensure that the policy works in practice, and amend the policy 	EDII Office with support from EDII Implementation Committee and Building & Estates	Q1 2024 Q3 2024	<ul style="list-style-type: none"> • All campus buildings have at least one gender-neutral toilet by 2027 and as standard for new capital projects. • Changing facilities in Tailteann (Sports Complex) and MIC Thurles can accommodate transgender students and staff. • 50% of EDII survey

			<p>supports the gender-diverse community.</p> <p>With Pride now celebrated annually, progress has been made with supporting members of the LGBT+ community.</p> <p>However, student consultation indicates that more could be done to support transitioning and LGBT+ students.</p>	<p>in light of the group's monitoring activity.</p>			<p>respondents by 2025 and 60% by 2027 agree that transgender and gender-diverse staff and students are supported and included in MIC policies and procedures.</p>
P2	AEG 2.4	<p>Facilitate the College's special commitment to the Irish language as part of the EDII strategy.</p>	<p>To fulfil our obligations under the new Irish Language Act, 2021. The Irish language is now an officially recognised EU language.</p> <p>The current MIC Irish Language Policy is no longer fit for purpose as it is short in content and in the medium of English.</p> <p>To promote a culture of inclusion, it is necessary to develop a more robust policy using a community practice approach that includes the Irish language as a mainstream ethos and practice.</p>	<ul style="list-style-type: none"> • Rewrite, approve (ET) and enact the MIC Irish Language Policy. • Submit an Irish Language Compliance report to Irish Language Commissioner. • Add to the EDII student and staff surveys a question about the extent to which those with Irish as a first or second language feel supported at MIC. 	<p>Bord na Gaeilge, Meitheal Irish Language Review Committee</p>	<p>Q3 2024 annually</p>	<ul style="list-style-type: none"> • An Irish Language Compliance report is returned to Irish Language Commissioner • 20% of all advertising is placed through the medium of Irish and 5% of budget is spent in the Irish language media sphere. • Future EDII surveys show that most students and staff whose first or second language is Irish feel supported at MIC in that context.
Additional Equality Ground Priority Area 3: Disability and Neurodivergent Supports							
P1	AEG 3.1	<p>Roll out CPD sessions on Universal Design to all staff.</p>	<p>To educate and empower staff on developing accessibility statements and creating accessible content for all MIC stakeholders.</p> <p>To embed the principles of Universal Design for Learning in MIC communications.</p> <p>To support the UN Convention on the Rights of Persons with Disabilities.</p>	<ul style="list-style-type: none"> • Roll out training on Universal Design to all staff. • Add online Universal Design training to the training opportunities section of the staff hub and at induction for new staff. • Monitor staff and student awareness of Universal Design for through EDII surveys. 	<p>Path 4 UDL Project Lead with support from HR</p>	<p>Q4 2023 Q1 & Q3 annually</p>	<ul style="list-style-type: none"> • Universal Design training is completed by 80% of staff by 2027. • EDII surveys show staff and student awareness of Universal Design increasing by 10% per annum.

P3	AEG 3.2	Implement a Universal Design-informed approach to achieving the Autism-Friendly HEI award.	To support and promote the rights of students and staff with autism and other neurological differences. To support the UN Convention on the Rights of Persons with Disabilities.	<ul style="list-style-type: none"> Put in place a strategic implementation group to explore the possibility of becoming an autism-friendly campus. Consult with staff and students who have autism and other neurological differences. Apply for designation as an Autism-Friendly University. 	EDII Office with Path 4 UDL Project Lead and Inclusion Coordinator, VPAF	Q1 2025 Q1 2026	<ul style="list-style-type: none"> MIC achieves the Autism-Friendly HEI Award. EDII surveys show staff and student awareness of Universal Design increasing by 10% per annum. EDII surveys show satisfaction levels with the impact of Universal Design increasing by 10% per annum.
P3	AEG 3.3	Conduct an audit of the campus for disability access.	To support and promote the rights of students and staff with disabilities. 7% of staff survey respondents indicated they have a disability. Nationally and in the Limerick/Thurles region, 22% of the population indicated they have a disability. To support the UN Convention on the Rights of Persons with Disabilities.	<ul style="list-style-type: none"> Based on the audit, make required changes to the physical environment. 	VPAF, Buildings & Estates	Q1 2025	<ul style="list-style-type: none"> The annual physical infrastructure summer works are driven in part by EDII.
P2	AEG 3.4 (HEA, 2022)	Mainstream the principles of Universal Design and EDII across MIC.	To embed the principles of Universal Design and EDII in MIC documentation. To track and monitor for alignment with Universal Design and EDII the documentation being produced across the College. To ensure public sector duty requirements are enshrined in MIC's daily activities.	<ul style="list-style-type: none"> Conduct a pilot audit of documentation being produced across the College. Make plans to mainstream the pilot audit. Ensure that all quality assurance processes align with Universal Design and EDII as part of ongoing reviews and training. 	Director of Quality with support from Path 4 UDL Project Lead and Inclusion Coordinator	Q3 2025 Q1 2026 Q3 2026	<ul style="list-style-type: none"> Universal Design and EDII are incorporated into departmental quality review submissions. EDII surveys show staff and student awareness of Universal Design increasing by 10% per annum. EDII surveys show satisfaction levels with the impact of Universal Design increasing by 10% per annum.
Additional Equality Ground Priority Area 4: Embedding EDII in Quality Assurance and the Curriculum							
P2	AEG 4.1 (HEA, 2022;	Conduct a pilot EDII review of the	To review the undergraduate and postgraduate curricula from the perspective of gender	<ul style="list-style-type: none"> Assess the extent to which the undergraduate and postgraduate curricula are 	Director Teaching & Learning,	Q3 2025 Q1 2026 Q3 2026	<ul style="list-style-type: none"> A review of reading lists during the next AS cycle shows parity in relation to gender,

	Horizon Europe, 2021)	reading lists on the MIC curriculum.	balance and EDII, which has not been undertaken to date. To support the new AS Framework and HEA Taskforce Recommendation 1.12. Student consultation indicates an appetite for broadening the parameters of AS and EDII to more accurately reflect their lived experiences.	gender balanced and whether changes could be made in light of MIC's EDII Strategy. <ul style="list-style-type: none"> • Pilot a review of reading lists in relation to gender balance, intersectionality and diverse global scholars and make recommendations for change. 	Dean of Arts, Dean of Education, VPAA		intersectional and diverse global scholars. <ul style="list-style-type: none"> • Student awareness and perceptions of EDII in the curriculum are monitored via EDII surveys.
P2	AEG 4.2	Provide guidance to staff on how to consider EDII in their curricula, including sharing current good practice models.	Student focus group participants place more emphasis on the need for additional EDII in the curriculum and report on some anti-EDII sentiments in certain areas, such as support for the LGBT+ community, disability awareness and consent training for their future employment as teachers. Participants cited that the lived experience should be more apparent in the classroom, especially in terms of disability education.	<ul style="list-style-type: none"> • Use the MIC EDII project awards to encourage applications on curriculum development. • Ensure AS faculty action plans include actions on developing inclusive curricula. 			<ul style="list-style-type: none"> • Future EDII surveys show that most students and staff are aware of EDII in their curricula.