



Athena Swan Ireland Renewal Application: Institutions

Applicant information

Name of institution	National College of Ireland
Date of current application	22nd May 2024
Level of previous award	Bronze
Date of previous award	30th April 2020
Contact name	Prof Jimmy Hill, Vice President Equality, Diversity & Inclusion And/or Deirdre McCarthy (she/her) Equality, Diversity & Inclusion, and Training Manager
Contact email	Jimmy.Hill@ncirl.ie Deirdre.McCarthy@ncirl.ie
Contact telephone	Prof Jimmy Hill Deirdre McCarthy

Section	Words used
Section 1: An overview of the institution and its Athena Swan work	5,589
Section 2: An evaluation of the institution's progress, opportunities and issues	6,085
Section 3: Action plan	N/A
Overall word count	11,674*

* 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.

RE: Word count extension



Athena Swan Ireland <athenaswanireland@advance-he.ie>

To: Deirdre McCarthy
Cc: Athena Swan Ireland

You replied to this message on 29/01/2024 12:32.



Mon 29/01/2024 12:21

Dear Deirdre,

This email is to officially confirm an extension to 12000 words for the NCI bronze renewal Athena Swan Ireland application. We ask that you include this confirmation email in your application upon submission.

Best wishes

Athena Swan Ireland Team

At Advance HE we work flexibly to support colleagues have a healthy work/life balance. I'm emailing you now as it works for me. I respect your working arrangements may be different so please respond when convenient for you.

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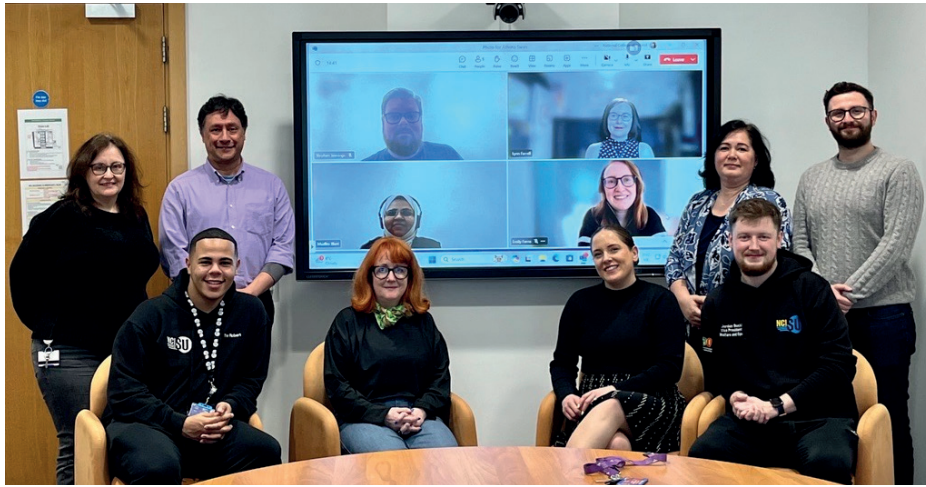
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1. Action plan	59

ABBREVIATIONS AND ACRONYMS

A&R	Academic and Research Staff	HEI	Higher Education Institution
AC	Academic Council	IBEC	Irish Business and Employers' Confederation
AFU	Age Friendly University	ICTU	Irish Congress of Trade Unions
AP1	Gender Equality Action Plan 1 (2020-2024)	KPI	Key Performance Indicator
AP2	Gender Equality Action Plan 2 (2024-2028)	MEC	Minority Ethnic Community(ies)
AF	Associate Faculty	NCI	National College of Ireland
AS	Athena Swan	NFQ	National Framework of Qualifications
ATP	Administrative, Technical and Professional Staff	QQI	Quality and Qualifications Ireland
CELL	Centre for Education and Lifelong Learning	QIE	Quality and Institutional Effectiveness
CSO	Central Statistics Office	SAT	Self-Assessment Team
DFHERIS	Department of Further and Higher Education, Research, Innovation and Science	SDG	Strategic Development Goals
EDI	Equality, Diversity and Inclusion	SoB	School of Business
ELI	Early Learning Initiative	SoC	School of Computing
ESVH	Ending Sexual Violence and Harrassment	SMT	Senior Management Team
GB	Governing Body of NCI	STEM	Science, technology, engineering, and mathematics subject areas
GEAP	Gender Equality Action Plan	SU/NCISU	Student's Union / NCI Student Union
GEEF	Gender Equality Enhancement Fund	VP	Vice President
GEWG	Gender Equality Working Group	WRC	Workplace Relations Commission
HEA	Higher Education Authority		



SAT members: (seated) Tre Robert, NCISU President; Deirdre McCarthy, EDI and Training Manager; Caroline Dolan, HR Operations Manager; Jordan Buckley, NCISU VP; (standing) Teresa Murray, Head of Communications; Fabian Armendariz, Assistant Professor in Strategic Management; Associate Professor Cristina Hava Muntean PhD, Vice Dean of the School of Computing; Dr Robert Fox, Assistant Professor in Psychology; (on screen) Stephen Jennings, Senior IT Technical Specialist; Dr Lynn Farrell, Assistant Professor in Psychology; Dr Musfira Jilani, Assistant Professor in Computing; Emily Ferns, Head of Marketing.



Celebrating NCI's signing of the Athena Swan charter, with Professor Gina Quin, President of NCI holding the scales, Vice Deans Professor Danielle McCartan-Quinn and Dr Vivienne Byers with Professor Colette Darcy, Dean of the School of Business, and former Dean of the School of Computing, Dr Pramod Pathak, with Vice Deans Dr Christos Grecos and Professor Paul Stynes (current Dean).



Deirdre McCarthy, EDI & Training Manager with NCI's Athena Swan award.



Celebrating NCI's Athena Swan award: Vice Dean of the School of Computing, Professor Cristina Hava-Muntean; Mary Connelly, Director of HR; President of NCI, Professor Gina Quin; Deirdre McCarthy, EDI & Training Manager; Vice President of NCI, Professor Jimmy Hill; Karen Jones, Registrar; Dean of the School of Business, Professor Colette Darcy.

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: 2,500 words

Word count: 755

Confirm the following:

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



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.



National College of Ireland
 Mayor Street, IFSC, Dublin 1, Ireland

Coláiste Náisiúnta na hÉireann
 Sráid an Mhára, IFSC,
 Baile Átha Cliath 1. Éire

Dear Ms Sarah Fink,

As President of National College of Ireland (NCI) I am delighted to present this application for renewal of the NCI Athena Swan Bronze Award. I endorse this application on behalf of the Governing Body (GB) and Senior Management Team (SMT) as an honest, accurate and true representation of our college and the work of the Self-Assessment Team (SAT) who have engaged in this process wholeheartedly. I would like to take this opportunity to reaffirm our commitment to the principles of Athena Swan and the wider equality agenda, including the HEA anti-racism principles, signed in June 2023.

NCI occupies a unique and important position within the Irish Higher Education sector as an independent, not-for-profit institution, with a clear focus on access to higher education that is closely aligned to enterprise. The College has a diverse student body comprising students from socio-economic disadvantage, often the first in their family to attend third level and those returning to study looking to update their skills or 'second chance' learners returning to education while working. Our student population reflects the diverse population of the inner and north city areas of Dublin, both economically and ethnically, a profile also reflected in the diversity of our academic and professional staff.

In response to the served population NCI has developed extensive expertise in supporting non-traditional students into higher education through innovative programmes, such as P-TECH (Pathways in Technology), professional apprenticeships and Discover University. The College maximises flexibility in delivery of learning through significant part-time and online programme provision with the ethos of 'meeting the learner where they are'. Our flagship Early Learning Initiative (ELI) addresses educational disadvantage among families and their children in marginalised communities in Dublin and leads a national programme around Ireland, focussed in areas of most economic disadvantage. To support staff working in this area, NCI has developed a suite of programmes in early education, home visiting and supervision.

The leadership of NCI has embedded our commitment to equality in our Strategic Plan 2022-2027, with a clear objective *to measure, celebrate and support equality, diversity, inclusion and sustainability*. The implementation of this objective is closely monitored by our governing body (GB) and senior management team (SMT). Our EDI agenda is driven by our Vice President Equality, Diversity & Inclusion Prof Jimmy Hill. SMT members also chair and participate in our wider EDI work.

Since achieving our bronze award in 2020, the College has dealt with the challenges of the global pandemic and a major ransomware/cyberattack (April 2021). These events led to an acceleration of online pedagogies and remote working and a higher use of technologies including addressing the opportunities and challenges of AI. These

changes have also provided both opportunities and challenges in the achievement of equality objectives.

I am delighted to confirm that since achieving our first Athena Swan award we have made considerable progress in our 2020-2024 action plan, with 94% of actions either achieved or significantly progressed, 64% completed and 30% underway. These include the development of remote and hybrid working methodologies; the ESVH framework; the achievement of an autism friendly campus accreditation, the creation of a sensory room for students and staff, the provision of training in unconscious bias, inclusive leadership, consent and disability in the workplace, the implementation of a SU strategic partnership, and specific initiatives including the menopause workplace guide, Irish Centre for Diversity bronze award (May 23) and *Brigit's Basket* (the provision of free period products for all in NCI, February 2022). It would be remiss not to mention that the College also purchased and refurbished a new Campus building adjacent to the main campus, which has greatly enhanced our teaching and learning experience for both students and staff.

I am particularly proud of the work that our SAT has undertaken in preparing our application and the development of the action plan. This consultative and reflective process has identified areas where further progress is required. Key priorities identified include, developing an EDI strategy, embedding EDI practice in curriculum development and review, progressing anti-racist policy and practice, developing our autism campus initiative and data collection.

I can confirm the commitment of our GB and SMT to our new action plan, which we have ensured is both ambitious and achievable as we work towards embedding our completed actions and developing an intersectional and coherent approach to all equality issues, with the aim of a Silver Athena Swan award in 2028.

I am honoured to present our renewal application for a Bronze Award.

Yours sincerely



Gina Quin
President
National College of Ireland



2. Description of the institution

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 gender and category of post;
- + the total number of staff by ethnicity and category of post as well as data on additional equality grounds collected by the institution;
- + the total number of student enrolments by gender and programme type;
- + any changes to the institution's context since the previous award (e.g. national or international strategy, structural changes, significant expansions).

Founded in 1951, NCI has grown from 103 to 6,411 students across key areas of business, computing, education, and psychology.

NCI is proud to be one of the first Irish Higher Education Institutes (HEIs) with a female President, currently Professor Gina Quin, and previously Professor Joyce O'Connor. In terms of academic and senior leadership, NCI's Registrar is a woman, as is one of our two departmental Deans.

Whilst not a designated Higher Education Authority (HEA) institution, NCI is a HEA funded institution since January 2024; receiving capped funding of circa 20% of current overall revenue. Previously this funding was provided directly from the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS). NCI, therefore, does not fall under the HEA's full reporting requirements and for example, does not complete annual staffing returns. This information is gathered and tracked for other data requirements, such as the gender pay gap reporting requirements.



Pictured celebrating the presentation to National College of Ireland of an Athena Swan Bronze Award for gender equity: Dr Cristina Hava-Muntean, Vice Dean of the School of Computing; Mary Connelly, Director of HR; Gina Quin, President; Deirdre McCarthy, Manager EDI; Professor Jimmy Hill, Vice President for Equality, Diversity and Inclusion; Karen Jones, Registrar; Dr Colette Darcy, Dean of the School of Business. Photo by Sasko Lazarov for Photocall Ireland.

The College has an overall QS star rating of 5/5 QS stars, achieving the maximum stars in areas including social responsibility, and inclusiveness.

NCI received an Athena Swan Bronze institutional award in April 2020, and pledged our commitment to the new Athena Swan Ireland Charter in December 2021.

NCI's mission is to change lives through education and the ethos is one of social justice. NCI's values are to be inclusive, community focused, have integrity, be dynamic, learner centred, and aspire to professional excellence.

NCI offers 95 programmes ranging from Level 6 Certificates to Level 10 Doctoral programmes on the National Framework of Qualifications (NFQ). Quality and Qualifications Ireland (QQI) is the awarding body with professional qualifying programmes awarded by the Chartered Institute of Personnel and

Development (CIPD) and the Institute of Commercial Management (ICM). NCI also offers apprenticeships and programmes recognised by professional bodies such as the Psychological Society of Ireland (PSI), the Association of Chartered Certified Accountants (ACCA), the Chartered Institute of Management Accountants (CIMA) and the Teaching Council. Since 2019, research degrees to PhD level (NFQ Level 10) are available through a Memorandum of Understanding with Maynooth University.

These programmes are delivered full and part-time through the School of Business (SoB), the School of Computing (SoC) and a dedicated Centre for Education and Lifelong Learning (CELL).

NCI make courses accessible through innovative and flexible delivery mechanisms, including, online and blended learning, and part-time delivery, alongside national government-funded initiatives such as Springboard+, allowing the unemployed to re-specialise or upskill at no cost. Recognition of Prior Experiential Learning (RPEL) may be used when an applicant may not have the minimum academic qualification for a course, or to permit advanced entry or module exemptions. As well as delivering external programmes, CELL provides continuous professional development and pedagogic support to NCI faculty.

The College has a growing research profile through the SoB, SoC, CELL and Early Learning Initiative (ELI), underpinned by a Research Strategy 2023 – 2027 (AP2 5.4) with several research laboratories recently established within psychology, and increased interdisciplinary collaboration such as the STEM family programmes delivered and evaluated by ELI and SoC. NCI has a strong profile of community action research particularly through ELI. As part of its Strategic Plan (2022-2027), NCI will continue to engage employers, external partners and the local community in research and innovation partnerships.

NCI's ELI promotes best practice for the education and wellbeing of children and families and the elimination of educational disadvantage in marginalized communities, aligning with our mission.

“There is a lack of educational opportunities for some socio demographic communities, hindering them from entering education. We can only combat this with interventions like ELI. People don't understand structural inequality as they see things through their own barriers” - Staff Female ¹

“The world is often only for certain people and it can physically, mentally isolate other people.” - ELI Staff Female



Lord Mayor of Dublin Daithí de Róiste attends ELI's Discover University show case 30th June 2023. Pictured Leon Flynn, Larkin College; Narahee Nglante, Marino College; Professor Gina Quin, President National College of Ireland; Lord Mayor of Dublin, Daithí de Róiste; Jodie Byrne, Larkin College; Tyrell Emeordi, Larkin College.

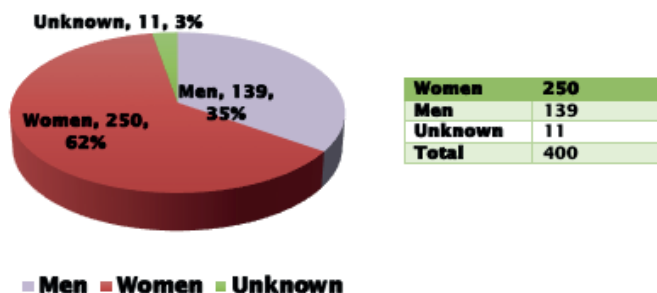
As a complex higher education institution NCI has a range of staff;

- Permanent fixed term academic, professional and support staff both full and part time.
- Associate Faculty (AF), who work part-time teaching on either fixed term or permanent contracts. AF are often engaged in other employment external to NCI.
- 17% of NCI staff are ELI staff . This is a strongly gendered area (96% of ELI staff were women 2023), where the majority of the staff also work part time hours, and many are from local, often disadvantaged communities.

¹ Quotes from focus group held in November 2022

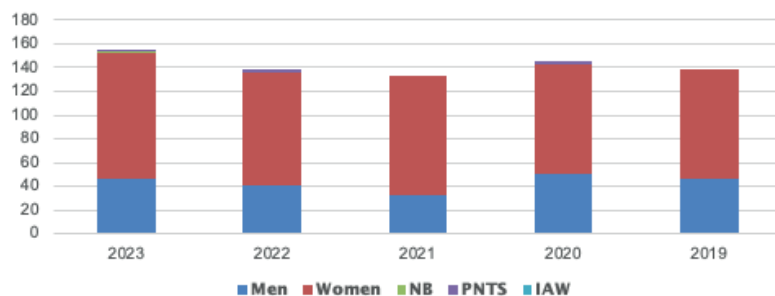
As of November 1st, 2023 the College had a total staff of 400, this is higher than recent years as NCI has seen a steady growth in staffing numbers.

Staff Gender NCI Nov 1st 2023



The NCI equality and culture survey has been conducted every year since 2019. (AP1 3.4)

Survey Completion



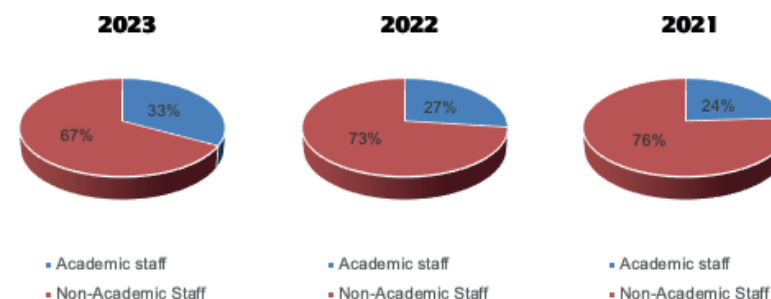
*NB: Non Binary PNTS: prefer not to say IAW: In another way

Year	Number of respondents	Response rate	% of women respondents
2023	155	39%	68%
2022	138	36%	69%
2021	133	42%	75%
2020	145	38%	64%
2019	139	37%	66%

“The increased survey response is good, a good trajectory.” – Female staff³

In 2023 the response rate was 39%, which was in keeping with previous years, although more staff completed the survey in 2023, as there were more staff employed the percentage remained steady. 69% of those who completed the survey were full time staff.

When the 2023 survey was carried 62% of NCI staff were women, therefore there are proportionately more women completing the survey. This continues a trend where a higher percentage of respondents are women. 68% in 2023, 69% in 2022, 75% in 2021 and 64% in 2020. Therefore, there is an ongoing underrepresentation of male respondents. This may be an indication of the overall gender breakdown of involvement in equality work and initiatives. NCI is part of Gender Equality Enhancement Fund (GEEF) application examining this issue, Engaging men in gender equality, with other HEI partners. We look forward to implementing the project’s recommendations in due course. (AP2 1.18)



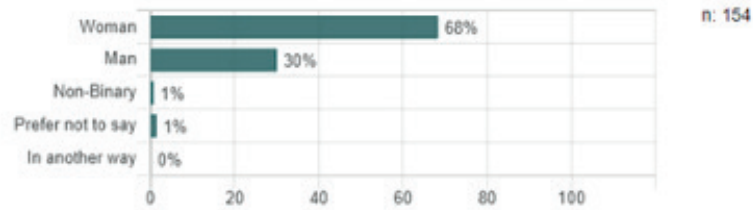
33% of respondents were academic staff, which is an increase on previous years, (in 2022 it was 27% and 2021 24% of respondents), 15% were AF staff, 18% permanent academic staff.

In this survey staff were asked a range of questions about their identity aligned to equality grounds. These results are included below where appropriate.

² As recorded in the 2023 NCI Gender Pay Gap report.

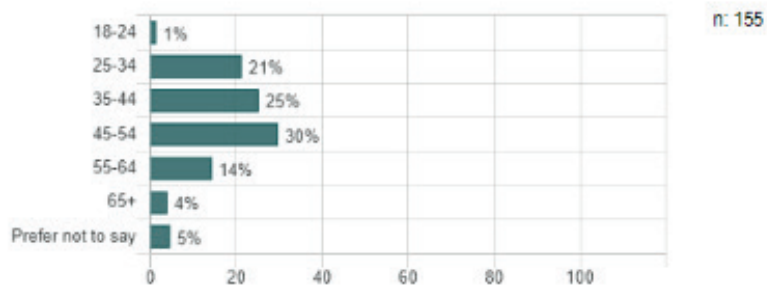
³ Quotes from focus group held in November 2022

Staff were asked what gender do you self-identify with?

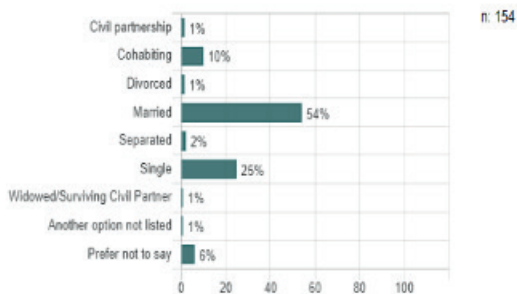


As noted, 68% of respondents were women.

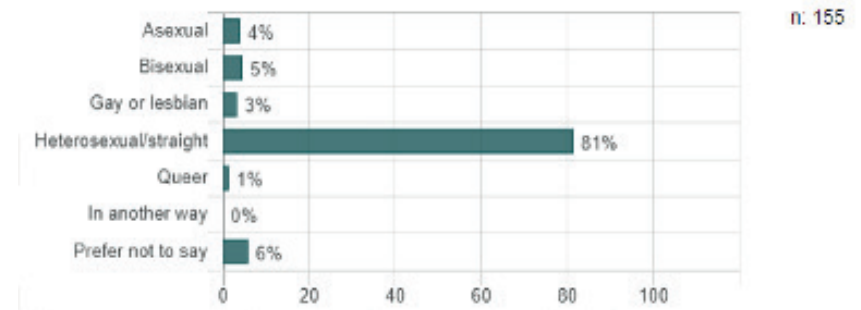
76% of the staff were between the ages of 25 and 54 (79% of women and 70% of men) which is the same as the figure in 2022. In 2021 this was 75%, in 2020 76%, very similar results.



65% of the respondents noted that they were in a relationship/partnership, (72% of men and 69% of women). This is similar to 2022 and 2021 where the figure was 68% and 69%.

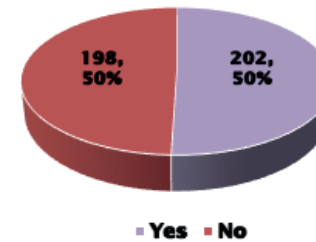


81% of the survey respondents identified as heterosexual/straight, (83% of women and 80% of men) with 13% in another way, inclusive of Gay, Bisexual, or Queer. 6% preferred not to say. This is similar to 2022 where the figure was 80%, and lower than 2021 when it was 86%.

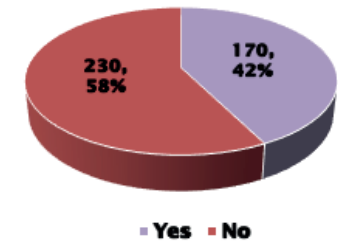


In 2023 NCI's Core HR (Access)⁴ system was updated to allow people to add their ethnicity and disability status directly to their profile, and staff were encouraged to do this. To date 202 of the staff have provided information on their ethnicity, or 50% of current staff, while 170 have provided information in relation to their disability status, or 43%. (AP2 2.2)

Ethnicity data added on Core



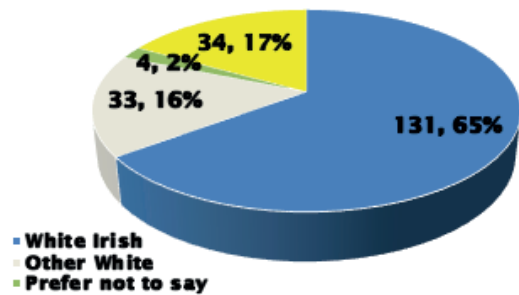
Disability status added on Core



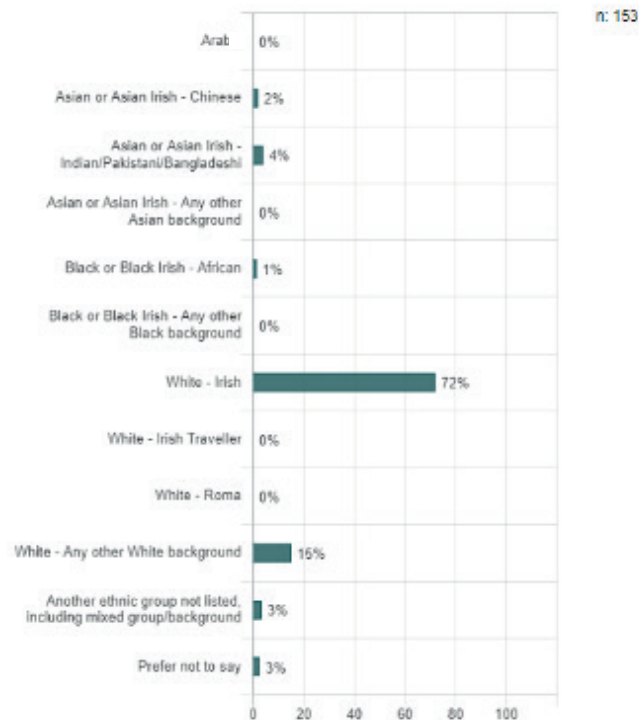
Of those who have provided their ethnicity on Core, the majority are White Irish at 65% while, a further 16% are Other White. The remaining categories, apart from Other have fewer than 10 respondents (Other has 12) so these have been presented together to protect anonymity.

⁴ 'Core' the system used by HR in NCI to manage staff data.

Ethnicity Data on Core



In our staff survey 72% stated that they were from the majority White Irish ethnic category (67% of men and 74% of women), while 9% of the respondents were from a minority ethnic background., therefore, there appears to be more ethnic diversity among male staff.



As both sets of figures, Core and the staff survey, are incomplete, we cannot calculate the final and true representation of the ethnic makeup of the staff. But in the 2022 survey 77% stated that they were from the majority White Irish ethnic category, in 2021 75% were and in 2020 it was 79%. Ethnic diversity is improving; however, more work is required to record and understand these patterns more accurately.

Ethnicity data is not currently available across the HEI staff population in Ireland. The 2022 census indicates that nationally 77% of the population identify as White Irish (CSO). Therefore, NCI does have a more ethnically diverse workforce than national figures. But Dublin city is more ethnically diverse than the national picture, and rates of ethnic diversity are more complex within the city setting. In some small areas of the north inner city of Dublin less than half of the population describe themselves as White Irish, 36% in one small area. (CSO small area figures 2022 census).

More work needs to be done in this area to encourage a higher percentage of staff to provide this information, to ensure we have a more accurate picture of the ethnic profile of NCI staff. (AP2 2.2)

It has been noted in staff consultations that there is an underrepresentation of staff at management level from both minority ethnic communities and people with disabilities, particularly when compared to our student population. This is an issue that many HEI’s are grappling with.

This is particularly true at senior management level, where all staff are white and able bodied.

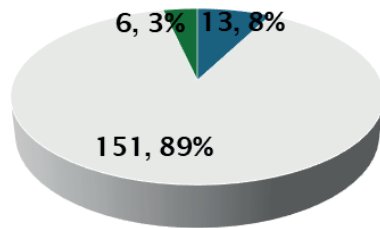
“Under representation in certain communities, Travellers for example or people with disabilities, we need role models.” - Male staff.

“I feel we compare well with culture and diversity to other colleges.” - Male staff.⁵

Of those who have provided their disability status on Core, the majority said that they did not have a disability at 89%, while 8% identified as having a disability.

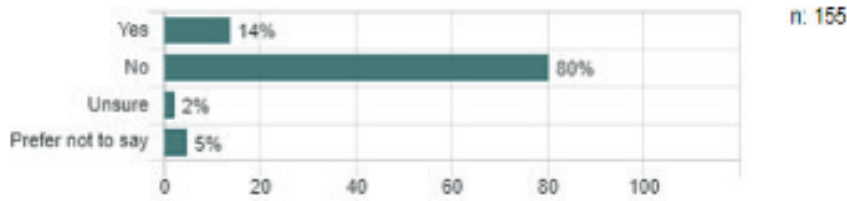
⁵ Quotes from focus group held in November 2022

Disability status

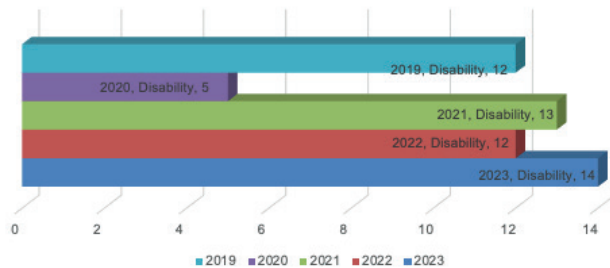


■ Yes ■ No ■ Prefer not to say

In our equality survey 14% identified that they had a disability, impairment, chronic, health condition (including mental health) or learning difference, 6% higher than the Core figure. 13% of women and 11% of men, slightly more women.



From previous surveys, it was 12% in 2022, 13% in 2021, both of which are a significant increase on the 2020 result where the figure was 5%. In 2019 the figure was 12%.

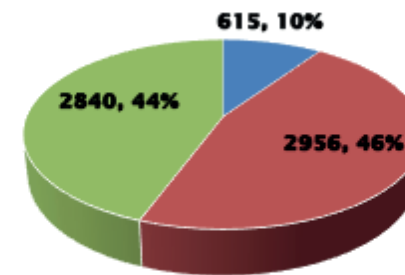


Again, more work needs to be done in this area to encourage a higher percentage of staff to provide this information. (AP2 2.2).

In the 2023 survey 55% felt that they knew how to apply for reasonable accommodations, out of all staff not just those with a disability (54% of men and 61% of women), 19% felt that they did not and 14% were unsure of how to apply. This was a reduction on 2022 where 59% and 2021 where 64% felt that they knew how to apply for reasonable accommodations. While noting that a higher percentage of women know how to apply for accommodations, there is a need to re-run training re disability in the workplace guidelines and applying for reasonable accommodations. (AP2 3.5)

As of 12th Feb 2024, the College had a total of 6,411⁶ students across the three teaching departments: SoB, SoC and CELL.

Students by school



■ CELL ■ SoB ■ SoC

⁶ There are an anticipated further 210 students expected to enrol in this academic year 2023/24 on a variety of certificate courses between Feb and April. These have not been included in the details provided.

Total number of students by department, programme and gender.

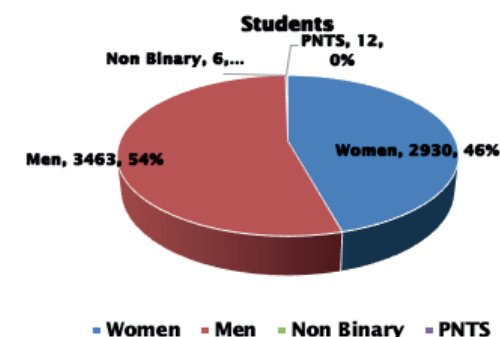
Dept.	Programme Type	% Women	Women	% Men	Men	NB*	PFNTS**	Grand Total
CELL	Certificate	69%	20	31%	9			29
	Higher Certificate	42%	24	58%	33			57
	Higher Diploma	41%	14	59%	19	1		34
	Masters Taught (Postgraduate)	50%	8	50%	8			16
	Postgraduate Certificate	43%	3	57%	4			7
	Postgraduate Diploma	70%	38	30%	16			54
	Undergraduate Certificate	44%	127	56%	156	1	5	289
	Undergraduate Honours Degree	97%	125	3%	3	1		129
SoB	Certificate	72%	298	28%	117		1	416
	Higher Certificate	49%	27	51%	27		1	55
	Masters Taught (Postgraduate)	48%	330	52%	359			689
	Postgraduate Certificate	75%	43	25%	13	1		57
	Postgraduate Diploma	69%	20	31%	9			29
	Professional Training Qualification (Undergraduate)	80%	69	20%	17			86
	Undergraduate Diploma	87%	207	13%	30			237
	Undergraduate Honours Degree	58%	810	32%	573	1	2	1386
SoC	PHD	100%	1					1
	Certificate	45%	33	55%	41			74
	Higher Certificate	16%	8	84%	43			51
	Higher Diploma	34%	186	66%	361		1	548
	Masters Taught (Postgraduate)	27%	416	73%	1121		1	1538
	Postgraduate Diploma	29%	49	71%	122			171
	Undergraduate Certificate			100%	1			1
	Undergraduate Honours Degree	16%	74	84%	381	1	1	457
Grand Total		46%	2930	54%	3463	6	12	6411

*Non binary

** Prefer not to say

46% of NCI students in 2024 are female. There are higher percentages of male students at higher certificate, higher diploma and Masters levels where circa one third of the students are women, and for undergraduate certificates and postgraduate diplomas women are circa 42/44%, with undergraduate honours degrees fairly evenly split with 51% of female students. In all other areas female students are in the majority.

35% of current NCI students are part time students.



Total number of student enrolments by gender and programme type

Totals	Women	% Women	Men	% Men	NB*	PFNTS**	Grand Total
Certificate	68%	351	32%	167		1	519
Higher Certificate	36%	59	64%	103		1	163
Higher Diploma	34%	200	66%	380	1	1	582
Masters Taught (Postgraduate)	34%	754	66%	1488		1	2243
Postgraduate Certificate	72%	46	28%	17	1		64
Postgraduate Diploma	42%	107	58%	147			254
Professional Training Qualification (Undergraduate)	80%	69	20%	17			86
Undergraduate Diploma	87%	207	13%	30			237
Undergraduate Certificate	44%	127	56%	157	1	5	290
Undergraduate Honours Degree	51%	1009	49%	957	3	3	1972
PHD	100%	1					1
Grand Total	46%	2930	54%	3463	6	12	6411

⁷ All percentages are to the nearest whole number.

Department	Programme Type	Domestic	International	Grand Total
CELL	Certificate	29		29
	Higher Certificate	57		57
	Higher Diploma	34		34
	Masters Taught (Postgraduate)	16		16
	Postgraduate Certificate	7		7
	Postgraduate Diploma	54		54
	Undergraduate Certificate	289		289
SoB	Undergraduate Honours Degree	127	2	129
	Certificate	416		416
	Higher Certificate	53	2	55
	Masters Taught (Postgraduate)	143	546	689
	Postgraduate Certificate	57		57
	Postgraduate Diploma	29		29
	Professional Training Qualification (Undergraduate)	86		86
	Undergraduate Diploma	237		237
	Undergraduate Honours Degree	1314	72	1386
	PHD	1		1
SoC	Certificate	73	1	74
	Higher Certificate	49	2	51
	Higher Diploma	449	99	548
	Masters Taught (Postgraduate)	136	1402	1538
	Postgraduate Diploma	171		171
	Undergraduate Certificate	1		1
	Undergraduate Honours Degree	414	43	457
Grand Total		4242	2169	6411

34% of current students are international students.

Students come from over 100 nationalities, the largest group are from Ireland (including Northern Ireland) which is circa 49%. Excluding the unknowns which account for 15%, the other significant nationalities include India 25%, Brazil 2%, Italy 2%, Nigeria 2%, Turkey 2% and China 1%.

In terms of the ethnicity of students the data is incomplete. This data is not routinely collected for all students. Work is planned in this area. (AP2 2.3) At this stage we do not have ethnicity for 80% of students. Of those who have provided details re their ethnicity 59% state their ethnicity is White Irish, with 15% White Other, and 10% African.

Ethnicity	
(blank)	5099
African	126
Asian or Asian Irish: Indian/Pakistani/Bangladeshi	52
Asian Other	50
Black Other	38
Chinese	11
Other ⁸	31
<u>Other, including mixed group/background:</u>	
Arab	40
White Irish	770
White Other	193

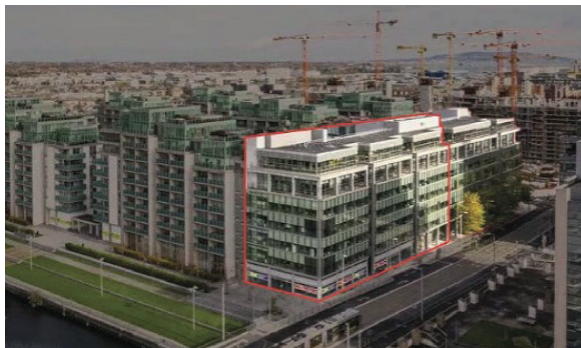
⁸ Some categories had less than 10, these were added to the other category to protect anonymity.

For the 2023/24 year NCI had 157 students registered with the Learning and Disability Support Service (LDSS) as of February 2024, this figure may rise as the academic year progresses. An estimated 2.4% of students, this is lower than the national figure of 6.6%⁹ due to a number of factors;

- NCI’s large proportion of international students (34%). There is a stigma in some cultures with regard to disability and support.
- Large portion of part time students (35%) many of whom are studying online who may not require supports so they don’t register with the service.
- From the experience of the LDSS a significant number of students with disabilities decide not to register with the support service as they have developed coping skills and do not require extra support. This is their choice.

There were 198 HEAR (Higher Education Access Route) students in 22/23 and in 23/24 there are 159.

Since achieving the Athena Swan Award in April 2020, there have been some significant changes. NCI purchased a new building in Spencer Dock in 2022 to allow an expansion of the current campus. The College has been under significant pressure for space, the new building adds 5,600m² to NCI campus allowing for more teaching and learning spaces, an expanded library, dedicated ELI facilities, and more room for support functions.



National College of Ireland announces campus expansion 06/10/22

NCI recently completed the purchase of the West Wing, Block R, Spencer Dock

NCI’s Strategic Plan 2022-2027 was launched November 2022, identifying six priorities: students, staff, teaching, research, access, and positioning on the national and global stage. (See details below).



NCI is also currently preparing to undertake QQI’s Institutional Quality Review process (commonly known as the CINNTE review) in 2024. This is a college-wide self-evaluation of how NCI assures quality across its teaching, learning, assessment and research activities and the wide range of services and facilities that support and enable these activities. A successful CINNTE outcome will help form the basis of NCI’s forthcoming application to QQI for delegated authority to award degrees and other qualifications.

NCI and NCI’s Student Union were one of the first five pilot HEIs to join the National Student Engagement Programme (a HEA-funded joint-initiative with QQI) and in 2022 signed a partnership agreement supporting union autonomy alongside pathways for cooperation.



Pictured celebrating the Student-centred partnership agreement between NCI and NCISU
President of NCISU, Conor O’Reilly (2022/23) & President of NCI, Professor Gina Quin

⁹ 2020/21 students registered with disability support services represented 6.6% of the total student population. <https://ahead.ie/Launch-of-21-Report-on-Numbers-of-Students-with-Disabilites-in-Higher-Education>

3. Governance and recognition of equality, diversity and inclusion work

Provide a description of the institution's equality, diversity and inclusion structures and institution and department/professional unit-level resources, including staff resources.

This should include information on:

- + the formal processes in place to resource, distribute, recognise and reward equality, diversity and inclusion work;
- + any changes in governance, recognition or resourcing of EDI work since the previous award (e.g., changes in key management/committee structures or reporting lines that support EDI work; staffing changes), with reflection, where relevant, on how the changes have impacted on the institution's EDI work;
- + resource provision for the action plan and associated activities to ensure effective implementation;
- + the support for equality activity in the institution's sub-units (e.g. academic departments and professional units), 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.

Driven by our mission, vision and values, the NCI Strategic Plan 2022-2027 identified access as one of the six priorities. Objective 5.4 under the priority access is to measure, celebrate and support equality, diversity, inclusion and sustainability embedding EDI and sustainability. This objective is monitored as part of the implementation of the strategic plan, with progress reported monthly at SMT and GB meetings.

NCI has one staff member dedicated full time to equality, diversity and inclusion (EDI). NCI first appointed an EDI Manager in 2019, she left her post in 2021 and a new EDI Manager was appointed September 2021.

The EDI Manager is based within, and supported by, the HR department and reports directly to the VP for Equality, Diversity and Inclusion, who was appointed in 2019.

The EDI webpage was developed in 2022, and this site is maintained with the support of the Marketing department.

NCI's EDI structure has been developing since the first application for an Athena Bronze Award. An EDI Joint Advisory Committee, with senior management, SU and GB representation, was established in 2020. (AP 1 3.1) This committee is chaired by the VP for EDI. The terms of reference were reviewed in October 2021 and membership reviewed in March 2022 and again in March 2023.

All decision making and senior management committees have a gender mix where there is a minimum of 40% of one gender. (AP1 5.9.2 & 5.9.3)

There are a range of working groups working on specific EDI issues, who feed into this EDI Joint Advisory Committee, these include;

- Gender Equality Working Group (GEWG). Chaired by the EDI Manager. Established in 2018, this group formed the basis of the SAT committee in 2023. This core group was added to by a college wide call for representation. (AP1 3.3). The terms of reference of this group were reviewed in February 2023 as the group was reconstituted as the SAT.
- Autism Friendly Implementation Group. This group is chaired by NCI's Director of Marketing with representation from both academic departments, including the Dean of SoC, student services, facilities and EDI. There is also representation from Autistic staff and/or students in NCI.

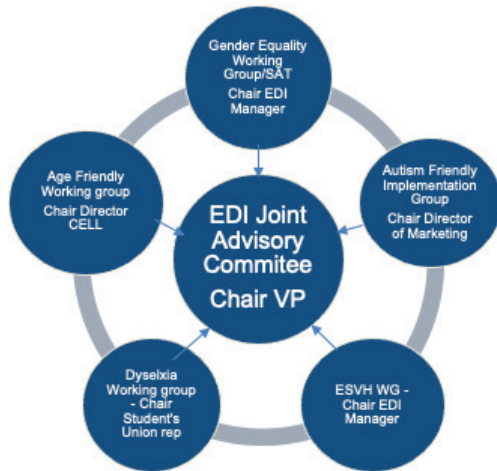
"Very positive developments, autism friendly status, sensory room, and the age friendly and dyslexia groups." – **female staff**

- Consent Working Group (renamed Ending Sexual Violence and Harassment (ESVH) Working Group in July 2023). This group was established in October 2021 and went on to develop and launch NCI's Framework for Ending Sexual Violence and Harassment, March 8th 2022. This group is chaired by the EDI Manager, with representation from the Registrar and Director of HR, as well as student services and the SU. Membership of this group was reviewed and reinvigorated, with a new team in place March 2024, including the VP for EDI, Registrar and Dean of SoC.
- Age Friendly Working Group, established August 2022, chaired by the Director of CELL, representation from the Directors of Marketing and ELI and the Dean of SoB.

¹⁰ Quotes from focus group held in November 2022

- Dyslexia Working Group established September 2022. This initiative came as a joint piece of work between the EDI Manager and the SU in 2022, which developed from training provided to both staff and student representatives.

NCI actively participates in national EDI networks and infrastructure with other HEIs. The EDI Manager is a member of the Athena Swan National Committee, and the Athena Swan Practitioners Network, and the newly established Intersectionality Working Group. In June 2023 she became joint chair of the Race and Ethnicity WG of the Practitioner Network. She is also a member of the HEA’s newly established Ending Sexual Violence and Harassment in Higher Education Practitioner Network. A member of the SAT and HR department is a member of the National Working Group on Equality Data for HEIs, and the VP for EDI is a member of the HEA National Committee for Equality, Diversity and Inclusion.



The work of all EDI focused working groups is reported to the EDI Joint Advisory Committee, which includes members of GB, AC, SU and SMT. There is a standing EDI report to all GB and AC meetings. The EDI Manager reports every two weeks to the VP for EDI. (AP 1 Actions 3.1, 3.3, 3.5)

All structures and committees have senior staff membership. Four of the five working groups have members of the senior management VP team involved and/or chairing the

committee while the EDI Joint Advisory Group is chaired by the VP for EDI. All departments are requested to nominate staff for committees and ensure that those staff have the space to do the work that the committee requires.

NCI is a small HEI, with a more limited staff pool than some of our peers. Therefore, care must be taken to ensure that the same staff are not always called upon for this work. Despite our best efforts, it can at times be difficult to ensure diversity of representation on all committees, without slipping into tokenism and/or burdening minoritised staff with further work. (AP2 1.11)

“Sometimes despite our best, balance (ethnic and gender) is not always possible.” – female staff

All of those who are involved in the wide range of activities are acknowledged in college wide bulletins and information, this includes President’s briefings to staff and students, and bi-annual staff briefings and noted in all EDI updates to GB and AC. All those involved are compensated, either by being salaried NCI/NCISU staff or, if AF staff, receiving additional pay for their time attending meetings.

Being part of a working group has allowed staff to become engaged outside of their specific department and work in collaboration outside of their management structure. All EDI committees are participative, with participants provided with an equal voice regardless of their position within the institution. This has also allowed for more junior staff to get involved in work with senior staff which may not have been the case previously due to the nature of their own roles.

All associate faculty staff, who are hourly paid, are paid for participation on committees /working groups in addition to their teaching hours. The student voice is represented at committees, including the EDI Joint Advisory Group, the SAT and ESVH Working Group, by the SU, whose officers are paid SU staff.

NCI President’s Awards are awarded in December of each year. In 2022 and 2023 the awards were restructured to be more specifically inclusive of EDI. Details section 2.b. (AP1 5.13.1)

There are plans to acknowledge EDI activity in performance reviews, which will take account of EDI activity. In promotions, particularly for leadership roles, competency and experience in the advancement of equality will be assessed as part of suitability for all leadership roles to ensure those in leadership and leadership roles understand and value the advancement of equality. (AP2 4.1, 4.9, 4.10 & 4.11)

As a small institution with two schools, we do not at present have separate EDI structures at department level. Every committee has each department represented, and both academic (including AF and non-AF academic staff) and professional, managerial and support staff, as well as a gender balance. It can at times be challenging to ensure representation and ensure representation does not constantly fall to the same individuals. There are plans to appoint champions in each school with responsibility for EDI, who will also lead on departmental Athena Swan applications. (AP2 1.17)

The management team and senior management team were both asked, as part of the AS review process to examine and review their own departmental work re current AS actions and priorities for the future. The EDI manager presented to both teams. All senior leadership also participated in training, including inclusive leadership, April 25th 2023 as part of the wider process of training in relation to the EDI agenda. Details section 2.b.

Data collection. The EDI and HR team have been working with NCI's Data Protection Officer to improve our data collection in relation to a range of equality data. As a result, we are in the process of asking staff to update their Core profile to be inclusive of their ethnicity and disability status, this work will continue. (AP1 4.2 and AP2 2.2)

NCI have been completing and disseminating the results of annual EDI surveys since 2019. (AP1 3.4 and 3.5) The 2023 survey response rate was 39% which in term of numbers of respondents was higher than previous years, but a similar percentage as the number of staff employed in NCI has been steadily rising.

¹¹ Quotes from focus group held in November 2022

4. 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 (SAT), 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 SAT are, and will continue to be, communicated to senior management and the wider institution.

NCI's Bronze renewal process was formally launched November 5th 2022 with a workshop. This included an introduction from the NCI President, and input from the Head of Athena Swan Ireland. 58 staff attended (28% men).

The SAT was established in January 2023 from the GEWG and chaired by the EDI Manager. Departments (both academic and support) were asked to nominate additional members to participate due to the nature of their role, to ensure that all critical areas of the College were represented. The SU were also invited to take part and the roles of President and Welfare Officer participated. Due to the nature of the roles (elections) the original SU members changed in June 2023. New terms of reference were agreed with the newly constructed SAT.

The SAT has 18 members. 50% of the SAT are men, 33% are from non-Irish and/or minority ethnic communities. Some SAT members have caring roles/responsibilities. Other groups are represented including those from the LGBTQI+ community and

people with disabilities. The SAT includes academic staff, support staff, both full and part time staff, permanent and fixed term contract staff and those who are associate faculty (hourly paid).

The SAT has four working groups, constituted to support the development of the renewal application. A small number are a member of more than one working group. The EDI manager supports all the working groups.

Working groups;

- Consultation/data collection
- Review current action plan
- Developing new action plan
- Writing group

Self-Assessment Team

Name	Role, Department	Working Group
Fabian Armendariz	Assistant Professor in Strategic Management, School of Business	Consultation/data collection
Cristian Balint/Jordan Buckley	Welfare Officer, Students Union	Developing new action plan
Dr Michael Cleary-Gaffney	Senior Quality & Enhancement Specialist, Quality and Institutional Effectiveness	Consultation/data collection (Chair)
Darren Crowe	Accountant, Finance	Writing group
Lána Cummins	Assistant Director, ELI	Writing group (Chair)
Caroline Dolan	Manager, HR	Consultation/data collection
Dr Lynn Farrell	Assistant Professor in Psychology	Writing group
Emily Ferns	Head of Marketing, Marketing and Communications	Review current action plan (Chair) & Developing new action plan
Dr Robert Fox	Assistant Professor in Psychology	Writing group
Dr Cristina Hava Muntean	Vice Dean School of Computing, Associate Professor	Developing new action plan
Sean Heeney	Associate Faculty Lecturer, School of Computing	Review current action plan
Stephen Jennings	Senior IT Specialist (Networking)	Developing new action plan
Dr Musfira Jilani	Lecturer in Computing, Programme Director MSc in Data Analytics	Review current action plan

Deirdre McCarthy	EDI and Training Manager	Chair; Administrative Support to all Working Groups
Teresa Murray	Head of Communications, Marketing and Communications	Review current action plan
David Ochieng	Accounts Assistant, Finance	Review current action plan
Jaswinder Singh	Associate Faculty Lecturer, School of Computing	Consultation/data collection
Jennifer Treadwell/Tre Robert Acting President	SU President	Review current action plan

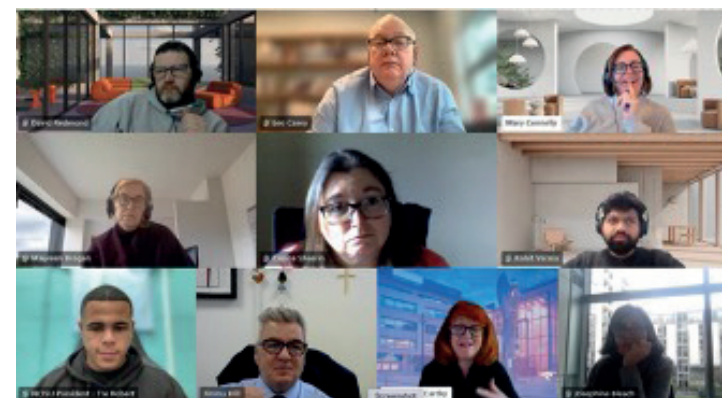
The SAT reports to the EDI Joint Advisory Committee which provide strategic oversight, and has representation from GB, senior staff, the SU, and is chaired by the VP for EDI.

EDI Joint Advisory Committee

Name	Role
Dr Josephine Bleach	Director of ELI
Maureen Brogan	IBEC, Governing Body Representative
Dr Leo Casey	Director of CELL
Mary Connelly	Director of HR
Prof Jimmy Hill (Chair)	VP Academic Affairs and Research; VP EDI
Deirdre McCarthy	EDI & Training Manager (Chair of SAT & Secretary Joint Advisory Committee)
David Redmond	Facilities Team
Dr Corina Sheerin	SoB
Tre Robert	President of Student Union
Dr Rohit Verma	SoC

NCI have been carrying out an equality and culture survey every year since 2019. (AP1 3.4) Survey results are disseminated to staff with focus groups and in person presentations with a Q&A. (AP1 3.5)

The surveys have been modified over time, particularly in 2021 when the consultation bank was published by Athena Swan and the new EDI staff member was appointed. For this AS renewal a survey was developed and piloted in May/ June 2023, sent out to staff August 14th and closed September 29th 2023.



EDI Joint Advisory Committee Meeting 28th Feb 2024

In 2023 the survey was sent to the most extensive list of staff ever used, including temporary staff to ensure that everyone had the opportunity to be involved in the consultation process. This means that although the percentage of return was very slightly lower at 39% (details section 2), its reach was wider including some staff who have a less permanent relationship with the College and/or may have their primary employment relationship elsewhere, or those who due to caring responsibility constraints or other systemic biases/barriers to recruitment, are temporary staff.

In October 2023 the survey was analysed. As outlined in detail in section 2 68% of the respondents were women (62% of NCI staff are women). 81% of the survey respondents identified as heterosexual/straight, 72% stated that they were from the majority White Irish ethnic category and 8% identified as having a disability.

Focus groups were held in November 2022 to review and evaluate progress to date on the AP1 and again in November 2023 to examine the key results of the survey and develop AP2. 58 people attended in 2022 (28% were men, 72% women) and in 2023 48 people attended (74% were women and 26% were men).



Focus group discussions 7th December 2023

The HR, admission, student records and Quality and Institutional Effectiveness (QIE) departments gathered the data in relation to both staff and student figures. The date of November 1st 2023 was taken as the 'head count' date for staff. This date was chosen to allow enough time for analysis, but also to be current with the application. As there is a student intake in January, the agreed head count date for student numbers was Feb 12th 2024.

In addition to the focus groups, consultations were held with specific structures and departments within the College, including AC, SMT, ELI, HR, the Senior Academic Leadership Team (SALT) and QIE, as well as senior management, including the President, VP and Director of HR to evaluate AP1 and develop AP 2.

Key Actions

Date	Activity
January - February 2022	Attendance at Advance HE Preparatory Athena Swan Training
4th November	Athena Swan renewal process launched college wide workshop with NCI President, VP, Advance HE
January 2023	SAT established from the Gender Equality Working Group Call for additional SAT members from key department and units within the College
2nd February	First meeting of the reconstituted SAT – Monthly meetings from this point.
March 2023	SAT Working Groups established and meeting
April 2023	Annual review of current action plan
2nd May 2023	Presentation to Executive Group re AS
June 2023	Drafting of renewal application begins in three sections – section 1, 2 and 3.
May - June 2023	Draft survey developed
13th - 20th July 2023	SAT members attend Athena Swan panels as observer and member
13th - 20th July 2023	Draft survey piloted with SAT & targeted staff
14th August	Survey sent out to all staff with a closing date of Sept 29 th . Reminders were sent every 14 days. Reminders were only sent to those who had not completed the survey.
21st September 2023	Discussion with Senior Academic leadership team
27th September 2023	EDI Joint Advisory Committee meeting
4th October 2023	Presentation and consultation with Academic Council
7th December 2023	Athena Swan college-wide workshop with NCI President, VP for EDI, SU and staff.
January 2024	Preparing Action plan for final consultation
7th February 2024	Presentation and consultation with Executive Group of draft Action plan
February 2024	Preparing final application consultation, inclusive of peer reviews
28th February 2024	EDI Joint Advisory Committee meeting – presentation of application

7th March 2024	Presentation of application to NCI staff and SU
8th March 2024	Presentation of application to GB - fittingly on International Women's Day
13th March 2024	Intention to submit completed
April 2024	Edit and layout completed
22nd May 2024	Application submitted

Prior to this renewal, the HEA published the 2nd National Review of Gender Equality in Irish Higher Education Institutions, launched the Anti-Racism Principles for Irish Higher Education Institutions and the Race Equality Implementation Plan for Higher Education. Also relevant, Horizon Europe calls for proposals from 2022 and beyond stipulates that HEIs must have GEPs with specific requirements.

The 2024-2028 action plan incorporates these national and Horizon requirements, responds to issues raised during the consultation process, continues appropriate actions from AP1, and includes activities and actions that have developed because of the work of the last four years. It also aligns with NCI's strategic plan.

Throughout the development of this application, the SAT consulted extensively with core departments and functions and identified the most appropriate action owners for each action, to ensure that each component is appropriate, achievable, targeted, measurable and resourced.

One of the first proposed actions is to transpose the action plan into a strategic action tracking tool to monitor the implementation of actions at institutional and departmental level by providing a live action plan which will be available to all action leads and be monitored by the SAT. (AP 2 1.4) An annual audit of progress on all actions will be published. (AP2 1.5.)

The SAT will be reconstructed (name TBC) as a monitoring and oversight mechanism for the action plan. (AP2 1.6) Membership will be reviewed annually to ensure attendance, involvement, representation and to rotate the role within the College while ensuring all appropriate departments are involved. This group will be chaired by the EDI Manager and report to the EDI Joint Advisory Group.

The EDI manager will provide updates to GB and AC.

The EDI Joint Advisory Group will meet three times a year and a detailed update will be provided at those meetings.

The webpage, which is dedicated to Athena Swan will be updated with these updates as they are provided. (AP2 1.5)

The SAT would like to thank;

- All the staff in NCI who responded to our calls for involvement in the process, and those who provided data and information as required in a timely fashion.
- Our external colleagues Liz Hughes (RCSI), Edel Foster (MIC), Siobhan Kangataran (MTU) and Carol Wrenn (TUS) who provided considered feedback on our renewal application.
- Athena Swan team in Ireland and the other HEIs whose ongoing peer support is invaluable in this process.

Word count: 4,834

Section 2: An evaluation of the institution's progress, opportunities and issues

In Section 2, applicants should evidence how they meet criteria B and D:

- + Evidence-based recognition of the issues and opportunities facing the applicant*
- + Demonstration of progress against the applicant's previously identified priorities*

Recommended word count: 4,500 words

1. Evaluating progress against the previous action plan

- A. *Insert (on the landscape page to follow) the most recent iteration of the action plan associated with the institution's previous award. The action plan should be 'RAG' rated (rated 'red,' 'amber' or 'green') depending on progress.*

1.a Previous action plan

2020-2024 action plan RAG' rated (rated 'red,' 'amber' or 'green') depending on progress.

Ref.	Theme	Planned Action/ Objective	Rationale	Key Outputs and Milestones	Time Frame	Complete by	Person/ Group Responsible / Monitoring	Success Criteria and Outcome	Priority	Taskforce Reference Point
Section 3 Self-assessment Process										
3.1	EDI Committee and Reporting	EDI Joint Advisory Committee	The Athena SWAN Steering Group will be integrated into the Gender Equality Steering Group (Action Item) and a new Joint Advisory Committee will oversee the implementation of an EDI Strategy.	The Governing Body will pass a resolution to establish an EDI Joint Advisory Committee, chaired by the Vice President for EDI with representatives from Academic Council, Governing Body, Student Union and NCI Staff. ToR will include maintaining an EDI Dashboard, annual institutional reporting and to lead on an institutional-wide EDI strategy.	March 2020	Dec. 2020	Governing Body	ToR to be finalised by March 2020 and first meeting to be held in June 2020. Ongoing Quarterly meetings	1	1.8 All HEIs to establish an EDI sub-committee of governing authority (or a joint committee of governing authority and academic council).
3.2		NCI Equality and Diversity Policy	An Equality and Diversity Policy will outline the College commitment to upholding the values of Equality and Human Rights and will set the framework under the IHREC Public Sector Duty and will inform an institutional-wide EDI Strategy.	Policy will be approved at March 2020 Governing Body. Subsequent communication strategy will include training for all staff. Broaden diversity remit to include internationalisation - with a series of college wide events for staff, including highlighting staff profiles and monthly welcome meetings. Highlight racially and culturally diverse staff profiles.	March 2020	June 2020	EDI Manager	Policy will be published and communicated to all staff by June 2020 Future EDI Surveys will include 80% positive response to 'Ethnic and Culturally Diverse people are included in policies and processes'	1	

Ref.	Theme	Planned Action/Objective	Rationale	Key Outputs and Milestones	Time Frame	Complete by	Person/ Group Responsible / Monitoring	Success Criteria and Outcome	Priority	Taskforce Reference Point
3.3		Athena SWAN Steering Group & SAT to be re-established as Gender Equality Steering Group with responsibility for implementing Gender Equality Action Plan	Group will be a combination of current Athena SWAN Steering Group and the Athena SWAN SAT.	Action Plan updates will be circulated to NCI staffing groups for transparency and visibility. The Gender Equality Steering Group will also be responsible for leading on future departmental applications.	June 2020	Dec. 2020		Gender Equality Steering Group to meet quarterly with the first meeting occurring in June 2020 to report on update of Gender Equality Action Plan.	1	1.9 Each HEI will establish an independent, academic-led gender equality forum.
3.4		Annual EDI Surveying		Total response rate will increase to 40% for AF and 70% for A&R and ATP	Nov. 2020	Annual surveying to occur Nov.		Total response rate will increase to 40% for AF and 70% for A&R and ATP	2	Under IHREC Public Sector Duty.
3.5		Annual EDI reporting to include survey results and staffing figures.		The President will present an A/S KPI dashboard which reports on recruitment, selection and promotion procedures and practices, twice yearly to the entire Governing Body. This dashboard will also include progress on the AS Gender Equality Action Plan.	June 2021	Ongoing	EDI Manager; VP for EDI	Annual reporting to be submitted to Governing Body in April each year.	2	Under IHREC Public Sector Duty.

Section 4: A Picture of the Institution

Ref.	Theme	Planned Action/Objective	Rationale	Key Outputs and Milestones	Time Frame	Complete by	Person/Group Responsible / Monitoring	Success Criteria and Outcome	Priority	Taskforce Reference Point
4.2	Intersectionality Data	Ensure that Racial and Ethnicity Data is collected at every opportunity	NCI currently has no formal data gathering mechanism to collect intersectionality data (particularly Racial and Ethnicity Data). This will impact the College's ability to report on a national level should it become a requirement.	<p>Race, Ethnicity and Cultural diversity will be surveyed in annual EDI reporting</p> <p>Switch to eRecruitment will include EDI Data Monitoring</p> <p>NCI will ultimately switch on CoreHR Diversity Module to capture EDI Monitoring Data with the understanding that disclosure is voluntary.</p>	November 2020	December 2021	EDI Manager; Director of HR	<p>Survey response rate will increase to 40% for AF and 70% for A&R and ATP which will include Race and Ethnicity reporting.</p> <p>Erecruit software will be introduced in 2022 (Action Item 5.1.4) and all recruitment will be processed electronically.</p>	2	1.15 A comprehensive gender-disaggregated data collection system will be in place in every HEI
4.3	Associate Faculty	Processes and Policies impacting AF career paths will be transparent.	Historically AF have been recruited as a panel through the individual Schools which has resulted in historically inaccurate records. HR will be more involved in the recruitment and the administrative management of all AF.	<p>Reduce the permanency eligibility for AF to two years, from four years currently.</p> <p>Continued data cleanse of AF on CoreHR AF who seek to undertake a PhD to further career prospects will be supported to undertake this.</p>	August 2019 (currently ongoing)	August 2022	HR Director; VP for Academic; Deans; President; Staff Representatives		1	

Ref.	Theme	Planned Action/ Objective	Rationale	Key Outputs and Milestones	Time Frame	Complete by	Person/ Group Responsible / Monitoring	Success Criteria and Outcome	Priority	Taskforce Reference Point
4.4	Exit Interviews	Exit Interviews Exit interviews will be offered in a mix mode - in person or online as a survey with option to the leaver.	Exit interviews are currently offered to all staff in the form of a face-to-face interview with a member of HR. While most leavers will take this opportunity, having the option of mixed mode will allow staff members to provide feedback in a confidential format. This will also allow full participation from AF and staff members who come to a natural contract end who otherwise may not be interested in participating in an exit interview.	Review exit interviews not being optional to better establish the reasons people leave. Findings to be reported to the Executive and used to inform policies.	August 2020	April 2021	HR team	Participation of 100% of leavers	2	
4.5.1	Pay Gap Analysis	Annual reporting will include equal pay analysis	NCI currently doesn't have a legislated requirement to publicly report on a gender pay gap, however as part of the EDI reporting, NCI will continue to conduct to annual equal pay analysis. As Ireland introduces legislation around gender pay gap, the College will publish the full analysis compliant with requirements.	Ongoing partnership with IBEC will ensure that NCI complies with legislation of equal pay reporting when introduced. Annual EDI reporting will have summary of pay analysis. As the College introduced promotions and clearer recruitment guidelines, the Gender Pay Gap will be reduced.	December 2020	April 2021	EDI Manager; Director of Finance	Reduction of current pay gap (as outlined in section xx of application) to under 5% for both Mean and Median by 2023	2	
4.5.2		Reduced impact of gender bias in starting salary	Current analysis does not suggest that there is a significant gendered gap in starting salary, however to protect against this, all starting offers above entry point will require approval from the Director of HR	Starting salary above entry level scale will be signed off by the Director of HR	April 2020	Dec 2020	Director of HR; Recruitment and Selection Panels	Starting salary will have <3% gap based on gender by 2022	2	

Section 5: Support and Advancing Women's Careers

Ref.	Theme	Planned Action/ Objective	Rationale	Key Outputs and Milestones	Time Frame	Complete by	Person/ Group Responsible / Monitoring	Success Criteria and Outcome	Priority	Taskforce Reference Point
5.1.1 (a)	Recruitment and Selection	Institutional Recruitment and Selection Policy will be updated.	<p>Feedback from staff consultation suggested that more could be done to gender proof recruitment practices. This is also supported by the 3-year recruitment trends. Overall, women did better than men in the recruitment process, however this trend was not as strong in 2019.</p> <p>In order to prevent this slipping, strong action is required to ensure that the college continues to attract strong female applicants.</p>	<p>All job advertisements will be gender proofed to encourage women and men to apply to areas where they are underrepresented.</p> <p>Advertisements and job descriptions currently include a statement of commitment to Athena SWAN Charter; however, this statement will be expanded to include a broader commitment to flexible working practices.</p> <p>In the appointment process for all leadership and management positions, an essential criterion will be to demonstrable experience in advancing gender equality and commitment to equality.</p>	June 2020	December 2021	Director of HR; Recruitment and Selection Panels; EDI Manager	<p>NCI will see an increase of female applicants (overall) from 30% to 40% by 2022 and up to 45% by 2023</p> <p>Female applicants, on average, are more successful than male applicants, therefore by increase the pool of candidates, there will be an increase in successful female candidates. We will see a return to recruitment figures</p>	2	<p>1.16 The recruitment, selection and promotion procedures currently used will be reviewed to ensure that they are gender-sensitive</p> <p>1.3 and 1.4 Evidence in advancing gender equality will be considered in appointments for management positions.</p>
5.1.1 (b)				<p>NCI will achieve gender balance in the final pool of candidates for all competitions. If not, the process will be re-assessed to see if the placement and wording attracted the widest possible pool of applicants and action taken if necessary, to improve gender balance in the candidate pool.</p> <p>The updated recruitment policy will include the requirement that all selection panels represent ethnicity of the applicant pool where possible, and ensure gender balance (40%) on all selection panels, using external interview board members where balance cannot be achieved among NCI staff.</p>	June 2020	Dec 2021	Director of HR; Recruitment and Selection Panels; EDI Manager	<p>NCI will achieve gender balance in the final pool of candidates for all competitions. Recruitment panels who do not return a gender balanced shortlist will be asked to review process with the EDI manager.</p>	2	1.19 All HEIs shall strive for gender balance in the final pool of candidates for all competitions.

Ref.	Theme	Planned Action/ Objective	Rationale	Key Outputs and Milestones	Time Frame	Complete by	Person/ Group Responsible / Monitoring	Success Criteria and Outcome	Priority	Taskforce Reference Point
5.1.2		Recruitment and Selection Training to include unconscious bias and EDI awareness training.	Currently panels are not provided training in the Recruitment and Selection Process. This training will be introduced and will include a focus on Equality Legislation as well as Unconscious Bias. Panel members will be required to refresh this training annually to remain involved in the recruitment process	All panel members on recruitment selection will be training in recruitment processes as well as Unconscious Bias and Equality Legislation. A register of eligible panel members will be recorded with HR.	May 2020	Ongoing. All panel members will be trained by August 2020	EDI Manager; HR team	All panel members will be trained by August 2020. Training will run at least 3 times per year and register will be updated accordingly. Panel members will be required to undertake refresher training biennially.	1	1.16 The recruitment, selection and promotion procedures currently used will be reviewed to ensure that they are gender-sensitive
5.1.3		Increase diversity of candidates applying for roles with NCI		Continue to lobby government departments to facilitate issuing of work permits to A/R staff. Utilise links through the International Office to attract more applicants from abroad in order to diversify the workforce	January 2021	December 2021	Direct of HR; Director of External Engagement	Successful inclusion of NCI on Department of Justice's list of approved colleges. Increase of 30% application from abroad.	2	
5.1.4		Introduction of eRecruit Software	Data collection around recruitment was not comprehensive and often EDI markers were assumed in candidates. eRecruit software will allow for collection of EDI Data Monitoring and future analysis.	HR has submitted costing proposal for the introduction of eRecruit software with view to introduce for all future recruitment from early 2021	September 2019 (budget proposed)	June 2021	Director of HR; IT Manager	All recruitment will run through eRecruit software. 60% of candidates will complete EDI Data monitoring questions. 100% of candidate will provide gender data 80% of candidates will provide race and ethnicity data	1	

Ref.	Theme	Planned Action/ Objective	Rationale	Key Outputs and Milestones	Time Frame	Complete by	Person/ Group Responsible / Monitoring	Success Criteria and Outcome	Priority	Taskforce Reference Point
5.2.1	Induction	Induction delivery will be changed to suit the needs of a diverse audience.	Induction will be offered for ATP and A&R staff members during the day, and a supplementary induction will be offered outside of core business hours for AF who are unable to attend due to other work commitments.	In-person induction will also be supplemented by an online portal which will introduce all core policies.	June 2020	December 2022	HR team	From August 2020, each semester will have one evening or one weekend induction. Online induction elements will be introduced in 2021. Attendees will be able to attend either in-person or online for induction.	2	
5.2.2		Induction will incorporate EDI, Antidiscrimination and Respectful Relationships (Dignity at Work)	With the Introduction of the EDI Manager, new staff induction now has an overview of EDI policies and Dignity at Work. This will be extended to a longer session outlining the standard of behaviour in regards to respect and inclusion. New staff will be invited to attend a follow up training event on Unconscious Bias		December 2019	May 2020	EDI Manager	From December 2019, the EDI Manager started presenting on EDI, Antidiscrimination and Respectful Relationships (Dignity at Work). This will be an extended session by May 2020 for future inductions.	2	
5.3.1	Promotion and Progression	Finalise the new progression policy.	NCI has a Promotion and Progression policy which excludes AF, therefore limiting progression opportunities. Negotiations are continuing with staff representatives to finalise an updated, inclusive policy, however until this is finalised, there is a lack of clarity around progression processes.	Establish clear progression opportunities and guidelines to support transitions at critical stages of the career pipeline.	September 2020	July 2021	President; VP for Academic; HR Director	Policy to be finalised and published by September 2020.	1	

Ref.	Theme	Planned Action/ Objective	Rationale	Key Outputs and Milestones	Time Frame	Complete by	Person/ Group Responsible / Monitoring	Success Criteria and Outcome	Priority	Taskforce Reference Point
5.3.2		Introduce biennial promotions rounds.	Develop new criteria which ensure that teaching, service to the academic community and social and civic engagement are recognised with research output. *NCI has existing promotion processes which were due for revision and update. This consultation is subject to an ongoing IR issue due to be resolved in 2020.	As agreed through IR consultation, NCI will run a final promotion round in the first half of the 20/21AY under existing promotion criteria before moving to new agreed criteria from 21/22AY for biennial rounds. Cascade model to be formally introduced in both existing and all future promotion rounds. Mandatory training for everyone involved in promotion/ progression committees will include Unconscious Bias and Equality. Eligible staff members will be invited to undertake workshops in preparing promotion documentation. These will be facilitated by HR and developed in conjunction with senior A&R staff.	September 2020	First promotion round finalised by January 2021 New promotion criteria formally introduced by December 2021	Director HR; VP for Academic; President	First promotion round to open by the end of 2020 and to be finalised by January 2021. Promotion rounds will reflect a cascade model. Target of 70% of eligible female A&R staff members applying for promotion	1	1.17 Each HEI will introduce mandatory quotas for the academic promotion based on the flexible cascade model
5.4.1	Aurora	Continued participation in the Aurora Programme	NCI will send a minimum of 4 participants annually.	Provide development opportunities and appropriate funding for women, particularly in the School of Computing, including mentoring and career coaching so that they develop skills and competencies to meet promotion criteria.	August 2019	Reviewed annually Ongoing	EDI Manager; President		2	

Ref.	Theme	Planned Action/ Objective	Rationale	Key Outputs and Milestones	Time Frame	Complete by	Person/ Group Responsible / Monitoring	Success Criteria and Outcome	Priority	Taskforce Reference Point
5.4.3	Training and Development	Promotion of current training programmes	Staff consultation suggested that there was not enough training and development opportunities, however many training programmes were under-subscribed. Therefore, HR will identify a better communication mechanism to promote all training opportunities.	<p>Data collection regarding training and development to be expanded to include staff grades and categories.</p> <p>Deans, Vice-Deans, Directors and Line Managers will take a proactive approach to promoting training and development opportunities.</p> <p>HR will explore opportunities to use CoreHR to record participation in training programmes.</p> <p>HR will collaborate with CELL in the development of all future training to ensure that online delivery and remote access is considered for all opportunities.</p>	May 2021	December 2021	HR Team	Annual staff survey will return an 80% positive response to the question 'NCI provided a satisfactory range of training and development opportunities'	2	
5.4.4		Extend unconscious bias workshops to all staff in 2020.	In 2019, all leadership roles and management team undertook inclusive leadership and Unconscious Bias Training.	Training will be available on a regular basis throughout the year for all staffing categories. Tailored training will be available to suits the needs of specific teams (for example, library, student support etc)	April 2020	Ongoing subject to review.	EDI Manager	<p>40% of all ATP and A&R staff trained by December 2020</p> <p>70% of all ATP and A&R staff trained by December 2021</p> <p>40% of AF Trained by December 2021</p>	1	1.11 The institutional gender action plan shall include measures to actively develop gender awareness among all staff.

Ref.	Theme	Planned Action/ Objective	Rationale	Key Outputs and Milestones	Time Frame	Complete by	Person/ Group Responsible / Monitoring	Success Criteria and Outcome	Priority	Taskforce Reference Point
5.5.1	Performance reviews	Data collection of performance review.	Performance Reviews are coordinated through	Deans and Management Team will undertake performance review with guidance from HR. Dean and Line Management will be required to submit total participation figures to HR. Training will be provided to Line Managers in performance review expectations. Training will be provided through both internal and external providers.	July 2020	June 2021	Deans; Management Team; Director of HR	100% of A&R undertake an annual performance review in 2020. 80% of ATP undertake a performance review in 2020 with view to increase to 100% in 2021.	2	
5.6.1	Maternity and Adoptive Leave	Review of Maternity and Adoptive Leave Policy and supporting guidelines.	Staff consultation suggested that there was a varied experience of maternity leave at NCI and that these experiences would have benefitted from clearer information from HR regarding entitlements and processes	NCI will design a guide supporting Line Managers on implementing the Maternity Leave policy. This will ensure a consistency of entitlements. Guidelines will include a checklist for Line Managers and access to personal, one on one support from HR	September 2020	June 2021	Gender Equality Steering Group; EDI Manager; HR team	Checklist will be provided for 100% of staff taking Maternity/ Adoptive Leave from 2021 Staff who take maternity and adoptive leave at NCI will reporting a 100% positive response to 'my leave request was managed well' in the annual staff survey.	2	
5.6.2		The college will introduce a nursing station in the current campus building and will incorporate into planning process for the second campus	While this was not raised as a major concern through the staff consultation, there has been one request for nursing facilities on campus. As NCI grows, this will be incorporated into future planning and campus and facilities will co-opt a space to be used for this purpose.		March 2020 (in progress)	When second campus is confirmed.	Director of Estates and Facilities; EDI Manager	Functioning nursing station at both campuses.	2	

Ref.	Theme	Planned Action/ Objective	Rationale	Key Outputs and Milestones	Time Frame	Complete by	Person/ Group Responsible / Monitoring	Success Criteria and Outcome	Priority	Taskforce Reference Point
5.6.3		Hand over for staff returning from Maternity Leave.	<p>There were mixed suggestions regarding staff members who return to their role following maternity or adoptive leave. While some suggested that reduced teaching might benefit some A&R staff members, other A&R expressed a desire to return to teaching. Therefore, HR will support the Dean or Line Manager to facilitate the needs of the staff member. If the staff member requests a reduced teaching load upon return, this will be available for up to 3mths.</p> <p>All staff (ATP and A&R) will receive a minimum 2-week handover with their backfill at both the start and the end of their Maternity Leave.</p>	<p>Every person on maternity or adoptive leave will be backfilled in their role. Contracted backfill will allow for a minimum of 2-week handover.</p> <p>A&R Staff members seeking a reduced teaching load will be able to claim a reduction of 25% teaching for up to 3mths. This will be optional for returning staff members.</p>	Introduced in September 2020 (2020/2021 AY)	Review in 2021 ahead of 2021/22AY Ongoing annually	Deans; EDI Manager; VP for Academic; President	Staff who take maternity and adoptive leave at NCI will reporting a 100% positive response to 'I was supported in my return to work' in the annual staff survey.	2	
5.7.1	Paternity and Parental Leave	NCI will develop a clear online guide outlining leave entitlements for staff members with caring responsibilities	While NCI has a strong uptake of Paternity and Parental Leave, there was some suggestion that staff members may not be aware of their leave entitlements.	<p>The online guide will profile staff members who have taken Paternity or Parental leave.</p> <p>For parental leave, a documented agreement between Line Manager and employee to be submitted to HR, outlining nature and frequency of leave and the way in which the workload will be reduced or covered during absence.</p> <p>Extend the policy on family leave to include fostering and guardianship. Develop a policy for those who take non-traditional routes to parenthood, including flexible leave arrangements to facilitate medical/other appointments and requirements.</p>	January 2021	September 2021	Gender Equality Steering Group	<p>Staff who take maternity and adoptive leave at NCI will reporting a 100% positive response to 'I was supported in my return to work' in the annual staff survey. The college will see an increase in the gender balance of staff taking parental leave (unable to attribute a specific target).</p> <p>Staff who take paternity, parental</p>	1	1.11 The institutional gender action plan shall include measures to actively develop gender awareness among all staff.

Ref.	Theme	Planned Action/ Objective	Rationale	Key Outputs and Milestones	Time Frame	Complete by	Person/ Group Responsible / Monitoring	Success Criteria and Outcome	Priority	Taskforce Reference Point
5.7.2		Establish a parents and carers network	Almost half survey respondents had some form of caring responsibilities.	Parents and Carers Network will create a social and culture support network for staff members with caring responsibilities. Network will also highlight a number of rolemodels for Fathers and Other Parents considering taking leave for caring purposes.	January 2021 202	June 2021	EDI Manager	Network in place by December 2020 with regular meetings. At least 3 social events per year.	3	
5.8.1	Policy Development	Finalise Flexible working policy and guidelines for Line Managers	All line managers indicated support for flexible working arrangements, however many did not know how to support staff members who wished to work remotely or to who wanted to work flexibly.	Guidelines will have clear requirements for - remote working - flexible arrangements - accrual of time - alternative working patterns Introduce block leave or shorter work year policy and allow for the spreading of salary payments over the full year. Capture the take up of flexible working arrangement applications and approvals by gender, job category and level, to inform policy revisions and ensure gender balance in consistency of application and approval across departments and schools.	May 2020	December 2020	EDI Manager; Director of HR	Flexible working policy is published and communicated. Staff will report 60% positive response rate to 'NCI supports flexible ways to working' in 2020 staff survey with an increase to 80% in 2021 100% of Line Management will have been briefed face to face on facilitating flexible working arrangements by December 2020.	1	

Ref.	Theme	Planned Action/ Objective	Rationale	Key Outputs and Milestones	Time Frame	Complete by	Person/ Group Responsible / Monitoring	Success Criteria and Outcome	Priority	Taskforce Reference Point
5.8.2		Updated Dignity at Work Policy will include reporting mechanism, appeals and processes for addressing complaints	Currently dignity at work policy is dated, and while it is still current, the policy is due for review.	<p>Policy will be supported by respectful relationships training for employees at all levels.</p> <p>Training for Contact Officers will include responded to complaints of Sexual Violence and Harassment in accordance with recent Dept of Education Framework</p>	January 2020 (draft is currently with staff representatives for consultation)	December 2020	Director of HR; EDI Manager	<p>40% of all ATP and A&R staff trained by December 2020</p> <p>50% of all ATP and A&R staff trained by December 2021</p> <p>20% of AF Trained by December 2021</p> <p>100% of survey respondents will respond positively to 'NCI has a policy in place to address bullying, harassment and sexual harassment'</p> <p>80% of survey respondents will respond positively to 'If I witnessed bullying or harassment, I would know how to report it'.</p>	1	
5.9.1	Leadership Opportunities	SoB and SoC Leadership opportunities to be offered as secondment where possible.	There is limited opportunity to progress beyond Academic 2 as Dean, Vice-Dean and Director posts are offered as appointment only. By opening these appointments as secondments, this will increase opportunity for Academic 2 A&R staff members to gain necessary leadership experience.	Future leadership appointments will be offered as secondment to internal candidates.	June 2021	December 2021	President; Director HR		2	

Ref.	Theme	Planned Action/ Objective	Rationale	Key Outputs and Milestones	Time Frame	Complete by	Person/ Group Responsible / Monitoring	Success Criteria and Outcome	Priority	Taskforce Reference Point
5.9.2		All Decision-Making Committees to adhere to 40% Gender Balance	NCI currently has at least 40% of decision-making committees (Governing Body, Academic Council and Sub-committees) however all future membership will be considered under the requirement for 40% gender balance		June 2020	June 2021	President; Governing Body; Academic Council	All decision-making committees (both current and future) will have 40% Gender Balance.	2	1.6 Key decision-making bodies in HEIs will consist of at least 40% men and 40% women
5.9.3		Governing Body	There is currently no requirement to have gender balanced representation. While Governing Body currently has 40% Female participation, this is at risk of changing.	Governing Body will amend constitution to ensure gender balance in all representative cohorts (for example, staff representatives will be gender balanced)	June 2020	June 2021	Governing Body	Governing Body will have a constitutional requirement to be Gender Balance and 40% participation rate will be protected.	1	
5.10.1	Leadership Commitment to EDI	EDI will be included into the agendas of all Executive, Management and Academic Council meetings which contains a statement reminding all members to consider the EDI implications of decisions made at each meeting.	Through the Introduction of the EDI Manager, EDI has been included on the quarterly Governing Body meetings. This will be extended to all other key decision-making committees.	Equality Impact will be taken into consideration at all key decision-making committees and bodies. This mechanism will consider the impact on Equality and Human Rights as per the EDI policy and the College's responsibility under the Public Sector Duty. The Equality Impact agenda item will consider Gender Equality from an intersectional perspective.	July 2020	June 2021	EDI Manager; VP for EDI	Identification and training of EDI Champions across all departments and functional areas. Ongoing training of all departmental and functional area managers on the college's EDI targets. EDI Manager's ongoing engagement with all staff and management.	2	1.4 and 1.5 Deans, Directors and Managers will be responsible for integrating gender equality in all processes and decisions made.

Ref.	Theme	Planned Action/ Objective	Rationale	Key Outputs and Milestones	Time Frame	Complete by	Person/ Group Responsible / Monitoring	Success Criteria and Outcome	Priority	Taskforce Reference Point
5.10.2	Quality Assurance	EDI and Gender Equality embedded into programme review processes.	Templates used for annual programme monitoring and cyclical review will include a question prompting a self-assessment of programme responsiveness to EDI and gender equality qualitative and quantitative data.	<p>The refreshed annual programme monitoring process (launched in Q3 2020) will require programme teams to analyse and respond to data on EDI and gender equality.</p> <p>Programmatic Reviews/self-assessments completed as part of revalidation processes will also include data prompting reflections and highlighting any proposed change/ responses to programmes</p>	July 2020	December 2020	Director QIE; VP for EDI; EDI Manager; Academic Council	<p>Explicit evidence to identify the how programmes and programme teams have demonstrated their relationship to EDI awareness.</p> <p>Target of 100% of all programmes validated/revalidated from 2020-2021 onwards to explicit include evidence on how they demonstrate their relationship to EDI awareness.</p>	2	<p>1.12 To embed the gender dimension in teaching and learning and quality review processes.</p> <p>The institutional gender action plan shall include actions to embed gender equality in Teaching & Learning, and Research, in particular how has the gender dimension been implemented into undergraduate and postgraduate curricula.</p> <p>Departmental reviews shall include an analysis of gender equality.</p> <p>HEIs will ensure that gender is examined as part of its quality assurance report.</p>
5.11.1	Workload Allocation	NCI will develop and release a Workload Allocation Guiding Document for Management.	NCI currently does not have a formal workload allocation model. There is an understanding the Deans' are responsible for identifying workload gaps and assigning tasks.	NCI will provide a policy document which clarifies expectations around workloads, informing the promotion and progression policy. This workload allocation will also inform the performance review process.	March 2021	December 2021	Deans; VP for Academic	Annual surveying around Workload allocation will provide 80% positive response that there is a clear workload allocation model and that exists without gender bias	2	1.14 HEI workload allocation models are transparent and monitored for gender bias on an annual basis.

Ref.	Theme	Planned Action/ Objective	Rationale	Key Outputs and Milestones	Time Frame	Complete by	Person/ Group Responsible / Monitoring	Success Criteria and Outcome	Priority	Taskforce Reference Point
5.11.2	Timetabling	Centralised transparency on hours allocation for AF	Deans are responsible for the allocation of AF teaching hours. Without centralised data collection, it is not possible to track or account for gender inequity in allocated hours.	Parents and Carers Network will create a social and culture support network for staff members with caring responsibilities. Network will also highlight a number of rolemodels for Fathers and Other Parents considering taking leave for caring purposes.	2020/2021 AY	Process will be subject to review in 2022/2023	EDI Manager; VP for Academic	Analysis of allocation of hours compared to availability, to AF staff by gender over a full academic year will be undertaken by the EDI Manager. Report on allocated hours and overall programme level by gender will be submitted to the VP for Academic	3	1.14 HEI workload allocation models are transparent and monitored for gender bias on an annual basis. Evidence of this will be considered in the performance development reviews of line managers.
5.12.1		Improve accessibility to NCI events and activities through arranging specific day, evening and weekend meetings, seminars and other staff events to accommodate AF.	NCI has a large portion of teaching which occurs outside of core business hours (on weekends and evenings), however many meetings and events occur during standard business hours (9am - 5pm) which can exclude AF	At least 30% of social events for staff will be scheduled outside of core business hours during teaching term.	2020/2021 AY	Ongoing	President; VP for Academic; HR Director	Development of a calendar of events and activities that provide opportunities for A/F to attend.	2	

Ref.	Theme	Planned Action/Objective	Rationale	Key Outputs and Milestones	Time Frame	Complete by	Person/ Group Responsible / Monitoring	Success Criteria and Outcome	Priority	Taskforce Reference Point
5.13.1	Outreach	Current coding workshops will continue with consideration for gender.	Currently coding workshops have strong female participation, however there is not a formal participation expectation for gender balance.	Introduction of girl-only coding workshops	2020/21 AY	Review in 2021 ahead of 2021/22AY Ongoing annually	ELI; Dean SoC	Requirement of all coding workshops (both Early Years and Secondary School level) will have 40% Female participation. 2 x Female only Coding Workshops annually.	3	
5.13.3	Scholarships	Current relationship with 30% Club will be expanded to include an additional PG award in STEMM/ Data Analytics	NCI currently offers a full-fee scholarship for a female to undertake a Masters programme in the SoC.	NCI will offer two annual full-fee scholarships: 1) Master Programme in SoC (existing) 2) Master Programme in SoB (new)	Commencing 2020/2021 Academic Year	Ongoing annually with review for success in 2023	EDI Manager	Successful enrolment of two female undergraduate students under the 30% Club scholarship annually.	2	
5.13.4		Introduce a full-fee scholarship for a male from the local NEIC area to undertake the B.Early Childhood Education.	We will offer a full-fee scholarship for a male from the local NEIC area to undertake the B.Early Childhood Education.	Suitable applicants will be identified through the ELI Home Visitor Network.	Commencing 2020/21 AY	Annual Scholarship due for review in 2023.	EDI Manager	Number of male students enrolled on the BA in Early Childhood Education. Target of one for Sept 2020 and two for Sept 2021	2	

Ref.	Theme	Planned Action/Objective	Rationale	Key Outputs and Milestones	Time Frame	Complete by	Person/ Group Responsible / Monitoring	Success Criteria and Outcome	Priority	Taskforce Reference Point
5.14.1	President's Award	Introduce new President's Award for Inclusion and Diversity, open to Staff, presented at Graduation as part of the President's Awards.	Presidents Awards are an annual recognition for outstanding achievement in the space of Teaching, Learning, Research and Service to the College. The Inclusion and Diversity Award will be open to staff who have demonstrated exceptional achievements in furthering the principles of diversity and inclusion.	Nomination process will reflect existing Awards scheme, which include option for self-nomination and nominations from colleagues. EDI Manager currently sits on awarding panel.	August 2020	Ongoing annually awarded in November	President	Awarding of President's Award for Inclusion and A/S Charter Principles at the main Graduation Ceremony.	3	
5.15.1	Departmental Applications	NCI will submit two Departmental applications (SoC and SoB)	NCI is not guided by HEA funding, therefore is not tied to the same timelines as outlined in the Gender Taskforce Recommendations. However, as part of the College's ongoing commitment to the principles of the Athena SWAN, the College will prepare and submit two departmental applications (SoC and SoB) by 2023	Gender Equality Steering Group will form two departmental SATs (SoB in 2020 and SoC in 2021) to develop the Bronze Level Department Application. Applications will be submitted in 2021 and 2022 respectively.	April 2021	April 2024	VP for EDI; Dean SoC and SoB; EDI Manager; Gender Equality Steering Group	Establishment of two individual SATs for both Schools. Completion of feasibility study and engagement with Advance HE. Completion of subsequent departmental A/S submissions	2	1.22 Apply for Institutional Athena SWAN Bronze 1.21 Each HEI will develop and implement a gender action plan

Section 6: Support for Trans & Gender Diverse Staff & Students

6.1	Support for trans and gender minority staff and students	Finalise and implement the Gender Identity and Gender Expression Policy.		The Guidelines will outline a user-friendly process for updating students/ staff records as required Training on Gender Identity and Expression will be available to all staff. NCI will further engage with the Transgender Equality Network Ireland (TENI)	June 2020	December 2020	EDI Manager; Student Equality Society	Policy implemented Training made available to all staff regarding Gender Identity and Expression. Training to start in Summer 2020	1	
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Ref.	Theme	Planned Action/ Objective	Rationale	Key Outputs and Milestones	Time Frame	Complete by	Person/ Group Responsible / Monitoring	Success Criteria and Outcome	Priority	Taskforce Reference Point
6.2		Continue the process of de-gendering all HR policies to specifically include gender diversity and transgender issues			January 2020 (all current policies are undergoing a process of review regarding gendered language)	Ongoing	EDI Manager		2	
6.3		As part of the policy implementation, a network of LGBTIQ+ Ally's will be training and publicly identified online.	While no individual identified themselves as gender diverse, non-binary or trans*, over 12% of survey respondents identified as part of the LGBTIQ+ community. Therefore, a broad LGBTIQ+ Ally Network would be available to any staff member or student in this community. Requirements of Ally Network Members will be to include visible support for the Trans* and gender diverse community.	Ally members identified and trained by August 2020	July 2020	December 2020 Subject to Annual review	EDI Manager; Student Equality Society Director of Estates and Facilities; EDI Manager	Ally network of at least 10 members identified and trained.	2	
6.4		NCI will expand facilities for non-binary and gender diverse individuals.	All facilities are available to users as per their identified gender without question or challenge. Additional facilities for non-binary and gender diverse individuals will be available as the College develops a second campus.	Ally members identified and trained by August 2020 NCI currently has two bathrooms signed a 'all gender', however as the College expands to a second location, this number will increase.	Current	When second campus is confirmed.	Director of Estates and Facilities; EDI Manager	Minimum of 4 identified non-binary bathroom facilities on each campus.	3	

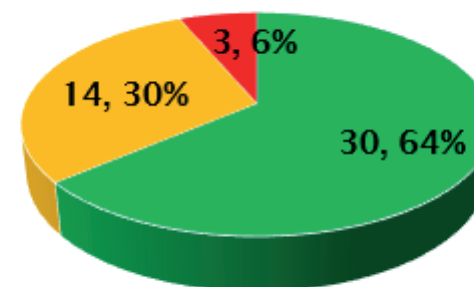
b. Comment and reflect on the progress achieved through implementation of the institution's most recent action plan. This should include:

- + direct reference to the previous action plan, and, where appropriate, future action plan;
- + qualitative and quantitative data to evidence the evaluation of progress;
- + information on the methodology of action implementation, evaluation and iteration;
- + comment on factors (internal or external to the institution) that acted as barriers or facilitators to the implementation of actions and meeting of success measures. Where relevant, make reference to actions from the previous action plan that have been rated as amber or red, and any actions that were removed over the course of the award. Where challenges to successful implementation are noted, outline the steps taken to respond to these, and how the action plan was adjusted;
- + description of the main learnings and outcomes from the evaluation of the action plan and how learning can be applied to improve implementation, outcomes or impacts of the future action plan;
- + information, where relevant, on how panel feedback on the previous institution application has been actioned over the course of the award.

The implementation of 2020-24 action plan (AP1) was led by the Gender Equality Working Group, which was formed in 2020, with the specific task of implementing the plan and developing/responding to gender based issues within the College.

AP1 had 47 actions. To date of the 47 actions, 30 have been implemented, 14 are underway at varying stages of development or implementation and 3 have not been progressed, for a variety of reasons.

2020-2024 Action Plan (AP1)



■ Implemented ■ Underway ■ No progress/fundamental change

Green Actions

64% of the actions from the AP1 are determined to be green, in that the action has been fully implemented. In some instances, elements of the action were either no longer deemed appropriate and /or not implemented entirely as a component was reassessed and changed.

Orange Actions

30% of the actions are underway. These actions will be included in AP2 to ensure the work is completed. The state of completion in relation to these actions varies. In most cases delays in starting the action has caused the knock-on delay in completion.

Red Actions

6% of actions (three actions) have insignificant progress. In one case this is because the action is no longer valid and will not be implemented as it is no longer appropriate. The two remaining actions have been reiterated in the new action plan attached.

In terms of barriers or facilitators re the implementation of AP1 it would be impossible to not acknowledge the impact of covid. NCI received the Bronze Award in April 2020, just weeks after educational institutions were instructed to close their doors and rapidly change how they delivered education. For the next

18 months we all grappled with how to deliver education and run the institutions, initially remotely and then in what was a new hybrid model. This had a significant impact on timelines in the AP1. Face-to-face initiatives literally could not happen, and the institution and individuals had to develop a new way of working and learning.

In April 2021 NCI was the victim of a cyberattack. The College suspended access to its IT systems and classes, and all planned assessments and induction sessions had to be postponed and rescheduled for a later date. We notified the Data Protection Commissioner; the Gardaí; and other concerned authorities. While this would have been very difficult at any time, to have happened during the pandemic made the situation more difficult as many activities were still taking place online.

Aside from the dramatic effects of covid and the cyberattack, other barriers that NCI faced during the implementation of AP1 were what was realistically an overly ambitious plan, resourcing of a smaller institution, and changes in particularly critical staff.

The plan developed and finalised in 2020 was overly ambitious, coupled with covid, it was simply not possible to achieve all the actions within the timeframe we had originally outlined. Each of the actions have been reviewed by the action lead(s) and been included in the renewal action plan, or removed as it is no longer useful or viable. Each of these outcomes has been outlined in the review of the plan below. In some cases, the amendments were simply a consequence of managing the changed reality of work post-covid.

NCI is a relatively small higher education institution, and we simply do not have the staff or resources of larger HEI's. At times, plans in our AP1 were overtaken by obligations and/or changed priorities. For example, NCI made the decision to prioritize the ending sexual violence and harassment framework, which was a critical issue which had not been included in AP1. NCI is not required to complete some of this work, as we are not a HEA designated institution, but we have made the decision to adhere to best practice and are aiming to achieve what we can with our more limited resources.

These limited resources are highlighted by the fact that we have one staff member solely dedicated to EDI work. In 2021 this staff member left her position. A new EDI manager was recruited in Sept 2021. The absence of critical staff, even for a short time, can undermine the drive of a process, but this was restored when the new staff member was employed.

Since 2020 NCI has achieved additional markers of its commitment to gender equality, and equality, diversity, and inclusion.

- In 2021, NCI became only the second HEI to receive the AsIAm designation of an Autism Friendly HEI. In March 2023 an overview of the NCI's Autism Friendly Initiative was provided to AsIAm and we continue to work on the implementation of the Autism Action Plan. (AP2 7.4)



In 2019 and 2020, NCI was pleased to work closely with AsIAm and gratefully received support from DCU in preparation to submit for Autism Friendly HEI status.

- NCI developed a dedicated sensory room, which provides a safe and quiet space for autistic students and staff to self-regulate and de-stress when feeling overwhelmed. This was opened in July 2021.



Minister Simon Harris visiting NCI's new sensory room. (16th August 2021)

- In 2021 the Autism Friendly Implementation Group won an overall President’s Award for its work, and in 2022 the HR and EDI team won a President’s Award for its Wellbeing/EDI programme. These awards are competitive and prestigious within the College.
- Consent Working Group (renamed ESVH Working Group in July 2023). This working group was established in October 2021 and went on to develop and launch NCI’s Framework for Ending Sexual Violence and Harassment, on March 8th, 2022.
- The College attained Age-Friendly Campus status, promoting intergenerational engagement to challenge stereotypes and combat ageism. The Age Friendly University Global Network was established in Ireland by DCU in 2012. NCI participated in several events and has been a member of the Age Friendly University (AFU) Global Network since. In August 2022 NCI formally adopted the principles and established a working group to develop specific actions in relation to age friendly initiatives.



- In 2023, NCI received an Investors in Diversity Bronze award, from the Irish Centre for Diversity and the IBEC KeepWell Mark in recognition of its staff wellbeing HR programmes.



- The College signed the HEA Principles of Anti-Racism for HEIs in June 2023.
- The previously noted NCI/NCISU Partnership Agreement has contributed to development of a ESVH Framework, a draft Gender Identity Policy and Brigit’s Basket (the provision of free sanitary products on campus).
- NCI gained an Erasmus Charter of Higher Education for 2021-27.



NCI signs anti-racism principles, 6th June 2023

The College’s revised action plan includes practical steps to further its commitment and progress in relation to the above EDI issues.

Progress and evaluation of the AP1.

Section 3 Self-assessment process

3.1, 3.2, 3.3, 3.4, and 3.5

All the actions within section three were implemented, in some instances with some variation on how the original action was described, due to the practicalities of implementation.

3.1:	Theme ¹²	Planned Action/ Objective
		EDI Committee and Reporting

The EDI Joint Advisory Committee was established in June 2020, with a representative membership. Membership includes GB and SU, HR, SoC, SoB, CELL, ELI, and both support and academic staff. This committee is chaired by the VP for EDI. The TOR and membership were reviewed in September 2021 and April 2023. The committee meets quarterly. An EDI dashboard was not created, instead the decision was taken to develop an EDI web page with regular updates provided.

¹²Full action detail pages 1a. Pages 26-44.

3.2:	Theme	Planned Action/ Objective
	EDI Committee and Reporting	NCI Equality and Diversity Policy

The NCI Equality and Diversity Policy was completed and approved at GB in 2020. It was reviewed in October 2022 with a date for the next review Oct 2024. Due to covid, the policy was introduced to current staff through online workshops rather than a series of college wide events. The annual induction programme for new staff is inclusive of the NCI Equality and Diversity Policy. In the 2023 survey 72% agreed that Racial, Ethnic and Cultural diversity is supported in NCI policies and procedures (74% of women and 72% of men). 53% of those from a minority ethnic background agree, which is considerably lower. Therefore, this has not yet reached the 80% which was aimed for in 2020 in this action.

3.3:	Theme	Planned Action/ Objective
	EDI Committee and Reporting	Athena SWAN Steering Group & SAT to be re-established as Gender Equality Steering Group with responsibility for implementing Gender Equality Action Plan

A Gender Equality Steering Group with responsibility for implementing AP1 was established in June 2020, chaired by the EDI Manager and reporting to the EDI Joint Advisory Committee. Written updates were provided to all GB and AC meetings. They met every two months and managed the implementation of the action plan and developed additional gender specific actions, such the provision of free period products (Brigit's Baskets) in Feb 2022. This group was reconstructed to form the basis of a new SAT in Jan 2023 to develop the renewal for April 2024.



NCI President Professor Gina Quin, NCISU President Conor O'Reilly, Joyce Lloyd (Facilities), Brian Kehoe (Graphic Design), Deirdre McCarthy (EDI Manager), Dave O'Brien (Facilities) Deirdre Giblin (Director of Development & External Engagement) at the launch of Brigit's Basket

3.4:	Theme	Planned Action/ Objective
	EDI Committee and Reporting	Annual EDI Surveying

NCI have carried out an annual culture and equality survey since 2019. The 70% response was simply too optimistic. Response rates are between 36-42%. After the renewal we will survey every two years as there is a risk of survey fatigue. (AP2 2.5)

3.5:	Theme	Planned Action/ Objective
	EDI Committee and Reporting	Annual EDI reporting to include survey results and staffing figures.

The survey results are reported annually to staff at a workshop event to which all staff are invited and a summary of all the results are available to staff. The results are reported directly to both GB and AC. HR provide annual reporting to GB re recruitment, selection and promotion procedures. An EDI Dashboard has not been created, instead the decision was taken to develop an EDI web page with regular updates provided.

Section 4: A Picture of the Institution, actions

4.2, 4.3, 4.4, 4.5.1 and 4.5.2. All of the actions in this section have been fully implemented.

4.2:	Theme	Planned Action/ Objective
	Inter-sectionality Data	Ensure that Racial and Ethnicity Data is collected at every opportunity

In June 2023 Core was updated to include the facility for staff to provide their personal details to include data on their ethnicity and disability status, initially though HR and then directly by the staff member themselves which was facilitated by an additional Core update.

All staff were contacted with a detailed explanation on why and how to update their data on Core, after consultation between EDI, HR and the data protection officer. There is ongoing encouragement to support staff to back fill these details. To date (March 2024) 50% of staff have updated their ethnicity on Core and 43% their disability status. New employee details are captured on completion of the new employment information.

NCI are introducing Core eRecruit, which allows all candidates applying for roles to include their data re ethnicity and disability status. (AP2 2.2)

Training and information sessions were provided to both SMT and staff re the value and need for gathering data on ethnicity for all staff in 2021 and 2022.

Annual equality and culture surveys include questions on the ethnicity of staff.

4.3:	Theme	Planned Action/ Objective
	Associate Faculty	Processes and Policies impacting AF career paths will be transparent.

This action was reviewed and revised. Permanency eligibility for AF staff is two years, and data on Core has been cleansed. AF staff who seek to undertake a PhD to further career prospects are supported to undertake this, with a qualifying period of 12 months.

Due to the size of the institution and the needs of the schools, it was not deemed appropriate for HR to directly manage the recruitment process therefore, the process is run by the two schools, supported by HR where required. Training will continue to be provided to all interview panels. (AP2 4.3 & 4.4)

A banded hours system was introduced in 2018 which provides certainty for hours for AF staff, this system continues to ensure AF are clear on the hours required for the forthcoming academic year.

4.4:	Theme	Planned Action/ Objective
	Exit Interviews	Exit interviews will be offered in a mix mode - in person or online as a survey with option to the leaver.

Since 2021, exit interviews are consistently offered to all staff, but they must be voluntary, therefore the participation rate of 100% was not realistic. 100% of staff are offered an exit interview, with a circa 95% take up rate. The 'mixed mode' model was facilitated by covid, interviews are offered either face to face, or online. There is a leaving form that HR complete with the leaving staff member.

4.5.1:	Theme	Planned Action/ Objective
	Pay Gap Analysis	Annual reporting will include equal pay analysis

NCI's first gender pay gap report was completed and published in December 2022, as required by the Gender Pay Gap Information Act 2021. A second report was published in 2023. These will be developed and published each year in December and are available on NCI's EDI webpage. Staff information sessions were held each year, with SMT and all staff.

NCI's gender pay picture is complex due to the nature of the institution. We will not

meet the 5% target in the short term. This is due to the nature of two key areas: the AF staffing and ELL. In 2023 both have a negative GPG on their own, but impact on the overall GPG. Full details outlined in the NCI's gender pay gap report¹³. (AP2 2.7)

4.5.2:	Theme	Planned Action/ Objective
	Pay Gap Analysis	Reduced impact of gender bias in starting salary

In 2020 formalized pay bands, based on qualifications were introduced. Academic staff, when hired, come in at set positions, academic 1 or 2, which ensure that there is not a gendered bias in starting salary.

Section 5: Support and Advancing Women's Careers

5.1.1 (a), 5.1.1 (b), 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.3, 5.4.4, 5.5.1, 5.6.1, 5.6.2, 5.6.3, 5.7.1, 5.7.2, 5.8.1, 5.8.2, 5.9.1, 5.9.2, 5.9.3, 5.10.1, 5.10.2, 5.11.1, 5.11.2, 5.12.1, 5.13.1, 5.13.3, 5.13.4, 5.14.1 and 5.15.1.

This is the largest section with 33 actions, nineteen have been completed, twelve are underway and two have yet to get any significant movement and/or have been fundamentally changed due to issues with how the action was constructed.

5.1.1(a):	Theme	Planned Action/ Objective
	Recruitment and Selection	Institutional Recruitment and Selection Policy will be updated.

This action is underway; the recruitment and selection policy was reviewed in 2020 and October 2022. All recruitment ads carry a statement of commitment to the Athena Swan Charter. All staff who have responsibility for recruitment have completed unconscious bias training. SMT have undergone inclusive leadership training. Job advertisements are gender proofed, but this system needs to be formalised to ensure 100% adherence.

There are plans for more interview training. (AP2 4.3) The ability to demonstrate experience in advancing gender equality and commitment to equality will be an essential criterion for all leadership and management positions. (AP2 4.9 & 4.10)

5.1.1 (b):	Theme	Planned Action/ Objective
	Recruitment and Selection	Institutional Recruitment and Selection Policy will be updated.

¹³ <https://www.ncirl.ie/About/Governance-Reports/Gender-Pay-Gap-Report>

80% of selection processes have a gender balance. Where candidates are selected for interview without a gender balance, HR engage with the recruiting team to review the short-listing criteria and the interview list for fairness.

Ultimately the issue is due to a strongly gendered labour market in key areas. There is a shortage of male candidates in the early learning area, which is a critical area in NCI due to ELI (95% applicants are female, 96% of current staff), and female candidates for some posts in the SoC, both despite repeated attempts to attract candidates in these areas. This is true for these sectors nationally, and internationally. There are plans for research in this area. (AP2 6.2)

5.1.2:	Theme	Planned Action/ Objective
	Recruitment and Selection	Institutional Recruitment and Selection Policy will be updated.

Unconscious bias training and inclusive recruitment training was held for all managers Oct/Nov 2021. NCI commissioned an eModule on Unconscious Bias which was in place from September 2022 for 12 months. All interview panel members were required to complete the eModule before becoming a member of an interview panel. Inclusive Leadership training was held for both the SMT and Management Team April and October 2023.

In-house inclusive recruitment training was developed in September 2023 and rolled out with all managers and interview panellist. Staff who had not completed the eModule completed this training Oct 2023. The training will be run annually with all staff who are on interview panels. (AP2 4.3)

5.1.3:	Theme	Planned Action/ Objective
	Recruitment and Selection	Increase diversity of candidates applying for roles with NCI

NCI are not included on Department of Justice's list of approved colleges but continue to lobby for inclusion. In July 2022 NCI submitted a submission on the critical skills occupations list. NCI have applied for a hosting agreement from the Department of Foreign Affairs, with the aim of employing researchers without the constraints of the critical skills work permit requirements. Currently NCI are a trusted partner which allows the recruitment of staff under the critical skills permit scheme. Both measures would assist NCI in broadening our pool of candidates.

5.1.4:	Theme	Planned Action/ Objective
	Recruitment and Selection	Introduction of eRecruit Software

This upgrade was completed in October 2023, launch and training completed April 2024.

5.2.1:	Theme	Planned Action/ Objective
	Induction	Induction delivery will be changed to suit the needs of a diverse audience.

The induction programme has been revamped; the new model developed as a consequence of covid. Since 2021, an annual induction programme is held for all staff with a comprehensive timetable of topics delivered by key staff. This is provided in a six-week programme on Wednesday afternoons. (Academic staff do not teach on Wednesday afternoons). The programme finishes with a face-to-face meet and greet with SMT and the President. In 2023 there was a 90% satisfaction rating with the induction process (2022 82%).

SoC have an induction programme at the start of the academic year for their incoming faculty. This programme which offers ongoing support to SoC staff won a President's Award in 2022. (AP 2 4.20)

5.2.2	Theme	Planned Action/ Objective
	Induction	Induction will incorporate EDI, Antidiscrimination and Respectful Relationships (Dignity at Work)

The induction programme includes an EDI module which includes all key EDI policies, including Dignity at Work, ESVH and EDI structures.

5.3.1 & 5.3.2:	Theme	Planned Action/ Objective
	Promotion and Progression	<ul style="list-style-type: none"> Finalise the new progression policy. Introduce biennial promotions rounds.

This policy was agreed and published 10th May 2022, providing for annual promotions rounds rather than bi-annual, which was not deemed appropriate for the size of the institution. The first cohort of promotions were completed March 2023. Feedback and review sessions were held in June 2023. Additional supports for the promotion process will be developed. (AP2 4.12)

5.4.1:	Theme	Planned Action/ Objective
	Aurora	Continued participation in the Aurora Programme

Four Aurora participants were recruited in 2019/20. NCI did not send a cohort in 2020/21 or 21/22 cohorts due to covid; therefore additional places were offered from 2022 - six places in 2022/23 and seven in 2023/24. The recruitment process was revamped in 2021. Applicants are from both academic departments and ATP.

On September 5th, 2023, we had a celebration of all our Aurora participants dating back to 2018 when we first enrolled a participant. This was hosted by the President, where the formation of an Aurora network was discussed. (AP2 4.25)



A celebration of NCI team members who completed the Aurora programme, organised by EDI and Training Manager Deirdre McCarthy, took place on campus recently. Staff were invited to the event to hear about the programme as Professor Gina Quin, President of National College of Ireland, handed out certificates to Musfira Jilani, Harriet Le Good, Cristina Muntean, Caroline Dolan and Adriana E. Chis.

5.4.3:	Theme	Planned Action/ Objective
	Training and Development	Promotion of current training programmes

Training developed and offered has been increased since 2021 when a training manager was appointed. The range of training has included, Understanding Autism in Higher Education; Consent; Child protection; Inclusive leadership; Safe Talk; Irish Sign Language; Introduction to Dyslexia; Introduction to Intercultural Awareness & Communication; Transgender & Gender Identity; A Guide to Disability in the Workplace; Inclusive Recruitment; Unconscious Bias; Menopause; Gardening and keep fit/exercise., lunch and learn series, including ChatGPT, Racial Micro-Aggressions, Understanding the Senses, Photography for Social media.

At times there can be poor attendance, which we have looked at countering with offering both online and in person options and providing refreshments. Survey results: 59% agreed that they have access to the training they need to support their career aspirations (60% of women and 58% of men) and, 13% disagreed. 28% neither agreed nor disagreed or didn't know.



Launch of NCI guide Menopause in the Workplace and workshop, Nutrition, Lifestyle, and the Menopause Margaret O'Brien (Balance My Life) 18th October 2023, World Menopause Day, and VP for EDI, EDI Manager, and staff.

5.4.4:	Theme	Planned Action/ Objective
	Training and Development	Extend unconscious bias workshops to all staff in 2020.

Unconscious bias training and inclusive recruitment training was held for all managers Oct/Nov 2021. NCI commissioned an eModule on unconscious bias which was in place for 12 months from September 2022. All interview panel members were required to complete the eModule before becoming a member of an interview panel. In-house inclusive recruitment training was developed in September 2023 and rolled out with all managers and interview panellist. Staff who had not completed the eModule completed this training Oct 2023. The training will be run annually with all staff who are on interview panels. (AP2 4.3)

5.5.1:	Theme	Planned Action/ Objective
	Performance reviews	Performance reviews Data collection of performance review.

This action was more complex than initially anticipated. After consideration this has been linked to a new approach to supporting cultural change. Plans have been initiated to develop a cultural change project, which will support the development of performance reviews within the context of performance, experience, progression and succession. The aim is to develop a human-centred agile approach to design a performance experience and succession framework which includes a consultation process. (AP2 4.2)

5.6.1:	Theme	Planned Action/ Objective
	Maternity and Adoptive Leave	Review of Maternity and Adoptive Leave Policy and supporting guidelines.

Policy reviewed May 2023. A specific guide for managers was deemed not necessary as HR manage the maternity leave directly. This decision has been reviewed and a new action developing a guide based on updated policies will be developed. (AP2 3.9) Training was provided to HR managers re the new maternity leave obligations because of legislative changes.

Survey results: 90% felt the process of applying for family leave was supportive (100% of women and 71% of men), while no one felt it was not. (10% neither agreed nor disagreed.) This was a dis-improvement on 2022 where 95% agreed and no one felt it was not, but an improvement on 2021 where it was 83% agreed. Targets of 100% were overly ambitious, although they were reached for women only, and as the questions are not time bound answers may refer to historical issues rather than recent ones. See also action 5.6.3.

5.6.2:	Theme	Planned Action/ Objective
	Maternity and Adoptive Leave	The college will introduce a nursing station in the current campus building and will incorporate into planning process for the second campus

The Parenting Suite (nursing facility) was completed and available for use from 2020. At this stage there is no demand for a parenting suite in the new building, as both buildings are close and the room in the main building is currently underutilized.

5.6.3:	Theme	Planned Action/ Objective
	Maternity and Adoptive Leave	Hand over for staff returning from Maternity Leave.

NCI now operates a handover of two weeks prior to going on leave and two weeks upon return from maternity leave for all staff on maternity leave. Academic departments do not have staff returning straight to teaching. SoB reduce lecturing hours for those who return and don't allocate evening teaching; SoC agree particular teaching arrangements on a case-by-case basis.

Survey results: 60% stated on return from leave, supports were put in place to facilitate their re-engagement (61% of women and 58% of men), while 30% said they were not. 10% neither agreed nor disagreed or didn't know. This was a considerable improvement on both 2022 and 21, where 41% agreed. Targets of 100% were overly ambitious, and in this question, many are responding to historic issues rather than recent experience. (AP2 3.9)

5.7.1	Theme	Planned Action/ Objective
	Paternity and Parental Leave	NCI will develop a clear online guide outlining leave entitlements for staff members with caring responsibilities.

The parental and paternity leave policies have been updated, parental leave in November 2022 and paternity leave October 2022, where NCI staff are provided with paid paternity leave. There has there been an increase in uptake in paternity leave. Survey results: See 5.6.1.

5.7.2	Theme	Planned Action/ Objective
	Paternity and Parental Leave	Establish a parents and carers network

This action had to be fundamentally changed. Due to Covid it was not possible to establish a face-to-face network. In April 2020 a team's network was established, but it had limited engagement. Post covid, it is no longer appropriate in a hybrid work environment to establish a face-to-face network, when many staff who are managing caring responsibilities are more likely to avail of the hybrid working options and be working from home.

5.8.1	Theme	Planned Action/ Objective
	Policy Development	Finalise Flexible working policy and guidelines for Line Managers

Flexible working policy has been drafted. Currently waiting for a code of practice from the WRC on flexible working, which will include further guidance. When that has been released the guide will be disseminated and training will be provided to managers. (AP2 3.8)

This area was somewhat eclipsed by covid where there was an urgent need to develop new work practices and policy within the new working context. In 2023 a pilot Hybrid Working Policy was launched, which provided for hybrid working in NCI. This policy is being piloted in 2023/24 academic year, having been developed after extensive consultation with staff. All managers have been surveyed to cite the working arrangement for their own department.

Survey results: in 2023 83% agreed that there are flexible working arrangements available that are suitable to my needs (86% of women and 80% of men), while 2% felt there were not. 15% either did not know, or neither agreed nor disagreed. This is a significant improvement on a pre-covid time, where in 2019 respondents were asked does NCI support flexible ways of working and only 32% agreed while 62% disagreed.

5.8.2	Theme	Planned Action/ Objective
	Policy Development	Updated Dignity at Work Policy will include reporting mechanism, appeals and processes for addressing complaints

The Dignity at Work policy was reviewed Jan 2022. Training is provided re Dignity at Work at induction. In April 2022 20 Designated Contact People (DCP) inclusive of 15 staff and 5 students were recruited and trained. A new student facing policy, Student Policy on the Prevention of Bullying and Harassment was finalized in March 2022 to complement the Dignity at Work policy. The 2022 DCP team were reappointed for the 2023 academic year. A new recruitment process was launched February 2024 for a new team of DCP and that team was formally appointed April 2024.

NCI launched [NCI Framework for Ending Sexual Violence and Harassment](#) March 8th 2022.

NCI Joined [Speak Out April 2023](#) and NCI launched an online Incident Report Form May 2023.

Survey results: in 2023 85% respondents agreed that NCI has policies in place to prevent Harassment, Bullying and Sexual Harassment (85% of women and 89% of men), while 1% disagreed, 13% neither agreed or disagreed or didn't know. These are an improvement on the 2022 and 2021 results where 82%/76% agreed. Targets of 100% were overly ambitious; in this question, many are responding to historic issues rather than recent experience.

5.9.1:	Theme	Planned Action/ Objective
	Leadership Opportunities	SoB and SoC Leadership opportunities to be offered as secondment where possible.

There has been no progress on this action due to limited opportunities for leadership experience outside of promotion. The new promotion policy was launched in 2023, this will improve promotional opportunities for academic staff to advance into more senior positions. Opportunities for leadership will be offered with new EDI champions appointed in each department. (AP2 1.9)

5.9.2:	Theme	Planned Action/ Objective
	Decision-Making	All Decision-Making Committees to adhere to 40% Gender Balance

This metric is constantly monitored. From 2021 to date (April 2024) all decision-making committees adhere to 40% gender balance. Female GB membership rate noted in 5.9.3.

5.9.3:	Theme	Planned Action/ Objective
	Decision-Making	Governing Body

The approach outlined in the AP1 was not appropriate as NCI's governors are composed by nominees from outside bodies; it is not possible to mandate an external body. Therefore, at the GB meeting of December 2023, the NCI Governors Guide was amended to replace the term 'Chairman' with 'Chair'; and to request nominating bodies to consider gender balance and diversity when invited to appoint governors. Nominating bodies are IBEC, ICTU, staff, the Jesuits, the SU and the Nominations Committee (where NCI does have oversight.) GB membership rate is currently 50% female (47% in 2022) and has been at or exceeded 40% since 2017.

5.10.1:	Theme	Planned Action/ Objective
	Leadership Commitment to EDI	EDI will be included into the agendas of all Executive, Management and Academic Council meetings which contains a statement reminding all members to consider the EDI implications of decisions made at each meeting.

EDI updates and/or agenda items are provided at all GB, and AC, and SMT. Extensive EDI focused training has been provided across a range of areas see also actions 5.4.3 and 5.4.4.

5.10.2:	Theme	Planned Action/ Objective
	Quality Assurance	EDI and Gender Equality embedded into programme review processes.

Quality Assurance. There are two main types of programmatic review within NCI; QQI revalidation and in-house annual review process.

QQI revalidation. Formal process directed by QQI, includes a review element. QQI set the criteria and process. Since 2020, more than 30 individual degree, diploma and certificate programmes have been reviewed and revalidated by QQI. As part of that process, external, independent panellists have raised queries on how NCI programme teams have addressed EDI topics within programmes and, where relevant, individual modules. Where points have been raised, modules have been reviewed and changed considering the feedback before final approval and implementation.

In 2023, OIE re-introduced the Annual Programme Monitoring process with a pilot group of 12 programmes to provide a structured opportunity for programme committees to reflect on the programme and how it performed in the previous academic year. Due to covid, there had been a gap in the annual review process. The pilot was completed by the end of 2023 and presented to AC. Annual Programme Monitoring will be fully rolled-out in 2024, using a new reporting template that incorporates reflection on EDI and how curriculum content is being adapted to address national and international EDI strategies and concerns.

5.11.1:	Theme	Planned Action/ Objective
	Workload Allocation	NCI will develop and release a Workload Allocation Guiding Document for Management.

Each department operates workload models based on various criteria, such as teaching hours, research, programme reviews, cost buy out, and timetabling considerations. An institutional allocation model has not been developed but remains a significant issue in staff consultations. Among teaching and academic staff in 2023 48% agreed that there is a fair and transparent way of allocating work in my department (44% of women and 53% of men), 23% disagreed and 30% neither agreed nor disagreed or didn't know. These figures are an improvement on 2022 and 2021 where 28/23% agreed, 35/40% disagreed and 38/34% neither agreed nor disagreed or didn't know. While 2023 is an improvement there is still less than 50% who believe there is a fair and transparent way of allocating work in their department, and a significant gender difference. In both workshops held with staff in 2022 and 2023, it was strongly argued that academic staff should have transparent workload allocations, this issue was raised by women with caring responsibilities.

There is a need to examine this area further and expand principles for WAM. Therefore, this is a priority action for the 2024-2028, to develop a workload allocation guiding document which will be inclusive of a set of principles and guidelines that underpin the development and implementation of WAMs at institutional and local level. (AP2 5.2).

5.11.2:	Theme	Planned Action/ Objective
	Timetabling	Centralised transparency on hours allocation for AF

The issue in relation to timetabling is wider than that outlined in AP1 and became significantly more complex in the covid and post covid period where online and in person dynamics also must be managed and accounted. Therefore, a review of the process of developing and creating timetables, including examination of any gendered impact and/or impact on those with caring responsibilities has been planned and initiated. This review process began Jan 2024. As this is a critical issue that emerged in the focus group in 2023, and in wider college consultations outside of the Athena Swan process, this is a priority action. (AP2 5.3)

5.12.1:	Theme	Planned Action/ Objective
	Timetabling	Improve accessibility to NCI events and activities through arranging specific day, evening and weekend meetings, seminars and other staff events to accommodate AF.

As a result of the learning from covid, where suitable and appropriate training and events are now offered both online and face to face, and/or recorded. At times some training/events are face to face only, they are held both within core times and after hours. More notice is provided for all events and training. To note: During covid there were limited face to face social events.

5.13.1:	Theme	Planned Action/ Objective
	Outreach	Current coding workshops will continue with consideration for gender.

Female engagement in coding club. Face to face clubs were suspended during covid and an online programme developed. From January-December 2020: female engagement was at 44%, January-December 2021: female engagement was 31%, January-June 2022: there was 43% female engagement over three groups. During 2023, there were three girl only coding clubs provided to three inner city primary schools, with 54 children in attendance.

5.13.3:	Theme	Planned Action/ Objective
	Scholarships	Current relationship with 30% Club will be expanded to include an additional PG award in STEMM/ Data Analytics

In the SoC a 30% Club Scholarship is in place for women to do a postgraduate programme in STEM education. A new 30% Club full scholarship for women was launched March 2024, for any of the full or part-time master's programmes in the SoB. Both Scholars are linked with the 30% Club Network as part of being a holder of the 30% Club Scholarship.

5.13.4:	Theme	Planned Action/ Objective
	Scholarships	Introduce a full-fee scholarship for a male from the local NEIC area to undertake the B.Early Childhood Education.

This action was not feasible. Less than 1% of the early childhood care and education workforce in Ireland is male. Therefore, it is very difficult to recruit men into the course and is indicative of a broader cultural issue. The action as constructed, targeting a man from the NEIC area, meant that they would likely not require a fee scholarship, as such a student would be eligible for the SUSI grant, which resulted in this offer being less attractive than initially envisaged. Therefore, we have not been able to attract a suitable candidate.

Consequently, we are developing research into inclusion of men into early years education. The study aims to understand whether there are gender discrepancies in the attitudes and perceptions of secondary school students on early childhood education as an education and career pathway post-secondary school. Data gathered could have a wider impact, beyond NCI's own plans, to generally inform the sector. (AP2 6.2)

5.14.1:	Theme	Planned Action/ Objective
	President's Award	Introduce new President's Award for Inclusion and Diversity, open to Staff, presented at Graduation as part of the President's Awards.

In 2022, the awards were restructured to be more specifically inclusive of EDI. A new award, (one of four) was introduced, the NCI Values Award is designed to recognise excellence and commitment to 'Changing lives through education' during the academic year. The award celebrates and supports equality, diversity, inclusion, sustainability, access and engagement. In 2023 the four categories were reviewed again, and an EDI focus introduced to all award categories, as well as maintaining the Values Award with its specific EDI focus. The EDI Manager is also a member of the review group and assessment panel, led by the President, for the President's Award. (AP2 1.21)

5.15.1:	Theme	Planned Action/ Objective
	Departmental Applications	NCI will submit two Departmental applications (SoC and SoB)

Neither department has applied for Athena Swan to date. The SoC is in the early stages of planning an application and has recently issued a call to establish a SoC SAT group. This remains a priority and has been included as a priority action for 2024. (AP2 1.17)

Section 6: Support for Trans & Gender Diverse Staff & Students, actions

6.1, 6.2, 6.3 and 6.4.

6.1:	Theme	Planned Action/ Objective
	Support for trans and gender minority staff and students	Finalise and implement the Gender Identity and Gender Expression Policy.

A draft policy has been developed by the GEWG and the SU. IT are testing name and gender changes throughout all college systems to ensure that what is outlined in the policy can be completed. Aim to have this comprehensive system check completed August 2024, and the policy launched soon afterwards. (AP2 3.6)

6.2:	Theme	Planned Action/ Objective
	Support for trans and gender minority staff and students	Finalise and implement the Gender Identity and Gender Expression Policy.

In progress, as policies are developed and have made their review date. This will form part of the priority action auditing relevant policies. (AP2 3.1 & 3.2)

6.3:	Theme	Planned Action/ Objective
	LGBTIQ+	As part of the policy implementation, a network of LGBTIQ+ Ally's will be training and publicly identified online.

Due to covid this action did not progress. There have been several LGBTIQ+ activities, for example in 2023 NCI participated in Pride, as well as training provided both in-house and by TENI on gender identity. Actions in relation to LGBTIQ+ activities have been amended. (AP2 7.8)

6.4	Theme	Planned Action/ Objective
	Support for trans and gender minority staff and students	NCI will expand facilities for non-binary and gender diverse individuals.

When this action was constructed, NCI was looking at developing a second campus, at this stage there remains no second campus. A second building has been purchased, and opened since 2023, this building has one all gender bathroom/changing room space.

2. Identifying issues and priorities for future action

- a. Reflecting on the self-assessment undertaken to support this application, consider the following:

The self-assessment has addressed the areas covered by the charter framework for institutions, including analysis of necessary data sets and evaluation of policies, processes, practices and culture.



If you answered 'no', please comment.

- b. Based on the self-assessment undertaken, comment and reflect on the institution's key issues relating to gender equality and explain key priorities for action over the next four years. This should include:

- + consideration of how the institution's issues have changed since the previous award, drawing on qualitative and quantitative data sets to evidence statements. Where appropriate, reference past and future action plans;
- + comment on any need to further support Athena Swan activity in sub-units (e.g. academic departments and professional units);
- + selection of up to five priority areas where the institution will strive for impact. Selected priorities should be justifiable and make reference to quantitative and qualitative evidence. Specific action(s) to support progress in priority areas should be identified;
- + reference to previously identified key priorities. If applicable, applicants may carry previously identified key priorities into the upcoming award period; where previously identified priorities are adjusted or edited for incorporation in the coming award period, the rationale for these changes should be presented.

- c. Comment and reflect on the institution's key issues relating to additional equality grounds and explain key priorities for action over the next four years. This should include:

- + election of up to five priority areas where the institution will strive to make progress. Selected priorities should be justifiable and make reference to qualitative and quantitative evidence. Where evidence is not yet available, priorities should be aligned with established good practice to progress equality and support the institution to build capacity in evidence-based equality interventions;
- + identification of specific action(s) to support progress in priority areas.

In the self-assessment and consultation process key priorities in gender equality have been identified. Four of these priorities have been carried over from the previous action plan as our consultation has identified that they remain critical issues.

Priorities for additional equality grounds have also been identified. These are all new priorities. What is critical to note is that these priority areas are interdependent and/or interact, and all are, therefore, important in achieving gender equality. Every individual has multiple identities and is subject to various forms of intersecting oppressions. If we examine discrimination in silos, we are at risk of failing to gain a true understanding of power and oppression and could further exacerbate existing inequalities.

Some priorities are discrete (even though complex) actions which are important for both gender and other equality grounds, while others are more complex and systematic, and interact in complex ways. For example, good quality data is critical to challenge all discrimination and understand what is happening in our institution. In this instance we have placed the data as a priority with additional grounds, even though it is also clearly a gender priority, as our current data in relation to gender is good, but data in other areas is weaker and needs improvement. In relation to the racism priority, we recognise that gender inequality and racism are complex phenomena with deep historical roots, and they often intersect and reinforce each other in systems of oppression. However, they are distinct forms of discrimination, and it's crucial to address both separately to achieve equality and justice for all individuals and communities.

Gender priorities.

1	NCI EDI Policy Context (reconstruction from AP1)
2	Ending Sexual Violence and Harassment (new action)
3	Departmental Athena Swan Applications (AP1)
4	Workload Allocation Model (AP1)
5	Timetabling (AP1)

NCI EDI Policy Context (AP2 3.1, 3.2 3.3, 3.4 and 3.5.)

Good policy is the foundation of good practice. It is critical to ensure a coherent, relevant, up to date and accessible policy context for promoting equity, establishing standards, regulating behaviour, driving continuous improvement, and setting direction. This context is critical to all other areas of work.

Ending Sexual Violence and Harassment (AP2 3.10. 3.11& 3.12)

DFHERIS launched the Framework for Consent in Higher Education Institutions in April 2019. It is a requirement of the framework that all HEA-funded HEI's develop an action plan to tackle sexual violence and harassment. It is also simply good practice to do so, given how serious and widespread the issues of sexual harassment and violence, in particular gender-based violence and harassment, are in society in general, including the HE-sector.

NCI developed and launched our ESVH framework in March 2022. Therefore, this is a priority action to both develop the resourcing for this area and ensure that the NCI framework is prioritised, given NCI does not receive funding for an ESVH Manager to manager this specific area.

Departmental Athena Swan Applications (AP2 1.17)

As an institution it is important for progression that the two NCI departments apply for Athena Swan accreditation to highlight commitment to gender equity, diversity and inclusion, examine interdepartmental practice and outcomes, access funding opportunities, align with institutional goals and support the development of NCI's future applications.

Workload Allocation Model (AP2 5.2)

Each department operates workload models based on various criteria, but an

institutional allocation model has not been developed and this remains a significant issue in staff consultations in both the workshops and survey, particularly for the women academic staff. In the 2023 survey only 48% of academic staff believe there is a fair and transparent way of allocating work in their department, there was also significantly less satisfaction among women, where 44% agree, than men 53%.

*There is no transparency around workload allocation and often (particularly in relation to teaching) it is not fully resolved and confirmed until just before each new term starts which is very stressful.*¹⁴

Timetabling (AP2 5.3)

This is a critical issue that emerged in the focus groups of 2022 and 2023, and in wider college consultations outside of the Athena Swan process, therefore, this is a priority action. The issue in relation to timetabling is wider than that outlined in AP1, therefore, a review the process of developing and creating timetables, including examining the gendered impact and/or impact on those with caring responsibilities is critical. There were no specific questions relating to timetabling in the 2023 survey, but this was one of the most significant issues in both focus groups for academic staff, again particularly for women.

*You can't plan, you don't know until term almost starts where you are going to be. You cannot organise childcare, and then it all changes anyway, it is so frustrating, really family unfriendly.*¹⁵

Additional equality grounds and key priorities

1	NCI EDI strategy (new action)
2	Data (new action)
3	Anti-Racism (new action)
4	Autism Friendly (new action)
5	Quality Assurance and Enhancement (new action)

NCI EDI strategy (AP2 1.7)

Develop a comprehensive NCI EDI strategy, inclusive of a vision and comprehensive approach to underpin EDI work and develop and maintain a strategy when working in the context of competing agendas, and limited resources.

¹⁴ Qualitative comments from 2023 survey

¹⁵ Quotes from focus group held in December 2023

Data (AP 2 2.1, 2.2, 2.3 & 2.4)

Good quality data is required to understand, monitor and respond to equality and to comply with HEA requirements¹⁶. This data is important to pinpoint where issues exist, and to inform system-wide and institutional actions to combat inequality. Given international evidence of the ways gender and ethnicity inequalities interact, it is particularly important that HEIs develop a greater understanding of our staff and students' experiences in relation to other equality issues, such as ethnicity. It is important that we continue to inform staff about the rationale for collecting data, as there is at times resistance to this, which there often is in the Irish context.

*The sexual orientation/race/religion is a private matter and should not be of interest to any employer.*¹⁷

Anti-Racism (AP2 7.1 & 7.2)

In 2023 the HEA published Anti-Racism Principles for Irish Higher Education Institutions and the Race Equality Implementation Plan for Higher Education was launched in 2023. NCI signed up to the principles in June 2023.

Outside of the HEI context and being cognisant of wider issues in Dublin and Ireland, NCI is based in Dublin 1 - the riots of November 23rd, 2023, took place less than 1km from our campus. Concern for our staff and students was so significant the following communication was issued from the President.

*The NCI community is stronger for its diversity. We have Irish staff and students of every colour and ethnicity. We have staff and students working and studying with us from many different countries across the world. We learn from each other. Everyone is a valued member of the NCI community.*¹⁸

Therefore, to adhere to these principles, and challenge racism in all its forms, at a minimum to ensure the safety of our staff and students, it is critical to make this a priority in the forthcoming period.

Autism Friendly (AP2 7.4)

It remains a priority within NCI to enhance and develop our Autism Friendly Campus initiative which was not part of our AP1 but was developed and achieved in that period. Significant resources have been invested to date and this initiative remains one of the most engaged in by staff and students. The survey in 2023 identified that almost a third of staff have attended an autism friendly event in NCI.

*I really enjoyed the 'being an ally' event as part of last Autism Acceptance Week - showed how inclusion has to be intersectional!*¹⁹

*Really informative events that help break down autism related stigma and provide insight into the lived experiences of people with autism.*²⁰

Quality Assurance and Enhancement (AP2 5.1)

The core of higher education is the programmes and modules that students choose to study. To affect positive change across EDI indicators, core EDI principles should be addressed at the point of curriculum design and assessment methods and thereafter become mainstreamed in programme lifecycle management processes, including processes of programme development, approval, monitoring, in-depth, cyclical review and programme change.

Word count: 6,085

¹⁶ Including recommendations of Expert Group: 2nd HEA National Review of Gender Equality, in Irish Higher Education Institutions (Nov 2022), and the HEA 17 Anti-Racism Principles for Irish Higher Education Institutions.

¹⁷ Qualitative comments from 2023 survey ¹⁸ Communication from the President in the aftermath of the Dublin Riot 24.11.2023 ¹⁹Qualitative comments from 2023 survey ²⁰Qualitative comments from 2023 survey

Section 3: Action plan

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

+ Action plan to address identified issues

Recommended word count: 2,500 words

Present the action plan in the form of a table (on the landscape page to follow). 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 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. (AP2 1.1.) 

1. Action plan Action Plan 2024-2028

The NCI action plan has seven thematic areas. These themes naturally intersect and at times an action may be appropriately placed in more than one thematic area, for clarity an action will only appear under one theme.

Themes:

1	Leadership and Accountability
2	Data Capture, Analysis and Reporting
3	Positive culture, and eliminating discrimination and unfair treatment, including sexual violence and harassment
4	Staffing & Recruitment
5	Teaching and Research
6	Community and Outreach
7	Intersectionality & additional equality grounds

The action plan is also informed by national policy and institutional initiatives within NCI. These include:

- Report of the Expert Group: 2nd HEA National Review of Gender Equality in Irish Higher Education Institutions
- Anti-racism principles for Irish Higher Education Institutions
- Horizon Europe Gender Equality Plan requirements
- NCI's Application for Athena Bronze Award 2020 / GEAP for 2020-2024.
- National College of Ireland Strategic Plan 2022-2027
- National College of Ireland Framework and Action Plan to Tackle Sexual Violence and Harassment
- NCI & NCISU Partnership Agreement
- Sustainable Development Goals (SDGs)

The priority actions are identified within the action plan.

Gender	Additional grounds
1. NCI EDI Policy Context	All of the additional grounds also impact on gender and will all have a gender focus. 1. NCI EDI strategy
2. Ending Sexual Violence and Harassment	2. Data
3. Departmental Athena Swan Applications	3. Anti Racism
4. Workload Allocation Model	4. Autism Friendly
5. Timetabling	5. Quality Assurance and Enhancement



Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/departments responsible	Success measure	Reference/ Alignment if applicable
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Theme 1: Leadership and Accountability

Implementation	<p>Ensuring appropriate and robust mechanisms are in place to oversee and ensure the implementation of the NCI action plan within the timeframe. Ensuring that resources are committed to effectively implement the plan.</p> <p>Developing awareness and understanding of EDI activity at NCI.</p> <p>Improve cross institutional coordination and reporting of Athena Swan by ensuring that action plan tracking is streamlined, provide clarity re action ownership and simplify reporting.</p> <p>Survey 23²¹ :</p> <ul style="list-style-type: none"> • 78% agreed that the leadership is committed to EDI (79% ♀, 80% ♂) • 69% agreed that staff are treated equally in NCI regardless of gender. (68% ♀, 76% ♂) • 47% have agreed that Athena Swan has befitted NCI, 47% either did not know/neither agree nor disagree. (48% ♀, 47% ♂) 	1.1	Institutional Action Plan to be signed by the President and published on the NCI website.	When renewal award is achieved	VP for EDI SAT EDI Manager SMT	Plan communicated to all staff, with an increased staff awareness of Athena Swan, of 10% each survey round.	<p>Report of the Expert Group: 2nd HEA National Review of Gender Equality in Irish Higher Education Institutions</p> <p>2.1 National requirements</p> <p>2.2 Leadership (1.4)</p> <p>2.6 Organisational Culture (6, 7.8),</p> <p>Horizon Europe eligibility requirements 1 & 2.</p> <p>2020-2024 NCI GEAP</p> <p>SDG 4, 5, 8, 10, 16 and 17</p>	
		1.2	Formal launch of Athena Swan					Progression re the implementation of specific actions along outlined timelines.
		1.3	Athena Swan will be a standing item on GB and AC, SMT and Management Team meetings with an implementation update provided to all GB and AC meetings. EDI Manager is a member of Management Team, and VP for EDI is on AC and SMT.	According to the annual schedule of meetings.	VP for EDI EDI Manager			
		1.4	Scope out requirements and develop an online strategic action tracking tool to monitor the implementation of Athena Swan actions at institutional and departmental level.	Oct 24.	SAT EDI Manager VP	Live action plan available to all action leads and monitored by SAT.		
		1.5	Expand and develop Athena Swan webpage with updates on actions/work of the implementation of the plan and personnel involved. Publish an annual EDI audit of actions implemented.	April 2025 April 2026 April 2027	EDI Manager VP for EDI SAT	Review published on NCI website as produced.		
		1.6	Restructure the SAT to an AS Implementation Working Group. (Name TBC)	Oct 24.	EDI Manager	Working group in place.		

²¹ Details from the Culture and Equality Survey. Year of survey noted.

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/departments responsible	Success measure	Reference/ Alignment if applicable
Theme 1: Leadership and Accountability							
NCI EDI strategy Priority Action	The advancement of equality, including gender equality is dependent on progress on a range of factors including race equality, family status and disability. There is a need to develop a coherent EDI strategy for the NCI which is inclusive of all our EDI areas of work.	1.7	Develop a comprehensive NCI EDI strategy, inclusive of a vision, to develop a coherent and comprehensive approach.	Sept 2024	VP for DI EDI Manager SAT SMT	Strategy launched Sept 2025	Report of the Expert Group: 2nd HEA National Review of Gender Equality in Irish Higher Education Institutions 2.1 National requirements 2. Leadership (4) Horizon Europe eligibility requirements SDG 4, 5, 8, 10, 16 and 17
	Link to NCI’s vision and cognisant of NCI’s specific focus on community and access. Survey 23: 89% agreed that the prevailing culture and atmosphere in my department/unit is inclusive and friendly to all. (90% ♀, 89% ♂) 74% agreed that NCI values employees with varied backgrounds and experience. No gender difference between respondents, but among those from minority ethnic communities 14% disagreed. Workshop ²² : Recognise the value of the work we do. Workshop 23: Provide a safe space for staff learning.		<ul style="list-style-type: none"> Develop a TOR with SAT and SMT Initiate consultation and desk research Conduct an institutional EDI audit (to be reported to SMT and GB, and publish for staff on the website) Analyse data available within the institution and identify gaps. Carry out research and consultation. Draft strategy for review Launch NCI EDI strategy which will align with all requirements such as Athena Swan, Horizon, and anti-racism principles for Higher Education 	Sept 2025		Increased staff and student awareness of impact of AS and EDI work; by 2025 a 10% overall increase and again in 2027. Develop Silver application 2028.	

²²Workshop comments. Year of workshop noted.

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/departments responsible	Success measure	Reference/ Alignment if applicable
Leadership	To ensure fair and equitable representation at all committees, leadership roles and working groups.	1.8	Maintain Vice-President with responsibility for EDI who is a member of the Senior Management Team. AF staff paid to attend all EDI focused meetings. Continued use of flexibility in terms of how meetings are organised (online)	Ongoing	Ongoing	VP for EDI in position and participates in all appropriate structures external and internal to NCI. AF representation at all appropriate committees	Report of the Expert Group: 2nd HEA National Review of Gender Equality in Irish Higher Education Institutions 2.1 National requirements 2.2 Leadership (1.7) 2.2 Leadership (2)
	Leadership positions identified in each department to assist in focusing gender equality awareness and to act as an agent for change. While staff engagement in EDI activities is good, it is recognised that formal recognition is important to embed EDI with reward and recognition of staff efforts.	1.9	Appoint champions each school with responsibility for EDI. These positions will chair the SAT for each department. TOR established for this role. Examine how staff can be further rewarded and recognised for their contribution in EDI work. Role and responsibilities of this function to inform; <ul style="list-style-type: none"> • EDI Strategy (1.7). • WAM principles (5.2) to enable protected time to lead on EDI • Funding (1.12) • Promotions (4.9) 	Dec 2024	VP for EDI Deans HR	Named positions in place.	SDG 4, 5, 10 and 16
	Gender balance on committees: To ensure fair and equitable representation at all committees, leadership roles and working groups.	1.10	Maintain min. of 40% men and 40% women on all NCI decision making bodies, committees and working groups.	Annual review of all committees to ensure compliance.	All committees to annually review membership, call for new members where required.	All decision-making committees (both current and future) maintain 40% gender balance.	Report of the Expert Group: 2nd HEA National Review of Gender Equality in Irish Higher Education Institutions 2.2 Leadership (1.1)
	There is an awareness of the need for greater diversity and increased representation of membership across all equality grounds on committee and working groups but given the smaller number of MEC or staff with a disability, for example, it would not be appropriate to burden them with further work, making them advocates for equality and/or engage in tokenism.	1.11	The terms of reference for all committees and working groups should be reviewed to include a commitment to a diverse membership across all grounds, as well as a commitment to seek to understand and research the needs of a diverse student and staff body.				SDG 4, 5, 10 and 16

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/ departments responsible	Success measure	Reference/ Alignment if applicable
Resourcing	<p>There is a need to ensure adequate human, financial and physical resources are in place to allow for the advancement of gender equality and wider EDI work within the institution.</p> <p>As NCI is not currently HEA designated, all of the resources provided are out of central budgeting for the College. Current specific EDI budget is €104,000 (this does not include funding provided by other departments such as HR) This has grown from €60,000 in 2020. At present NCI does not receive some of the funds that are critical to the work in areas such as those under the ESVH and to tackle racism.</p>	1.12	<p>Escalate political lobbying with DFHERIS, HEA & relevant stakeholders to address the inequity between NCI students & students in other HEIs emphasising our distinctiveness in changing lives through education.</p> <p>Increase resources for the implementation of EDI specific actions, ESVH initiatives, reporting requirements and developing the NCI EDI office for greater alignment with other HEIs.</p>	Dec 27	<p>President VP for EDI SMT Director of External Engagement</p>	Increased funding for EDI	<p>Report of the Expert Group: 2nd HEA National Review of Gender Equality in Irish Higher Education Institutions 2.2 Leadership (1.6)</p> <p>SDG 4, 5, 10 and 16</p>

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/departments responsible	Success measure	Reference/ Alignment if applicable
Providing for and maintaining the student voice.	Deliver the NCI/NCISU Partnership Agreement commitments. The SU are currently on the SAT and the ESVH Working Group. There is student representative on the Autism Implementation WG and Dyslexia WG.	1.13	NCI/NCISU Partnership agreement meeting held biannually. SU represented on AC and GB. Ensure SU representation on all EDI committees and working groups. Carry out an annual handover as SU leadership changes.	Ongoing After SU elections each year	EDI Manager SU	1 or 2 SU reps on all appropriate committees	Student-centred partnership agreement between NCI and NCISU SDG 4, 5, 10 and 16
	Focus group 22 and 23: It was noted there is a need to ensure relationship with SU officers and staff, formal handovers and training for SU.	1.14	Update SU on all EDI information/events and actions and where appropriate run joint information sessions/ campaigns with the SU.	As events are planned and occur.		SU reps attend at all appropriate events	
		1.15	Provide space for SU on all appropriate EDI training and initiatives as developed.	As training is planned and occurs.		SU participation in all training, as appropriate 10% of places held for SU.	
	It is important in the post-Covid / AI environment that we clarify for staff and students our expectations, policies, processes and procedures for addressing and escalating complaints by and about our learners as well as clarifying expectations on learner conduct. Focus group 23: The complexity of this issue was raised by staff at the focus group.	1.16	Review student disciplinary, complaints, representative, and feedback policies and processes which form the NCI Student Voice structure. This review and refresh exercise will be completed in consultation with staff, the NCISU and students, to create disciplinary and complaints processes and policies that clarify grounds for formal complaints, alternative mediation procedures and clear engagement pathways.	June 2024	Registrar SU	Reviewed disciplinary and complaints processes in place. Add a question to 2025/27 survey to examine this issue, with an increasing satisfaction from academic staff baseline established 2025, 10% increase in 2027.	SDG 4, 5, 10 and 16

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/departments responsible	Success measure	Reference/ Alignment if applicable
Departmental Athena Swan Application Priority Action	NCI has two schools, SoC and SoB, as well as CELL. As part of the College's ongoing commitment to the principles of the Athena Swan, the College will prepare and submit two departmental applications (SoC and SoB) by 2027.	1.17	Gender Equality Steering Group will form two departmental SATs (SoC in 2025 and SoB in 2027) to develop the Bronze Level Department Application. This action will also be supported by the implementation of actions re WAM, leadership positions and promotions (1.9, 4.9 & 5.2).	SAT SoC Nov 2025 Submission SoB in Nov 2027	VP for EDI Dean SoC and SoB; EDI Manager; AS Implementation Working Group.	Bonze award for SoC and SoB, supporting the development of institutional Silver award.	Report of the Expert Group: 2nd HEA National Review of Gender Equality in Irish Higher Education Institutions 2.2 Leadership (1.1, 1.4) 2.6 Organisational Culture (6, 7.8), SDG 4, 5, 10 and 16
Male engagement	Support the engagement of men in gender and EDI initiatives. Survey: 68% of respondents are female (where 56% of staff are female). In 2022 it was 69%, 2021 75%. Workshop attendance: 2023 26% male participation, 2022 28% male participation. There is an ongoing underrepresentation of men engaging in even these minimal tasks for equality work.	1.18	Engage in the development of a tailored training programme for HEIs to increase meaningful engagement by men through the GEEF project that NCI is a partner in, including any tailored toolkit that emerged from this project.	Dec 2024	EDI Manager SAT	Measure and monitor male engagement to identify an improvement year on year. Increase male response rate in surveys from 32% to 40%.	Report of the Expert Group: 2nd HEA National Review of Gender Equality in Irish Higher Education Institutions 2.6 Organisational Culture SDG 4, 5, 10 and 16
	Focus group 23: raised the need more male leads and male involvement in EDI work.	1.19	Ensure communications re EDI actions are framed to highlight benefits across genders (including benefits for men) as this increases support for Gender Equality Initiatives among men (Farrell et al., 2021).	Ongoing			
		1.20	Engage in additional research to develop methodologies to support the increased inclusion of men, such as the Inclusion Matters project*.	Dec 2024			
Male engagement	Presidents Awards are annual awards to recognise outstanding achievement and service to the College. Focus group 23: Maintain and continue to develop EDI awards.	1.21	At each award period review the award criteria to ensure they remain inclusive of EDI values. Monitor gender breakdown of applicants and awardees to ensure there is a good representation of applicants and winners. Maintain EDI function as a member of the review group and assessment panel, led by the President, for the President's Award.	Sept 2024 Sept 2025 Sept 2026	President Registrar EDI Manager Awards Judging Panel	EDI focused award each year to highlight and reward EDI work.	NCI Strategic Plan

*<https://www.qub.ac.uk/sites/InclusionReallyDoesMatter/Resources/>

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/departments responsible	Success measure	Reference/Alignment if applicable
Theme 2: Data Capture, Analysis and Reporting							
Data Priority action	<p>In order to improve our knowledge of the socio-demographic profile of the staff in NCI and to measure progress in relation to the effectiveness of measures put in place, there is a need to further develop a systematic approach to the capture, analysis and reporting of data in relation to the nine grounds specified under equality legislation, with an initial focus on gender, ethnicity, disability.</p> <p>The requirement to capture and analyse such data in a consistent manner will require further development of the centralised systems used by NCI.</p> <p>This data will also inform the development of our EDI strategy (1.7) and anti-racist action plan. (7.2)</p> <p>97% of staff's gender is identified on Core.</p> <p>50% have provided details on their ethnicity and 43% their disability status.</p> <p>In 2023 39% answered the equality survey.</p>	2.1	<p>Establish an institutional data working group to develop a consolidated approach to collection and management of data and support Athena Swan reporting at institutional and departmental level.</p> <p>Tasks</p> <ul style="list-style-type: none"> Identify key roles to be on working group Develop terms of reference Examine and develop the systems for managing data Clarify definitions re data collection. 	Sept 2024	HR IT EDI Register Data officer QIE Student Records Manager	<p>Data team established and met regularly (minimum twice annually). Definitions relating to data collection developed and accessible to relevant stakeholders.</p> <p>95% of current staff gender recorded on Core</p>	<p>Report of the Expert Group: 2nd HEA National Review of Gender Equality in Irish Higher Education Institutions</p> <p>2.1 National requirements</p> <p>2.8 Data Capture, Analysis and Reporting</p> <p>Gender Pay Gap Reporting</p> <p>Anti Racism principles</p> <p>SDG 4, 5, 10 and 16</p>
		2.2	<p>Improve the current data on Core to ensure that gender is recorded in all instances possible.</p> <p>Collect and analyse disaggregated data on staff ethnicity and disability.</p> <p>Run an awareness campaign to encourage staff to self-declare, to educate staff to the importance of equality data collection (e.g. why this data is being collected and how the data will be used to inform policy and practice for the benefit of all staff) and to create a culture of safety around disclosure in order to increase staff intersectional equality data collection, particularly on gender identity, ethnicity and disability.</p>	Jan 2025	HR EDI Data Protection Officer	<p>50% of current staff have updated their details on Core re ethnicity Jan 2025, 70% Jan 2028.</p> <p>50% of current staff have updated their details on Core re disability Jan 2025, 70% Jan 2028.</p>	
		2.3	<p>Develop a process for the systematic collection of EDI related student data during admission and/or registration using Quercus (or other system). Data to be collected:</p> <ul style="list-style-type: none"> Ethnicity Disability First generation third level students (socio-economic background) Gender Identity 	Jan 2026	IT EDI Register Data officer Quality and Effectiveness	<p>System in place to capture student EDI data.</p> <p>Once system in place an annual enhancement of the quality and integrity of EDI student data.</p>	
		2.4	<p>NCI to participate on the HEA National Working Group on Equality Data for HEIs</p>	As meetings occur.	EDI HR	Sharing/learning from peers HEIs.	
		2.5	<p>Develop the methodology to gather and examine reporting on gender at application, recruitment and promotion stages.</p>	April 26	EDI HR	Annual reports provided to SMT	

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/ departments responsible	Success measure	Reference/ Alignment if applicable
EDI Staff Surveying	<p>There has been an annual survey since 2018. Moving to biannual surveys due to survey fatigue.</p> <p>Continue to build awareness and understanding of the importance of evidence-based research and feedback in supporting EDI goals.</p>	2.6	<p>Culture and equality survey to be carried out in November every two years.</p> <p>The survey results will be reported to staff at an event to which all staff are invited and a summary of all the results will be available to staff.</p> <p>Information campaign to staff on the importance of EDI survey data for driving equality and culture initiatives.</p> <p>The results will be reported directly to SMT, GB and AC.</p>	<p>Survey November 2025 and 2027</p> <p>Report Feb 2026 and 2028</p>	<p>EDI Manager VP HR Director</p>	<p>Total response rate of 44% in annual surveys. Male response rate increase to 40%.</p> <p>Data gathered reported to developing strategies re EDI, specifically EDI strategies and anti-racist action plan and staff training.</p>	

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/departments responsible	Success measure	Reference/ Alignment if applicable
National Student Survey	<p>studentsurvey.ie provides an important, annual opportunity to understand the student body better and how well they are engaging with learning and the wider College experience. This useful data can be used to develop responses to their needs as they arise.</p> <p>This data is vital to improving our understanding of the experience of our students in NCI and understanding the current picture of the institution. It will also inform the development of our EDI strategy (1.7) and anti-racist action plan. (7.2)</p>	2.7	<p>Improve the NCI student participation rates in the student survey on a year-on-year basis.</p> <p>Annually monitor and report at College level on responses to studentsurvey.ie questions that may provide insights into EDI issues, for example:</p> <p>How much does your institution emphasise:</p> <p>i)Contact among students from different backgrounds (social, racial, ethnic, religious, age-groups etc.)?</p> <p>ii)helping manage your non-academic responsibilities (work, family, etc.)?</p> <p>iii)Attending events that address important social, economic, or political issues?</p> <p>Support Programme Directors to analyse responses from students on their programmes and identify any recurring response trends arising within specific demographic groups e.g. gender or age that may impact on EDI at NCI.</p>	<p>Survey carried out Feb 2025 Feb 2026 Feb 2027 Feb 2028</p> <p>Annual Programme Monitoring reports – Autumn annually.</p>	<p>QIE</p> <p>Student Support and Welfare Service</p> <p>NCI Student’s Union</p> <p>Deans Programme Directors</p>	<p>Target 10% year on year increase in participation rate from 18% in 2023, to 29% or higher in 2028</p> <p>College-level actions identified, linked to NCI Strategic Plan, and Athena Swan actions. Emerging actions approved at Programme level.</p> <p>Majority positive responses from students against these questions (generally selecting “quite a lot” or “much”)</p>	<p>Studentsurvey.ie QIE website</p>

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/departments responsible	Success measure	Reference/Alignment if applicable
Gender Pay Gap	The gender pay gap analysis and reporting is required by legislation Gender Pay Gap Information Act 2021, implemented in 2022, which sets out employers' obligations in relation to gender pay gap reporting.	2.8	Gender pay reports will be developed annually as required. <ul style="list-style-type: none"> Maintain the established GPG Working Group Calculate, report and analyse NCI's gender pay gap on an annual basis. Develop an action plan to address the underlying causes of the gender pay gap. Track progress on the implementation of the actions. Report will be disseminated to staff by way of focus workshop/focus group and website.	Data June of each year. Report at staff and SMT workshop December of each year	Finance HR EDI Manager	Annual gender pay gap report published on website in accordance with requirements. A sustained progressive reduction in NCI's gender pay gap.	The Gender Pay Gap Information Act 2021 SDG 4, 5, 10 and 16

Theme 3: Positive culture and eliminating discrimination and unfair treatment, including SVH.

NCI EDI Policy Context Priority Action	<p>Ensure NCI has an appropriate, coherent and developing policy infrastructure, promoting best practice and enhancing NCI values for supporting equality, diversity and inclusion.</p> <p>Survey 23: examples of policy knowledge/impact 84% disagree that they have experienced discrimination and/or unfair treatment in NCI in the past 12 months (no gender difference). (2022 83%). 68% agreed that they knew how to report discrimination and/or unfair treatment (65% ♀, 76% ♂) 58% agreed that they would feel comfortable reporting (57% ♀, 63% ♂) 57% were confident that complaints about discrimination and/or unfair treatment would be appropriately managed. (57% ♀, 59% ♂) 74% of respondents agree that there are policies in place to address unfair treatment and discrimination. (72% ♀, 78% ♂) 64% agreed that they feel safe in NCI raising a complaint or calling out inappropriate behaviour, but significantly more men feel safe. (62% ♀, 76% ♂).</p>	3.1	Carry out an audit of all equality focused policies. Evaluate each for quality, impact and relevance, identify any policy gaps and training needs.	March 2025	HR EDI SMT GB	Enhanced policy infrastructure that embeds NCI and EDI values. All policies reviewed and equality impact tool created and utilized. Staff training carried out and attended by 80% of managers. Increase of 10% in 2025 and again in 2027 of staff awareness of EDI related policies for all genders	Report of the Expert Group: 2nd HEA National Review of Gender Equality in Irish Higher Education Institutions 2.2 Leadership (1.5) 2.5 Career Development (2, 3, 4, 5) 2.7 Precarity (1) NCI Strategic Plan SDG 3, 4, 5, 10 and 16
		3.2	Design an equality impact assessment tool to use in conducting the above review and embed the use of this tool in the development and review of all policies and initiatives.	Oct 2024			
		3.3	Prioritize policies to be developed as a consequence of this exercise. Policies/training to be developed and/or finalised, and rolled out over the coming period include; <ul style="list-style-type: none"> Training for managers on Menopause in the Workplace Guide, which was October 2023. Add question on awareness of Menopause Policy to EDI survey Miscarriage Policy Domestic Violence leave Carers Policy (adhere to legislative updates) 	March 2026			
		3.4	Review of NCI Equality and Diversity Policy	June 2024 June 2026			
		3.5	Improve awareness of EDI Policies. Link provided on EDI webpage to all EDI policies. List provided at induction. Training to managers and staff.	Oct 2024 Induction and all subsequent inductions.			

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/departments responsible	Success measure	Reference/ Alignment if applicable
Gender identity and name change policy	<p>Validate, support and accommodate NCI staff and students who wish to change their name, gender identity, or both.</p> <p>Identify a solution in as many instances as possible to change a user's name and/or gender identity on key business systems. Any discovered limitations and issues will be disclosed to the relevant parties.</p>	3.6	<p>Finalise and launch NCI Gender identity and name change policy.</p> <p>NCI has a draft Gender Identity and Name Change Policy. In order to finalise the policy a project, Gender Identity and Name Change Policy project has been established to identify the abilities, difficulties, and impasses in reflecting the changes across NCI systems.</p>	<p>Scenario testing August 2024</p> <p>Finalized Sept 2024</p> <p>Launched October 2024</p>	HR EDI IT	<p>Effective management of any individual experiences re gender identity and /or managing change within NCI. All of those who go through the process will be asked to evaluate their experience in the first 24 months to evaluate the process.</p>	<p>Report of the Expert Group: 2nd HEA National Review of Gender Equality in Irish Higher Education Institutions 2.6 Organisational Culture</p> <p>SDG 3, 4, 5, 10 and 16</p> <p>AP 1 2020-2024</p>
Hybrid working	<p>Implementation of an effective hybrid working policy, to improve, enhance and support staff wellbeing, work life balance, engagement, and staff recruitment and retention.</p> <p>The policy supports those staff with caring responsibilities to remain in the workplace.</p> <p>Workshop 23 and 22: Hybrid working viewed as critical in employment market.</p>	3.7	<p>NCI developed and launched a Pilot Hybrid Policy between 2022 and 2023. (Launched Sept 23)</p> <p>Review of the hybrid policy after the one-year pilot period to ensure staff feel supported by the hybrid working options now available in NCI.</p> <p>Launch the reviewed hybrid working policy.</p> <p>Review homeworking self-assessment form completion (display screen equipment self-assessment) to ensure 100% compliance.</p>	<p>Nov 2024</p> <p>April 2025</p> <p>Annually</p>	HR	<p>The adoption of hybrid working as the default position for both academic and professional services roles with an 80% positive experience of hybrid working in staff survey conducted in 2025 and 2027 for men and women.</p>	<p>Report of the Expert Group: 2nd HEA National Review of Gender Equality in Irish Higher Education Institutions 2.5 Career Development (2) 2.6 Organisational Culture (5)</p> <p>NCI Strategic Plan</p> <p>SDG 3, 8, and 11</p>

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/ departments responsible	Success measure	Reference/ Alignment if applicable
Flexible working	<p>Ensure staff feel supported by the flexible working options available in NCI.</p> <p>Survey: 83% agreed that there are flexible working arrangements available that are suitable to my needs. (86% ♀ ,80% ♂)</p> <p>Only 32% agreed in 2019 that NCI supported flexible ways of working.</p> <p>78% agreed that I feel that I can strike an appropriate balance between my work and home life (75% ♀ , 91%♂)</p> <p>Workshop 23: NCI was commended for flexible working options not just for people with caring responsibilities but also for staff who need to take time to partake in professional development via training or courses etc.</p>	3.8	<p>Flexible working policy will be reviewed on the basis of the WRC code of practice on remote working which is due to release Q1 2024</p> <p>Redrafted policy launch</p> <p>Bi-annual review of policy</p>	<p>June 2024</p> <p>Oct 2024</p> <p>Oct 2026</p>	HR	The adoption of flexible working for both academic and professional services roles as required with an 80% positive experience of flexible working for women in staff survey conducted in 2025 and 2027	SDG 3, 8, and 11

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/ departments responsible	Success measure	Reference/ Alignment if applicable
Carers	<p>Survey 23: 45% have caring responsibilities (66% have childcare responsibilities, and 22% have elder care responsibilities). (49% ♀, 38% ♂)</p> <p>14% had taken family leave [Parental leave (48%), maternity leave (43%)] (13% ♀ , 15% ♂)</p> <p>90% felt the process of applying for family leave was supportive (90% ♀ , 100% ♂)</p> <p>83% felt their line manager would be supportive of the need to balance my work with caring responsibilities. (85% ♀, 78% ♂)</p> <p>60% stated on return from leave, support was put in place to facilitate their re-engagement. (61% ♀ , 58% ♂)</p> <p>5% agreed taking family leave had a negative impact on their career progression. (8% ♀ , 0% ♂)</p> <p>Workshop 23: Pre and post maternity leave support, need for more pastoral care and admin support.</p> <p>Supports suggested - Flexible Scheduling: E.g. Reduced hours/increased remote work entitlement.</p>	3.9	<p>Best practice guide and checklist developed for staff and managers leaving and returning from maternity leave. Inclusive of advice on what is available re breastfeeding support, designated lactation rooms, and guidance on entitlements for breastfeeding breaks.</p> <p>Training and checklist for managers on how to support employees returning from maternity/ paternity leave including making staff aware of the policy and their entitlements.</p> <p>Provide carers with flexibility to attend events outside of peak caring responsibilities (school drop-offs, schools closures etc).</p> <p>Best practice guide and checklist for staff and managers supporting those with a caring role.</p>	<p>Dec 24</p> <p>April 25</p> <p>Dec 24</p>	<p>HR</p> <p>EDI</p>	<p>95% of staff who take maternity and adoptive leave at NCI will report a positive response to 'my leave request was managed well' in the staff survey for all genders in 2025 and 2027.</p>	<p>SDG 3, 4,5 and 8</p>

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/ departments responsible	Success measure	Reference/ Alignment if applicable
ESVH Priority Action	<p>Survey 23: 85% respondents agreed that NCI has policies in place to prevent Harassment, Bullying and Sexual Harassment, 67% would feel comfortable reporting and 70% were confident that complaints would be appropriately managed.</p> <p>2% of respondents stated that they had experienced sexual harassment and/or sexual violence in NCI in the past 12 months. 2% of respondents said that they had witnessed sexual harassment and/or sexual violence in NCI in the past 12 months.</p>	3.10	<p>Continue to implement NCI Ending Sexual Violence and Harassment in Irish Higher Education Institutions*</p> <p>Lobby HEA for resources specifically dedicated to Ending Sexual Violence and Harassment (ESVH) to implement the Framework for ESVH and actions related to ESVH, including responsible staff. NCI did not receive the funding for manager post for ESVH, despite this we engage in the work will continue to submit annual HEA reports on the progress related Implementation of the Framework for Promoting Consent and Preventing Sexual Violence.</p>	Timelines within the ESVH Framework	ESVH Working Group EDI VP for EDI HR	Securing specific resources for ESVH	<p>Ending Sexual Violence and Harassment in Irish Higher Education Institutions</p> <p>National College of Ireland Framework and Action Plan to Tackle Sexual Violence and Harassment</p> <p>Report of the Expert Group: 2nd HEA National Review of Gender Equality in Irish Higher Education Institutions 2.5 Intersectionality (1) 2.6 Organisational Culture (3, 4)</p> <p>SDG 3, 4, 5, 8 and 16</p>
		3.11	<p>Designated Contact Person (DCP) Team Recruit and appoint a new team for 2024-2026 period. Team of 20 required, 50/50 staff and student DCP.</p>	New team recruited April 2025. Training completed Oct 2024		New DCP team in place Oct 2024	
		3.12	<p>Continue and expand the implementation of staff training re; 1.Consent 2.By stander training</p>	<p>Dec 2024 Dec 2025 Dec 2026</p>		<p>20% of staff attend consent training by March 2025 40% by March 2026</p> <p>Minimum of 35% of those who attend the training are men.</p>	

<https://www.ncirl.ie/About/EDI/NCI-Framework-for-Ending-Sexual-Violence-and-Harassment>

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/departments responsible	Success measure	Reference/ Alignment if applicable
Reporting SVH	<p>Increase awareness of reporting mechanisms within NCI and the importance of formal, informal and anonymous reporting to encourage a more open, safe and supportive culture. Continue to develop and improve reporting systems for unacceptable behaviour.</p> <p>This will also inform and be informed by institutional Data working group (2.1).</p>	3.13	<p>Develop processes for the reporting, collecting and recording of statistics on sexual violence and harassment (SVH), including clarifying roles and responsibilities to support the implementation of the ESVH Framework.</p> <p>Reporting of statistics in the context of HEA requirements.</p>	New system in place for Dec 2024 return	EDI HR Counselling service Speak Out Advisory Team	<p>Statistics on SVH reported to SMT and GB.</p> <p>Better understanding of SVH at NCI, 10% increase in awareness levels in equality surveys, from all genders.</p> <p>Staff and students report awareness of the Speak Out Tool - Add a specific question re awareness of Speak Out to the equality survey, base line data gathered 2025 and 10% improvement 2027.</p>	<p>Ending Sexual Violence and Harassment in Irish Higher Education Institutions</p> <p>National College of Ireland Framework and Action Plan to Tackle Sexual Violence and Harassment</p> <p>Report of the Expert Group: 2nd HEA National Review of Gender Equality in Irish Higher Education Institutions 2.5 Intersectionality (1) 2.6 Organisational Culture (3, 4)</p> <p>SDG 3, 4, 5, 8 and 16 annually.</p>
	<p>Improve the visibility of NCI's Speak Out tool with a renewed advertising campaign in conjunction with SU.</p>	3.14	<p>Run communication campaigns annually to remind staff and students of Speak Out. Monitoring the use of Speak Out, in particular around advertising campaigns.</p> <p>Highlight Speak Out tool and Dignity and Respect Policy to all staff at induction.</p> <p>Add question to staff survey re Speak Out.</p>	Oct 24, 25, 26 and 27	EDI, ESVH WG, Counselling service Speak Out Advisory Team	<p>Report on anonymous data from Speak Out tool collated annually.</p>	
	<p>Improve the awareness and visibility of central reporting hub launched in 2023.</p> <p>Anecdotal reports have been made to members of staff, but they are not being reported using the hub making it difficult to monitor number and severity of incidents.</p>	3.15	<p>Run an information campaign to promote the awareness and use of the central reporting hub.</p> <p>Use reports made to inform reviews of policies and processes in place to ensure appropriate action is taken in all cases.</p>	June 2024	Student Support		

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/departments responsible	Success measure	Reference/ Alignment if applicable
Wellness and Culture	Review access to emergency medical appointments with Hanover Medical	3.16	Hanover Medical keep emergency appointments every day for at risk students. A review of the process for accessing these appointments will be carried out to ensure a streamlined process for vulnerable students.	June 2024	Student Support	Review completed, and suggested actions outlined. Prioritise the implementation of actions re access to services.	SDG 3
	Support the wellbeing of all staff in NCI. Improve staff retention rates and the quality of the staff and student experience. Promote NCI as an employer of choice for staff who want to bring their whole authentic selves to the workplace.	3.17	Delivering a comprehensive wellbeing programme for staff that meets the needs of our staff and our students in deliverance of SDG 3 'Good Health and Well-Being' Maintain external accreditation to ensure Wellbeing programme is staff focused and relevant. Measure retention rates annual analysis, examine exit interview for trends. Monitor staff absences. Monitor staff turnover.	Annual programme Oct 2024/2025 Dec 2025	HR	NCI once again achieve a place in the Top 100 workplaces Leading in Wellbeing . IBEC Keep Well status in 2024/25. Record an improvement of staff retention. Maintain low rates of absenteeism.	NCI Strategic Plan SDG 3
Culture change	In line with NCI strategic goals, develop staff engagement and value to retain and reward members of NCI staffing body. Give staff clear guidance as to how to thrive and be successful in their roles.	3.18	Development of a plan to drive targeted culture change and alignment with strategic outcomes. Develop a talent management plan and strategy which identifies ways to develop staff and promote for advancing in their careers	June 2026	HR	Increased annual levels of successful promotions of internal staff into senior positions by 10% in 2026. Improved uptake of education and training aligned with role requirements by 10% year on year in 2026.	NCI Strategic Plan SDG 3, 4, 5, 10 and 16

Theme 4: Staffing & Recruitment

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/departments responsible	Success measure	Reference/ Alignment if applicable
Performance reviews	<p>Performance Reviews are coordinated through Departments but are ad hoc in nature and frequency. There is a need to embed a formal procedure.</p> <p>Performance reviews will highlight opportunities and support for career development and progression rather than taking a deficits approach (e.g., here's how we can help you develop rather than here's what you lack).</p> <p>Survey 23: (ATP staff) 81% agreed I feel that I can speak with my line manager if my workload gets too heavy for me or my work colleagues. (87% ♀, 68% ♂)</p> <p>44% agreed (45% ♀, 46% ♂) that there are opportunities internally for me to progress in my career, 30% disagreed.</p> <p>50% agreed (46% ♀, 56% ♂) that NCI supports my career aspirations, 15% disagreed.</p> <p>59% agreed (60% ♀, 58% ♂) that they have access to the training they need to support their career aspirations, 17% disagreed.</p> <p>Workshop 23: A clear and transparent performance review process that helps employees to see what they need to do to be eligible for regrading/salary reviews and facilitates managers having these conversations with their team.</p>	4.1	<p>All staff will receive an annual performance review, which will take account of EDI activity and advancement and evidence of advancing gender equality in all leadership roles. (4.9)</p> <p>Deans and Management Team will undertake performance reviews with guidance from HR.</p> <p>Training will be provided to Line Managers in performance review expectations.</p> <p>Deans and Line Management will be required to submit total participation figures to HR.</p>	<p>December 2026</p> <p>December 2025</p> <p>April 2025</p> <p>December 2026</p>	<p>Deans SMT Director of HR</p>	<p>80% of staff will have completed an annual review by December 2026</p> <p>95% by December 2027</p>	<p>Report of the Expert Group: 2nd HEA National Review of Gender Equality in Irish Higher Education Institutions</p> <p>2.2 Leadership (1.7)</p> <p>2.5 Career Development (1)</p> <p>SDG 8</p>

Name	Rationale	No.	Action: (include key outputs)	Timeframe	Roles/teams/departments	Success measure	Reference/Alignment if applicable	
Performance management	Performance management system: Action/system	4.2	Develop a human-centred and agile performance framework.	June 2024	HR SMT	New framework in place and in use.	NCI Strategic Plan SDG 8	
			Launch consultation process on new performance experience & succession framework, to be cognisant of EDI issues.	Nov 2024				
Interview panels	<p>Upskilled NCI interview panellists to be used across a range of interview areas, who are equipped to deal with recruitment across the institution.</p> <p>Survey: 56% agreed that the process of applying for an internal vacancy is fair and transparent, while 14% disagreed.</p> <p>Focus group 23: Improve diversity on interview panels.</p> <ul style="list-style-type: none"> • There are high expectations for the new Core system to create efficiencies for both candidates and hiring managers. • More work needs to be done on why it is gathering demographics. • Concerns about hiring for your team's culture and the 'right fit'. • Create a panel so there is a database of pre-screened talent. • Offering other interview-types such as pre-screening calls or informal meetings to improve efficiencies in the interviewing process. • Clarify with panels the process/guidance in preparing for interviews: question and panel compilation etc. • Guidance on best practice for taking part in an interview panel. • Introduce UDL concepts to interviewing process. 	4.3	Develop an institutional interview panel, trained in key areas to address issues raised such as interview processes, UDL practices, interview types and communications.	Panel in place April 2025	HR EDI SMT	<p>Panels trained and Equity Advisors in place.</p> <p>All interview panellists trained.</p> <p>Improved recruitment processes, reducing timing to create and develop panels, as evaluated in a feedback workshop with managers. To be reviewed by managers. HR and SMT Oct 2025.</p>	<p>Report of the Expert Group: 2nd HEA National Review of Gender Equality in Irish Higher Education Institutions</p> <p>2.1 National requirements</p> <p>2.2 Leadership (1.7)</p> <p>2.6 Organisational culture</p> <p>SDG 4, 5, 8, 10 and 16</p>	
			<ul style="list-style-type: none"> • Interview skills • NCI policies and procedures • Equality Legislation • Anti racism • Unconscious bias <p>Certify panel members.</p> <p>Training to be repeated and reviewed every two years.</p> <p>Identify and train Equity Advisors to participate on all panels.</p>	April 2025				
			The Equity Advisors will remind panel members of NCI's commitment to intersectional equality and highlight the key principles of inclusive interviewing at the beginning of each panel.					Ongoing
			Continue to ensure gender balanced recruitment panels - particular emphasis on increasing diversity of staff, e.g. more female staff in SoC, more male staff in ELI and more ethnically diverse staff.					95% gender balanced panels
			Target employment advertising to job sites and networks that are accessible/utilised by diverse groups.					Use of diverse sites for advertising.
			Review equality statement, which is currently on all job advertisements, update if appropriate.					Reviewed statement in use.
			Track ethnicity recruitment data upon application. Record and report this data to help inform the development of anti-racism action plan.					Data available.

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/departments responsible	Success measure	Reference/ Alignment if applicable
Promotions	<p>Ensure EDI activity and work is recognised and acknowledged in the promotions process.</p> <p>Currently there is no formal recognition of committee membership in absence of a workload model, although it can be considered as included in 'Service and Contribution' section of the current Promotions policy.</p> <p>Focus group 23: the need for more recognition of EDI work in internal promotions criteria.</p> <ul style="list-style-type: none"> • Salary not being linked to performance. • No clear way for people to progress from one band to the next. • Salary reviews ad hoc which may see people being overlooked. • It was also felt that in areas where women make up most of the team, salary doesn't match with industry averages. This also impacts on retention. 	4.9	<p>Competency and experience in the advancement of equality will be accessed as part of suitability for all leadership roles to ensure leadership and leadership roles understand and value the advancement of equality.</p> <p>Update promotion criteria for leadership roles where candidates will be required to demonstrate evidence of leadership in the advancement of equality as part of suitability for the role. This work will be desirable in other roles (rather than required.)</p>	October 2024	HR EDI	Updated promotion criteria for all leadership post.	<p>Report of the Expert Group: 2nd HEA National Review of Gender Equality in Irish Higher Education Institutions</p> <p>2.2 Leadership (1.2)</p> <p>2.5 Career Development</p> <p>2.6 Organisational Culture</p> <p>NCI Strategic Plan</p> <p>SDG 5, 8, 10 and 16.</p>
		4.10	Job specifications for all leadership positions will be amended to include an essential requirement that candidates must demonstrate evidence leadership in equality and diversity to be eligible for a role.	December 2024		Updated job specifications for all leadership post.	
		4.11	The question banks for all leadership roles will be reviewed to ensure that there are questions to interrogate EDI areas.	December 2024		Updated question banks for all leadership post.	

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/ departments responsible	Success measure	Reference/ Alignment if applicable
Academic promotions	<p>Ensure that academic promotion decisions follow fair and transparent appointment processes and that staff understand and have confidence in the process.</p> <p>Workshop 23: It was commented that the internal faculty promotion process moved slowly, may impact on retention.</p>	4.12	<p>Academic promotions round to be held annually.</p> <p>Hold academic promotions information session which will include content on panel composition, procedures prior to each promotion round.</p>	Information session to be held four weeks prior to promotion application deadline.	VP Deans HR	<p>Information session held with positive feedback from staff in attendance.</p> <p>Add a question to the EDI survey to understand more about staff perceptions of the promotion process. Question completed in survey and results disseminated. Based line data gathered 2025 and 10% improvement 2027.</p>	
		4.13	Review existing template for providing feedback to applicants and benchmark process/level of detail against other HEI and updated as necessary.	June 2024		Template redrafted based on feedback	
		4.14	<p>Director of HR (or proxy) to attend as Equity Advisor on the Academic Promotions Committee including an opening message at the committee meeting underscoring our commitment to ensuring equality and eliminating bias.</p> <p>Provide the promotions committee with additional guidelines on ensuring fair and equitable decision making.</p>	Each promotion round.		HR Director (or proxy) in attendance	
		4.15	Analyse success rates of those applying for promotion, including analysing data from academic promotion by gender to examine for bias.	After each promotion.		Report submitted to SMT and GB annually.	

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/ departments responsible	Success measure	Reference/ Alignment if applicable
Academic promotions	<p>Ensure that academic promotion decisions follow fair and transparent appointment processes and that staff understand and have confidence in the process.</p> <p>Workshop 23: It was commented that the internal faculty promotion process moved slowly, may impact on retention.</p>	4.12	<p>Academic promotions round to be held annually.</p> <p>Hold academic promotions information session which will include content on panel composition, procedures prior to each promotion round.</p>	Information session to be held four weeks prior to promotion application deadline.	VP Deans HR	<p>Information session held with positive feedback from staff in attendance.</p> <p>Add a question to the EDI survey to understand more about staff perceptions of the promotion process. Question completed in survey and results disseminated. Based line data gathered 2025 and 10% improvement 2027.</p>	
		4.13	Review existing template for providing feedback to applicants and benchmark process/level of detail against other HEI and updated as necessary.	June 2024		Template redrafted based on feedback	
		4.14	<p>Director of HR (or proxy) to attend as Equity Advisor on the Academic Promotions Committee including an opening message at the committee meeting underscoring our commitment to ensuring equality and eliminating bias.</p> <p>Provide the promotions committee with additional guidelines on ensuring fair and equitable decision making.</p>	Each promotion round.		HR Director (or proxy) in attendance	
		4.15	Analyse success rates of those applying for promotion, including analysing data from academic promotion by gender to examine for bias.	After each promotion.		Report submitted to SMT and GB annually.	

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/departments responsible	Success measure	Reference/ Alignment if applicable
Induction	<p>Ensure the provision of a comprehensive induction for all new starting staff, to provide for a smooth onboarding for the individual and their department, and critically to establish the NCI culture from the start.</p> <p>Induction has been redesigned since 2021 with a new five-week programme in place for all new staff.</p> <p>AF staff are paid for time at induction.</p> <p>Workshop 23: Onboarding of faculty was raised as a concern in terms of workload, teaching allocated / programme directorship. If faculty have any other caring responsibilities, can be stressful. The high faculty turnover rate was raised in relation to this.</p>	4.16	Review and evaluate current induction process to ensure it is inclusive of the NCI culture and cultural change. (4.2)	Oct 2024	HR EDI SMT	New induction in place Attendance of new staff at induction increases by 10% year on year.	<p>Report of the Expert Group: 2nd HEA National Review of Gender Equality in Irish Higher Education Institutions</p> <p>2.1 National Requirements</p> <p>2.2 Leadership (1.2)</p> <p>2.5 Career Development</p> <p>2.6 Organisational Culture</p> <p>NCI Strategic Plan</p> <p>SDG 8</p>
		4.17	Review EDI induction component, ensure that it is fully inclusive of Dignity at Work, ESVH and Overall EDI	August 2024			
		4.18	Increase attendance at induction of all new staff.	Ongoing			
		4.19	Develop session for international staff to ensure they are supported in their transition to working life in Dublin.	Oct 2025	International	Specific international induction programme in place	
		4.20	SoC run an induction for new faculty at the start of each term as part of their Faculty Support Network. This includes specific training for faculty that have been appointed programme director roles, mentoring in the form of drop-in Q&A sessions and a dedicated Teams channel, and bespoke training on areas of concern that have been raised. Use this model to develop new faculty induction at SoB and CELL.	Oct 205	SoB CELL, SoC	SoB and CELL Specific new faculty induction in place.	

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/ departments responsible	Success measure	Reference/ Alignment if applicable									
Staff training	<p>Develop a better understanding of the EDI training needs of our staff to promote a better awareness and understanding of EDI issues and develop a comprehensive and coherent training plan.</p> <p>Survey: 55% felt that they knew how to apply for reasonable accommodations. (55% ♀, 60% ♂), but only 40% of those who identified as having a disability. This was a reduction on the 2022 and 2021, 59% and 64%) Therefore, we need to re-run training re disability in the workplace guidelines and applying for reasonable accommodations.</p>	4.21	<p>Develop a comprehensive training plan for all EDI training, which is inclusive of information and training re all equality policies. (1.7 & 3.1)</p> <p>Training to be linked to initiatives and timeframes such as;</p> <ul style="list-style-type: none"> • Induction • New policies developments • New strategies launched. 	April 2025	EDI Manager HR	80% of managers attend training and 40% of all staff.	<p>Report of the Expert Group: 2nd HEA National Review of Gender Equality in Irish Higher Education Institutions</p> <p>2.1 National Requirements</p> <p>2.2 Leadership (1.2)</p> <p>2.5 Career Development</p> <p>2.6 Organisational Culture</p> <p>SDG 4, 5, 8 and 10.</p>									
		4.22	Record and report annual participation in staff training.					Aurora	Provide leadership programmes for female staff in NCI for both academic and support staff.	4.23	Continue to offer Aurora leadership places to women working in NCI who meet the established criteria. Offer a minimum of four aurora places each year, with two from academic staff and two from support staff.	Sept 2024 Sept 2025 Sept 2026	EDI HR	<p>New criteria in place for the 2024 cohort</p> <p>Continue to receive applications for Aurora and 90% completion of the programme.</p> <p>Aurora network in place Dec 2024.</p>	<p>Report of the Expert Group: 2nd HEA National Review of Gender Equality in Irish Higher Education Institutions</p> <p>2.5 Career Development (6)</p> <p>SDG 4, 5 and 8.</p>	4.24
Aurora	Provide leadership programmes for female staff in NCI for both academic and support staff.	4.23	Continue to offer Aurora leadership places to women working in NCI who meet the established criteria. Offer a minimum of four aurora places each year, with two from academic staff and two from support staff.	Sept 2024 Sept 2025 Sept 2026	EDI HR	<p>New criteria in place for the 2024 cohort</p> <p>Continue to receive applications for Aurora and 90% completion of the programme.</p> <p>Aurora network in place Dec 2024.</p>	<p>Report of the Expert Group: 2nd HEA National Review of Gender Equality in Irish Higher Education Institutions</p> <p>2.5 Career Development (6)</p> <p>SDG 4, 5 and 8.</p>									
		4.24	<p>Review the criteria being used to recruit participants.</p> <p>Target managers /department leads with information to ensure staff get the time and support to fully participate.</p>							4.25	<p>Establish an Aurora network/leadership network.</p> <p>Deliver training to mentors.</p>	Nov 2024				
		4.25	<p>Establish an Aurora network/leadership network.</p> <p>Deliver training to mentors.</p>	Nov 2024												

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/ departments responsible	Success measure	Reference/ Alignment if applicable
Staff mentoring	<p>Examine mentoring (senior managers will sponsor the career development) of one staff member of the under-represented gender in their area and to those who may be experiencing intersectional inequalities.</p> <p>Survey: 49% agreed that I have access to the mentoring I need to support my career aspirations, 13% disagreed. (50% ♀, 46% ♂)</p> <p>Workshop 23: This could have an EDI angle where staff are advised on how they can develop skills to be an EDI-conscious manager. This would provide a way for NCI to develop hiring managers that understand the EDI values of the college.</p>	4.26	<p>Research appropriate mentoring models. Consultation with staff on what type and degree of mentoring would be appropriate.</p> <p>Design a mentoring framework to support staff with career progression. Deliver training to mentors.</p>	<p>April 2025</p> <p>Oct 2025</p>	HR SMT	<ul style="list-style-type: none"> • Mentoring is available for staff. • Training is offered to both mentors and mentees. • Mentoring programme is evaluated. 	<p>Report of the Expert Group: 2nd HEA National Review of Gender Equality in Irish Higher Education Institutions 2.5 Career Development (3)</p> <p>SDG 8</p>
Precarious staff	<p>In recognition of the fact that precarity is a key driver of gender inequality, it is recommended that a strategy be developed under the aegis of "Funding the Future" to stabilise the funding of HEIs and eliminate reliance on precarious forms of employment within HEIs.</p>	4.27	<p>Yearly analysis of AF/ hourly contract staff to include review of banded hours and conversion to permanent contracts under employment law as required.</p> <p>Reduced use of fixed-term contracts where permanent contracts may be suitable, (exception of fixed term to replace staff on protective leaves)</p> <p>Paid staff headcount and contracts collected centrally on an annual basis and monitored at faculty/service level</p> <p>Reporting on data, procedures and benchmarking to SMT and GB</p>	Dec 2024 and ongoing	HR Finance	<ul style="list-style-type: none"> • Better understanding of precarity in NCI and ways to reduce it. • Report submitted to SMT /GB Annual. • Detailed data on extent of reliance on AF staff by Faculty 	<p>Report of the Expert Group: 2nd HEA National Review of Gender Equality in Irish Higher Education Institutions 2.7 Precarity</p> <p>NCI Strategic Plan</p> <p>SDG 4, 5 and 8</p>

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/ departments responsible	Success measure	Reference/ Alignment if applicable
Exit interviews	Develop a comprehensive understanding of why people are leaving their position in NCI to examine any factors that may emerge.	4.28	Continue to conduct exit interviews with all staff. <ul style="list-style-type: none"> Identify any trends on resignations – and if there is a gendered reasoning for exit. Identify if there are specific reasons for academic leavers. Develop recommendations to support staff retention based on trends. 	June 2025	HR	95% of staff complete an exit interview. Interviews are voluntary, therefore cannot be 100%. Report provided to SMT.	

Theme 5: Teaching & Research

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/departments responsible	Success measure	Reference/ Alignment if applicable
<p>Quality Assurance and Enhancement at academic programme/course level Priority Action</p>	<p>The core of higher education is the programmes and modules that students choose to study.</p> <p>To affect positive change across EDI indicators, core EDI principles should be addressed at the point of curriculum design and assessment methods and thereafter become mainstreamed in programme lifecycle management processes, including processes of programme development, approval, monitoring, in-depth, cyclical review and programme change.</p> <p>Workshop 23: Curriculum review for LGBT+ inclusion/sensitivity. Dignity/respect - Learning Charter to be more visible – respect has to go both ways, students must be reminded to respect staff as well as staff respecting students.</p>	5.1	<p>Adapt Programme Lifecycle Management (PLM) processes to include EDI as a mainstream criteria/ consideration when Schools and programme teams are:</p> <ul style="list-style-type: none"> • Conceptualising and proposing new programmes for development and internal approval. • Proposing new programmes for QQI Validation, or revalidation (following 5 years of delivery). • Monitoring the performance of programmes annually, through the Annual Programme Monitoring Process • Considering major changes to existing programmes, or the retirement of a programme <p>Adapt all relevant policy and forms.</p> <p>Provide information and training to staff on how to address EDI within programmes and modules</p>	<p>June 25</p> <p>Sept 25</p>	<p>QIE EDI Manager Deans and Director of CELL Programme Directors</p>	<p>Programmes and modules successfully address and promote knowledge and competency in EDI issues among student body.</p> <p>Demonstrate achievement of NCI relevant graduate attributes.</p>	<p>NCI Strategic Plan Access 5.1 and 5.</p> <p>Report of the Expert Group: 2nd HEA National Review of Gender Equality in Irish Higher Education Institutions 2.3 Teaching and Learning, research and Quality Assurance.</p> <p>SDG 4</p>

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/departments responsible	Success measure	Reference/ Alignment if applicable
Workload Allocation model Priority Action	<p>NCI currently does not have a formal workload allocation model (WAM). There is an understanding the Deans are responsible for identifying workload gaps and assigning tasks. This is a key issue in staff consultations raised at both focus groups and in staff surveys.</p> <p>Survey 23: Teaching staff only; Overall, surveys found there was some dissatisfaction with the workload allocation and surrounding factors.</p> <p>48% agreed that there is a fair and transparent way of allocating work in my department, 23% disagreed. This was a significant improvement on the 2022 and 2021 where 23% agreed.</p> <p>55% agreed that there is an active management of workload in my department, 19% disagreed.</p> <p>69% agreed with the statement my workload is reasonable.</p> <p>58% agreed that the allocation of my workload aligns with my personal career development goals.</p> <p>Workshop 22 & 23: It was strongly argued that academic staff should have transparent workload allocations.</p>	5.2	<p>NCI will develop and launch a Workload Allocation Guiding Document which will be inclusive of a set of principles and guidelines that underpin the development and implementation of WAMs at institutional /local level.</p> <p>Areas to include examination:</p> <ul style="list-style-type: none"> • Transparent WLA and processes. • Capture additional responsibilities such as research, supervision, managing grants/projects, applying for grants, programmatic review and administrative responsibilities. • Capture participation in training such as Aurora • Not based solely on number of teaching hours. • Modules be allocated to staff who are experts in that area. • Staff consultation • Examination/assessment of paperwork. <p>NCI will incorporate participation on SAT as well as chairing / co-chairing any associated working groups in any developing workload allocation model (1.9)</p>	Dec 2025	SALT Senior, Academic Leadership Team. EDI Manager HR	<p>Annual increase of staff reporting their School/Dept/ Unit has a clear and transparent way of allocating workload to 60% by 2027.</p> <p>Framework developed and training conducted for 90% of all heads of academic units.</p> <p>Schools to have implemented a WAM using these principles by 2026.</p>	<p>Report of the Expert Group: 2nd HEA National Review of Gender Equality in Irish Higher Education Institutions 2.5 Career Development (4)</p> <p>AP 1 2020-2024</p> <p>SDG 3, 5, and 8.</p>

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/ departments responsible	Success measure	Reference/ Alignment if applicable
Timetabling Priority Action	<p>Review the process of developing and creating timetables, including the notice period to ensure there are no negative impacts on staff in particular no gendered impact and/or impact on those with caring responsibilities.</p> <p>Workshop 23: Timetables should take into account people (mainly women) with caregiving responsibilities (e.g., parents). Receiving the timetables further in advance to aid caregivers and help people manage their work-life balance.</p>	5.3	<p>Review of timetabling. Staff consultations on refinements to the NCI timetabling system that will be applied from Semester 1 2024/25 onwards. The aim is to</p> <ul style="list-style-type: none"> • Produce the roll out of a phased annual timetabling process this year migrating NCI away from a per-semester timetabling process; • Greater clarity on timetabling role, responsibilities, timelines and expectations • Improvement in communications for staff and students. 	<p>Consultation March - June 2024</p> <p>First roll out of new timetable Sept 2024</p>	Registrar Timetables VP Deans	Add a question re timetabling in the 2025 and 2027 surveys. 2025 to set baseline and 2027 to show improvement. Increased in staff reporting on satisfaction with timetabling process	SDG 3, 5, and 8.

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/departments responsible	Success measure	Reference/ Alignment if applicable
Research	<p>Survey 23. Teaching/lecturing staff. 25% agreed that they are satisfied with the support they receive to apply for research funding (24% ♀, 27% ♂), while 25% disagreed. An improvement on 2022 and 2021 where 16%/14% agreed. Therefore, although it is improving there are low levels of agreement for support re applying for research funding.</p> <p>Workshop 23: Discussion, Provide funding support. Provide, funding guidance and workshops, and appropriate grant/research infrastructure/ research office.</p> <p>Look at developing an NCI Early Career Research Fellowship to support early career academics. Support AF to engage in research and progressing their careers.</p> <p>Lack of support can affect those who are caring.</p>	5.4	Oversee the successful launch and delivery of NCI's Research Strategy 2023 – 2027 .	April 2024	Vice President of Academic Affairs & Research	10% improvement each survey round (2025 and 2027) of Teaching/lecturing staff. agree that they are satisfied with the support they receive to apply for research funding.	NCI Strategic Plan
			Agree & publish a Research Integrity Policy	April 2024			Horizon Europe and Gender Equality at National College of Ireland Statement
			Establishment of a research office. Three funded PhD's per year.	June 2024			SDG 4
			Explore administrative support for NCI Researchers & the Research Office.				
			A new Research Repository System to track and monitor research output and allow for easy dissemination.	June 2025			

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/departments responsible	Success measure	Reference/ Alignment if applicable
Digital 4 Business	NCI is proud to be the lead partner in a new European online Master's programme, Digital4Business. Launched in March 2023 a €19.92 million EU-funded project awarded under the DIGITAL Europe programme. The consortium includes 15 partners from seven EU countries.	5.5	<p>Establish an EDI Committee within the Digital4Business project with aims to support inclusive practices, equal opportunities, and diversity throughout the activities of D4B.</p> <p>Including areas such as;</p> <ul style="list-style-type: none"> - Strategy Development - Curriculum Development - Policy Guidance - Stakeholder Engagement - Monitoring and Evaluation 	April 2024-2027 project lifetime	EDI VP Digital4Business	Embedded EDI principles in the programme	SDG 4.
STEM	Support the retention of female students within the undergraduate programmes of SoC which should then help improve the gender balance in SoC education and ultimately help close the gender gap in SoC.	5.6	<p>Establish a coding club for female students in SoC. Initially targeting undergrads, and then post grads as role models / mentors for undergrads.</p> <p>Long term aim of encouraging the participants to assist with local outreach programmes and therefore support the development of transferable skills.</p>	Oct 2024	Computing Support	10% improved retention for those who engage with the club.	SDG 4 and 5

Theme 6: Community and Outreach

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/departments responsible	Success measure	Reference/ Alignment if applicable
Community Home Visitors	<p>The Early Learning Initiative in NCI's team of Home Visitors (HV) work to provide early years education in the homes of families, many of whom are vulnerable for a variety of socio-economic reasons. Many of the team come from families who themselves were visited by HV and/or were early school leavers themselves. HV have the opportunity to engage in continuous professional development and educational opportunities in NCI. Anecdotally HV have commented on the impact of their own involvement as a HV on their own education and the education of their children. All of the current Home Visitors are women.</p>	6.1	<p>Community action research on the impact of the Home Visitors role on their own and the own family's education. Using a participative research model, where the home visitors are trained in social research skills, and then go onto examine the impact of their involvement in the home visitor programme on their own education, and that of their children.</p> <p>Research advisory group established. Social research training Research completed</p>	<p>June 2024 Oct 2024 June 2025</p>	<p>ELI EDI</p>	<p>Identify if the programme has an impact on the educational success of visitors and their families. Recommendations re the influential factors</p>	SDG 4, 5, 10 and 11

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/ departments responsible	Success measure	Reference/ Alignment if applicable
Inclusion of men into early years education.	<p>Inclusion of men into early years education. Since 1996, it has been an EU goal to increase the number of men in early childhood education and care – the target of 20% has never yet been met, even in individual countries, and the current EU average is around 3% male employment in ECEC (OECD,2012), with Ireland coming in around 1%. NCI is increasing focus on gender equality, and this should include actively encouraging men into employment areas traditionally dominated by women, just as we encourage women into STEM, etc. However, to do this, we need some baseline data understanding the current situation of men working in ECEC and attitudes to this as a potential career and societal attitudes to men working in ECEC.</p> <p>Data gathered through the proposed surveys could have a wider impact, beyond NCI’s own plans, to generally inform the sector.</p>	6.2	<p>Conduct surveys on the question why there aren’t more men in Early Childhood Education and Care? The survey proposes to gather current, local data on attitudes to and employment of men in early childhood education and care, in order to identify next possible steps in encouraging more men into early childhood education and care.</p> <p>The study further aims to understand whether there are gender discrepancies in the attitudes and perceptions of secondary school students on early childhood education as an education and career pathway post- secondary school.</p>	<p>Launch for International Men’s Day 2024.</p> <p>Research complete Dec 2025</p>	CELL ELI EDI Marketing	Research completed with practical recommendations which could be implemented to improve recruitment of men into early years.	SDG 4 and 5.

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/departments responsible	Success measure	Reference/ Alignment if applicable
SFI STEM	SFI Stem programme. Changing lives through innovative accessible STEM family engagement activities in disadvantaged communities	6.3	Participatory research on parental attitudes and awareness of STEM and digital technologies – part of the 2024 SFI programme. Ethics Approval Fieldwork Completion	April 2024 Oct 2024 April 2025	Dept of Psychology ELI	Identify factors impacting communities who would not typically engage with STEM, to enhance parent engagement and inform future project developments. 2 papers, 1 infographic	SDG 4, 5, 10 and 11.
STEM family engagement	Changing lives through innovative accessible online STEM family engagement activities in disadvantaged communities	6.4	New SFI senior coding club Pilot Programme (13-16 years) Development Implement two iterations Review and Evaluate	April 2024 Oct 2024 Dec 24	SoC and ELI	New follow-on coding club developed to extend the learning from the existing clubs, for children and young people (13- 16 years) who are from disadvantaged communities.	SDG 4, 5, 10 and 11.
Discover University	Discover University (DU) is a summer programme, held in NCI every June, that aims to give young people aged 14-17, from inner-city communities the opportunity to experience a taste of life at NCI and to see college as part of their future. The target community are those who often do not see College as an option. Students may apply for one of four core subject areas of Business, Computing, Early Childhood Education and Care and Psychology.	6.5	Carry out a programmatic review of the Discover University programme, to examine who is engaging with the programme at present and who should be targeted specifically.	January to June 2025	ELI SoC SoB CELL	Improved targeting of DU at those who may be the first in the family to attend higher education or face other barriers. Increased number of participants 38 to 50 per year following programmatic review on 2025 programme	SDG 4, 5, 10 and 11.

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/departments responsible	Success measure	Reference/ Alignment if applicable
Community involvement in social and economic regeneration	<p>NCI are active participants of the NEIC Initiative which commenced in July 2016, when the Government launched a major initiative for Dublin’s North East Inner City, where NCI is based, to oversee the long-term social and economic regeneration of the area. This initiative is tasked to deal with and address current and future social and economic challenges in the NEIC.</p>	6.6	<p>Maintain our active involvement in the subgroups of the NEIC; Subgroup Two, Maximizing Educational, Training and Employment Opportunities Subgroup Three, Family Wellbeing</p>	Ongoing, meeting dates/timelines set by the NEIC Initiative.	President ELI	Continued involvement in the issues of the wider community when NEIC is based.	SDG 3, 4, 5, 10, 11, 16 and 17.
Scholarship and awards Programmes	<p>NCI currently have a range of scholarship and awards, such as:</p> <ul style="list-style-type: none"> • 30% Club Scholarships ²³ • Irish Refugee Council (IRC) Postgrad full scholarship (full or part time). • Irish Refugee Council (IRC) Undergraduate full scholarship (full time). • Ada Lovelace Award, an ‘open’ award, for projects from across the SoC and their broader contribution to computing. • Amundi Scholarship: Supporting Women into Finance offering an academic scholarship to a female student studying the BA (Hons) in Accounting and Finance at NCI. • Uiversity Scholarship, support adult learners, who are not otherwise in a financial position to do so, to enrol on and complete a Bachelor’s degree that will transform their lives and those around them. • Scholarships for international students to reward excellence and promote diversity among our student body. 	6.7	<p>Scholarship programmes /Awards Review all of the scholarship programmes that are in operation for</p> <ul style="list-style-type: none"> • TOR • Suitability • Transparency • Communication • Marketing <p>Change elements as required to ensure that each is focused on those who should be targeted.</p> <p>30% Club Scholarships for women: 30% Club Scholarships for women:</p> <ul style="list-style-type: none"> • Continue the existing scholarship to address the under-representation of women in postgraduate STEM education. • Launch a new 30% Club full scholarship for women in post graduate programmes in SoB. • Scholars are linked with the 30% Club network. 	<p>April 2025</p> <p>Oct 2024</p>	SMT SAT	Measure application numbers and type, to increase application numbers by 10% by 2026.	SDG 4, 5 and 10.

²³The 30% Club is a global campaign supported by Board Chairs and CEOs of medium and large organisations, committed to achieving better gender balance at leadership levels and throughout their organisation, for better business outcomes. Established in 2015, the Irish Chapter hosts more than 300 organisations representing more than 650,000 employees.

Theme 7: Intersectionality & Additional Equality Grounds

Name	Rationale	No.	Action: (include key outputs and/or milestones)	Timeframe	Roles/teams/ departments responsible	Success measure	Reference/ Alignment if applicable
Anti Racism Priority Action	<p>Advance race equality at NCI through the implementation of the HEA's Race Charter and Principles.</p> <p>Survey 23: 72% of staff identified as White Irish (according to the CAO nationally 77% of the population are White Irish, therefore NCI is more diverse than the national picture, but less so than parts of Dublin) In 2022 it was 77%. Therefore, our college is getting increasingly diverse.</p> <p>72% (2023, 78% in 2022) agreed that Racial, Ethnic and Cultural diversity is supported in NCI policies and procedures, among minority ethnic communities (MEC) this is significantly lower at 53%.</p> <p>74% agreed that NCI values employees with varied backgrounds and experience, in 2022 76% and 5%. (MEC 79%) 58% agree that ethnically and culturally diverse staff are included in policies and processes, 40% either don't know or neither agree or disagree, which are likely to relate to the respondent's direct experience (or more precisely lack of experience) of the issue. (MEC staff 53%)</p> <p>67% agree that staff are treated equally in NCI regardless of racial or ethnic background, a high percentage 26% either don't know or neither agree or disagree. (MEC staff 71%, higher than all staff)</p> <p>Focus group 22 & 23: There is a need for more focus on racism, intersectionality / awareness of different aspects within a person; identified some options such as Restorative Practice/Listening Circles to allow staff and students share their experience of race/racism.</p>	7.1	<p>Establish an anti-racism working group/Race Equality Network inclusive of SU and all areas of the College. Survey 23: 27% of the respondents said that they would be interested in an anti-racism working group if one was established.</p>	Oct 2024	SMT VP EDI SU HR	Functioning network established with TOR and Chair in place.	Report of the Expert Group: 2nd HEA National Review of Gender Equality in Irish Higher Education Institutions 2.4 Intersectionality
		7.2	<p>Develop an anti-racism action plan for the NCI, which will be inclusive of the following areas.</p> <ul style="list-style-type: none"> • Anti-racism training for all staff and students • Examination of the University of Sanctuary Accreditation. • Specific supports for students from migrant backgrounds with the English language and other areas such as dealing with legal requirements. • Specific supports for students from minority ethnic communities where required, such as their safety and wellbeing. 	Dec 2025		Action plan developed and launched.	Anti Racism Principles for Higher Education Institutions SDG 4, 5 and 10

<p>Names and identity</p>	<p>Names and language are important, they are a part of someone's identity and represent who they are as an individual. The correct pronunciation of a name is important to ensure that we are giving respect to someone identity. Mispronunciation of someone's name, can be seen as a microaggression and cause lasting damage.</p>	<p>7.3</p>	<p>Support all staff and students to include a phonetic spelling in emails.</p> <p>Examine approaches/ mechanisms to allow staff and students to include a phonetically written form or a link to a recording of their name in their email signatures, including cost implications.</p> <p>Encourage all staff and students to update their signatures with these options.</p>	<p>Jan 2025</p> <p>Dec 2025</p>	<p>IT Marketing EDI Student Records Manager</p>	<p>50% of staff have updated their signature with a phonetic</p>	
<p>Autism Friendly</p>	<p>NCI is an AslAm Autism Friendly Campus, achieving this accreditation in March 2021.</p> <p>Survey 23: 14% of the respondents who answered the questions state that they had a disability, it was 12% in 2022, 13% in 2021. The most significant groupings were mental health difficulty, specific learning difficulty. This was very similar to 2022.</p> <p>55% felt that they knew how to apply for reasonable accommodations. 2022 59% 72% agreed that NCI was inclusive of staff with disabilities.</p> <p>Almost a third of respondents have attended an autism friendly event in NCI.</p> <p>Workshop 23: Raised the need to widen the focus of this area. The Autism Acceptance Festival now shows NCI as the main coordinator of multiple colleges.</p>	<p>7.4</p>	<p>Ensure the retention/renewal of the designation as an Autism Friendly Institution. The accreditation is due for renewal in 2024.</p> <p>Implementation of the Autism Friendly Action Plan, which includes all staff undertake some basic Autism Awareness Training. All staff are sent an invitation to complete the training at the start of each term, to ensure that new staff participant. NCI initiated Autism Acceptance Week partnering with DCU to explore a range of topics with experts (predominantly Autistic people themselves). This event series expanded to include ATU Sligo over the past two years. In 2024 this initiative is entering its 3rd year, renamed the Autism Acceptance Festival, and including HEIs who are currently submitting for the AslAm Autism Friendly HEI: NCAD, DkIT and CCT. This event will continue to be held annually.</p>	<p>Sept 2024 renewal submitted</p> <p>Ongoing</p>	<p>Autism WG</p> <p>Director of Marketing (chair of WG)</p>	<p>Retained AslAm status</p> <p>Annual festival March/April of each year.</p>	<p>AslAm Autism Friendly Accreditation</p> <p>SDG 3, 4, 5 and 10</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Age Friendly</p>	<p>Workshop 23:</p> <ul style="list-style-type: none"> Information for staff about ageing, heading to retirement/ wills/power of attorney etc Retirement course – to prepare for retirement – should be open from age 55 on. Where you don't technically have a disability, but where you have age-related 'slowing down', can that be captured/inform college policies Caring responsibilities may increase as you're older. Older people often have to deal with more grief in their lives. 	<p>7.5</p>	<p>Develop the Age friendly Working Group.</p> <p>Develop a three-year workplan for this working group.</p> <p>Host annual age-friendly events.</p>	<p>April 2024 Oct 2024</p> <p>Annually</p>	<p>NCI Age Friendly Working Group</p>	<p>Action plan in place</p> <p>Annual Age friendly event hosted.</p>	<p>SDG 3, 4, 5 and 10</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">UN sustainability goals</p>	<p>Be a recognised leader in sustainability, with our commitments evident across our physical infrastructure, academic programmes, research and graduate attributes.</p>	<p>7.6</p>	<p>Establish a Sustainability Steering Group. Appoint Sustainability Champions across academic & non-academic teams.</p> <ul style="list-style-type: none"> Complete audit of sustainability modules & learning outcomes across all programmes. Complete audit of sustainability features within research projects & research outcomes. Academic Council adopts Statements of Values & Sustainability. Sustainability Strategy approved by Governing Body. Launch NCI's Sustainability Strategy. Integration of Statements into programme delivery & assessments. Integration of Statements of Values & Sustainability in all NCI programmes. Establish 5/10 credit sustainability module micro-credential for delivery 2024/2025. Provision of a tree for every graduate of NCI <p>Delivery of Sustainability micro-credential across programmes.</p>	<p>April 2024</p> <p>June 2024</p> <p>Oct 2024</p> <p>Dec 2024</p>	<p>VP for EDI Sustainability Steering Group</p>	<p>Long term</p> <p>Launch NCI Centre of Excellence in Sustainability.</p> <p>Launch Sustainability Scholarships.</p>	<p>NCI Strategic Plan</p>

Marketing	<p>Promote, enhance and celebrate the diversity of our students and staff by ensuring a diversity of representation in all communications materials.</p>	7.7	<p>Develop policy on diversity and communications and share with all relevant internal stakeholders e.g. Heads of Schools, School level SATs, Pls.</p> <p>Embed EDI into NCI communications and ensure our public image is respectful of intersectionality and provides representation of diversity.</p>	<p>April 2025</p> <p>April 2025</p>	<p>EDI Marketing team</p>	<p>Policy in place.</p>	
LGBTQIA+	<p>Survey 23: 19% of staff identifying as not heterosexual/straight (2023 survey) 20% in 2022 survey.</p> <p>73% agreed that LGBTQIA+ and Gender Diverse staff and students are supported in College policies and procedures, (70% ♀, 84% ♂) a significant 24% stated that they did not know/neither agree nor disagree. (27% ♀, 13% ♂)</p> <p>Workshop 23: Named the importance of LGBTQIA+ allyship. Also noted as a responsibility of the SU executive, to assist with resilience of the LGBTQIA+ Soc.</p>	7.8	<p>Establish an LGBTQIA+ network with-in NCI (name TBC)</p> <p>Functions to include;</p> <ul style="list-style-type: none"> • Celebrate Pride Month • Decorate the campus with visible LGBTQIA+ imagery (Inclusive of both permanent and \ temporary features.) • Mark and celebrate days/events of significance, such as Trans Day of Visibility on March 31st • Arrange events/speakers. • Engage in relevant policy review. • Link with other HEI networks. 	<p>Oct 2024</p> <p>June Annually</p>	<p>EDI SAT SU All Staff</p>	<p>Visible indicators on campus of NCI's commitment to ensuring NCI is a LGBTQIA+ inclusive campus.</p> <p>Established network with staff participation.</p> <p>Incrementally increase % of staff that agreed LGBTQIA+ and Gender Diverse staff and students are supported in College policies in surveys of 2025 and 2027.</p>	<p>SDG 3, 4, 5 and 10</p>



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