Athena Swan Ireland: Bronze application form for Institutions

Applicant information

Name of institution	Dún Laoghaire Institute of Art, Design + Technology (IADT)
Date of current application	June 2022
Level of previous award, if applicable	N/A
Date of previous award, if applicable	N/A
Contact name	Claire McGing
Contact email	claire.mcging@iadt.ie
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Section	Words used
Section 1: An introduction to the institution's Athena Swan work	1,994/2,000
Section 2: An assessment of the institution's gender equality context and, where relevant, wider equality context	10,972/10,500 *(500 additional words used here)*
Section 3: Action Plan	N/A
Overall word count	12,966/12,500*

* For information on text included in the word count, please see our Word Allocation Guidance. **Do not remove application headings or question text from your application document. Doing so may invalidate your application.**

Contents

Abbreviations

AP	Action Plan
AL	Assistant Lecturer
AHEAD	Association for Higher Education Access and Disability
CAO	Central Applications Office
CFA	Creative Futures Academy
CID	Contract of Indefinite Duration
CPD	Continuous Professional Development
dlr	Dún Laoghaire–Rathdown
DRCC	Dublin Rape Crisis Centre
EDI	Equality, Diversity and Inclusion
EOI	Expression of Interest
EOS	Equal Opportunities Statement
FEH	Faculty of Enterprise + Humanities
FFACT	Faculty of Film, Art + Creative Technologies
HC	Head Count
HEA	Higher Education Authority
HEI	Higher Education Institution
HoD	Head of Department
HoF	Head of Faculty
HPAL	Hourly-Paid Assistant Lecturer
HR	Human Resources
IBEC	Irish Business and Employers Confederation
IBSA	Image-based sexual abuse
ICT	Information and Communications Technology
IHREC	Irish Human Rights and Equality Commission
IoT/TU	Institute of Technology/Technological University
IRC	Irish Research Council
IR	Industrial Relations
ISCED	International Standard Classification of Education
ISL	Irish Sign Language

IMD	International Men's Day
IWD	International Women's Day
IUA	Irish Universities Association
KPI	Key Performance Indicator
MOU	Memorandum of Understanding
NAND	Neither agree nor disagree
NCAD	National College of Art and Design
NDA	National Disability Authority
NFS	National Film School
NTETLI	National Forum for the Enhancement of Teaching and Learning
NWC	National Women's Council
OCED	Organisation for Economic Co-operation and Development
PDR	Professional Development Review
PNTS	Prefer not to say
PMASS	Professional, Managerial and Support Staff
RDI	Research, Development and Innovation
SAT	Self-Assessment Team
SFI	Science Foundation Ireland
SLI	Senior Lecturer I
SLII	Senior Lecturer II
SLIII	Senior Lecturer III
STEM	Science, Technology, Engineering and Mathematics
SVH	Sexual Violence and Harassment
T&L	Teaching and Learning
ToR	Terms of Reference
THEA	Technological Higher Education Association
UDL	Universal Design for Learning
VP	Vice-President
VLE	Virtual Learning Environment
WAM	Willing Able Mentoring
WTE	Whole Time Equivalent
YIFM	Young Irish Film Makers
VFX	Visual effects

Section 1: An introduction to the institution's Athena Swan work

In Section 1, applicants should evidence how they meet Criterion A:

+ Structures and processes underpin and recognise gender equality work and, where relevant, wider equality work

Recommended word count: 2000 words

1.1. Letter of endorsement from the head of the institution

Insert (with appropriate letterhead) a signed letter of endorsement from the head of the institution. The letter should comment on:

+ the link between the Athena Swan Ireland principles and the institutional strategy;

+ leadership of the head of institution in advancing equality, including any involvement in the self-assessment or specific actions;

+ evidence of how the institution's equality work is led and supported by the institution's senior management;

+ key priorities, achievements and challenges relating to gender equality as discerned from the self-assessment;

+ where relevant, key priorities, achievements and challenges relating to additional equality grounds, as discerned from the self-assessment;

+ priority actions to address the issues and opportunities identified.

Confirm the following:

The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution. ☒

Institute of Art, Design + Technology Dún Laoghaire

Sarah Fink
Head of Athena Swan Ireland (Acting)
Advance HE
c/o Higher Education Authority (HEA)
3 Shelbourne Buildings
Crampton Avenue
Shelbourne Road
Ballsbridge, Dublin 4
Ireland

28 June 2022

Dear Sarah,

I am pleased to present and endorse IADT's application for an Athena SWAN Bronze Institution Award. As we emerge from the Covid pandemic, I am immensely proud of how IADT, and our SAT team, maintained momentum and remained dedicated to this submission under the most difficult of circumstances. Furthermore, from my leadership position, I wish to affirm my personal and professional commitment, along with the collective commitment of the Institute, to the advancement of gender equality and additional equality grounds.

Established in 1997, IADT is Ireland's only Institute of Art, Design and Technology with a specific focus and mandate on the creative, cultural and technological sectors. The *IADT Strategic Plan 2019-2023* identifies equality, diversity and inclusion (EDI) as fundamental and central to the Institute's mission as we continue to develop a fulfilling and progressive work and learning environment and to ensure that members of the IADT community support, value, and respect each other.

One of our key strategic objectives — and integral to our current and future strategic ambitions — is the attainment of Athena SWAN accreditation.

IADT is proud to be one of Ireland's first HEIs to apply under the new Charter principles. I recognise and appreciate the work of you and your colleagues in agreeing and publishing principles aligned with the local, national and European context of higher education in Ireland and for including other equality grounds in addition to gender equality.

Despite our unsuccessful submission, the Institute learned a great deal from our prior effort to achieve accreditation in 2019. Not least among the Executive management team, of how Athena SWAN priorities are cross-cutting and require a deep understanding of institutional policies, practices, and cultures at all institutional levels. Notably, and in light of its strategic importance and increasing sector-wide demands, our reflection on the 2019 process identified the need for a full-time officer dedicated to EDI. The EDI Manager is situated in the President's Office, with a dedicated budget line and significant autonomy. The Manager reports directly to me; thus, I am the EDI champion at the Executive level and through to our Governing Body.

David Smith
Uachtarán | President

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Several positive initiatives outlined in our previous application remain in place, and we implemented other good practices in response to the panel's feedback. For example:
- *Good levels of gender balance in many pockets of the campus;*
- *Mandatory EDI questions in the question bank for all prospective candidates;*
- *Gender-focused outreach initiatives in male-dominated subjects in TV, Film and computing;*
- *A rolling suite of EDI training for staff;*
- *Mandatory EDI training for Y1 students.*

These initiatives provide IADT's leadership with a sound basis to address other deficiencies in our EDI work and commitments.

However, through this process, we have learned that the achievement of gender parity and EDI activity is not, in itself, an indicator of a wholly positive culture.

Athena SWAN has shown — and emphasised — the need to carefully reflect on how we create and ensure a safe and respectful environment for all. A particular challenge for the "cultural evolution" of a small but expanding institution like IADT is the extent to which the impact of legacy issues weighs us down and inhibits our progress; in some cases, these issues go back many years and are not necessarily related to EDI.

As a newly appointed President, these were unforeseen matters for the new EDI Manager and me when we were appointed in 2020. However, work has been undertaken to address these issues, and we will continue to make progress and endeavour to address historical matters as and when raised by our community.

Yet, the relatively small size of our Institute also provides unique opportunities, as our scale facilitates more bottom-up and top-down communications at all levels of the organisation. For example, IADT Staff across all grades regularly interact during their working day. In terms of EDI, our size allows the EDI office to provide more 'hands-on' support to sub-units than would be the case in a larger HEI.

This diversity and positive engagement intra-staff is also reflected in our Self-Assessment Team (SAT) profile and their commitment levels. Their dedication, and that of our EDI team, provide IADT with valuable insights and a clear "programme of work", as evidenced throughout this submission.

In light of the SAT's insights and findings, the following areas are key priorities for IADT:
- *Embed core changes to policy and practice on bullying and harassment;*
- *Increase the number of confidential staff declarations of race/ethnicity and disability;*
- *Develop a Remote Working Policy for IADT;*
- *Advance career development and progression support for staff;*
- *Increase transparency and communications of EDI datasets and activities.*

**Institute of
Art, Design +
Technology
Dún Laoghaire**

I wish to re-affirm that all action items in the *EDI Action Plan* have my full support and the support of the IADT leadership team. Each action represents a direct response to the needs and priorities expressed by our staff, SAT, and students during the consultation phase. Consultations frequently reflected our legislative responsibilities and were cognisant of the significant organisational and operational constraints of Ireland's Higher Education Technological Sector.

IADT will fully resource our *EDI Action Plan* to bring us forward over the next four years. Actions will be firmly embedded as part of IADT's strategic priorities, including the next IADT Strategic Plan, which we will commence in early 2023.

Finally, the information presented in the application (including quantitative and qualitative data) is an honest, accurate and true representation of the institution.

Yours sincerely,

David Smith
President
Dún Laoghaire Institute of Art, Design and Technology (IADT)

## 1.2. Governance and recognition of equality, diversity and inclusion work

1.2.1 Overview

a.   Provide a description of the institution's equality, diversity and inclusion structures and institution and department/professional unit-level resources, including staff resource. This should include information on:

+ where the institution is in the Athena Swan process;
+ an organigram of the institution's key management and/or committee structures that includes the formal reporting structures in place to carry out and support the institution's equality, diversity and inclusion activity;
+ how equality, diversity and inclusion work is supported by and embedded within the governance structure of the institution;
+ the formal processes in place to resource, distribute, recognise and reward equality, diversity and inclusion work;
+ resource provision for the action plan and associated activities to ensure effective implementation;
+ the support for equality activity in sub-units (e.g. academic departments and professional units) of the institution, including steps taken by the institution to identify, support and resource sub-units to apply for Athena Swan awards;
+ any departmental/professional unit Athena Swan awards achieved to date.

The Dun Laoghaire Institute of Art, Design + Technology (IADT) signed up to the Athena SWAN Charter in March 2017. The Institute unsuccessfully applied for Bronze accreditation in the April 2019 round. The panel noted gaps in the self-assessment and felt the Action Plan did not meet the SMART criteria, particularly the 'S', 'M' and 'R' components. The Head of Athena SWAN Ireland was invited onto campus for an applicant feedback session with the self-assessment team (SAT). The panel's comments were carefully considered by the SAT and fully taken on board for the resubmission process in June 2022.

Figure 1.2.1.1 shows the Institute's Executive Management structure and formal reporting structures to carry out and support equality, diversity and inclusion (EDI) activity. Following IADT's unsuccessful Athena SWAN application in 2019, the Executive Management team sought to ensure a good governance structure and to provide leadership and accountability for EDI. Key to this change was the reconstitution of the EDI Committee (formerly the Athena SWAN Committee but now with an expanded remit) by the IADT Governing Body in December 2020. **A progress report on the implementation of the EDI Action Plan (EDI AP) will be presented to the Governing Body via the EDI Committee and the Executive Management team twice per year (EDI AP 1.1)**.

Figure 1.2.1.1 *IADT's Governance, Executive Management and EDI reporting structures*
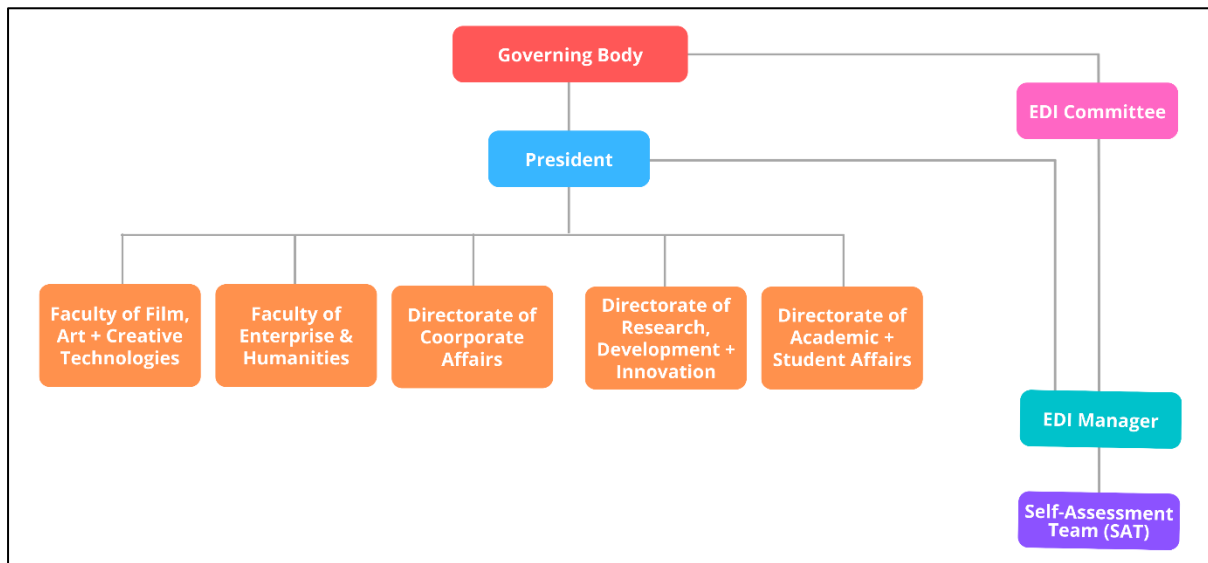
Since 2019, EDI has been included as a standing agenda item for all formal institutional meetings. This gives an opportunity to look back at the decisions made during the meeting and to note any issues related to EDI. Critical issues are flagged by the EDI Manager and reported to the President every two months. **An annual report on this process will be presented to the EDI Committee (EDI AP 1.2)**.

In 2017, the Registrar was appointed to the post of Vice-President (VP) for EDI in addition to his core role. An EDI Manager was also recruited internally for six months to coordinate IADT's application in 2019. Regretfully this application was unsuccessful. Consequently, Executive Management identified the need for a dedicated resource to manage EDI given its strategic importance and increasing sectoral demands. In January 2020, a full-time EDI Manager was appointed via an external recruitment process. The functions of the previous VP EDI were transferred to the new EDI Manager, including the role of chairperson of the SAT. Importantly, the EDI Manager reports directly to the IADT President who is the EDI champion on the Executive. In April 2021, IADT also recruited a part-time EDI Administrator to support the EDI Office.

The EDI Office has been established as a separate business unit with its own resources rather than having to compete with other functional areas for resources. The EDI Manager has full control over the EDI budget and this allows for funds to be used in a specialised way. The EDI budget amounts to €27k in 2022 (an increase of €7k since 2021). It is supplemented by the central budget for staff training and development where there is a cross-over with other functions, e.g. HR training sessions linked to EDI.

An advantage of a smaller specialist institution like IADT is that the EDI office is enabled to provide high levels of support for EDI activity in sub-units. For instance, the EDI Manager and HR Manager have a weekly standing meeting to update each other on key sectoral and local developments and to progress shared action items.

Another example is the EDI Office's contribution to the FilmEU consortium. IADT and three other film schools in Europe have been funded by the European Commission to explore and develop an

EU University for the Film and Media Arts. The EDI Manager actively participates in a work package on EDI. **IADT will provide leadership in the establishment of an EDI AP for the new EU University (EDI AP 1.3).**

Beyond a dedicated EDI function, the Institute aims to resource, distribute, recognise, and reward EDI work undertaken by staff. However, the restricted nature of nationally negotiated academic contracts in the Institute of Technology/Technological University sector (IoT/TU) presents very real challenges in this area. Our EDI AP proposes actions to advance this goal within these constraints.

- **Establish a 'President's Award for EDI' as part of a larger annual staff awards scheme, with nominations from staff (EDI AP 1.4)**.
- **Launch an EDI Seed Fund to support innovative sub-unit projects which promote EDI and human rights (EDI AP 1.5)**.
- **Roll out the Irish University Association (IUA) 'EDI in HE eLearning programme' on the intranet and develop a digital badge on completion for staff profiles (EDI AP 1.6)**.

Following a recent review of recruitment and selection practices, mandatory EDI competency questions have been added to the question bank for all advertised roles at IADT, tailored to the grade and nature of the job. Thus, IADT considers EDI engagement to be an important dimension of professional development and job motivation for prospective hires, internal and external. **An impact assessment of the EDI question bank will be undertaken after one year and further questions added or weightings changed if necessary to maximise its impact (EDI AP 3.5)**.

As the Institute does not yet have Athena SWAN accreditation, no departmental/professional unit awards have been achieved to date. **An expression of interest (EOI) process will be put in place for sub-units wishing to apply and a resource guide and training developed for local SATs (EDI AP 1.7)**.

1.2.2. Demographics

b.   Provide information on how equality grounds are captured in staff data systems and/or other methods (e.g. staff survey). This should include comment on:

   + whether or not data is collected across equality grounds;
   + how disclosure is supported and if appropriate safeguards are in place;
   + disclosure rates where identifiable or appropriate;
   + process for recording staff as the gender with which they identify in staff data systems and in this submission.

The IADT HR office collates staff data on *sex/gender*, *age*, *disability*, and *ethnicity*. Staff disclosures relating to disability and ethnic background are optional. At present, these two datasets are collated annually by HR via a voluntary questionnaire to align with sectoral reporting requirements.

The Core HR system will be updated to allow salaried staff to anonymously disclose their diversity data, with an awareness campaign launched to encourage staff disclosure. All equality grounds will be included (EDI AP 1.8). A strategy will be devised to collate diversity data on hourly-paid staff (EDI AP 1.9).

The Athena SWAN culture survey to support this application asked staff about sex/gender, disability, ethnicity, and family status. These categories were selected because of their relevance to the Athena SWAN Charter.

Future staff surveys will include a wider range of equality grounds, with care taken to protect the anonymity and confidentiality of staff in a small institution (EDI AP 1.10).

Gender

Birth certificates inform the process for recording a new staff member's sex/gender in staff data systems. Only two gender categories are legally recognised in Ireland; female and male. These categories must be recorded by IADT for pensions and social protection purposes.

To align with the HEA annual statistical return by gender and ethnicity for 2021, all IADT staff members were given the option via a voluntary questionnaire from HR to identify as 'gender non-binary' or 'other'. Two members of staff selected one of these categories. Data from the 2021 HEA gender return was used to inform this application.[1]

Using new guidance from IBEC, a policy will be developed to allow trans and gender non-binary staff at IADT to have their preferred gender recorded by HR for reporting purposes. Birth certificates will continue to inform formal records for pensions and social protection until a third gender option is specified in law (EDI AP 1.11).

Age

As a public sector institution, the HR Office is required to collect data on the age profile of staff for reporting and pension purposes. Age data is confirmed via a new staff member's birth certificate.

Disability

The Institute asks all staff to voluntarily and anonymously disclose their disability status via an annual staff census. The *Disability Act 2005* requires IADT as a public sector institution to report this data to the HEA for statistical purposes. The most recent staff census achieved a 23% response rate. Members of staff are encouraged by the HR Manager to complete the census, but the disclosure of a disability by staff is not legally mandated. 4.4% of staff by Head Count (HC) and 7% of staff by Whole-Time Equivalent (WTE) disclosed a disability in the last census.

IADT seeks to create a positive environment in which all prospective and current staff members feel safe to make a declaration of a disability. We recently published a Code of Practice for the Employment of Staff with a Disability. **The Institute aims to raise awareness of this *Code of Practice* (EDI AP 1.12) and to increase the number of confidential declarations (EDI AP 1.8-1.9).**

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[1] These two staff members have been removed from a number of tables to protect their anonymity and confidentiality.

In response to a data request from the HEA on the ethnic and cultural background of staff in 2021, the HR Manager distributed a voluntary and anonymous questionnaire to collate this information. The overall response rate was low; 26% of staff (core and non-core funded) disclosed their ethnic or cultural background and 74% did not (**Table 1.2.2.1**). Academic Staff (**Table 1.2.2.2**) were notably less likely to respond than PMASS categories (**Table 1.2.2.3**). Gender differences can also be observed (**Tables 1.2.2.1-1.2.2.3**).

Table 1.2.2.1 *Ethnicity declarations - All staff (core and non-funded) (%)*

Ethnicity declarations - All staff (%)		
	Female	Male	Total
Unknown	70	79	74
Known	30	21	26

Table 1.2.2.2 *Ethnicity declarations – Academic Staff (core and non-funded) (%)*

Ethnicity declarations - Academic Staff (%)		
	Female	Male	Total
Unknown	80	84	82
Known	20	16	18

Table 1.2.2.3 *Ethnicity declarations - PMASS Staff (core and non-core funded) (%)*

Ethnicity declarations - PMASS Staff (%)		
	Female	Male	Total
Unknown	51	59	54
Known	49	41	46

The IADT EDI Manager and HR Manager will liaise with the EDI unit in An Garda Siochána (national police service) to investigate how they have achieved very high response rates amongst prospective and current staff to their requests for ethnicity data. This information session will be opened up to EDI and HR colleagues in other HEIs for shared learning (EDI AP 1.13).

1.3. The self-assessment process

Outline the process of self-assessment undertaken in preparation for this application. This should include:

+ a description of the self-assessment team, including comment on the roles and responsibilities of individuals, and how these were assigned. The gender of SAT members, their professional/student role in the institution, and their specific role in the SAT should be noted in a table;

+ an overview of the approach taken to evidence-gathering and analysis. Details of consultation response rates, disaggregated by gender, should be provided;

+ information on plans for evaluating progress, including action plan implementation, over the coming four-year period. This should make reference to how often the SAT will meet, and how SAT succession and turnover will be planned and managed;

+ information on how the findings and activity of the self-assessment team are, and will continue to be, communicated to senior management and the wider institution.

1.3.1. SAT

In April 2020, the new EDI Manager/SAT Chair opened an EOI for staff to join the SAT. Six members of the former SAT wished to remain on as members and six new representatives joined the group.

Table 1.3.1.1 lists the composition of the SAT. All members took responsibility for particular aspects of the self-assessment process. **Figure 1.3.1.1** captures the range of diversity and professional experience on the team.

Between June 2020 and June 2022, the group met approximately every two months during term time, with more regular meetings held during periods of heightened activity (e.g. survey design, finalising the draft, etc.). All SAT meetings were held remotely due to Covid-19. **The SAT Terms of Reference (TOR) will be updated to include a mixture of online and in-person meetings (EDI AP 1.15)**.

Table 1.3.1.1   *Membership of the IADT SAT*

SAT member	IADT role
Claire McGing (Chair)	EDI Manager
Rachel Skelly (Secretariat)	EDI Administrator
Anne Wright	Lecturer in the Department of Technology + Psychology (FFACT)
Barry Dignam	Head of the Department of European Projects (FFACT)
Conor Logan	Finance Manager
David Quin	Lecturer in the Department of Film + Media (FFACT)
Denise McMorrow	Student Experiences Manager
Dr Andrew Errity	Head of Department of Technology + Psychology (FFACT)
Dr Nicola Fox-Hamilton	Lecturer in the Department of Technology + Psychology (FFACT)
Dr Tina Kinsella	Head of Department of Design + Visual Arts (FFACT)
Kai Fic	IADTSU Welfare & Equality Office
Louise Glynn	Lecturer in the Department of Technology + Psychology (FFACT)
Niamh Clifford	HR Manager
Rebecca Roper	Head of Teaching & Learning (T&L)
Stephen Boyd	Lecturer, Department of Humanities + Arts Management (FEH)

Figure 1.3.1.1 *Diversity and professional experience on the SAT*

Self Assessment Team Profile

Legend: Demographics | Caring Responsibilities | Family Life | Staff Profile | EDI
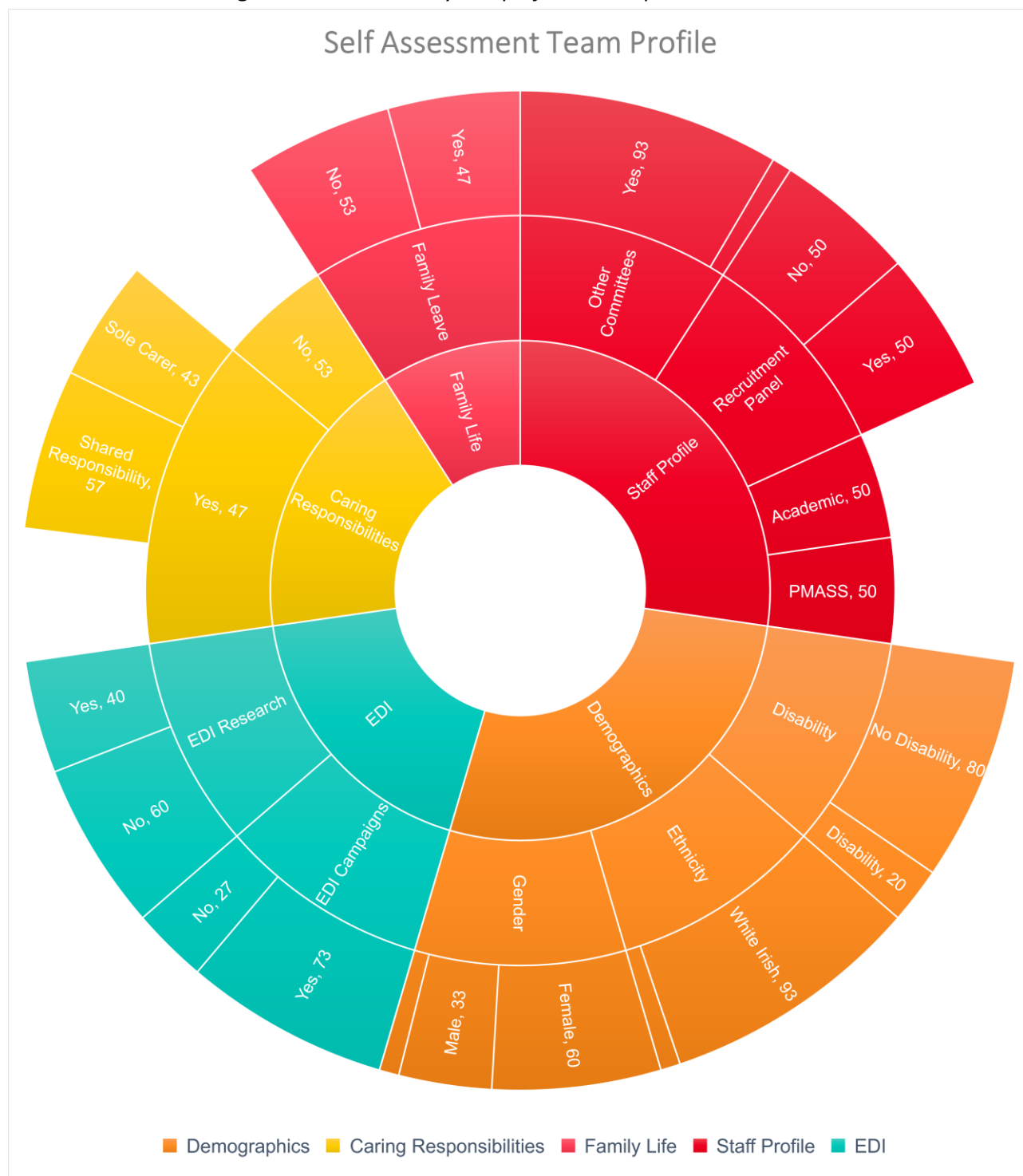
Non-managerial PMASS cohorts and colleagues in Entrepreneurship and Humanities + Arts Management are underrepresented on the SAT. There is also a lack of racial and ethnic diversity. **A new EOI for staff to join the SAT will open to ensure that other colleagues have an opportunity to engage with Athena SWAN, with a particular focus on underrepresented staff categories and social identities (EDI AP 1.14)**.

1.3.2. Working Groups

Three working groups were established to provide in-depth reflections on the staff survey data and to propose actions in specific areas (**Table 1.3.2.1**). The working groups also inputted into the design of the staff survey in 2020. The groups were filled via an EOI open to all staff and other members were approached by the SAT Chair due to the nature of their functional role.

Table 1.3.2.1   *Membership of Athena SWAN Working Groups*

Career Development & Progression	
Name	**IADT role**
Mary Anne O'Carroll	Staff Training, Learning + Development Officer
Anne Wright	Lecturer in the Department of Technology + Psychology (FFACT) SAT member
Louise Glynn	Lecturer in the Department of Technology + Psychology (FFACT) SAT member
Dr Daithí Mac Síthigh	Head of Research
Dr Selina Guinness	Lecturer in the Department of Humanities + Arts Management at IADT (FEH)
Dr Sharon McGreevy	Lecturer in the Department of Entrepreneurship (FEH)
Culture and Organisation	
Jane Buggle	Librarian
Robyn Maguire	Information Point Co-ordinator
Emma Fry	Senior Quality Officer
Michele Murphy	School Liaison Officer
Bernadette Meagher	FÍS Manager
Dawn O'Connor	Careers Officer

Mark Joyce	Lecturer in the Department of Design + Visual Arts
Dr Jeff Taylor	Lecturer, in the Department of Entrepreneurship (FEH)
Care/Leave/Flexible Working	
Philip Penny	Researcher (Directorate of Research, Development + Innovation [RDI])
Rebecca Downes	HR Administrator
Sylvia Wrynn	Faculty Administration Manager (FEH)

1.3.3. Culture Survey

An online culture survey was distributed to all IADT staff between December 2020-January 2021. Staff were invited to participate via email, and line managers were asked to encourage their team to complete the survey. The survey was voluntary and anonymous.

A total of 135 staff members responded to the survey[2], representing an overall response rate of 40%. **Tables 1.3.3.1-1.3.3.6** disaggregate the response rates by gender, role, and contract type.

Across all categories, a higher proportion of females than males completed the survey. 14% of the sample (N=19) did not disclose their gender or selected non-binary/other[3]; 15 of these respondents identified as Academic Staff. Notable throughout the analysis is that respondents in the 'Other' category reported consistently more negative experiences/perceptions of IADT compared to staff coded as female or male. They may have felt more comfortable responding to the survey in an open way without sharing their gender or other personal characteristics.

A majority (55%) of staff with permanent/CID or fixed-term contracts responded to the survey (**Table 1.3.3.2**). By contrast, there was a very low response rate from hourly-paid Assistant Lecturers (HPALs) of 7% (**Table 1.3.3.3**). In response to this, focus groups were held with HPALs to ensure their views were heard. An invitation was sent out via the Faculty offices. Two sessions were facilitated by an external EDI consultant and a report was prepared for the SAT on the findings. 14 HPALs (10 females and four males) participated in a focus group. Staff were paid for their time.

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[2] The response rate is based on the total head count (HC) of core-funded staff reported to the HEA as of 31st December 2020. The survey was not sent to casual staff cohorts.

[3] For the purpose of clarity, participants were compiled into the category 'Other' if they identified with a gender other than female/male (e.g. non-binary or other) or did not specify their gender identity. This also protects the anonymity and confidentiality of a small number of gender minority staff.

Table 1.3.3.1   *Survey response rate – Total IADT population*

	Female	Male	Total
Responses	77	39	135
% of responses completed from total IADT population	41.0% (Based on female N = 188)	25.7% (Based on male N = 152)	39.7% (Based on staff N = 340)

Note: N = 19 staff reported as Other

Table 1.3.3.2   *Survey response rate – Permanent/CID/Fixed-term staff (Academic and PMASS)*

	Female	Male	Total
Responses	72	37	123
% of responses completed from population	59.0% (Based on female N = 122)	35.9% (Based on male N = 103)	54.7% (Based on total staff N = 225)

Note: N = 14 staff reported as Other

Table 1.3.3.3   *Survey response rate – HPALs*

	Female	Male	Total
Responses	5	2	8
% of responses completed from population	7.6% (Based on female N = 66)	4.1% (Based on male N = 49)	7.0% (Based on total staff N = 115)

Note: N = 1 staff reported as Other

Table 1.3.3.4   *Survey response rate - All Academic Staff*

	Female	Male	Total
Responses	39	28	82
% of responses completed from population	30.2% (Based on female N = 129)	23.5% (Based on male N = 119)	33.0% (Based on staff N = 248)

Note: N = 15 staff reported as Other

Table 1.3.3.5   *Survey response rate - Permanent/CID/Fixed-term Academic Staff*

	Female	Male	Total
Responses	35	26	72
% of responses completed from population	55.6% (Based on female N = 63)	37.1% (Based on male N =70)	54.1% (Based on staff N = 133)

Note: N = 11 staff reported as Other

Table 1.3.3.6   *Survey response rate - Permanent/CID/Fixed-term PMASS Staff*

	Female	Male	Total
Responses	38	10	51
% of responses completed from population	64.4% (Based on female N = 59)	30.3% (Based on male N = 33)	64.1% (Based on staff N = 92)

Note: N = 3 staff reported as Other

The Institute will run biennial culture surveys of staff to assess the impact of the EDI AP and to identify other EDI issues. Targeted measures will be put in place to try to increase the number of responses (EDI AP 1.16).

1.3.4. SAT communications

Figure 1.3.3.1 details how the findings and activity of the SAT were communicated to senior management and the wider institution.

Figure 1.3.3.1   *SAT communications to senior management and the wider institution*

Since April 2020 - Executive and Central Managers received a standing update from the EDI Manager/SAT Chair at monthly management meetings.

October-November 2021 - The SAT Chair presented a detailed report on the survey results to the SAT, EDI Committee of Governing Body, Executive Managers, and Central Managers.

January 2022 - The SAT Chair hosted three online information sessions for staff on the survey results and proposed actions. 45 staff attended a session. The survey report was shared with all staff on OneDrive.

May 2022 - The IADT President and Executive team held three in-person information sessions to update staff on the key strategic and operational activities which have been ongoing since 2020, including the status of the Athena SWAN application, and to frame IADT's future strategic goals. These were the first all-staff events to be held on campus since the outbreak of Covid-19. 141 staff registered for a session. **Athena SWAN/EDI will be a standing update at all-staff information sessions in the future (EDI AP 1.17)**.

June 2022 – The draft was shared with the Executive Management team, SAT, and Working Groups for final comments.

The SAT will oversee the implementation of the EDI AP. A number of actions are proposed for the SAT in the post-submission phase:

- **To advance transparency of key statistics, an EDI audit will be published for managers and staff annually and include a gender/EDI analysis of committee and leadership structures; staffing; recruitment and selection; training and development; student intake; and benchmarking data (EDI AP 1.18)**.
- **A new EOI for staff to join the SAT will open to ensure that other colleagues have an opportunity to engage with Athena SWAN (EDI AP 1.14). The group will meet a minimum of three times per year, with the minutes of these meetings published for staff (EDI AP 1.15).**
- **A dedicated intranet page for Athena SWAN/EDI will be developed to promote training, resources, and other activities (EDI AP 1.19).**
- **A new SAT will be established in 2025 to prepare for the Institute's Bronze renewal application in 2026 (EDI AP 1.20).**

Section 1 – Action items

A progress report on the implementation of the EDI AP will be presented to the Governing Body via the EDI Committee and the Executive Management team twice per year (**EDI AP 1.1**).

Prepare an annual report for the EDI Committee on the EDI impacts of decisions made in formal institutional meetings (**EDI AP 1.2**).

IADT will provide leadership in the establishment of an EDI AP for FilmEU (**EDI AP 1.3**).

Establish a 'President's Award for EDI' as part of a larger annual staff awards scheme, with nominations from staff (**EDI AP 1.4**).

Launch an EDI Seed Fund to support innovative sub-unit projects which promote EDI and human rights (**EDI AP 1.5**).

Roll out the IUA 'EDI in HE eLearning' programme on the intranet and develop a digital badge on completion for staff profiles (**EDI AP 1.6**).

An EOI process will be put in place for sub-units wishing to apply and a resource guide and training developed for local SATs (**EDI AP 1.7**).

The Core HR system will be updated to allow salaried staff to anonymously disclose their diversity data, with an awareness campaign launched to encourage staff disclosure. All equality grounds will be included (**EDI AP 1.8**).

A strategy will be devised to collate diversity data on hourly-paid staff (**EDI AP 1.9**).

Future staff surveys will include a wider range of equality grounds, with care taken to protect the anonymity and confidentiality of staff in a small institution (**EDI AP 1.10**).

Using new guidance from IBEC, a policy will be developed to allow trans and gender non-binary staff at IADT to have their preferred gender recorded by HR for reporting purposes. Birth certificates will continue to inform formal records for pensions and social protection until a third gender option is specified in law **(EDI AP 1.11**).

Raise prospective and current staff awareness of *the* IADT Code of Conduct for the Employment of Staff with a Disability (**EDI AP 1.12**).

The IADT EDI Manager and HR Manager will liaise with the EDI unit in An Garda Siochana (national police service) to investigate how they have achieved very high response rates amongst prospective and current staff to their requests for ethnicity data. This information session will be opened up to EDI and HR colleagues in other HEIs for shared learning (**EDI AP 1.13**).

A new EOI for staff to join the SAT will open to ensure that other colleagues have an opportunity to engage with Athena SWAN, with a particular focus on underrepresented staff categories and social identities (**EDI AP 1.14**).

The SAT TOR will be updated to include a mixture of online and in-person meetings. The group will meet a minimum of three times per year, with the minutes of these meetings published for staff (**EDI AP 1.15**).

The Institute will run biennial culture surveys of staff to assess the impact of the EDI AP and to identify other EDI issues. Targeted measures will be put in place to try to increase the number of responses (**EDI AP 1.16**).

Athena SWAN/EDI will be a standing update at all-staff information sessions in the future (**EDI AP 1.17**).

To advance transparency of key statistics, an EDI audit will be published for managers and staff annually and include gender/EDI analysis of committee and leadership structures; staffing; recruitment and selection; training and development; student intake; and benchmarking data (**EDI AP 1.18**).

A dedicated intranet page for Athena SWAN/EDI will be developed to promote training, resources, and other activities (**EDI AP 1.19**).

A new SAT will be established in 2025 to prepare for the Institute's Bronze renewal application in 2026 (**EDI AP 1.20**).

An impact assessment of the EDI question bank will be undertaken after one year and further questions added or weightings changed if necessary to maximise its impact (**EDI AP 3.5**).

Section 2: An assessment of the institution's gender equality context and, where relevant, wider equality context

In Section 2, applicants should evidence how they meet Criterion B:

+ Evidence-based recognition of the issues and opportunities facing the applicant

Recommended word count: 10,500 words

2.1. Overview of the institution and its context

2.1.1   Overview

a. Provide a brief introduction to the institution, including any relevant contextual information. This should include information on:

  + the mission of the institution, including its teaching and research focus;
  + the total number of staff by category of post;
  + the total number of student enrolments by programme type.

Established in 1997, IADT is Ireland's only institute of art, design and technology with a specific focus on the creative, cultural and technological sectors. It is a state institution and one of the publicly funded Institutes of Technology (IoTs) operating under the *Institutes of Technology Acts 1992 to 2006*. The campus is located in Dún Laoghaire, Dublin.

In December 2021, the Institute had a total of **484** staff across all categories reported to the HEA; **357** Academic Staff (including HPALs) and **127** PMASS Staff.

IADT has two faculties; the Faculty of Film, Art and Creative Technologies (FFACT) and the Faculty of Enterprise and Humanities (FEH). FFACT is the larger faculty and houses three academic departments and FEH has two departments (**Figure 2.1.1.1**).

Figure 2.1.1.1   IADT academic structure
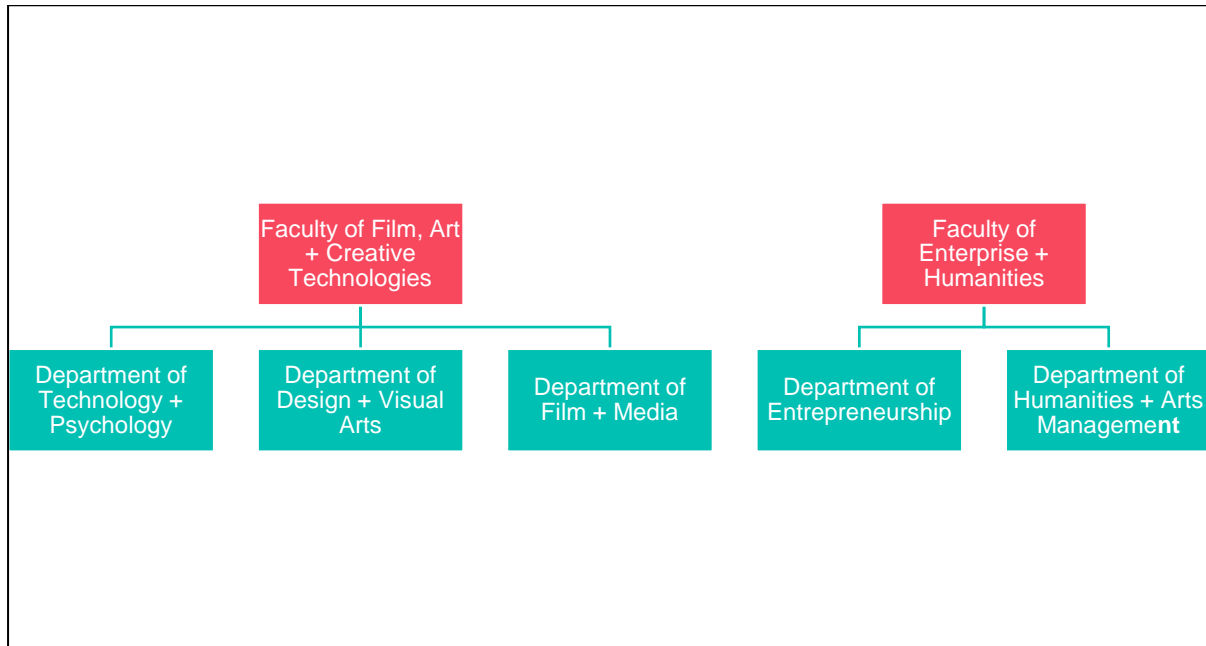
The Institute is actively building on its relationship with Dún Laoghaire–Rathdown County Council (dlr) and has a Memorandum of Understanding (MOU) with dlr pending. **IADT will scope out the potential for future collaborative opportunities with the dlr Age Friendly and Social Inclusion unit and Integration Forum (EDI AP 2.1). We will also investigate establishing a 'Men's Shed' on campus for the local community (EDI AP 2.2)**.

IADT has a strategic goal to increase its research profile, research funding, and scholarly activity amongst staff. Faculty members undertake applied and theory-based research across a wide range of areas, including animation, augmented reality, cyberpsychology, design and innovation, EDI, entrepreneurship, film and media, humanities, human-computer interaction, and VFX. Research funding to the Institute has increased in recent years, with a first Irish Research Council (IRC) award, a first Science Foundation Ireland (SFI) award, and a number of EU schemes (including two Horizon 2020 projects).

The Institute currently has a total of **2,435** registered students (**Table 2.1.1.1**). The vast majority of students (82%) are full-time undergraduates.

Table 2.1.1.1   *Breakdown of IADT student body, 2021/22*

	Full-time	Part-time	Labour activation	Total
Undergraduate	1998	79	41	2118
Postgraduate	102	139	76	317
Total	2100	218	117	2435

In terms of student enrolments, IADT is the second smallest of the HEIs under the remit of the HEA (after the National College for Art and Design [NCAD]) and the smallest in the IoT/TU sector.

b. Analyse and benchmark data on all staff by:

+ the gender and category of post;
+ ethnicity and category of post;
+ additional equality grounds and category of post that are collected by the institution.

2.1.2. Demographics

Gender

Based on the annual gender statistics reported to the HEA in December 2021[4], IADT has a total staff HC of 484 (**Table 2.1.2.1**) and a WTE of 242.05. (**Table 2.1.2.2**). These figures encompass all core-funded and specialist exchequer and non-exchequer funded categories. The HC for core-funded staff is 377 (**Table 2.1.2.3**) and the WTE is 211.59 (**Table 2.1.2.4**). Looking at specialist exchequer and non-exchequer funded categories, the HC is 107 (**Table 2.1.2.5**) and the WTE is 30.46 (**Table 2.1.2.6**).

Gender differences between HC and WTE figures are minor, apart from non-core Academic Staff where the percentage of female WTE is higher than HC and vice versa for males (**Table 2.1.2.6**). This largely reflects the gender breakdown of hourly-paid staff on particular programmes, mainly professional practice experts who contribute a small number of teaching hours per year.

Table 2.1.2.1   *Staff by HC (core and non-core funded categories, 2021)*

All staff – HC - Dec 2021				
	Female	Male	Other	Total
Academic Staff	172 (48.2%)	184 (51.5%)	1 (0.3%)	357 (100%)
PMASS Staff	82 (64.6%)	44 (34.6%)	1 (0.8%)	127 (100%)
Total	254 (52.5%)	228 (47.1%)	2 (0.4%)	484 (100%)

Table 2.1.2.2   *Staff by WTE (core and non-core funded categories, 2021)*

All staff - WTE - Dec 2021				
	Female	Male	Other	Total
Academic Staff	72.39 (47.5%)	79.10 (51.9%)	1.00 (0.7%)	152.48 (100%)
PMASS Staff	58.10 (64.9%)	30.96 (34.6%)	0.50 (0.6%)	89.57 (100%)
Total	130.49 (53.9%)	110.06 (45.5%)	1.50 (0.6%)	242.05 (100%)

Table 2.1.2.3   *Staff by HC (core-funded categories, 2021)*

Core staff – HC – Dec 2021				
	Female	Male	Other	Total
Academic Staff	135 (48.2%)	144 (51.4%)	1 (0.4%)	280 (100%)
PMASS Staff	64 (66.0%)	33 (34.0%)	0 (0%)	97 (100%)
Total	199 (52.8%)	177 (46.9%)	1 (0.3%)	377 (100%)

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[4] Where relevant, this application gives HC and WTE datasets to fully align with annual gender reporting to the HEA. WTE figures have been rounded to two decimal places for simplicity.

Table 2.1.2.4   *Staff by WTE (core-funded categories, 2021)*

| Core staff – WTE - Dec 2021				
	Female	Male	Other	Total
Academic Staff	58.52 (45.9%)	68.10 (53.4%)	1.00 (0.8%)	127.62 (100%)
PMASS Staff	54.68 (65.1%)	29.28 (34.9%)	0.00 (0%)	83.97 (100%)
Total	113.20 (53.5%)	97.39 (46.0%)	1.00 (0.5%)	211.59 (100%)

Table 2.1.2.5   *Staff by HC (non-core funded categories, 2021)*

Non-core staff - HC – Dec 2021				
	Female	Male	Other	Total
Academic Staff	37 (48.1%)	40 (51.9%)	0 (0%)	77 (100%)
PMASS Staff	18 (60.0%)	11 (36.7%)	1 (3.3%)	30 (100%)
Total	55 (51.4%)	51 (47.7%)	1 (0.9%)	107 (100%)

Table 2.1.2.6   *Staff by WTE (non-core funded categories, 2021)*

Non-core staff – WTE – Dec 2021				
	Female	Male	Other	Total
Academic Staff	13.86 (55.8%)	11.00 (44.2%)	0.00 (0%)	24.86 (100%)
PMASS Staff	3.42 (61.1%)	1.68 (30.0%)	0.50 (8.9%)	5.60 (100%)
Total	17.28 (56.7%)	12.68 (41.6%)	0.50 (1.6%)	30.46 (100%)

The Institute's gender profile was benchmarked against the latest data for the IoT/TU sector (HEA 2020 gender returns). As the HEA does not publish HC data, WTE figures were used to ensure an accurate comparison. The gender breakdown of core-funded Academic Staff at IADT mirrors the sector and gender parity has almost been achieved (**Figure 2.1.2.1**).

Figure 2.1.2.1   *IADT (2021) vs IoT/TU sector (2020) – Academic core-funded WTE*
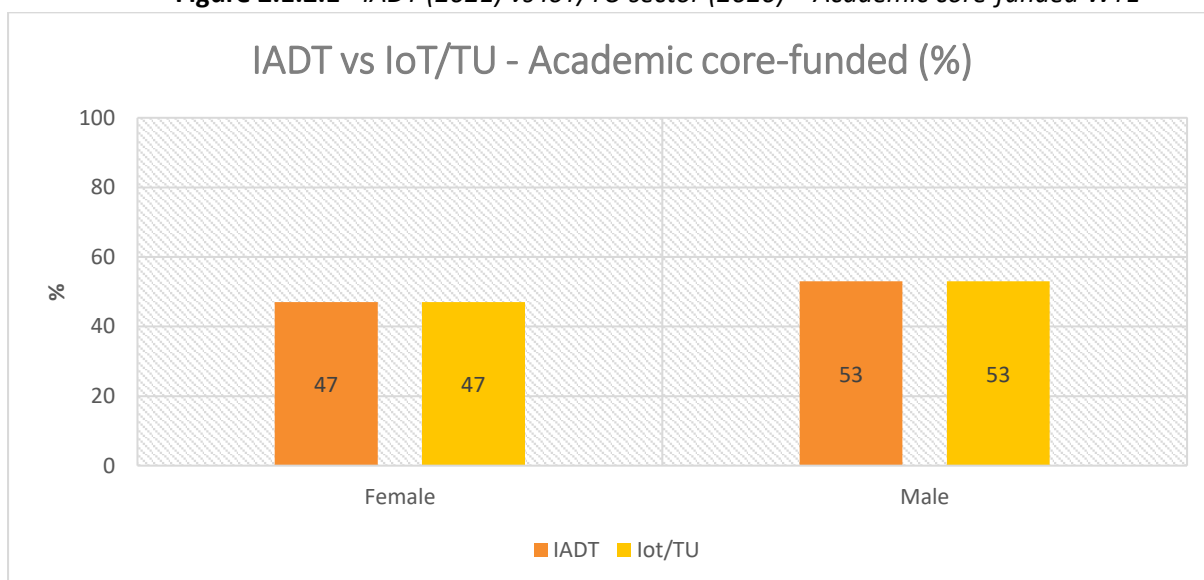
By contrast, the percentage of female non-core funded Academic Staff is 10% higher than the sector (**Figure 2.1.2.2**).

Figure 2.1.2.2 *IADT (2021) vs IoT/TU sector (2020) – Academic non-core funded WTE*

IADT vs IoT/TU - Academic non-core funded (%)
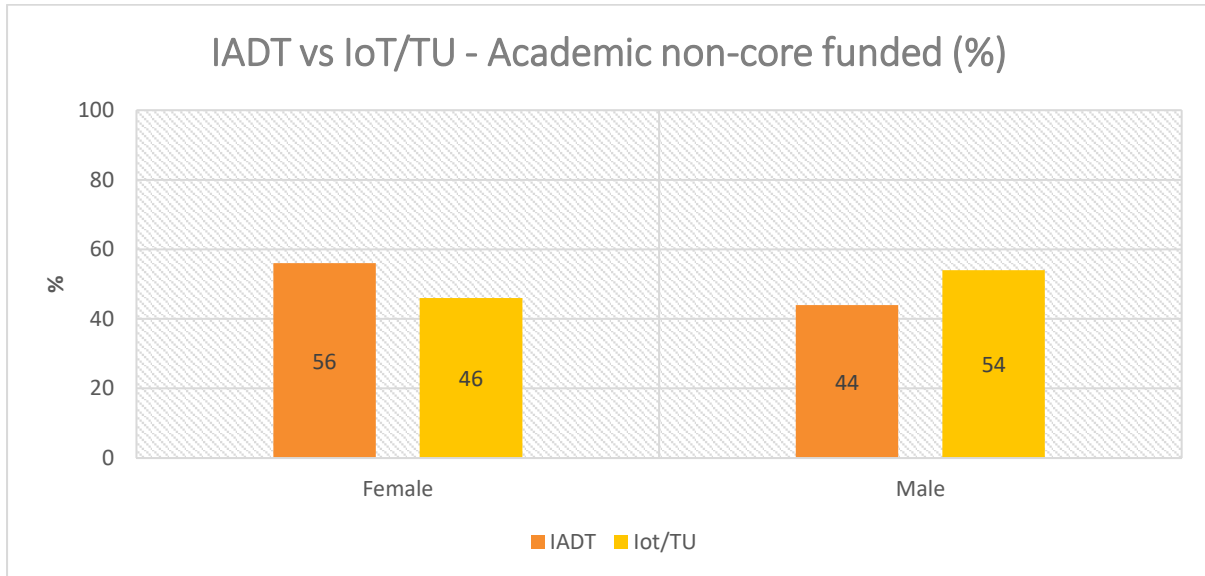
Males are underrepresented in PMASS grades in the sector and the percentage of male PMASS Staff at IADT is between 5-6% lower than the sectoral average (**Figures 2.1.2.3-2.1.2.4**). The raw numbers at IADT, however, are small and this limits statistical significance.

Figure 2.1.2.3 *IADT (2021) vs IoT/TU sector (2020) – PMASS core-funded WTE*

IADT vs IoT/TU - PMASS core-funded (%)
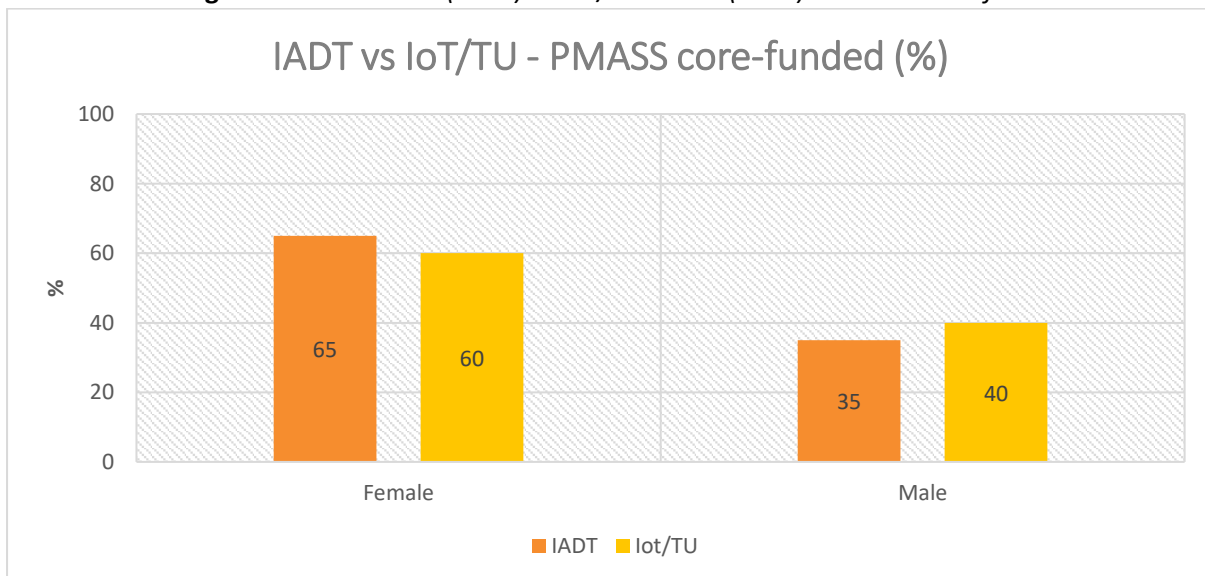
Figure 2.1.2.4   *IADT (2021) vs IoT/TU sector (2020) – PMASS non-core funded WTE*
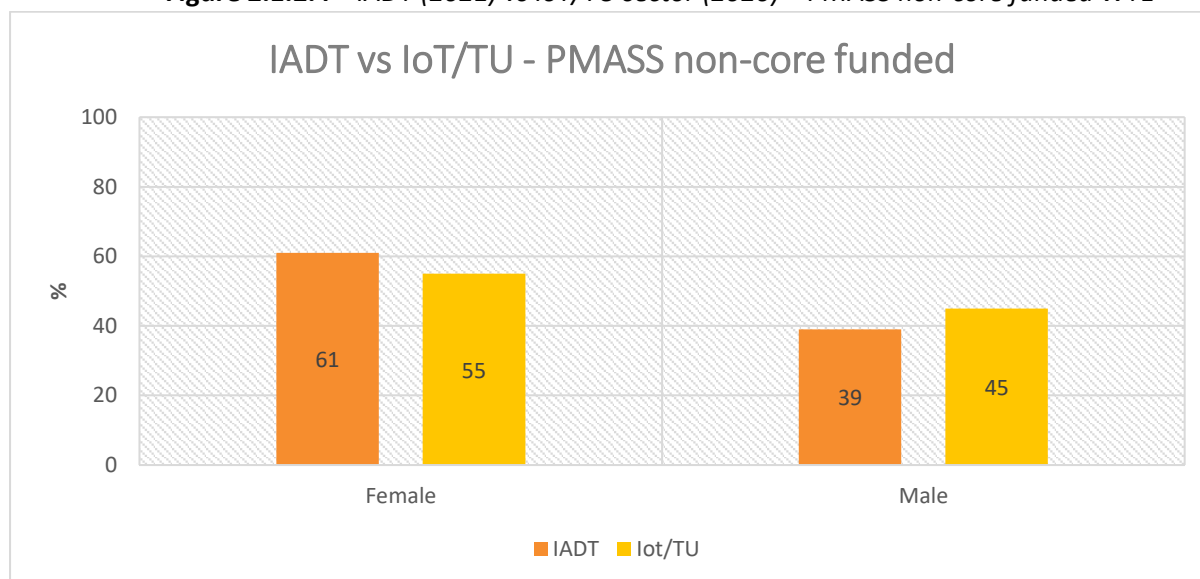
Ethnicity

The available data from 2021 shows a lack of ethnic and cultural diversity across our staff body, with a very large proportion of staff identifying as White Irish (**Figure 2.1.2.5**).

Figure 2.1.2.5   *Ethnic and cultural diversity of IADT staff (2021)*
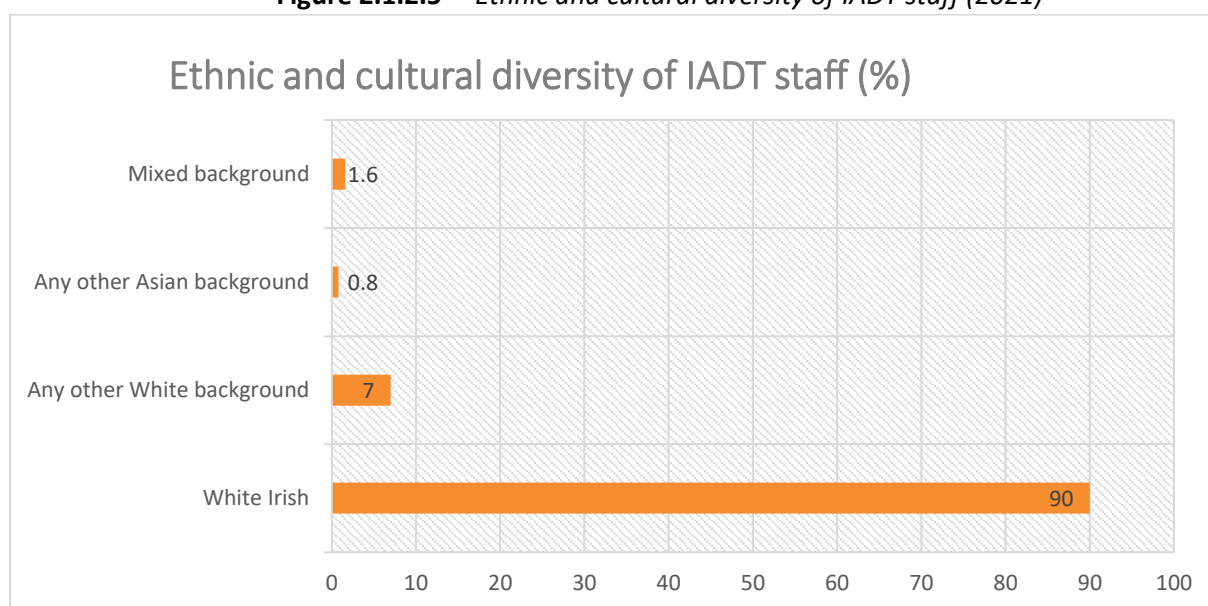
The lack of diversity is further reflected in the survey data where only 2% of staff identified as coming from a minority ethnic background (**Figure 2.1.2.6**).

Figure 2.1.2.6 *Ethnic breakdown of survey respondents*
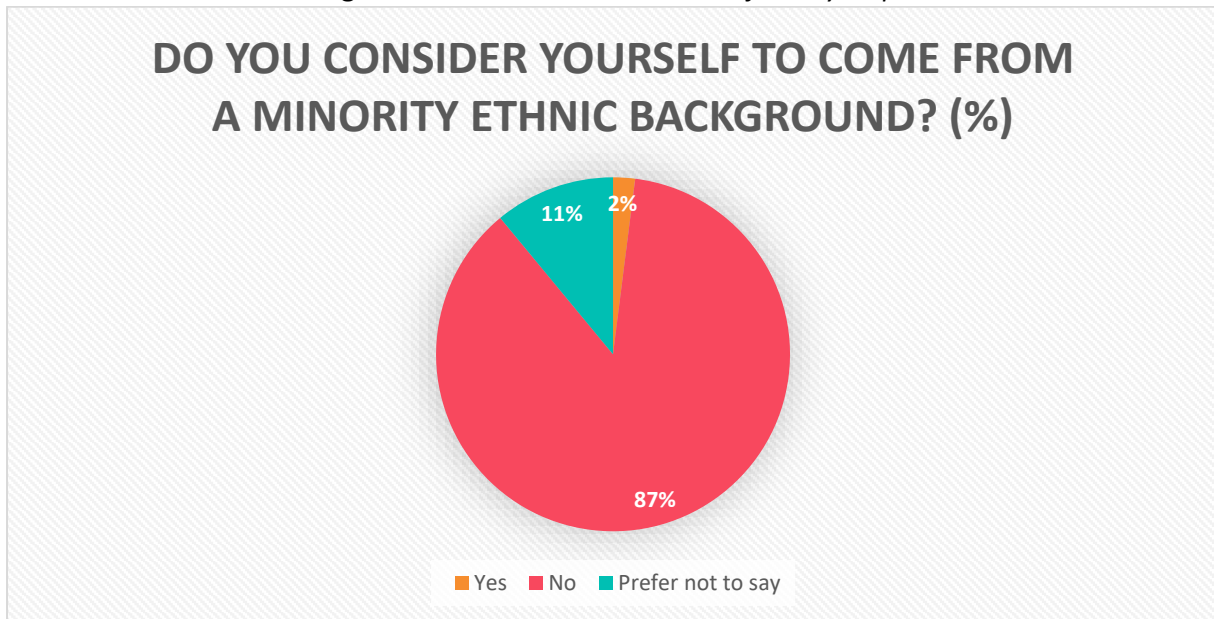
Again, it is important to note that this data only include colleagues who declared this information to HR or EDI. **IADT aims to raise staff awareness of confidential disclosure and to encourage more staff to submit their diversity data (EDI AP 1.8-1.9)**.

The available data shows that IADT finds it challenging to recruit and attract staff from minority ethnic backgrounds. **Table 2.1.2.5** examines how IADT compares to the population of dlr. There is a lack of ethnic and cultural diversity in the county at large; however, the percentage of White Irish staff in IADT is 8% higher than in the local community. Other ethnic and cultural groups are underrepresented in IADT relative to population. **The 2022 census return will be used to update benchmarking data for IADT and published as part of the first EDI audit (EDI AP 2.3).**

Table 2.1.2.7 *Ethnic or cultural background of IADT (2021) vs dlr (2016)*

| Ethnic or cultural background	IADT (%)	Census (%)
White Irish	90	82.3
White Irish Traveller	0	0.2
Other White	7	9.4
Black or Black Irish	0	0.7
Asian or Asian Irish	0.8	3.5
Other	1.6	3.9
Total	100	100

Disability

The most recent Disability Return (2020) shows that 4.4% of IADT staff by HC and 7% WTE have a disability. These figures exceed the average in the public sector in Ireland, where the overall percentage of employees reporting a disability is currently at 3.1% (National Disability Authority [NDA], 2021).

IADT has a KPI to increase the proportion of staff with a disability to 5% by 2023. **IADT aims to grow the number of prospective and employed staff with a disability (EDI AP 1.12)**.

12% of survey respondents disclosed a disability, impairment, chronic health condition (including mental health), or learning difference (**Figure 2.1.2.7**). Staff may have felt more confident volunteering this information as part of a wider culture survey.

Figure 2.1.2.7   *Disability declarations in the staff survey*

Do you consider yourself to have a disability, impairment, chronic health condition (including mental health) or learning difference?

- Yes: 12%
- No: 78%
- Prefer not to say: 10%

■ Yes   ■ No   ■ Prefer not to say
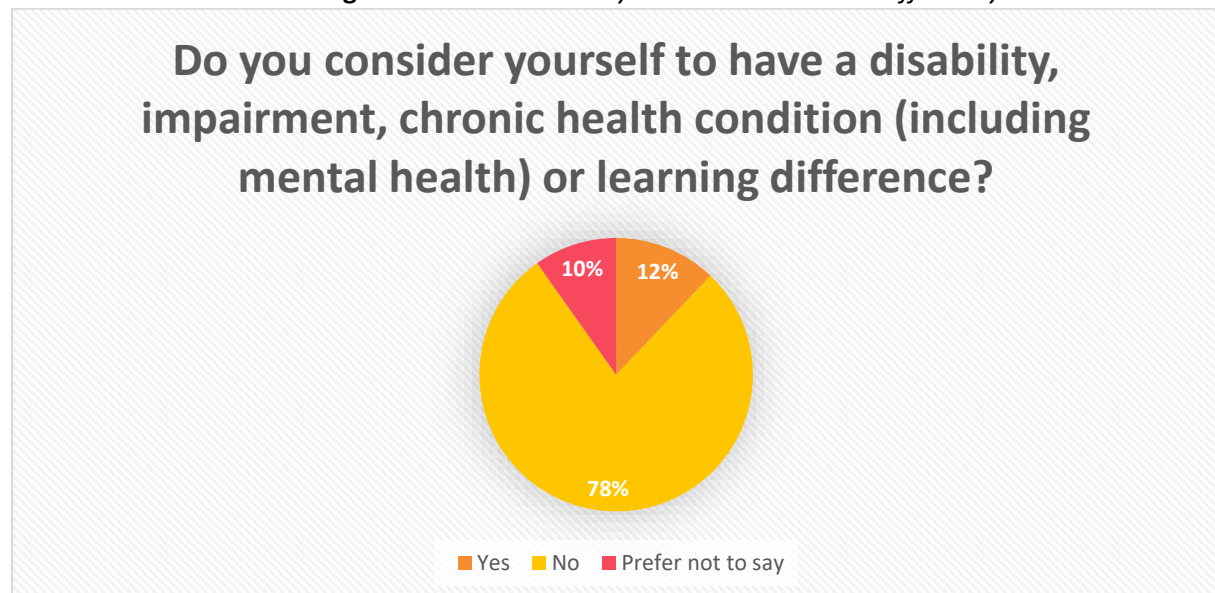
Age

Figure 2.1.2.8. gives the age profile of IADT staff.[5] 79% of staff are over the age of 40, while only 13% are under 39.

Figure 2.1.2.8   *Age Profile of IADT staff (2020)*

Age profile of IADT staff (2020)

- 20-39: 13%
- 40-54: 46%
- 55 and above: 33%
- Unknown: 8%

■ 20-39   ■ 40-54   ■ 55 and above   ■ Unknown

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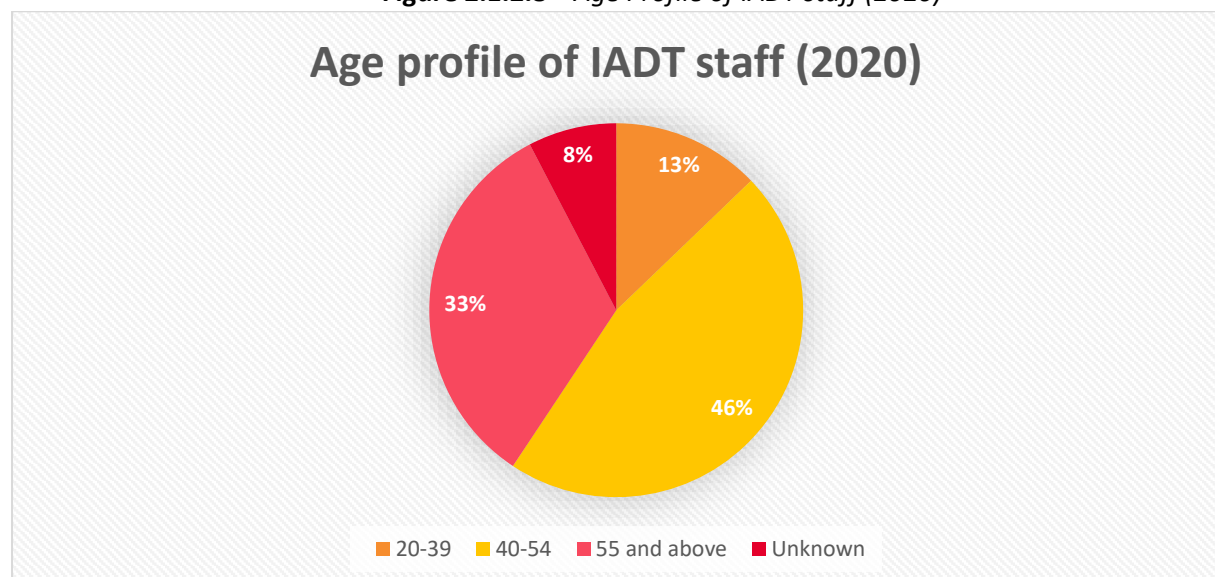
[5] Hourly-paid staff are excluded from this analysis.

Age data demonstrates the need for IADT to align staff training and awareness raising with the life cycle.

The age profile of our staff body suggests that a significant percentage of female staff are likely to be experiencing menopausal symptoms at present or will in the future. **We aim to support staff during menopause and raise awareness of menopause (EDI AP 2.4).**

Our age profile also shows the need to concentrate on gender and age-specific health issues for male staff. **The Institute will roll out initiatives for men's health and wellbeing in the workplace (EDI AP 2.5).**

2.1.3. Leadership structures

c. Comment and reflect on the institution's key leadership structures and committees. This should include data by gender, with benchmarks where available, on the following:

+ Governing Body/Authority membership;
+ Academic Council membership;
+ Executive Management Team, or equivalent, membership;
+ Influential institutional committee membership;
+ Heads of academic departments and professional units.

Table 2.1.3.1 and **Figure 2.1.3.1** provides data by gender on the Institute's key leadership structures and committees (as of December 2021). The Governing Body is gender-balanced and females account for a slight majority of Academic Council. Two of the six members (33%) of the executive management team are female.

Some chairs and members hold ex-officio roles on Governing Body and Academic Council and sub-committees. This makes it difficult to achieve gender balance in some cases.

Table 2.1.3.1   *Key leadership structures and committees by gender (2021)*

	Female	Male	Chair (F/M)
Governing Body	9 (50%)	9 (50%)	Male (Chair of Governing Body)
Academic Council	11 (55%)	9 (45%)	Male (President)
Executive	2 (33%)	4 (67%)	Male (President)
Total	22 (50%)	22 (50%)	100% male

Figure 2.1.3.1   *Key leadership structures and committees by gender (2021)*
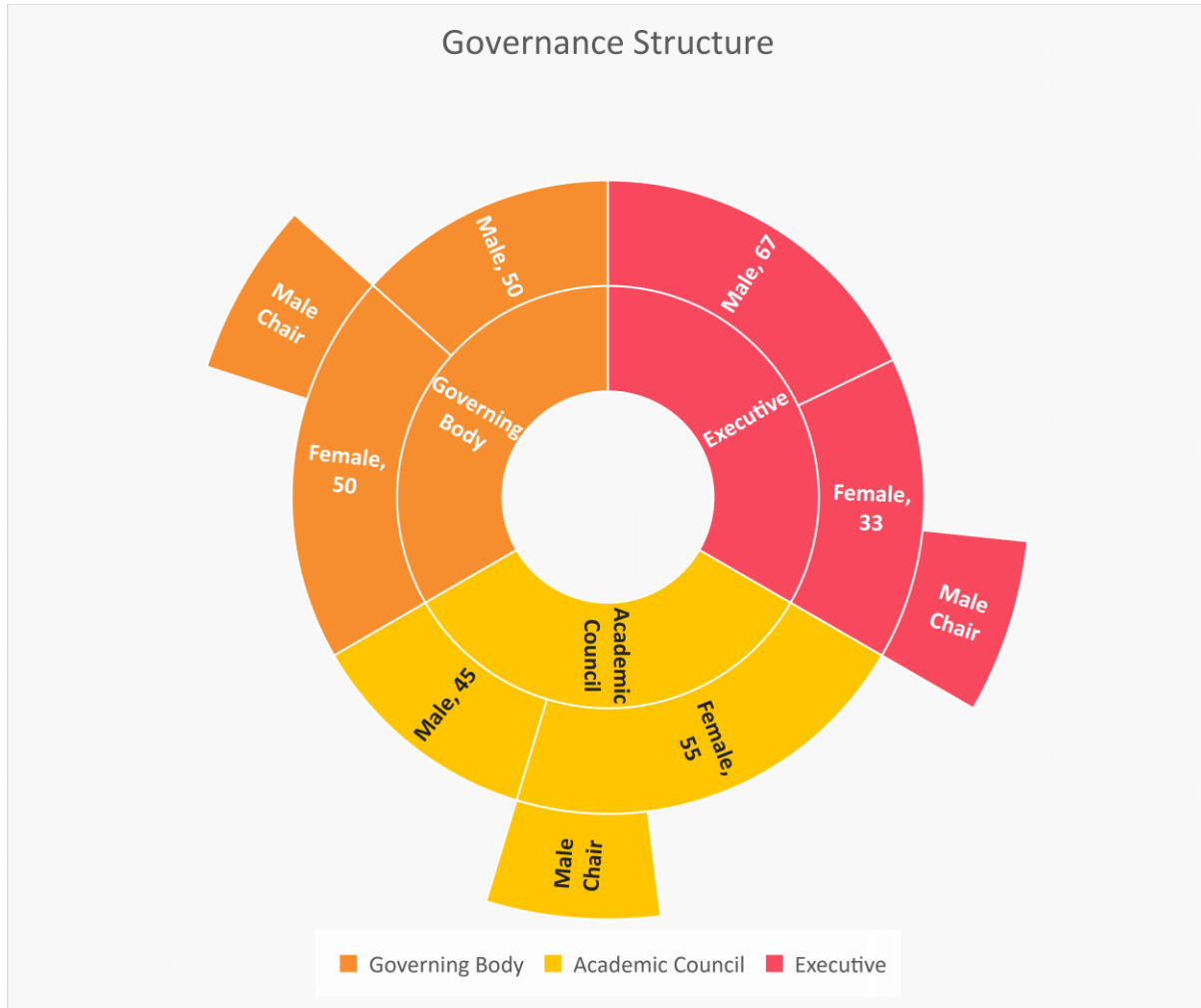
Table 2.1.3.2 provides information on Executive Managers by gender and functional area. IADT's Executive team is amongst the smallest in the IoT/TU sector with six members. This means that new appointments or resignations/retirements can have a significant impact on gender representation.

Table 2.1.3.2   *Executive managers by gender and functional area (2021)*

	Female	Male
President (Chair)		1
Registrar		1
Head of Faculty - FFACT		1
Head of Faculty - FEH	1	
Director of Research, Development & Innovation (RDI)	1	
Secretary/Financial Controller		1
Total	2 (33%)	4 (67%)

Nine of the 11 HEIs in the IoT/TU sector have achieved a minimum of 40% representation of each gender on their Governing Body and all HEIs have reached this target on the Academic Council. By contrast, only five have achieved the 40% target for Executive management.

Gender data was also compiled on sub-committees of Governing Body (**Table 2.1.3.3**) and Academic Council (**Table 2.1.3.4**). Again, several members of these structures are *ex-officio* and this impacts gender equality, e.g. the high number of female PMASS Staff in student-facing roles who sit on Academic Council sub-committees.

The Registrar asks academic line managers to consider gender equality when appointing academic representatives to Academic Council structures and this has been achieved in most cases.

Table 2.1.3.3   *Membership of Governing Body sub-committees by gender (2021)*

	Female	Male	Chair (F/M)
EDI Committee	7 (64%)	4 (36%)	Female
Audit + Risk Committee	2 (40%)	3 (60%)	Male
Recruitment & Selection Committee	1 (25%)	3 (75%)	Male
Total	9 (47%)	10 (53%)	33% female 67% male

Table 2.1.3.4   *Membership of Academic Council sub-committees by gender (2021)*

	Female	Male	Chair (F/M)
Academic Planning, Coordination + Review Committee	9 (82%)	2 (18%)	Male
Programme Validation Committee	10 (77%)	3 (23%)	Male
Quality Enhancement	9 (64%)	5 (36%)	Male
Research & Development	8 (62%)	5 (39%)	Female
Student Experience	7 (58%)	5 (42%)	Female
Teaching + Learning	10 (71%)	4 (29%)	Female
Total	53 (69%)	24 (31%)	50% female 50% male

Tables 2.1.3.5 and **2.1.3.6** list the gender breakdown of Academic and PMASS Managers on the Central Management team. The academic category is close to gender parity, on the other hand, females account for a majority of managers in PMASS functions.

Table 2.1.3.5   *Gender breakdown of Central Academic Managers*

	Female	Male
Design + Visual Arts	1	
Entrepreneurship	1	
Film + Media	1	
Humanities + Arts Management		1
Technology + Psychology		1
European Projects		1
Head of Research		1
Total	3 (43%)	4 (57%)

Table 2.1.3.6   *Gender breakdown of Central PMASS Managers*

	Female	Male
Assistant Registrar	1	
Banner 9 Project Manager (formerly Academic & Student Affairs Manager)		1
EDI Manager	1	
Enterprise + Innovation Manager	1	
Estates + Facilities Manager	1	
Finance Manager		1
HR Manager	1	
ICT Manager		1
Librarian	1	
Student Experience Manager	1	
Total	7 (70%)	3 (30%)

d.   Comment and reflect on how the institution is building capacity to understand and address any underrepresentation in leadership and committee roles across additional equality grounds.

Governance structures at IADT operate according to the THEA Code of Governance for IoTs (2018) and the Code of Practice for the Governance of State Bodies (2021). These codes require the Governing Body and its committees to have due regard for the benefits of a diverse and gender-balanced membership. The IADT Governing Body has at least two members from a minority ethnic background (both external).

To increase transparency, gender and wider EDI data (where available) on the Institute's key leadership structures and committees will be published for staff each year as part of the EDI audit (EDI AP 1.18).

Section 2.1 – Action items

The *Core HR* system will be updated to allow salaried staff to anonymously disclose their diversity data, with an awareness campaign launched to encourage staff disclosure. All equality grounds will be included (**EDI AP 1.8**).

Devise a strategy to collate diversity data on hourly-paid staff (**EDI AP 1.9**).

Publish an annual EDI audit to include a gender/EDI analysis of committee and leadership structures; staffing; recruitment and selection; training and development; student intake; and benchmarking data (**EDI AP 1.18**).

IADT will scope out the potential for future collaborative opportunities with the dlr Age Friendly and Social Inclusion unit and Integration Forum (**EDI AP 2.1**).

Investigate the potential of establishing a 'Men's Shed' on campus for the local community (**EDI AP 2.2**).

Use the 2022 census return to update benchmarking data for IADT on ethnic and cultural diversity (**EDI AP 2.3**).

Develop a campus-wide strategy for supporting staff during menopause and raise on-campus awareness of menopause (**EDI AP 2.4**).

Roll out initiatives for men's health and wellbeing in the workplace (**EDI AP 2.5**).

2.2 Supporting and advancing academic and research staff careers

2.2.1 Gender

a. Provide data on staff by grade and gender. Analyse and benchmark the career pipeline(s) across the institution.

Table 2.2.1.1 provides data on Academic Staff by grade and gender across IADT (HC and WTE). There are gender differences in AL and Lecturer grades across the five academic departments, however, small numbers limit statistical significance in some instances. A majority of Senior Lecturer I (SLI) posts are held by female staff, while males comprise a majority of Senior Lecturer II posts (SLII). SLII are academic Head of Department (HoD) posts. There is gender parity amongst the two Senior Lecturer III (SLIII) grades. These are Head of Faculty (HoF) posts.

IADT benchmarks favourably against IoT/TU institutions at all grades. The percentage of female SL posts is considerably higher than the national figure (**Table 2.2.1.1**).

<div align="center">

Table 2.2.1.1 *Academic Staff by gender and gender (2021)*

</div>

	ASSISTANT LECTURER			
	Female		Male	
	HC	WTE	HC	WTE
Faculty of Film, Art & Creative Technology				
Dept of Design & Visual Arts	9 (56%)	6.67 (56%)	7 (44%)	5.31 (44%)
Dept of Film & Media	2 (18%)	1.33 (22%)	11 (82%)	4.78 (78%)
Department of Technology and Psychology	5 (71%)	4.67 (76%)	2 (29%)	1.50 (24%)
Faculty of Enterprise and Humanities				
Dept of Entrepreneurship	1 (14%)	1.00 (19%)	6 (86%)	4.33 (81%)
Dept of Humanities & Arts Management				0.67 (100%)
Directorate of Research, Development and Innovation				
Totals	**17 (40%)**	**13.67 (46%)**	**26 (60%)**	**15.92 (54%)**
IoT/TU sector (2020)		**46%**		**54%**
	LECTURER			
	Female		Male	
	HC	WTE	HC	WTE
Faculty of Film, Art & Creative Technology	1 (100%)	1.00 (100%)		
Dept of Design & Visual Arts	9 (39%)	8.51 (39%)	14 (61%)	13.19 (61%)
Dept of Film & Media	2 (13%)	2.00 (12%)	15 (87%)	14.63 (88%)
Department of Technology and Psychology	12 (50%)	11.38 (50%)	12 (50%)	11.50 (50%)
Faculty of Enterprise and Humanities	1 (100%)	1.69 (100%)		
Dept of Entrepreneurship	8 (67%)	7.75 (66%)	4 (33%)	3.94 (34%)

	HC	WTE	HC	WTE
Dept of Humanities & Arts Management	10 (83%)	7.44 (81%)	2 (17%)	1.75 (19%)
Directorate of Research, Development and Innovation				
Totals	**43 (48%)**	**39.76 (47%)**	**47 (52%)**	**45.01 (53%)**
IoT/TU sector		**49%**		**51%**

SENIOR LECTURER I				
	Female		Male	
	HC	WTE	HC	WTE
Faculty of Film, Art & Creative Technology				
Dept of Design & Visual Arts	1 (100%)	1.00 (100%)		
Dept of Film & Media	1 (100%)	1.00 (100%)		
Department of Technology and Psychology			1 (100%)	1.00 (100%)
Faculty of Enterprise and Humanities				
Dept of Entrepreneurship			1 (100%)	1.00 (100%)
Dept of Humanities & Arts Management	2 (100%)	2.00 (100%)		
Directorate of Research, Development and Innovation				
Totals	**4 (67%)**	**4.00 (67%)**	**2 (33%)**	**2.00 (33%)**

SENIOR LECTURER II				
	Female		Male	
	HC	WTE	HC	WTE
Faculty of Film, Art & Creative Technology			1 (100%)	1.00 (100%)
Dept of Design & Visual Arts	1 (100%)	1.00 (100%)		
Dept of Film & Media	1 (100%)	1.00 (100%)		
Department of Technology and Psychology			1 (100%)	1.00 (100%)
Faculty of Enterprise and Humanities				
Dept of Entrepreneurship	1 (100%)	1.00 (100%)		
Dept of Humanities & Arts Management			1 (100%)	1.00 (100%)
Directorate of Research, Development and Innovation			1	1.00
Totals	**3 (43%)**	**3.00 (43%)**	**4 (57%)**	**4.00 (57%)**

SENIOR LECTURER III				
	Female		Male	
	HC	WTE	HC	WTE
Faculty of Film, Art & Creative Technology			1 (100%)	1.00 (100%)
Dept of Design & Visual Arts				

	Female		Male	
Dept of Film & Media				
Department of Technology and Psychology				
Faculty of Enterprise and Humanities	1 (100%)	1.00 (100%)		
Dept of Entrepreneurship				
Dept of Humanities & Arts Management				
Directorate of Research, Development and Innovation				
Totals	**1 (50%)**	**1.00 (50%)**	**1 (50%)**	**1.00 (50%)**
ALL SENIOR LECTURER GRADES				
IADT	8 (53%)	8.00 (53%)	7 (47%)	7.00 (47%)
IoT/TU sector		**36%**		**64%**
TOTAL ACADEMIC STAFF				
	Female		Male	
	HC	WTE	HC	WTE
Faculty of Film, Art & Creative Technology	1 (33%)	1.00 (33%)	2 (67%)	2.00 (67%)
Dept of Design & Visual Arts	20 (49%)	17.18 (48%)	21 (51%)	18.49 (52%)
Dept of Film & Media	6 (19%)	5.33 (22%)	26 (81%)	19.41 (78%)
Department of Technology and Psychology	17 (52%)	16.05 (52%)	16 (48%)	15.00 (48%)
Faculty of Enterprise and Humanities	2 (100%)	2.69 (100%)	0 (0%)	0.00 (0%)
Dept of Entrepreneurship	10 (48%)	9.75 (52%)	11 (52%)	9.27 (48%)
Dept of Humanities & Arts Management	12 (80%)	9.44 (73%)	3 (20%)	4.05 (27%)
Directorate of Research, Development and Innovation	0 (0%)	0.00 (0%)	1 (100%)	1.00 (100%)
Totals	**68 (46%)**	**61.43 (47%)**	**80 (54%)**	**68.59 (53%)**
IoT/TU sector		**47%**		**53%**

b. Provide data on staff on fixed-term contracts, contracts of indefinite duration/permanent contracts and hourly-paid contracts by gender. Outline the instances where fixed-term and hourly-paid contract types are used. This should include comment on:

+ whether or not numbers of fixed term/hourly paid contracts are representative of a typical year;
+ the rationale for the use of short-term contracts;
+ the extent to which hourly-paid teaching staff contribute to the delivery of core modules.

Data reported to the HEA on academic contract types by gender (core-funded and non-core funded staff) shows very good levels of gender balance across all contract types (**Table 2.2.2.1**).

Table 2.2.2.1   *Academic contract types by gender (core-funded and non-core funded staff, 2021)*

	Female HC	**Female WTE**	**Male HC**	**Male WTE**
Permanent	34 (45%)	35.83 (46%)	42 (55%)	42.46 (54%)
CID	29 (50%)	22.49 (51%)	29 (50%)	21.21 (49%)
Fixed-term/Temporary	109 (49%)	14.12 (48%)	113 (51%)	15.37 (52%)
Total	172 (48%)	72.44 (48%)	184 (52%)	79.04 (52%)

There are a number of reasons why IADT employs Academic Staff on a fixed/term or temporary contract, for example, to attain teaching expertise in particular disciplinary areas or to backfill roles when a staff member is on leave or bought out for other duties.

Hourly-paid Academic Staff

A little over 8% of IADT's entire staff WTE is made up of HPALs and Tutor Demonstrators. 10% of Academic Staff contributing to undergraduate teaching are HPALs or Tutor Demonstrators. In terms of HC, there are approximately 133 hourly-paid staff working 8,747 hours on undergraduate courses and a further 66 staff in this cohort working 2,733 hours on self-funded programmes. The percentage of females working as HPALs is approximately 46%. The vast majority of hourly-paid staff are in FFACT.

The HPAL worker is extremely important for IADT, however, the primary purpose for hiring hourly-paid Academic Staff is for use in specialist academic areas or to provide expertise relating to work in professional practice or some other specialist skill that applies to the specific programme. Other reasons for engaging HPALs are to maintain and foster close contacts with industry, embed current professional "best practice" and knowledge in our programmes, to backfill for academic buy outs, to backfill for emergency vacancies, to cover teaching pending the commencement of a pending post, and to teach on self-funded short-term courses.

Many of our courses in IADT are practice-lead and Tutor Demonstrators are hired for their expertise in order to support a lecturer and the "making of" student work, particularly where classes are large.

Both these groupings of staff have very specific duties and are mainly teaching only (HPALs) and student support posts (Tutor Demonstrators). These posts are hired directly through the Faculty offices by HoDs, who will sign off on hours based on their budget for the year.

The SAT organised two (paid) focus groups with HPAL staff. The discussions were very extensive and raised issues around the need to be clearer about the mechanisms and criteria for progression to an academic contract; further training and career development opportunities; enhanced onboarding and orientation for new hires; and better communication channels for HPALs.

- **Enhance induction and orientation supports for HPALs, to include clearer communication for new hires on the intranet (EDI AP 3.1).**
- **Host workshops for HPAL staff on the mechanisms for progression to an academic contract and to support career development goals (EDI AP 3.2).**
- **Explore how to enhance communication channels between Faculties and HPAL staff (EDP AP 3.3).**

2.2.3 Recruitment Policy and Process

c. Comment and reflect on recruitment policies and processes. This should include analysis of three years of data on applications, shortlisted candidates, and appointment rates by gender and grade.

IADT is committed to ensuring that all genders and underrepresented groups are enabled to apply for posts. We have competency-based frameworks in place for all competitions and question banks are linked to the job profile. All interview boards are briefed on the relevant policies and practices as they relate to inclusivity and equal opportunities. Each board is inducted by a member of HR on the day regarding correct procedure and conduct. As far as is practicable, the board should be gender-balanced and this is achieved in almost all cases. Board members receive a gender breakdown of shortlisted candidates.

All shortlisted candidates are written to prior to the interview by HR and asked if they require reasonable accommodation. Where a disability is declared or additional requirements are identified, HR briefs the interview board and as far as possible, we will adapt the interview to suit the candidate's needs.

Following a review, several updates were made to our recruitment and selection processes in 2020/2021:

- Publication of a new IADT Recruitment and Selection Policy, with an appeals process for the first time.
- The establishment of a Recruitment and Selection sub-committee of Governing Body to provide oversight of the recruitment process.
- Reports on the gender breakdown of competitions are reported to this sub-committee by HR.

- A greater role for IADT managers in chairing interview boards. All Executive and Central Managers were trained in this area in 2022.
- Mandatory EDI questions added to the question bank for all posts.
- All job advertisements have an Equal Opportunities Statement (EOS).
- All job advertisements refer to the IADT Code of Practice for the Employment of Staff with a Disability.

Academic recruitment

IADT made 28 academic appointments between 2019 and 2021. In one case nobody was panelled following interviews (an AL post in 2019). 25 appointments were made in FFACT and three in FEH. Three posts were confined, i.e. only open to internal candidates.

Data in **Table 2.2.3.1** shows the gender breakdown of academic recruitment over a three-year period (2019-2021). As a whole, good gender balance is observed at the applicant and shortlisting stages. There is a drop in the proportion of males being panelled relative to the male share of applicants and shortlists, however, the figures are more balanced for appointments. 15 females (54%) and 13 males (46%) academic appointments were made.

Table 2.2.3.1   *Gender breakdown of academic recruitment (2019-2021)*

	No of Applicants		Shortlisted		Panelled		Appointed
Year	Male	Female	Male	Female	Male	Female	M/F
2019	48 (60%)	32 (40%)	15 (65%)	8 (35%)	5 (50%)	5 (50%)	4 M (67%) 2 F (33%)
2020	48 (47%)	54 (53%)	25 (60%)	17 (40%)	11 (55%)	9 (45%)	5 M (55%) 4 F (45%)
2021	65 (41%)	94 (59%)	19 (31%)	43 (69%)	9 (26%)	26 (74%)	4 M (31%) 9 F (69%)
Total	161 (47%)	180 (53%)	59 (46%)	68 (54%)	25 (38%)	40 (62%)	13 M (46%) 15 F (54%)

Success rates also give an indication of gender patterns in recruitment data. Significantly, no gender differences were observed in the success rates of female or male applicants or shortlisted candidates (**Table 2.2.3.2**).

Table 2.2.3.2   *Success rates in academic recruitment by gender (2019-2021)*

	Male	Female
Shortlisted (% of applicants)	36.6	37.8
Appointed (% of shortlisted)	22.0	22.0

Tables 2.2.3.3 and 2.2.3.4 benchmark IADT's recruitment and appointment data for Academic Staff (2019-2021) against the latest data for the IoT/TU sector (2020). The data shows that IADT received a higher proportion of academic applications from females relative to the sectoral average (53% vs 44%). We also appointed a higher percentage of females (54% vs 46%).

Table 2.2.3.3   *IADT (2019-2021) vs IoT/TU sector (2020) – Academic applicants by gender*

	IADT (%)	IoT/TU sector (%)
Female applications	53	44
Male applicants	47	56

Table 2.2.3.4   *IADT (2019-2021) vs IoT/TU sector (2020) – Academic appointments by gender*

	IADT (%)	IoT/TU sector (%)
Female appointments	54	46
Male appointments	46	54

A gendered analysis of recruitment for IADT managerial vs. non-managerial academic posts was conducted (**Table 2.2.3.5**). Seven of the 28 academic appointments made over the three years were at the managerial level; a HoF (SLIII) and six HoD grades (SLII). All were in FFACT. The data shows that female applicants were less likely to come through the process than males. Two females (29%) and five males (71%) were appointed from these competitions.

Table 2.2.3.5   *Gender breakdown of academic recruitment - Managerial posts (2019-2021)*

	No of Applicants		Shortlisted		Panelled		Appointed
	Male	**Female**	**Male**	**Female**	**Male**	**Female**	**M/F**
2019-2021	37 (64%)	21 (36%)	15 (75%)	5 (25%)	8 (73%)	3 (27%)	5 M (71%) 2 F (29%)

A significant gender difference in favour of males can be seen in applicant to shortlisting rates (**Table 2.2.3.6**). By contrast, females were statistically more likely to be appointed to posts, but the numbers are very small.

Table 2.2.3.6   *Success rates in academic recruitment by gender – Managerial posts (2019-2021)*

	Male	Female
Shortlisted (% of applicants)	40.5	23.8
Appointed (% of shortlisted)	33.3	40.0

The majority of the other academic competitions were at AL grade (N=16); the remaining were an SLI post, two Structured Lecturers, the Head of Teaching and Learning (T&L), and two research posts. To protect the confidentiality of individual applicants, all grades have been summed in **Table 2.2.3.7**. In contrast to managerial grades, male applicants were more likely than females to 'drop off' at shortlisting and panel stage, but the proportion of male appointments increased slightly. 13 females (62%) and eight males (38%) were offered and accepted roles.

Table 2.2.3.7 *Gender breakdown of academic recruitment – Non-managerial posts (2019-2021)*

	No of Applicants		Shortlisted		Panelled		Appointed
	Male	Female	Male	Female	Male	Female	M/F
2019-2021	124 (44%)	159 (56%)	44 (41%)	63 (59%)	17 (31%)	37 (69%)	8 M (36%) 13 F (62%)

Success rates by gender are shown in **Table 2.2.3.8**. Females had a slightly higher chance of being shortlisted and appointed, but the difference is marginal in the case of the latter.

Table 2.2.3.8 *Success rates in academic recruitment by gender – Non-managerial posts (2019-2021)*

	Male	Female
Shortlisted (% of applicants)	35.5	39.6
Appointed (% of shortlisted)	18.2	20.6

Based on the self-assessment findings, a number of further actions will complement the changes that have already been made to our recruitment and selection processes.

- **Offer refresher EDI/unconscious bias training for all staff who participate on interview boards (EDI AP 3.4)**.
- **Undertake an impact assessment of the mandatory EDI question bank (EDI AP 3.5)**.
- **Examine recruitment campaigns for gendered language and make amendments where necessary (EDI AP 3.6)**.
- **Improve our recruitment processes for applicants with a disability via the Willing Able Mentoring (WAM) programme. WAM brings graduates with disabilities and employers together so that both can benefit from each other (EDI AP 3.7)**.

2.2.4. Promotions

d. Comment and reflect on the promotions criteria and processes, including eligibility. This should include analysis of three years of data on application and success rates by gender and grade, and results from staff consultation presented by gender. Where prescribed promotion pathways are not in place, provide comment and reflection on alternative routes for career progression.

A number of factors restrict academic promotion in IoT/TU institutions:

- The only promotion pathway available to Academic Staff is progression from AL to Lecturer.
- All other academic posts are filled through competition.
- All senior academic posts (SLI (Teaching), SLII and SLIII) are filled through competition and are permanent whole-time posts with no rotation.
- SLI is the only promotional post available in the sector. IADT has always held confined competitions for SLI (Teaching) when they arise. Competitions tend to be highly competitive. The most recent SLI competition in 2020 received applications from 11

females and 12 males, with two females appointed. HR held targeted training on interview skills for all eligible applicants.

- SLII and SLIII posts are externally advertised. From 2019 to 2021, six of the seven successful appointments were internal candidates (two females and five males in total).

Progression from AL to Lecturer

Progression is a nationally agreed process. An AL will make an application once fully qualified as per nationally agreed criteria and must demonstrate performance, ability, and experience in their application in terms of teaching/research/other duties. Applications are reviewed by a progression panel. IADT aims to ensure these panels are gender-balanced, but this is not always possible as roles are ex-officio.

Unlike the universities, the lack of rotation of senior academic posts and promotional opportunities in our sector significantly restricts career development for Academic Staff. This is a very real challenge for us and is reflected in the staff survey (**Table 2.2.4.1**).

Table 2.2.4.1   *I feel that I have an opportunity for career progression with the Institute – Academic respondents (Agreement levels)*

	Female	Male	Other	Total
I feel that I have an opportunity for career progression with the Institute.	10 (26%)	10 (36%)	1 (7%)	21 (26%)

A majority of Academic Staff understand how to apply for posts that would enable them to progress to higher grades at IADT, but there are differences by gender (**Table 2.2.4.2**).

Table 2.2.4.2   *I understand how to apply for posts that would enable me to progress to higher grades at IADT - Academic respondents (Agreement levels)*

	Female	Male	Other	Total
I understand how to apply for posts that would enable me to progress to higher grades at IADT.	21 (54%)	18 (64%)	6 (40%)	45 (55%)

There is room to increase these figures. **HR will provide a clear explanation of the academic promotions scheme including the rationale for the criteria and the evaluation methodology. Information around our policy for recruitment (confined versus open competitions) will be recirculated to staff via the intranet and email (EDI AP 3.8)**.

In recent years, more opportunities for horizontal career development have arisen for Academic Staff through our active participation in FilmEU and the Creative Futures Academy (CFA). These are self-funded, inter-institutional projects with European or national partners. Academic posts in these areas have been confined to maximise opportunities for IADT staff. Staff are bought out on a temporary basis (normally 0.25 or 0.5 WTE). **Table 2.2.4.3** gives a gender breakdown of the academic appointments. The equivalent post or hours are backfilled by the Institute.

Table 2.2.4.3 *Gender breakdown academic roles in FilmEU and CFA*

FilmEU	Creative Futures Academy (CFA)
1 female (25%), 3 males (75%)	3 females (67%), 2 males (33%)

2.2.5. Career Development and Progression

e. Comment and reflect on support given to staff to assist in their career development and progression. This should include the results of staff consultation presented by gender, and may include, but is not limited to, support given to staff to:

+ apply for research funding, including incorporating the gender dimension into research;
+ develop excellence in teaching and learning.

IADT Staff Training and Development Policy (applies to all staff)

Through the IADT Staff Training and Development policy, the Institute provides funding assistance to staff interested in pursuing further career development including teaching and learning. 3% of the overall pay budget of the previous year is allocated to support this policy.

The policy is currently being reviewed in order to streamline the process for Academic Staff applying for financial support to complete a PhD and to maximise opportunities for staff to achieve learning outside the Institute through short professional secondments which align with strategic needs (EDI AP 3.9).

Training and development at IADT (applies to all staff)

Once a new hire starts work in IADT there are supports in place for general induction and T&L induction. There are also courses which are compulsory for all staff in relation to areas such as EDI, child protection, GDPR, etc.

All staff are invited to participate in scheduled cross-campus courses which are fully funded from the central budget. These general training events are planned to support the professional competencies of Academic and PMASS Staff, e.g. technical skills, communication skills, team development, etc. Participation is subject to the approval of the staff member's line manager. The Institute delivers these training events and programmes for staff in a number of ways

- On campus face to face training
- Online live sessions
- Online on demand sessions (DCM and LinkedIn Learning)
- Informal training

Aurora (applies to all female staff)

IADT has participated in the Advance HE Aurora Programme since 2015. To date, 12 women have completed the programme and there are three colleagues participating in the current programme (2022). We ensure that Academic and PMASS Staff have the opportunity to participate each year. However, applications for Aurora have plateaued in recent years**.**

Feedback from participants who have completed the programme has been largely positive and all of the participants acknowledged and valued the investment by IADT in their professional development.

We will undertake a review of the eligibility criteria for the Aurora Programme with a commitment to extending access to female staff in a wider cohort of grades/roles as appropriate (EDI AP 3.10).

Ready to Lead (applies to all staff)

To further support our staff, IADT designed and delivered an in-house 'Ready to Lead' programme for staff. The pilot of the programme in 2017 was reserved for women only and then we rolled out the programme for both men and women while retaining a focus on the specific challenges faced by women in terms of leadership opportunities. There has been excellent take up from across the campus with representation from all grades.

Research support (applies to Academic Staff)

Support for career development and progression includes various forms of support for research. In particular, the IADT Research Office arranges events and training offered to all Academic Staff, covering topics such as data management, funding opportunities, research integrity, and publishing. Opportunities are publicised via a newsletter to staff.

The Research Office also supports the development of proposals for submission to funding bodies (national and EU), which if successful can allow for staff time to be allocated to projects (through replacement of teaching hours) and/or support the direct costs of research (travel, fieldwork, etc.) and/or the engagement of additional staff to support the lead investigator (e.g. Research Assistants). This support includes early identification and circulation of opportunities (including engagement with National Contact Points for EU funding and participation in funder stakeholder groups), open briefings on major calls, 1:1 support for proposal development (including review of proposals), budgeting and approvals, and technical support in the application and set-up phase. Further support for proposal development and award implementation comes from other central support services including HR and Finance.

IADT aims to achieve a HR Excellence in Research Award by 2026 (EDI AP 3.11). This would develop IADT as an attractive, supportive and stimulating environment in which to carry out research and recognise the importance of providing its researchers with the necessary training and support environment to develop their careers.

As many funders require applicants to address the gender dimension at application stage, the Research Office provides advice and feedback on this aspect of the application form. **Specific training on the gender dimension in research (regardless of whether it is externally funded) is planned for the 2022/23 research development programme (EDI AP 3.12).**

A number of Academic Staff are engaged in further study at other HEIs. In particular, around 10 staff (six females and four males) are currently pursuing a PhD; completion of these qualifications, amongst other criteria, allow staff to be eligible for a number of national research funding opportunities which are confined (by the rules applied by said funders) to staff with PhDs. The

majority of staff completing PhDs are able to avail of a teaching-free day to support their research, and academic departments support a proportion of fees (within budgetary constraints).

A research development programme will be run in 2022/23. The programme will be open to all Academic Staff, including Postdoctoral Researchers and Research Assistants. It will be offered to two cohorts, with some common activities and some cohort-specific sessions offered (EDI AP 3.13).

Innovation vouchers (applies to Academic Staff)

The Innovation Voucher programme run by Enterprise Ireland was developed to build links between Ireland's publicly funding knowledge providers and small to medium-sized businesses. Each voucher is worth €5k worth of time with an expert, third-level researcher who will help tease out an idea, develop a new product, or crack a technical challenge. At IADT Media Cube, the Enterprise and Development team assist our entrepreneurs and start-ups in securing innovation voucher funding for research projects which are aligned with the expertise of the IADT Academic Staff. Females only accounted for four of 29 lead researchers (14%) in our innovation projects from 2018 to 2021.

An EDI strategy for the Media Cube will be established (EDI AP 3.14).

Teaching and learning support (applies to Academic Staff)

All Academic Staff are invited to take part in any number of CPD courses and events funded by the Institute, and in some cases, through external funding gained from The National Forum for the Enhancement of Teaching and Learning in Ireland (NFETLI).

The IADT T&L Committee advertises the following courses, with flexible pathways building towards a Postgraduate Diploma in T&L. We currently offer the following modules open to all staff:

- PG Certificate in Teaching and Learning
- PG Certificate in Technology Enhanced Learning
- PG Certificate in Assessment and Evaluation
- PG Certificate in Designing the UDL Curriculum

Each course is available every two to three years. 21 staff are currently completing a course; 10 participants in T&L and 11 participants in UDL.

Other learning opportunities supported by T&L:

- Teaching induction - run at the start of each academic year for Academic Staff, including HPALs.
- Conference participation – funding and support.
- Lunchtime Conversations - monthly events online or in-person.

In addition to the courses above, T&L learning opportunities outside of IADT are made available to all staff via email and through the T&L newsletter. All staff are encouraged to take part in discipline-specific learning opportunities and CPD through their managers.

In the staff survey, academic males had a higher level of awareness of the range of training and development supports available compared to females and Others (**Table 2.2.5.1**).

Table 2.2.5.1   *I am aware of the range of training and development opportunities available within the Institute – Academic respondents (Agreement levels)*

	Female	Male	Other	Total
I am aware of the range of training and development opportunities available within the Institute.	18 (46%)	15 (54%)	2 (13%)	35 (45%)

To further raise awareness of all of the above opportunities, we will publicise training and development opportunities for Academic and PMASS Staff via a shared calendar on the intranet (EDI AP 3.15).

2.2.6   Staff Development Reviews

f.   Comment and reflect on staff development reviews or an equivalent system. This should include reference to data on uptake by gender and results from staff consultation presented by gender.

IADT supports the professional development of Academic Staff through the range of training opportunities we offer or support. Professional development reviews (PDR) are in operation in very small pockets of the Institute and we would like to see this advanced across the campus in the future. However, a major challenge to the full implementation of PDR in a small HEI like IADT is the time pressure it would place on academic managers with a large number of reports. HoDs are available to meet informally with staff to discuss career development needs and goals.

IADT will develop an online PDR solution to assist managers with career development discussions with Academic and PMASS Staff. We will investigate the potential to have a rolling review every two to three years where a staff member submits two online reviews and has a face-to-face review every three years (EDI AP 3.16).

2.2.7 Workload

g. Comment and reflect on how workload is distributed (e.g. via a workload allocation model). This should include information on how the breadth of academic and research roles and responsibilities are captured in workload planning and allocation, and results from staff consultation presented by gender.

Academic Staff in the IoT/TU sector are contractually required to teach hours in line with nationally agreed contracts (**Table 2.2.7.1**). Contact hours are much higher than in the university sector.

Table 2.2.7.1 *Academic contact hours in the IoT/TU sector*

Contract Type	Annual Hours	Class Contact Hours per week
Assistant Lecturer	630	18
Lecturer	560	16

Other duties outlined in the academic contract include administration; research/consultancy; programme leadership; committee membership; outreach; and directing/supervising the work of Tutor Demonstrators. Further, a large proportion of IADT Academic Staff (mainly in FFACT) are active professional practitioners.

The busy nature of academic life is illustrated in the survey data (**Table 2.2.7.2**).

Table 2.2.7 *I feel that I can strike an appropriate balance between my work and home life - Academic respondents (Agreement levels)*

	Female	Male	Other	Total
I feel that I can strike an appropriate balance between my work and home life.	18 (46%)	15 (54%)	2 (13%)	35 (45%)

The staff survey shows that Covid-19 had a negative impact on the workloads of all bar six academic respondents (7%).

Additional analysis reveals significant differences in staff experiences between the two Faculties. 70% of staff in FEH (N=16) agreed they can strike an appropriate balance between their work and home life, compared to only 36% of participants in FFACT (N=22). As the largest Faculty, the survey has identified a critical need to respond to these issues in FFACT, within the constraints of the academic contract and workload model**. A FFACT Working Group will be established, representative of the Faculty, to propose realistic solutions to work smart and streamline processes (EDI AP 3.17).**

IADT leadership fully supports the desire of our staff to move to an appropriate, fit-for-purpose academic career framework and workload allocation model for the IoT/TU sector. We await the recommendations of the OECD review on this issue.

2.2.8. Gender Pay Gap

h. Comment and reflect on whether the institution's gender pay gap reporting identified differences in remuneration referable to gender, the reason(s) for such differences, and measures (if any) taken, or proposed to be taken, to eliminate or reduce differences.

A gender pay analysis of academic grades was conducted for 2021. Importantly, the exercise was based on WTE as there are no set hours for academic contracts. WTE is calculated based on actual annual pay as a percentage of annual salary for that grade and point on the scale.

The data is consistent with previous exercises in this area and the analysis does not suggest any areas of particular concern. Overall, **Table 2.2.8.1** shows a 2.68% difference in pay by gender for full-time and pro-rata Academic Staff (in favour of females). Our figures are very small in some areas and caution is warranted in inferring statistical significance, e.g. IADT only has two Academic Staff at SLIII grade. Gender differences are largely explained by the length of time that individual staff members have been in post and thus the pay point they are currently on.

The pay gap for hourly-paid Academic Staff is 1.82% (in favour of males).

Table 2.2.8.1   *Gender pay analysis – Academic Staff (2021)*

	Ave Pay (Male)	Ave Pay (Female)	Ave Pay Difference	Difference
PERMANENT, TWT AND PRORATA STAFF	€	€	€	%
Academic Staff				
Senior Lecturer 3	-	-	-	
Senior Lecturer 2	92,317.5	92,147.9	169.59	0.18%
Senior Lecturer 1	97,565.3	91,696.8	5,868.56	6.02%
Lecturer/Lecturer 2 (incl prorata wte)	81,801.5	81,910.4	-108.89	-0.13%
Assistant Lecturer (incl prorata wte)	47,388.4	49,224.7	-1,836.34	-3.88%
Academic based on WTE	75,153.7	77,165.9	-2,012.20	-2.68%
Academic based on Headcount	62,624.0	62,970.7	-346.74	-0.55%
PART-TIME AND HOURLY PAID	Hourly Rate	Hourly Rate	Hourly Rate	Hourly Rate
			€	%
Academic	51.7	50.8	0.94	1.82%

IADT compares favourably to national benchmarks. The most recent data from Ireland shows a gender pay gap of 11.3% in 2019 (Eurostat, 2021).

The *Gender Pay Gap Information Act 2021* requires employers to report on their organisation's gender pay gap through a set of metrics provided in the Act. **IADT will conduct an annual report to comply with this legislation and the report will be published (EDI AP 3.18).**

2.2.9. Advancing Careers

    i.   Comment and reflect on how the institution is building capacity to understand and address issues related to supporting and advancing academic and research careers in relation to equality grounds in addition to gender. Where available, provide data to support analysis and action.

It is a priority for the Institute to build capacity to understand and address issues related to supporting and advancing underrepresented groups. We are at an early stage in our diversity journey. **Our first step must be to increase disclosure rates of diversity data amongst Academic Staff, especially amongst males (EDI AP 1.8-1.10). The self-assessment process has also identified a need to build a better awareness of intersectionality issues (e.g. EDI AP 1.6, 3.4 and 4.2). Importantly, Academic Staff will be prioritised for training on race awareness and anti-racism (EDI AP 4.6).**

Section 2.2 – Action items

Roll out the IUA 'EDI in HE eLearning' programme on the intranet and develop a digital badge on completion for staff (**EDI AP 1.6**).

The Core HR system will be updated to allow salaried staff to anonymously disclose their diversity data, with an awareness campaign launched to encourage staff disclosure. All equality grounds will be included (**EDI AP 1.8**).

Devise a strategy to collate diversity data on hourly-paid staff (**EDI AP 1.9**).

Future staff surveys will include a wider range of equality grounds, with care taken to protect the anonymity and confidentiality of staff in a small institution (**EDI AP.10**).

Enhance induction and orientation supports for HPALs, to include clearer communication for new hires on the intranet (**EDI AP 3.1**).

Host workshops for HPAL staff on the mechanisms for progression to an academic contract and to support career development goals (**EDI AP 3.2**).

Explore how to enhance communication channels between Faculties and HPAL staff (**EDP AP 3.3**).

Offer refresher EDI/unconscious bias training for all staff who participate on interview boards (**EDI AP 3.4**).

Undertake an impact assessment of the mandatory EDI question bank (**EDI AP 3.5**).

Examine recruitment campaigns for gendered language and make amendments where necessary (**EDI AP 3.6**).

Improve our recruitment processes for applicants with a disability via the WAM programme. WAM brings graduates with disabilities and employers together so that both can benefit from each other (**EDI AP 3.7**).

HR will provide a clear explanation of the academic promotions scheme including the rationale for the criteria and the evaluation methodology. Information around our policy for recruitment (confined versus open competitions) will be recirculated to staff via the intranet and email (**EDI AP 3.8**).

Complete the review of the IADT Staff Training and Development Policy in order to streamline the process for Academic Staff applying for financial support to complete a PhD and to maximise opportunities for staff to achieve learning outside the Institute through short professional secondments which align with strategic needs (**EDI AP 3.9**).

Undertake a review of eligibility for the Aurora Programme with a commitment to extending access to female staff in a wider cohort of grades/roles as appropiate (**EDI AP 3.10**).

Achieve a HR Excellence in Research Award by 2026 (**EDI AP 3.11**).

Specific training on the gender dimension in research (regardless of whether it is externally funded) is planned for the 2022/23 research development programme (**EDI AP 3.12**).

A research development programme will be run in 2022/23. The programme will be open to all Academic Staff, including Postdoctoral Researchers and Research Assistants. It will be offered to two cohorts, with some common activities and some cohort-specific sessions offered (**EDI AP 3.13**).

Develop an EDI strategy for the Media Cube (**EDI AP 3.14**).

Publicise training and development opportunities for Academic and PMASS Staff more widely via a shared calendar on the intranet (**EDI AP 3.15**).

Develop an online PDR solution to assist managers with career development discussions with Academic and PMASS Staff. Investigate the potential to have a rolling review every two to three years where a staff member submits two online reviews and has a face-to-face review every three years (**EDI AP 3.16**).

A FFACT Working Group will be established, representative of the Faculty, to propose realistic solutions to work smart and streamline processes (**EDI AP 3.17**).

Produce an annual report on IADT's gender pay gap to comply with legislative obligations (**EDI AP 3.18**).

A communications campaign will be launched to encourage more staff to complete the IHREC eLearning module on 'Equality and Human Rights in the Public Service' (**EDI AP 4.2**).

Anti-racism education will be offered to all staff on an annual basis to increase participation rates. Colleagues who teach and/or support teaching and learning activities will be prioritised for training (**EDI AP 4.6**).

2.3. Supporting and advancing professional, managerial and support staff careers

2.3.1. Gender

a. Provide data on staff by grade and gender. Analyse gender representation by grade across the institution, benchmarking where possible.

Table 2.3.1.1 gives data on PMASS roles by functional area and managerial versus non-managerial grades (HC and WTE). Females hold a majority of PMASS managerial posts. FFACT comes the closest to gender balance and this is largely due to the number of males working in technical roles. General operatives and ICT staff are predominately male, while females account for all/the majority of staff in other units.

Equivalent HEA benchmarks are not available for PMASS roles.

Table 2.3.1.1   *PMASS roles by functional area and managerial versus non-managerial grades (2021)*

	PMASS roles			
	Female		Male	
	HC	WTE	HC	WTE
Faculty of Film, Art + Creative Technology	9 (56%)	6.03 (46%)	7 (44%)	7.00 (54%)
Faculty of Enterprise + Humanities	2 (100%)	1.49 (100%)		
ICT	2 (29%)	1.40 (22%)	5 (71%)	5.00 (78%)
Student Services	7 (100%)	5.50 (100%)		
General Operatives	1 (14%)	1.00 (14%)	6 (86%)	6.00 (86%)
Management	8 (57%)	7.90 (57%)	6 (43%)	6.00 (43%)
Other PMASS roles	53 (75%)	34.78 (83%)	20 (25%)	6.96 (17%)
Total	82 (65%)	58.10 (65%)	44 (35%)	31.96 (35%)

2.3.2. Contracts

b. Provide data on staff on fixed-term contracts, contracts of indefinite duration/permanent contracts and hourly-paid contracts by gender. Outline the instances where fixed-term and hourly-paid contract types are used. This should include:

+ whether or not numbers of fixed term/hourly paid contracts are representative of a typical year;
+ the rationale for the use of short-term contracts;
+ Comment and reflect on recruitment policies and processes, where different from above (2.c). Analyse three years of data on applications, shortlisted candidates and appointment rates by gender and grade.

Table 2.3.2.1 shows the gender breakdown of PMASS contract types (as reported to the HEA). The gendered distribution reflects the predominance of females in PMASS posts.

Table 2.3.2.1 *PMASS contract types by gender (core-funded and non-core funded staff, 2021)*

	Female HC	Female WTE	Male HC	Male WTE
Permanent	36 (61%)	31.18 (58%)	23 (39%)	23.00 (42%)
CID	8 (62%)	6.11 (55%)	5 (38%)	5.00 (45%)
Fixed-term/Temporary	38 (70%)	20.81(88%)	16 (30%)	2.96 (12%)
Total	82 (65%)	58.1 (65%)	44 (35%)	30.96 (35%)

A range of hourly-paid PMASS roles arise from time to time across the Institute. These are primarily student-facing roles and often held by students themselves, e.g. student ambassadors, library helpers, etc.

PMASS recruitment

The same recruitment and selection processes as outlined in Section 2(2.c) apply to PMASS competitions.

IADT recruited 55 new PMASS Staff between 2019 and 2021, with a significant increase in the number of competitions in 2021 to support growing functional areas and new self-funded projects. Nobody was shortlisted or panelled in eight cases. Nine roles were confined to internal applicants.

Table 2.3.2.2 gives a gender breakdown of recruitment statistics between 2019 and 2021. In this period males accounted for 40% of PMASS applicants and females for 60%. However, the proportion of males at each stage of the process falls off and the proportion of females increases. 40 females (73%) and 15 males (27%) were appointed to PMASS roles.

Table 2.3.2.2 *Gender breakdown of PMASS recruitment (2019-2021)*

	No of Applicants		Shortlisted		Panelled		Appointed
	Male	**Female**	**Male**	**Female**	**Male**	**Female**	**M/F**
2019	84 (41%)	120 (59%)	30 (42%)	42 (58%)	7 (24%)	22 (76%)	4 M (31%) 9 F (69%)
2020	41 (32%)	89 (68%)	13 (34%)	25 (66%)	9 (41%)	13 (59%)	4 M (55%) 5 F (45%)
2021	231 (42%)	317 (58%)	50 (31%)	113 (69%)	28 (33%)	57 (67%)	7 M (21%) 26 F (79%)
Total	356 (40%)	526 (60%)	93 (34%)	180 (66%)	44 (32%)	92 (68%)	15 M (27%) 40 F (73%)

Gender differences in favour of female applicants and shortlisted candidates can also be seen in success rates (**Table 2.3.2.3**).

Table 2.3.2.3 *Success rates in PMASS recruitment by gender (2019-2021)*

	Male	Female
Shortlisted (% of applicants)	26.1	34.2
Appointed (% of shortlisted)	16.0	22.0

Of the 55 PMASS appointments made over the period, seven were management posts; one at the Executive level (Director of RDI) and the rest at Central Management grade. **Table 2.3.2.4** shows that a higher proportion of males dropped off throughout the recruitment process, with a significant gender difference seen in panelled candidates.

Table 2.3.2.4 *Gender breakdown of PMASS recruitment – Managerial posts (2019-2021)*

	No of Applicants		Shortlisted		Panelled		Appointed
	Male	Female	Male	Female	Male	Female	M/F
2019-2021	32 (36%)	58 (64%)	9 (29%)	22 (71%)	1 (6%)	15 (94%)	7 F (100%)

Looking at success rates, female applicants were more likely to be shortlisted than males and all successful candidates were female (**Table 2.3.2.5**).

Table 2.3.2.5 *Success rates in PMASS recruitment by gender – Managerial posts (2019-2021)*

	Male	Female
Shortlisted (% of applicants)	28.1	37.9
Appointed (% of shortlisted)	0	31.8

Recruitment for non-managerial PMASS posts is presented in **Table 2.3.2.6**. This data has been aggregated to protect the confidentiality of individual applicants. Males made up a slightly higher percentage of applicants for these roles relative to PMASS managerial posts. Again, a lower proportion of males than females came through the pipeline, but gender differences at the panel and appointment stage were less significant than those observed for managerial roles. In total, 33 females (69%) and 15 males (31%) were appointed to these posts.

Table 2.3.2.6 *Gender breakdown of PMASS recruitment – Non-managerial posts (2019-2021)*

	No of Applicants		Shortlisted		Panelled		Appointed
	Male	Female	Male	Female	Male	Female	M/F
2019-2021	324 (41%)	468 (59%)	84 (35%)	158 (65%)	43 (36%)	77 (64%)	33 M (31%) 15 F (69%)

Further, female applicants were statistically more likely to be shortlisted and appointed to these roles than males (**Table 2.3.2.7**).

Table 2.3.2.7 *Success rates in PMASS recruitment by gender – Non-managerial posts (2019-2021)*

	Male	Female
Shortlisted (% of applicants)	25.9	33.7
Appointed (% of shortlisted)	17.9	20.9

The analysis above shows the need to grow the number of males who apply for PMASS posts at all levels and to advance their success rates in the recruitment processes. This is very challenging to achieve in the context of public sector recruitment rules. **However, we will examine recruitment campaigns for gendered language and make amendments where necessary (EDI AP 3.6).**

Other action items on EDI in recruitment and selection are:

- **Offer refresher EDI/unconscious bias training for all staff who participate on interview boards (EDI AP 3.4)**.
- **Undertake an impact assessment of the mandatory EDI question bank (EDI AP 3.5)**.
- **Improve our recruitment processes for applicants with a disability via the WAM programme. WAM brings graduates with disabilities and employers together so that both can benefit from each other (EDI AP 3.7)**.

2.3.3. Progression

c. Comment and reflect on opportunities for progression. This should include information on available data and results from staff consultation presented by gender.

Few formal promotion pathways are available to PMASS Staff in IoT/TUs. In most cases, a staff member must apply for a new role to progress to a higher grade. This challenge is compounded in a small HEI. IR agreements mean that all HEIs in the IoT/TU sector are required to advertise 80% of generic PMASS positions internally in the first instance. All management posts are externally advertised unless they are fixed-term in which case a decision may be made to advertise internally (one since 2019 locally).

Of the five PMASS managerial appointments made between 2019 and 2021 which were externally advertised, four were external candidates and one was an internal candidate (all female).

Just over one-third of PMASS survey respondents agree they have an opportunity for career progression within IADT (**Table 2.3.3.1**).[6] The small number of PMASS males in the survey sample (N=10) limits gendered statistical significance throughout Section 2.3.

Table 2.3.3.1 *I feel that I have an opportunity for career progression with the Institute – PMASS respondents (Agreement levels)*

	Female	Male	Total
I feel that I have an opportunity for career progression with the Institute.	13 (36%)	3 (33%)	17 (35%)

As with Academic Staff, funded projects like FilmEU and the CFA have brought new opportunities for PMASS colleagues and this includes networking with staff and students in other HEIs in Ireland and Europe and opportunities to travel. Competitions for coordinator posts in FilmEU and CFA were confined internally and two females were appointed.

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[6] The number of PMASS respondents in the 'Other' category is too small for statistical analysis (N=3).

A large majority of PMASS Staff understand how to apply for posts that would enable them to progress to higher grades at IADT (**Table 2.3.3.1**).

Table 2.3.3.1 *I understand how to apply for posts that would enable me to progress to higher grades at IADT – PMASS respondents (Agreement levels)*

	Female	Male	Total
I understand how to apply for posts that would enable me to progress to higher grades at IADT.	24 (65%)	8 (89%)	35 (71%)

It is important to note that a job evaluation scheme of PMASS roles in the Irish HEI sector has commenced nationally and we await the results of this evaluation.

2.3.4. Career Development

d. Comment and reflect on support given to staff to assist in their career development and progression, where different from above (2.e). This should include results from staff consultation presented by gender.

All of the professional development and training supports available for PMASS Staff are described in Section 2(2.e). Importantly, IADT has always balanced academic and PMASS participation on the Aurora Programme.

PMASS survey responses show a high level of awareness of these types of various opportunities (**Table 2.3.4.1**).

Table 2.3.4.1 *I am aware of the range of training and development opportunities available within the Institute – PMASS respondents (Agreement levels)*

	Female	Male	Total
I am aware of the range of training and development opportunities available within the Institute.	27 (73%)	8 (89%)	37 (76%)

We will further build on these figures by publicising training and development opportunities for Academic and PMASS Staff via a shared calendar on the intranet (EDI AP 3.15).

2.3.5. Staff Development Reviews

e. Comment and reflect on staff development reviews, or an equivalent system, where different from above (2.f.) This should include information on uptake by gender and results from staff consultation presented by gender.

PDR is not widely used throughout the Institute; however, it is an area we are committed to advancing in the long term. At present, we offer a wide range of training and development opportunities to PMASS cohorts. PMASS line managers are available to meet with their staff on a 1:1 basis to discuss career-related goals.

IADT will develop an online PDR solution to assist managers with career development discussions with Academic and PMASS Staff. We will investigate the potential to have a rolling review every two to three years where a staff member submits two online reviews and has a face-to-face review every three years (EDI AP 3.16).

2.3.6. Workload

f. Comment and reflect on how workload is distributed and managed. This should include information on how the breadth of professional, managerial and support roles and responsibilities are captured in workload planning and allocation, and results from staff consultation presented by gender.

The day-to-day workload of a PMASS Staff member at IADT varies depending on a number of factors, e.g. grade, functional area, size of the function, contact with students, etc.

In the survey, PMASS Staff reported a much better work/life balance than Academic Staff (**Table 2.3.6.1**)

Table 2.3.6.1 *I feel that I can strike an appropriate balance between my work and home life – PMASS respondents (Agreement levels)*

	Female	Male	Total
I feel that I can strike an appropriate balance between my work and home life.	27 (73%)	8 (89%)	37 (76%)

The pandemic negatively impacted the workloads of 76% of PMASS respondents (N=37).

PMASS contracts specify a set number of hours per day/week. With effect from July 1st 2022[7], all PMASS Staff will revert back to 35 hours per week and Technical Staff will revert to 36 hours and 30 minutes. These changes apply equally to pro-rata staff who will have their hours reduced to reflect the changes e.g. a staff member on 0.5 WTE will now work 17.5 hours per week rather than 18.5 hours per week.

2.3.7. Gender Pay Gap

g. Comment and reflect on whether the institution's gender pay gap reporting identified differences in remuneration referable to gender, the reason(s) for such differences, and measures (if any) taken, or proposed to be taken, to eliminate or reduce differences.

A gender pay analysis of PMASS grades was conducted for 2021. The analysis shows a difference of 3.64% in favour of males in full-time and pro-rata posts by WTE (**Table 2.3.7.1**). Further information is provided by grade. There is a 23.05% gap in favour of males at the Executive and Central Management level, by contrast, the difference favours female staff in other PMASS roles.

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[7] Implementation of the Independent Hours Body Recommendations in relation to the Haddington Road Agreement Hours.

Table 2.3.7.1   *Gender pay analysis – PMASS Staff (2021)*

PMASS	€	€	€	%
Executive and Central Management	114,554.7	88,153.6	26,401.09	23.05%
Administration and Student Support	49,420.3	51,874.5	-2,454.23	-4.97%
Support Staff and Researchers	46,149.6	57,005.8	-10,856.24	-23.52%
PMASS based on WTE	58,652.1	56,516.4	2,135.71	3.64%
PMASS based on Headcount	53,880.1	38,430.2	15,449.83	28.67%
Total Permanent, TWT and Pro Rata based on WTE	69,528.5	67,440.1	2,088.43	3.00%
Total Permanent, TWT and Pro Rata based on Headcount	59,831.8	50,294.2	9,537.63	15.94%

An annual report will be produced on IADT's gender pay gap to comply with legislative obligations and to explore the reasons for gendered trends in more detail (EDI AP 3.18).

2.3.8. Advancing Careers

h. Comment and reflect on how the institution is building capacity to understand and address issues related to supporting and advancing professional, managerial and support careers in relation to equality grounds in addition to gender. Where available, provide data to support analysis and action.

As discussed, it is a priority for IADT to build capacity to understand and address issues related to supporting and advancing underrepresented groups. **Disclosures of ethnicity have been higher amongst PMASS Staff (Table 1.2.2.3), however, there is considerable work to do to increase these figures (EDI AP 1.8-1.10). IADT also seeks to raise the level of awareness of intersectionality issues (e.g. EDI AP 1.6, 3.4 and 4.2).** In general, PMASS Staff, particularly women, have been more actively engaged in all matters of EDI training in recent years compared to Academic Staff.

Section 2.3 – Action items

Roll out the IUA 'EDI in HE eLearning' programme on the intranet and develop a digital badge on completion for staff (**EDI AP 1.6**).

The Core HR system will be updated to allow salaried staff to anonymously disclose their diversity data, with an awareness campaign launched to encourage staff disclosure. All equality grounds will be included (**EDI AP 1.8**).

Devise a strategy to collate diversity data on hourly-paid staff (**EDI AP 1.9**).

Future staff surveys will include a wider range of equality grounds, with care taken to protect the anonymity and confidentiality of staff in a small institution (**EDI AP 1.10**).

Offer refresher EDI/unconscious bias training for all staff who participate on interview boards (**EDI AP 3.4**).

Undertake an impact assessment of the mandatory EDI question bank (**EDI AP 3.5**).

Examine recruitment campaigns for gendered language and make amendments where necessary (**EDI AP 3.6**).

Improve our recruitment processes for applicants with a disability via the WAM programme. WAM brings graduates with disabilities and employers together so that both can benefit from each other (**EDI AP 3.7**).

Publicise training and development opportunities for Academic and PMASS Staff more widely via a shared calendar on the intranet (**EDI AP 3.15**).

Develop an online PDR solution to assist managers with career development discussions with Academic and PMASS Staff. Investigate the potential to have a rolling review every two to three years where a staff member submits two online reviews and has a face-to-face review every three years (**EDI AP 3.16**).

Produce an annual report on IADT's gender pay gap to comply with legislative obligations (**EDI AP 3.18**).

A communications campaign will be launched to encourage more staff to complete the IHREC eLearning module on 'Equality and Human Rights in the Public Service' (**EDI AP 4.2**).

2.4. Evaluating culture, inclusion and belonging

2.4.1. Creating a Safe and Respectful Environment

a. Comment and reflect on how the institution creates and ensures a safe and respectful environment. This should include:

+ the mechanisms in place for addressing and eliminating discrimination and unfair treatment;
+ how incidents are recorded, and comment on initiatives to address gaps between policies and practices;
+ how the institution raises awareness of and considers intersectionality in policies and practices;
+ results from staff consultation, presented by gender and category of post, and may include data on additional equality grounds

IADT published an EDI Policy in 2020. This policy outlines IADT's commitment to EDI in conjunction with the legislative context of equality in Ireland. It applies to all in our community. The policy is available on the IADT website.

Complaints on alleged breaches of this policy fall under our mutual respect procedures. To date, no formal complaint has been made connected to the EDI Policy.

The staff survey shows a high level of awareness of the policy or where to find further information (**Table 2.4.1.1**).

Table 2.4.1.1 *I am familiar with IADT's EDI Policy*

	Female	Male	Other	Academic	PMASS	Total
Yes, in detail	7 (9%)	4 (11%)	3 (17%)	11 (14%)	3 (6%)	14 (11%)
Yes, in general, and I know where to find further information	60 (80%)	30 (79%)	13 (67%)	56 (70%)	45 (92%)	103 (79%)
No	8 (11%)	4 (11%)	2 (11%)	13 (16%)	1 (2%)	14 (11%)

The EDI Manager will introduce new staff to the EDI Policy at inductions (EDI AP 4.1).

In May 2022, all staff were encouraged by the HR Manager and EDI Manager via email to complete a new eLearning module developed by the Irish Human Rights and Equality Commission (IHREC) called 'Equality and Human Rights in the Public Service'. The training aims to support and enable staff within public bodies to understand and meet their obligations under the Public Sector Duty. **A communications campaign will be launched to encourage more staff to complete this module, linked to Human Rights Day, with participation rates tracked and reported (EDI AP 4.2).**

A toolkit will be developed for sub-units on how they can practically implement the *IADT EDI Policy* and *Public Sector Duty* requirements at local level (EDI AP 4.3).

IADT expects suppliers working on its behalf to practice equal opportunities. Tenderers must be aware of our EDI Policy and the requirements placed upon them to adhere to this policy and equality legislation. **The IADT Procurement Policy will be revised to explicitly include EDI considerations in procurement practices for the purchasing of goods and services (EDI AP 4.4).**

Gender

The survey shows that a majority of staff believe that IADT advances gender equality in its work, however, there are gender differences in responses (**Table 2.4.1.2**). Across all metrics, females and Others were less likely to agree than males, with the lowest agreement levels observed in Other respondents.

Table 2.4.1.2   *Survey questions on gender equality at IADT (Agreement levels)*

	Female	Male	Other	Academic	PMASS	Total
The cultural ethos of the Institute is one that supports equality of opportunity in relation to gender.	48 (63%)	31 (79%)	6 (33%)	45 (55%)	38 (78%)	85 (64%)
Women and men are equally visible in leadership roles at this Institute.	49 (64%)	31 (80%)	8 (44%)	49 (60%)	38 (78%)	88 (66%)
The public image of the Institute gives equal weight and visibility to women and men.	42 (55%)	30 (77%)	8 (44%)	42 (52%)	37 (76%)	80 (60%)
In general, managers in my workplace have a good understanding of gender equality issues.	43 (57%)	25 (64%)	8 (44%)	42 (52%)	34 (69%)	76 (58%)

IADT celebrates International Women's Day (IWD) each year with a series of high-profile events open to all staff and students. In recent years topics have included women's equality in the TV and film industry; menopause awareness; intersectionality; girls in computing; gender intelligence; and fundraisers for Women's Aid and the Dublin Rape Crisis Centre (DRCC).

IADT marked International Men's Day (IMD) for the first time in 2021 with an event on the challenges facing men today. This included a discussion on men's mental health. The event was attended by 13 staff (77% female).

As evidenced throughout this application, the number of men engaging with EDI training and events is low at IADT. **A Working Group consisting of male staff from each functional area will be established to brainstorm measures to increase male engagement with EDI and to suggest topics for future events (EDI AP 4.5)**.

Race/Ethnicity

42% of respondents agreed that IADT values cultural diversity, including differences based on race and ethnicity (**Table 2.4.1.3**). 31% were neutral and 8% selected 'don't know'. This suggests a lack of personal experience with this issue on a majority white campus. There were minor gender differences in the responses (**Table 2.4.1.3**). Academic Staff were less likely to agree with this statement than PMASS Staff (**Table 2.4.1.4**).

Table 2.4.1.3 *The Institute values cultural diversity, including differences based on race and ethnicity (Gender identity)*

	Agree	NAND	Disagree	Don't know
Female	31 (41%)	22 (29%)	16 (21%)	7 (9%)
Male	18 (46%)	12 (31%)	6 (15%)	3 (8%)
Other	7 (41%)	7 (41%)	2 (12%)	1 (6%)
Total	56 (42%)	41 (31%)	25 (19%)	11 (8%)

Table 2.4.1.4 *The Institute values cultural diversity, including differences based on race and ethnicity (Category of post)*

	Agree	NAND	Disagree	Don't know
Academic	28 (35%)	28 (35%)	16 (20%)	9 (11%)
PMASS	27 (53%)	13 (25%)	9 (18%)	2 (4%)
Unknown	1 (100%)	0 (0%)	0 (0%)	0 (0%)
Total	56 (42%)	41 (31%)	25 (19%)	11 (8%)

Open-ended responses commented on the lack of ethnic and cultural diversity in staffing. For some, there was a view that IADT has achieved gender equality but needed to advance the representation of staff from minority backgrounds. For example:

> *'Gender equality is well represented but there is a very clear lack of ethnic diversity both on staff and student level. This is alienating'* (Academic, Other).

> *'Whilst gender equality is important, from the outset there is balance… For other aspects, such as race, nationality, and economic status, I think these are respected but the Institute needs to address these aspects much more rigorously without making these assumptions. I think unconscious bias for instance has been overly focused on a gender basis and it's only one aspect'* (Academic, Male).

In recent years the Institute has attempted to raise staff awareness of race equality issues. All training to date has been provided by external experts.

The President made race awareness training mandatory for all managers 2020. **A number of new managers were appointed in 2021 so training will be run again for new colleagues and to allow more established managers to reflect and build on their previous learnings. The training will include a focus on intersectionality and counter myths about positive action measures. It will form part of a four-year EDI and dignity and respect training programme for managers (EDI AP 4.13).** This action is significant because managers regularly chair or participate on interview boards. **More widely, refresher EDI/unconscious bias training with a focus on race equality and intersectionality will be provided for all staff who sit on recruitment panels (EDI AP 3.4).**

Training was offered to all staff on 'Becoming an anti-racist and inclusive educator' in 2021. 42 staff members (74% female) registered for one of four sessions. 100% of Library staff engaged. **Anti-racism education will be offered to all staff on an annual basis to increase participation rates. Colleagues who teach and/or support teaching and learning activities will be prioritised for training (EDI AP 4.6).**

IADT's theme for IWD 2022 was 'The interconnections between gender and race and the advancement of intersectional equality'. Two virtual events were held with external speakers (**Figures 2.4.1.1 and 2.4.1.2**). 63 participants attended an event (92% female).

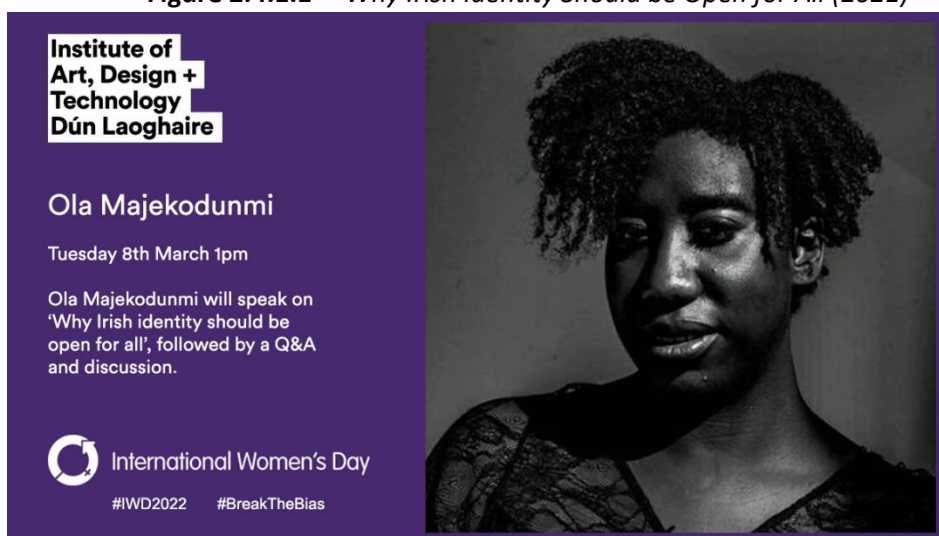**Figure 2.4.1.1**   *Why Irish Identity Should be Open for All (2021)*

Figure 2.4.1.2   *When Race, Gender, Class, and Other Intersections Interact (2021)*

Disability

A majority of respondents agreed that IADT understands equality issues relating to disability. Agreement levels were higher amongst males compared to females and Other staff. (**Table 2.4.1.5**). More PMASS Staff agreed than Academic Staff (**Table 2.4.1.6**).

Table 2.4.1.5   *The Institute understands equality issues relating to disability (Gender identity)*

	Agree	NAND	Disagree	Don't know
Female	42 (55%)	18 (24%)	11 (14%)	5 (7%)
Male	24 (62%)	7 (18%)	7 (18%)	1 (3%)
Other	7 (39%)	5 (28%)	5 (28%)	1 (6%)
Total	73 (55%)	30 (23%)	23 (17%)	7 (5%)

Table 2.4.1.6   *The Institute understands equality issues relating to disability (Category of post)*

	Agree	NAND	Disagree	Don't know
Academic	41 (51%)	21 (26%)	14 (17%)	5 (6%)
PMASS	31 (61%)	9 (18%)	9 (18%)	2 (4%)
Unknown	1 (100%)	0 (0%)	0 (0%)	0 (0%)
Total	73 (55%)	30 (23%)	23 (17%)	7 (5%)

Qualitative responses commented on the need to increase disability awareness and supports for staff and students. For example:

'Disability - and areas it covers as an umbrella term… i.e. get the full meaning of 'disability' out there along with the rights that this umbrella gives you' (PMASS, Female).

'In terms of disability awareness, again better than 10 years ago but more needed in terms of awareness' (Academic, Female).

Several actions aim to raise awareness of disability on campus and to grow and support the number of staff members with a disability. **Training on disability in the workplace will be organised for staff to accompany our new Code of Practice, including compulsory training for HR and Estates and Facilities as these offices work closely with staff seeking reasonable accommodation (EDI AP 4.7). Managers will also be trained on disability (EDI AP 4.13). The Institute will seek input from the Association for Higher Education Access & Disability (AHEAD) to advance our recruitment processes for applicants with a disability; as part of this, we will sign up for the WAM programme to offer mentored, paid work placements for graduates with disabilities. WAM brings graduates with disabilities and employers together so that both can benefit from each other (EDI AP 3.7).**

The Institute is working to reduce stigma and discrimination in relation to mental health issues for staff. **The Institute will sign the See Change Workplace Pledge and develop a Mental Health *Policy* (EDI AP 4.8).** See Change workshops were recently offered to all line managers and academic programme chairs to commence this process.

IADT also aims to increase our knowledge of the Deaf Community in Ireland and the communication skills that are used by and with Deaf and Hard of Hearing people. A recent Deaf Awareness training session with the Irish Deaf Society was attended by 18 colleagues (94% female; the only male to attend was the IADTSU President)**.**

Classes on introductory Irish Sign Language (ISL) will be rolled out for staff (EDI AP 4.8). 29 members of staff (83% female) have provisionally indicated their interest in learning ISL.

2.4.2. Eliminating Bullying and Harassment

b. Comment and reflect on mechanisms in place for addressing and eliminating bullying and harassment. This should include:

+ how incidents are recorded;
+ initiatives to address gaps between policies and practices;
+ results from staff consultation, presented by gender and category of post, and may include data on additional equality grounds.

Complaints relating to bullying and harassment come under the IADT Mutual Respect Policy. High-level, anonymous data on complaints linked to this policy are reported to the Audit and Risk Committee of Governing Body each year.

The survey shows that IADT has considerable work to do to embed core changes to policy and practice on bullying and harassment. Respondents were asked if they had ever experienced inappropriate workplace behaviour at IADT.[8] 45% of staff had personally experienced

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[8] Inappropriate workplace behaviour was defined to include inequality, discrimination, bullying, harassment, or sexual violence or harassment (SVH).

inappropriate behaviour and 55% of respondents had witnessed it. **Tables 2.4.2.1 and 2.4.2.2** disaggregate this data by gender and job category. A very high proportion of Other respondents selected 'yes' to both questions.

Table 2.4.2 *Have you ever personally experienced inappropriate workplace behaviour at IADT?*

	Female	Male	Other	Academic	PMASS	Total
Yes	32 (42%)	13 (34%)	14 (78%)	37 (46%)	21 (43%)	59 (45%)
No	37 (49%)	18 (47%)	0 (0%)	27 (24%)	26 (53%)	55 (42%)
Prefer not to say	7 (9%)	7 (18%)	4 (22%)	16 (20%)	2 (4%)	18 (14%)

Table 2.4.2.2 *Have you ever witnessed inappropriate workplace behaviour at IADT?*

	Female	Male	Other	Academic	PMASS	Total
Yes	32 (42%)	13 (34%)	14 (78%)	42 (53%)	28 (57%)	72 (55%)
No	37 (49%)	18 (47%)	0 (0%)	27 (34%)	19 (39%)	47 (36%)
Prefer not to say	7 (9%)	7 (18%)	4 (22%)	11 (14%)	2 (4%)	18 (10%)

These survey questions were not time-bound to afford staff a chance to voice historical issues. Qualitative responses show that many issues were historical but staff also raised ongoing concerns about institutional culture. **Future surveys will be time-bound and ask staff to elaborate on the nature of the inappropriate behaviour they have experienced or witnessed (EDI AP 4.18).**

A number of colleagues shared their negative experiences and perceptions of institutional culture:

'If all managers ensured we treated everyone we personally encounter day to day with basic levels of respect we would address many of the issues being flagged as problematic for the sector' (PMASS, Male).

'I respect the Institution and the changes that it is currently putting in place, looking to the future and enhancing the brand. I am saddened by the non-supportive culture of some functional/departmental management who are just not trained or experienced enough to do, or to realise the importance of team, motivation, development and employees (Academic, Male).

'Stop ticking boxes and start actually setting time aside to train staff comprehensively on calling out bad behaviour' (Academic, Male).

Staff across all categories demonstrated a high level of awareness of the IADT Mutual Respect Policy or knew where to find further information (**Table 2.4.2.3**)

Table 2.4.2.3 *I am familiar with IADT's Mutual Respect Policy*

	Female	Male	Other	Academic	PMASS	Total
Yes, in detail	17 (22%)	12 (32%)	4 (22%)	23 (28%)	9 (18%)	33 (25%)
Yes, in general, and I know where to find further information	53 (70%)	24 (63%)	14 (78%)	53 (65%)	37 (76%)	91 (69%)
No	6 (8%)	2 (5%)	0 (0%)	5 (6%)	3 (6%)	8 (6%)

However, fewer staff were confident that IADT would appropriately manage complaints about inappropriate behaviour. Confidence levels were particularly low with Academic Staff and Others in the gender category (**Table 2.4.2.4**).

Table 2.4.2.4 I *am confident that the Institute would appropriately manage complaints about inequality, discrimination, dignity at work, bullying or harassment (Agreement levels)*

	Female	Male	Other	Academic	PMASS	Total
I am confident that the Institute would appropriately manage complaints about inequality, discrimination, dignity at work, bullying or harassment.	32 (42%)	19 (49%)	4 (22%)	24 (30%)	30 (61%)	55 (41%)

A survey to support IADT's prior Athena SWAN application in 2019 found similar results. In response, training was front-loaded for all managers on mutual respect and unconscious bias. A number of respondents in the new survey stressed that cultural change must start with management and filter downwards to establish a culture of zero tolerance for these behaviours. The data also shows the need to decrease the gap between awareness of policy and confidence in policy. It is important to note that the number of formal complaints made under the IADT Mutual Respect Policy over the past five years has been extremely low.

A range of actions will be implemented for addressing and eliminating bullying and harassment:

- **Finalise the review of the IADT Mutual Respect Policy. This will be split from the Sexual Violence and Harassment (SVH) Policy (EDI AP 4.10).**
- **As part of the review of the Mutual Respect Policy, focus groups will be conducted with staff, management, students, and other stakeholders (EDI AP 4.11).**
- **New staff will be informed about the IADT Mutual Respect Policy at induction (EDI AP 4.12).**
- **Implement a four-year EDI and dignity and respect training programme for management (EDI AP 4.13).**

- **Roll out training for all staff on mutual respect in the workplace (EDI AP 4.14).**
- **Train new Designated Contact Persons to support and listen to staff (EDI AP 4.15).**
- **Raise awareness of the 'Speak Out' tool to amongst staff to anonymously report inappropriate behaviour (EDI AP 4.16).**
- **Use local and national data from 'Speak Out' to further explore dignity and respect issues on campus, including the reasons why staff and students do/do not report bullying and harassment (EDI AP 4.17).**
- **To assess the extent of cultural change, future staff surveys will include a time-bound question on bullying and harassment and ask staff to elaborate on the nature of the inappropriate behaviour (EDI AP 4.18).**

2.4.3. Eliminating Sexual Harassment and Sexual Violence

c. Comment and reflect on mechanisms in place for addressing and eliminating sexual harassment and sexual violence. This should include:

+ how incidents are recorded;
+ initiatives to address gaps between policies and practices;
+ results from staff consultation, presented by gender and category of post, and may include data on additional equality grounds.
+ Comment and reflect on how the institution addresses the requirements of and supports for transgender and non-binary staff.

Sexual harassment and sexual violence

In line with national requirements, the IADT PROPEL Working Group is working to implement the IADT Action Plan to Tackle Sexual Violence and Harassment. The Working Group meets twice per academic year and reports to the EDI Committee of Governing Body via the Chair (the EDI Manager). Membership includes IADT Academic Staff (one from each Faculty), PMASS Staff in student-support units, EDI, IADTSU, HR, and the National Women's Council (NWC) as an external specialist organisation. The HEA requires that HEIs provide annual progress reports on the implementation of the Framework for Consent.

Over three-quarters of survey respondents agreed that sexist language and behaviour are considered to be unacceptable in the workplace at IADT, with agreement levels in the majority across all cohorts (**Table 2.4.3.1**).

Table 2.4.3.1 *Sexist language and behaviour is considered to be unacceptable in the workplace at IADT (Agreement levels)*

	Female	Male	Other	Academic	PMASS	Total
Sexist language and behaviour is considered to be unacceptable in the workplace at IADT (e.g. inappropriate remarks or overly familiar behaviour which is unwanted or degrading).	57 (73%)	34 (87%)	11 (61%)	58 (71%)	41 (85%)	102 (78%)

Further, in contrast to complaints about other types of inappropriate behaviour (**Table 2.4.3.2**), a majority of staff were confident that IADT would appropriately manage complaints about sexual or gender-based harassment or misconduct. However, females and Other staff were less confident than males.
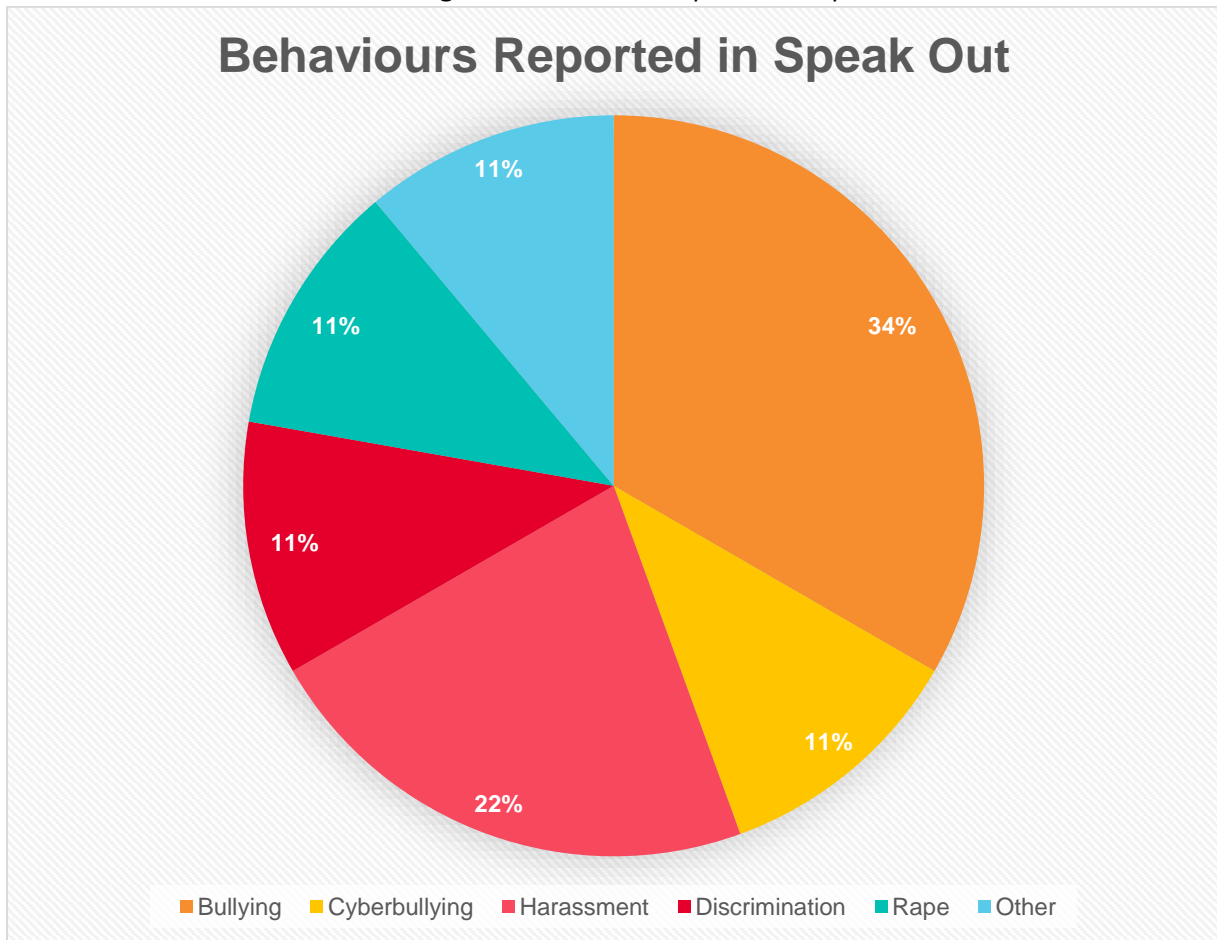
Table 2.4.3.2 *I am confident that the Institute would appropriately manage complaints about sexual or gender-based harassment or misconduct (Agreement levels)*

	Female	Male	Other	Academic	PMASS	Total
I am confident that the Institute would appropriately manage complaints about sexual or gender-based harassment or misconduct.	38 (51%)	27 (69%)	7 (39%)	40 (49%)	31 (65%)	72 (55%)

At present, formal reports relating to sexual harassment and sexual violence fall under the IADT Mutual Respect Policy for staff and students. Anonymised data is reported to the Audit and Risk Committee. **A specific, standalone SVH Policy will be developed given the complexity of these matters. The SVH Policy will be reviewed by the DRCC to ensure the reporting system is compatible with reporting party/survivor rights and cognisant of the needs of vulnerable groups (EDI AP 4.19). To coincide with the new policy, a webpage will be created to map processes for formal reporting on flowcharts (for disclosures and reports about staff, and for disclosures and reports in relation to students), clearly illustrating all potential response pathways (EDI AP 4.20).**

In October 2021, IADT participated in the national launch of the 'Speak Out' tool. This is an anonymous reporting tool for staff and students and is available on the IADT website. To date, we have received six reports from staff and students. **Figure 2.4.3.1** provides further details, with care taken to protect the anonymity of reporters. An increase in reporting has been observed in the period following consent and disclosure training with staff and students.

Behaviours Reported in Speak Out

Legend: Bullying, Cyberbullying, Harassment, Discrimination, Rape, Other

Pie chart values: 34%, 11%, 22%, 11%, 11%, 11%

IADT will raise awareness of the 'Speak Out' tool amongst students to anonymously report inappropriate behaviour (EDI AP 4.20).

The Institute has offered all staff and IADTSU sabbatical officers the opportunity to take in-depth training on responding to disclosures of SVH. Staff in key support roles have been prioritised for training. 46 participants have completed the programme over **the past two years, predominately staff in PMASS units (N=31) and 100% of IADTSU officers (N=4). A strategy will be put in place to increase the participation rates of Academic Staff (EDI AP 4.21);** 11 Academic Staff have completed the training to date and almost all are programme chairs. **All Executive and Central Managers will be trained over the course of the EDI AP (EDI AP 4.13).**

Requirements and supports for trans and non-binary staff

Using new guidance from IBEC, a policy will be developed to allow trans and gender non-binary staff at IADT to have their preferred gender recorded by HR for reporting purposes (EDI AP 1.11).

Two training sessions on 'Gender Identity and Gender Expression' were held for staff in 2020 and 2021. 23 staff members (83% female) completed this training. **Further training opportunities will be organised for staff on trans and gender non-binary issues, to coincide with policy developments in the Institute (EDI AP 4.22). A guidance document on understanding and using pronouns will be published to support staff and students (EDI AP 4.23).**

2.4.4. Flexible Working Arrangements

d. Comment and reflect on informal and formal flexible working arrangements available. This should include:

+ consideration given to staff with flexible working arrangements around the timing of meetings and social gatherings;
+ results from staff consultation, presented by gender and category of post, and may include data on additional equality grounds

Formal flexible working options

The Institute offers a range of formal flexible working options as set out in public service/higher education circulars. These are Career Break, Job Share, and Work Share schemes; in addition, a Shorter Working Year scheme is available to PMASS Staff.

31% of survey respondents (N=38) had applied for a flexible working arrangement as an employee of IADT. Females (43%, N=30) were considerably more likely to apply one of these arrangements than males (18%, N=7) and Others (7%, N=1). 37% of Academic Staff (N=19) had applied and 40% (N=18) of PMASS cohorts.

Applications were approved in 90% of cases (N=34).

HR advertises the various options to all staff each January via email. Despite this, only 38% of survey respondents agreed that IADT supports flexible and part-time working arrangements for staff (**Table 2.4.4.1**). PMASS Staff were more inclined to agree than Academic Staff. Gender differences were minor, however, only 6% of Other respondents agreed with this statement.

Table 2.4.4.1   *I feel that IADT supports flexible and part-time working arrangements for staff (Agreement levels)*

	Female	Male	Other	Academic	PMASS	Total
I feel that IADT supports flexible and part-time working arrangements for staff.	32 (42%)	18 (46%)	1 (6%)	27 (33%)	22 (45%)	51 (38%)

IADT will increase awareness of formal flexible working options for staff by recirculating this information on the intranet (EDI AP 4.24).

Hybrid/remote working

In qualitative responses to the survey, there was a very strong sense that a form of hybrid/remote working should continue after Covid-19. Some staff had experienced difficulties with working from home, particularly at the beginning of the pandemic (e.g. isolation, a lack of equipment, etc.). However, for the vast majority of respondents (and particularly amongst female PMASS cohorts), the shift to hybrid/remote working was positive for staff wellbeing. For example:

'I have adapted to working from home much better than I thought. While I miss the physical contact with colleagues and students, the quality of and dedication to my job has not diminished. Before Covid-19, it was an odyssey to ask to work from home just for one day a year! I think we have proven that we can be relied on. I hope a policy on "working from home" is developed for the future' (PMASS, Female).

'[Covid-19] allowed me to experience working from home and prove that it could be done easily and I would like to work 1-2 days per week when we return to normality' (PMASS, Female).

'A cultural shift is definitely required to allow for remote working. When at home you can focus on a project. No interruptions. In fact, you work harder, but that may not be a shared belief' (PMASS, Female).

A Remote Working Policy for IADT will be developed in line with sectoral policy (EDI AP 4.25).

2.4.5. EDI in Institutional Spaces

e. Comment and reflect on how the institution considers equality, diversity and inclusion in institutional spaces. This should include:

+ the built environment;
+ organisation of meetings and events;
+ publicity materials, including the institution's website and images used on campus.

Disability supports

A number of physical modifications have been made on campus in recent years to improve disability access on campus, e.g. additional disability ramps and power-assisted doors. **Further infrastructural work will be completed to support prospective and current staff and students with a disability or those who are neurodiverse (EDI AP 4.26).**

Gender-neutral bathrooms

Gender-neutral bathrooms have been installed in all IADT buildings. A survey of trans and non-binary students was conducted in 2020 to examine their experiences of IADT (N=25, c.1% of the student population). Responses show the importance of gender-neutral facilities for these students. 88% (N=22) preferred gender-neutral bathrooms to gender-segregated ones on campus. Notably, only 18% (N=4) felt comfortable using gender-segregated bathrooms in IADT.

The Institute will raise awareness of the location of gender-neutral bathrooms on campus (EDI AP 4.27).

Breastfeeding/expressing room

IADT has set aside a room on campus with a reclining chair and a refrigerator where breastmilk can be stored. Access to this room is arranged privately through the HR Office.

Two survey respondents referred to the challenges they experienced upon return from Maternity Leave.

'There was also no chance of expressing breast milk with any degree of ease on my return, so that wasn't an option' (Academic, Female).

'I feel that my return to work wasn't supported very well, I was still breastfeeding and was offered a toilet in the Atrium building to express milk, which wasn't suitable and caused me extra stress' (Academic, Female).

As this survey question did not specify a time period, we do not know if these respondents' experiences occurred before or since the breastfeeding/expressing room was established. **Nonetheless, it does suggest the need to raise awareness of this facility amongst staff and we will seek to do this by updating the information letter that HR sends to staff returning from Maternity Leave (EDI AP 4.28)**.

LGBTQ+ visibility on campus

The student survey also raised the need to celebrate and give more visibility to IADT's LGBTQ+ community. In preparation for the academic year 2022/23, we recently installed three 'rainbow walkways' on campus with the Rainbow Flag and Trans Pride Flag (**Figures 2.4.5.1 and 2.4.5.3**). **To ensure a welcoming and inclusive environment for new LGBTQ+ students, the walkways will be pointed out to all Y1 students on induction tours (EDI AP 4.29).**

Figure 2.4.5.1   *Pride Walkway*

Figure 2.4.5.2   *Pride and Trans Walkway*

Organisation of meetings and events

Most staff cohorts in the survey agreed that social activities in IADT are inclusive of all genders, e.g. coffee breaks, teambuilding exercises, etc (**Table 2.4.5.1**). However, levels of agreement are much lower for Other respondents and this suggests a feeling of exclusion on the part of these staff, who shared negative experiences throughout the survey.

Table 2.4.5.1   Social activities are inclusive of all genders (Agreement levels)

	Female	Male	Other	Academic	PMASS	Total
Social activities are inclusive of all genders (e.g. coffee breaks, teambuilding exercises etc.).	53 (70%)	31 (82%)	7 (39%)	48 (60%)	42 (86%)	91 (69%)

Most formal institutional meeting at IADT happen between the 'core hours' of 10am-4pm. Survey respondents in all cohorts agreed that meetings in their department/function are usually scheduled to be within the hours of 10am-4pm (**Table 2.4.5.2**).

Table 2.4.5.2 *Meetings in my department/function are usually scheduled to be within the hours of 10am-4pm (Agreement levels)*

	Female	Male	Other	Academic	PMASS	Total
Meetings in my department/function are usually scheduled to be within the hours of 10am-4pm.	65 (84%)	30 (77%)	9 (50%)	57 (70%)	45 (92%)	104 (78%)

Publicity materials

One of IADT's KPIs is to develop and display positive role models in our visual and printed materials, including the website and images used on campus. Images on our website are carefully considered by the Marketing Office to include gender balance (e.g. **Figure 2.4.5.4**).

Figure 2.4.5.4 *Sample page of IADT website*
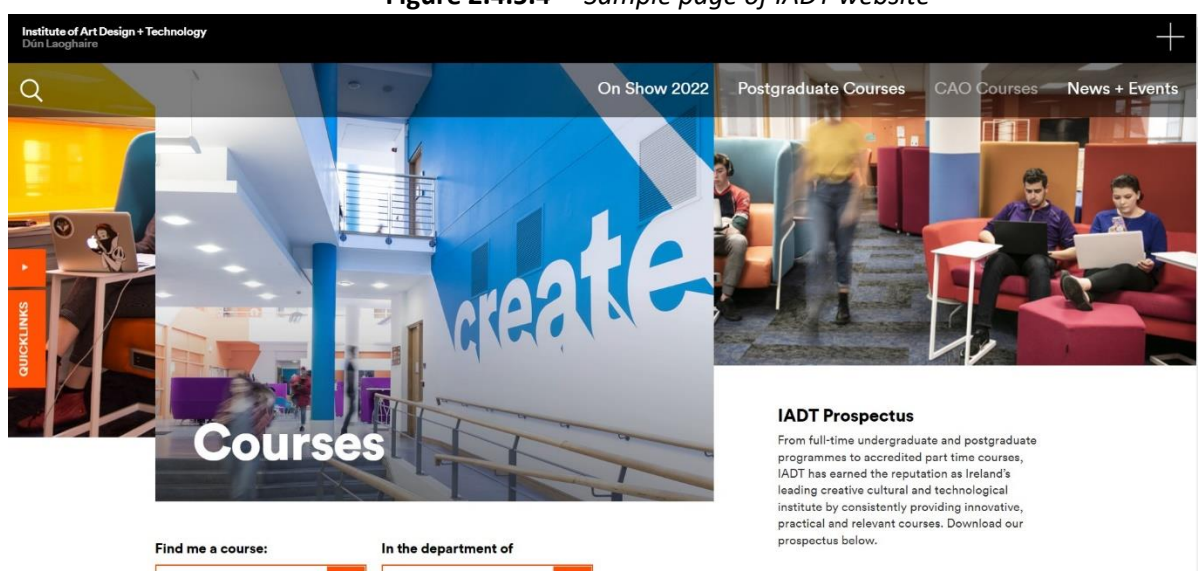
A majority of survey respondents agreed the public image of the Institute gives equal weight and visibility to women and men (**Table 2.4.5.3**). Differences by gender and role were observed in the responses.

Table 2.4.5.3 *The public image of the Institute gives equal weight and visibility to women and men (Agreement levels)*

	Female	Male	Other	Academic	PMASS	Total
The public image of the Institute gives equal weight and visibility to women and men.	42 (55%)	30 (77%)	8 (44%)	42 (52%)	37 (76%)	80 (60%)

2.4.6. Family Leave

f. Comment and reflect on what support the institution offers to staff who take family leave (maternity, paternity, parent's, adoption, and parental leave). This should include:

+ uptake of types of family leave by gender and category of post;
+ results from staff consultation, presented by gender and category of post, and may include data on additional equality grounds.

To comply with legislative requirements, IADT offers a range of policies for family leave.

Maternity Leave

Salaried staff are entitled to 26 consecutive paid weeks of Maternity Leave followed by 16 weeks of unpaid Maternity Leave. HPALs are entitled to take the same leave periods and can apply for paid support through the Department of Social Protection.

A full risk assessment is completed by the HoD in consultation with the pregnant staff member and any changes in the role/environment will be addressed following consultation with Occupational Health.

Pregnant staff are entitled to take time off work to attend hospital visits and antenatal classes. As discussed, we have made on-campus provision for staff who are breastfeeding/expressing milk.

IADT will backfill all staff taking Maternity Leave in academic and PMASS roles. IADT sends both payslips and upcoming details of confined competitions to staff on leave.

Six colleagues took Maternity Leave between 2019 and 2021 (two Academic Staff and four PMASS Staff).

60% of survey respondents (N=15) who had taken Maternity Leave as an employee of IADT were satisfied with how their leave was handled. 8% were neutral (N=2), 20% dissatisfied (N=5) and 12% selected prefer not to say (N=3). This question was not time-bound.

A follow-up question asked staff to elaborate on their response. The following were amongst those who were satisfied with how their Maternity Leave was handled.

> *'Was supported throughout the process and nursing room available on my return – very satisfied'* (Academic, Female).

> *'No issues with maternity leave plus given plus extra holidays and unpaid leave that I took to care of my new baby'* (PMASS, Female).

Aggregated negative experiences included not being fully briefed on return to duty obligations; a lack of flexibility to work from home following leave; for HPALs, the need to move to social welfare supports which can be financially difficult depending on how many hours they work each week;

not having a suitable location on campus to express milk; teaching cover not being hired in a timely manner; or being contacted about work issues while on leave/at antenatal appointments.

The letter sent by HR to staff returning from Maternity Leave will be updated to include information about accessing the breastfeeding/expressing room and with a list of local creches/schools/mother and toddler groups (EDI AP 4.28).

Paternity Leave

Three males, all Academic Staff, applied for Paternity Leave in the period from 2019 to 2021. All applicants took the full two-week period.

A respondent in the survey said the process *'was handled very professionally by HR and line managers'* (Academic, Other) and another shared that IADT *'showed flexibility in assisting me with my leave'* (Academic, Male).

The economic impact of Paternity Leave (staff receive a social welfare payment when taking Paternity Leave) and timing issues were amongst the reasons why some staff decided not to take it despite being entitled to it.

Parent's Leave

Parent's Leave is available to parents of children under two years of age and to parents of adopted children in the first two years of the placement of the child. It was originally for two weeks leave and has since increased to five weeks (2021) and seven weeks (2022). Staff are placed on unpaid leave and can apply for social welfare if they have sufficient PRSI contributions.

Two female staff members availed of Parent's Leave between 2019 and 2021, both following a period of Maternity Leave.

Adoptive Leave

No staff member applied for Adoptive Leave between 2019 and 2021.

Parental Leave

Table 2.4.6.1 provides information on staff who applied for Parental Leave between 2019 and 2021. Most applications were made by female staff. There was a drop in academic applications in 2020/21 and this may be linked to remote working during Covid.

Table 2.4.6.1   *Parental Leave applications (2019-2021)*

Year	# of Applications	% Female	% Male	% PMASS	% Academic	% Managers
2019	8	87.5%	12.5%	50%	50%	25%
2020	4	100%	0%	100%	0%	25%
2021	6	83%	17%	83%	17%	16%

All managers will be trained on family leave policies and procedures and supporting staff with caring responsibilities (EDI AP 4.13).

2.4.7. Care Responsibilities

g. Comment and reflect on the policies and practices in place to support staff with caring responsibilities. This should include results from staff consultation, presented by gender and category of post, and may include data on additional equality grounds.

38% of survey respondents (N=50) reported other caring responsibilities, including eldercare or caring for a disabled or ill person. These become prominent issues during the pandemic as staff sought to complete their work remotely during a very busy period while also providing care for older and vulnerable adults (and children in many cases). A number of survey comments were made to this effect. Given the age profile of IADT staff (**Figure 2.1.2.8**), eldercare/caring for a disabled or ill person is likely to become more common in the future and the Institute should support staff as best it can.

Staff can also formally request a reduction in their working hours. HR and line managers seek to accommodate colleagues who wish to move to part-time hours wherever possible.

Outside of formal arrangements (e.g. Carer's Leave; IADT had no applications for this form of unpaid leave between 2019-2021), line managers try to facilitate flexible timetabling/attendance patterns for staff with caring responsibilities on an ad hoc basis, e.g. to accompany a family member to medical appointments, etc.

All managers will be trained on family leave policies and procedures and supporting staff with caring responsibilities (EDI AP 4.13).

Another topic to emerge during the self-assessment process was the need to support staff in the area of family planning, i.e. staff undergoing fertility treatment or planning to do this. **We will raise a general awareness of this issue by targeting particular demographics and better support employees' fertility journeys (EDI AP 4.13 and 4.30)**

2.4.8. EDI in Student Populations

h. Provide information on institutional systems for evaluating equality, diversity and inclusion in student populations. This should include:

+ information on how equality grounds are captured in student data systems and/or other methods used by the institution to evaluate equality (e.g. student survey). If data is not collected for certain characteristics, please comment;
+ reflection on how disclosure is supported and if appropriate safeguards are in place;
+ comment on disclosure rates where identifiable or appropriate;
+ confirmation that students are recorded as the gender they identify with in student data systems;
+ information on how the institution supports student data collection for departmental Athena Swan submissions.

Equality grounds are captured in student data systems in several ways.

Central Applications Office (CAO)

The CAO collects personal data from applicants on the following grounds:

- Sex (female/male/PNTS)
- Age
- Residency
- Country of birth
- Nationality

This data is passed to HEIs when a student takes up a place and defaults automatically into the IADT online registration system.

Postgraduate applications

IADT manages postgraduate applications locally. The application form collects personal data from candidates on:

- Age
- Gender identity (female/male/genderqueer/non-binary/PNTS/other with an open text field to allow an applicant to specify their gender identity)
- Country of birth
- Nationality

Application processes for undergraduates and postgraduates mean that the vast majority of IADT students are recorded as the gender they identify with. Others can apply to change their gender markers in student records (see below).

IADT Gender Identity and Gender Expression Policy

Launched in 2019, this policy allows trans and non-binary students to change their name and/or gender markers in the records system. Four gender categories are available:

- Female
- Male
- Other (with an open text field to allow a student to specify their gender identity)
- PNTS

The form also gives students the option to list their preferred pronoun(s).

A recent survey of trans and non-binary students asked respondents about their experiences of using this policy. 40% (N=10) of respondents had changed their name on the college records system. A smaller number (24%, N=6) had changed their gender markers.

In qualitative responses, several students spoke about a lack of awareness and understanding of the policy. For example:

'Complicated, not very clear how to fill out the form. Could do with a dedicated student support staff to be knowledgeable of how to do so'.

'It was easy and pleasant to do, but I didn't know about it before my friend told me so I think it could be more talked about'.

'I didn't know there was the option'.

The policy and accompanying procedures will be revised based on student feedback and best practice across the HEI sector (EDI AP 4.31). We will work to raise student awareness of this policy (EDI AP 4.32).

Non-binary was the leading gender identity (56%, N=14) amongst student survey respondents.

Equal Access Survey

The Equal Access Survey is an annual voluntary survey of new undergraduate entrants to HEA-funded HEIs and influences the distribution of resources. It is distributed by institutions on behalf of the HEA. While all students are encouraged to complete the survey, it is not mandatory. The survey gathers critical information on the disability and ethnicity status of new entrants to HEIs (in addition to other metrics). Only aggregated and anonymised data is published.

IADT adds a link to the survey into the online registration process. Our most recent Equal Access Survey achieved a 70% response rate locally.

IADT data was benchmarked against the IoT/TU sector (2020/21). **Figure 2.4.8.1** shows that the proportion of IADT entrants with a disability is considerably higher than other HEIs in the sector.

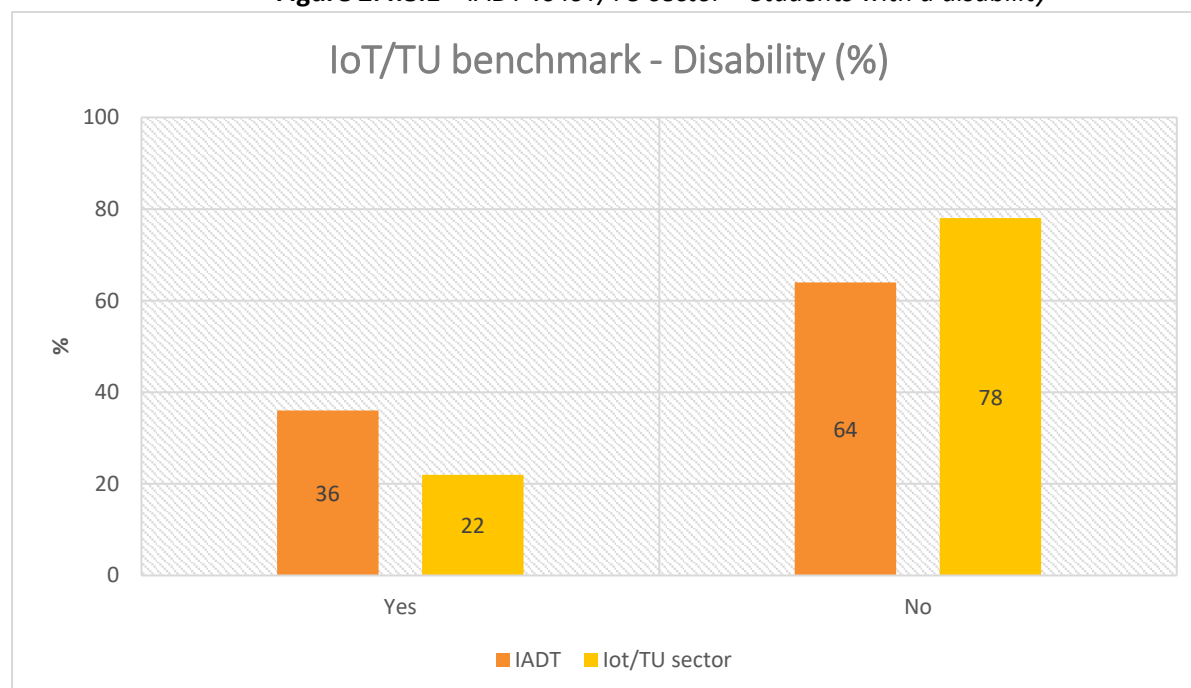**Figure 2.4.8.1** *IADT vs IoT/TU sector – Students with a disability*

Table 2.4.8.1 gives a breakdown of students by ethnic status. A very large proportion of IADT students are White Irish and this mirrors the IoT/TU sector. The percentage of students identifying

as coming from Any other White background is higher at IADT, by contrast, the proportion of students from a Black or Black Irish background is lower. Irish Traveller students are underrepresented across the sector.

Table 2.4.8.1   *IADT vs IoT/TU sector – Ethnicity*

Ethnicity	IADT (%)	IoT/TU sector (%)
Any other Asian background	2.9	1.8
Any other Black background	0.5	0.5
Any other White background	13.2	8.7
Asian or Asian Irish: Chinese	0.5	0.7
Asian or Asian Irish: Indian/Pakistan/Bangladesh	0.5	1.3
Black or Black Irish: African	3.4	6.1
Mixed background	0.8	1.1
Other	1.1	1.4
White Irish	76.6	77
White Roma	0.3	0.6
White: Irish Traveller	0.3	0.2

As other equality grounds are not widely captured on the student population, a student EDI survey will be conducted to explore the diversity profile of IADT students and their experiences (EDI AP 4.33).

2.4.9. Student Inclusion in EDI Objectives

i. Comment and reflect on how students are included in the equality, diversity and inclusion objectives of the institution, including any initiatives that align with Athena Swan activity. This may include, but is not limited to:

+ incorporating equality, diversity and inclusion into curricula, pedagogy and assessment;
+ creating a safe and respectful environment;
+ supporting students with family and caring responsibilities;
+ equality, diversity and inclusion in student intake, engagement and activities.

Curricula, pedagogy and assessment

Both IADT faculties have demonstrable leadership in incorporating EDI issues into curricula, pedagogy, and assessment. This provides a solid base to build on this work in future.

IADT was the first HEI in Europe to establish a Master of Business in EDI. The programme, launched in 2020, is housed in FEH and is dedicated to the subject of effectually managing EDI in an organisational context. The faculty also offers a Postgraduate Diploma in EDI (funded by Springboard).

FFACT takes in approximately three-quarters of IADT's new undergraduates each year. Since 2021/22, EDI training has been incorporated into the Y1 FFACT programme via a common module for all Y1 students. The module is led by FFACT with input from EDI and Student Experience. The following topics were covered last year:

- Active consent
- Anti-racism
- Disability supports
- EDI issues in the creative and cultural industries
- Gender equality
- IADT policies/procedures on EDI and dignity and respect
- Intersectionality
- Mental health supports
- Trans and non-binary awareness

Additional EDI resources, including IADT's EDI Policy and Mutual Respect Policy, were made available for students on the Visual Learning Environment (VLE).

Students were asked to complete a post-module survey. This received 59 responses, representing a 23% response rate (of 389 registrations). **Tables 2.4.9.1 and 2.4.9.2** show that students positively engaged with the module and took important learnings from it, especially on the topic of anti-racism.

Table 2.4.9.1 *Y1 FFACT EDI module survey – Anti-racism workshop*

Y1 FFACT: Anti-racism workshop	Agree	NAND	Disagree	Did not attend
I enjoyed the anti-racism workshop	44 (75%)	10 (17%)	1 (2%)	4 (7%)
I learned something new from this workshop	45 (77%)	3 (5%)	6 (10%)	4 (7%)
I found the design and delivery of this workshop engaging	35 (60%)	14 (24%)	5 (9%)	4 (7%)
I would attend another workshop run by the facilitator	45 (77%)	10 (17%)	1 (2%)	3 (5%)
I would recommend this programme to my peers	45 (77%)	10 (17%)	1 (2%)	3 (5%)
I have a better understanding of the different dimensions of racism after taking this workshop	47 (80%)	4 (7%)	4 (7%)	4 (7%)
I have a better understanding of racism in the Irish context after taking this workshop	45 (77%)	6 (10%)	4 (7%)	4 (7%)
I feel more confident to challenge racist behaviour after taking this workshop	33 (56%)	16 (27%)	6 (10%)	4 (7%)
I have a better understanding of what it means to be anti-racist after taking this workshop	43 (73%)	10 (17%)	2 (3%)	4 (7%)

Table 2.4.9.2   *Y1 FFACT EDI module survey – Other EDI topics*

Y1 FFACT: Other EDI topics (Following completion of this module…)	Agree	NAND	Disagree	Did not attend
I am more knowledgeable about equality issues in Irish law	35 (59%)	9 (15%)	6 (10%)	9 (15%)
I am more knowledgeable about equality issues in the creative and cultural industries in Ireland	33 (56%)	12 (20%)	5 (9%)	9 (15%)
I can see the value of integrating EDI topics into my academic work	39 (66%)	9 (15%)	2 (3%)	9 (15%)
I feel more knowledgeable about IADT's EDI policies, procedures and supports	43 (73%)	6 (10%)	1 (2%)	9 (15%)
I feel more knowledgeable on how to report an incident to the college	39 (66%)	8 (14%)	3 (5%)	9 (15%)
I feel safer telling people my pronouns	34 (56%)	14 (24%)	1 (2%)	10 (17%)
I feel more comfortable asking other people for their pronouns	30 (51%)	16 (27%)	4 (7%)	9 (15%)
I feel more knowledgeable about IADT's work to advance gender equality	39 (66%)	7 (12%)	3 (5%)	10 (17%)

An impact assessment will be written on the module and shared with colleagues in IADT and the HEI sector for shared learning (EDI AP 4.34).

Given its disciplinary profile, FFACT is in a unique position to identify and develop creative and innovative responses to the need for EDI education/training materials. Animation students and staff, in particular, have tackled complex and sensitive EDI issues through the medium of animated shorts, with the input of external and internal experts; this is an innovative, inclusive pedagogy that utilises artistic practice to advance social issues (Coughlan et al, 2021). Recent animation projects have covered consent, image-based sexual abuse (IBSA) and bystander intervention; youth mental health; and the experiences of trans and non-binary people in Ireland. See **Figures 2.4.9.1 and 2.4.9.2** for an example of a recent student-led animation project called 'Moving Parts', which was created to support the Consent Framework. These projects were completed for outside clients. As a result, IADT has fostered strong partnerships with external organisations working in EDI and health/social inclusion, e.g. HSE, SpunOut.ie, National Rehabilitation Hospital, NUIG Active* Consent, UCC Bystander Intervention, Trans Equality Network Ireland (TENI).

Figure 2.4.9.1   *Still from 'Moving Parts' animation project – IBSA*

Figure 2.4.9.2   *Still from 'Moving Parts' animation project – Bystander*

IADT seeks to further advance our position as a national centre of excellence for artistic responses to EDI (EDI AP 4.35).

A wide suite of guidance will be developed for Academic Staff on EDI issues in teaching and learning, e.g. decolonising the curriculum, diversifying reading lists, trauma-informed

education, etc. Topics will be identified by the T&L Committee in consultation with Academic Staff (EDI AP 4.36).

Framework for Consent

The Institute is actively working to create a safe and respectful environment for the student body. A key initiative in this area is the roll-out of consent workshops for Y1 students. To maximise the level of participation, these sessions have been embedded into the academic timetable.

In 2020/21, 43% of new IADT undergraduates (247/569) participated in an online Active* Consent workshop. The post-workshop evaluation survey showed that a majority of students positively engaged with the session. 74% (N=158) found the workshop to be relevant to them and 86% (N=184) would recommend the programme to a friend.

In 2021/22, 58% of Y1 students (324/559) completed one of six consent workshops; this time, IADT piloted the TCD Together Consent programme. The vast majority of students reported positive feedback on the session and expressed their interest in further developing their knowledge in this space (**Tables 2.4.9.3 and 2.4.9.4**).

Table 2.4.9.3   *Y1 FFACT EDI module survey – Consent workshop*

Y1 FFACT: Consent Plus	Agree	NAND	Disagree	Did not attend
This workshop was well situated to my level of understanding of consent	47 (80%)	5 (9%)	2 (3%)	5 (9%)
Consent education should be made available to all students	54 (95%)	2 (4%)	1 (2%)	N/A
Consent education should be made available to all staff	54 (95%)	1 (2%)	2 (4%)	N/A

Table 2.4.9.4   *Y1 FFACT EDI module survey – Further learning on consent/bystander/SVH*

Y1 FFACT: Consent Plus	Yes	No	Did not attend
Do you feel your knowledge/skills were improved during this workshop?	43 (73%)	10 (17%)	6 (10%)
Would you attend further training on consent outside of class time?	24 (41%)	35 (59%)	N/A
Would you be interested in receiving training on bystander intervention?	48 (81%)	11 (19%)	N/A
Would you be interested in receiving training on how to respond to disclosures of SVH?	48 (81%)	11 (19%)	N/A

Based on student feedback, IADT will further develop the content of consent workshops, including guidance on bystander intervention and receiving disclosures of SVH (EDI AP 4.37). We will work to increase the proportion of Y1 students completing a consent workshop (EDI AP 4.38).

All First Year Student Leaders receive training in consent and responding to SVH disclosures.

Overall, c.30% of the IADT undergraduate population have participated in consent/SVH education in the past two years.

Childcare supports

IADTSU administers a Childcare Fund each year for students with childcare responsibilities. Students are informed about the fund at induction and information is also posted online. A total of €25k is made available for the fund each year. Applicants are required to make an application with evidence. The amount granted to each applicant varies and depends on the number of children they have, their childcare expenses and income, and the number of applicants. **Table 2.4.9.5** shows a very high success rate for the fund.

Table 2.4.9.5   *Applicants and successful applications for the IADTSU Childcare Fund*

	Applicants	Successful applicants
2019/20	11	10 (91%)
2020/21	8	8 (100%)
2021/22	8	7 (88%)

Student intake, engagement and activities

Undergraduate students

At present, 52% of undergraduates are female, 47% are male, and 1% are gender non-binary or have not specified their gender (these students are categorised as 'Other') (**Figure 2.4.9.3**).

Figure 2.4.9.3   *Gender breakdown of full-time undergraduate programmes*

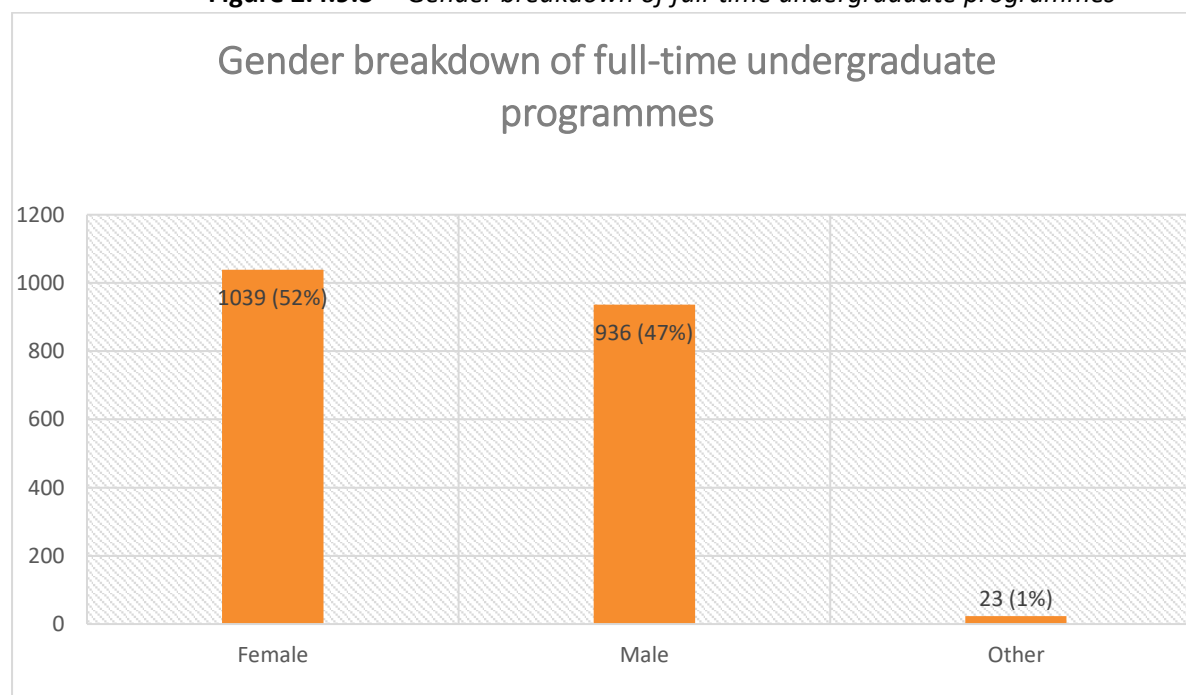

Gender breakdown of full-time undergraduate programmes

Table 2.4.9.6 disaggregates student registrations by gender on each undergraduate programme. The data shows considerable variation across the campus, with a number of courses attracting

either a very high proportion of female or male students. To protect the anonymity and confidentiality of gender minority students, we have not provided a programmatic breakdown for students coded as Other. These have been totalled by academic department.

Table 2.4.9.6   *Gender breakdown of undergraduate programmes (2021/22)*

	Female	Male	Other
Entrepreneurship			
Entrepreneurship	13 (19.7%)	53 (80.3%)	
Entrepreneurship Add-on	1 (10.0%)	9 (90.0%)	
Business Management	34 (26.0%)	97 (74.0%)	
Digital Marketing	25 (48.1%)	27 (51.9%)	
Digital Content Creation	1 (100.0%)	0 (0%)	
Dept of Entrepreneurship	**74 (29.5%)**	**186 (71.5%)**	**0 (0%)**
Humanities			
English, Media & Cultural Studies	39 (58.2%)	28 (41.8%)	
Arts Management	60 (67.4%)	29 (32.6%)	
New Media Studies	79 (53.7%)	68 (46.3%)	
English & Equality Studies	19 (90.5%)	2 (9.5%)	
Dept of Humanities + Arts Management	**197 (60.2%)**	**127 (38.8%)**	**3 (0.9%)**
Film + Media			
Animation	100 (71.9%)	39 (28.1%)	
Photography & Visual Media	39 (55.7%)	31 (44.3%)	
Film	9 (37.5%)	15 (62.5%)	
TV	4 (28.6%)	10 (71.4%)	
Film + TV Production	38 (39.6%)	56 (58.3%)	
Creative Music Production	27 (16.2%)	140 (83.8%)	
Dept of Film + Media	**217 (42.0%)**	**291 (56.3%)**	**9 (1.7%)**
Design + Visual Arts			
Graphic Design/Visual Communication Design	84 (68.9%)	38 (31.1%)	
Art	112 (76.2%)	35 (23.8%)	
Design for Film	36 (80.0%)	9 (20.0%)	
3D Design, Modelmaking & Digital Art	42 (56.0%)	33 (44.0%)	
Design for Stage and Screen - Costume	22 (91.7%)	2 (8.3%)	
Design for Stage and Screen - Makeup	31 (91.2%)	3 (8.8%)	
Design for Stage and Screen - Production	26 (81.3%)	6 (18.8%)	
Dept of Design + Visual Arts	**353 (72.6%)**	**126 (25.9%)**	**7 (1.4%)**
Technology & Psychology			
Applied Psychology	167 (68.2%)	78 (31.8%)	
Creative Media Technologies	3 (16.7%)	15 (83.3%)	
Creative Computing	24 (18.2%)	108 (81.8%)	
IUXD	4 (44.4%)	5 (55.6%)	
Dept of Technology + Psychology	**198 (44.5%)**	**206 (50.5%)**	**4 (1.0%)**
Total (all programmes/departments)	**1039 (52.0%)**	**936 (46.8%)**	**23 (1.2%)**

To date, a full breakdown of academic programmes by gender has not been provided to HoDs or other relevant staff (e.g. Marketing Office) on a regular basis. A number of HoDs, including members of the SAT, have commented on the importance of having this data to assist with planning promotional activities. **Data on the gender breakdown of student registrations by programme will be made available to these functions as part of the annual EDI audit (EDI AP 1.18).**

Academic research on a range of disciplines, including subjects offered by IADT, reveals that young female students in male-dominated programmes often experience gender bias – and this may influence their career pathways after college, e.g. Banks (2019) on film schools and Sax et al (2018) on computing degrees.

A number of survey respondents observed gender dynamics in the classroom.

For example:

> *'It is my observation at the student level that there are significant challenges around gender equality, roles and sometimes behaviours. This can play out in classroom dynamics and have significant impacts… It is a challenge to which I don't have an answer, but do think it needs some thinking around'* (Academic, Female).

SAT volunteers will develop an academic-led peer network for female students in male-dominated undergraduate programmes at IADT (EDI AP 4.39).

IADT has a strong record of gender-focused outreach to encourage female students to apply for male-dominated courses. For example:

Young Women in Film and TV

In 2016, the IADT National Film School (NFS) established a gender parity initiative (in conjunction with Young Irish Film Makers [YIFM]) with the aim of addressing the underrepresentation of women in key positions in the screen industry. 'Young Women in Film and TV' ran in 2016, 2017 and 2020 and was supported with external funding. The two-day programme was held on campus and facilitated by an entirely female group of IADT staff and professional practice experts. It was open to applications from girls attending school in dlr who were interested in pursuing a career in the industry. Participants are also given the option to have their portfolio assessed by NFS tutors and current female students advised participants on how to develop a portfolio for IADT. **Figure 2.4.9.4** shows the satisfaction levels of the 2020 cohort.

% Overall Satisfaction Rating by YWiF&TV 2020 participants
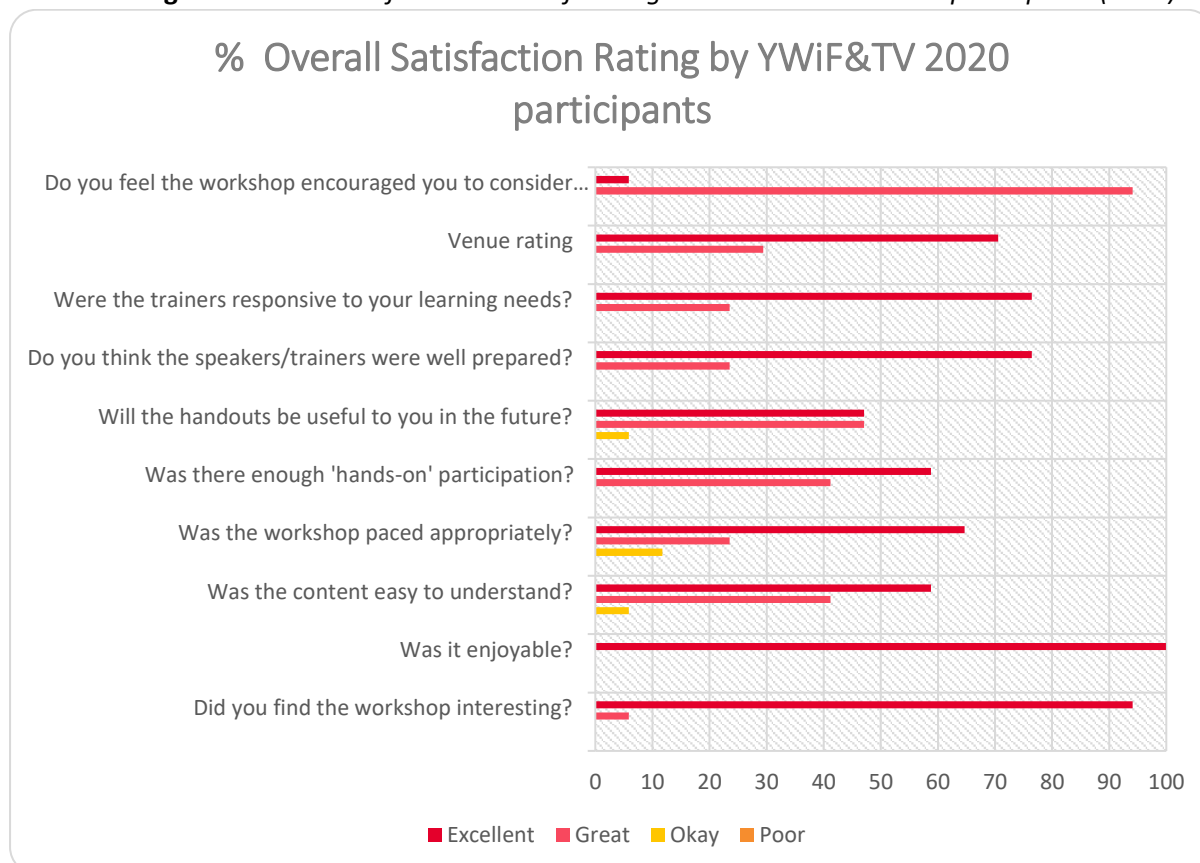
Young Women in Computing

Since 2019 (bar 2020 due to Covid-19), IADT has run summer camps for female school students under the theme of 'Young Women in Computing' (**Figure 2.4.9.5**). These camps, funded by the HEA ICT Summer Camp Provision, demonstrate the creative side of computing as a discipline and the content is closely aligned with IADT's BSc (Hons) Creative Computing degree. Participants meet female role models in STEM careers – these are lecturers and students on the BSc (Hons) in Creative Computing. Participants come from schools in Dublin and further afield. Feedback from students and parents has been very positive to date.

Figure 2.4.9.5 *Participants on 'Young Women in Computing', 2020*

Table 2.4.9.6 also shows there is room to increase the proportion of male students in several undergraduate degrees. In addition, IADT seeks to grow our proportion of students from minority backgrounds, refugees and asylum seekers, and DEIS schools. **A cross-institutional outreach and access programme for underrepresented groups of students will be established. This work will be overseen by a Widening Participation Working Group (EDI AP 4.40).**

In terms of benchmarking, the proportion of female undergraduates at IADT is 5% higher than the IoT/TU average of 47% (**Figure 2.4.9.6**).

Figure 2.4.9.6 *IoT/TU benchmark – Undergraduates by gender (%)*
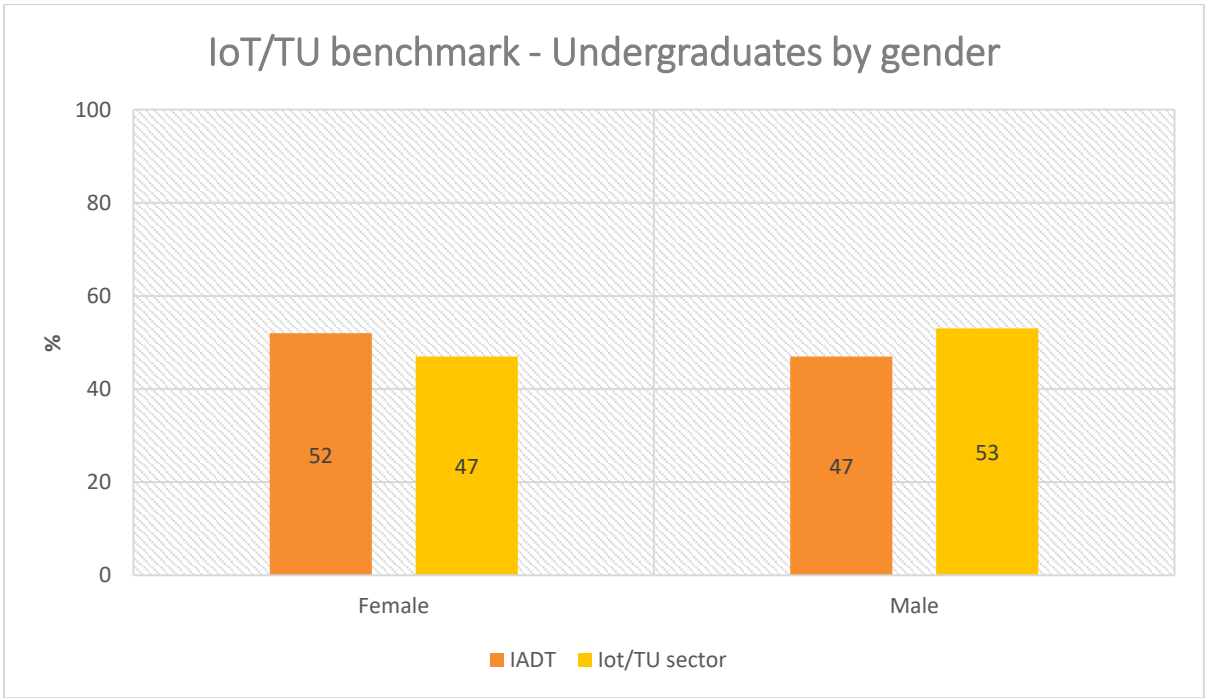
This difference is largely explained by the unique nature of the IADT undergraduate prospectus with its strong focus on the creative and cultural arts and how it differs from other HEIs. Across the Irish higher education system (all HEIs), undergraduate degrees in creative and cultural disciplines tend to attract a notably higher percentage of female students with the exception of courses in audio-visual techniques and media production which have higher male registrations (**Figure 2.4.9.7**).

Figure 2.4.9.7 *Undergraduate students by ISCED code (%)*
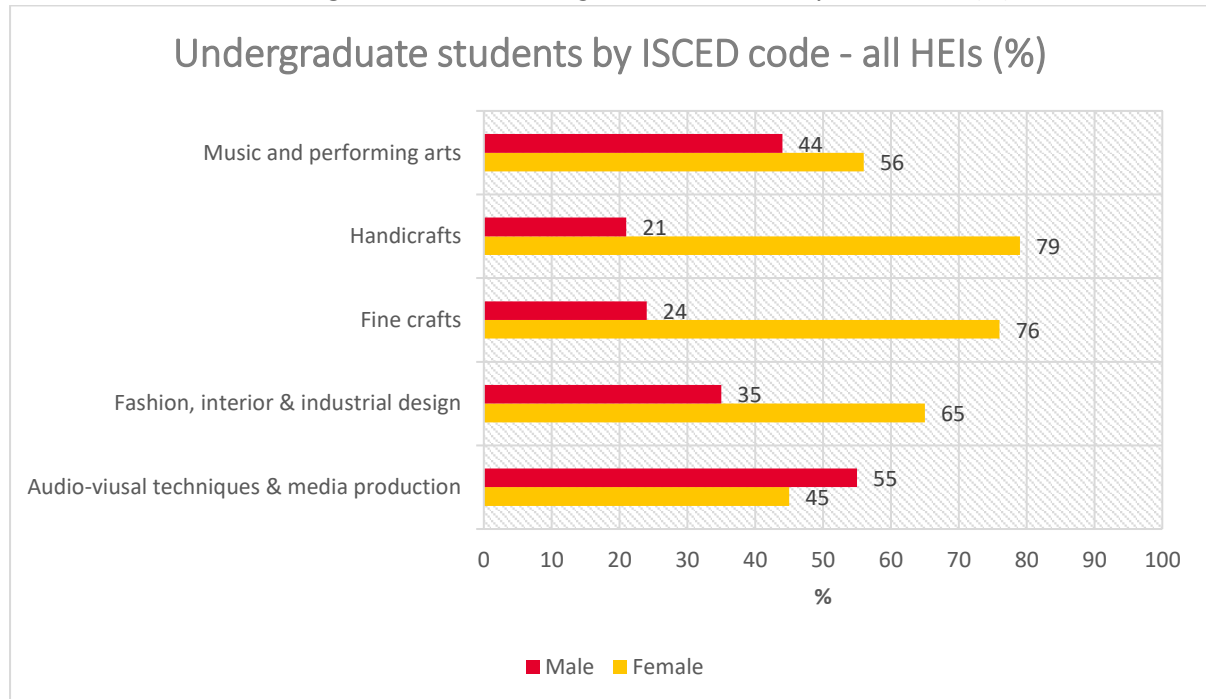
The Institute has a small number of specialist part-time undergraduate degrees and special purpose awards; these students are in one of four programmes – Entrepreneurship, Digital Marketing and Sales, Cyberpsychology, or Sport Psychology. A majority of current registrations are female (**Figure 2.4.9.8**).

Figure 2.4.9.8   *Gender breakdown of part-time undergraduate programmes*

Gender breakdown of part-time undergraduate programmes

A bar chart. Female: 44 (56%). Male: 35 (44%). Y-axis scale 0 to 50.
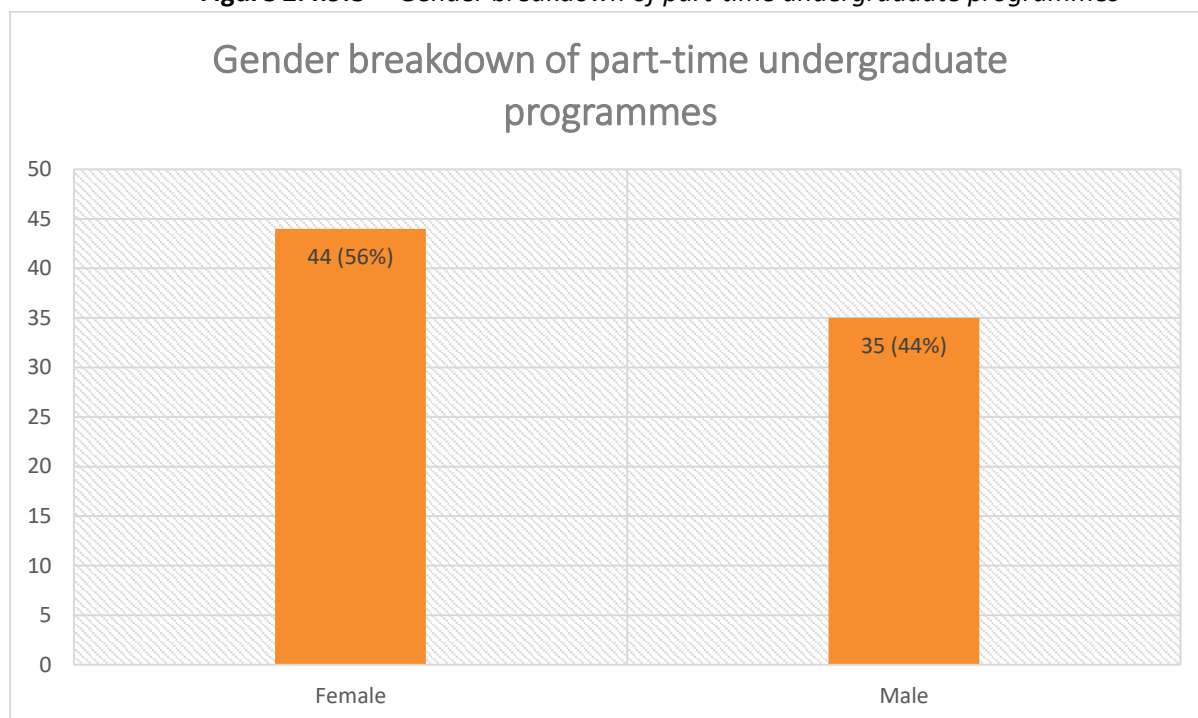
Postgraduate students

The Institute offers a range of postgraduate courses. We currently have 241 postgraduates; 156 females (65%), 75 males (31%) and 10 students are categorised as 'Other' (4%). A majority are studying on a part-time basis. **Figures 2.4.9.9 and 2.4.9.10** give the gender breakdown of full-time and part-time postgraduate courses. Part-time programmes are marginally more gender balanced.

Figure 2.4.9.9 *Gender breakdown of full-time postgraduate programmes*

Gender breakdown of full-time postgraduate programmes

- Female: 68 (67%)
- Male: 31 (30%)
- Other: 3 (3%)
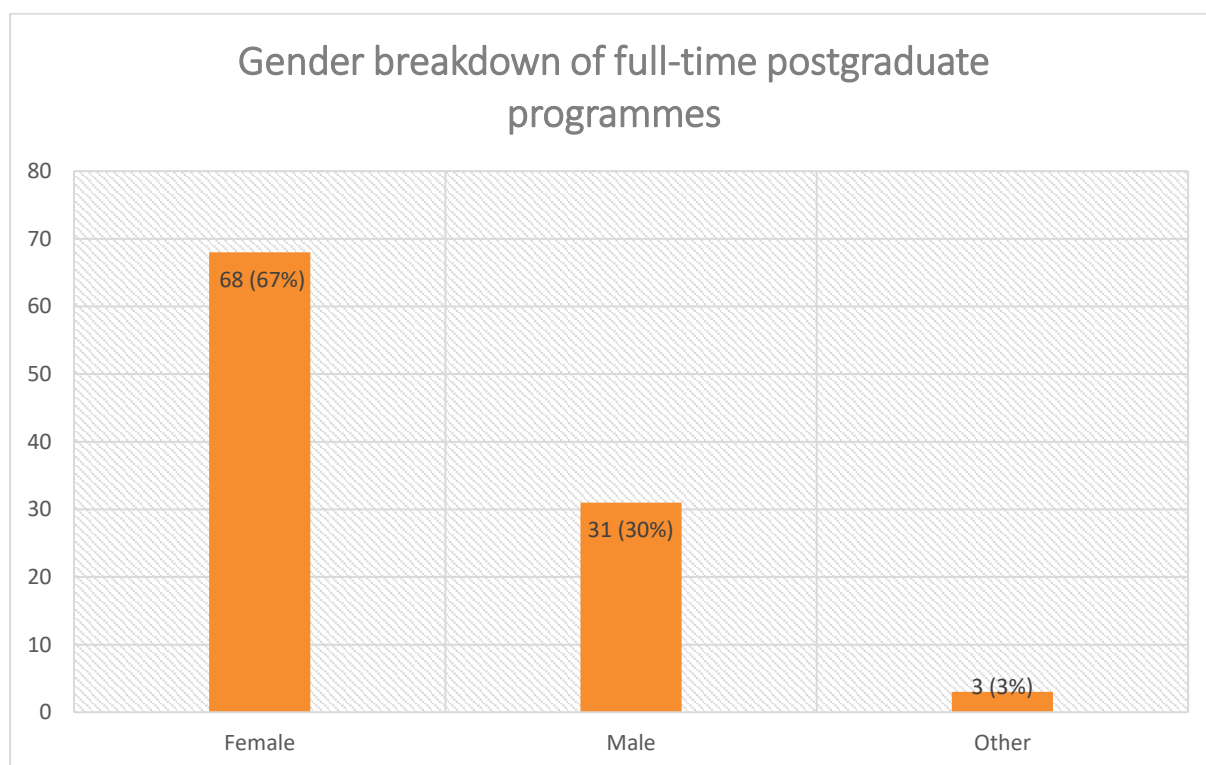
Figure 2.4.9.10 *Gender breakdown of part-time postgraduate programmes*

Gender breakdown of part-time postgraduate programmes

- Female: 88 (63%)
- Male: 44 (32%)
- Other: 7 (5%)
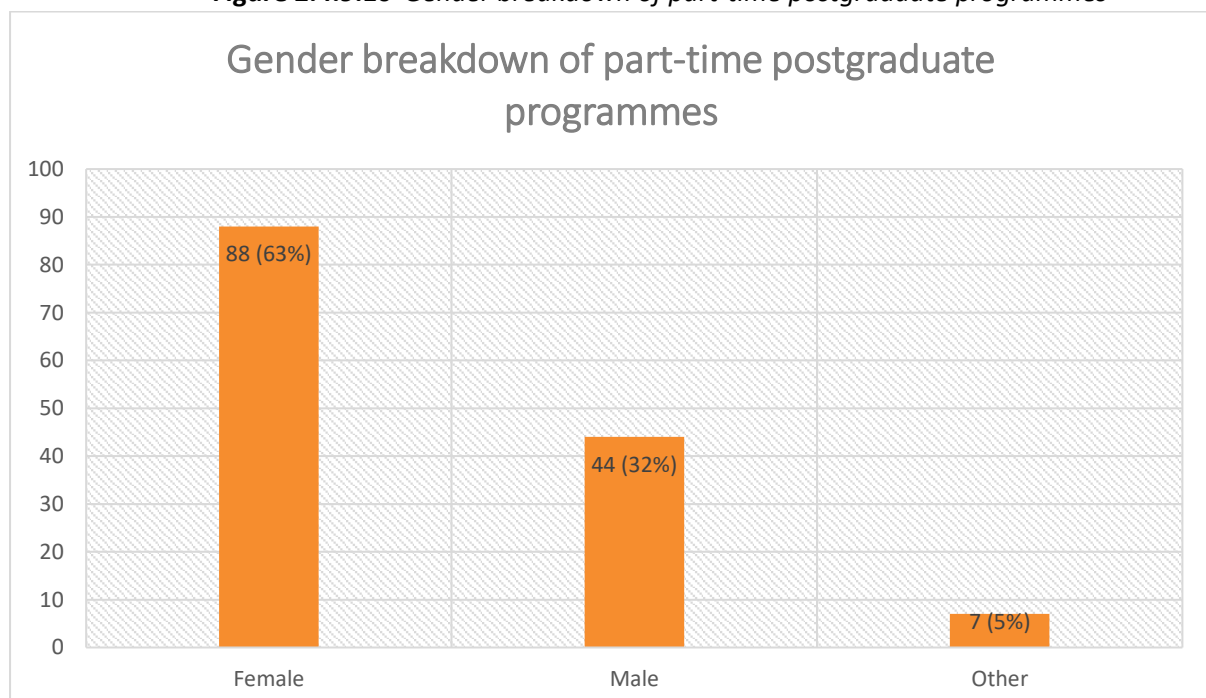
Combining full-time and part-time courses, IADT has a significantly higher proportion of female postgraduates when compared to the IoT/TU average (**Figure 2.4.9.11**). Again, this reflects our unique disciplinary profile. IADT does not provide Level 10 (PhD) degrees.

Figure 2.4.9.11 *IOT/TU benchmark – Postgraduates by gender (%)*

IoT/TU benchmark - Postgraduate students (%)

Female: IADT 65, Iot/TU sector 35
Male: IADT 51, Iot/TU sector 49

Legend: ■ IADT ■ Iot/TU sector
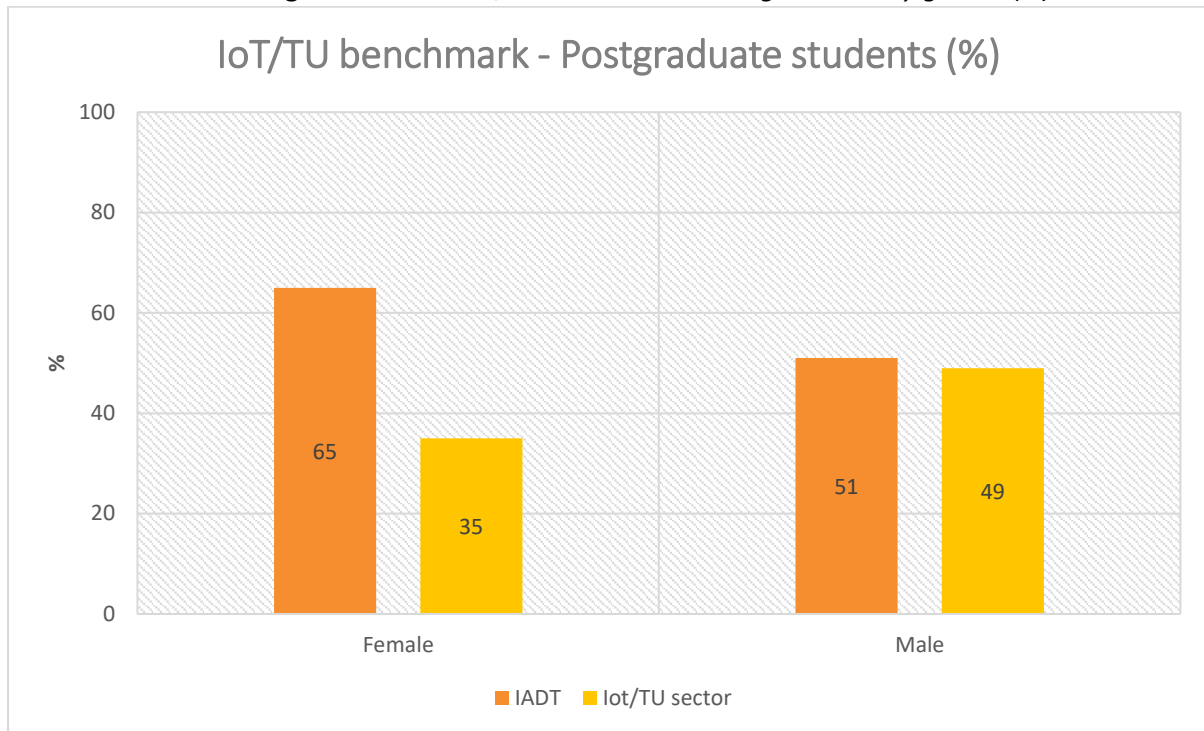
The next postgraduate Programmatic review is due in 2023 and this provides an opportunity to integrate EDI issues into the process, including student intake, curricula, pedagogy, and assessment (EDI AP 4.41).

IADT also offers a range of flexible labour activation programmes at Levels 8 and 9. These courses are designed to meet the emerging needs of the creative and cultural industries. 57% of students registered across the ten programmes that ran in 2021/2022 are female (**Figure 2.4.9.12**).

Figure 2.4.9.12 *Gender breakdown of labour activation programmes*

Gender breakdown of labour activation programmes

- Female: 67 (57%)
- Male: 42 (36%)
- Other: 8 (7%)
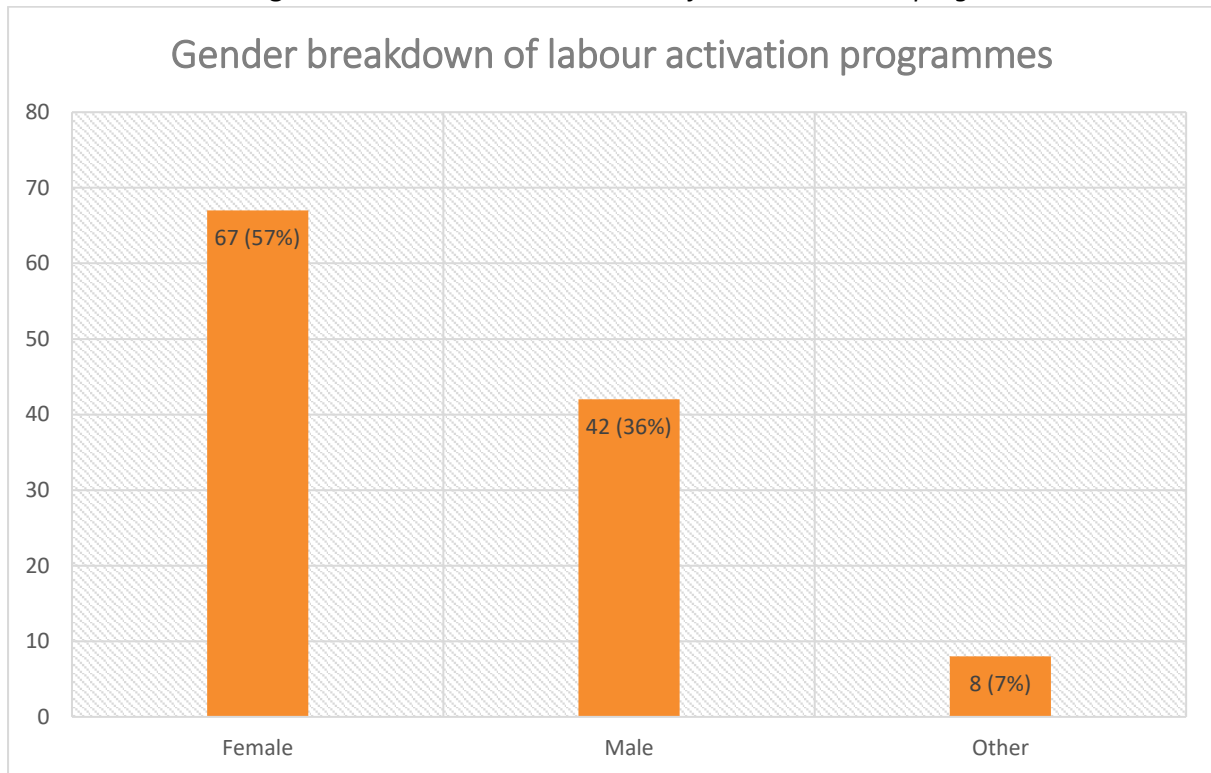
Section 2.4 – Action items

Using new guidance from IBEC, a policy will be developed to allow trans and gender non-binary staff at IADT to have their preferred gender recorded by HR for reporting purposes (**EDI AP 1.11**).

To advance transparency of key statistics, an EDI audit will be published annually and include gender/EDI analysis of committee and leadership structures; staffing; recruitment and selection; training and development; student intake; and benchmarking data (**EDI AP 1.18**).

Offer refresher EDI/unconscious bias training for all staff who participate on interview boards (**EDI AP 3.4**).

Improve our recruitment processes for applicants with a disability via the Willing Able Mentoring (WAM) programme. WAM brings graduates with disabilities and employers together so that both can benefit from each other **(EDI AP 3.7)**.

The EDI Manager will introduce new staff to the EDI Policy at inductions (**EDI AP 4.1**).

A communications campaign will be launched to encourage more staff to complete the IHREC eLearning module on 'Equality and Human Rights in the Public Service' (**EDI AP 4.2**).

A toolkit will be developed for sub-units on how they can practically implement the IADT EDI Policy and Public Sector Duty requirements at local level (**EDI AP 4.3**).

The IADT Procurement Policy will be revised to explicitly include EDI considerations in procurement practices for the purchasing of goods and services (**EDI AP 4.4**).

A Working Group consisting of male staff from each functional area will be established to brainstorm measures to increase male engagement with EDI and to suggest topics for future events (**EDI AP 4.5**).

Anti-racism education will be offered to all staff on an annual basis to increase participation rates. Colleagues who teach and/or support teaching and learning activities will be prioritised for training (**EDI AP 4.6**).

Training on disability in the workplace will be organised for staff to accompany the new IADT Code of Practice for the Employment of Staff with a Disability, including compulsory training for HR and Estates and Facilities as these offices work closely with staff seeking reasonable accommodation (**EDI AP 4.7**)

The Institute will sign the See Change Workplace Pledge and develop a Mental Health Policy (**EDI AP 4.8**).

Roll out classes for staff on introductory Irish Sign Language (ISL) (**EDI AP 4.8**).

Finalise the review of the IADT Mutual Respect Policy. This will be split from the Sexual Violence and Harassment (SVH) Policy (**EDI AP 4.10**).

As part of the review of the Mutual Respect Policy, focus groups will be conducted with staff, management, students, and other stakeholders (**EDI AP 4.11**).

New staff will be informed about the IADT Mutual Respect Policy at induction (**EDI AP 4.12**).

Implement a four-year EDI and dignity and respect training programme for management (**EDI AP 4.13**).

Roll out training for all staff on mutual respect in the workplace (**EDI AP 4.14**).

Train new Designated Contact Persons to support and listen to staff (**EDI AP 4.15**).

Raise awareness of the 'Speak Out' tool to amongst staff to anonymously report inappropriate behaviour (**EDI AP 4.16**).

Use local and national data from the 'Speak Out' tool to further explore dignity and respect issues on campus, including the reasons why staff and students do/do not report bullying and harassment (**EDI AP 4.17**).

To assess the extent of cultural change, future staff surveys will include a time-bound question on bullying and harassment and ask staff to elaborate on the nature of the inappropriate behaviour (**EDI AP 4.18**).

A specific, standalone SVH Policy will be developed given the complexity of these matters. The SVH Policy will be reviewed by the DRCC to ensure the reporting system is compatible with reporting party/survivor rights and cognisant of the needs of vulnerable groups. To coincide with the new policy, a webpage will be created to map processes for formal reporting on flowcharts (for disclosures and reports about staff, and for disclosures and reports in relation to students), clearly illustrating all potential response pathways (**EDI AP 4.19**)

IADT will raise awareness of the 'Speak Out' tool amongst students to anonymously report inappropriate behaviour (**EDI AP 4.20**).

Increase the number of staff who have completed training on responding to disclosures of SVH (**EDI AP 4.21**).

Hold further training opportunities for staff on trans and gender non-binary issues, to coincide with IADT and policy developments (**EDI AP 4.22**).

Develop guidance for staff on understanding and using pronouns (**EDI AP 4.23**).

Increase awareness of formal flexible working options for staff by recirculating this information once a year via email and the intranet (**EDI AP 4.24**).

A Remote Working Policy for IADT will be developed in line with sectoral policy (**EDI AP 4.25**).

Further infrastructural work will be completed to support prospective and current staff and students with a disability or those who are neurodiverse (**EDI AP 4.26**).

Put in place a strategy to raise awareness of the location of gender-neutral bathrooms on campus (**EDI AP 4.27**).

Update the letter sent by HR to staff returning from Maternity Leave to include information about accessing the breastfeeding/expressing room on campus and a list of local creches/schools/mother and toddler groups (**EDI AP 4.28**).

'Rainbow walkways' will be pointed out to all Y1 students on induction tours (**EDI AP 4.29**).

Raise awareness of fertility issues for staff, targeting particular demographics (**EDI AP 4.30**).

Review and update the IADT Gender Identity and Expression Policy for students in line with sectoral best policy (**EDI AP 4.31**).

Raise student awareness and understanding of new the IADT Gender Identity and Expression Policy (**EDI AP 4.32**).

Conduct biennial EDI surveys of the student body (**EDI AP 4.33**).

Based on participant surveys, write an impact assessment of the Y1 FFACT EDI module (**EDI AP 4.34**).

Further advance the position of IADT as a national centre of excellence for artistic responses to EDI (**EDI AP 4.35**).

A wide suite of guidance will be developed for Academic Staff on EDI issues in teaching and learning, e.g. decolonising the curriculum, diversifying reading lists, trauma-informed education, etc. Topics will be identified by the IADT T&L Committee in consultation with Academic Staff (**EDI AP 4.36**).

Based on student feedback, further develop the content of consent workshops, including guidance on bystander intervention and receiving disclosures of SVH (**EDI AP 4.37**).

Work to increase the proportion of Y1 students completing a consent workshop (**EDI AP 4.38**).

SAT volunteers will develop an academic-led peer network for female students in male-dominated undergraduate programmes at IADT (**EDI AP 4.39**).

Establish a cross-institutional outreach and access programme for underrepresented groups of students, to include scholarships and increased engagement with local DEIS schools. This work will be overseen by a Widening Participation Working Group (**EDI AP 4.40**).

Integrate EDI issues into the Programmatic Review process for postgraduate programmes (**EDI AP 4.41**).

2.5. Institutional priorities for future action

a. Identify the institution's key issues relating to gender equality and establish key priorities for action over the next four years:

  + Select up to five key priority areas where the institution will strive for impact. Selected priorities should be justifiable and based on the quantitative and qualitative evidence presented in Section 2.
  + Specific action(s) to support progress in priority areas should be identified.

Figure 2.5.1.1 *Key priorities relating to gender equality*

KEY ISSUES RELATING TO GENDER EQUALITY
▼

Institute of Art, Design + Technology Dún Laoghaire

ATHENA SWAN PRIORITIES
▼

IN LIGHT OF THE SAT'S FINDINGS, THE FOLLOWING AREAS ARE KEY PRIORITIES FOR IADT:

- EMBED CORE CHANGES TO POLICY AND PRACTICE ON SEXUAL HARASSMENT + VIOLENCE PREVENTION *(EDI AP 4.13 + 4.19 + 4.21 + 4.37)*

- EMBED CORE CHANGES TO POLICY AND PRACTICE ON GENDER IDENTITY + EXPRESSION *(EDI AP 4.13 +4.31 + 4.32)*

- DEVELOP A CAMPUS-WIDE STRATEGY FOR SUPPORTING STAFF DURING MENOPAUSE AND RAISE ON-CAMPUS AWARENESS OF MENOPAUSE *(EDI AP 2.4 + 4.13)*

- EXAMINE RECRUITMENT CAMPAIGNS FOR GENDERED LANGUAGE AND MAKE AMENDMENTS WHERE NECESSARY *(EDI AP 3.6 + 4.13)*

- PRODUCE AN ANNUAL REPORT ON IADT'S GENDER PAY GAP *(EDI AP 3.18)*

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b. Identify the institution's key issues relating to additional equality grounds and establish key priorities for action over the next four years. Include comment on how these priorities will provide a foundation for addressing intersectional inequality:

+ Select up to five key priority areas where the institution will strive to make progress. Selected priorities should be justifiable and based on the quantitative and qualitative evidence presented in Section 2. Where evidence has not been presented in Section 2, priorities should be aligned with established good practice to progress equality, and support the institution to build capacity in evidence-based equality work.
+ Specific action(s) to support progress in priority areas should be identified.

Figure 2.5.1.2 *Key priorities relating to other equality grounds*

KEY ISSUES RELATING TO OTHER EQUALITY GROUNDS

Institute of Art, Design + Technology Dún Laoghaire

ATHENA SWAN PRIORITIES

IN LIGHT OF THE SAT'S FINDINGS, THE FOLLOWING AREAS ARE KEY PRIORITIES FOR IADT:

- EMBED CORE CHANGES TO POLICY AND PRACTICE ON BULLYING AND HARASSMENT *(EDI AP 4.0 + 4.11 + 4.12 + 4.14 + 4.17 + 4.18)*

- INCREASE THE NUMBER OF CONFIDENTIAL STAFF DECLARATIONS OF RACE/ETHNICITY AND DISABILITY*(EDI AP 1.8 + 1.9 + 1.10 + 1.13 + 1.14 + 2.3 + 4.6 + 4.7 + 4.8 + 4.13)*

- DEVELOP A REMOTE WORKING POLICY FOR IADT *(EDI AP 4.25)*

- ADVANCE CAREER DEVELOPMENT AND PROGRESSION SUPPORT FOR STAFF *(EDI AP 3.2 + 3.13 + 3.16)*

- INCREASE TRANSPARENCY AND COMMUNICATIONS OF EDI DATASETS AND ACTIVITIES *(EDI AP 1.1 + 1.2 + 1.16 + 1.17 + 1.18 + 3.18 + 4.17 + 4.33*

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Section 3: Future action plan

In Section 3, applicants should evidence how they meet Criterion C:

+ Action plan to address identified issues

3.1. Action plan

Present the action plan in the form of a table (landscape page format).

The plan should cover current initiatives and aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

The plan should also be published on the institution's website to enable staff, students and the wider community to understand the institution's equality objectives and how these will be achieved.

Confirm the following:

The action plan will be published on the institution's website. ☒

IADT Equality, Diversity and Inclusion (EDI) Action Plan 2022-2026

Action No.	Description of Action	Basis for Action	Timescale	Responsibility (R) and Implementation (I)	Success measure
Section 1: Governance, data systems and recognition of EDI work					
1.1	A progress report on the implementation of the EDI AP will be presented to the Governing Body via the EDI Committee and the Executive Management team twice per year	To provide high-level accountability for the implementation of the EDI AP To flag challenges and opportunities across functional areas	Biannual; Q1 2023-Q1 2026	Executive Managers, EDI Manager (R) SAT (I)	Report prepared and presented biannually
1.2	Prepare an annual report for the EDI Committee on the EDI impacts of decisions made in formal institutional meetings	To give an opportunity to look back at decisions made during the meeting and to note any issues related to EDI To ensure that flagged issues are followed up on by relevant functions	Annual; Q1 2023-Q1 2026	President (R) EDI Manager, Committee Chairs (I)	Report prepared and presented annually
1.3	Provide leadership in the establishment of an EDI AP for FilmEU	To build on our contribution to date in the consortium's EDI Work Package To learn from, and share best practice with, our partners in other European film schools	Q4 2022-Q3 2023	IADT leads: Head of European Projects (R) EDI Manager, FilmEU Project Co-ordinator (I)	EDI AP developed for FilmEU
1.4	Establish a 'President's Award for EDI' as part of a larger annual staff recognition scheme, with nominations from staff	To formally recognise and reward EDI work undertaken by IADT staff, especially in the context of restricted academic contracts	Annual; commencing Q4 2022	President (R) HR Manager (I)	Staff recognition scheme established, with an EDI Award made each year

Action No.	Description of Action	Basis for Action	Timescale	Responsibility (R) and Implementation (I)	Success measure
1.5	Launch an EDI Seed Fund to support innovative sub-unit projects which promote EDI and human rights	To resource EDI activities in sub-units	Annual; commencing Q3 2022	EDI Manager (R) EDI Seed Fund Committee, Finance Manager (I)	2 x €2k funding made available to successful applicants each year
1.6	Roll out the IUA 'EDI in HE eLearning programme' on the intranet and develop a digital badge on completion for staff	To raise staff awareness of EDI issues specific to the HE context To recognise EDI training undertaken by staff	Q1 2023-Q2 2026	EDI Manager (R) ICT Manager, HR Manager, Staff Training, Learning + Development Officer (I)	Targeted staff completion rates by academic year: 2022/23 – 20% 2023/24 – 30% 2024/25 – 40% 2025/26 - 50%
1.7	Put in place an EOI process for sub-units wishing to apply for Athena SWAN accreditation and a resource guide and training developed for local SATs	To identify, support and resource sub-units to apply for Athena Swan awards	Q3 2023-Q2 2026	EDI Manager (R) HoDs, Department SAT Chairs (I)	EOI process put in place Resource guide and training developed for local SATs At least one Athena SWAN Department application submitted by 2026
1.8 **Priority action**	The Core HR system will be updated to allow salaried staff to anonymously disclose their diversity data, with an awareness campaign launched to encourage staff disclosure. All equality grounds will be included	Disclosure of diversity data at IADT has been low to date: The latest staff census on disability received a 23% response rate	Q1 2023-Q2 2026	HR Manager, EDI Manager (R) HR Office (I)	A year-on-year increase in the number of salaried staff members anonymously disclosing their diversity data, particularly on gender identity, ethnic or cultural background, and disability

Action No.	Description of Action	Basis for Action	Timescale	Responsibility (R) and Implementation (I)	Success measure
		A recent questionnaire on ethnic or cultural background had a 26% response rate, with significant differences observed by gender and role Core HR does not currently capture all equality grounds			
1.9 **Priority action**	Devise a strategy to collate diversity data on hourly-paid staff	Given the nature of their contract, hourly-paid staff do not have access to the Core HR system	Q1 2023-Q2 2026	HR Manager, EDI Manager (R) HoDs, HR Office (I)	A year-on-year increase in the number of hourly-paid staff members anonymously disclosing their diversity data, particularly on gender identity, ethnic or cultural background, and disability
1.10	Future staff surveys will include a wider range of equality grounds, with care taken to protect the anonymity and confidentiality of staff in a small institution	The 2020/21 survey asked staff about sex/gender, disability, ethnicity, and family status. These categories were selected because of their relevance to the Athena SWAN Charter		EDI Manager (R) SAT (I)	Staff surveys in 2023 and 2025 will include questions on additional equality grounds

Action No.	Description of Action	Basis for Action	Timescale	Responsibility (R) and Implementation (I)	Success measure
1.11	Using new guidance from IBEC, a policy will be developed to allow trans and gender non-binary staff at IADT to have their preferred gender recorded by HR for reporting purposes	Only two gender categories are legally recognised at present; female or male. IADT seeks to identify a mechanism to allow gender minority staff to have their preferred gender recorded by HR for internal/external reporting purposes. Legal sex will continue to inform formal records for pensions and social protection until a third gender option is specified in law	Q4 2023-Q1 2024	HR Manager, EDI Manager (R) HR Office (I)	Gender Identity and Gender Expression Policy developed for IADT staff
1.12 **Priority action**	Raise prospective and current staff awareness of the IADT Code of Conduct for the Employment of Staff with a Disability. This will be achieved via recruitment campaigns, the intranet, IADT website, induction, and email communications	To increase the number of prospective and current staff with a disability To make all staff are aware of the need to take personal and individual responsibility to ensure that their actions are not discriminatory against a prospective or current staff member with a disability	Commenced; Q1 2022-Q2 2026	HR Manager, EDI Manager (R) All staff (I)	Future staff surveys will show a high level of awareness of the Code of Practice: 60% in 2023 survey 80% in 2025 survey

Action No.	Description of Action	Basis for Action	Timescale	Responsibility (R) and Implementation (I)	Success measure
1.13	The IADT EDI Manager and HR Manager will liaise with the EDI unit in An Garda Síochána (national police service) to investigate how they have achieved very high response rates amongst prospective and current staff to their requests for ethnicity data. This information session will be opened up to EDI and HR colleagues in other HEIs for shared learning	Disclosure of diversity data at IADT has been low to date: The latest staff census on disability received a 23% response rate A recent questionnaire on ethnic or cultural background had a 26% response rate, with significant differences observed by gender and role	Will be completed in Q1 2023	EDI Manager, HR Manager (R and I)	Information session organised and a short report written on the recommendations to be shared internally and externally
1.14	A new EOI for staff to join the SAT will open to ensure that other colleagues have an opportunity to engage with Athena SWAN, with a particular focus on underrepresented staff categories and social identities	Non-managerial PMASS Staff and colleagues in FEH are currently underrepresented on the SAT. There is also a lack of ethnic and cultural diversity	Will be completed in Q4 2022	EDI Manager (R) EDI Administrator, SAT (I)	The SAT profile will be more balanced and representative of the IADT staff population
1.15	Update the SAT ToR: To include a mixture of online and in-person meetings To specify a minimum of three meetings per academic year, with the minutes of meetings published for staff on the intranet	To ensure inclusivity for SAT members working flexibly/remotely The SAT only met online due to Covid-19 and we wish to include a more social dimension to in-person meetings; some members have never met in person	Will be completed in Q4 2022	EDI Manager (R) EDI Administrator, SAT (I)	At least one meeting per year is held on campus, with a social dimension Minutes of each SAT meeting published on the intranet

Action No.	Description of Action	Basis for Action	Timescale	Responsibility (R) and Implementation (I)	Success measure
1.16	Run biennial staff surveys to assess the impact of the EDI AP and to identify other EDI issues. Circulate a report on the key findings internally Targeted measures will be put in place to try to increase the number of responses, e.g. surveys tailored to Academic or PMASS Staff; more targeted questions; active encouragement from line management and SAT members to complete the survey, etc.	The 2020/2021 survey achieved a 40% response rate, with differences by gender and role/contract type	Q3-Q4 2023 (2023 survey) Q3-Q4 2025 (2025 survey)	EDI Manager (R) SAT (I)	Survey reports circulated to the EDI Committee, Executive and Central Management, and staff Stakeholders will have an evidenced-based understanding of the impact of the EDI AP Additional EDI issues not covered by the EDI AP identified An increase in response rates across all staff categories: 2023 survey – 50% 2025 survey – 60%
1.17	Athena SWAN/EDI will be a standing update at all-staff information sessions in the future	To demonstrate Athena SWAN/EDI as a key strategic objective for the Institute To update staff on key Athena SWAN/EDI activities	Ongoing; as information sessions are organised	President (I and R)	Future surveys will show a high level of awareness (>70%) of Athena SWAN/EDI work on campus
1.18	Publish an annual EDI audit for managers and staff to include a gender/EDI analysis of committee and leadership structures; staffing; recruitment	A number of key stakeholders during the self-assessment process (including comments in the staff survey) raised the need for greater transparency in staffing statistics	Annual; commencing in Q2 2023	EDI Manager (R) SAT, HR Manager, Assistant Registrar, President's Office (I)	EDI audit published each year

Action No.	Description of Action	Basis for Action	Timescale	Responsibility (R) and Implementation (I)	Success measure
	and selection; training and development; student intake; and benchmarking data				
1.19	Develop a dedicated intranet page for Athena SWAN/EDI activity. The page will be regularly updated and used to promote EDI training, resources, and other opportunities, e.g. EDI Seed Fund. Critical issues (e.g. survey reports) will be flagged for users as required reads	To raise awareness of Athena SWAN/EDI activity on campus	Q1 2023	EDI Manager (R) EDI Administrator (I)	Future surveys will show a high level of awareness (>70%) of Athena SWAN/EDI work on campus
1.20	A new SAT will be established to prepare for IADT's Bronze renewal application in 2026	To rotate EDI work across the Institute To give new staff members the opportunity to contribute to Athena SWAN	Completed in Q1 2025	EDI Manager (R and I)	A new SAT team established
Section 2: Building capacity on wider equality issues					
2.1	Scope out the potential for future collaborative opportunities with the dlr Age Friendly and Social Inclusion unit and Integration Forum	IADT has an MoU with dlr pending. As part of this formal relationship, we seek to positively engage and interact with our local community, particularly with members of underrepresented groups	Ongoing; commencing Q2 2022	President (R) EDI Manager, Access Officer (I)	Formal relationship established IADT will have an active presence at the annual dlr 'Festival of Inclusion' Other collaborative opportunities explored as they arise

115

Action No.	Description of Action	Basis for Action	Timescale	Responsibility (R) and Implementation (I)	Success measure
2.2	Investigate the potential of establishing a 'Men's Shed' on campus	To make our campus more accessible and welcoming to members of the local community	Q1 2025-Q2 2026	President (R) Estates and Facilities Manager (I)	A 'Men's Shed' established on campus if feasible
2.3	Use the 2022 census return to update benchmarking data for IADT on ethnic and cultural diversity. Make this information available for staff	Current benchmark dates to 2016 and local demographics may have changed since then	Awaiting the publication of 2022 census data	EDI Manager (I and R)	Data analysed and published in the first EDI audit
2.4	Develop a campus-wide strategy for supporting staff during menopause and raise on-campus awareness of menopause. The strategy will include biennial information sessions for managers and staff (including one specifically for male staff) and the publication of a Menopause Policy in line with national policy	The age profile of our staff body (46% are aged 40-54) suggests that a significant % of female staff are likely to be experiencing menopausal symptoms at present or will in the future	Q1 2024-Q2 2026	HR Manager, EDI Manager (R) Staff Training, Learning + Development Officer, Health Centre (I)	By 2026, >100 staff will have participated in the training, including > 20 male staff Menopause Policy published
2.5	Roll out initiatives for men's health and wellbeing in the workplace	Given the age profile of IADT staff, the SAT seeks to raise awareness of gender and age-specific health and wellbeing issues for men, e.g. male cancers, heart disease, etc.	Q1 2023-Q4 2025	HR Manager (R) Staff Training, Learning + Development Officer (I)	At least one event held per year, with >15 attendees male attendees
Section 3: Supporting and advancing careers for Academic and PMASS Staff					

116

Action No.	Description of Action	Basis for Action	Timescale	Responsibility (R) and Implementation (I)	Success measure
3.1	Enhance induction and orientation supports for HPALs, to include clearer communication for new hires on the intranet	Focus groups with HPALs demonstrated that many felt they had not received adequate induction and orientation support. While many learning opportunities for Academic Staff are open to HPALs (e.g. several T&L initiatives), several were not aware of this	Annual; commencing in Q3 2022	HoFs (R) HoDs, HR Manager, Faculty Offices, Head of T&L (I)	Future consultation with HPALs will show that a higher proportion of staff believe they received adequate induction and orientation support
3.2	Host workshops for HPAL staff on the mechanisms for progression to an academic contract and to support career development goals	The focus groups suggested that several HPALs were unclear about the ways to progress to an academic contract, including making applications for advertised posts	Annual; commencing in Q1 2023	HR Manager (R) HoFs, HoDs, Head of Research, Head of T&L (I)	Future consultation with HPALs will show that a higher number of staff are clear on the mechanisms for progression
3.3	Explore how to enhance communication channels between Faculties and HPAL staff	The focus groups show that many staff seek better communications with the Faculty; there is a need to clarify reporting lines and where to raise issues	Ongoing; commencing in Q3 2023	HoFs (F) Faculty Offices (I)	Future consultation with HPALs will show more satisfaction with communication channels
3.4	Offer refresher EDI/unconscious training for all staff who participate on interview boards. It will include a focus on race awareness and intersectionality	The Institute has run EDI/unconscious bias training in recent years for staff who sit on interview boards. There is a need to refresh their learning and make the training available to new staff	Will be completed in Q1 2024	HR Manager, EDI Manager (R and I)	>70% of eligible staff will have taken the training
3.5	Undertake an impact assessment of the mandatory EDI question bank	To establish if further questions should be added or weightings changed the maximise the impact of this recruitment and selection initiative	Review due Q3 2023	HR Manager (R and I)	The recruitment of new IADT staff who are committed to advancing EDI in the workplace

Action No.	Description of Action	Basis for Action	Timescale	Responsibility (R) and Implementation (I)	Success measure
3.6	Examine recruitment campaigns for gendered language and make amendments where necessary	While there are good levels of gender balance in applications for academic posts, analysis of PMASS recruitment shows the need to grow the number of males applying for PMASS posts at all levels and to advance their success rates in the recruitment process. This is very challenging to achieve in the context of public sector recruitment; however, we will investigate if/how gender bias decoder software makes any impact	Ongoing; commencing in Q1 2023	HR Manager, EDI Manager (R) HR Office (I)	Target to have >45% male PMASS applicants and >35% appointments by 2026
3.7	Improve our recruitment processes for applicants with a disability via the WAM programme. WAM brings graduates with disabilities and employers together so that both can benefit from each other	The most recent Disability Return (2020) shows that 4.4% of staff by HC and 7% WTE have a disability	Commencing Q4 2022-Q2 2026	HR Manager (R and I)	An incremental increase in the % of staff with a disability; target of 5.5% HC by 2026
3.8	HR will provide a clear explanation of the academic promotions scheme including the rationale for the criteria and the evaluation methodology. Information around our policy	The staff survey shows that 55% of Academic Staff (54% female, 64% male, 40% Other) know how the apply for posts that would enable them to progress to higher grades at IADT. There is room to	Biennial; commencing Q1 2023	HR Manager (R and I)	Future surveys will show that a higher proportion of Academic Staff know how to apply for posts that would enable them to progress to higher grades at IADT:

Action No.	Description of Action	Basis for Action	Timescale	Responsibility (R) and Implementation (I)	Success measure
	for recruitment (confined versus open competitions) will be recirculated to staff via intranet and email	improve these figures, particularly for females and Other staff			2023 survey – 65% (64% female, 74% male, 50% Other) 2025 survey – 75% (74% female, 84% male, 60% Other)
3.9 **Priority action**	Complete the review of the IADT Staff Training and Development Policy in order to streamline the process for Academic Staff applying for financial support to complete a PhD and to maximise opportunities for staff to achieve learning outside the Institute through short professional secondments which align with strategic needs	To streamline established processes and provide further professional development opportunities for staff, particularly for Academic Staff	Reviewed completed by Q1 2023	HR Manager (R and I)	Policy review finalised and circulated to staff
3.10	Undertake a review of eligibility for the Aurora Programme with a commitment to extending access to female staff in a wider cohort of grades/roles as appropriate	IADT has participated in the Aurora Programme since 2015. To date, 12 women have completed the programme and there are three participating in the current programme. However, the number of applications has plateaued in recent years	Review completed in Q3 2022	IADT Aurora Committee (R) Staff Training, Learning + Development Officer (I)	Eligibility for Aurora extended to a wider cohort of staff IADT will continue to fund at least two staff members per year to participate in Aurora
3.11	Achieve HR Excellence in Research Award	To develop IADT as an attractive, supportive and stimulating environment in which to carry out research and	Q4 2023-Q2 2026	HR Manager, Head of Research (R and I)	Award achieved

Action No.	Description of Action	Basis for Action	Timescale	Responsibility (R) and Implementation (I)	Success measure
		recognises the importance of providing its researchers with the necessary training and support environment to develop their careers			
3.12	Specific training on the gender dimension in research (regardless of whether it is externally funded) is planned for the 2022/23 research development programme	As many national and European research funders requires applicants to address the gender dimension at application stage, it is important to ensure that staff are trained in this area	Academic year 2022/23	Head of Research (R) RDO Office (I)	Future staff surveys will show that Academic Staff have a high level of awareness of the gender dimension in research requirement: 2023 survey – 60% 2025 survey – 80%
3.13 Priority action	A research development programme will be run in 2022/23. The programme will be open to all Academic Staff, including postdoctoral researchers and research assistants. It will be offered to two cohorts, with some common activities and some cohort-specific sessions offered. c.11 staff will complete this programme	Throughout the self-assessment process, including discussions of the Career Development and Progression Working Group, Academic Staff stressed the need for targeted support to undertake research/scholarship	Academic year 2022/23	Head of Research (R) Research Office (I)	Research development programme completed by c.11 participants
3.14	Develop an EDI strategy for the Media Cube	Females only accounted for four of 29 lead researchers (14%) in Innovation Voucher projects from 2018 to 2021	Q2 2022-Q2 2023	Enterprise + Development Manager (R)	An increase in the number of female academic leads on Innovation Voucher projects

Action No.	Description of Action	Basis for Action	Timescale	Responsibility (R) and Implementation (I)	Success measure
				Enterprise + Innovation service staff (I)	by 2026; minimum target of 30% females
3.15	Publicise training and development opportunities for staff via a shared calendar on the intranet	The self-assessment process has raised the need to better publicise training and development opportunities and particularly for Academic Staff	Ongoing; commencing Q3 2022	HR Manager (R)\n\nStaff Training, Learning + Development Officer, EDI Manager, Head of Research, Head of T&L (I)	Calendar created and regularly updated
3.16	Develop an online PDR solution to assist managers with career development discussions with Academic and PMASS Staff. Investigate the potential to have a rolling review every two to three years where a staff member submits two online reviews and has a face-to-face review every three years	PDR is in operation in very small pockets of the Institute and we would like to see this advanced across the campus in the future. However, a major challenge to the full implementation of PDR is the time pressure it would place on academic managers with a large number of reports	Q1 2024-Q2 2026	HR Manager (R)\n\nLine Managers (I)	Online PDR solution developed for staff
3.17	A FFACT Working Group will be established, representative of the Faculty, to propose realistic solutions to work smart and streamline processes	70% of staff in FEH agreed that they can strike an appropriate balance between their work and home life, compared to only 36% of participants in FFACT. As the largest faculty, the survey has identified a critical need to respond to these issues in	Q3 2022-Q1 2023	HoF FFACT (R)\n\nHoDs FFACT (I)	A series of realistic proposals produced and implemented across FFACT\n\nFuture surveys will show a reduction in the gap between FEH and FFACT; a 15% increase

Action No.	Description of Action	Basis for Action	Timescale	Responsibility (R) and Implementation (I)	Success measure
		FFACT, within the constraints of the academic contract and workload model			in FFACT agreement levels in 2023 (51%), another 15% in 2025 (66%)
3.18	Produce an annual report on IADT's gender pay gap to comply with legislative obligations	The *Gender Pay Gap Information Act 2021* requires employers to report on their organisation's gender pay gap through a set of metrics provided in the Act	Annual; commencing in Q3 2022	Finance Manager, HR Manager and EDI Manager (R and I)	Annual gender pay gap report produced and published
		Section 4: Advancing culture, inclusion and belonging			
4.1	New staff will be introduced to the IADT EDI Policy at inductions	The staff survey shows a high level of awareness of the EDI Policy or staff where to find further information; we seek to maintain these patterns	Annual; as induction are held	EDI Manager (R) Staff Training, Learning + Development Officer (I)	High levels of awareness of the EDI maintained in future surveys
4.2	A communications campaign will be launched to encourage more staff to complete the IHREC eLearning module on 'Equality and Human Rights in the Public Service'. Line managers will be asked to give staff time over a two-week period to complete the module. Participation rates will be tracked and aggregated reported internally	To support and enable IADT staff at all grades to understand and meet their obligations under the Public Sector Duty	Annual; to mark Human Rights Day in Q4 each year	HR Manager, EDI Manager (R) All managers, HR Office (I)	Targeted staff completion rates by academic year: 2022/23 – 30% 2023/24 – 40% 2024/25 – 50% 2025/26 - 60%
4.3	A toolkit will be developed for sub-units on how they can practically implement the IADT	To support managers and staff in each functional area to locally embed the EDI Policy and Public Sector Duty. During the	Q2-Q3 2024	EDI Manager (R)	Toolkit developed and used in >60% of sub-units

Action No.	Description of Action	Basis for Action	Timescale	Responsibility (R) and Implementation (I)	Success measure
	EDI Policy and Public Sector Duty requirements at the local level	self-assessment process, several stakeholders raised the need for a practical 'how to' guide on EDI		Executive and Central Managers and all staff (I)	
4.4	The IADT Procurement Policy will be revised to explicitly include EDI considerations in procurement practices for the purchasing of goods and services	IADT expects suppliers working on its behalf to practice equal opportunities. Tenderers must be aware of our EDI Policy and the requirements placed upon them to adhere to this policy and equality legislation	Completed by Q1 2023	Secretary/Financial Controller (R) All staff using the Procurement Policy (I)	Procurement Policy revised
4.5	A Working Group consisting of male staff from each functional area will be established to brainstorm measures to increase male engagement with EDI and to suggest topics for future events	As evidenced throughout this application, the engagement of men with EDI work at IADT is low. There is a critical need to get more male staff to participate in EDI work, especially as EDI questions are now mandatory in the interview process	Q4 2022-Q2 2023	EDI Manager (R and I)	An increase in the number of men participating in EDI activities/training
4.6 Priority action	Anti-racism education will be offered to all staff on an annual basis to increase participation rates. Colleagues who teach and/or support teaching and learning activities will be prioritised for training	Open-ended survey responses commented on the lack of ethnic and cultural diversity in the staff and student body and the need to advance work in this area	Annual; re-commencing in Q1 2023	Head of T&L (R) Staff Training, Learning + Development Officer, T&L Committee (I)	By 2026, >120 staff members will have participated in anti-racism training
4.7	Training on disability in the workplace will be organised for staff to accompany the IADT Code of Practice on the Employment of Staff with a	Qualitative survey responses commented on the need to increase disability awareness and supports for staff and students	Biennial; commencing in Q4 2022	HR Manager (R) Estates + Facilities Manager, Staff Training,	By 2026, >40 staff members will have participated in disability training

Action No.	Description of Action	Basis for Action	Timescale	Responsibility (R) and Implementation (I)	Success measure
	Disabilty , including compulsory training for HR and Estates and Facilities as these offices work closely with staff seeking reasonable accommodation			Learning + Development Officer (I)	
4.8	The Institute will sign the See Change Workplace Pledge and develop a Mental Health Policy	To reduce stigma and discrimination in relation to mental health issues for staff	Q3 2022-Q3 2023	HR Manager (R) IADT Mental Health Working Group (I)	See Change Workplace Pledge signed Mental Health Policy developed and circulated to staff
4.9	Roll out classes for staff on introductory Irish Sign Language (ISL)	29 members of staff have provisionally indicated their interest in learning ISL to support staff and students who are Deaf or Hard of Hearing	Q4 2022-Q2 2023	EDI Manager (R and I)	The ISL programme will be completed by >15 staff
4.10 Priority action	Finalise the review of the IADT Mutual Respect Policy. This will be split from the SVH Policy	In the staff survey, 45% of staff had personally experienced inappropriate behaviour at IADT and 55% of respondents had witnessed it	In process; completed by Q4 2022	HR Manager, Registrar (R and I)	Future surveys will show a reduction in the % of staff reporting that they have experienced or witnessed inappropriate behaviour at IADT 2023 survey – 10% reduction; 35% have experienced it, 45% have witnessed it 2025 survey – another 10% reduction; 25% have

Action No.	Description of Action	Basis for Action	Timescale	Responsibility (R) and Implementation (I)	Success measure
					experienced it, 35% have witnessed it
4.11 **Priority action**	As part of the review of the Mutual Respect Policy, focus groups will be conducted with staff, management, students, and other stakeholders	To explore dignity and respect issues on campus and to inform practice	Completed in Q4 2022	HR Manager (R and I)	Focus groups conducted
4.12	New staff will be informed about the IADT Mutual Respect Policy at induction	The staff survey shows a high level of awareness of the Mutual Respect Policy or staff where to find further information; we seek to maintain these patterns	Annual; as inductions are held	HR Manager (R and I)	High levels of awareness of the policy maintained in future surveys
4.13 **Priority action**	Implement a four-year EDI and dignity and respect training programme for management	A number of respondents in the survey stressed that cultural change must start with management and filter downwards	Biannual; commencing Q4 2022	President (R) EDI Manager, HR Manager, President's Office (I)	At least eight training sessions held for managers over the course of the EDI AP. This will include training on dignity and respect; responding to disclosures of SVH; anti-racism/intersectionality; disability; menopause; fertility; and family leave and supporting staff with caring responsibilities
4.14 **Priority action**	Roll out training for all staff on mutual respect in the workplace	In the staff survey, 45% of staff had personally experienced inappropriate behaviour at IADT and 55% of respondents had witnessed it	Academic year 2022/23	HR Manager (R and I)	Future surveys will show a reduction in the % of staff reporting that they have experienced or witnessed inappropriate behaviour at IADT

Action No.	Description of Action	Basis for Action	Timescale	Responsibility (R) and Implementation (I)	Success measure
					2023 survey – 10% reduction; 35% have experienced it, 45% have witnessed it 2025 survey – another 10% reduction; 25% have experienced it, 35% have witnessed it
4.15 **Priority action**	Train new Designated Contact Persons to support and listen to staff	The Designated Contact Person may offer support to an employee who feels they are being subjected to bullying/harassment or to an employee against whom a complaint of bullying/ harassment has been made but not to both in the same situation	Completed in Q4 2022	HR Manager (R and I)	Up to 20 new Designated Contact Persons will be trained from a wide range of functions and IADTSU. We will aim to achieve gender balance
4.16	Raise awareness of the 'Speak Out' tool amongst staff to anonymously report. inappropriate behaviour. This will be communicated to staff via email and the intranet. It will be made clear to staff that reports via this tool do not constitute a formal report	Speak Out is an anonymous online tool to report inappropriate behaviours	Q3 2022-Q2 2026	HR Manager and EDI Manager (R and I)	A year-on-year increase in the number reports received from staff
4.17	Use local and national data from the' Speak Out' tool to further explore dignity and respect	IADT has access to local and national data from the tool	Annual; commencing Q3 2023	EDI Manager (R) 'Speak Out' admin users (I)	A report prepared each year and shared with key internal stakeholders

Action No.	Description of Action	Basis for Action	Timescale	Responsibility (R) and Implementation (I)	Success measure
	issues on campus, including the reasons why staff and students do/do not report bullying and harassment				
4.18	To assess the extent of cultural change, future staff surveys will include a time-bound question on bullying and harassment and ask staff to elaborate on the nature of the inappropriate behaviour	Questions on mutual respect in the 2020/21 survey were not time-bound, thus we are unable to quantify how many issues were historical or contemporary. Further, respondents were not asked to elaborate on the nature of the inappropriate behaviour	Biennial; next survey due in 2023 and the next in 2025	EDI Manager (R) SAT (I)	Questions updated in future surveys
4.19 **Priority action**	A specific, standalone SVH Policy will be developed given the complexity of these matters. The SVH Policy will be reviewed by the DRCC to ensure the reporting system is compatible with reporting party/survivor rights and cognisant of the needs of vulnerable groups. To coincide with the new policy, a webpage will be created to map processes for formal reporting on flowcharts (for disclosures and reports about staff and for disclosures and reports in relation to students), clearly illustrating all potential response pathways	These are fundamental principles of the Framework for Consent (2018) and actioned in the IADT Action Plan to Tackle SVH (2021-25)	Completed in Q4 2022	HR Manager, Registrar (R and I)	New policy developed and circulated to staff New webpage created

127

Action No.	Description of Action	Basis for Action	Timescale	Responsibility (R) and Implementation (I)	Success measure
4.20	Raise awareness of the 'Speak Out' tool amongst students to anonymously report inappropriate behaviour. This will be communicated to students via email and at student inductions. It will be made clear to students that reports via this tool do not constitute a formal report	'Speak Out' is an anonymous online tool to report inappropriate behaviour	Annual; commencing Q3 2023	EDI Manager, IADTSU (R)	A year-on-year increase in the number reports received from students
4.21	Increase the number of staff who have completed training on responding to disclosures of SVH. This will be achieved by targeting local units via line managers and encouraging staff to take this training at induction	46 participants have completed this programme over the past two years, predominately staff in PMASS units and IADTSU officers. There is a need to increase the participation rates of Academic Staff	Annual; next training due in Q1 2023	EDI Manager, Head of T&L (R) EDI Administrator (I)	By 2026, >100 staff members will have completed this training, including >40 Academic Staff
4.22	Hold further training opportunities for staff on trans and gender non-binary issues, to coincide with policy developments	Two training sessions were held for staff in 2020/21. 23 staff members completed this training. There is a need to increase participation rates	Biennial; next training due in Q2 2023	EDI Manager (R) Assistant Registrar, HR Manager (I)	By 2026, >40 staff members will have participated in this training
4.23	Develop guidance for staff on understanding and using pronouns	During the self-assessment process, a number of staff members expressed the need to learn more about this area. This was particularly apparent for an older generation of staff	Completed in Q2 2023	EDI Manager, IADTSU (R and I)	Document prepared and circulated to staff on the intranet

Action No.	Description of Action	Basis for Action	Timescale	Responsibility (R) and Implementation (I)	Success measure
					A 'lunchtime bites' session held for all staff in 2023 and 2025
4.24	Increase awareness of formal flexible working options for staff by recirculating this information once a year via email and the intranet	Only 38% of survey respondents agreed that IADT supports flexible and part-time working arrangements for staff	Annual; commencing Q1 2023	HR Manager (R) HR Office (I)	Future surveys will show an increase in the proportion of staff who agree with this statement: 2023 survey – 45% 2025 survey – 60%
4.25 **Priority action**	Implement a Remote Working Policy in line with sectoral policy	In qualitative responses to the survey, there was a very strong sense that a form of hybrid/remote working should continue after Covid-19	Q2 2022-Q2 2023	HR Manager (R and I)	Remote Working Policy published
4.26	Further infrastructural work will be completed to support prospective and current staff and students with a disability/are neurodiverse. This will include the installation of audio loops in key locations for those who are Hard of Hearing and a sensory room for those on the autism spectrum	A number of physical modifications have already been made in recent years to improve disability access on campus, e.g. additional disability ramps and power-assisted doors, etc.	Q2 2023-Q4 2026	Estates + Facilities Manager (R) Student Experience Manager, Disability Officer (I)	Further infrastructural work completed by 2026
4.27	Raise awareness of the location of gender-neutral bathrooms on campus. This strategy will	In a survey of trans and non-binary students, 88% preferred gender-neutral bathrooms to gender-segregated ones on	Annual; commencing in Q3 2022	EDI Manager (R)	EDI student surveys will show a high level of awareness of gender-neutral bathrooms

129

Action No.	Description of Action	Basis for Action	Timescale	Responsibility (R) and Implementation (I)	Success measure
	include publishing maps on the IADT webpage and informing all Y1 students about these facilities at induction	campus. Notably, only 18% felt comfortable using gender-segregated bathrooms in IADT		Estates + Facilities Manager, Y1 induction team, IADTSU (I)	
4.28	Update the letter sent by HR to staff returning from Maternity Leave to include information about accessing the breastfeeding/expressing room on campus and a list of local creches/schools/mother and toddler groups	To best support staff returning from Maternity Leave	Letter updated in Q3 2023	HR Manager (R) HR Office (I)	Letter to returners updated
4.29	'Rainbow walkways' will be pointed out to all Y1 students on induction tours	The survey of trans and non-binary students raised the need to celebrate and give more visibility to IADT's LGBTQ+ community. In preparation for the academic year 2022/23, we recently installed three 'rainbow walkways' on campus with the Rainbow Flag and Trans Pride Flag	Annual; commencing Q3 2022	Y1 induction team, IADTSU (R and I)	A more welcoming and inclusive environment for new LGBTQ+ on campus
4.30	Raise awareness of fertility issues for staff, targeting particular demographics	The self-assessment process raised the need to better support/understand employees' fertility journeys	Biennial; commencing Q1 2024	HR Manager (R and I)	At least two awareness-raising events held on campus by 2026 Managers will also be trained in this area *(see EDI AP 4.13)*

Action No.	Description of Action	Basis for Action	Timescale	Responsibility (R) and Implementation (I)	Success measure
4.31	Review and update the IADT Gender Identity and Expression Policy for students in line with sectoral best policy	The policy currently dates to 2019 and is due to reviewed and updated	Q4 2022-Q2 2023	Assistant Registrar, EDI Manager (R) Senior Quality Officer (I)	Policy updated
4.32	Raise student awareness and understanding of the new IADT Gender Identity and Expression Policy for students. The EDI Manager will work with the Assistant Registrar to enhance communications around this policy	Qualitative responses to the survey of trans and non-binary students show a lack of awareness and understanding of the policy	Ongoing; commencing Q3 2023	Assistant Registrar, EDI Manager (R and I)	Future EDI surveys of students will show a higher level of awareness and understanding of the policy in the trans and non-binary community
4.33	Conduct biennial EDI surveys of the student body	To explore the diversity profile of students and understand how experiences of IADT may vary for different social groups. Not all equality grounds are captured in student data systems	Biennial; commencing Q4 2023	EDI Manager (R and I)	Surveys conducted and reports presented for the EDI Committee and key internal stakeholders
4.34	Based on participant surveys, write an impact assessment of the Y1 FFACT EDI module	To share learnings and best practices around the implementation of mandatory EDI education for undergraduate students	Q3 2022-Q2 2023	Module Co-ordinator, EDI Manager (R and I)	Findings will be presented at the SETU EDI Conference in May 2023
4.35	Further advance the position of IADT as a national centre of	FFACT is in a unique position to identify and develop creative and innovative responses to the need for EDI	Ongoing and aligned with	Animation Programme Co-chair, EDI Manager, Head of Research (R)	At least two additional student-led Animation projects

Action No.	Description of Action	Basis for Action	Timescale	Responsibility (R) and Implementation (I)	Success measure
	excellence for artistic responses to EDI	education/training materials. Animation students and staff have tackled complex and sensitive EDI issues through the medium of animated shorts, with the input of external and internal experts	strategic objectives	Animation Staff, Animation students (I)	on EDI completed for external clients by 2026
4.36	A wide suite of guidance will be developed for Academic Staff on EDI issues in teaching and learning, e.g. decolonising the curriculum, diversifying reading lists, trauma-informed education, etc. Topics will be identified by the T&L Committee in consultation with Academic Staff	To ensure that Academic Staff are supported to embed EDI considerations into teaching and learning	Q2 2022-Q4 2025	Head of T&L, T&L Committee, EDI Manager, Librarian (R) HoDs, Academic Staff (I)	Guidance documents prepared and shared with Academic Staff
4.37	Based on student feedback, further develop the content of consent workshops, including guidance on bystander intervention and receiving disclosures of SVH	81% of Y1 FFACT students surveyed would be interested in receiving further training on these issues	Completed in Q3 2022 and rolled out annually	Module Co-ordinator, EDI Manager (R) EDI Administrator, PROPEL Working Group (I)	Content of workshops updated
4.38	Work to increase the proportion of Y1 students completing a consent workshop. Strategies will include encouraging new students during induction to complete a workshop and more targeted encouragement from academic faculties/departments	43% of Y1 students participated in consent workshop in 2020/21. This figure increased to 58% in 2021/22. We aim to increase these figures further	Annual; commencing Q4 2022	HoFs, HoDs, Module Co-ordinator, Programme Chairs, EDI Manager (R) EDI Administrator, PROPEL Working Group (I)	Work to increase the proportion of Y1 students completing a consent workshop: 2022/23 – 65% 2023/24 – 70% 2024/25 – 75%

Action No.	Description of Action	Basis for Action	Timescale	Responsibility (R) and Implementation (I)	Success measure
					2025/26 – 80%
4.39	Develop an academic-led peer network for female students in male-dominated undergraduate programmes at IADT	Student data shows considerable variation across the campus, with a number of courses attracting either a very high proportion of female or male students. A number of survey respondents observed gender dynamics in the classroom. Further, research reveals that young female students in male-dominated programmes often experience gender bias – and this may influence their career pathways after college	Q3 2023-Q2 2026	SAT volunteers (R and I)	Network established, with at least three meetings per academic year
4.40	Establish a cross-institutional outreach and access programme for underrepresented groups of students, to include scholarships and increased engagement with local DEIS schools. This work will be overseen by a Widening Participation Working Group	IADT seeks to increase our proportion of students from minority backgrounds, refugees and asylum seekers, and DEIS schools, in addition to gender representation in particular programmes	Q1 2023-Q2 2026	President, Registrar (R) Academic nominees from FFACT and FEH, Student Experience Manager, Access Officer, Schools Liaison Officer, EDI Manager (I)	An incremental increase in the % of new entrants coming from underrepresented backgrounds
4.41	Integrate EDI issues into the Programmatic Review process for postgraduate programmes	To assess student intake, curricula, pedagogy, and assessment through the lens of EDI	Postgraduate programmatic review due for 2023	Registrar (R) HoFs, HoDs, Programme Chairs, Academic staff, Assistant Registrar, Senior Quality Officer (I)	EDI issues fully integrated into the process and a series of recommendations made