

Institutional Priority Areas - Colour Coding			
Gender Equality Priority Areas (GE)		KEY Equality Priority Areas (KEA)	
GE1	Leading and Managing Inclusively: Increase trust, improve communication, facilitate co-creation model mind-set.	KEA1	Safe and Respectful Environment/Dignity and Respect: Creating a safe and respectful environment built on dignity and to foster an inclusive culture where all staff and students can thrive, contribute fully, and reach their potential without fear of discrimination, harassment, or marginalisation.
GE2	Embedding EDI systematically: Inculcate individual and collective responsibility where commitment to EDI is both measurable and accountable.	KEA2	Data Gathering – Equality Grounds: Roll out an extensive self-declaration campaign encouraging staff to declare their race/ethnicity and disability through the Core System
GE3	Increasing Representation of Women in Senior Academic Grades: Target of 30% Female EP by 2030 while maintaining the strength of the broader pipeline.	KEA3	Enhance Research Staff Inclusion, Engagement and Progression: Engage with internal research infrastructures to support inclusion, active engagement and integration of research staff while recognising that the research staff cohort is the most ethnically diverse and gender balanced cohort.
GE4	Creating Flexible and Inclusive Working Environment to Support the Wellbeing of All (including parents and carers): Building a flexible and inclusive working environment by embedding supportive policies and practices that specifically recognise and accommodate the needs of staff with caring responsibilities, ensuring they can balance professional and personal commitments without compromising their wellbeing or career progression.	KEA4	Intersectionality in Practice: Streamlining EDI Programmes: Streamline operationalisation of EDI programmes of work, Gender Eq, Race Eq, SVH and UDA, to maximise effective implementation of EDI objectives through coherent integrated governance and planning which minimises duplication.
GE5	Supporting PMSS: Create 'Job families' competency framework as coherent and scaffolded approach for PMSS to build individual careers. Enhance Job Sizing, PfG and career supports for all PMSS. Support unit engagement with Athena Swan.	KEA5	Universal Design and Accessibility: Apply universal design principles in the development of specific initiatives to widen inclusion of disabled staff and students.

Section 1.2 Governance and recognition of equality, diversity and inclusion work								
Priority	No.	Rating	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescales	Success Criteria/Outcome Measures
KEA 2	1.2.1.i	Medium	Increase staff disclosures of diversity characteristics via multi-faceted campaigns at local School/Unit level.	A robust and comprehensive dataset and evidence base is critical to meeting Public Sector Duty requirements to assess, address and report in addition to ongoing monitoring and benchmarking of progress and our institutional profile. We are slowly building a more robust picture of the University's diversity profile via increasing disclosure rates via the (ESS) Diversity section on the Core Portal from 33% in 2021/22 to 38% of all staff in 2023/24.	Work with the Athena Swan Champions Network, Vice Deans EDI, Heads of Units to develop a coordinated approach, setting specific targets to encourage staff members to disclose their characteristics on Core.	Lead: Head EDI, EDI Data Manager Responsible: AS Champions; VD EDI, HoS/Unit	Deliver specific campaigns each semester from AY 2025/2026.	Target increase in voluntary disclosures to 40% by Dec 2025, from current baseline of 38% and target 5% year on year to end of AP.
	1.2.1.ii				Identify sectoral funding opportunity to spearhead a collaborative national campaign and engage with the HEA to clarify the legal basis for gathering data. Clarify the legal basis for collecting personal data for EDI work in accordance with the HEA Act 2022. Identify funding opportunity e.g. EDI Enhancement Fund to lead a sector project on a collaborative national project to collect EDI data.	Lead: Head EDI, EDI Data Manager	Identify funding opportunity and submit application in 2026	
KEA 4	1.2.3.i	High	Streamline operationalisation of EDI programmes of work to maximise effective implementation of EDI objectives through coherent integrated governance and planning which minimises duplication and enables the University to meet the requirements of the Public Sector Equality and Human Rights Duty.	The University has demonstrated a strong institutional commitment to EDI through the development of multiple focused action plans, including the Gender Equality Action Plan (2021–2024), Race Equality Framework and Action Plan (2023–2027), the Ending Sexual Violence and Harassment (ESVH) Action Plan, Disability Equality Initiatives, Universal Design and Accessibility Policy, Access Centre Programmes, the Athena SWAN Institutional Action Plan, and the EDI Strategy (2020–2025). These plans also have associated committees to drive the work. While these plans and committees advance key priorities, their concurrent delivery has created challenges related to duplication, governance clarity, and operational efficiency. Streamlining the governance and coordination of EDI programmes will enable more coherent planning, better resource alignment, and enhanced impact of equality objectives across the institution.	Identify a digital platform to develop a dashboard collating all action plans associated with programmes of work via the development of the EDI Strategy 2025-30.		AY 2025/26	Identify indicators of effectiveness e.g. reducing number and frequency of EDI committee meetings annually. Establish baseline to measure stakeholder (committee members, VD EDI etc.) satisfaction with operational efficiency in Q4 2025. Target increased satisfaction in 2027.
	1.2.3.ii				Analyse the current EDI governance infrastructure to make changes to the schedule, frequency and purpose of meetings, identifying duplication and creating a more effective process for operationalisation.		AY 2025/26	
	1.2.3.iii				Collect and report key EDI metrics to be presented in an annual report to EDICC (e.g. recruitment, promotion, job sizing, uptake of WAM and PfG, gender pay gap, contract types by grade and gender, cover provided for staff on extended leave, including maternity and sick leave).	Lead: VP EDI, Head EDI Responsible: EDI Prog Managers	AY 2025/26 and ongoing thereafter	

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GE 1	1.2.4.i	High	Mainstream EDI by design and engender commitment and collective responsibility through the establishment and oversight of EDI KPIs.	To systematically meet Public Sector Duty requirement to assess, address and report. To implement the University's External Advisory Group recommendation to distribute responsibility for EDI to ensure long-term sustainability.	Engage internal expertise to co-create EDI KPIs related to key EDI metrics to inculcate collective responsibility and accountability for the implementation of EDI priorities with key stakeholders, including Senior Managers, College Deans and Directors of Units.	Lead: VP EDI, Responsible: UMT	Q4 2026	There is an appropriate mechanism to measure progress against clear EDI targets designed to address specific issues and drive performance e.g. GPG, completion rates for PfG, support for progression and recruitment statistics.
	1.2.4.ii				Measure and monitor performance against KPIs via annual review meetings with College Deans and Directors of Units.	Lead: EDI Data Manager Responsible: VD EDI, HoS/Unit/Deans	Q1 2026	
	1.2.4.iii				Develop an EDI training matrix to further reinforce knowledge, skill and competencies required at different levels within the University.	Lead: Head EDI Responsible: EDI Programme Managers, L&D Manager	Q3 2026	
GE 2	1.2.5	Medium	Ensure long-term sustainable resourcing for AS application, implementation and renewal at School level.	Dedicated institutional funding to support Athena Swan activity at the School level has been secured for a five-year period, providing vital resources for advancing gender and additional equality initiatives locally. However, meaningful and sustainable cultural and structural change requires long-term commitment and continuity of support. To maintain momentum, embed good practice, and ensure continued progress beyond the current funding window, it is essential to mainstream this funding as a permanent feature of institutional EDI investment.	Mainstream annual institutional funding for AS at School level beyond 2029.	Lead: VP EDI Responsible: UMT	End financial year 2029	Funding mainstreamed in annual budget by end financial year 2029.

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Priority	No.	Rating	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescales	Success Criteria/Outcome Measures
GE 1	1.2.6.i	Medium	Systematise the role of SAT Co Chairs and members to create a sustainable model for AS/EDI leadership and contribution at School/Unit level including appropriate recognition for workload in relevant models.	School/Unit level SATs are central to delivering Athena Swan and broader EDI goals, yet variations in structure, leadership models, and workload recognition have led to inconsistencies and sustainability challenges. Establishing clear, institution-wide guidelines—developed in consultation with the Athena Swan Champions Network—will promote consistency, support succession planning through the Co-Chair model, and ensure appropriate workload allocation under the WAM policy. This will help embed a sustainable and equitable model of AS/EDI leadership across all Schools and Units.	In consultation with the Athena Swan Champions Network, develop best practice guidelines in relation to Athena Swan SAT establishment and implementation taking into account role of Co-Chairs, WAM and associated workload. Guidelines will: 1) Implement Co-Chair model for School level SAT to support succession planning, to be implemented across all Schools, addressing gaps in current practice. 2) Highlight time allocated for SAT activity under the WAM policy and ensure allocation is applied appropriately across all Schools. 3) Set out the different Athena Swan roles in the School e.g. AS is a shared responsibility; HoS should support work and appoint Co-Chairs etc.	Lead: EDI Prog Manager Gender Responsible: AS Champions, HoS/Unit	Q1 2026, and monitored on a quarterly basis thereafter via Network meetings	Practice is embedded as reported by SAT Chairs via the AS Champions Network i.e. AS work is being appropriately recognised in WAM. PfG etc. Co-Chair model implemented.
	1.2.6.ii				Disseminate and present on best practice guidelines at HoS/Head of Unit meeting once developed.			
GE 2	1.2.7.i	Medium	Support units to engage with AS process in line with sectoral developments in the Irish context (AS Application/EDI Impact Awards as appropriate). Identify and support three large professional services units to engage in AS process in accordance with the evolving practice of AS in Irish HE.	As the Athena SWAN framework evolves within the Irish higher education context—particularly with growing emphasis on Professional Services engagement and the introduction of EDI Impact Awards—it is essential to support large professional services units to engage meaningfully with the process. This approach aligns with a 2024 recommendation from the University's External Advisory Group and will ensure greater institutional coherence, build internal capacity, and highlight the benefits of Athena Swan participation across all areas of the University. Inclusion in existing networks and targeted support will further promote alignment with sectoral developments and emerging best practice.	Host information session with Heads of Unit and staff members from central units on the benefits of the AS process.	Lead: EDI Prog Manager Gender	Q2 2026	3 central units will achieve AS accreditation by Q2 2028.
	1.2.7.ii				Reach out directly to three large units who would be suitable and invite them to join the University Athena Swan Champions Network.			
	1.2.7.iii				Support Units with applications.		Q4 2026 and ongoing to Q4 2028.	
GE 2	1.2.8.i	High		Athena Swan and EDI work plays a key	EDI and Athena Swan activity to be listed as a desirable criteria for all staff promotion.	Lead: DPR		AS and EDI activities are reported

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Priority	No.	Rating	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescales	Success Criteria/Outcome Measures
	1.2.8.ii		Recognise and reward Athena Swan activity at University of Galway	Athena Swan and its work plays a key role in advancing gender equality and broader institutional EDI goals. However, its impact is often under-recognised at strategic levels. By recognising these contributions and integrating AS engagement and progress into formal institutional reporting and planning processes, the University can more visibly acknowledge the value of this work, align it with strategic priorities, and reinforce its importance as a core component of academic and professional contributions. This approach supports cultural change by embedding Athena Swan into the University's operational and strategic frameworks.	Develop and communicate clearly identified indicators of EDI contribution to be included in promotions criteria to enable APC to effectively assess EDI contribution.	Lead: DPR, Responsible: VP EDI	Q3 2026	AS and EDI activity is recognised and rewarded in the academic promotions scheme.
	1.2.8.iii				Introduce EDI/AS contribution reporting as a standard element of annual School/Unit reports to senior management.	Lead: Executive Deans College Responsible: Director College, VD EDI	Q3 2026	Linked to EDI KPIs, School/Unit operational plans and annual reports will include activity and progress on EDI and AS against targets.
	1.2.8.iv				Establish President's award for EDI activity, including AS work.	Lead: President; Responsible: VP EDI	Included in annual Presidential awards from 2026	Increased engagement with, and recognition of EDI work evidenced by the number of and broad range of nominations for the President's award for EDI.
GE 2	1.2.9.i	Medium	Mainstream and embed equality impact assessments in the policy development and review process.	Although an Equality Impact Assessment (EIA) Policy is in place at the University, EIAs are not yet consistently applied in the development and review of policies. This limits the University's ability to identify and address potential equality implications at an early stage. To advance gender equality and broader EDI objectives, EIAs must become a routine and integral part of policy-making. Developing clear guidance and embedding EIAs will help standardise the process, ensure accountability, and support more inclusive decision-making across the institution.	Determine what systemic changes are required with relevant partners e.g. Quality Assurance, HR.	Lead: VP EDI Responsible: DPR, Head EDI, Head of Policy and People	By Q4 2027	Integrate EIA in the process of policy development and review on a systematic basis so that this becomes integral to policy development as a norm. EIA is undertaken for all new and revised policies and recorded via a repository.
	1.2.9.ii				Develop a checklist of equality consideration.			
	1.2.9.iii				Embed EIA in HR policy process in collaboration with new Head of Policy and People and Quality Assurance.			

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Priority	No.	Rating	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescales	Success Criteria/Outcome Measures
GE 1	1.2.10	Medium	Model a mechanism for inclusive and transparent policy development by actively involving staff in the creation/major revision of policies and processes, fostering a culture of collaboration and continuous improvement.	2025 qualitative survey results suggest that there is some distrust in senior leadership decision-making particularly regarding the development and review of policies and procedures. Staff reported increased workloads from process and policy changes made with limited consultation.	<p>Explore option to introduce a system where all new policies or significant procedural changes are drafted as live documents accessible to staff. Staff will be invited to review, comment, and provide feedback in real time during the drafting phase.</p> <p>1) Draft policy document made available to all staff with feedback form.</p> <p>2) Communication: Notify all relevant staff via email and internal channels, providing a draft document and clear instructions on how to contribute feedback.</p> <p>3) Feedback Period: Allow a defined period (e.g., 2-3 weeks) for staff to review and comment. Encourage constructive feedback and suggestions to improve inclusivity, clarity, and fairness.</p> <p>4) Review and Incorporate: Collect all feedback, summarise key themes, and incorporate feasible suggestions into the final policy draft.</p> <p>5) Transparency: Share a summary of feedback received and the rationale for any changes made or not made. Summary of common feedback themes and rationale for final decisions communicated.</p> <p>6) Training and Support: Provide guidance on how to use the live document platform and encourage managers to support staff participation.</p>	<p>Lead: Head of HR Policy and HR Governance</p> <p>Responsibility: Director of Governance, Director of Quality</p>	Q3 2029	AS Survey feedback illustrates a greater sense of trust and transparency in policy and procedural creation and revisions, with additional questions included for quantitative measurement of responses. Target min. satisfaction rate of 60%.
KEA 2	1.2.11	Lower	Create a single point of disclosure and clear unambiguous information on the process to request reasonable accommodations.	Disability can be disclosed formally via the Reasonable Accommodation Request Form and via CoreESS. Clarify a single method of disclosure to avoid confusion for staff members and ensure requests for reasonable accommodations are actioned.	Head EDI and ER Manager to review the mechanisms for staff to disclose a disability to identify and streamline a single point of disclosure which directly relates to the provision of reasonable accommodation as required.	<p>Lead: Head EDI</p> <p>Responsible: ER Manager</p>	New process in place by Q4 2027 in advance of reporting deadline to NDA on 2026 data	Coherent process for staff to disclose a disability which directly relates to the provision of reasonable accommodation as required. Increase in disclosures to meet the 6% employment of persons in public sector organisations with a disability in 2026.

Section 1.3 Self-Assessment Process								
Priority	No.	Rating	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescales	Success Criteria/Outcome Measures
GE 2	1.3.1.i	Lower	Increase Athena Swan engagement from those who are underrepresented in consultation processes.	Male and research staff show consistently lower engagement in Athena SWAN consultations. In the Feb 2025 All-Staff Survey, men comprised 32% of respondents (339/1,051), while the Nov 2024 Research Staff Pulse Survey had only 37% male participation (75/202). Research staff overall have lower response rates compared to the wider staff body (e.g., 202 responses in Nov 2024 and 142 of the total 1,051 respondents in Feb 2025).	Adopt a multifaceted approach to consultation using a range of methods to support engagement such as focus groups, world café, workshops, pulse surveys.	Lead: EDI Prog Manager Gender Responsible: EDI Coms Assistant, VP EDI	Q1 2027-Q1 2030	Increased engagement from men and research staff in AS consultation evidenced in 2027 AS Survey with a target of 40% male respondents from a baseline of 32% and target of 300 responses from research staff from a baseline of 202.
GE 2	1.3.2	Medium	Increase male engagement with Athena Swan/EDI objectives.	15 of the 18 staff who expressed interest in joining ISAT WGs and working on the AS application were women. The fact that less men are engaging with AS is also reflected in the gender profile of our AS Champions which are 72%F.	Establish "Engaging Men in EDI" as a working group of EDICC as a follow-on from an Engaging Men in EDI workshop held in March 2025. Adopt specific elements from HEA funded Engaging Men in EDI Toolkit as appropriate and relevant. Review and revise communication and engagement approaches.	Lead: VP EDI Responsible: EDI Prog Manager Gender; Nominated male EDICC lead	Q2 2030	Increase the % of male AS Champions to 35% over the lifetime of the action plan from a baseline of 28% in 2025.
GE 2	1.3.3.i	Medium		Increasing the visibility of AS and EDI work, including ISAT findings, aligns closely with AS principles of transparency, accountability, and leadership commitment. It supports the University's obligation under the Public Sector Duty to promote equality and	Proactively communicate AS progress and updates via biannual reports to EDICC, dedicated webpages, the EDI E-Zine, information sessions and engagement with the Athena Swan Champions Network.	Lead: EDI Prog Manager Gender Responsible: EDI Coms Assistant, VP EDI	Q4 2025-Q2 2030	Increase staff agreement that the principles of Athena Swan are embedded into the culture and working at an institutional level to 65% via our 2029 survey, from a baseline of 51% agreement in our 2025 AS Survey.

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	1.3.3.ii		Increase visibility of Athena Swan/EDI work and the findings of the ISAT.	Goal to promote equality and eliminate discrimination through proactive communication and engagement. In their 2024 review, the University's External Advisory Group has also specifically recommended enhancing the visibility of EDI progress as a key priority to ensure that staff are informed, involved, and motivated to contribute.	Engage with University Marketing & Communications team to support maximum impact.	Lead: EDI Prog Manager Gender Responsible: EDI Coms Assistant, VP EDI	Q3 2025-Q2 2030	

Section 2.2 Supporting Academic and Research Staff								
Priority	No.	Rating	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescales	Success Criteria/Outcome Measures
GE 3	2.2.1.i	Low	Identify primary reasons why female academic and research staff disproportionately have part-time contracts. Increase opportunities for career development and consideration of workload with particular focus on women in academic and research staff in part time, fixed-term contracts.	Women are overrepresented in the more precarious forms of employment i.e. academic staff in temporary part-time roles (62%F; 38%M) research staff in part-time roles (permanent 77%F & temporary roles 68%F), reflecting wider sectoral trends. While this may be reflective of caring commitments it could potentially limit longer-term career development and security, and is an issue that requires further examination.	Include academic staff on temporary and/or part-time contracts in PfG and workload discussions, where appropriate, and include part-time research staff in PfG/ "Personal Development Plan" conversations. Line manager or Supervisor to identify career aspirations and career development supports.	Lead: HR Director; Deans of College Responsible: Line Manager- HoS/HoD/Pis	Q2 2026 PfG cycle	80% of part time and fixed-term part time academic and research staff receive annual PfG/Personal Development Conversation.
	2.2.1.ii				Engage via focus groups with academic and research staff with this contract type to ascertain if this is by choice or structural context. This overall data will inform the basis of targeted actions at a systemic or individual level where required.	Lead: EDI Data Manager, Responsible: HR Research Support Manager	Q4 2026	Findings from consultation will inform precise, timebound measurable actions to address barriers as appropriate. Reduce the gender difference among research staff in part-time roles.
GE 3	2.2.2.i	High	Increase the percentage of women in the full Professoriate through recruitment.	EP recruitment data indicates that success rates for women at shortlisting are proportionately and consistently higher than application rates and further improve at appointment. Women however, are still less likely to be recruited to EP than their male counterparts: 33%F: 67%M. We continue to be slightly behind the sectoral WTE average for full Professorships (HEA Staff Profiles 2023).	1. Implement relevant measures outlined in the University's Positive Action Policy including: <ul style="list-style-type: none"> •The use of executive search services for senior level posts to ensure that appropriately qualified under-represented groups are engaged and encouraged to apply - EDI and the methodology for targeting under-represented groups in executive search services was considered as part of the scoring to ensure EDI is a prominent feature of the new Executive Search Services framework. •Regular review of recruitment materials to ensure they reflect the University's commitment to EDI and that our culture is appropriately capture. • Post all externally advertised roles on LinkedIn as part of ongoing efforts to broaden reach. •Engage trained marketing individuals to ensure greater reach through social media and media outlets which are likely to be accessed by under-represented groups. •Offer flexible working where feasible, including by advertising vacancies with the option of applying on a part-time, flexible, or job-share basis. 	Lead: Deputy Director HR Operations Responsible: Deans, HoS	Q4 2025-Q2 2030	Increased percentage of women being recruited at EP from 33% to 45%, while remaining aware of our target to increase the %F at the combined Professoriate (PP and EP) from 28% to 33% over the 5 year lifetime of this action plan with a longer term objective to reach the HEA Gender Equality Review target of 40%.

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Priority	No.	Rating	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescales	Success Criteria/Outcome Measures
	2.2.2.iii				Update Inclusive Recruitment Toolkit developed under the 2021-24 action plan to include Positive Action Policy and that the toolkit is universally implemented.			
	2.2.2.iii				Update recruitment material to reflect university's commitment to EDI and culture.			
KEA 1	2.2.3	Medium	Improve local staff induction processes to create better and more consistent experience for new staff.	Central induction is now mandatory, but qualitative comments from staff indicate that there is significant variation in terms of local induction practices.	Establish HR-led working group (HR BP, L&D EDI rep & line managers) to create standard best practice model for local induction, including a buddy system.	Lead: Deputy Director HR Operations Responsible: HoS/Units, HR BP	Q1 2027	Staff report increased satisfaction via 2029 all staff survey with a target of 80% satisfaction from staff who joined since 2027.
KEA 3	2.2.4	Medium	Create induction processes for research staff suitable to their needs.	A much Low percentage of research staff attend central induction compared to the other staff categories (34% of new research staff in 2023 compared to an average of 82% of academic and PMSS). Qualitative feedback indicates that researchers may not have the opportunity to attend central induction depending on the length of their contracts and consultation with this staff cohort via our 2024 pulse survey also suggests that they have very different needs to other categories. HR Research Excellence process also identified lack of opportunities which concurs with this finding.	Support HR Research Excellence Framework team and Action Plan team to create a tailor-made induction process for research staff.	Lead: HR Research Support Manager, L&D Manager	Q3 2026	75% of research staff attend induction created via HR Research Excellence Framework. Research staff report satisfaction via 2029 all staff survey with a target of 80% satisfaction from staff who joined since Q1 2027.
GE 3	2.2.5.i	High		Women are still underrepresented in the Professoriate and we are behind sector averages. Promotions are one of the main mechanisms to increase	Continue to monitor application and success rates for promotion paying particular attention to the new Professor In grade.	Lead: DPR	Q4 2025-Q2 2030	

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	2.2.5.ii		Increase the percentage of women in the Professoriate via academic promotion.	the proportion of women in these senior grades. Promotion application rates for all Prof grades have been at a minimum commensurate with the grade below i.e. PI 70% and PP 47%, EP 50%, respectively. Success rates relative to application rates for women are proportionate at PP but less so at the new PI grade (37%). As this is a new grade (2 rounds included in the data), numbers are small and requires careful monitoring over several more rounds.	Review the sectoral evaluation of the Preparing for Academic Advancement Programme (PAA), with a view to developing an institutional programme modelled on the most impactful aspects of the sectoral programme to encourage female staff to apply for promotion to EP, with a particular focus on women at PP.	Lead: EDI Prog Manager Gender	Q4 2026	%F application and success rates continue to be at a minimum commensurate with the eligible grade below. Increased %F at the combined Professoriate (PP and EP) from 28% to 33% over the 5 year lifetime of this action plan with a longer term objective to reach the HEA Gender Equality Review target of 40%.
GE 3	2.2.6.i	High	Increase staff satisfaction with the Academic Promotions Scheme in terms of transparency and fairness and how time out for caring purposes is taken into consideration in assessment.	Despite the gender profile of outcomes for promotion, fewer than half of academic respondents view the promotions process as transparent and fair, with women less likely (31%F: 42%M). Just 32% of overall academic staff agreed that it was clear how time out for caring purposes is taken into consideration in promotion assessment.	Oversee implementation of recommendations arising from current review of APC to ensure EDI lens and EIA is applied.	Lead: VP EDI, DPR	Q4 2026	Increase academic staff satisfaction with transparency and fairness of promotions process to 80% positive from a baseline of less than 50%.
	2.2.6.ii				Include consideration of broader EDI and personal circumstances including caring responsibilities in assessment for promotion via APS review process.	Lead: DPR, VP EDI		80% of academic staff agree that there is clarity around how time out for caring purposes is taken into consideration in promotion assessment from a baseline of 32%.
	2.2.6.iii				Communicate revisions to the APS extensively and engage HoS & Deans in the roll out of information sessions.	Lead: DPR		New scheme rolled out with increased satisfaction of 80% as referenced above.
KEA3	2.2.7.i	Medium		Fewer women are applying for progression to RF and SRF compared to men (e.g. 2021-2024: 4F vs 7M applied for progression to RF and no women applied for SRF). Women were significantly more likely to indicate that they were unaware of opportunities to progress at 70% F compared to 30% M.	Undertake an audit of the progression process for SRF to examine the primary sources of the funding, related applications potential barriers and obstacles.	Lead: VPRI Responsible: HR Research Support Manager	Q4 2027	Evidence base established to identify profile of applicants, those with

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	2.2.7.ii		Enhance awareness of career progression pathways for research staff, particularly women.	The HR Excellence in Research Action plan (2024-2027) commits to review progression pathways for researchers to ensure alignment with any changes to new EU research competencies (OVPRI & HR). A working group has been established to analyse progression pathways and agree on key objectives to ensure progression pathways are relevant and supports researcher career development.	Update and communicate changes to promotions pathways as a result of review completed by HR Excellence in Research Action plan.	Lead: HR Research Support Manager Responsible: RDC Manager	Q4 2027	potential for application and sources of funding. Reduce the percentage of women unaware of progression opportunities from 70% to beLow 35% via 2029 all staff survey.
GE 3	2.2.8.i	Low	Provide specialist training (e.g. support for research funding) opportunities responsive to the needs of academic and research staff where required.	Despite major improvement in terms of the training offered to academic staff, overall, there has been a marginal increase in the percentage of academic staff who reported they have access 47% in 2023 and 51% in 2025 to opportunities for academic staff career development between the two Culture Surveys, but there is room for improvement. There appears to be dissatisfaction particularly in relation to the support to apply for research funding (37%F, 41%M disagree) according to 2025 Survey data.	Conduct a training needs analysis on the specific career supports identified in the PfG process with a view to addressing career development support needs.	Lead: L&D Manager	Q1 2028	Increased academic staff satisfaction with opportunities for academic staff career development to 70% from a baseline of 51% via 2029 all staff survey. Also increased academic staff satisfaction evidence via the decrease in dissatisfaction with support to apply for research funding from a baseline of 37%F, 41%M disagree to 20% maximum overall.
	2.2.8.ii				Sign post to relevant research support training where available.		Q1 2026	
	2.2.8.iii				Provide expanded specialist training to meet academic staff research needs. Engage VDs Research to organise provision of discipline specific workshops to support research e.g. effective grant writing.	Lead: VPRI Responsible: VDs Research, RDC	Q1 2026	
GE 2	2.2.9.i	High	Record uptake of PfG systematically and increase satisfaction with PfG process.	PfG completion rates are not captured centrally, but our 2025 survey indicates that 86% of all respondents have completed one PfG conversation. Fewer than half of academic men (49%) and women (46%) agreed their participation in the PfG process was beneficial and worthwhile, with 26% neither agreeing or disagreeing. Just 34% of academic staff (36%F, 32%M) indicated that they used the PfG to discuss work/life balance issues. The policy is due for review this year which will refine and address some of the gaps identified.	Review PfG policy with line managers and staff via consultation. Include discussion of work-life balance in the revised policy.		Q4 2025	Central system in place to record PfG completion available with capacity to track training needs. Increase academic staff agreement that participation in the PfG process was beneficial and worthwhile to 70% from a baseline of less than 50% for men and women. Also increase academic staff's agreement that they used the PfG to discuss work/life balance issues to 80% from a baseline of approx 35% from men and women.
	2.2.9.ii				Implement a central system to record uptake of PfG, track training needs and evaluate effectiveness communicated by an annual report.		Q2 2027	
	2.2.9.iii				Review training needs emerging from PfG tracking system to identify gaps and inform the provision of specific training supports.	Lead: HR Director	Q1 2028	
	2.2.9.iv				Encourage all reviewers and reviewees to attend refresher training on conducting PfG discussions to ensure they serve as a worthwhile and beneficial process for all staff and are tailored appropriately to different staff categories/ contract types.		Q1 2026	

Section 2.2 Supporting Academic and Research Staff								
Priority	No.	Rating	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescales	Success Criteria/Outcome Measures
KEA 3	2.2.10.i	Medium	Support research staff career development and training.	Both male and female research staff agreed that their line manager/supervisor engages with and supports their career progression. Male researchers (91%) were more likely than women (75%) to agree and similarly reported higher levels of satisfaction with specific supports to apply for research funding.	Promote "Supporting the Researcher Lifecycle", PI training delivered by HR which emphasises the need to support Research Staff career development including career development conversations focused on promotion pathways, and leadership opportunities, as under the Performance for Growth Policy.	Lead: HR Research Support Manager Responsible: Line Managers	Q4 2025	Increased satisfaction from female researchers in relation to support from line manager/supervisor to 90%, to be on par with male researcher satisfaction, from a baseline of 75% via 2027 all staff survey.
	2.2.10.ii				Within the University Staff Mentorship Programme develop a targeted mentoring programme for female researchers pairing early and mid-career researchers with senior academics, focusing on career strategy and navigating progression.	Lead: HR Research Support Manager Responsible: L&D Manager	Q4 2026	
GE 2	2.2.11.i	High	Enhance implementation of the WAM to achieve a fair, reasonable and equitable allocation of workload.	The WAM implementation audit has shown that there is still work to be done on implementation across some policy principles- just 50% of HoS were satisfied/very satisfied with the robustness of the policy itself, with 25% indicating that they were somewhat/very dissatisfied with the guidelines on implementation. Fewer than half of (45%) academic survey respondents agreed "that there is a fair and transparent way of allocating work". In response to a range of questions about workload allocation men were more likely to agree across all questions with the biggest difference by gender in relation to a fair workload allocation for academic administration, including pastoral care (38% F, 54% M agreed).	Schools and Colleges review WAM policy annually as recommended by Policy, and communicate review to all staff.	Lead: HoS, Deans	Q4 2025 and annually thereafter	HoS are more satisfied with the robustness of the WAM policy (80% from a baseline of 50%). Increase academic staff satisfaction in relation to fair and transparent way of allocating work (75% from a baseline of 45%) via 2027 all staff survey. Similar increase in female staff satisfaction in relation to how academic admin, including pastoral care is allocated (60% positive from a baseline of 39%).
	2.2.11.ii				Informed by review, refine WAM's within Schools to achieve fair and balanced workloads across individuals/subject areas and Schools with particular attention to how academic admin, including pastoral care, is allocated.	Lead: HoS	Q2 2026	
	2.2.11.iii				Building on OVPEDI initial audit in 2024, develop a systematic audit and feedback mechanism, and consultation plan, for the measurement and analysis of the WAM policy initiative at a management level, to ascertain the extent of implementation against the outlined success measures. HR conduct annual audit with a report for UMT.	Lead: HR Director	Q4 2027	
	2.2.11.iv				Include consideration of how WAMs and PfG are included in the assessment of applications for academic promotion under the current review of the Academic Promotion Scheme.	Lead: VPEDI, DPR	Q4 2026	

Section 2.2 Supporting Academic and Research Staff								
Priority	No.	Rating	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescales	Success Criteria/Outcome Measures
	2.2.11.v				Evaluate the bespoke WAM in CMNHS to assess whether the process can be replicated to develop bespoke WAMs in other College responsive to their disciplinary needs and circumstances.	Lead: VPEDI, DPR	Q2 2027	
GE 3	2.2.12.i	Medium	Reduce the Gender Pay Gap in the academic staff category and University's Overall Gender Pay Gap overall.	The GPG is consistently most pronounced in the academic staff category (mean 20%, 2024) which largely reflects the representation of men and women in senior academic grades and the overrepresented of women in the entry level and Low paid grades. Specifically, men account for 69.2% of earners in the Upper quartile, but only 38.6% in the Low quartile.	UMT GPG WG to coordinate implementation of Positive Action Policy approved by UMT in 2024. Workforce planning will be used to identify where posts will arise due to retirement and growth, and recruitment plans should include explicit actions to reduce the GPG.	Lead: HR Director Responsible: Deputy Director HR Operations	Commence Q1 2026	Reduce academic GPG to 15% by 2023, with a view to reduce the University's Gender Pay Gap from 15.88% in 2024 to 12% by 2030.
	2.2.12.ii				Explore various scenarios in relation to how the GPG can be reduced via HEA funded project modelling tool and develop list of targeted interventions to reduce GPG among academic staff. Establish GPG targets/KPIs at College level to reduce the overall GPG in the academic staff category.	Lead: Head EDI Responsible: Deans		

Priority	No.	Rating	Objective	Rationale	Section 2.3 Supporting PMSS Specific Actions and Implementation	Responsibility	Timescales	Success Criteria/Outcome Measures
GE 5	2.3.1.i	Medium	Increase the percentage of women applying for senior administrative positions- Assistant Secretary, Secretary and above to achieve and sustain an appropriate gender balance in senior PMSS grades.	Fewer women apply for senior PMSS roles- 2021-24 36% F applicants and 45% F appointments (9F, 11M) at Assistant Secretary, 26% F applicants and 50% appointments (2F, 2M) at Secretary.	Implement measures outlined in the University's Positive Action Policy for PMSS. See action 2.2.2.i.	Lead: Deputy Director HR Operations Responsible: Deans, HoS/Unit	Q4 2025-Q2 2030	Increased applications from women for AS roles to 50% F from a baseline of 36% and 50% F for Secretary from a baseline of 26% to achieve and sustain an appropriate gender balance in senior PMSS grades.
	2.3.1.ii				Pilot a targeted role shadowing programme for PMSS and Technical staff focused on underrepresented groups, especially women aspiring to move into more senior roles.	Lead: L&D Manager Responsible: Heads of Unit/School	Q1 2028	
GE 5	2.3.2.i	Medium	Increase the percentage of women in STO and CTO grades in the Technical Staff category.	Women represent 38% of Technical Staff. In 2023/2024, while women made up 53% of entry-level Technical Officer roles, they accounted for just 23% of Chief Technical Officer (CTO) roles. The majority of Technical Staff (N=87, 75.6%) are clustered at the Senior Technical Officer (STO) level with few women progressing to CTO. Acknowledging that there are limited opportunities for Technical Staff to progress to CTO which depend on vacancies.	Implement Positive action policy actions for Technical staff posts already referenced under action 2.2.2.i.	Lead: Deputy Director HR Operations Responsible: Deans HoS/Unit	Q4 2025-Q2 2030	Increase the number of women at STO to 45% from a baseline of 38%. Increase the number of women at CTO to 30% from a baseline of 23% by Dec 2029.
	2.3.2.ii				Review and implement the Progression for Technical Staff Policy, which was previously in place and reestablish a Technical Staff Advisory Group to oversee implementation.	Lead: HR Director, Deans	Q1 2027	
	2.3.2.iii				Implement action 2.3.5.ii to expand Job Sizing Scheme to include Technical Staff.	Lead: HR Director	Q1 2027	
GE 5	2.3.3.i	High	Support PMSS Career Progression.	Opportunities for PMSS career progression arise only from vacant posts and Job Sizing therefore opportunities for career development is often unclear. Unsurprisingly, survey results reflect limited progression opportunities among PMSS staff, particularly Administrative (just 51% agree) and	Develop a clear and structured Competency or "Job Families" Framework for PMSS, in line with requirements under the EU Pay Transparency Directive, outlining the core skills, responsibilities, and competencies for PMSS grades. This framework will support career development, enable greater role clarity, inform job sizing processes, and guide professional development conversations (e.g. via Performance for Growth), with particular focus on improving transparency and equity in progression for women in administrative and technical roles.	Lead: HR Director Responsible: Deputy Director HR Operations, Head of Recruitment and Contracts, ER Manager, Line Managers	Framework by June 2026; Framework embedded in PfG by January 2027	Competency or "Job Families" Framework for PMSS implemented. Increase PMSS agreement that there are opportunities to progress in their career to 60% from a baseline of 51%.
	2.3.3.ii				competencies at the different grades within the "career families framework", including CPD, and identify any training gaps.	Lead: L&D Manager	Q1 2027	

Section 2.3 Supporting PMSS									
Priority	No.	Rating	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescales	Success Criteria/Outcome Measures	
	2.3.3.iii			Administrative (just 51% agree) and Technical staff (just 16% agree). Only 48% of women and 42% of men in the PMSS category overall felt they had opportunities to progress.	Establish tailor-made annual "Pathways to Progression: PMSS Career Development Fair" to support career advancement, increase visibility of progression pathways, and promote gender equity by equipping PMSS—particularly women—with the tools, networks, and insights needed to move into more senior roles. The fair will showcase internal career pathways, promote leadership and development programmes, offer CV/interview clinics, and facilitate networking with senior staff and HR.	Lead: HR Director, VP EDI, HR BP Responsible: L&D Manager	Q4 2026		
	2.3.3.iv				Examine scope within current national sectoral agreements to explore options around PMSS promotions pathways.	Leads: HR Director, VP EDI	Q4 2026		
GE 5	2.3.4.i	High	Increase Staff Satisfaction with University Job Sizing Process.	2025 survey data indicates that though staff are broadly (78%) aware of the Job Sizing policy the qualitative comments from the survey indicate negativity around the Job Sizing process itself.	Conduct review of Job Sizing process which should include additional staff consultation and consideration of the recommendations captured via AS consultation including: •Increased transparency •Detailed information sessions on how to create a strong application. •More detailed guidelines to be developed. •More detailed feedback process	Lead: HR Director	Q1 2026	Establish baseline on staff satisfaction with Job Sizing Process via 2027 all staff survey and increase satisfaction by 25% on the 2027 baseline by 2029 all staff survey.	
	2.3.4.ii				Align Job Sizing with "Job Families Framework". Alignment to be clearly explained to applicants via the policy/application form.		Q4 2026		
	2.3.4.iii				Track on CoreHR posts that have been upgraded by job sizing by gender.		Q1 2026		
	2.3.4.iv				Lobby at sectoral level for the scope of Job Sizing to include higher level grades, from AO and above.		Q1 2027		
GE 5	2.3.5.i	Medium	Support Technical staff's career progression.	Just 16% of technical staff agreed that there were opportunities for them to progress in their career. This particularly impacts female Technical Staff as women are underrepresented in this staff category overall. Women	Review UK based Technician Commitment as is being examined by other Irish universities, evaluate suitability for University of Galway context.	Lead: HR Director	Q4 2027	Increase the number of women at STO to 45% from a baseline of 38%. Increase the number of women at CTO to 30% from a baseline of 23% by Dec 2029, and improve overall technical staff	

Section 2.3 Supporting PMSS								
Priority	No.	Rating	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescales	Success Criteria/Outcome Measures
	2.3.5.ii			make up 53% of entry-level Technical Officer roles, and account for just 23% of Chief Technical Officer (CTO) roles.	Implement a job sizing scheme for technical staff.	Lead: HR Director	Q1 2027	agreement that there were opportunities for them to progress in their career to 30% from a baseline of 16%.
GE 5	2.3.6.i	Medium	Foster a culture of equitable and sustainably managed workloads across PMSS.	2025 survey indicates that while PMSS are broadly positive in relation to support from line manager, just 61% (62%F:60%M) of PMSS stated their workload is reasonable and manageable in contracted hours at unit level.	Update PFG policy, form to include a section on workload management, particularly for PMSS who do not have a workload allocation model (see action 2.2.9 on PFG).	Lead: HR Director Responsible: Deputy Director HR Operations	Q4 2025	Increase the % of PMSS from 61% that perceive workload is workload is reasonable and manageable in contracted hours at unit level to 70%.
	2.3.6.ii			2025 survey qualitative comments indicate that some PMSS and Technical Staff posts that are vacant due to staff being on extended leave remain unfilled and temporary cover is not provided which creates a burden on other staff.	HR to develop an annual report documenting vacancies (number/type of leave) and cover provided.	Lead: HR Director Responsible: Deputy Director HR Operations, Head of Recruitment and Contracts	Q4 2026	Evidence base in place to quantify levels of cover and identify if and where gaps exist.
GE 5	2.3.7.i	Medium	Reduce the PMSS Gender Pay Gap.	The GPG in the PMSS category is currently 11.7% which is above the national average of 9.6% in 2022 (CSO 2023).	Explore various scenarios in relation to the PMSS gender profile on how the PMSS GPG can be reduced via HEA funded project modelling tool and develop list of targeted interventions to reduce the PMSS GPG.	Lead: Head EDI Responsible: Relevant UMT members	Commence Q1 2026	Target further 3% reduction in the GPG in the PMSS category by 2030.
	2.3.7.ii				UMT GPG WG to coordinate implementation of Positive Action Policy approved by UMT in 2024. Workforce planning will be used to identify where posts will arise due to retirement and growth, and recruitment plans should include explicit actions to reduce the GPG.	Lead: HR Director Responsible: UMT GPG WG		
GE1	2.3.8	High	Enable PMSS to have a platform to discuss and raise concerns, to inform decision-making processes through a formal representative forum which engages at senior management level.	To promote transparent communication and address key issues affecting Professional and Managerial Support Staff (PMSS), it is essential that their concerns are regularly discussed and clearly communicated and responded to by senior management.	Re-establish a forum to represent PMSS to provide a formal platform for dialogue and engagement (ex. previous Support Services Directors Forum).	Lead: HR Deputy Director Engagement	Q2 2026	PMSS Forum established with evidence of engagement and representation in governance structures and decision-making processes. Included as a standing item on the agenda at institutional Heads of School, Research Institutes and Professional Services biannual meetings.

Section 2.4 Culture and Inclusion									
Priority	No.	Rating	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescales	Success Criteria/Outcome Measures	
KEA 1	2.4.1.i	High	Transform culture and support embedding of dignity, respect and inclusion at all levels in the University through a comprehensive change initiative leading to the establishment of a centralised Dignity & Respect Hub.	There are now multiple indicators of problematic institutional culture and challenging behaviours which have been identified through various survey instruments, focus groups and institutional datasets. This includes the following reports and consultation findings: AS Culture Survey 2015, 2018, 2023, 2025; Work Positive Survey 2023; Respect Charter Report 2024. 30% of survey respondents reported experience of bullying in 2023, 14% reported in two years between 2023-2025. In 2023, 25% of respondents reported experiencing discrimination (without a defined timeframe) and subsequently 10% of all respondents reported experiencing discrimination in the following two years up to 2025.	Design and implement an institutional culture change initiative focused on dignity and respect. Appoint a Dignity and Respect Manager and Policy Specialist to lead development of an extensive institutional project and process to address institutional challenges in terms of dignity, respect and inclusion.	Lead: D&R Project Manager Responsible: HR Director, VP EDI, Head EDI, Dean of Students	Q2 2027	Project Plan to drive Dignity and Respect culture change initiative is completed. New institutional hub with revised policy, procedures, report and support services. Emphasis on prevention and response results in a 25% reduction in respondents reporting experiences of bullying and discrimination between 2025 - 2029, reported via the institutional survey. The formal reports should be more closely aligned to the disclosures on Speak Out and to Contact Persons which will evidence increased confidence in institutional policies and procedures.	
	2.4.1.ii				Adequately resource the Dignity & Respect Hub with staff: 1 Dignity and Respect Advisor; 1 Student Advisor; 1 Dignity and Respect Investigator.	Lead: HR Director, VP EDI, Dean of Students	Q2 2027		
	2.4.1.iii				Integrate and embed the Respect Charter.	Lead: D&R Project Manager	Q3 2026		University-wide campaign on Respect Charter in place.
	2.4.1.iv				Deliver targeted Dignity and Respect training on a mandatory basis to inculcate an awareness and understanding of behavioural expectations across the University.	Lead: D&R Project Manager Responsible: L&D Manager	Q3 2027		80% of staff have completed D&R training, evidenced in annual PfG and institutional survey by Q4 2029.
	2.4.1.v				Establish KPIs for Line Managers in relation to D&R training and practice.	Lead: D&R Project Manager, HR Director, VP EDI, Head EDI, Dean of Students	Q2 2027		Line Managers are accountable for achieving KPIs on D&R training and report on this annually.

Section 2.4 Culture and Inclusion								
Priority	No.	Rating	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescales	Success Criteria/Outcome Measures
KEA 1	2.4.2.i	High	Increase trust and confidence in the Anti-Bullying and Harassment and Equal Opportunities Policy and Procedure through a comprehensive review.	69% of respondents who experienced bullying did not report their experience and 64% stated they had a lack of confidence that complaints would be appropriately managed. Similarly, 78% of respondents who experienced discrimination did not report their experience and 69% stated they had a lack of confidence that complaints would be dealt with appropriately.	Establish a Policy Review working group to revise Anti-Bullying and Harassment and Equal Opportunities Policies and Procedure, informed by extensive staff and student engagement and consultation. Co-creation of D&R Integrated Policy and Procedures Framework, modelled on the SVHP&R policy project.	Lead: D&R Project Manager	Q4 2026	A minimum of 50% of those who experience bullying and discrimination state they have confidence in the complaints process, evidenced in the AS survey in 2029.
	2.4.2.ii				Relaunch revised policy framework. Create awareness of the revised policy infrastructure to support dignity and respect in practice. Develop a comprehensive communication, stakeholder engagement, training and awareness raising plan and report annually on number of complaints of bullying, harassment and discrimination.		Q2 2027	
GE 4	2.4.4.i	Medium	Address the gendered difference in work life balance matters.	19% survey respondents (n=199) disagreed that they could strike an appropriate work life balance. Female respondents (20%) were somewhat more likely to disagree than male respondents (15%) and this was most acute for academic women.	Implement action 2.2.9.i to update PfG policy and form to include conversation around work/life balance.	Lead: HR Director	Q4 2025	Increased satisfaction rating reported in next AS surveys 2027 & 2029. Target 10% reduced disagreement in 2027 overall and female respondents.
	2.4.4.ii			Many of the suggestions from our Athena Swan Town Hall in preparation for our AS application related to the provision of formal flexi-time.	Reinstate Flexible Working Policy (paused during Covid-19) for staff who cannot avail of Hybrid working due to the nature of their post.	Lead: HR Director Responsible: Deputy Director HR Operations	Q1 2026	
GE 4	2.4.5.i	Lower		Men are persistently less likely to take statutory family leave (average 5 men p.a. from 2020/21-2023/24 took parent's leave and average 6 men p.a. took parental leave from	Explore attitudes and perceptions of potentially eligible men in relation to the availability and uptake of family leave through focus group consultation.		Q2 2027	

Section 2.4 Culture and Inclusion								
Priority	No.	Rating	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescales	Success Criteria/Outcome Measures
	2.4.5.ii		Encourage greater uptake of family leave amongst men.	2019/20-2023/24), and this is consistent with national and international data (ERSI 2025). Uptake of paternity leave which is fully paid is higher (average 16 men p.a. from 2019/20 - 2023/24) - this provides an indication of new fathers who could be eligible to take parental and parent's leave.	Informed by the findings from the above and modelled on data on the uptake of paternity leave and parent's leave, calculate the cost of topping up the statutory pay for Parent's leave with a view to bringing a proposal to UMT to fund the enhanced pay.	Lead: EDI Programme Manager Gender Responsible: ER Manager	Q3 2027	Increased uptake of parents and parental leave by men to reflect min. 50% of eligible men.
GE 4	2.4.6.i	High	Standardise the level of support provided to staff before, during and after extended leave, particularly maternity/adoptive leave, to allow staff to re-integrate effectively.	2025 AS survey indicates that some staff taking maternity/ adoptive leave still have some negative experiences. For example, 40% of staff respondents who had taken leave indicated that they covered some of their responsibilities while on family leave, only 23% agreed that supports were put in place to facilitate their re-engagement following leave, and 40% indicated that they were contacted while they were on leave and that this contact wasn't welcome. Adequate cover during leave continues to be a significant issue across different Schools/units and types of leave. 57% of staff agreed that colleagues in their School were required to take on some/all of the leave taker's responsibilities.	Line managers who have staff taking maternity leave will be given the Managers' Guidelines and invited to attend "Managers Matters: Managing Modern Families" training upon the submission of leave application. Managers Matters training will include information on Managers' Guidelines for Supporting staff During Maternity Leave.	Lead: Deputy Director HR Engagement Responsible: ER Manager, ER Administrator	Q1 2026 and ongoing thereafter	Systematic evaluation indicates that there is zero unwelcome contact while on maternity/adoptive leave. No staff expected to undertake any work related responsibilities unless this is self-determined, evidenced in the evaluation. Increased satisfaction with the process of re-engagement to a minimum of 50% by 2027 and 70% by 2029.
	2.4.6.ii				Implement a systemised approach to evaluate experiences of taking maternity/adoptive leave 6 months after return to work. The evaluation will incorporate analysis of the steps outlined in the Managers Guidelines for Supporting staff During Maternity Leave.		Q1 2027	
	2.4.6.iii				Implement the UMT approved process to provide 100% maternity leave cover for academic staff.	Lead: HR Director Responsible: HoS/Unit	With effect from new financial year i.e. 01/10/2025	
	2.4.6.iv				Update Guidelines to include a minimum two-week handover period is provided both before and after maternity/adoptive leave for all staff categories. This will support continuity of work, reduce the burden on returners, and enable smoother transitions for both the postholder and temporary cover.	Lead: HR Director Responsible: HoS/Unit	Q4 2025	

Section 2.4 Culture and Inclusion								
Priority	No.	Rating	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescales	Success Criteria/Outcome Measures
GE 4	2.4.7	Lower	Consolidate suite of supports and create dedicated site/hub e.g. 'Care for the carer' for all carers including individuals and line managers with greater recognition for and emphasis on support for eldercare.	2025 AS Survey feedback highlights reliance on individual line managers rather than institutional policies, and continued challenges in balancing work demands with caring responsibilities. Eldercare has emerged as a prominent issue for some staff members with 168 respondents reporting they had eldercare, particularly women. Many comments suggest eldercare is perceived as receiving less recognition and support compared to childcare responsibilities, despite being an increasingly common concern among staff.	Design a dedicated information hub for Carers on HR website to include all applicable policies for leave and support for all types of care. Categorise support and policies by care type. Link to internal and external sources of information and supports.	Lead: ER Manager Responsible: HR ISS	Q2 2028	Dedicated site/hub created. 2027 AS Survey will include Q around awareness of leave supports to be used as a baseline, with the aim of increased staff satisfaction by 2029 AS Survey.
KEA 5	2.4.8.i	Medium	Formally adopt ALTITUDE Charter principles.	Renew commitment to universal design and provide an opportunity for the University to share good practice across the tertiary education sector.	The VP EDI and Dean of Students will present the ALTITUDE Charter to UMT and seek institution commitment to formally adopt the Charter.	Lead: VP EDI, Dean of Students Responsible: UD Manager	Q2 2025	ALTITUDE Charter is adopted and widely promoted across the university through a co-ordinated campaign.
	2.4.8.ii				Roll out the introductory online course in UD for Senior Leaders in Tertiary Education (developed by ATU and MTU, as a sister project to the development of the ALTITUDE Charter) to UMT members.		Q4 2026	All members of UMT completed the UD for Senior Leaders in Tertiary Education programme.
KEA 5	2.4.9	High	Enhance the physical, social and academic spaces of the University to be 'autism-friendly'.	Disability registrations by primary disability category indicate an increase from 33 in 2015/16 to 139 students in 2023/24 registering with autism and from 25 to 203 students registering with ADD/ADHD in the same period. The President's Office and Dean of Students have jointly committed funds to support the application fee for Autism Friendly University (AFU) status addressing an increasing number of staff and students disclosing an autism diagnosis.	Steering Group established to oversee an application for AFU status. Identify administrative resources to support the application process with a view to submitting an application by Q2 2026 (stage 1). Adopt the Autism&Uni toolkit	Lead: Dean of Students	Q4 2026	Achieve Autism-friendly University award

Section 2.4 Culture and Inclusion								
Priority	No.	Rating	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescales	Success Criteria/Outcome Measures
KEA 2	2.4.10	Lower	Ensure EDI characteristics including inclusive range of gender identity options are implemented in the roll out of Student Digital Pathways record system.	Informal/social gender identity or name changes e.g. class lists, students email, and IDs are less successful than formal changes as the current SRS as the authoritative record source cannot accommodate 'to be known as' alternative names alongside registered or changed names.	OVPEDI has specified EDI characteristics for the new SRS - Student Digital Pathways including an inclusive range of gender identity options. The Head of EDI will maintain oversight to ensure the EDI characteristics are implemented in the roll out of new system.	Lead: Head EDI	Q1 2028	Students are recorded in student data system as the gender they identify as for both formal and informal changes.
GE 4	2.4.11	Medium	Include section for personal circumstances in academic promotion applications and assessment as part of review process to include consideration of broader equality grounds e.g. nationality, disability, and caring leave beyond statutory carer's leave, to build on action SAP 2.2.6.ii.	The VPEDI is leading a comprehensive review of the Academic Promotions Scheme (APS). Staff consultation indicates that a broader range of equality ground can impact on staff's ability to make a successful application for academic promotion and that this can disproportionately disadvantage certain groups.	Specify recommendations in the revision of the APS to include expanding consideration of EDI elements beyond recognition of statutory leave for carers to include broader equality grounds e.g. nationality, disability, and recognise the multiple everyday range of caring responsibilities of staff members.	Lead: VP EDI, DPR	Q1 2026	Revised APS includes an additional section to document broader EDI considerations and caring responsibilities and personal circumstances beyond statutory carer's leave. Providing clarity for applicants and assessors.
KEA 3	2.4.12	Medium	Promote inclusion of research staff through further integration into University community.	A research staff group was asked by Academic Council to produce a report in 2022 on the research staff position in the University. This report revealed that research staff feel somewhat excluded from the University community. Similarly, responses to 2024 research staff pulse survey with 202 respondents revealed that 29% of research staff do not feel supported and guided by the University during their time as a researcher and 32% of respondents submitted a neutral response. Qualitative responses to the survey also reveal issues around supports for research staff.	Implement recommendations in the Academic Council report on Research Staff submitted in 2022 including: •Inclusion of research staff on committees, working groups, and communications. •Research staff induction programmes at College level for new staff (linked to SAP 2.2.3 and 2.2.4). •Support recently established Research Staff Network to achieve objective of further integration.	Lead: VPRI Responsible: VP EDI, HR Director, Gov and Ac Sec	Q2 2028	Increase % of research staff satisfied with support and guidance from the university during their time as a researcher to 60% from a baseline of 39% from our 2024 pulse survey.

Section 2.4 Culture and Inclusion								
Priority	No.	Rating	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescales	Success Criteria/Outcome Measures
KE 4	2.4.13	High	Support implementation, monitoring and review of actions in Race Equality Framework and Action Plan 2023-2027.	The Race Equality Framework and Action Plan is a comprehensive commitment to addressing racism, promoting race equality and advancing intersectional equality. Recognising the specific relationship between AS Charter and Anti-Racism Principles underpinning EDI objectives, the implementation, monitoring and review of actions in the REFAP is substantially connected to the issues pertaining to ethnicity, specific staff cohorts in this AS application and Action Plan.	Track and report on progress of actions and related timelines in the implementation of REFAP. Further supported by systematic streamlining of EDI programmes of work specified under Action 1.2.3.	Lead: EDI Race Eq Manager Responsible: VP EDI, Head EDI	Q3 2025 - Q4 2027	Progress monitoring report on RE Action Plan published and actions reviewed 2025. 85% of actions in REFAP completed in 2027. AS Survey indicates progressive changes from baseline of 2023 RE survey.