



University College Dublin



University College Dublin

Equality, Diversity and Inclusion

Annual Report 2018 - 2019



Front cover images:

Minister Mary Mitchell O'Connor, UCD President Professor Andrew Deeks, UCD Vice-President for Equality, Diversity and Inclusion Professor Colin Scott, at the INVITED Peer Learning Seminar in June 2019.

Multicultural Employee Network at UCD Committee Members.

Inside cover photo:
UCD Community Choir perform at UCD Engage Day, November 2019.



University College Dublin
Report of the University Management Team
Equality, Diversity and Inclusion Group
September 2018 - August 2019
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For further information visit
www.ucd.ie/equality



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Introduction and Foreword



As a University we are strongly committed to advancing equality, diversity and inclusion (EDI) within our UCD community of students, employees and alumni, and in wider society nationally and internationally. Tackling discrimination and promoting inclusion is important both as an intrinsic matter of social justice, but also because as a society we squander the talent we have if we do not support all to fulfil their potential.

During the year we have made significant advances with respect to articulating, sharing and implementing a set of objectives which are set down in the University's new EDI Policy and first EDI Strategy 2018-2020-2025, each of which was officially launched during the year. At the heart of the objectives are a set of actions which enable us engage with the University community, to collect evidence about progress on EDI and to take the steps to raise awareness of the importance of EDI values, to support staff, students and wider community with an inclusive culture in which all are able to flourish, with appropriate measures to eliminate all forms of discrimination. We recognise that this involves not only the measures we take as a University, but also engagement with the wider higher education sector in Ireland, to build and support ambitious national measures, and to learn through engagement with industry and other partners nationally and other higher education institutions internationally. We have additionally set up structures to better capture our

distinctive capacity as a University to advance EDI through education with our students and through impactful research feeding into our own commitments and actions and into wider society.

A great many people have contributed to the ambitious actions which are noted in this report, both from our student and staff community within UCD, and more widely within the higher education sector, public sector, industry and NGO sector, and amongst our international partners in higher education. I would like to thank my University Management Team colleagues and all who have supported UCD's ambitions and, in particular, the outstanding teams in the UCD EDI Unit, led by Marcellina Fogarty, and UCD Access and Lifelong Learning, led by Dr Anna Kelly.

As we work through our challenges and opportunities with respect to EDI, the engaged and reflective methods we deploy serve to make us more aware of how difficult it is for a large organisation to be inclusive and to end discrimination. We are not complacent and are constantly looking to better understand where difficulties lie, from wide-ranging sources and perspectives, and how we might best address them. Thus this report is important in reflecting on how much is being done, but also recognising how much more there is to do.

A handwritten signature in black ink, which appears to be 'Colin Scott'.

Professor Colin Scott,
Vice-President for Equality, Diversity and Inclusion

1. Strategic Objective 1: To support the University in its vision and mission to continue to be an equitable, diverse and inclusive community

1.1 Action: Review, develop and implement an EDI Policy to demonstrate the University's commitment to EDI, the creation of an inclusive culture and elimination of discrimination

On 4th March 2019, UCD launched its new Equality Diversity and Inclusion (EDI) Policy and Equality Diversity and Inclusion Strategy and Action Plan 2018 - 2020 - 2025 following a consultation process that included all members of the UCD community.

The EDI policy was reviewed to reflect the enhanced inclusive culture that exists within the University community, where diversity is valued and embraced, and equality of opportunity is promoted. This policy sets out the EDI principles that UCD will abide by in the undertaking of all of its activities and commits the University to supporting all members of the community across the ten University equality grounds (which includes the addition of socio-economic status in UCD).



EDI Policy and Strategy - Launch Event. Pictured left to right: Martin Shanahan, CEO IDA Ireland; Marie O'Connor, Chair, UCD Governing Authority; Prof Andrew Deeks, UCD President; Marcellina Fogarty, EDI Manager; Prof Colin Scott, Vice-President for EDI; Prof Judith Harford, Vice-Principal for EDI, UCD College of Social Sciences and Law

UCD's EDI strategy sets out six strategic objectives and the actions that will be taken to achieve each of these objectives, including measures of success over the period of the strategy. The objectives were developed in alignment with the University strategic objectives around attracting and retaining an excellent and diverse cohort of students, faculty and staff and developing and strengthening our University community. UCD aspires that this strategy becomes a "living" document, laying new foundations to drive the quality diversity and inclusion agenda forward.



Figure 1: UCD EDI Strategic Objectives

The EDI strategy will be revised in 2020 following the revision of the UCD strategy to ensure they continue to be in alignment and to incorporate KPIs to measure impact. This review will also address steps the University needs to take to meet its obligations under the Public Sector Duty.

1.2 Action: Continue to refine, expand and mainstream the process of conducting Equality Impact Assessments

A novel element of the Policy Management Framework is the requirement to complete and submit an Equality Impact Assessment (EIA) form as part of policy development and review. An EIA is a systematic and evidence-based process which verifies that the University's policies and practices are non-discriminatory and are inclusive in meeting the legitimate needs of the diverse groups that make up the University community as well as promoting an inclusive environment. The key purpose of the form and its [associated toolkit](#) is to help identify any Equality, Diversity and Inclusion (EDI) impact, both positive and negative, associated with new or updated policies, along with potential discrimination or gaps in policy development.

STEP 1
Policy proposal prepared by policy developer

STEP 2
Policy developer, with assistance from EDI group member, completes EIA Form as part of Policy Proposal to relevant approval body

STEP 3
Policy Working Group established including EDI group member. Review EIA Form as policy being drafted - amend if required

STEP 4
Identify timeline for review, if relevant

STEP 5
Include EIA Form with policy submission to UMT when seeking approval

Equality Impact Assessment

Figure 2: Integration of Equality Impact Assessment (EIA) into Policy Development and Review

All policies developed and reviewed since November 2016 have been reviewed in accordance with the PMF, and an EIA has been undertaken.

A [Policy Toolkit](#) was developed and launched in November 2019 to assist policy developers to comply with the Policy Management Framework. The toolkit was designed following significant consultation with the policy community regarding their experience developing policy. This consultation was also designed to invite feedback on the EIA. As a result of this feedback, the EIA has been updated to maximise engagement with the process and increase focus on promoting EDI through policy development and review. The next phase of implementation of the revised EIA will involve including the College Vice-Principals for Equality, Diversity and Inclusion (VP EDI) and School EDI representatives in the rollout, promotion and use of the EIA as part of policy and process development at all levels in the University.

1.3 Action: Mainstream EDI into the University’s formal decision-making processes by addressing under-representation in decision-making bodies

The University Management Team (UMT) currently consists of 12 members, 5 of which are female (42%). This represents the highest level of female representation on the UMT in the history of the university and includes the first woman appointed as College Principal of the College of Engineering and Architecture.

UMT MEMBERSHIP	FEMALE	MALE
President	0	1
Registrar	0	1
Bursar	0	1
Vice-President for Research	1	0
Vice-President, Global Engagement	1	0
College Principal, Arts and Humanities	1	0
College Principal, Business	0	1
College Principal, Engineering and Architecture	1	0
College Principal, Health and Agricultural Sciences	1	0
College Principal, Science	0	1
College Principal, Social Science and Law	0	1
Director, Human Resources, SIRC and Legal Affairs	0	1
Overall Numbers	5	7
Overall %	42%	58%

Table 1: Membership of UMT by Gender

The Sixth Governing Authority (GA) was constituted in February 2019 based on regulations which guaranteed a gender balance, while ensuring compliance with the Universities Act 1997. The regulations required that each category of membership, be it elected or nominated, would be required to represent a gender balance.

The regulations required that in the elected categories of faculty and staff, both the popular vote and gender would be taken into consideration. Although the election regulations permitted for gender of candidates to be taken into account, the popular vote delivered gender balance in each of the three elected faculty and staff categories. The gender breakdown of the GA is now 51% female and 49% male with a female chair, the first in the history of the university. The Authority has two permanent standing committees, one of which has a female chair. These two standing committees also represent a gender balance.

GOVERNING AUTHORITY AND ITS STANDING COMMITTEES	CHAIR	FEMALE	MALE	TOTAL	% FEMALE
Governing Authority	Female	19	18	37	51%
Finance, Remuneration and Asset Management Committee ¹	Male	4	6	10	40%
Audit and Risk Management Committee	Female	3	3	6	50%

Table 2: Gender Breakdown of the Governing Authority and its Sub-Committees

¹The President, Registrar and Bursar are all ex-officio members of the committee.

1.4 Action: Implementation of the University for ALL Framework

The implementation of the 'University for All' initiative is overseen by the UCD Widening Participation Committee and a range of initiatives have taken place over the past academic year to progress this framework. Some of these include:

- 20 meetings held with University Academic Programme Boards and Policy / Support units which highlighted items such as:

Various sectoral meetings including events such as:

- Universal Design & Higher Education in Transformation Congress, Dublin 30th October 2018
- European Access Conference (EAN), The Hague, 6th June 2018
- European Universities Association (EUA), INVITED Peer Learning Seminar, Dublin, 14th June 2019.
- The "[Toolkit for Inclusive Practice in Higher Education: From Vision to Practice](#)" by Dr Anna M. Kelly & Dr Lisa Padden was published in 2018. The Toolkit was launched by Dr Eva Egron-Polak, former Secretary General, International Association of Universities, on 28th November 2018 and it has been disseminated

across the higher education sector. UCD Widening Participation Committee and Access & Lifelong Learning hosted a Townhall event 26th November 2018, attended by over 100 faculty and staff, who used the Toolkit for Inclusive Practice in Higher Education and toolkit workshops were offered.

- The UCD University for All week highlighted UCD's commitment to access. The week comprised a four-day programme to create awareness of the University's progress and achievements in widening access and participation, was held from 26-29 November 2018.
- Universal design training for communications offered to Social Science, Nursing & Midwifery; Registry using the "[Customer Communications Toolkit for the Public Service - A Universal Design Approach](#)".
- The work of mainstreaming continued where the academic responsibility for the University Access Programmes (UAP) transferred to Social Science and Science respectively. Cothrom na Féinne Scholarships were also awarded at the UCD Entrance Scholars Awards.

1.5 Action: To implement the Gender Equality Action Plan

UCD achieved a bronze Athena SWAN award in 2017 and a range of measures have been put in place over the past two years to support the implementation of the Gender Equality Action Plan developed as part of the Athena SWAN process. Many of these initiatives have been expanded to incorporate all equality grounds and are included as EDI Strategic actions. The University is currently in the process of preparing a new application and action plan to retain the bronze award at institutional level. To date, this has involved a University-wide consultation process including an EDI survey for employees, focus groups and a World Café. Three Working Groups were established to support the development of the application led by the EDI Unit. These groups analysed existing data and quantitative and qualitative data from the consultation to identify where actions need to be taken. A Gender Equality Action Planning Workshop was also organised for those involved in the development of the institutional application and school level applications which was delivered by Advance HE. This application will be submitted in April 2020.

As part of the Athena SWAN process, the EDI Unit also supports Athena SWAN School level applications. UCD has achieved 6 School level Athena SWAN bronze awards and one combined College of Engineering and Architecture (6 Schools) bronze award since November 2018 as follows:

• School of Biology and Environmental Science
• School of Biomolecular and Biomedical Science
• School of Veterinary Medicine
• School of Medicine
• School of Agriculture and Food Science
• School of Archaeology
• College of Engineering and Architecture



Table 3: School and College Athena SWAN award holders

This in effect means that twelve Schools have obtained a bronze award. Out of 18 STEM Schools in UCD, 15 Schools have either obtained bronze awards or are engaged in the process at various stages. The remaining three Schools have committed to engaging in the process over the next year and six Schools and one College are engaged in the process at various stages in Arts, Humanities, Social Sciences, Business and Law (AHSSBL).

1.6 Action: To establish Vice-Principals for EDI in each of the Colleges and EDI School representatives

Vice-Principals for EDI/Associate Dean for EDI are now present in all 6 Colleges to support the mainstreaming of EDI across the University and promote EDI related policies, actions and cultural change across their College. They support the removal of barriers to equality, help create a sense of inclusion for employees and students and enhance the ability of the Colleges to support, to their full potential, their increasingly diverse population of staff and students.

Vice-Principals for EDI sit on their College Executive Committee which ensures that EDI is an agenda item at these meetings. They also sit on the EDI Group and are represented on the Gender Equality Action Group where they share information on best practice initiatives being implemented at local level as well as challenges being experienced. They liaise with the EDI Unit to roll out relevant initiatives and policies, champion EDI visibility in their Colleges and encourage engagement for EDI events in their Colleges. The programme of work of each of the VPs for EDI is outlined in Appendix 1.

EDI College Committees have been established in each college which are chaired by the VPs / Associate Dean for EDI.

Vice-Principals/Associate Dean for EDI in UCD are:

- Dr Joseph Twist (College of Arts and Humanities)
- Dr Elizabeth Shotton (College of Engineering and Architecture)
- Professor Judith Harford (College of Social Sciences and Law)
- Dr Antoinette Perry (College of Science)
- Professor Andreas Hoepner (College of Business)
- Professor Torres Sweeney (College of Health and Agricultural Sciences)

The embedding of EDI in Schools and raising awareness is further supported through the establishment of School EDI Representatives in each School. This role is voluntary and works closely with the Vice-Principals for EDI to help mainstream EDI in school activities and to highlight and promote EDI best practice to individuals and Committees responsible for decision-making, policy, strategy, curriculum and administration within the School. School EDI Representative are supported in their roles by undergoing Dignity and Respect and Unconscious Bias awareness raising sessions, as well as other workshops and networking provided by the EDI unit.

Pictured left to right: Licia Carlesi, EDI Senior Executive Assistant, Dr Siobhan McCabe, Dr Meriel McClatchie, Prof Orla Feely, VP for Research, Innovation and Impact, Marcellina Fogarty, EDI Manager, Professor Frank Monahan, Professor Torres Sweeney, and Eimear O'Reilly, EDI Project Officer celebrate Athena SWAN School bronze awards, April 2019



2. Strategic Objective 2: To enhance the student and employee experience at UCD to attract and support those from all backgrounds to excel at study and work, and to become the University of choice for all including those from under-represented groups

2.1 Action: Continue to improve on the recruitment and admissions processes and literature for students to ensure there is a transparent process in place to attract students from all backgrounds

The following data highlights the diversity of students attending UCD.

UCD Incoming Undergraduate Students

HEA UNDER-REPRESENTED SURVEY RESULTS: ETHNIC / CULTURAL BACKGROUND									
Ethnic / Cultural Background	2010 /2011	2011 /2012	2012 /2013	2013 /2014	2014 /2015	2015 /2016	2016 /2017	2017 /2018	2018 /2019
Irish	3,444	3,401	3,431	3,430	3,469	3,397	3,506	3,416	2,113
Irish Traveller	5	5	5	3	9	4	6	7	1
Any other White background	199	165	215	231	252	258	307	287	286
African	19	31	32	36	37	42	50	89	65
Any other Black background	3	4	4	6	2	3	5	8	5
Chinese	20	16	23	35	29	76	69	130	153
Any other Asian background	40	52	44	65	65	83	93	106	132
Other	38	51	55	52	79	69	84	97	109
Total Responding	3,768	3,725	3,809	3,858	3,942	3,932	4,120	4,140	2,864

Table 4: HEA Under-Represented Survey Results: Ethnic / Cultural Background

% STUDENT HEADCOUNT: by Gender



Figure 3: Student Headcount by Gender 2005 - 2019

● Male ● Female

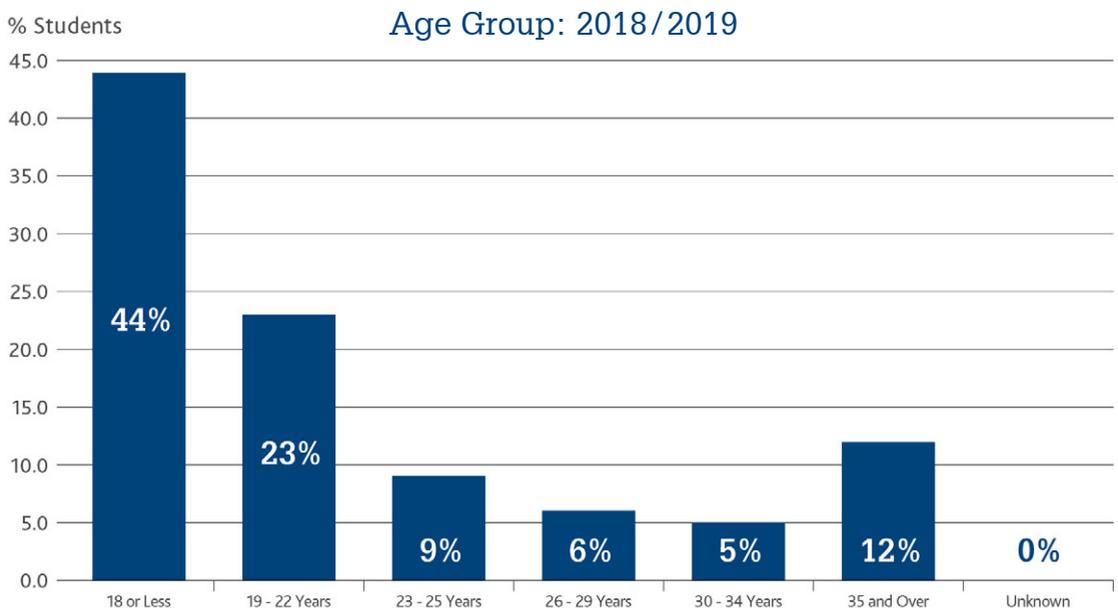


Figure 4: Students by Age 2018 - 2019

One example of an initiative to attract students from all backgrounds is the supports that have been put in place for students who are from a refugee/asylum seeker or other displaced persons background. The support package put in place includes a fee waiver and bursary and also funding towards travel. The total number of this group of students now supported in UCD is 50. The fee waiver includes undergraduate and graduate fees, tuition fee, student contribution and student centre levy. They also have access to the Student Assistance Fund, book tokens and Access & Lifelong Learning Student Welcome. On the academic side, they receive individual guidance and referral, a drop-in service and academic workshops - e.g. note taking, organisation, presentations, revision, exam preparation, digital skills, apps for learning, self-care.

Widening Participation

Proportion of underrepresented students

Widening Participation - Undergraduate Programmes (Certificates, Diplomas and Degrees) *						
	2014	2015	2016	2017	2018	2019
Socio-economically disadvantaged students (full time degree only) ¹	1,717	1,746	1,320	1,406	1,120	1,198
Students reporting a Disability (full time) ²	1,311	1,349	1,473	1,564	1,940	2,113
Students reporting a Disability (part time)	23	48	51	59	17	63
Mature students (full time) ³	997	967	1,021	1,060	923	810
Mature students (part time)	777	814	836	796	830	907
Part Time and Flexible Learning ⁴	827	1,006	1,064	910	1,094	782
Open Learning						183
Student entering under the HEAR Programme ⁵						843
Students with Refugee status (FT&PT) ⁶						24
FETAC / HETAC (full-time)	232	262	178	291	345	449
All UCD Widening Participation Students	4,375	4,437	4,755	4,965	4,993	5,492
TOTAL UCD undergraduate students	16,301	16,310	16,687	17,054	17,169	17,186
% Widening Participation Students	26.8%	27.2%	28.5%	29.1%	29.1%	32.0%

Table 5: Widening Participation - Undergraduate Programmes (Certificates, Diplomas and Degrees)

¹ Students from socio-economic groups D, F & G.

² Students who report a disability either through registration for supports with Access and Lifelong Learning; admission through DARE; OR indicating a disability on the Equal Access Survey.

³ Students aged 23 years and over on year of entry to UCD, with no previous undergraduate degree.

⁴ Part Time, excluding Open Learning.

⁵ Those students entering under the HEAR scheme. Prior to 2019 they had not been separated out in this report.

⁶ Students with refugee status either declared at application or stated on completion of the EAS survey.

* The HEA adjusted their methodology for 2015/16 so SEG now includes group J and counts 18 - 20 year olds only.

* This data trend adjusts in 2016 to reflect this counting D, F, G and J but only presenting on 18 - 20 year olds.

New Entrants to Undergraduate Degrees - supplementary admission routes						
	2014	2015	2016	2017	2018	2019
HEAR	255	234	269	210	253	221
DARE	196	153	233	246	264	340
Mature	248	233	193	184	196	162
QQI-FET	69	72	100	99	107	180
Future You						16
Asylum Seeker						11

Table 6: New Entrants to Undergraduate Degrees 2014 - 2019

Total Supplementary Routes	722	775	766	733	738	873
Total New Entrants:	4,324	4,303	4,353	4,415	4,383	4,244
% supplementary admission routes	16.7%	18.0%	17.6%	16.6%	16.8%	20.6%

Table 7: Total Supplementary Routes

Includes campus A, C, D and E; all nationalities and is counting undergraduate only

Census of Population 2016: Population Usually Resident and Present in the State: Socio Economic Group (SEG)*

*Numbers relate to father's SEG

	Ireland		UCD	
	2016	%	2018 / 19	%
A. Employers and managers	726,785	15.5	611	22.6
B. Higher professional	332,406	7.1	562	20.8
C. Lower professional	614,828	13.1	290	10.7
D. Non-manual	988,268	21.1	290	10.7
E. Manual skilled	357,057	7.6	162	6.0
F. Semi-skilled	367,568	7.8	98	3.6
G. Unskilled	152,902	3.3	49	1.8
H. Own account workers	177,565	3.8	137	5.1
I. Farmers	153,689	3.3	131	4.8
J. Agricultural workers	22,882	0.5	6	0.2
Z. All others gainfully occupied and unknown	795,971	17.0	369	13.6
All socio-economic groups	4,689,921	100.0	2,705	100.0

Table 8: Census of Population 2016: Population Usually Resident and Present in the State: Socio Economic Group

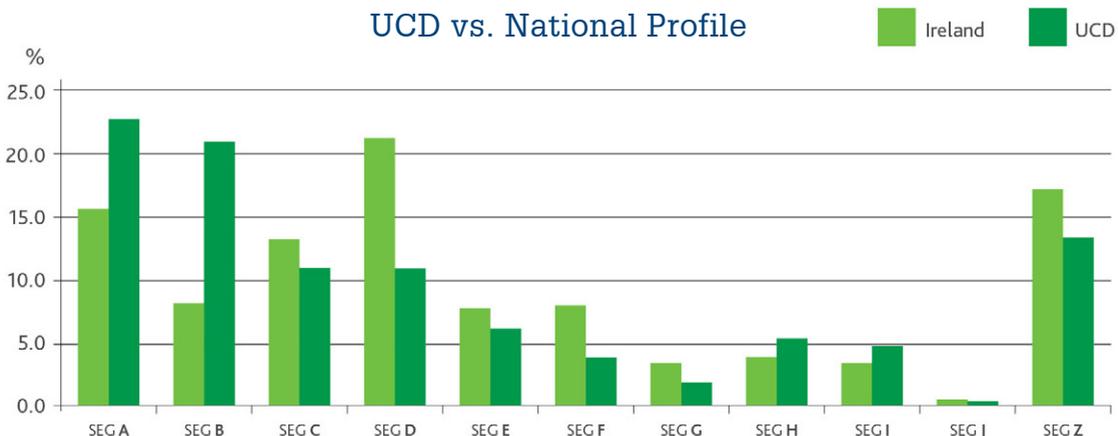


Figure 5: UCD V National Profile

2.2 Action: Review the recruitment process and literature for employees to ensure there is a transparent process in place to attract employees from all backgrounds

The following statistics provide a snapshot of the diverse make-up of the employee population in UCD.

Trends in Gender Profiles of Employees

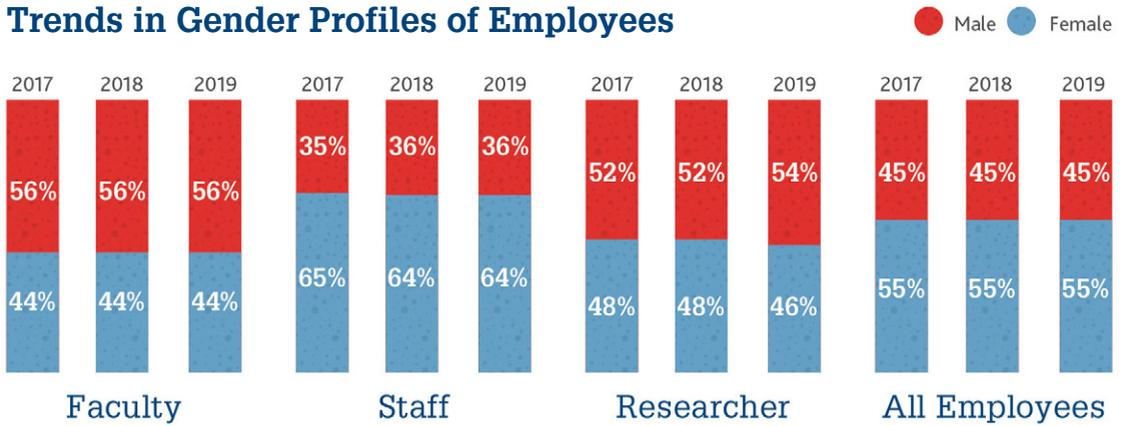
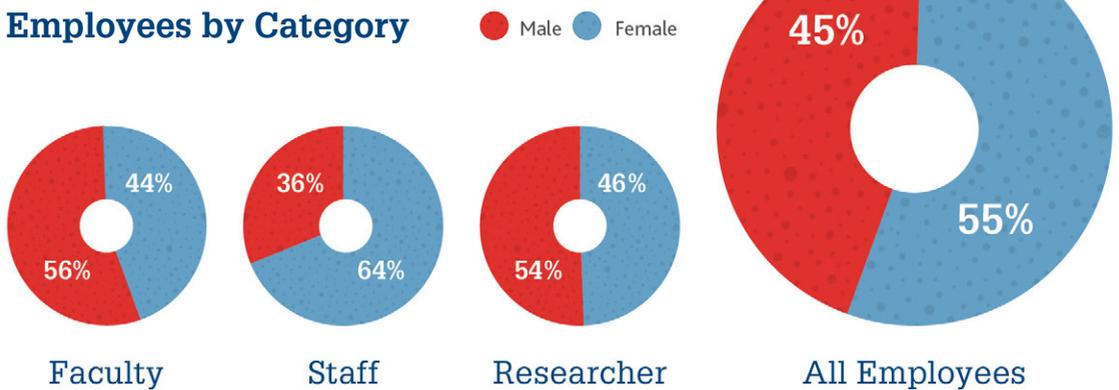


Figure 6: The Gender Profile of Employees (2017-2019)

Gender Profile of Employees by Category



Gender profile of Employees by Grade

Technical

GRADE	FEMALE	MALE	TOTAL	% F	% M
Technical Officer	43	38	81	53%	47%
Senior Technical Officer	68	42	110	62%	38%
Chief Technical Officer	14	13	27	52%	48%
Biochemist	8	3	11	73%	27%
Senior Biochemist	6	1	7	86%	14%
Principal Biochemist	2	1	3	67%	33%
Lab Attendant	18	12	30	60%	40%
Senior Lab Attendant	3	4	7	43%	57%
Principal Physicist	1	2	3	33%	67%
Chief Physicist	1	0	1	100%	0%
Clinical Scientist	3	1	4	75%	25%
Senior Clinical Scientist	2	2	4	50%	50%
Total	169	119	288	59%	41%

Table 9: Gender Profile of Technical Employees by Grade (effective 31 December 2018)

Administrative

GRADE	FEMALE	MALE	TOTAL	% F	% M
Executive Assistant	120	33	153	78%	22%
Senior Executive Assistant	231	43	274	84%	16%
Administrative Officer II	108	32	140	77%	23%
Administrative Officer I	132	42	174	76%	24%
Administrative Officer 1A	78	43	121	64%	36%
Senior Administrative Officer IV	94	46	140	67%	33%
Senior Administrative Officer III	19	15	34	56%	44%
Senior Administrative Officer II	9	9	18	50%	50%
Prof C	4	8	12	33%	67%
Total	795	271	1,066	75%	25%

Table 10: Gender Profile of Administrative Employees by Grade (effective 31 December 2018)

Library

GRADE	FEMALE	MALE	TOTAL	% F	% M
Library Assistant	30	9	39	77%	23%
Senior Library Assistant	12	3	15	80%	20%
Assistant Librarian II	4	0	4	100%	0%
Assistant Librarian I	2	1	3	67%	33%
Sub Librarian	5	2	7	71%	29%
Librarian	0	1	1	0%	100%
Archivist	2	0	2	100%	0%
Total	55	16	71	77%	23%

Table 11: Gender Profile of Library Employees by Grade (effective 31 December 2018)

Permanent Faculty

GRADE	FEMALE	MALE	TOTAL	% F	% M
Full Professor	45	133	178	25%	75%
Professor	30	69	99	30%	70%
Associate Professor	114	164	278	41%	59%
Lecturer / Assistant Prof. Above the bar	214	226	440	49%	51%
Lecturer / Assistant Prof. Below the bar	14	8	22	64%	36%
Other Academic & Teaching	27	16	43	63%	37%
Total	444	616	1,060	42%	58%

Table 12: Gender Profile of Permanent Faculty Employees by Grade (effective 31 December 2018)

Temporary Faculty

GRADE	FEMALE	MALE	TOTAL	% F	% M
Full Professor	0	15	15	0%	100%
Professor	1	3	4	25%	75%
Associate Professor	3	5	8	38%	63%
Lecturer / Assistant Prof. Above the bar	53	63	116	46%	54%
Lecturer / Assistant Prof. Below the bar	21	17	38	55%	45%
Other Academic & Teaching	74	55	129	57%	43%
Total	152	158	310	49%	51%

Table 13: Gender Profile of Temporary Faculty Employees by Grade (effective 31 December 2018)

Employee Age & Nationality

Age Bands

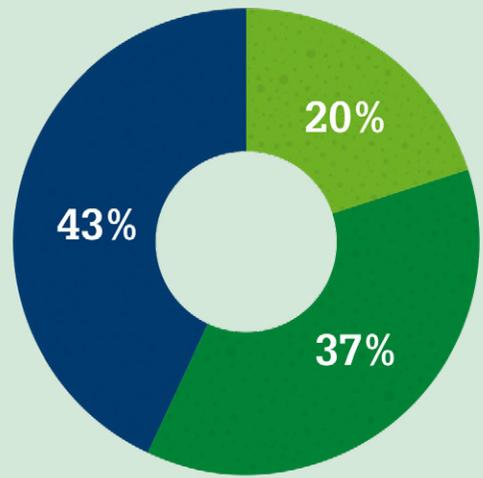
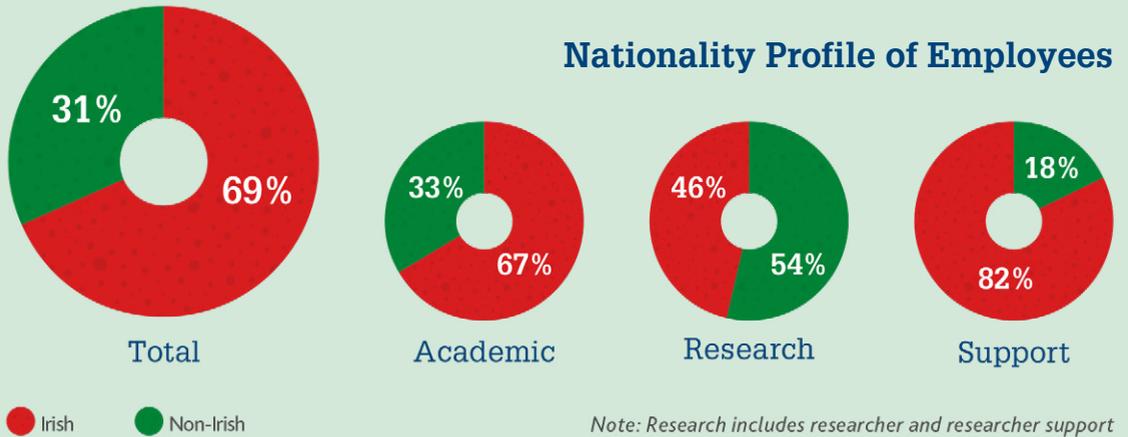


Figure 7: Employee Age and Nationality



Note: Research includes researcher and researcher support

Figure 8: Nationality Profile of Employees (March 2019)

Recruitment

A number of initiatives have been taken by UCD over the past year to enhance its inclusive recruitment practices at the various stages of the recruitment life cycle in order to increase the diversity of the employee population.

Staff Planning

At the Staff Planning stage, the HR Partner and Resourcing Consultant engage with the hiring manager to review staff requirements and to consider gender balance and the broader EDI agenda as part of this planning. Resourcing Consultants are HR staff that support the hiring managers during the recruitment process. A workshop was provided by the EDI Unit to the Resourcing Consultants in 2018 and HR Partners to ensure that they were equipped to advise hiring managers from an EDI perspective. A Resourcing Consultants guide was developed by EDI to support them in conversations with hiring managers and a similar guide was also developed to inform hiring managers around inclusive recruitment processes. The guidelines document can be found on the [EDI website](#).

Recruitment Stage

Once roles are identified, job descriptions are drafted by hiring managers. A webpage providing tips, resources and guidance around preparing inclusive job descriptions has been developed to support this element of the recruitment process including access to gender decoders. For professional staff, a competency framework was established to provide a clear and consistent description of competencies required for different roles and to help employees plan their development and career. This approach helps to ensure that criteria used in job descriptions are essential for the role and not gender biased. EDI mandatory criteria have also been incorporated into middle and senior level management positions and equivalent academic and technical posts. These criteria are as follows:

Criteria for Admin Officer and equivalent levels of Faculty and other staff

Candidates must demonstrate an awareness of equality, diversity and inclusion agenda.

Criteria for managerial and equivalent levels of Faculty and other staff

Candidates must demonstrate how they can positively contribute to fostering an inclusive environment and a level of awareness of equality, diversity and inclusion.

Criteria for senior managerial roles

Candidates must show evidence of leadership in and / or demonstrated commitment to gender equality and the broader equality, diversity and inclusion agenda.

Search Committees are formed at the advertising stage if deemed necessary due to the challenge in attracting people to the roles, including under-represented genders in specific disciplines. Guidelines for [Search Committees](#) have been developed in terms of composition and role. An EDI statement is also inserted into the advertisement and job description encouraging people from all backgrounds to apply for roles and references are made to the UCD EDI Policy.

Assessment panels abide by the Gender Balance on Committees policy. This ensures that where there are panels of more than three people, a minimum of 40% of either gender will be on the panel.

In terms of the gender profile of faculty being promoted to the various levels and performance in relation to meeting the cascade model targets, promotions to Professor level far exceeded the targets set. This is very positive as it creates a pipeline for promotions to the most senior level of Full Professor in the coming years. The percentage of females promoted to Associate Professor were marginally below the targets whilst challenges remain in relation to meeting the targets at Full Professor level. Initiatives are underway to address these challenges including having female role models involved in workshops for potential future applicants, making available sample applications and other initiatives that will form part of the next Gender Equality Action Plan.

YEAR	PROMOTION TO	ACTUAL APPLICATIONS				SUCCESSFUL APPLICATIONS				TARGETS
		F	M	TOTAL	%F	F	M	TOTAL	%F	
2016/17	Associate Professor	22	22	44	50%	18	14	32	56%	50%
	Professor	7	16	23	30%	7	9	16	44%	37%
	Full Professor	4	6	10	40%	3	6	9	33%	30%
	Total 2016/17	33	44	77	43%	28	29	57	49%	
2017/18	Associate Professor	23	17	40	58%	13	12	25	52%	50%
	Professor	10	20	30	33%	8	17	25	32%	40%
	Full Professor	0	1	1	0%	0	1	1	0%	28%
	Total 2017/18	33	38	71	46%	21	30	51	41%	
2018/19	Associate Professor	16	20	36	44%	12	14	26	46%	49%
	Professor	7	1	8	88%	4	1	5	80%	42%
	Full Professor	4	8	12	33%	1	4	5	20%	30%
	Total 2018/19	27	29	56	48%	17	19	36	47%	

Table 14: Faculty Promotions Statistics September 2016 -August 2019

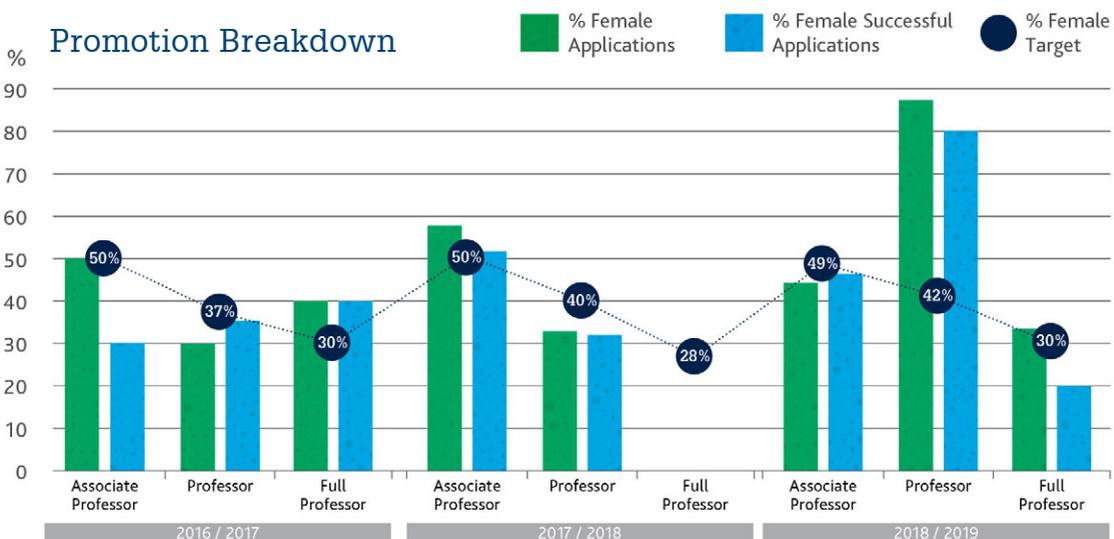


Figure 9: Breakdown of promotions 2016 - 2019

2.3 Action: Review of Student Orientation to integrate EDI

At the President's welcome to all first-year students, the President incorporates the importance of dignity and respect into his speech. The "Cup of Tea" video is played at every Orientation Advisory Session relating to consent (video can be viewed at [this link](#)). The Peer Mentors, who are second- and third-year students, bring new student groups of approximately 15 people around campus also to discuss consent and respect. The peer mentors are trained in many areas such as confidentiality, communication style, understanding support structures, mental health etc. They are made aware of unconscious bias, inclusivity and engaging with people of all backgrounds. The Residents Assistants in student accommodation also receive training sessions which incorporates dignity and respect.

Several events are also organised throughout the year by the International Office to support the integration of international students, including the following:

- UCD Global Orientation including International Student Fair
- Information Talks on Exchange and Overseas Opportunities
- Diwali with Indian Society
- Dublin in December Events
- Chinese New Year Celebrations with the Chinese Students and Scholars Association
- St. Patrick's Party including Ceili Workshop with Teach na Gaeilge
- UCD Volunteers Overseas Workshops
- Alumni Buddy Meetups
- Student Society events including International Students' Society and Erasmus Student Network activities
- LGBTQ + Society Workshops
- Language Cafes with UCD Global Guides



Figure 10: Events held in the Global Lounge, October 2018

2.4 Action: Review of local level induction processes and University orientation for employees to incorporate EDI element

New employees in UCD are supported in several ways. UCD developed a "Work at UCD" website (www.ucd.ie/workatucd/) that provides a wide range of important information for potential and new employees. This includes a section on Living and Working in Ireland which is particularly useful for employees coming to Ireland for the first time and it also provides information on working in UCD which includes a dedicated section on diversity.

An Orientation programme takes place every 8 weeks and involves a series of talks providing information on a range of matters including UCD's policies on and commitment to equality, diversity and inclusion and employee networks such as the LGBTI Network, Staff Disability Network, Multicultural Employee Network and Women@STEMM.

Induction checklists for new employees and line managers covering the initial months of an employee starting in UCD is also available. Local level induction is carried out across the University and the next gender equality action plan will incorporate further actions on induction to ensure a more consistent approach.

Consultation regarding induction and orientation took place as part of the development Athena SWAN application process. A short survey was circulated

specifically to employees recruited over the past three years to gain their perspectives on local level induction and University orientation in order to identify further actions to support new employees. A working group will also be established to review and enhance the local induction process further.

A new Multicultural Employee Network of UCD (MENU) was established by the EDI Multicultural subgroup in December 2018 following feedback from international employee focus groups. The aim of MENU is to make International employees feel welcome, to help integrate them into the UCD Community and beyond and to provide a space for international employees to network, support members and exchange ideas with a focus on promoting cultural diversity and awareness in UCD.

MENU has 200 members, including a Committee of 12 people, which represent 34 different countries around the globe and 50 different Schools and Units within UCD and holds regular events and coffee mornings throughout the year.

Pictured: MENU Committee members at the first MENU coffee morning - June 2019



"MENU brings together employees across the University. As employees with international backgrounds who now call Ireland home, we understand the challenges our members might face and are passionate about finding constructive and creative ways to bridge the gap created by diversity.

Building a community of people from diverse backgrounds and disciplines has been a fantastic experience. We're thankful for having a very proactive committee and excited about MENU's potential to enrich the UCD experience. Our monthly coffee morning provides an ideal opportunity to network and make connections across campus. The feeling of energy in MENU events is a great experience in itself. We are delighted to have seen MENU grow so quickly and look forward to continuing to engage our members while collaborating with other EDI Networks."

Ms Chiara Zaccheo, MENU Co-Chair
Dr Arun Kumar, MENU Co-Chair



Pictured: Ms Chiara Zaccheo, MENU Co-Chair and Dr Arun Kumar, MENU Co-Chair

2.5 Action: Continue to demonstrate good practice and enhance Learning, Teaching, curriculum planning and assessment from an EDI perspective, and incorporate the principles of Universal Design

The following describe the range of initiatives that have taken place to support this action:

- Published - '[Inclusive Assessment and Feedback: Universal Design Case Studies from IADT and UCD](#)'; 2019. Editors: Dr Lisa Padden (UCD), Julie Tonge (UCD), Dr Therese Moylan (IADT), Associate /Professor Geraldine O'Neill (UCD). This publication showcases the many positive examples of universal design in action and is a metaphor for mainstreaming and collaboration across UCD and IADT.

An Inclusive Design pilot study, 2019-2021, has been developed in collaboration between Engineering, Access & Lifelong Learning and Teaching & Learning, which is intended to showcase existing good practice, address knowledge gaps, and establish the range of potential benefits from restructuring modules on inclusive design principles.

2.6 Action: Continue to improve Universal Accessibility and Design on campus and to prioritise remedial works on older buildings within a timeframe of five years, and ensure it is a consideration in all new developments and future renovations

UCD Estates and Access & Lifelong Learning meet regularly to review the Accessible Minor Works programme and identify priority actions of each year. A dedicated budget of €75,000 is allocated to this work. Highlights of the Accessible Minor Works 2018-2019 include:

- Accessible Signage project is completed in the nine buildings identified as a priority. This project has resulted in the installation of consistent accessible signs, which shows step-free accessible routes, refuge

areas, floor levels, directions to lifts, key offices and lecture theatre and accessible sanitary facilities.

- Accessible Minor Works has resulted in the installation of safety railings in front of the James Joyce Library Building. The recently refurbished Accessible Bathroom in the Newman Building has been upgraded, so that it can be listed a Changing Places Facility.
- Access & Lifelong Learning is working with the Newman Building Users' group on improving accessibility for all users of the Newman Building.

2.7 Action: Enhance the accessibility for students and employees on campus

UCD Estates, in collaboration with Access & Lifelong Learning are reviewing the approach to campus accessibility, and the reliance on Part M building regulations, which is the statutory minimum requirement, but is not a Universal Design approach. Under discussion are:

- The provision of an Annual Workshop for Estates and Design Professionals
- UCD Estates will procure for a 3rd party to undertake design reviews of New Buildings and Capital Refurbishments. It is intended that the review process will consider the universal design principles, identify opportunities for improvement, and advance the 'University for All' approach.
- The 2020 Access Symposium will celebrate the University's success and showcase the campus accessibility projects completed over the past 10 years.

UCD Student Access Leaders, Access and Lifelong Learning Centre

Another means of enhancing accessibility for students on campus is through the supports provided by a group called Access Leaders. They are a group of exceptional students who have been selected to represent UCD Access and Lifelong Learning and play a vital role in assisting ALL with their work and help reassure newer students that their goals are achievable. Access Leaders' first-hand understanding of UCD's diverse entry pathways and of the journey students have taken to be here means they are uniquely placed to help incoming students adjust to their new environment. They are involved in a variety of activities across the campus and beyond ranging from assisting at events such as the annual Access and Lifelong Learning Symposium and University for All initiative to outreach activities where they meet potential students who would like to know more about UCD. Access Leaders have represented UCD at committee level and national conferences. Some of the more typical activities include UCD Campus Tours, Access and Lifelong Learning Welcome events, and Outreach Events.

Pictured: John Duffy, Student Access Leader

John Duffy has worked as an Access Leader since 2017 assisting Access and Lifelong Learning in their work throughout the University. He has worked on a number of key events with UCD staff and students and became a Senior Access Leader in 2019. *"My role as an Access Leader has allowed me to meet a diverse range of students from different backgrounds and countries across a range of activities in UCD. This work has allowed me to share my knowledge and experience with other students while also benefiting my education and sense of inclusion in UCD and the wider community."*



3. Strategic Objective 3: To promote a culture of dignity, respect and wellbeing for all, and eliminate all forms of discrimination

3.1 Action: Promote the University Dignity and Respect policy and raise awareness through training and promotional materials

A revised Dignity and Respect policy was launched in December 2017 and was promoted in a range of ways including videos, training sessions for managers and bespoke dignity and respect awareness raising sessions on request by various Schools and Units. A review of this policy is planned for Spring 2020 to assess the impact of the revised policy, how it can be enhanced further taking into account developments nationally and best practice internationally.

Developing a means of monitoring and reporting instances of bullying and harassment / sexual harassment, including both formal and informal contacts, has become a priority for the University and will also form part of the review.

A three-session pilot programme on Bystander Training took place for a cohort of students in the School of Veterinary Medicine and the College of Social Science and Law and was very successful. The next steps will be to consider the roll-out of this programme for a wider audience and how best to do this.

3.2 Action: To carry out a feasibility study of anonymous reporting of Dignity and Respect issues in UCD

A project commenced in 2019 to establish an Anonymous Reporting tool whereby members of the University community can report issues of a bullying and harassment / sexual harassment nature anonymously. This will assist the University in understanding the culture relating to bullying and harassment in UCD

and the nature of the issues being experienced. An external service provided was appointed through the procurement process to work with UCD in the development of the tool which is due to be launched in early 2020. UCD will be the first University in Ireland to have this facility in place.

3.3 Action: Develop a framework for Carers in UCD

The University has a range of family friendly policies available to employees and a further policy was developed in 2019 "Support for Employees taking Family Related Leave" which provides a framework for supporting employees before, during and returning from family related leave. This includes a range of actions that can be taken to enhance the support for employees taking leave such as "keeping in touch" days during maternity leave as decided by the employee and a short induction following the return from leave to support the employee in the transition back to work. Another element includes a phased increase in teaching for faculty returning from family related leave averaging 50% over the course of the year.

In 2019, the University removed its 26-week service requirement in order to be eligible for paid maternity leave enabling UCD to enhance its ability to attract female talent.

A Buddy Programme for parents was initiated in August 2019 which connects employees going on

and/or returning from maternity, adoption, paternity leave, parental leave or with children of any age with employees who are parents in UCD. Once the buddies are in place, they will receive training so that they feel fully equipped to support parents who may contact them.

Breastfeeding facilities have also been reviewed to ensure that they contain the necessary requirements and are now clearly identified on the UCD facilities map. Further work will continue to ensure that facilities are standardised across the University.

A team of researchers at University College Dublin, in partnership with [Family Carers Ireland](#), are undertaking a four year research project, the Carewell project, to examine how family carers can be best supported to balance work with care. The EDI Unit has partnered with the UCD Carewell team in relation to the provision of a series of seminars which will also provide feedback as to the needs of carers and how they can be best supported in the workplace.

3.4 Action: Develop the University's approach to implementing the Age-Friendly University (AFU) designation, particularly the 10 AFU Principles

On 29th November 2018, the University marked its designation as an Age Friendly University and launched a Year of Lifelong Learning 2019: 70 years of Lifelong Learning in UCD. This event comprised a series of presentations; including an exhibition showcasing the range of age-related research, teaching, engagement happening throughout the University.

UCD Access & Lifelong Learning took part in the inaugural DLR Age Well Expo presented by Dún Laoghaire-Rathdown County Council in association with DLR Age Friendly Alliance. This event, held in the Pavilion at Leopardstown Racecourse, Dublin 9 June 2019 and showcased services and supports available to older people in Dún Laoghaire-Rathdown. Dr Bairbre Fleming represents UCD on the DLR Age-Friendly Alliance, which includes representatives from DLR County Council, An Garda Síochána, HSE, Dublin Dún Laoghaire Education Training Board (DDETB), DLR Chamber of Commerce, DLR Network for Older People, Age Friendly Ireland. The Alliance undertakes planning and provision of opportunities for all to connect, engage in areas including education, health, security and social participation. These priorities are detailed in the [DLR Age-Friendly Strategy](#).

As part of the Age-Friendly initiative to increase intergenerational learning opportunities, a free 'taster' lecture series is now available three times a year. To date, 600 students have taken part in this opportunity

to engage with the wider university community, raise awareness of the lifelong learning and showcase campus amenities, such as the Classics Museum, National Folklore Collection and Rosemount Environmental Research Station. In addition, a new Lifelong Learning Bursary scheme is available to low-income students who choose a Lifelong Learning programme as their first step into study at UCD.

A number of wellbeing initiatives and achievements have also occurred under the Healthy UCD strategy and the following are just some examples of these:

- The Irish Heart Foundation (IHF) awarded Healthy UCD the Gold Award during the Active@Work Awards in November 2018.
- Healthy UCD supported the introduction of the Resilience Tree funded through a SPARC award.
- Healthy UCD released the Workplace Wellbeing video on the Healthy UCD Website and Healthy UCD YouTube Channel.
- Healthy UCD co-hosted Wellness Wednesday with students from the Bsc Sports and Exercise Management on the UCD Belfield campus.
- Healthy Eating Week 2019 attracted 520 attendees during 5 nutrition-related talks.

Further information on these and other Healthy UCD initiatives can be located at www.ucd.ie/healthyucd/.

4. Strategic Objective 4: To develop a framework to capture robust and reliable equality and diversity data for students and employees across the University's 10 grounds in order to monitor progress in areas of under-representation

4.1 Action: Enhance data collection methods for those applying for roles in the University, and to connect this data from application to appointment stage

In 2014, UCD introduced a diversity monitoring tool at application stage for roles in UCD where applicants were invited to complete a tool identifying their characteristics across the equality grounds. This tool was revised in 2019 to encourage greater full completion rates of the tool by revising the options provided for each equality ground, providing clarity around the reasons for the completing this tool and the benefits that this statistical information would bring such as informing UCD policy and EDI priorities. The positioning of the tool was also revised within the e-recruitment system. All of these enhancements have led to an increase in full completion rates by more than 15%.

Diversity Monitoring Tool Completion Rate%

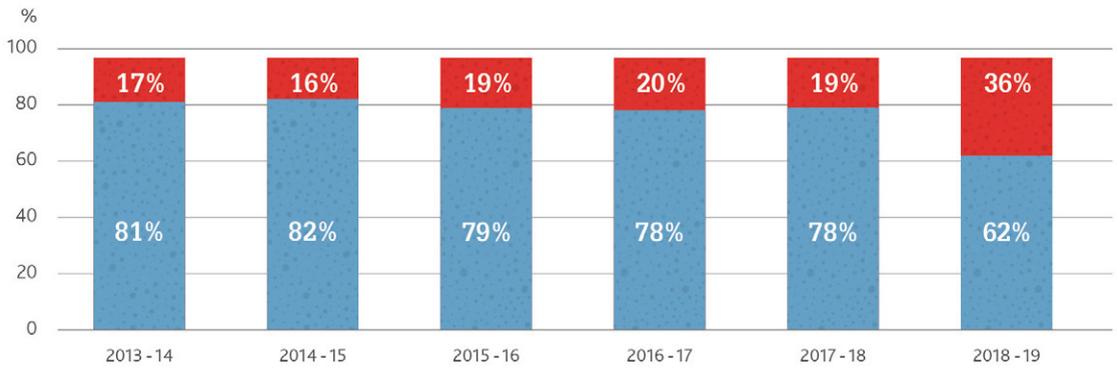


Figure 11: Full and Partial Completion rates of Diversity Monitoring tool ● Fully Completed ● Partially Completed

This data has provided the University with valuable information around the backgrounds of applicants applying for roles in UCD and supports the University's strategic objective around attracting, retaining and developing diverse employees. Following the completion of the HR system (Core) upgrade, a priority will be to capture data to understand the diversity make-up of the employee population. The following tables and charts provide a snapshot of the diversity of applicants applying for roles in UCD.

Applicants for advertised roles in UCD

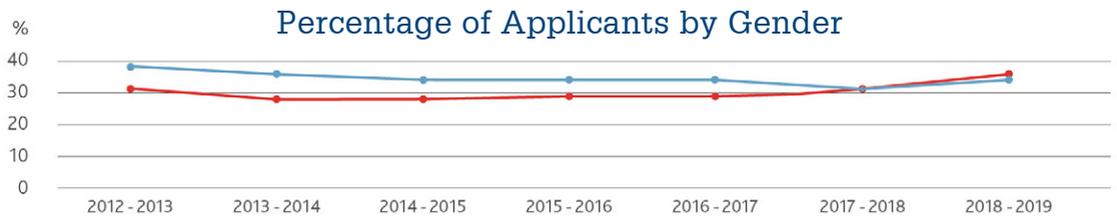


Figure 12: Applicants by Gender ● Male ● Female

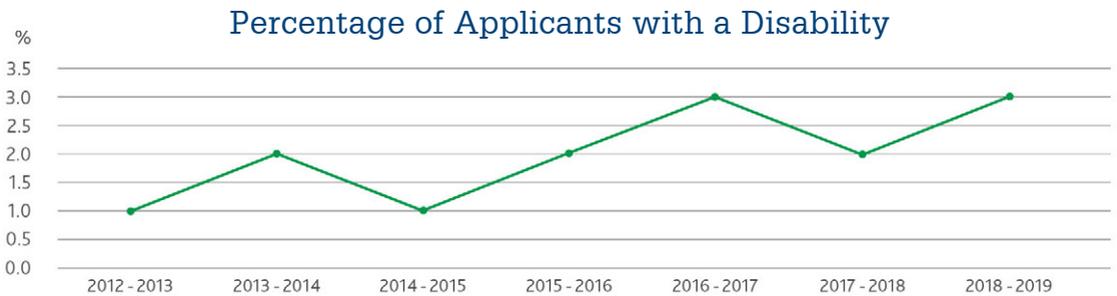


Figure 13: Applicants by Disability

Applicant Ethnicity	2013 /2014	2014 /2015	2015 /2016	2016 /2017	2017 /2018	2018 /2019
Asian / Asian Irish (Chinese)	205	284	286	300	370	481
Asian / Asian Irish Any Other Background	409	498	586	721	1,013	1,271
Black / Black Irish (African)	117	131	134	167	240	280
Black / Black Irish Any Other Background	28	27	37	28	33	53
Other (Including Mixed Background)	279	247	335	450	532	816
White (Irish Traveller)	8	26	15	8	10	22
White (Irish)	3,663	3,873	3,713	3,492	3,445	3,972
White Any Other Background	2,078	2,239	2,808	2,757	2,998	4,634
Grand Total	6,787	7,325	7,914	7,923	8,641	11,529

Table 15: Applicants by Ethnicity

Applicants by Age	19 - 29	30 - 39	40 - 49	50 - 59	OVER 60
Total	16%	50%	24%	8%	2%
Female	19%	49%	22%	8%	2%
Male	13%	51%	25%	9%	2%

Table 16: Applicants by Age

Applicant Family Status	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Carer	1%	1%	1%	1%	1%	1%
Guardian	0%	0%	0%	0%	1%	1%
Not Applicable	61%	61%	60%	61%	58%	59%
Other	11%	11%	11%	10%	12%	9%
Parent	27%	27%	28%	28%	28%	28%
Parent & Carer	0%	0%	0%	0%	0%	0%
Prefer Not to Say	0%	0%	0%	0%	0%	1%

Table 17: Applicants by Family Status

5. Strategic Objective 5: To raise awareness amongst the University Community by promoting greater understanding and engagement with EDI Issues across the University

5.1 Action: To carry out an EDI Survey of University employees as part of the Athena SWAN application to retain the bronze award

UCD carried out two surveys: the Culture & Engagement survey in 2018 and the EDI Survey in 2019. Outputs from both surveys were analysed from an EDI perspective.

Survey Respondents

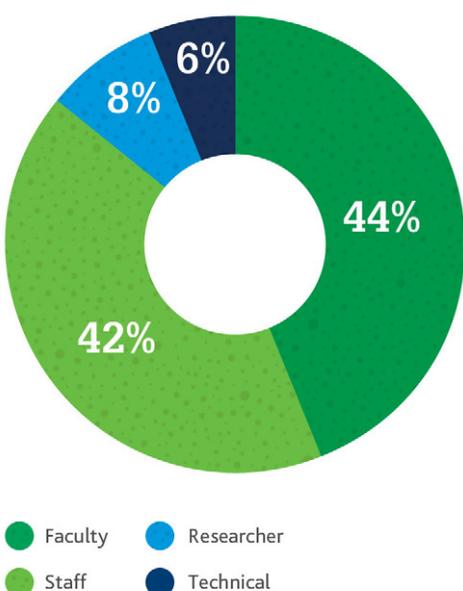


Figure 14: Breakdown of EDI Survey Respondents

“Do you have, or consider yourself to have, a disability?”
(includes physical, intellectual, learning, cognitive or emotional disabilities)

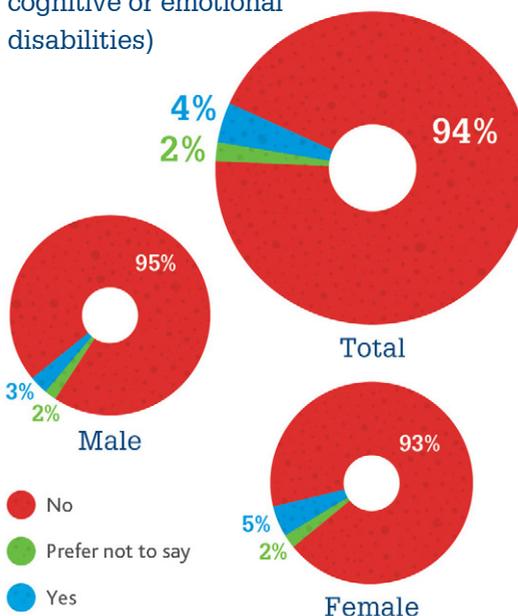


Figure 15: EDI Survey 2019 Response Rate “Disability”

Applicants by Age and Family Status	18 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65+
Carer	0%	11%	22%	41%	22%	4%
Not applicable	1%	28%	32%	17%	20%	1%
Parent / Guardian of child under 18	0%	5%	47%	40%	8%	0%
Parent / Guardian of child under 18 and Carer	0%	0%	25%	44%	28%	3%

Table 18: Applicants by Age

“I am aware that Equality, Diversity & Inclusion initiatives take place across the University”

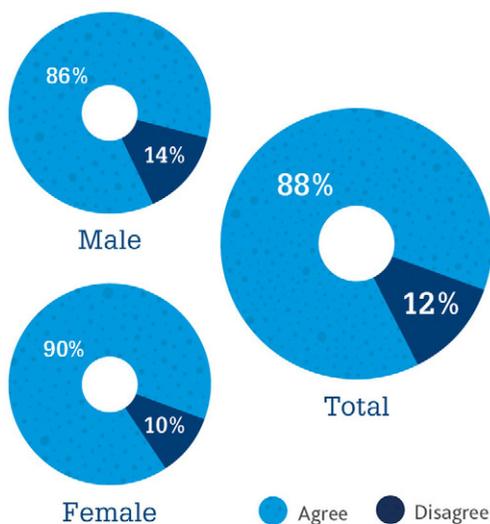


Figure 16: Culture and Engagement Survey Response Rate “Awareness of EDI”

“I am aware of the UCD (Athena SWAN) Gender Equality Action Plan”



Figure 17: Culture and Engagement Survey Response Rate “Awareness of Athena SWAN”

5.2 Action: Organise events around key dates in the EDI calendar

From the 2018-2019 Academic Year, an initiative was introduced to mark EDI-related dates in the UCD calendar. An email is circulated every week to advise of events that are taking place across the University and EDI related dates are included in this calendar to mark and raise awareness of diverse events, dates and festivals. Examples of this include Buddha’s Birthday, Diwali, Chinese New Year and International Men’s Day.

The following are some examples of EDI related events organised in UCD throughout the 2018/19 academic year.

On 19 November 2018, International Men’s Day, UCD held a talk on “Men’s Health - Challenges and Choices - Your Physical and Psychological Well-Being” with Clinical Nurse Specialist Ciaran Lanigan. UCD chose to highlight men’s health on International Men’s Day in 2018 for the following reasons:

- Irish men die, on average, about 4.5 years younger than women do.
- Poor lifestyles (including poor work/life balance) are responsible for many chronic diseases.
- Late presentation to GPs leads to a large number of problems being untreatable.
- Strategies, including stress management, are available to improve overall health.

On 3 December 2018 to mark International Day for People with Disabilities, UCD hosted “A Tale of Two Dragons” in collaboration with the UCD Staff Disability Network & Dell Ireland. The event gave managers and employees an overview of the process around accessing reasonable accommodations by people with disabilities and raised awareness around making UCD an inclusive workplace.

On International Women’s Day 2019, the EDI Unit co-ordinated and sponsored Coffee mornings in 17 locations across campus. Posters were also designed and distributed to all participating areas. At the keynote event “Shifting the Dial: Female Leaders Changing Culture” inspirational speakers shared their stories and experiences of addressing gender and race inequalities, leading change and creating a more inclusive culture for women in higher education, sports and workplaces in Ireland. Speakers included:

- Dr. Eburn Joseph, Career Consultant, RSCI and coordinator of UCD’s first Black Studies and Race Perspectives module.
- Su Carty, World Rugby Council Member, Business Owner, Performance & Wellbeing in Business and Sport and Former Women’s Development Manager.
- Prof. Orla Feely, Vice-President for Research, Innovation and Impact and Chair of Gender Equality Action Group, UCD.

Pictured left to right: Rory Carey, Director, UCD Culture & Engagement; Eimear O'Reilly, EDI Project Officer; Dr Eburn Joseph, Career Consultant, RSCI; Su Carthy, World Rugby Council Member; Marcellina Fogarty, EDI Manager; Prof Orla Feely, Vice-President for Research, Innovation and Impact; Prof Colin Scott, Vice-President for EDI



Global Accessibility Day 2019 event was held on 16th May 2019, where the Widening Participation Committee Chair, Professor Grace Mulcahy, launched a video series entitled "Reasons why Digital Accessibility is Important to All". The event also featured a digital accessibility master class, presented by Dr Lisa Padden. Further information and videos can be [located here](#).

5.3 Action: Mainstream EDI into various non-EDI training, events as appropriate e.g. UCD Festival

To help promote the Network, MENU submitted a poster to the Work Smarter Together Event on 13 March 2019 organised by UCD Agile. Work Smarter Together 2019 (WST 2019) was an exciting UCD-wide event dedicated to celebrating our creativity, innovation and collaboration. WST 2019 was an opportunity for colleagues from across UCD to look at how we use our creativity and collaboration to shape a better future for ourselves, our colleagues and our students here in UCD. The event featured plenary sessions with international motivational speakers, parallel breakout sessions and a poster presentation.

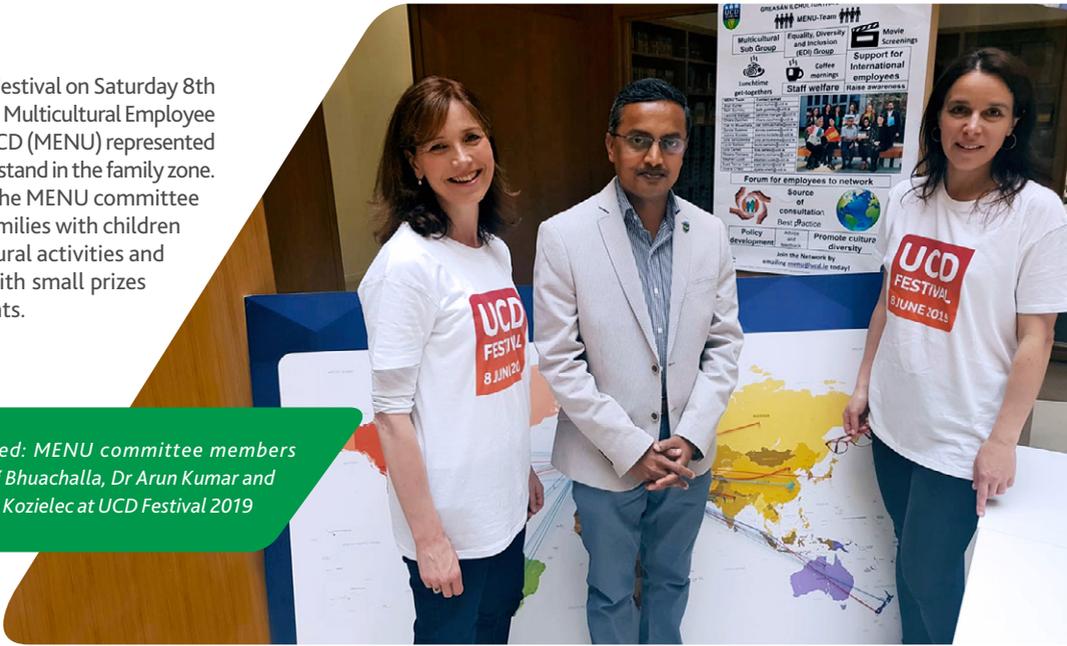
EDI was represented at Engage Day on 6 November 2018 by an EDI Networks stand as part of the 40+ stands on the day in O'Reilly Hall. Members of the EDI Unit and the EDI Networks were available to answer questions from colleagues and to encourage colleagues to consider joining one of the networks. Information on EDI Supports was distributed in the form of posters and flyers including the Dignity & Respect Contact Persons, LGBTI Staff Network, Staff Disability Network and Women@STEMM.



Pictured: EDI Networks Stand at UCD Engage Day 2018

For the UCD Festival on Saturday 8th June 2019, the Multicultural Employee Network at UCD (MENU) represented EDI with their stand in the family zone. Members of the MENU committee welcomed families with children with fun cultural activities and held a quiz with small prizes for participants.

Pictured: MENU committee members Clár Ní Bhuachalla, Dr Arun Kumar and Joanna Kozielec at UCD Festival 2019



6. Strategic Objective 6: To collaborate with external bodies on EDI related matters with a view to becoming the leading third level institution in Ireland to advance EDI

6.1 Action: To engage with equality, human rights, and culture and organisational change experts in UCD to support and inform the EDI work programme

Unconscious Bias Conference, March 2019

On 28 March 2019, a national conference entitled “A Critical Assessment of Unconscious Bias: Emergence, Evolution and Effectiveness” was organised by the EDI Unit. Through a combination of keynote speeches from international experts in the area of Unconscious Bias, panel discussions and workshops, this conference aimed to review the emergence and evolution of Unconscious Bias and assess the effectiveness of awareness raising on the elimination of discrimination. It also involved the identification of practical steps to address conscious and unconscious biases.



Pictured: Tinu Cornish, UCD Unconscious Bias Conference, March 2019

Diversity in STEM, November 2018

Members of higher education institutions in Ireland were invited to participate, as well as Industry partners, human resource and leadership & development professionals and academics and researchers with an interest in the area of equality.

Speakers at the conference included Ms Tinu Cornish, Director, SEA-Change Consultancy Ltd, Professor Mike Noon, Professor of Human Resource Management, Queen Mary London, Dr Jay Chopra, Director, Making Shift Happen and Ms Judy Walsh, UCD School of Social Policy, Social Work and Social Justice.

UCD Women @ STEM in collaboration with UCD Japan hosted a seminar on Diversity in STEM in November 2018 with keynote speaker Prof Yuko Takahashi, President of Tsuda University. Professor Takahashi talked about how Tsuda University (the oldest university for women only in Japan) is Pioneering Women's Education in modern society. The Japanese Ambassador Mrs Mari Miyoshi also presented on the initiatives taken by the Japanese government to encourage more women in leadership roles. This event marked the launch of UCD Women @ STEM Network, previously known as Women in the Sciences (WitS).



Pictured: Dr Jay Chopra addressing delegates, UCD Unconscious Bias Conference, March 2019

Pictured at Diversity in STEM event, left to right: Antonella Ferrecchia, Co-Chair, Women @ STEM; Prof Mark Rogers, UCD Registrar; Triona McCormack, Director, UCD Research; Prof Yuko Takahashi, President, Tsuda University; Prof Joe Carthy, College Principal, UCD College of Science; Sharon Shannon, Co-Chair, Women @ STEM; Associate Professor Naonori Kodate, UCD School of Social Sciences and Law



6.2 Action: To develop an online EDI awareness raising programme (review of the LEAD programme)

Living Equality and Diversity Programme (LEAD)

The LEAD eLearning programme was an innovative learning resource developed by six of the Irish University members of the IUA Equality Network: DCU, NUIG, TCD, UCC, UCD and UL a number of years ago. The sector agreed to develop a new programme to ensure that it reflected the commitments now being made by the University sector to the EDI agenda. During the Summer of 2019, a provider was identified through a procurement process and the new programme is expected to be introduced in the second quarter of 2020 in collaboration with the other Universities. The programme will be implemented across the sector as part of a blended approach to raising awareness around EDI related principles and legislative and policy obligations.

6.3 Action: To communicate EDI related initiatives and updates throughout the academic year and put forward EDI initiatives for awards etc. to gain recognition for work in this area

CIPD Diversity Award

In February 2019, UCD's Gender Identity and Expression Policy was the recipient of the CIPD (Chartered Institute of Personnel and Development) Diversity and Inclusion award at the 2019 CIPD HR Awards. The development of UCD's Gender Identity and Expression policy was an innovative initiative that led to cultural transformation within UCD and impacts over 40,000 students, employees and visitors. The judges were impressed with the thoughtful design and implementation, the co-creation and inclusive approach with students and staff and the influencing of significant changes to facilities.



Pictured left to right: Donal O Donoghue, Sanderson Recruitment (award sponsor); Marcellina Fogarty, Equality, Diversity and Inclusion Manager; Rory Carey, Director, UCD Culture and Engagement



Symposium on Gender Equality in Higher Education, RCSI

Professor Judith Harford hosted an international symposium on gender equality in Higher Education, funded by the Irish Research Council, at the Royal Irish Academy in October 2018. An edited publication emanating from the symposium (Harford, J., O' Connor, P. and Fitzgerald, T. (eds.) (2020) *Whither Universities in the Gender Equality Landscape: Points of Tension, Challenge and Possibility* London: Routledge, forthcoming) will be published shortly and features articles from the following UCD scholars: Professor Colin Scott; Professor Kathleen Lynch; Professor Judith Harford. Minister Mary Mitchell O' Connor, Minister of State for Higher Education, gave the opening address at the symposium.

Pictured left to right: Mary Mitchell O'Connor, Minister for Higher Education; Prof Judith Harford, Vice-Principal for EDI, UCD College of Social Sciences and Law; Prof Colin Scott, Vice-President for EDI

6.4 Action: To increase engagement with organisations that work to support under-represented groups and continue established relationships with partners who work / advocate for students / prospective students and employees / potential employees

INVITED Peer Learning Seminar - "How to transform universities to embrace diversity and foster inclusion" in UCD

On 14 June 2019, UCD hosted the INVITED Peer Learning Seminar "How to transform universities to embrace diversity and foster inclusion." The seminar was organised by the European University Association (EUA) and the European University Continuing Education Network (EUCEN) supported by the European Students' Union (ESU.) University leaders from across Europe were invited to discuss university strategies and approaches towards equity, diversity and inclusion. The event was part of the INVITED project.

Delegates pictured at INVITED peer learning seminar, June 2019



Pictured at INVITED Seminar (left to right): Marcellina Fogarty, Equality, Diversity and Inclusion Manager; Prof Mark Rogers, UCD Registrar; Prof Andrew Deeks, UCD President; Mary Mitchell O'Connor, Minister for Higher Education; Dr Anna Kelly, Director, UCD Access and Lifelong Learning; Prof Colin Scott, Vice-President for EDI



INVITED Project

Universities continue to seek ways to enable the participation of people from various backgrounds, including those that are traditionally less represented in higher education. The topic is gaining importance with education ministers who reiterated their commitment to strengthen the social dimension of higher education at the 2018 Bologna Ministerial Conference in Paris. The INVITED project aims to support universities in developing and strategies towards equity, diversity and inclusion. It also seeks to promote dialogue between stakeholders at the system level in order to ensure that regulatory and funding frameworks empower universities to fulfil their social responsibility.

6.5 Action: To identify opportunities for collaboration with external bodies and organisations on EDI initiatives, and to engage with those that have demonstrated leadership in this area

CAESAR White paper

UCD participated in the Equality Survey 2018 conducted by CAESAR, a group that brings together the strong and united voice of universities of science and technology in Europe with 53 university members. This survey collected data on gender equality and diversity at Member institutions. The Equality Survey 2018 - which followed the Gender Equality Survey 2014 - re-framed the earlier study to include an additional section on diversity. The aim was to make human resources professionals and change agents aware of the continued importance of gender and diversity management within

a comprehensive change management process towards a culture of inclusion for all. The resulting white paper presents a wealth of activities and a broad spectrum of target dimensions, strategic Gender Equality Plans and Diversity Plans at universities of science and technology. The best practice examples from Member institutions, including UCD, were published to showcase that good practice approaches in existence. The UCD best practice examples included the Gender Identity and Expression policy and the Equality Impact Assessment tool.

See Change Green Ribbon Campaign in May 2019 - Raising Awareness on Mental Health

UCD liaised with See Change for their green ribbon campaign and agreed to light up in green two buildings on campus to raise awareness on mental health and increase solidarity against mental health stigma. UCD is featured in the See Change impact report published in November 2019, which highlighted some of the contributions from workplace organisations.

Pictured: UCD water tower lit up green for See Change Green Ribbon campaign



CIPD Gender Pay Gap and Diversity event

A national CIPD Gender Pay Gap and Diversity event was hosted by UCD on 4 July 2019. Mary Connaughton, Director CIPD Ireland, welcomed all participants followed by a presentation by Tristan Aitken, Director of HR, SIRC and UCD Legal, on the CIPD UCD award-winning HR transformation journey. Oonagh Buckley, Deputy Secretary General of the Department of Justice and Equality presented on the Gender Pay Gap (Information) Bill 2019 and lessons from the UK experience of gender pay gap reporting was provided by Charles Cotton, CIPD Policy Advisor. This was followed by a panel discussion.

Pictured at CIPD gender pay gap event: Tristan Aitken, Director, UCD Human Resources, SIRC and Legal Affairs



UCD Registry WAM programme

In collaboration with AHEAD and EDI, UCD Registry initiated a pilot paid work placement programme for graduates with disabilities under the **Willing, Able, Mentoring** (WAM) programme, which aims to promote access to the labour market, by providing a framework for employers to facilitate the integration of people with disabilities into the mainstream workplace. WAM has been in operation in the private sector for some time, with companies such as Dell, Citibank, Microsoft involved. UCD Registry's pilot, however, was the first time such an initiative had been launched within the Irish third level educational sector. Registry's placement

objectives were to provide a graduate with relevant and demonstrable work experience, and also development and learning opportunities to enhance their competencies / skills set. The successful candidate was appointed to a cross-Registry entry level role in April 2019. They spent time in each Registry Unit, gaining a wealth of experience and knowledge, availed of training opportunities as they arose, and were assigned a mentor for the duration of their internship. The candidate was recently successfully and independently appointed to an EA role in Registry. This has been a very positive and great learning experience for all involved.

7. Appendices

Appendix 1: EDI College Committee Objectives



Each College has a number of objectives for EDI for the academic year 2019/20, some of which are underway and others to commence in 2018/19. These are driven at college level by the Vice-Principals for EDI.

College of Arts and Humanities

An EDI committee has been established and includes all EDI representatives from the various Schools, staff and faculty and students.

Goals:

- a regular monthly news item on the College of Arts and Humanities website for visibility and to showcase research and events that intersect with EDI goals and issues
- an EDI series of events (workshops, lectures, etc.) that focus on one particular strand of EDI (ie. race, class, disability, etc.)
 - first event to be led by School of English, Drama and Film and be on illness/disability and medical humanities
- a dignity and respect workshop for EDI Representatives
- meetings with Athena Swan SAT leaders (the 'Gender Champions') to share advice, discuss issues and provide a collective voice for change at college level.
- how to best support staff on temporary and hourly-paid contracts
- an interview training workshop for asylum seekers and refugees
- supporting the movement within UCD to decolonize the curriculum

College of Business

The EDI representative role for this college was appointed in March 2019 and the key priorities included:

- establish an EDI Team at the college level
- prepare for the inaugural Athena Swan application
- work towards the establishment of information management systems for EDI related data points
- survey staff re EDI aspects
- prepare to survey students at the EDI level once the incoming MSc cohort has settled.

College of Engineering and Architecture

- Workshop on Intercultural sensitivity plus introduction to Dignity and Respect embedded into orientation days for incoming undergraduates, new postgraduate taught and new postgraduate research students. Introduction to Dignity & Respect to core modules of UG & PGT in each school by EDI School reps at the start of the semester, to reach students not covered by Orientation week.

- Introduction to Inclusive Teaching practice held with 3 of 6 schools in spring 2019, the remaining 3 schools will have an introduction in the first trimester 2019/20.
- An Inclusive Teaching Pilot study has been launched in the College, co-funded by the college and Registrar. This will involve 2 modules from each of the six schools being evaluated pre-change for inclusion, modified, and re-evaluated. The case studies will be written up and published as a case study book on inclusive teaching practice in engineering and architecture and launched at a symposium in 2021.
- An Alumni wall is in planning for the main Engineering building, which will highlight 2 alumni (mixed gender and ethnicity) from each school. Schools in satellite buildings (Civil Engineering; Architecture Planning & Environmental Policy; Biosystems & Food Engineering) will mount independent displays in their own buildings of 6-12 alumni. These displays will be rotated once a year.
- A full-time administrative role has been created to support EDI initiatives in the College. The post has been filled and will be operational by October 20.
- A formal induction programme and mentoring support for 2 years for early career researchers/new academic staff to commence.
- A series of career training workshops for early career researchers/new academic staff.
- Reviewing research centres for gender balance.
- Institute fixed terms for leadership roles to ensure that everyone has a chance to participate in these roles.
- Broadened the metrics used to showcase research in the College 'Wall of Publications' to ensure a minimum of 30-40% female representation.

College of Health and Agricultural Sciences

The EDI representative role for this college was appointed in Autumn 2019 so the key priority is establishing the EDI College Committee. Some key actions noted to date include:

- Sharing of best practice EDI actions across the college,
- Specific initiatives such as a Neurodiversity project which aims to establish a culture that values the strengths of neurodiverse individuals.

College of Science

- Educate faculty around modifying their teaching & assessment strategies to be more inclusive of all students, for example those with mental wellness issues or disabilities.
- Improve work life balance during & post maternity leave for all including technical & support staff.

- Promote culture of core working hours to improve work life balance for all especially focusing on vulnerable groups such as post-doctoral scientists. Use of email tagline around core meeting hours is spreading throughout the college.
- Promote use of gender-proofing tool for job advertisements.
- College level support for School Athena SWAN applications.
- Student inclusion student advisor - stage 1 mentoring.
- Promote equality and removing bias in research - looking at special one day symposium around this.

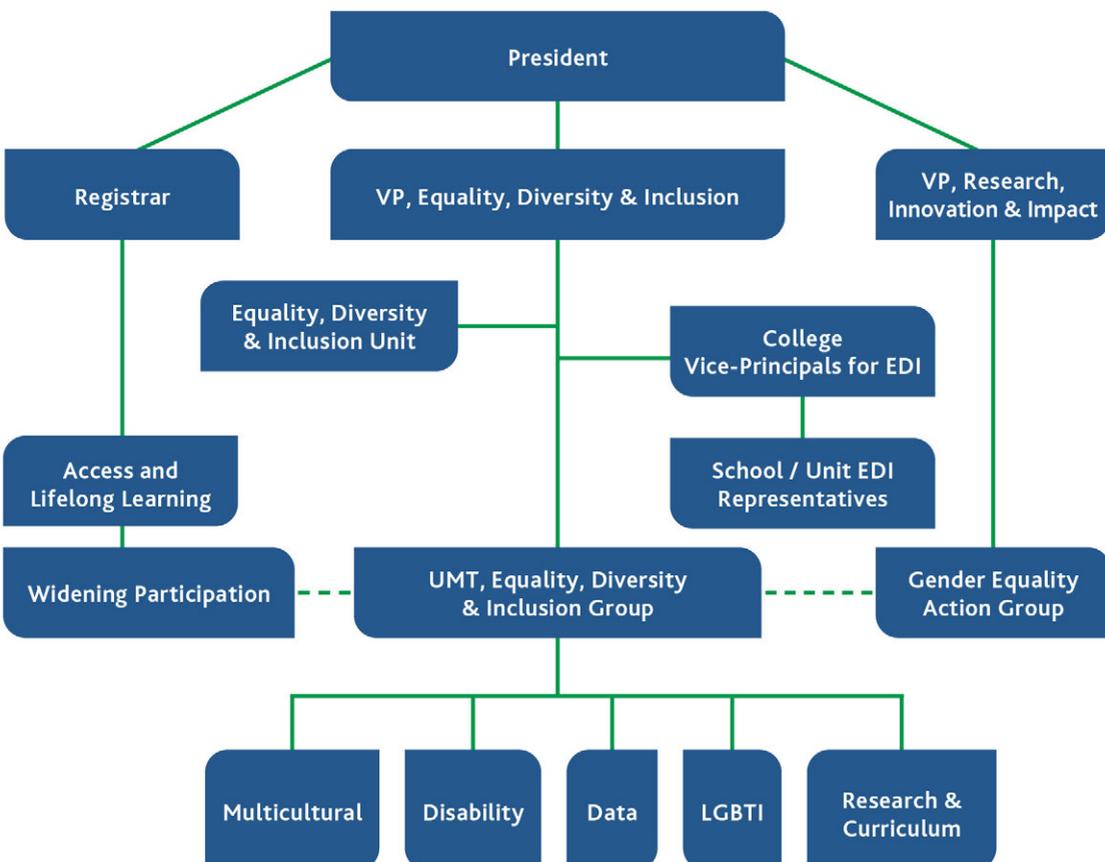
College of Social Sciences and Law

- Professional development programme including development of resource kit to support inclusive T & L at College level.
- Symposium highlighting best practice in inclusive Teaching and Learning in the College of Social Sciences and Law in conjunction with VP for Teaching and Learning.

- Dignity and respect training session.
- Dedicated space in Newman Building to promote EDI activities and mission.
- Workshops on dignity and respect; unconscious bias; and promotions.
- Development of an EDI resource for T & L stemming from a symposium on best practice in embedding EDI in T & L.
- Working with a range of primary and post-primary DEIS schools to advance the College's Widening Participation agenda which is funded by SFI and private sector funding.
- Development of an information leaflet relating to EDI issues in the College.
- Development of a community of practice at College level resulting from Athena SWAN applications at School level to share key learnings.
- Working with the EDI Unit to develop additional policies to support EDI.
- Hosting of series of brown-bag lunches to support students from non-traditional backgrounds.

Appendix 2: EDI Structures at UCD

UNIVERSITY MANAGEMENT TEAM



Appendix 3: Membership of EDI Groups in UCD

Equality, Diversity and Inclusion (EDI) Group 2018 - 2021:

- Professor Colin Scott (Chair, VP for EDI)
- PJ Barron (Estate Services Representative)
- Dr Marta Bustillo (Library)
- Una Carroll (Welfare, Student Union)
- Rory Carey (Director of Culture & Engagement, UCD HR)
- Dr Sinéad Critchley (University Secretariat)
- Dr Antonella Ferrecchia (Women @ STEM)
- Philip Fischer (IT Services)
- Marcellina Fogarty (Equality, Diversity & Inclusion Manager)
- Shauna Hughes (International Office)
- Professor Kathleen James-Chakraborty (Athena SWAN Committee)
- Dr Anna Kelly (Access & Lifelong Learning)
- Tina Lowe (Disability Staff Network)
- Maura McGinn (Director of Institutional Research)
- Andy Myler (Registry - Administrative Services)
- Professor Grace Mulcahy (Widening Participation Committee)
- Katie O’Dea (Campaigns, Student Union)
- Dr Sharon Shannon (Women @ STEM)
- Mark Simpson (Engagement & Communications Group)
- Dr Dorota Szelewa (Multicultural Group)
- Licia Carlesi (EDI - Secretary to the EDI Group)

Vice Principals for Equality, Diversity and Inclusion:

- Dr Joseph Twist (College of Arts and Humanities)
- Professor Judith Harford (College of Social Sciences & Law)
- Dr Elizabeth Shotton (College of Engineering & Architecture)
- Dr Antoinette Perry (College of Science)
- Professor Andreas Hoepner (College of Business)
- Professor Torres Sweeney (College of Health & Agricultural Science)

Membership, Gender Equality Action Group 2018 - 2019:

- Professor Orla Feely (Chair, Vice-President for Research, Innovation & Impact)
- Professor Kathleen James-Chakraborty (Deputy Chair)
- Professor Dolores Cahill (School of Medicine)
- Rory Carey (Director, Culture & Engagement)
- Professor Joe Carthy (Principal, College of Science)
- Dr Simon Kelly (School of Electrical & Electronic Engineering)
- Associate Professor Donal Finn (School of Mechanical & Materials Engineering)
- Professor Jason Last (Dean of Students)
- Marcellina Fogarty (Equality, Diversity & Inclusion Manager)
- Professor Catherine Godson (School of Medicine)

- Dr Aoife Gowen (School of Biosystems & Food Engineering)
- Una Carroll (Students Union Welfare Officer)
- Dr Meriel McClatchie (School of Archaeology)
- Maura McGinn (Director of Institutional Research)
- Dr Jennifer Mitchell (School of Biomolecular & Biomedical Science)
- Dr Marie Luce Paris (School of Law)
- Professor Denis Shields (School of Medicine)
- Mark Simpson (Culture and Engagement)
- Dr Emma Sokell (School of Physics)
- Dr Saoirse Tracy (School of Agriculture & Food Science)
- Dr Gavin Stewart (School of Biology & Environmental Science)
- Judy Walsh (School of Social Policy, Social Work & Social Justice)
- Licia Carlesi (Secretary to the GEAG, Equality, Diversity & Inclusion Unit)
- Dr Arun Kumar (Co-Chair, Multicultural Employee Network)

EDI Sub-Groups 2018 - 2019:

Data Group

- Maura McGinn (Chair)
- Marcellina Fogarty
- Meriel McClatchie
- Maria McDonald
- Tom Costelloe
- Eimear O’Reilly

Disability Group

- Fiona Sweeney (Chair)
- Tina Lowe
- Peter Coulahan
- Nadia D’Alton
- Marcellina Fogarty
- Eimear O’Reilly
- Aine Ahern
- David Delaney
- PJ Barron
- Dr Muireann Ní Raghallaigh
- Professor Lizbeth Goodman
- Assoc Professor Kevin Costello
- Lorraine McHugh

LGBTI Group

- Dr Conor Buggy (Chair)
- Marcellina Fogarty
- Ciarán Ó hUltacháin
- Aisling O’Grady
- Eimear O’Reilly
- Maurice Knightly

Multicultural Group

- Rory Carey (Co-Chair)
- Dr Dorota Szelewa (Co-Chair)
- Marcellina Fogarty
- Caroline Mangan
- Jola Meagher
- Clár Ní Bhuachalla
- Dr Mary Catherine Lucey
- Licia Carlesi
- Dr Lai Ma

Events and Comms Group

- Mark Simpson (Chair)
- Marcellina Fogarty
- Licia Carlesi
- Eimear O'Reilly
- Paul Fitzgerald
- Odhran Lawlor
- Santiago Astorga
- Genevieve Dalton
- Sheila McBreen
- Theresa O'Leary
- Cian Byrne

Research and Curriculum Group

- Dr Sharon Shannon (Co-Chair)
- Professor Denis Shields (Co-Chair)
- Dr Anna Kelly
- Dr Anne Mulhall
- Ciarán Ó hUltacháin
- Justin Synnott
- Dr Liam Thornton
- Professor Danielle Clarke
- Judy Walsh
- Marcellina Fogarty
- Dr Clara Fischer
- Dr Marie Moran
- Dr Mary McAuliffe
- Dr Alice Feldman
- Dr Sharae Deckard
- Professor Andreas Hoepner

Mainstreaming Group

- Elaine Hickey (Co-Chair)
- Ciarán Ó hUltacháin (Co-Chair)
- Marcellina Fogarty
- Eimear O'Reilly
- Dr Mary McAuliffe
- Professor Judith Harford
- Melissa Plunkett (SU Welfare Officer)
- Olga Murdoch
- Róisín O'Meara

Back cover photos:
Prof Andrew Deeks, UCD President;
Marcellina Fogarty, EDI Manager;
Prof Colin Scott, Vice-President for EDI;
Prof Judith Harford, Vice-Principal
for EDI, UCD College of Social Sciences
and Law at EDI Strategy Launch,
March 2019

UCD celebrates International
Women's Day 2019 at coffee mornings
across Campus



Image on this page
Conference delegates pictured at the
INVITED Peer Learning Seminar, June 2019





University College Dublin
Belfield, Dublin 4, Ireland.

www.ucd.ie/equality