



L-Università
ta' Malta

EQUITY OFFICE

EXECUTIVE SUMMARY

Gender+ Equity Plan

University of Malta
Action Plan for Equity,
Diversity and Inclusion

2022-2026

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Introduction

The University of Malta (UM) is dedicated to promoting equity, diversity, and inclusion (EDI) within its community. UM has established a Gender+ Equity Plan (G+EP) that was approved in early 2022. This plan aims to remove barriers and ensure that all individuals, regardless of their gender, disability, race, ethnicity, religion, or socio-economic background, can participate in university activities and events to reach their full potential. UM's goal is to create an equitable environment that celebrates diversity, promotes inclusion, and protects the human rights of all those within the university community.

TARGET POPULATION

- a. Academic staff: resident, visiting and casual

- b. Administrative staff

- c. Alumni

- d. Contractors

- e. Other supporting staff: estate, messengers, maintenance, etc.

- f. Researchers

- g. Students: prospective, junior, undergraduate, postgraduate, part and full-time

- h. Technical staff

- i. Visitors

Key areas

KEY AREA 1	A. The governance bodies, key actors and decision-makers B. Changing organisational culture
KEY AREA 2	Equity, Diversity and Inclusion
KEY AREA 3	Recruitment, career progression and retention
KEY AREA 4	Work and personal life integration, including Interpersonal Violence (IPV)
KEY AREA 5	Sex/gender, diversity and inclusion perspective and approach in research and research teams
KEY AREA 6	Integration of sex/gender, diversity, equity and inclusion in teaching content

The need for a Gender+ Equity Plan at UM

The G+EP acknowledges and addresses various barriers, including social, attitudinal, situational, and environmental, that can lead to educational and employment disadvantages and exclusion.

It aims to support students and employees with protected characteristics, such as age, belief, disability, gender identity, and more, who may face additional challenges while studying and working at UM.

UM is committed to being responsive to the needs of diverse societal groups and plans to:

- ⊗ Implement systematic inclusion and integration.
- ⊗ Attract individuals from various societal groups, regardless of disadvantages, to study and work at UM.
- ⊗ Promote skills and talent among historically underrepresented groups.
- ⊗ Enable these individuals to thrive and progress within the university community.
- ⊗ Provide education and training on inclusion and diversity to students, staff, and visitors.
- ⊗ Promote diversity in decision-making roles.
- ⊗ Raise awareness of mental health and offer services to employees.
- ⊗ Ensure quality assurance for all students, employees, and visitors at UM.

THE ACTION PLAN TAKES INTO ACCOUNT

1 Training

- › capacity-building initiatives at institutional level;
- › training on diversity;
- › training on unconscious bias (for recruitment officers, administration and management);
- › data collection and evaluation;
- › mainstreaming for equity, diversity, inclusion.

2 Evaluation of available instruments such as sexual harassment policy, anti-racist policy, accessibility policy, cases of misconduct and an anti-discrimination policy. Where necessary, the design of new tools and policies.

3 Institutional communication

Internal and external communication need to be sensitive to equity, diversity and inclusion.

4 Work-life balance

Taking into consideration flexible work, childcare and the care of other dependents, parental leave and family life/personal life, telework, remote work and the right to disconnect.

5 Social impact

- › Inside and outside the Institution;
- › Sustainability (long-term change);
- › Innovation (accelerate change and inspire others).

6 Dedicated resources

Resources and expertise in equity, diversity and inclusion to implement the G+EP.

7 Setting up of indicators to gauge status and progress.

8 Development of corrective actions and preparation for implementation.

9 Rectors and Pro-Rectors; Human Resources, Management and Development (HRMD); Office of the Academic Registrar; Legal Services; Marketing, Communications and Alumni Office; and the Internal Audit Office to help promote and monitor equity, diversity and inclusion.

The Equity Committee and Equity Office

EQUITY COMMITTEE

The Equity Committee (EQC) is a body within the University of Malta responsible for developing and overseeing the G+EP at an intersectional level. It operates under the Pro-Rector responsible for Student and Staff Affairs and Outreach.

While the main pillars of inclusion operate autonomously according to their established remits, the EQC is a collaborative entity consisting of representatives from various committees and offices within UM, including Gender Equality & Sexual Diversity, Access Disability Support, Race & Ethnic Affairs, and Junior College Diversity, as well as other administrative departments and student representatives.

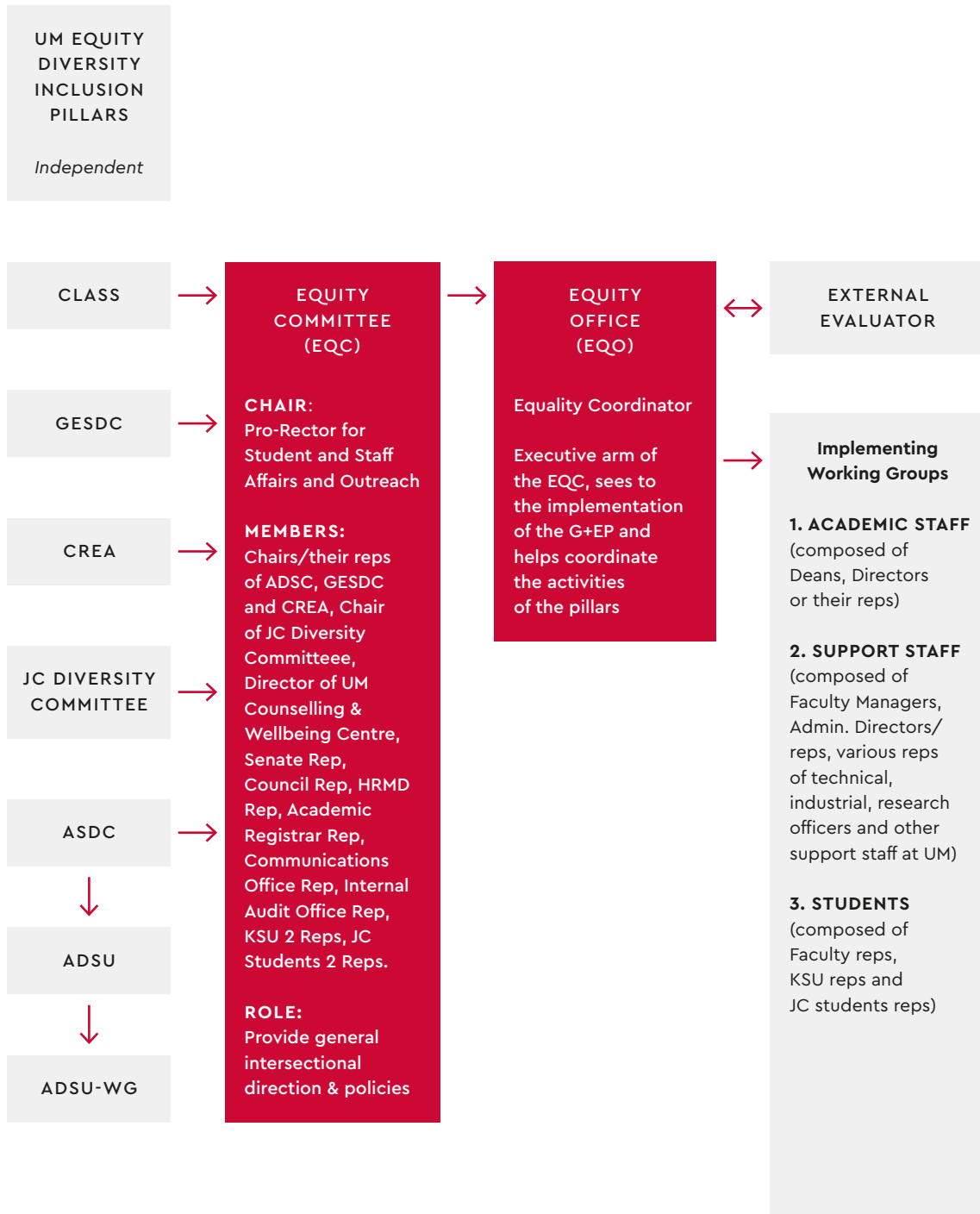
The EQC, along with other UM stakeholders, plays a key role in designing and implementing the G+EP and monitoring its progress.

EQUITY OFFICE

The Equity Office (EQO) acts as the executive arm of the Equity Committee and coordinates with all relevant departments.

The EQO, which is headed by the Equity Coordinator, oversees the implementation of the G+EP, training, monitoring and evaluation process of the different policies, measures and practices. It is responsible for conducting site audits, mainstreaming of internal policies and engaging in constant dialogue with all stakeholders.

Organigram



Key Areas and Actions

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KEY AREA 1

1A: GOVERNANCE BODIES, KEY ACTORS & DECISION MAKING

OBJECTIVE	ACTION	POPULATION		TIMEFRAME				
		Staff	Students	2022	2023	2024	2025	2026
Increase diversity in leadership and decision-taking level. Take sex intersecting with other social factors to ensure more representation at decision-making level, namely senate and council, as well as senate/council appointed boards and committees, deans, HoDs, administration, student reps, KSU.	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	⊗	–	–	⊗	⊗	⊗	⊗
	Training: on gender, diversity and inclusion; gender and diversity mainstreaming; diversity analysis; unconscious bias; inclusive language; Gender+ Equity Plan	⊗	⊗	⊗	⊗	⊗	⊗	⊗

1B: ORGANISATIONAL CULTURE

OBJECTIVE	ACTION	POPULATION		TIMEFRAME				
		Staff	Students	2022	2023	2024	2025	2026
Create and strengthen structures, practices and policies needed for the promotion of equality, diversity and inclusion. Introduce and evaluate policies and measure to ensure an open and inclusive working and studying environment.	Create, disseminate and evaluate policies, practices, buildings and forms from a gender, diversity and/or inclusion perspective (diversity mainstreaming)	–	–	⊗	⊗	⊗	⊗	⊗
	Create, disseminate and evaluate policies, practices, buildings and forms from a gender, diversity and/or inclusion perspective (diversity mainstreaming)	⊗	–	⊗	–	⊗	–	⊗

KEY AREA 2

EQUITY, DIVERSITY AND INCLUSION

OBJECTIVE	ACTION	POPULATION		TIMEFRAME				
		Staff	Students	2022	2023	2024	2025	2026
Increase student diversity and design policies/measures to ensure their successful retention at UM	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)	⊗	⊗	—	⊗	⊗	—	—

KEY AREA 3

RECRUITMENT, CAREER PROGRESSION AND RETENTION

OBJECTIVE	ACTION	POPULATION		TIMEFRAME				
		Staff	Students	2022	2023	2024	2025	2026
Critically review policies, practices, and procedures to ensure that diverse groups get equitable chances to develop and advance in their careers.	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, diversity sensitive 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	⊗	–	–	⊗	⊗	⊗	⊗

KEY AREA 4

WORK AND PERSONAL LIFE INTEGRATION, INCLUDING INTERPERSONAL VIOLENCE (IPV)

OBJECTIVE	ACTION	POPULATION		TIMEFRAME				
		Staff	Students	2022	2023	2024	2025	2026
Design, implement and/or evaluate provision of policies and services to facilitate work-life balance to promote inclusive work/study-life balance policies and practices, including parental leave policies, flexible working time arrangements and support for those with caring responsibilities. Prevent and combat discrimination on the basis of gender, sex, race, sexual orientation, disability, age, social origin.	Consolidate the provision of childcare during Easter and summer holidays	⊗	—	—	⊗	⊗	⊗	⊗
	Provide and evaluate work and life integration measures – flexitime, 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 for 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 accomodation 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	⊗	⊗	⊗	⊗	⊗	⊗	⊗

KEY AREA 5

SEX/GENDER, DIVERSITY & INCLUSION PERSPECTIVE AND APPROACH IN RESEARCH AND RESEARCH TEAMS

OBJECTIVE	ACTION	POPULATION		TIMEFRAME				
		Staff	Students	2022	2023	2024	2025	2026
To help ensure that the value of diversity in research and research teams is promoted	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 where 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 gender, sex, gender, diversity and inclusion issues	⊗	⊗	–	–	–	⊗	⊗
	Develop, communicate and implement standards for the incorporation of balanced research teams by sex/gender	⊗	–	–	–	–	–	⊗

KEY AREA 6

INTEGRATION OF SEX/GENDER, DIVERSITY, EQUITY & INCLUSION IN TEACHING CONTENT

OBJECTIVE	ACTION	POPULATION		TIMEFRAME				
		Staff	Students	2022	2023	2024	2025	2026
Integrate sex and gender in the curriculum from an intersectional perspective	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 where applicable	⊗	⊗	—	—	—	⊗	⊗

LIST OF ACRONYMS

ADSC	Access Disability Support Committee
ADSU	Access Disability Support Unit
ADSU-WG	Access Disability Support Unit – Working Group
CREA	Committee on Race and Ethnic Affairs
EDI	Equity, Diversity and Inclusion
EQC	Equity Committee
EQO	Equity Office
EQWG	Equity Implementing Working Groups
G+EP	Gender Plus Equity Plan
HRMD	Office for Human Resources, Management and Development
JC	Junior College
KA	Key action
KSU	Kunsill Studenti Universitarji (UM Students' Council)
NGO	Non-Governmental Organisation
R&D	Research and Design
UM	University of Malta



VIEW THE FULL VERSION OF THE
GENDER+ EQUITY PLAN

ACTION PLAN FOR EQUITY, DIVERSITY
AND INCLUSION AT UM
2022-2026

↖ um.edu.tl/R5vRY



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➤ um.edu.mt/about/equity

