



L-Università  
ta' Malta

# University of Malta Equity+ Action Plan

Presence of  
differences



**DIVERSITY**

Genuine sense of  
belonging and value



**INCLUSION**

Fair access,  
opportunity, and  
support



**EQUITY**

# Gender+ Equity Plan

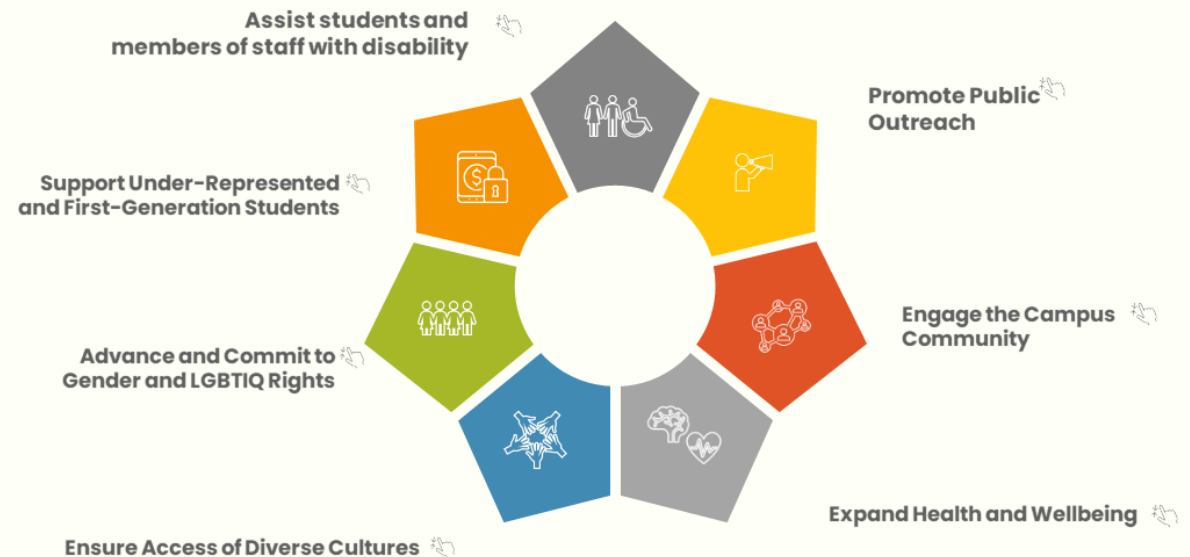
UM Strategic Plan  
2022-2025

Suggestion raised in  
Senate to create  
umbrella structure  
Horizon Europe



## 3. SOCIETAL IMPACT

University wide implementation in administrative directorates, faculties, academic departments, institutes, centres, schools and academies.



# Horizon Europe

< Participants & contacts  Budget >

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Does the organization have a Gender Equality Plan (GEP) covering the elements listed below?  Yes  No

**Minimum process-related requirements (building blocks) for a GEP**

- **Publication:** formal document published on the institution's website and signed by the top management
- **Dedicated resources:** commitment of human resources and gender expertise to implement it.
- **Data collection and monitoring:** sex/gender disaggregated data on personnel (and students for establishments concerned) and annual reporting based on indicators.
- **Training:** Awareness raising/trainings on gender equality and unconscious gender biases for staff and decision-makers.
- **Content-wise, recommended areas to be covered** and addressed via concrete measures and targets are:
  - o work-life balance and organisational culture;
  - o gender balance in leadership and decision-making;
  - o gender equality in recruitment and career progression;

# Gender+ Equity Plan

- Informed by qualitative and quantitative research compiled in a gender audit report conducted in 2021 by Gender Equality and Sexual Diversity Committee
- Based on Horizon Europe stipulations – with a twist
- Different actions take place in different timeframes
- Involves a number of actions, which need to be enacted by different stakeholders, mainly at F/I/C/S level
- Targets students or staff



# Why adopt Gender+ with Intersectionality

- **Intersectionality is a policy tool which** encourages us to consider how policies affect people and communities with different identities and potentially suffering from different systems of oppression.



# Target population

1. **Academic staff:** resident, visiting and casual
2. **Administrative staff**
3. **Alumni**
4. **Contractors**
5. **Other supporting staff:** estate, messengers, maintenance, etc.
6. **Researchers**
7. **Students:** prospective, junior, undergraduate, postgraduate, part and full-time
8. **Technical staff**
9. **Visitors**



<b>Key Area 1</b>	<p><b>A The governance bodies, key actors and decision-makers</b> - Increasing the number and share of women and persons with protected characteristics in leadership and decision-making positions.</p> <p><b>B Changing organisational culture</b> - introduce and evaluate policies and measure to ensure an open and inclusive working environment.</p>
<b>Key Area 2</b>	<p><b>Equity, Diversity and Inclusion</b> (Measures and policies promoted by the different entities at UM).</p>
<b>Key Area 3</b>	<p><b>Recruitment, career progression and retention</b> - Critically reviewing selection procedures and remedying any biases to ensure equity, diversity and inclusion of women and minority groups get equal chances to develop and advance in their careers.</p>
<b>Key Area 4</b>	<p><b>Work and personal life integration, including Interpersonal Violence (IPV)</b> - promote inclusive work-life balance policies and practices, including parental leave policies, flexible working time arrangements and support for caring responsibilities. Prevent and combat discrimination on the basis of gender, race, disability, age, social origin.</p>
<b>Key Area 5</b>	<p><b>Sex/gender, diversity and inclusion perspective and approach in research and research teams</b></p>
<b>Key Area 6</b>	<p><b>Integration of sex/gender, diversity, equity and inclusion in teaching content</b></p>

# Structure

## Equity Committee (EQC)

Chaired by Pro-Rector Student,  
Staff Affairs and Outreach

ADSC

GESDC

CREA

JC Diversity Committee

Director of UM Counselling &  
Wellbeing Clinic

Senate Rep

Council Rep

HRMD Rep

Academic Registrar Rep

Communications Office Rep

Internal Audit Rep

KSU 2 Reps

JC Students 2 Reps

DIRECTION AND POLICIES

## Equity Office Executive Arm of EQC

Sees to implementation of G+EP

Coordinates activities of the pillars,

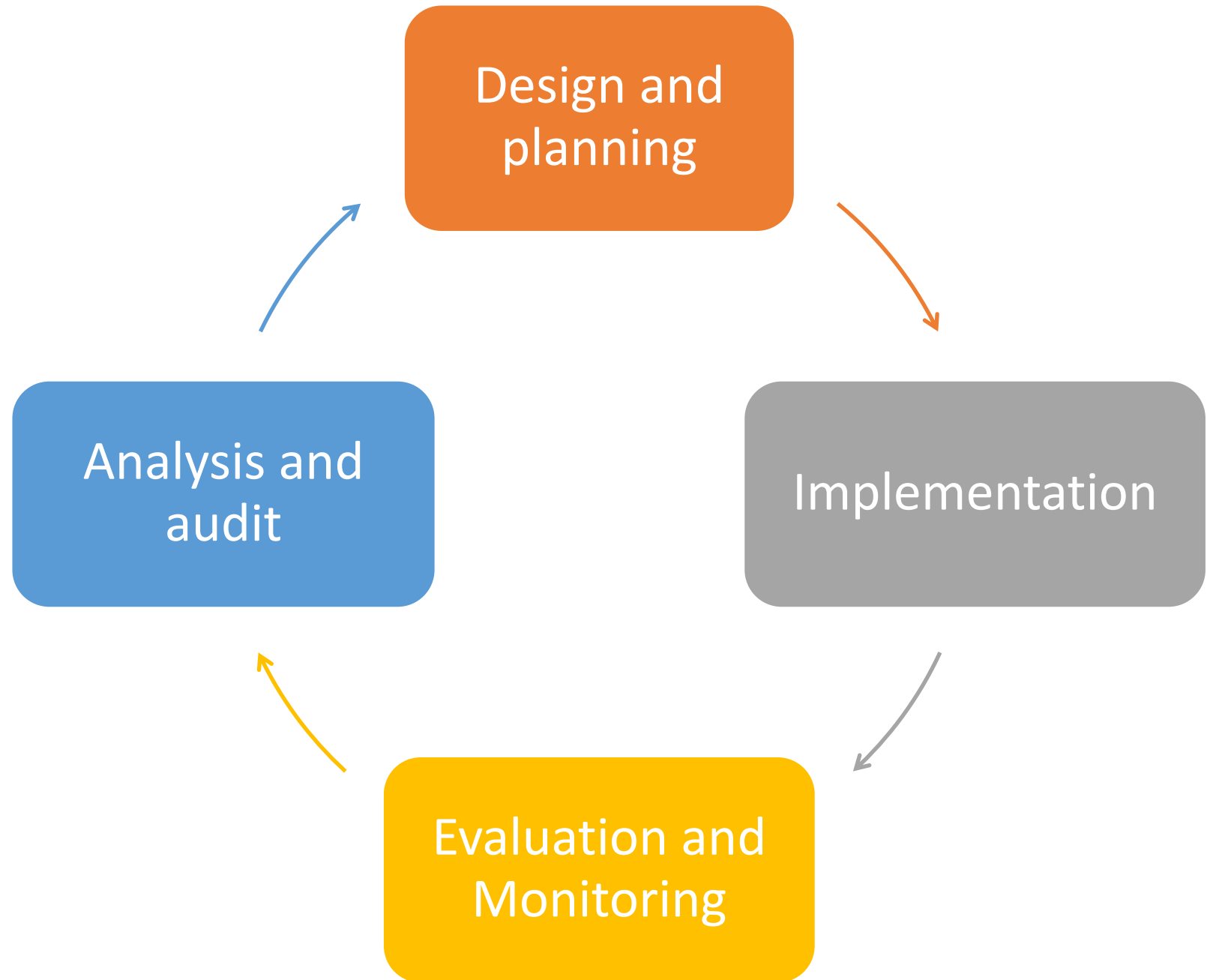
Oversees monitoring and  
evaluation of policies/measures

## Implementing Working Groups

1. **Academic Staff** (Deans, Directors, or their reps)
2. **Support Staff** (Faculty managers, Administrative Directors, Reps of technical, industrial, research and other support staff)
3. **Students** (Faculty reps, KSU reps, JC reps)

**EXTERNAL EVALUATOR  
HORIZON EUROPE**

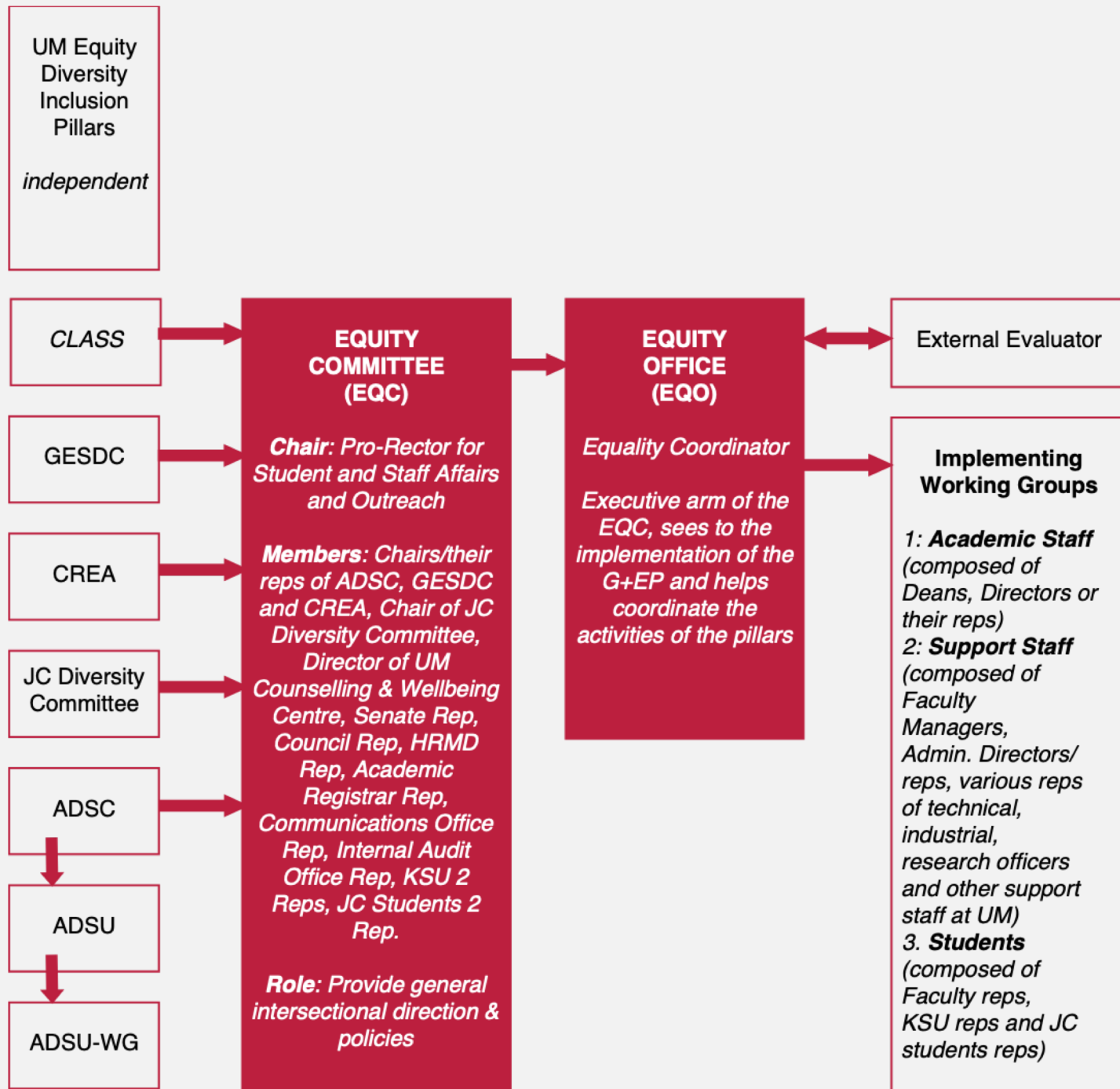
# Cycle





Key Areas and Phases 2020-2026	21	22	23	24	25	26
Finalisation of the G+ Equity Plan						
KA1a: Governance bodies, key actors, and decision making;						
KA1b: Organisational Culture + Raising awareness to improve organisational culture						
KA2: Gender equity, diversity, and inclusion						
Structural set up - Equity Committee, Equity Office, Equity Implementing Working Groups.						
KA3: Recruitment, career progression and retention						
KA4: Work and personal life integration, including IPV						
KA 5: Sex/gender, diversity and inclusion perspective an approach in research and research teams						
KA 6: Integration of gender equity, diversity and inclusion in teaching content.						





# KA1

- 1 A | Governance Bodies, Key Actors & Decision Making

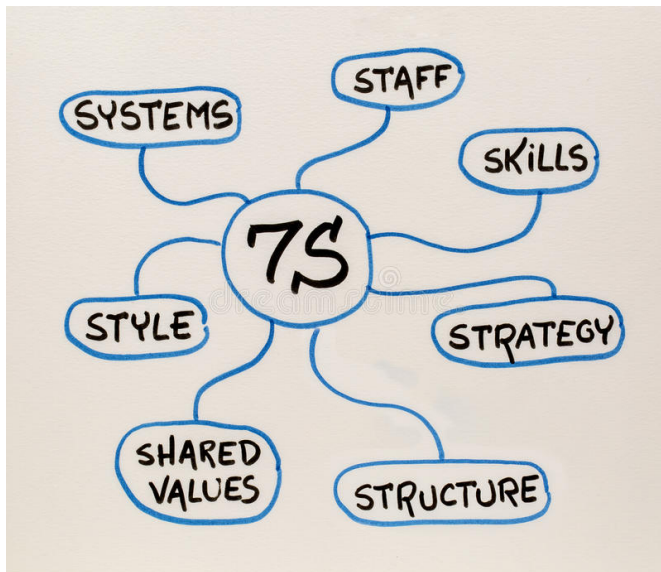


- Monitoring - Collect and conduct quantitative analysis of representation from a gender and diversity lens of staff/student statistics at decision making level
- Leadership training
- Study more equitable ways of ensuring diversity in representation at decision-making levels
- Promote examples of good practice
- Offer childcare facilities and homework support during meetings



# KA1

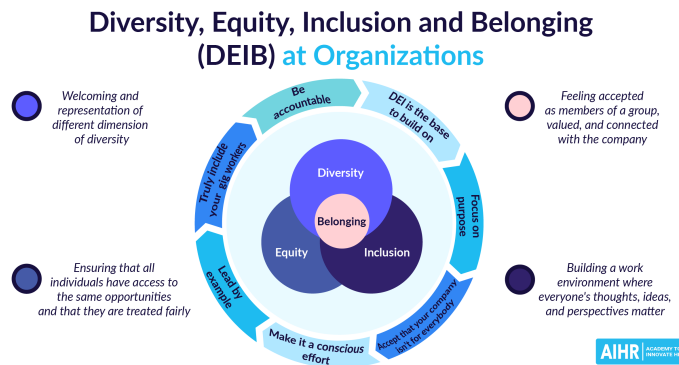
- 1B | Organisational Culture



- **Training:** on gender, diversity and inclusion; gender and diversity mainstreaming; diversity analysis; unconscious bias; inclusive language; Gender+ Equity Plan
- Create, disseminate and evaluate policies, practices, buildings and forms from a gender, diversity and/or inclusion perspective (diversity mainstreaming)
- Conduct qualitative analysis of media texts, including UM website and social media to ensure that these promote equality, diversity

# KA2

## • Equity, Diversity and Inclusion



- Monitor implementation of ADSC, CREA, GESDC policies from an intersectional perspective
- Design outreach policies and programmes to facilitate the attraction and retention of students from least represented sex (when student ratio falls below 30% representation in F/I/C/S/JC)
- Design outreach programmes and policies to facilitate the attraction and retention of ethnic and minority groups
- Design policies and programmes to facilitate the attraction and retention of students from lower socio-economic groups, mature students and students with dependents
- Design policies and programmes to attract and retain students with different disabilities to UM
- Monitor and evaluate the policies and programmes that facilitate the attraction and retention of students from non-traditional backgrounds (social origin)
- Explore ways of collecting data on the basis of diversity while observing GDPR protocol (staff and students)

# KA3

- Recruitment, career progression and retention



- Evaluation of equity, diversity and inclusion guidelines regarding recruitment and promotion
- Mentoring -develop/communicate/implement/evaluate policies dealing with mentoring for students and staff
- Training – diversity mainstreaming in career progression, mentoring, interviewing and assessment for staff and students
- Sharing career good practices - provide role models of women scientists, women researchers, male teachers, male social workers, etc.
- Evaluation of the impact of work life balance measures at UM
- Continuous training and awareness raising of UM EDI related policies, measures, and practices
- Develop/communicate/implement/evaluate policies that facilitate retention such as maternity/adoption/fostering/IVF policy/gender identity and expression/disability/gender based violence – within reasonable accommodation
- Monitoring of staff, researchers and student ratios in different areas, higher education and career levels by sex, gender, sexual orientation, age, race, ethnicity, disability, social origins
- Explore procedures that can be used to reach gender parity in the different areas by graduate level and career levels

# KA4

- **Work and Personal Life Integration, including Interpersonal Violence (IPV)**



- Consolidate provision of childcare during Easter and summer holidays
- Provide and evaluate work and life integration measures – flexi-time, remote work and study, work/study from home, telework, right to disconnect, maternity leave, parent leave, parental leave, adoption leave, etc.
- Promote information about the availability of parental leave among all genders
- Explore student participation when these are located in Gozo, have to stay at home with dependents, have mobility issues, are chronically ill within reasonable accommodation upon request
- Develop/communicate/implement/evaluate policies that facilitate retention such as sexual harassment policy, bullying and harassment policy, anti-racism policy, gender identity and expression policy, gender based violence, homophobia, racism, ageism, ableism for staff and students

# KA5

- Sex/Gender, Diversity & Inclusion Perspective and Approach in Research and Research Teams



- Monitor data - disaggregated by sex when it comes to: funding allocation, publications' submission, awards, patent applications (to be compiled in annual report)
- Develop, communicate and implement standards for the incorporation of the sex and gender variables into research
- Develop, communicate and implement standards for the incorporation of other forms of diversity into research
- Awareness raising campaigns on the economic, social and innovative value of incorporating a diversity perspective in research
- Training on the inclusion of diversity perspective in research
- Change criteria for funding - Researchers who want to apply for UM research funds will have to integrate sex and gender variables in their research **were applicable** and to demonstrate how they have successfully done so once research project has been concluded
- Institutional promotion of the outcomes of MA, PhD research which incorporates a sex/gender and diversity dimension
- Promote networking of multi-disciplinary research groups studying sex, gender, diversity and inclusion issues
- Develop, communicate and implement standards for the incorporation of balanced research teams by sex/gender

# KA6

- Integration of Sex/Gender, Diversity, Equity & Inclusion in Teaching Content



- Create and promote guidelines on the integration of gender equality and diversity issues in curriculum design, learning activities and/or programmes of study
- Training on the integration of gender equality, diversity and inclusion in curriculum design, learning activities and/or programmes of study
- Develop training tools/courses at undergraduate and postgraduate level on gender and diversity per field of research
- Increase the study-units on gender equality, diversity and inclusion in teaching modules/ study-units per field of research were applicable