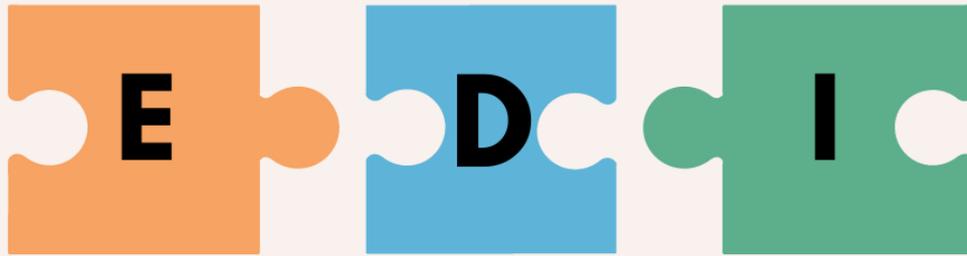


# What is EDI?



**equality**

Equality of treatment and opportunities

**diversity**



Awareness, respect, tolerance and celebration of diversity



**inclusion**

Uplifting marginalised communities, creating a feeling of oneness

# Diversity in SCBE

The School of Chemical and Bioprocess Engineering hosts students and staff from 32 countries!

Can you identify them by their flags below?



## What is EDI?

Equality, Diversity and Inclusion (EDI) are key aspects towards creating a harmonious work environment for people from all backgrounds. Achieving EDI is to achieve fairness in opportunities and treatments for all, while continually erasing existing biases.

**Equality**, first and foremost, deals with ensuring that individuals are not discriminated against based on their age, gender, race, abilities, marital status, religion, sexual orientation, health or socioeconomic backgrounds. It promotes both equality of treatment as well as equality of opportunity.

**Diversity** aims to spread awareness, respect and tolerance towards everyone's differences. By highlighting not only what makes us all different from one another, but also what brings us

together, we create a healthy workplace that is open to differences in opinion and continuous change.

**Inclusion** ties in equality and diversity to ensure the erasure of “one” vs. “other”. By providing equality of opportunity and awareness in diversity, inclusion aims to welcome people in rather than making them feel different. Inclusion is facilitated by people being aware of their **unconscious biases** and working towards overcoming them.



## What is the Unconscious Bias?

Have you or someone you know been surprised by a person whose appearance completely differs from their personality? This is one example of the unconscious bias.

An unconscious bias is when an individual, based on their personal experiences, cultural context, social stereotypes and background, makes decisions unknowingly about another. Research ([Moss-Racusin et. al, 2012](#)) has shown the existence of an unconscious gender bias among science faculty which resulted in men being favoured over women for the position of a laboratory assistant. While this may seem overt and unrelatable to many of us, there are many covert unconscious biases that manifest themselves daily in our lives.

Let's take a look at two biases that we encounter frequently - the Accent Bias and the Socioeconomic Bias.

An accent bias is where an individual resorts to preconceived notions about another's socioeconomic status and intelligence based on their accent. Comments like "I would have never guessed that you are from place X" might sound like a compliment to many, but it perpetuates existing negative stereotypes about people from that place. Within Ireland, there are many accents and dialects of English being spoken. By assuming that someone who sounds different might not be from this country or even this city, we may be unintentionally hurting someone's sentiments. Similarly, while interacting with international students or staff whose first or second language is English, we may be unknowingly resorting to other judgements about their intelligence. This may look something like slowing down your speech assuming that the other person is not able to keep up, using "baby talk" to give clear directions or even seemingly harmless remarks about someone's speech patterns.

The socioeconomic bias is a subtle manner of speech where personal experiences are discussed and assumed to be the norm for all. Access to resources and privilege are experienced differently by members of different socioeconomic statuses. Due to this, unconscious attitudes and opinions about these privileges often manifest themselves in everyday life and can elicit negative responses in those affected. Such implicit socioeconomic biases are commonly observed in conversations between students of higher and lower socioeconomic status—directed at the latter. Questions like "you've never been abroad?", or assuming that most people have partaken in more expensive pastimes such as skiing, for example, demonstrate an incomprehension of one's own privileges and may lead to people feeling excluded. Unintentionally-biased perspectives like these can prevent the exploration of others' experiences and may hinder the creation of a more diverse and inclusive environment for all.

## What is one step that we can take to check our unconscious bias?

A small step that we can take everyday to tackle the accent bias and the socioeconomic bias is to rephrase assumed facts as questions. For example, instead of saying "Wow, you are so

fluent in English”, rephrase the sentence as “You speak so eloquently, how many languages do you know?.” In this way, we are praising an individual’s intelligence and way of carrying themselves rather than an inherent trait such as their accent. Similarly, a way to tackle socioeconomic biases is by acknowledging and navigating our own privileges, as well as by listening to those around us to gain awareness of others’ experiences.

## The SCBE EDI Committee



What do we promote?

**EDI across all levels by promoting social interactions and creating a supportive environment to discuss personal and professional issues related to EDI.**

**NOW  
OPEN**

**to new undergraduate and graduate members.**

**EMAIL**

[veronica.sofianos@ucd.ie](mailto:veronica.sofianos@ucd.ie)

### What is the SCBE EDI Committee?

The EDI Committee for the School of Chemical and Bioprocess Engineering (SCBE) consists of a mix of undergraduate and graduate students, postdoctoral researchers, academic, and administrative staff. The committee strives towards promoting EDI across all levels by continuously engaging with students and staff on these topics. We seek to promote

social interactions and create an environment that bolsters confidence in all to discuss personal and professional issues related to EDI.

**The SCBE EDI Committee is looking for new members from the undergraduate and graduate cohort! If you are interested in joining, or if you have any ideas and concerns please contact any of the members listed below.**

Undergraduate Representative: Ms. Adesola Ojomo-Amaka.

Graduate Representatives: Ms. Nethraa Kannan, Mr. Apostolos Tsopanoglou and Ms. Cristina Abascaul-Ruiz.

Postdoctoral Representatives: Dr. Sorcha Daly and Dr. Jhimli Paul Guin.

Staff Representatives: Dr. Veronica Sofianos (Chair), Dr. Ioscani Jimenez del Val, Dr. Niall English and Ms Henna Kinsella.