



University College Dublin



University College Dublin

Equality, Diversity and Inclusion

Annual Report 2021 - 2022



Front cover images

Pictured at launch of new UCD Dignity & Respect Support Service l-r: Simon Harris TD, Minister for Further and Higher Education, Research, Innovation and Science; Rory Carey, Director Culture & Engagement, UCD HR; Molly Greenough, President, UCD Students Union; Prof. Mark Rogers, Acting President.

Inside cover photo

UCD students pictured outside on Belfield campus.

Back cover images

UCD students pictured outside on Belfield campus.

Inside back cover image

UCD students pictured sitting by the lake.

University College Dublin
Report of the University Management Team
Equality, Diversity and Inclusion Group
September 2021 - August 2022
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For further information visit
www.ucd.ie/equality

Contents

Introduction, Professor Colin Scott, UCD Vice-President for Equality, Diversity and Inclusion	4
Strategic Objective 1: To support the University in its mission and vision to continue to be an equitable, diverse and inclusive community	5
Launch of Revised EDI Strategy 2021 - 2024	5
Athena SWAN and Gender Equality	6
University of Sanctuary Renewal	10
EDI Survey Report 2021	10
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	11
UCD Diversity Calendar 2022	11
Multicultural Employee Network UCD (MENU)	12
Race and Ethnic Equality	12
How to Be An Ally Workshop	13
Teaching and Learning	13
Access and Lifelong Learning and University for All	16
UCD Global Virtual Lounge Events	18
Gender Profile of Employees	19
Strategic Objective 3: To promote a culture of dignity, respect and wellbeing for all, and eliminate all forms of discrimination	22
Dignity and Respect	22
Other EDI Policies	27
Supporting the Mental Health and Wellbeing of Employees eLearning	27
Anti-Racism Campaign	27
Inclusive Recruitment Training Bundle	28
Menopause Working Group	29
Supporting Employees Undergoing Fertility Treatment	29
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	30
Diversity monitoring information	30
Gender Analytics tool	33
Gender Pay Gap (GPG) Reporting	33
Strategic Objective 5: To raise awareness amongst the University community by promoting greater understanding and engagement with EDI issues across the University	34
International Women's Day 2022	34
International Day of Women and Girls in Science	34
PRIDE 2022 and LGBTQ+ Events	35
Transgender Awareness Week	36
Neurodiversity Celebration Week	36
International Men's Day	38
Postdoctoral Researcher Development Programme	38
Dedicated webpage for those new to UCD	38
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 equality, diversity and inclusion	39
Appendices	40
Appendix 1 College Vice-Principals for EDI	40
Appendix 2 EDI Subgroups Key Achievements	45

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



Colleagues,

During the Academic Year 2021/22 many of us were returning to the campus and we welcomed students back to experience campus life following absences forced by the pandemic. Whilst this was an exciting phase, we were also aware of the challenge of adjusting once again to a different way of working and the potential concerns associated with further change. As we are well aware, a global pandemic can have a disproportionate impact on certain groups and there is the risk that already existing inequalities are accelerated. We have been working to understand both the challenges and opportunities better so that we may more effectively support all students and staff, including drawing on research in UCD and elsewhere.

A wide range of activities took place in 2021/22 to raise awareness, promote the mainstreaming of EDI across the University and deliver on the University's strategic EDI commitments under the revised [Equality, Diversity and Inclusion Strategy 2021 - 2024](#). The participation and engagement from all members of the UCD community has been essential in our journey towards building a respectful culture. I will now cover some of the highlights throughout 2021/22 and you can read about these and other initiatives in greater detail in the report.

We started the 2021/22 year with one of our biggest EDI campaigns to date: our anti-racism campaign overseen by the Race and Ethnic Equality Working Group and launched in Autumn 2021 helped to promote a safe

and inclusive environment and communicated that all forms of racism are unacceptable and are not tolerated by UCD with highly visible posters on campus and on social media. The work of the group culminated in the publication of the [Race and Ethnicity Equality Report](#). The recommendations in this report will be translated into an action plan for the University under the oversight of a new EDI Race and Ethnicity subgroup.

The implementation of the Dignity and Respect framework continued with the new Dignity and Respect Policies coming into effect on 1 September 2021 and a range of key initiatives taking place, including the launch of the new Dignity and Respect Support Service, the new Dignity and Respect Oversight Group, the development of training and plans to roll out an awareness campaign in 2022-23. In May 2022, [UCD was delighted to welcome Simon Harris TD, Minister for Higher Education, Research, Innovation and Science, to UCD to launch the new Dignity and Respect Support Service](#). In addition, the full-day face-to-face dignity and respect training was launched in June 2022 for all People Managers so that they are equipped with the skills and knowledge to support individuals that come forward with disclosures of bullying, harassment or sexual misconduct.

The University made progress towards the implementation of the UCD Gender Equality Action Plan 2020 - 2024, a major programme of work to remove barriers to equality based on gender, gender identity and intersectionality. An interim report was published in April 2022 demonstrating that almost half of the 71 overall actions in the GEAP completed. We will continue to implement and track the impact of the actions over the duration of the action plan, as we work towards an institutional application for a silver level Athena SWAN award in 2024. The University now has 24 School Athena SWAN bronze awards which means that 65% of Schools are implementing action plans. 86% of employees and 81% of students are now in UCD Athena SWAN bronze accredited Schools.

UCD continues to lead the way with University for All,

an institution-wide initiative focused on embedding access and inclusion to ensure an inclusive educational experience for all students. All 6 Colleges started working on their University for All Implementation Plans during the course of the Academic year. Two well-attended University for All seminars were held in 2021/22, focusing on the students' voice and seeking student engagement for the implementation of this project.

A number of EDI-related policies were developed and published during the year to help remove barriers to equality and to promote an inclusive work and study environment, including the Breastfeeding Policy, Supporting the Employment of People with Disabilities Policy and Mental Health and Wellbeing Policy.

Data continues to play a central role in our work activities in terms of highlighting gaps and measuring progress and impact. A number of data systems were introduced or further improved to enable us to report on the equality grounds and on the impact of our work. This includes the EDI Survey Report 2021 and a new Dignity & Respect Reporting Dashboard.

New EDI working groups were established in 2021/22 covering the topics of Menopause and Fertility treatments with the aim of developing a policy and supporting framework on the topics and to raise awareness. A Neurodiversity Working Group was also established to undertake research around neurodiversity supported by seed funding under the EDI stream. A report containing

a set of recommendations will be published as part of their work.

To celebrate UCD's diverse community and raise awareness of the various cultural festivals and celebrations around the world, a new Diversity Calendar was developed and published in January 2022 on the EDI website, providing information about diverse cultural celebrations and religious holidays. The Multicultural Employee Network at UCD (MENU) also published a collection of recipes from around the world with contributions from their members and donations going to the Irish Red Cross. The "[MENU Cafe](#)" e-book is available on the EDI website.

I am proud of the wide-ranging measures UCD is taking, engaging our whole community, to address challenges of reducing inequality, embracing diversity and growing a sense of belonging and inclusion for all at UCD, but I am not complacent and know there remains much to do. I look forward to continuing working with you on Equality, Diversity and Inclusion initiatives and identifying future actions that will support the enhancement of a culture of respect, belonging and inclusion in UCD.

Best Wishes,
Prof Colin Scott,
Vice-President for Equality, Diversity and Inclusion



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

Launch of Revised EDI Strategy 2021 - 2024

A revised version of UCD's [Equality, Diversity and Inclusion Strategy 2021 - 2024](#) was launched in June 2022. An interim review was undertaken to ensure that the EDI strategy remained aligned with the University strategy "Rising to the Future" 2020 - 2024. This review also considered priorities identified through focus groups with the University's EDI group, consultation with UCD employees through an EDI survey and engagement with key stakeholders. This strategy builds on work already taking place across the University by a wide range of stakeholders. A flavour of some of the new or enhanced actions in the revised EDI Strategy 2021 - 2024 in response to consultation outputs include:

- Explore how digital technology can enhance the student and employee experience from an EDI perspective. Identify associated risks such as "always on".
- Develop a framework for Carers in UCD including review of Carers Leave policy.
- Enhance the accessibility for employees to roles in UCD in recruitment and promotions through the review of the Code of Practice for the Employment of People with Disabilities and increase disability awareness across UCD. Ensure employees and managers are

aware of their right and obligations in relation to reasonable accommodations.

- Promote inclusive recruitment process including establishing search committees. Carry out workshops with Heads of School/Unit and set targets for gender and other grounds.
- To establish a working group in relation to race and ethnicity to research good practice and make recommendations to UMT.
- Develop an online EDI calendar of key recognition

dates and religious festivals and faiths.

- Develop an EDI suite of training programmes for employees and managers to be delivered in a structured and coordinated manner across the University
- Develop a suite of policies around family supports and reproductive health.
- Promote a culture of dignity, respect and wellbeing for all, and eliminate all forms of discrimination through a variety of measures including training, awareness raising, supports and monitoring of data.

Athena SWAN and Gender Equality

Institutional Level

The University is currently mid-way through the implementation of the UCD Gender Equality Action Plan (GEAP) 2020 – 2024 which is part of the Athena SWAN bronze award accreditation process. Athena SWAN accreditation recognises the steps taken by institutions to achieve greater gender equality and commitments made by institutions to address any gaps. A report was submitted to UMT and the Governing Authority to provide an update on the progress of the implementation of the actions in the GEAP which included a description of the activity that has taken place to address each action and also the data to demonstrate impact of each action as per the success measures outlined in the GEAP. In order to successfully apply for an institutional silver Athena SWAN award, the ability to demonstrate the impact of actions is essential. As this is a four-year action plan, the timeline for the commencement of the implementation of actions is spread across 4 years.

There are 71 actions in the GEAP and 44% have been completed to date. UCD will continue to track the impact of these completed actions over the course of the duration of the action plan and progress the implementation of the remaining actions to be completed. Some of the achievements to date include:

- Membership of the UMT, Academic Council and GA is now gender balanced for the first time
- Development of a new Bullying & Harassment policy and Sexual Misconduct policy and launch of the new Dignity and Respect Support Service
- Data systems developed which now enable UCD to capture and monitor diversity characteristics
- Roll-out of a faculty specific induction programme
- Senior Academic Leadership Initiative (4 HEA funded Full Professor posts and 2 UCD funded Full Professor posts)
- Faculty cascade model targets achieved across all promotion levels in 2020/21
- Collaborative development and launch of online

programmes - EDI in Higher Education online programme and Let's Talk About Race online module

- Inclusive Recruitment Guidelines supported by an Inclusive Recruitment Training Bundle including unconscious bias awareness
- Publication of Search Committees Guidelines
- Pilot of gender target setting as part of the Ad Astra scheme across 24 schools
- EDI Module embedded in the Leadership and People Management Programme "RISE"

School Level

7 UCD Schools across the campus were conferred with Athena SWAN bronze awards in 2021/22. 24 Schools (65%) are now accredited in UCD, which covers 86% of employees working in UCD Schools and 81% of UCD students. This exceeds the University KPI of 22 Schools by 2022.

It is anticipated that a first UCD silver School submission will also be made in the next round of applications as UCD prepares to make an institutional Silver Award application starting in 2023. Athena Swan bronze accreditation signals that a School has undertaken an evidence-based analysis of barriers to gender equality in the School and developed a credible Gender Equality Action Plan to address the challenges. The next stage of the Silver Award requires demonstration of the impact of measures already adopted to address gender inequality alongside a plan to further address them.



(R-L): Picture of the Members of the School of Nursing, Midwifery and Health Systems with the Athena Swan Bronze Award: Assoc Prof Mary Ryder; Dr Denise O'Brien; Prof Fiona Timmins; Dr Jacqueline Burke; Prof Abbey Hyde; Ms Martina Kennedy; Dr Carmel Davies; Dr Deirdre O'Donnell; Assoc Prof Timmy Frawley; Ms Liz Greene; and Dr Attracta Lafferty.



Tweet from EDI about Athena SWAN Bronze Awards



Tweet from UCD UCD School of Languages, Cultures and Linguistics about Athena Swan Bronze award

Funding

A UCD Gender Equality and Equality, Diversity & Inclusion (EDI) Accelerator Fund was established in 2021 to support UCD Schools which have successfully achieved an Athena SWAN accreditation to pilot innovative actions from their respective gender equality action plans in partnership with other UCD Schools. In addition to gender equality, an EDI dimension is now included in the new Athena SWAN Ireland Charter Framework launched in November 2021. UCD Schools are implementing ambitious action plans, progressing to renewing their Athena Swan bronze level award, demonstrating progress, and applying for a silver accreditation. This central UCD Gender Equality and EDI Accelerator Fund recognises and supports Athena SWAN accredited UCD Schools which have demonstrated considerable commitment to the Athena SWAN process, provided resources and leadership in producing and implementing an evidence-based gender equality action plan. It will also support the University's ambition to obtain Athena SWAN Silver accreditation in 2024 and seeks to foster greater alignment with the UCD Gender Equality Action Plan 2020 - 2024 and EDI Strategy 2021 - 2024. The Fund was launched in November 2021 inviting applications for funding in three areas: gender and EDI capacity building activities, seed projects with a view to achieving HEA's Gender Equality Enhancement Funding and transforming gender and EDI research into practice.

Senior Academic Leadership Initiative (SALI)

UCD was successful in securing funding for two HEA Senior Academic Leadership Initiative (SALI) posts in the second round of this initiative and this was matched by a further two posts funded by UCD. UCD was also awarded funding for two posts in the first SALI round.

UCD Awarded HEA Gender Equality Enhancement Fund

Under the HEA Gender Enhancement Fund 2022, UCD successfully partnered on three initiatives with other higher education institutions. This Fund was established to advance gender equality initiatives in Irish higher education, with awards made across three areas: research on or advancing gender equality initiatives in Ireland, training programmes specifically addressing gender equality, Athena SWAN capacity-building activities.

As Chair of the Athena SWAN Practitioner Network 2021/22, Marcellina Fogarty, Strategic EDI Manager in UCD, led on the development of an application on behalf of the network aimed at developing a sectoral programme to engage more men in gender equality and EDI initiatives more broadly. The increased involvement and engagement of men in gender equality work and the broader EDI agenda is frequently mentioned in gender equality action plans but it is rarely explored in depth in gender equality policies and plans in organisations and a consolidated stock of knowledge and a set of benchmark practices are still lacking. Increased involvement by men will include an understanding of male privilege, an understanding of gender inequality and being aware about the possible ways to support equality and inclusiveness in their roles and personally. This will require a programme to be developed specifically for male engagement in HEIs based on an understanding of the barriers to male engagement so that the programme addresses the key issues.

UCD also collaborated on other projects which were awarded funding:

- Addressing the Gender Pay Gap in Irish Higher Education
- Equality Charters Symposium Ireland – aiming higher, moving forward together

Academic Advancement Programme

The aim of this sectoral modular programme is to support Associate Professor level academics who identify as female to submit a successful application to Professor level and in so doing support institutions in achieving the ambitious HEA target of 40% representation of men and women at full professorial level by 2024. The programme differentiates itself from existing offerings by prioritising delivery to those which the evidence indicates are most likely to be adversely impacted by the effects of the COVID-19 pandemic. Another unique aspect of this programme is the provision of mentoring from senior accomplished academics at Professor/Full Professor level from the partner institutions who have agreed to give freely of their time to support participants over a 12-month period. Participants will be matched with mentors external to their own institution. One-to-one coaching and masterclasses will also form part of the programme which will run over a 4-month period from June to September 2021.

Senior Committee Membership

Governing Body Membership 31-Dec-22

POSITION HELD	FEMALE	MALE
Chair	1	0
Chief Officer (President)	0	1
County Councils	4	4
Full Professors and Professors	3	3
Lord Mayor	1	0
Minister's nominees	2	1
Non-Academic Staff	2	1
NUI	1	1
Organisations	2	1
Other Academic Staff	2	3
Postgraduate Student Representative	0	1
Senior Officers	1	0
Student Representatives	3	0
UCD Graduates	1	1
Total	23	17
% Split	58%	43%

Table 1: Governing Body Membership by Gender

Academic Council Membership 31-Dec-22

POSITION HELD	FEMALE	MALE
Faculty	53	59
Acting President	0	1
Dean of Students	0	1
Dean of Undergraduate Studies	1	0
Acting Registrar and Dean of Graduate Studies	0	1
Registrar and Acting President	1	0
Student Representative	5	5
SU Education Officer	1	0
SU President	1	0
SU Welfare Officer	1	0
SU Graduate Officer	0	1
Total	63	68
% Split	48%	52%

Table 2: Academic Council Membership by Gender

University Management Team (UMT) 31-Dec-22

POSITION HELD	FEMALE	MALE
Acting President (Chair)	0	1
Acting Registrar and Deputy President (Deputy Chair)	1	0
Bursar/Chief Financial Officer	0	1
Vice President Research, Innovation and Impact	1	0
Vice President Global Engagement	1	0
Principal, UCD College of Arts and Humanities	1	0
Principal, UCD College of Business	0	1
Principal, UCD College of Engineering and Architecture	1	0
Principal, UCD College of Health and Agricultural Sciences	1	0
Principal, UCD College of Science	0	1
Principal, UCD College of Social Science and Law	0	1
Chief People Officer and Director of SIRC and Legal Services, UCD Human Resources	0	1
Director, UCD Communications	1	0
Total	7	6
% Split	54%	46%

Table 3: University Management Team (UMT) by Gender

University of Sanctuary Renewal

In December 2021, UCD successfully renewed its University of Sanctuary status. The EDI University of Sanctuary sub-group continues to oversee the implementation of commitments made under its University of Sanctuary status and to engage with the National University of Sanctuary Ireland Committee. The group will continue to address the wider challenges experienced by those who are from a refugee, asylum seeking and other forced migration background and investigate the development of a process in relation to academics from a forced migration background coming to UCD.



Pictured is Precious Matumba with University of Sanctuary sub group co chair Muireann Ní Raghallaigh. Precious, a University of Sanctuary Scholar, is pictured on her graduation from the Professional Masters in Social Work



University of Sanctuary Scholar Precious Matumba talking about the impact of the Scholarship

EDI Survey Report 2021

As part of our communications commitment in our EDI Strategy 2021 - 2024, we undertake an EDI Survey every two years. An EDI survey was carried out in UCD in May 2021 to better understand how individuals experience their working environment, to highlight existing good Equality, Diversity and Inclusion practices and identify areas where enhancements can be made. The EDI Survey Report 2021 was approved by UMT and published in February 2022. There was good engagement with the survey with a 35% response rate which is an increase from 31% in the 2019 survey. The EDI Survey Report is available to read and download on the [EDI Website](#).

Some of the key findings include:

- There was a high level of awareness of EDI with 87% of respondents aware of EDI initiatives and 83% aware of the gender equality action plan. Awareness increased with length of service.
- 80% of respondents felt that there was gender balance regarding chairs and speakers at events and 73% felt that there was a gender balance in UCD publicity materials.
- Most respondents (97%) reported that meetings were regularly or occasionally scheduled between core meeting hours. 98% of respondents felt having work-life balance practices (for all) was very important/important factors for improving equality, diversity and inclusion in UCD.
- Women were more likely than men to avail of all types of flexible leave, except research leave. The leave options that had the highest proportion of females availing of it were job-sharing, shorter working year and part-time working. The most availed of options for male respondents were sabbatical, research leave and working from home.
- In terms of family specific leave, women availed of parental leave to a much greater extent than men, 77% compared to 22%. 70% of respondents were very dissatisfied or dissatisfied with the availability of breastfeeding facilities in UCD and 73% were very dissatisfied or dissatisfied with crèche facilities.
- Just over half of the respondents rated wellbeing as excellent/good currently but 36% of respondents said they would not feel comfortable speaking with a colleague/manager about a mental health issue(s) they may be experiencing.
- 77% of respondents indicating that they felt dignity and respect was very/extremely important to the university.
- 28% of respondents indicated that they had experience of bullying, harassment, or sexual harassment at UCD. 36% indicated that they had reported it, but 56% indicated that they did not. The top three elements that respondents felt were key to implementing Dignity & respect policies were accountability, communication and training and awareness raising.

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

UCD Diversity Calendar 2022

In January, UCD EDI launched the new UCD [Diversity Calendar 2022](#) to celebrate UCD's diverse community and raise awareness of the various cultural festivals and celebrations around the world. The accompanying webpage provides more information about diverse cultural celebrations and religious holidays. Employees were encouraged to use the calendar as a reference to assist in planning events, activities and deadlines. The Calendar can be downloaded in PDF format or viewed online as a slideshow. A number of EDI groups contributed to the project, including the Multicultural Group, the Race & Ethnic Equality Working Group and the Multicultural Employee Network (MENU). EDI plan to publish the Diversity Calendar annually and are looking into making a number of printed copies available for the 2023 version.

Image of the UCD Diversity Calendar 2022



responsibility for promoting race/ethnic equality and where racial harassment and discrimination is not tolerated. The national and sectoral landscape around race and ethnicity is provided to give context and goes on to examine the experiences of students and employees in UCD obtained through the EDI survey and dedicated “Listen and Learn” focus groups and also looks at the data available. Efforts taken to date to achieve race equality are outlined acknowledging that UCD is at an early stage of a specific focus on race and ethnicity.

A number of key themes emerged from the research and consultation process as follows:

1. Attracting minority ethnic employees to UCD
2. Race/Ethnicity data collation and monitoring
3. Policy Development/Signposting
4. Training and Awareness Raising
5. Reporting harassment/discrimination
6. Platform to have a voice
7. Visibility/Participation on Committees, Panels and other fora
8. Teaching and Research
9. Supporting diversity amongst students

The report makes recommendations based on the outputs of national, sectoral and University level review of the quantitative and qualitative data. A key recommendation is the establishment of an EDI Race/Ethnicity Sub-Group to support the translation of these recommendations into an action plan with identified action owners and the prioritisation of actions with clear timelines and success measures to measure impact.

Race Awareness Training

EDI organised a race awareness training session in collaboration with the Irish Centre for Diversity on 21st March 2022 open to all employees. The workshop aimed to enhance participants’ knowledge of race awareness and to support colleagues to ensure there is inclusion for black, Asian, and minority ethnic people in the workplace. The session covered race awareness, terminology, Irish law, intersectionality and multi-identities, and also focused on how to manage and overcome conscious and unconscious racial bias and how to remove barriers for Black, Asian and Minority Ethnic (BAME) people in the workplace. After attending the session, 85.7% of participants reported having a better understanding of race, law and terminology and felt more confident in engaging with this topic.

How to Be An Ally Workshop

During PRIDE month in June 2022, EDI held a well-attended workshop on “How to be an Ally” in association with Dublin LGBTQ Pride and the Pride at Work training programme. The session aimed to show people how they can make a huge difference through everyday acts of kindness and how being an LGBTQ+ ally can have an important impact for those in the workplace, as well as in everyday life. Showing allyship can be as easy as participating in Pride Parades, sharing our pronouns or standing up against homophobia or transphobia but people can sometimes worry about using their voice in case they offend or say the wrong thing. The session was facilitated by Christelle “Chris” Gebhardt (they/them), a UCD alumnus, from the Dublin LGBTQ Pride Team.

Teaching and Learning

In 2021-22, UCD Teaching & Learning:

- In consultation with key stakeholders across the institution, developed a comprehensive web resource for UCD Faculty on 16 ‘[Key Assessment Types](#)’. This resource guides them in the design of their assessments for diverse student cohorts in UCD. It supports a more inclusive assessment approach, aligning to universal design principles.
- Developed and shared the [UCD Framework for Programme Assessment and Feedback Strategies](#) which had been approved by UCD Academic Council Executive Committee (May 2020), and is also now highlighted in School Quality Review documentation. The framework sets-out a process, linked to a series of resources, that supports programme teams to discuss their programmes’ assessment and feedback approaches. Key areas that it addresses from an EDI perspective are: variety of assessment for students; managing student assessment load (space); and more integrated assessment.
- Investigated and published on the challenges, enablers and case studies, as identified by 160 UCD module co-ordinators, to support the diversification of assessment in UCD
- Delivered an accredited module on ‘Teaching across Culture’.
- Developed and shared a comprehensive web resource on ‘[Intercultural Learning](#)’.

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	2019 /2020	2020 /2021	2021 /2022
Irish	3,444	3,401	3,431	3,430	3,469	3,397	3,506	3,416	2,113	3,037	3,530	3,327
Irish Traveller	5	5	5	3	9	4	6	7	1	11	6	5
Any other White background	199	165	215	231	252	258	307	287	286	398	439	537
African	19	31	32	36	37	42	50	89	65	113	201	194
Any other Black background	3	4	4	6	2	3	5	8	5	12	12	10
Chinese	20	16	23	35	29	76	69	130	153	541	132	130
Any other Asian background	40	52	44	65	65	83	93	106	132	190	125	104
Other	38	51	55	52	79	69	84	97	109	167	50	38
Total Responding	3,768	3,725	3,809	3,858	3,942	3,932	4,120	4,140	2,864	4,469	4,495	4,345

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

Incoming Undergraduate Degree Students

	2017/18	2018/19	2019/20	2020/21	2021/22
Under-represented entrants	744	887	985	1,118	1,098
Mature entrants	248	242	254	258	259
Mature Years HEA Support only	92	87	85	86	242
Mature Years HEA Support and Concession	156	155	169	172	1,098
DARE entrants	262	335	380	423	448
DARE HEA Support only	165	178	184	205	67
DARE below Support and Concession	97	157	196	218	192
HEAR entrants	252	219	231	269	256
HEAR HEA Support Only	148	90	90	122	171
HEAR below Support and Concession	104	129	141	147	277
Other progression routes	104	185	229	263	259
Other Progression (incl open learning)	104	185	229	263	12
Total UCD	4,564	4,408	4,600	4,957	5,014

Table 5: New Entrants to Undergraduate degrees (2017-2022)

% Undergraduate Student Headcount: by Gender

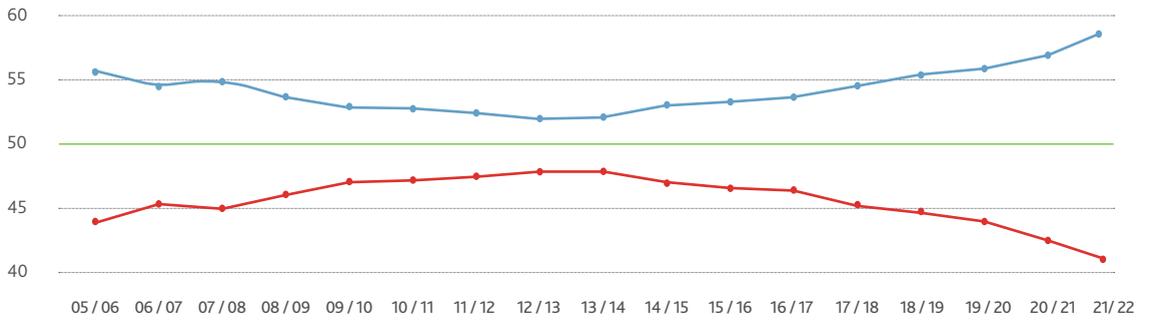


Figure 1: Undergraduate Student Headcount by Gender 2005 - 2022 — 50% ● Male ● Female

Student Headcount: by Gender

	2005 /06	2006 /07	2007 /08	2008 /09	2009 /10	2010 /11	2011 /12	2012 /13	2013 /14	2014 /15	2015 /16	2016 /17	2017 /18	2018 /19	2019 /20	2020 /21	2021 /22
Male	10,300	10,405	10,026	10,656	11,391	11,595	11,805	12,196	12,572	12,557	12,978	13,337	13,227	13,059	13,056	13,122	13,697
Female	12,953	12,524	12,238	12,363	12,834	13,030	13,109	13,337	13,782	14,194	14,891	15,440	15,889	16,202	16,420	17,493	19,315
Not stated	n/a	10	40	84	98	100											

Table 6: Undergraduate Student Headcount by Gender 2005 - 2022

Age Group: 2021 / 2022

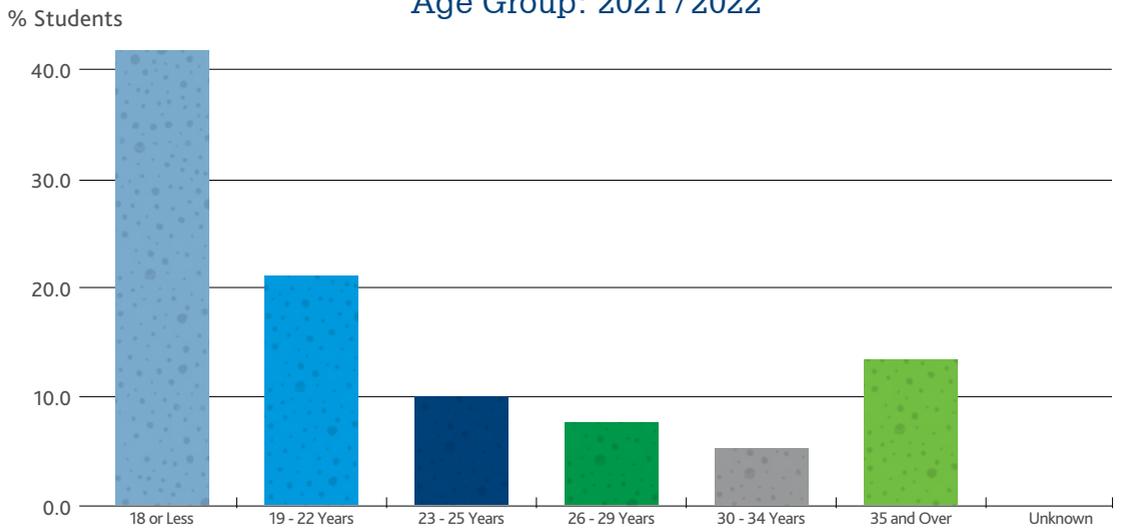


Figure 2: Undergraduate Students by Age 2021 - 2022



Access and Lifelong Learning and University for All

Over the past ten years, with the leadership of the Registrar & Deputy President, access and inclusion has moved from the University's margins to the mainstream. Characterised as University for All - UCD has developed a unique institutional response to the HEA's national access policy, which envisions the student population as reflecting the diversity of Ireland's population, and the integration of access and inclusion into the everyday life of the University. UCD's University for All ensures that changed practice percolates through the entire University community: designing of our campus and buildings, systems and processes, and teaching approaches around the needs of all students and not on any perception of a traditional student. In so doing, it places emphasis on entry and admissions, and on ensuring that all students experience and thrive in an inclusive education environment. UCD leads the way in this regard and is the first university to develop this whole-institution approach grounded in the [UCD Strategy 2020-2024: Rising to the Future](#), the [EDI Strategy and Action Plan 2018 - 2020 - 2025](#), the [Education and Student Success Strategy \(UCD 2020\)](#) and [UCD Access & Lifelong Learning Strategy 2020-2024 Enabling a University for All](#). This strategic approach has resulted in the student population being increasingly reflective of Ireland's social mix, with over one third of undergraduate students having access backgrounds including low-income students, mature students (>23), those with disabilities and those from ethnic minorities.

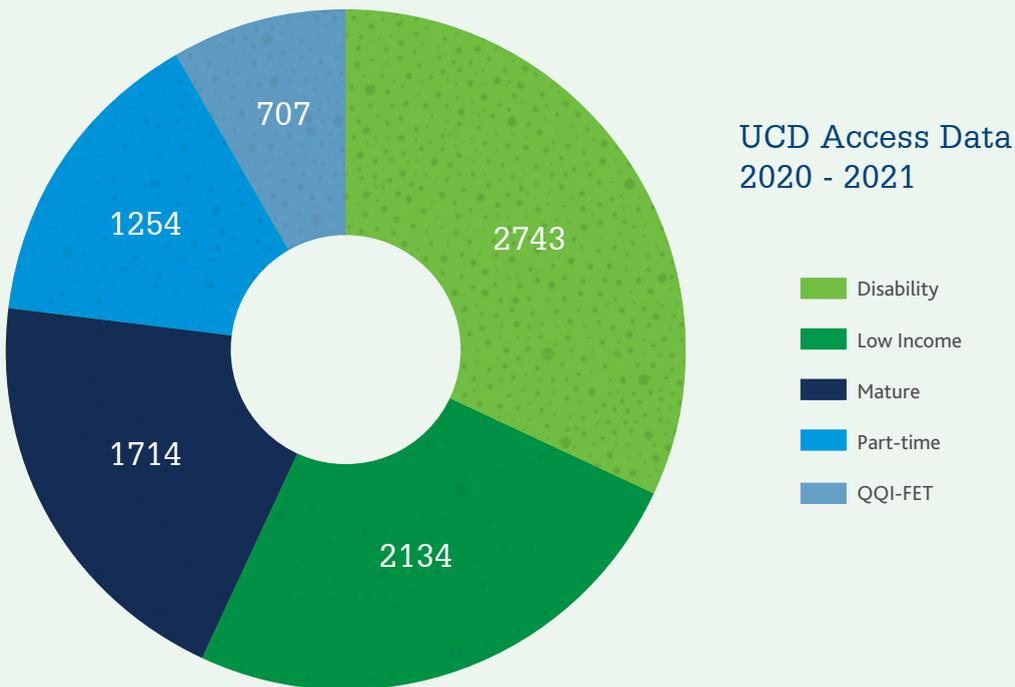


Figure 3: Undergraduate Student Headcount by Gender 2005 - 2022

UCD WIDENING PARTICIPATION BY EQUITY GROUP - 2015 - 2021						
	2015 /2016	2016 /2017	2017 /2018	2018 /2019	2019 /2020	2020 /2021
Socio-economically disadvantaged students full-time	1320	1406	1449	1785	1938	2134
Students reporting a disability	1546	1623	2002	2186	2381	2743
Mature students	1857	1821	1717	1717	1634	1714
Part-time and flexible learning	1062	981	980	965	1199	1254
QQI-FET	289	329	345	449	565	707
Refugees and Protection Applicants	-	6	5	24	60	57
Multi Access Students	1236	1187	1357	1624	1724	1896
All UCD Access Students	4818	4979	5141	5492	5625	6223
Total UCD undergraduate students	16856	17192	17299	17186	17332	17968

Table 7: UCD Widening Participation by equity group - 2015 - 2021

The UCD University for All initiative is based on rigorous data collection and dissemination mechanisms. The most recent publication “[Who Counts? University for All Data, Metrics, and Evidence 2020-2021](#)” provides UCD’s widening participation and access data spanning admissions, participation, progression, retention, outward mobility, completion and graduate outcomes. These data are provided to the Widening Participation Leads annually for each undergraduate programme; over 50 students and academic staff can track participation trends and patterns and use the data to inform planning and policy.

A range of strands have been developed to increase awareness, knowledge and skills of access and inclusion in the University, including:

1. Student Interventions
2. Faculty & Professional Staff Interventions
3. John Kelly Awards for Universal Design in Further & Higher Education
4. The development of an Introductory Universal Design badge
5. Building Higher Education Systems

Inclusive UCD eLearning, Student Orientation

UCD EDI and Access & Lifelong Learning developed the online training “Inclusive UCD” which is part of the Orientation Brightspace module “Welcome to UCD” for both Undergraduate and Taught Graduate students entering the University. 1,700 graduate students and 2,000 undergraduate students completed this module. In 2021-22, the project team reviewed and updated the eLearning with new material.

Access Leaders

Access Leaders are a group of exceptional students who have been selected to represent UCD Access and Lifelong Learning and play a vital role on campus. Access Leaders’ first-hand understanding of UCD’s diverse entry pathways and of the UCD Students’ journey means they are uniquely placed to help incoming students adjust to their new environment. Their presence, voice, and own experiences help reassure newer students that their goals are achievable. Our Access Leaders are involved in a variety of activities across the campus and beyond: these range from assisting at events such as the annual Access and Lifelong Learning Symposium and ALL Student Welcome, in implementing our University for All Initiative, as well as with our diverse outreach activities where they meet potential students who would like to know more about UCD. In 2021-22, a further 157 participants were recruited to work as role models, inspire future generations, and ensure that the student voice forms part of access discourse at university committees and fora.



University for All Seminar Series

A University for All seminar focusing on the student voice was held on 17 November 2021 in MoLI. Themed '**From Consultation to Collaboration: The Student Role in Creating a University for All**', it explored the power of the student's voice in creating systemic change and showed how students have disrupted thinking and moved thinking beyond 'opening doors' to participating, informing and shaping every aspect of university life. This hybrid event was attended by over 200 participants. The keynote address was given by Minister for Further & Higher Education, Simon Harris, TD.

At the University for All Seminar held on 26 May 2022 themed '**Enhancing student engagement in a COVID world - is universal design the answer?**' the UCD Faculty Partners explored transferable and practical UDL interventions, as we respond to the impact of COVID-19 on student success and engagement patterns. This hybrid event was opened by the UCD Acting President, Professor Mark Rogers, and attended by over 200 participants. The keynote address was given by Dr Tom Tobin, University of Wisconsin–Madison, USA, international UDL expert. The following day, Dr Tobin hosted a masterclass with UfA Faculty Partners, Widening Participation Leads and University leaders.

Faculty Partner Programme

The Academic Year 2021-22 saw the implementation of the UCD Faculty Partnership Programme whereby twenty-six Faculty Partners were appointed across all 6 UCD colleges as universal design role models working to persuade colleagues of the merits of an inclusive approach. The Faculty Partners have undertaken training to become facilitators for the Digital Badge in Universal Design for Teaching and Learning and are rolling out this training in their Schools and Colleges. At the University for All Symposium in May, Faculty Partners showcased transferable and practical UDL interventions, as we respond to the impact of COVID-19 on student success and engagement patterns. The faculty partners have also produced written case studies, demonstrating the practical application of UDL across a range of disciplines, which will be published early 2023.

Access Symposium 2022 Group Picture



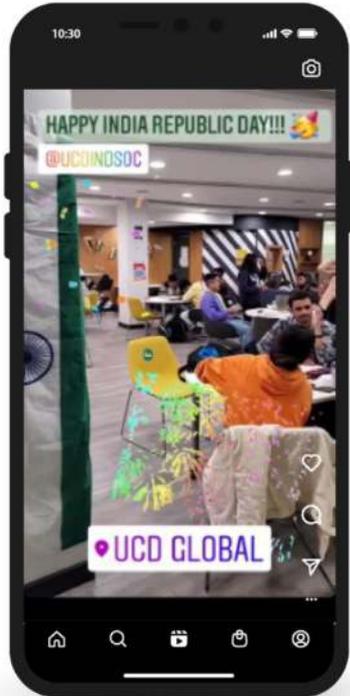
UCD Global Virtual Lounge Events

The UCD Global Lounge is the meeting space for both international students and local students providing a practical social and study space when needed. Premised to provide a global experience for all and Impact through a strong sense of community and support services. The Global Lounge achieves this as a social and cultural place to experience Ireland through events and organising external tours.

Events which took place between September 2021 and March 2022 include:

- A Mindfulness Session with David Delaney
- Indian Republic Day January 2022
- Chinese New Year Celebrations February 2022 in collaboration with the UCD Chinese Society
- US Counsellor Tour in collaboration with the UCD Global North America, Western Region team,
- Indian Society Movie Night in collaboration with the UCD Indian Society
- Green Campus - Scavenger Hunting collaboration with UCD Estates and Green Campus team
- Support for Ukrainian Students and Staff café and language sessions
- UCD Equality, Diversity and Inclusion in collaboration with UCD Neurodiversity Week Event

The student societies have been valuable collaborators in events during the year with the organisers assisting in strengthening competences in student integration and addressing culture shock as well as societal challenges. Additionally, UCD Student Support Services such as Student Advisers, the Student Union, the UCD Chaplaincy and the Green Campus have assisted in progressing our outreach objectives. The innovative activities have provided much needed opportunities for both international and domestic students to socialise and advance UCD's visibility and foster a UCD community. Incoming Student Orientation activities in September and January each year provide the gateway between arrival in Ireland, settling into academic life as sessions included library talks and academic writing sessions



Social Media screenshot from UCD Global about Happy India Republic Day



Tweet from UCD Global about an intercultural awareness programme for UCD students.

Gender Profile of Employees

	FEMALE	MALE	UNKNOWN	TOTAL
Academic	730	866	9	1605
Research	461	435	23	919
Support	1221	600	8	1829
TOTAL	2412	1901	40	4353

Table 5: December 2021 Gender profiles of employees incl. Academic, Support, Research, Total

Trends in Gender Profiles of Employees

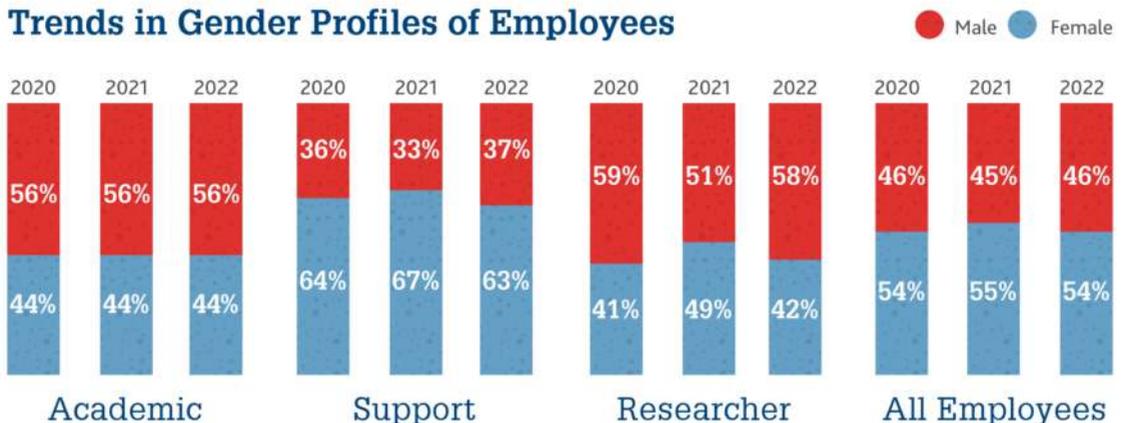


Figure 4: The Gender Profile of Employees (2020-2022)

Gender Profile of Employees by Grade

Administrative

GRADE	FEMALE	MALE	UNKNOWN	TOTAL	% F	% M
*Executive Assistant	61	18	1	79	76%	22%
*Senior Executive Assistant	213	51	3	267	80%	19%
*Administrative Officer II	130	38	1	169	77%	23%
Administrative Officer I	130	38	0	168	77%	23%
Administrative Officer 1A	134	56	0	190	71%	29%
*Senior Administrative Officer IV	106	52	0	158	67%	33%
Senior Administrative Officer III	26	23	0	49	53%	47%
Senior Administrative Officer II	10	14	0	24	42%	58%
Senior Administrative Officer I	2	8	0	10	20%	80%
Total	811	290	5	1106	73%	26%

Table 9: Gender profile of Administrative Employees (full and part-time) by grade (effective December 2021)

* 1%, 3% and 1% are "unknown" respectively.

Technical

GRADE	FEMALE	MALE	UNKNOWN	TOTAL	% F	% M
Technical Officer	52	42	0	94	56%	44%
Senior Technical Officer	41	44	0	85	48%	51%
Chief Technical Officer	18	6	0	24	73%	25%
Biochemist	6	7	0	13	42%	54%
Senior Biochemist	8	2	0	10	84%	20%
Principal Biochemist	3	1	0	4	75%	23%
Senior Lab Attendant	2	2	0	4	50%	60%
Clinical Scientist	1	1	0	2	50%	50%
Senior Clinical Scientist	1	3	0	4	20%	75%
Total	132	107	0	240	55%	45%

Table 10: Gender Profile of Technical Employees by Grade (effective 31 December 2021)

Library

GRADE	FEMALE	MALE	TOTAL	% F	% M
Library Assistant	21	6	27	77%	23%
Senior Library Assistant	8	4	12	68%	32%
Assistant Librarian II	6	1	7	86%	14%
Assistant Librarian I	9	8	17	53%	47%
Sub Librarian	5	2	7	71%	29%
Librarian	1	0	1	83%	17%
Archivist II	2	1	3	67%	33%
Archivist I	1	0	1	100%	0%
Total	54	22	76	70%	30%

Table 11: Gender profile of Library Employees (full-time and part-time) by grade (effective December 2021)

Faculty

GRADE	FEMALE	MALE	UNKNOWN	TOTAL	% F	% M
Full Professor	53	127	0	180	29%	71%
Professor	54	66	0	119	45%	55%
Associate Professor	117	177	0	294	40%	60%
Lecturer / Assistant Prof. Above the bar	320	333	2	655	49%	51%
Lecturer / Assistant Prof. Below the bar	13	13	0	27	50%	50%
Total	557	716	2	1275	44%	56%

Table 12: Gender profile of FTE Faculty by grade (effective December 2021)

Promotion Pathway 4-year Overview

The 2021/22 GEAP target has also been exceeded at all three levels

YEAR	PROMOTION TO	ACTUAL APPLICATIONS				SUCCESSFUL APPLICATIONS				*TARGETS
		F	M	TOTAL	%F	F	M	TOTAL	%F	
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	5	6	17%	30%
	Total 2018/19	27	29	56	48%	17	19	36	47%	
2019 /20	Associate Professor	10	23	33	44%	9	15	24	38%	49.7%
	Professor	14	6	20	88%	12	3	15	80%	41%
	Full Professor	5	5	10	33%	2	3	5	40%	30%
	Total 2019/20	29	34	63	46%	23	21	44	52%	
2020 /21	Associate Professor	21	17	38	55%	19	11	30	63%	51%
	Professor	9	11	20	45%	7	8	15	47%	39%
	Full Professor	4	8	12	33%	3	3	6	50%	36.50%
	Total 2020/21	34	36	70	49%	29	22	51	57%	
2021 /22	Associate Professor	18	20	38	47%	13	12	25	52%	48.85%
	Professor	12	7	19	63%	12	4	16	75%	40.46%
	Full Professor	4	4	8	50%	3	2	5	60%	38.46%
	Total 2021/22	34	31	65	53%	28	18	46	61%	

Table 13: Promotion pathway 4-year Overview 2018 - 2021 incl. Faculty grades, applications, successful and gender breakdown

Success Rate by Gender

	TOTAL APPLICATIONS			ASSOCIATE PROFESSOR			PROFESSOR			FULL PROFESSOR		
	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
Applications Received	326	158	168	186	89	97	97	52	45	43	17	26
Successful Applications	230	118	112	131	67	64	76	42	34	23	9	14
% Success Rate	71%	75%	67%	70%	75%	66%	78%	81%	76%	53%	53%	54%

Table 14: Promotion success by Gender applications, successful, grades

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

Dignity and Respect

Implementation Plan

Following the completion of the Dignity and Respect Review, an implementation plan was rolled out during the 2021/22 academic year by a dedicated project group. Key elements included:

- Publication of a new Bullying and Harassment policy and Sexual Misconduct policy
- Establishment of a Dignity and Respect Oversight Group chaired by Professor Aoife Ahern which includes diverse internal and external representation
- Establishment of a new dedicated Dignity and Respect Support Service in November 2021 which is fully operational with three dedicated Dignity and Respect Support Advisers.
- Appropriate external involvement at each major stage of the Dignity & Respect procedure
- Development of a comprehensive Dignity and Respect training strategy including a full-day face-to-face training programme for People Managers and a half-day session for key signposted roles. Online training has also been developed for all members of the UCD Community as well as a revised student online active bystander training.
- Development of a communications strategy to ensure that members of the UCD community are aware of the support services and that UCD does not tolerate bullying, harassment or sexual misconduct.
- Enhanced data collection mechanisms and reporting commitments to ensure there is transparency around dignity and respect in UCD



Dignity and Respect Support Service Office



Prof. Aoife Ahern,
Chair, UCD Dignity &
Respect Oversight Group



Molly Greenough
President
UCD Students' Union

Molly Greenough,
President,
UCD Students Union

New Bullying & Harassment and Sexual Misconduct Policies

The revised **Bullying & Harassment and Sexual Misconduct Policies**, published in May 2022, were developed following desk-based research into best practice nationally and internationally, extensive internal consultation through externally facilitated focus groups, written submissions and individual meetings and external consultation with experts in the area of dignity and respect. The policies apply to both employees and students, and their purpose is to support the development of a working and learning environment in which bullying, harassment and sexual misconduct are unacceptable and where individuals have the confidence and trust in the process to come forward, in the knowledge that their concerns will be dealt with appropriately and fairly.



Dignity and Respect Support Service

The UCD Dignity and Respect Support Service was opened in November 2021 and officially launched by Minister Simon Harris on 9th May 2022 during an on-campus event in the James Joyce Library, UCD Belfield. Professor Mark Rogers, Acting UCD President, Professor Aoife Ahern, Chair of the UCD Dignity & Respect Oversight Group, Rory Carey, Director of UCD Culture & Engagement and Chair of the Dignity & Respect Review Group, and Molly Greenough, UCD Students' Union President, also spoke at the launch event.

The UCD Dignity & Respect Support Advisers work proactively with employees and students who disclose issues of bullying, harassment or sexual misconduct, and those who are reported for such issues. The Advisers, who are



UCD students at Dignity & Respect Service stand





Tweet from Dignity & Respect Support Service with UCD Global guides.



L-R in the UCD Dignity & Respect Support Service Office: Minister Simon Harris, Prof Mark Rogers, Prof Aoife Ahern

experienced and trained to support, respond and advise on all reports of a dignity and respect nature, will provide people affected by these issues with a supportive, confidential environment to talk and will provide support in making a decision that is right for each person and their situation. During the Autumn trimester, the Dignity and Respect Support Advisers conducted the first phase of an outreach campaign that targeted staff and student leaders. Groups that received presentations included College and Unit Executives, All School Meetings, Programme Boards, Equality, Diversity & Inclusion and Teaching & Learning Committees and various administrative and professional fora. Student leader groups including the Students' Union, UCD Societies, UCD Sport and leaders in UCD Residences were also targeted in this first phase of outreach. In the Spring trimester, the Service focused on outreach to the general student population, which included a roving information stand on the Belfield campus, in-person addresses in advance of core lectures, the establishment of satellite clinics and an online presence, both on Brightspace VLE and social media. The Dignity and Respect Support Service Advisers mainstreamed workshops into existing training programmes for specific student leader groups such as UCD Residential Assistants, Peer Mentors, Global Guides, Sports Captains and Society Auditors.

L-R in the UCD Dignity & Respect Support Service Office: Prof Aoife Ahern, Catherine Tormey, Louise Walsh, Minister Simon Harris, Prof Mark Rogers, Rory Carey, Marcellina Fogarty



Dignity and Respect Training

Training and awareness raising in the area of Dignity and Respect plays an essential role in enhancing an inclusive culture to allow everyone to study and work in a respectful environment where behaviours of bullying, harassment and sexual misconduct are not accepted. UCD invested in a comprehensive Dignity & Respect training strategy, and a number of training offerings were developed for people managers, all employees and students, both in person and online.

Bullying, Harassment and Sexual Misconduct Disclosure Training for People Managers

On 26th May 2022, UCD launched the face-to-face dignity and respect training for all People Managers and other support roles that may receive disclosures of bullying, harassment and sexual misconduct. The full-day skill-based training aims to ensure that people managers are equipped with the skills and knowledge to support individuals in each area impacted by bullying, harassment or sexual misconduct and to help facilitate a resolution at the earliest possible opportunity. The comprehensive training is delivered by an expert external provider via interactive virtual and in-person sessions and includes bespoke case studies and video scenarios. Over 120 People Managers went through the training in the first three months since the launch and sessions will continue to be offered throughout the 2022-23 Academic Year.

Feedback from People Managers has been positive, with attendees appreciating in particular the tailored content and video scenarios. When comparing the level of confidence in dealing with disclosures of a dignity & respect nature before and after attending the session, most participants state that they feel very confident post course, and it is clear that the training is achieving its aim:

For question "How confident do you feel that you understand what constitutes bullying, harassment, and sexual misconduct and where behaviours cross a line into being unacceptable?", post course there was **a leap from 8% to 75% in those feeling "extremely confident"**.

For question "How confident do you feel in the skills you have to create a safe space for someone to talk and ask the right questions to understand what is happening?" post course those reporting **extremely confident rose from 7% to 61%**.

People Managers were required to complete the 1-hour eLearning "Building a Respectful Culture at UCD" in advance of the face-to-face training to set the foundation and to introduce definitions and inappropriate behaviours. This eLearning, developed during the course of 2022 in collaboration with subject matter experts and leading eLearning providers, will be made available for all employees and students in Autumn 2022. The online training focuses on raising awareness about inappropriate behaviours, all internal and external support available for people impacted by these issues and options for resolution. It also shows how every member of the community can be an active bystander and can contribute to a respectful culture in UCD.

In addition, in-depth training was provided for those roles that are dedicated to supporting individuals involved in issues of a bullying, harassment or sexual misconduct nature. A number of **dedicated sessions for signposted roles** took place over the summer, for groups such as HR Partners, Student Union Officers and Student Advisers.



Images showing the employee Dignity & Respect eLearning



Dignity and Respect Data

Data collection, monitoring and reporting enhances transparency and helps the University to measure the impact of activities intended to raise awareness and to promote the supports available. This helps foster a culture where members of our community feel safe in coming forward to report incidents. Data regarding formal complaints has been recorded for a number of years, and the University's anonymous reporting tool, UCD Report and Support was implemented in 2020. The Dignity and Respect Support Service collates disclosures data and a system is being developed to support this. A means of collating disclosures to other sources of support is also being explored to enable the University to provide full data on disclosures. Together these data streams will provide the University with a holistic picture of the prevalence and nature of incidents occurring.

Disclosures made to the Dignity and Respect Support Service

The highest number of individuals contacted the service during March 2022, and Q3 of 2022 had the highest number of contacts in comparison to all other reporting periods this relative spike in the number of contacts coincided with a campus-based outreach campaign during the Spring trimester.

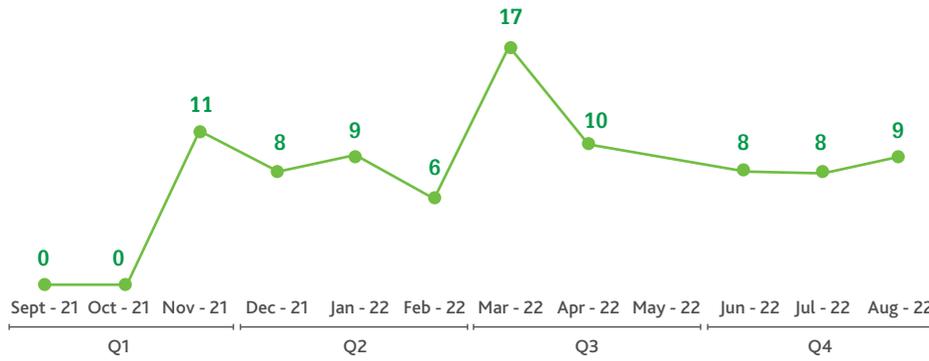


Figure 5: Number of individuals contacting the service from Sept 2021 - Aug 2022

Anonymous reporting tool

The below graph shows the number of reports received by month during the reporting period. A relative spike in the number of reports received in October is noted and represents a similar pattern in 2020. This likely relates to the start of term and the student orientation activities such as the Active Bystander Programme and other actions aimed at raising awareness of the University's Dignity and Respect policies. 65% of reports received in October were made by students. The lowest period of reporting coincides with Christmas closure period and during July and August months where there are many fewer students on campus. This is broadly consistent with reporting observed during 2020/21.

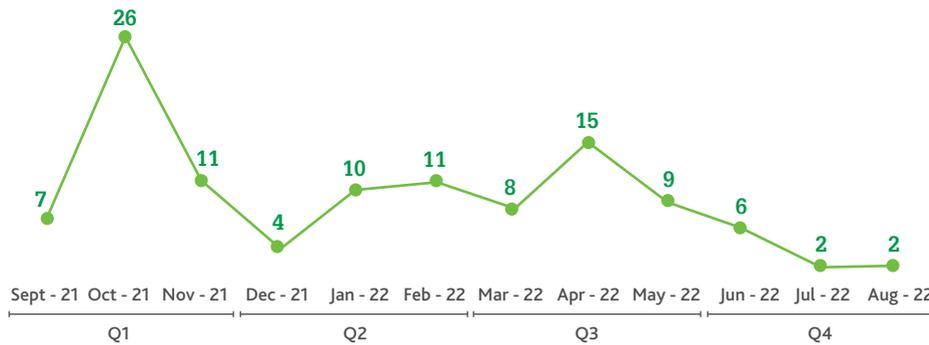


Figure 6: Number of reports received by month from Sept 2021 - Aug 2022

Formal Complaints

The below graph shows the number of complaints from 2017 to the end August 2022. The data indicates that there is an upward trend in the number of formal complaints being made with the highest number of formal complaints in 2021 and 2022. This increase coincides with the dignity and respect review and new policy launches. An increase in data may allow for disaggregation of the data at College and Vice-President levels across all data sets allowing these areas to have a more holistic set of data relating to dignity and respect in the future.

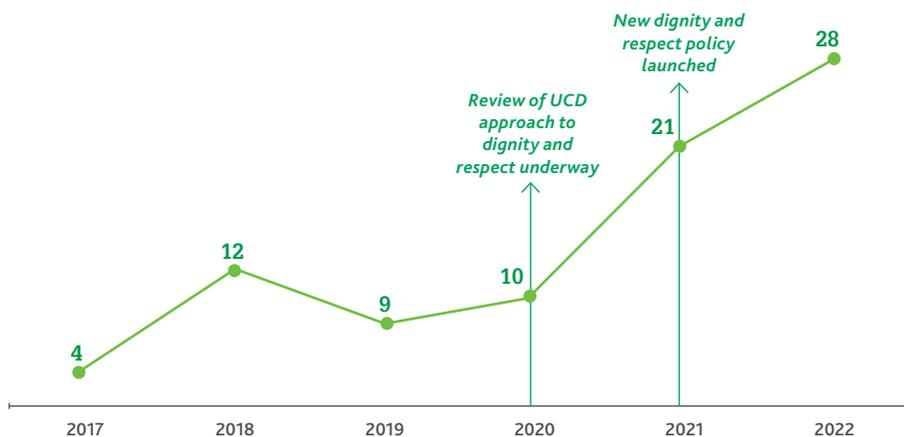


Figure 7: Number of complaints from 2017 to the end Aug 2022

Other EDI Policies

A number of policies were developed and published in 2021/22 following consultation with employees, relevant groups and stakeholders and are in line with good practice and legislation.

The policy on **Breastfeeding** promotes a culture of support for breastfeeding so that those returning from maternity leave feel valued and able to continue to breastfeed/lactate on their return to the workplace. It aligns with the EU Work Life Balance Directive where employees will be entitled to take paid breastfeeding/lactating breaks for two years (104 weeks). The policy and details about breastfeeding rooms around campus are available on the [EDI website](#).

The policy **Supporting the Employment of People with Disabilities** promotes equality of opportunity in the attraction, employment, retention and development of persons with disabilities. This policy demonstrates the University's commitment to taking proactive steps to ensure its workplace culture supports employees with disabilities to feel confident and comfortable to disclose disabilities so that support can be provided. Guidance materials for employees and managers are being developed to support the implementation of this policy and will complement the existing process on reasonable accommodations. In addition, a reasonable accommodation training programme is being piloted to provide information on entitlements, managers' responsibilities and supports available.

The [Mental Health and Wellbeing policy](#), developed by Culture and Engagement and EDI and overseen by the Mental Health and Wellbeing Steering Group, sets out the University's commitment to supporting the mental health and wellbeing of employees as part of an overall responsibility to promote a healthy work environment where all aspects of health are championed. In support of this policy, a [Directory of Mental Health and Wellbeing Supports, Services and Networks](#) has also been collated for those who require support.



Tom Costelloe talking about the impact of the new UCD Surrogacy Policy

Supporting the Mental Health and Wellbeing of Employees eLearning

To help people managers and colleagues have conversations on mental health and signpost support available in UCD, the Mental Health & Wellbeing Steering Group oversaw the development of a new UCD bespoke 30-minute [online mental health and wellbeing course](#). The eLearning aims to help end stigma around mental health, encourage those with mental health difficulties to come forward and to give confidence to people managers and colleagues to engage and support people through signposting to relevant supports.

Anti-Racism Campaign

The Race and Ethnicity Working Group, under the remit of the EDI Multicultural group, launched a University-wide online and on campus anti-racism campaign on 8th September 2021 with two original slogans and designs: "Racism Stops with Me" and "Celebrate Diversity." The highly visible campaign helped to promote a culture where all members of the University Community can study and work in an environment that is safe and inclusive and communicated that all forms of racism are unacceptable and are not tolerated by UCD. The physical posters were displayed across campus from September 2021 and remained visible throughout the 2021-22 Academic Year, and a variety of media was also published and disseminated online through all EDI channels and networks.





EDI anti-racism poster hanging on UCD Belfield Campus (Student Centre)



Poster and slogan promoting the #UCDAgainstRacism campaign

Inclusive Recruitment Training Bundle

UCD committed in the new Gender Equality Action Plan 2020–2024 to deliver mandatory Unconscious Bias face-to-face awareness raising to all members of assessment panels on a phased basis. In collaboration with Resourcing, EDI developed a bespoke training and eLearning “bundle” aimed at hiring managers and members of interview panels. The training, piloted in April 2022, provides this key cohort with essential guidance and information on UCD recruitment and selection procedures and inclusive hiring practices which will help to find excellent and diverse candidates. Hiring managers and members of interview panels are encouraged to complete this training and eLearning bundle in advance of their next scheduled interview panel.

The Inclusive Recruitment Training bundle includes:

- The “Inclusive Recruitment & Selection” module (part of UCD’s EDI in Higher Education eLearning programme) available online
- Interview Panel Training for Hiring Managers delivered by UCD Resourcing
- Unconscious Bias awareness training for members of interview panels delivered by the Irish Centre for Diversity
- New LinkedIn Learning collection “Skills for Inclusive Recruitment”

This is part of an ongoing effort to ensure all leaders have access to information and support around the identification and mitigation of Unconscious Biases as one element of a broader framework towards the elimination of discrimination, and follows Unconscious Bias awareness sessions delivered to the Extended Leadership Group in 2020-21.

Unconscious Bias Awareness Training

In addition to **Unconscious Bias Awareness for Members of Interview Panels**, which is part of the Inclusive Recruitment Training Bundle, EDI also organised three unconscious bias awareness sessions open to all employees called **"Being Aware of Our Biases."** In 2021-22, 90% of people who attended "Being Aware of Our Biases" agreed that the session was useful and will support them in being fairer in interviews, resource allocation and making important decisions.

"This course is really important and useful and should be widely disseminated and encouraged, especially among managers."

The Unconscious Bias awareness training for members of interview panels was also well-received, with participants finding it useful and worthwhile. Half of participants voluntarily shared their views via EDI's new evaluation system: 90% of participants agreed that this session will support them in making recruitment more inclusive as an interview panel member, and 80% have a better understanding of unconscious bias, their own biases and impact on decision making.

Feedback included:

"The Inclusive Recruitment Training Bundle for Hiring Managers is a great initiative and Unconscious Bias should be a module in all Leadership Development Programmes."

"It was fantastic to see this course as an option in the [EDI] training programme, such an interesting topic and definitely something we should be trained on if we are on interview panels."

Menopause Working Group

A Menopause Working Group was established in 2022 in UCD sponsored by Professor Aoife Ahern, College Principal for Engineering and Architecture and a member of the UMT. Menopause is a natural time of ageing in a person's life but for many symptoms go well beyond hot flushes or mood swings that are typically associated with this stage in life. Symptoms can be debilitating and can include cognitive, physical and psychological issues such as heart palpitations, fatigue, sleep disturbance, headaches, anxiety and poor concentration. The changing age of Ireland's workforce means that there are many menopausal employees in the workplace. Research has shown that 60% of women will have moderate to severe symptoms, with 30% being severe. Irish data indicates that 45% of menopausal women have considered giving up work and 12% actually gave up work. These symptoms can have a devastating impact on individuals in the workplace often when they have reached their career peak with many having to take time off on sickness absence while others even consider leaving their jobs due to the negative impact of their symptoms.

In collaboration with the Menopause Hub, UCD will hold a series of training sessions and workshops with UCD employees and People Managers with the aim of developing a policy and supports that will help to raise awareness of this topic and support those who are on the menopause journey and People Managers supporting employees on this journey.

Supporting Employees Undergoing Fertility Treatment

In June 2022, UCD employees who have experience of fertility treatment were invited to attend a focus group to share experiences and contribute to the development of workplace supports for employees undergoing fertility treatment. This session included an update from Caitriona Fitzpatrick, Chair of National Infertility Support and Information Group. Building on the outputs from this focus group, 11 Managers and 3 HR Partners were invited by EDI to attend a workshop to explore outputs from the focus group and an anonymous online suggestion box that was also set up, to consider how to best support employees undergoing fertility treatment in UCD. These outputs are being reviewed by the UCD Fertility Policy Working Group to support the development of a fertility policy which will be submitted to UMT next term to meet the UCD Gender Equality Action Plan 2020-2024 objectives.



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

Diversity Monitoring Information

The University asks those applying for roles and all employees about their personal characteristics so that we can build a picture of our diversity profile, evaluate how UCD policies and processes affect different groups of applicants and employees, and identify services we need to best support our applicants and employees to succeed. This is known as 'diversity monitoring' and it has become standard practice for many Higher Education Institutions in Ireland.

The information that employees and applicants provide supports the University to deliver its equality, diversity and inclusion mission to create an inclusive University where everyone feels welcomed for who they are, included and supported, and so that as a community we take steps to understand the impact of our actions and behaviours. It also supports the University in our legal duties under the Employment Equality Acts 1998 - 2015 and the Public Sector Equality and Human Rights legislation. UCD asks for diversity monitoring questions of all employees at several stages of the employment lifecycle, which helps the University to build a diversity profile of our current employees, and to understand the impact that various processes have on equality.

UCD shares some of the information provided in an anonymised form through internal and public reports, such as to the Higher Education Authority (HEA) Centre of Excellence for Equality, Diversity and Inclusion which supports the development of national policy for Higher Education.

Recruitment (eRecruit) - Diversity monitoring tool

When someone applies for a job in the University through our online eRecruit system, our system asks questions about the protected characteristics. None of the applicants' answers are shared with the recruiting manager or interview panel, they are stored securely so that EDI can compare the profile of people who apply to work at the University with UCD's current employee profile, sector and national workforce data, and population data, to understand who we are attracting. Completion rate for our diversity monitoring tool for 2021/22 is at 75%. Below is a flavour of some of the data we capture.

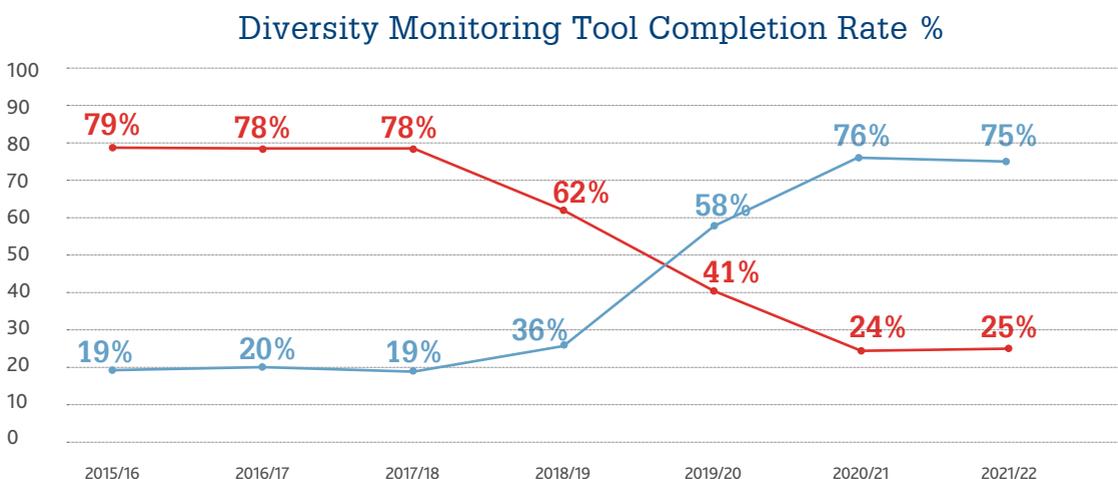
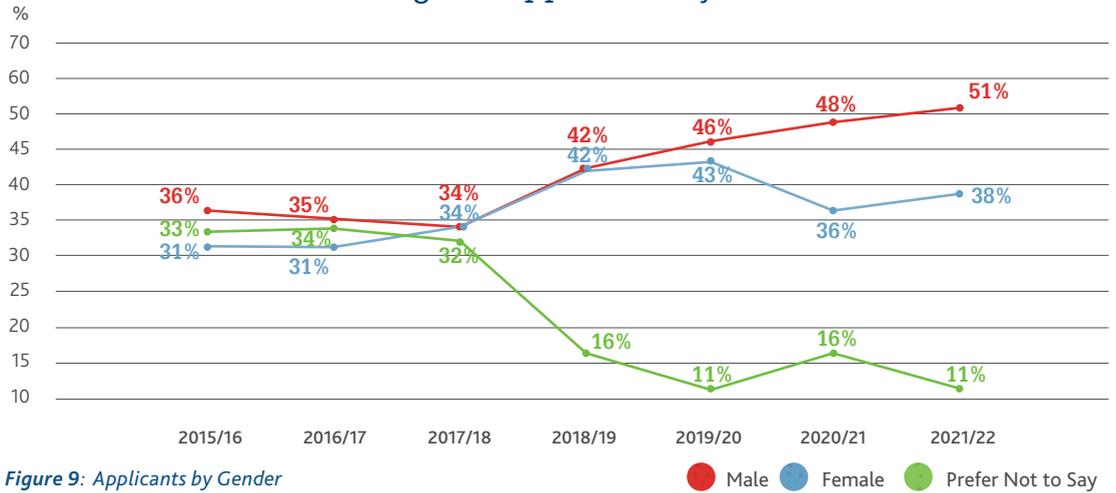


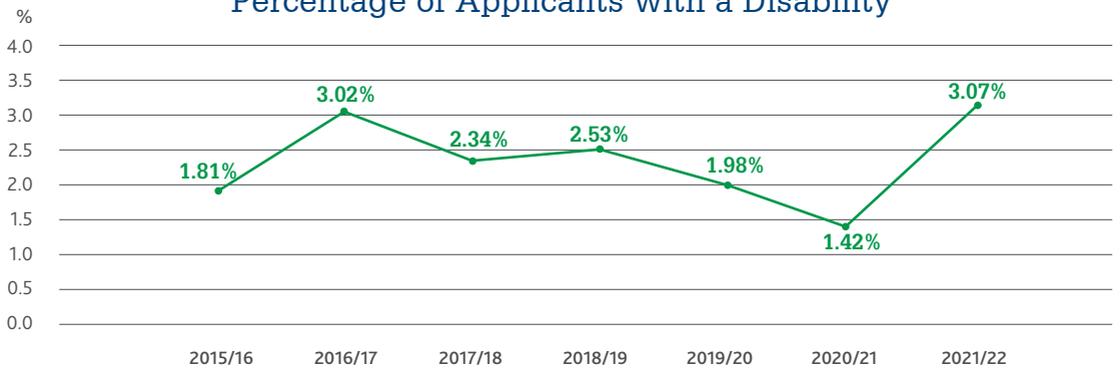
Figure 8: Full and Partial Completed rates of the Diversity Monitoring tool

Fully Completed Partial Completion

Percentage of Applicants by Gender



Percentage of Applicants with a Disability



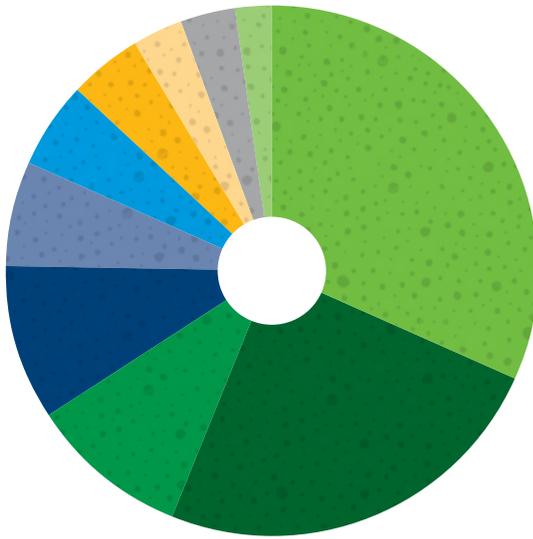
If an applicant is successful, the information will flow through to UCD's employee self-service diversity screen. The development of this page marks a significant move forward for the University in the area of EDI. This system allows the University to collect data across all equality grounds for new and existing employees and it is hoped that this will assist us in getting a clearer understanding of the diversity makeup within the University community and to help us achieve our strategic objectives. This system was launched in 2020 and the full completion rate is 34%. EDI will continue to promote this tool through future initiatives to further increase the completion rate.

Employee self service screen data

Employee Ethnicity

EMPLOYEE ETHNICITY	%	EMPLOYEE ETHNICITY	%
White (Irish)	50%	Asian or Asian Irish (Chinese)	3%
White Any Other Background	30%	Asian or Asian Irish (Indian)	4%
White (Roma)	0.40%	Asian/Asian Irish Any Other Background	4%
White (Irish Traveller)	0.10%	Asian or Asian Irish (Pakistani)	1%
Black/Black Irish Any Other Background	0.30%	Other (Including Mixed Background)	4%
Black/Black Irish (African)	2%	Other, including mixed group (Arabic)	1%
Prefer Not To Say	2%		

Table 15: Employee Ethnicity



Employee Religion - top 10

- 31.9% Roman Catholic
- 24.5% No Religion
- 9.6% Agnostic
- 9.6% Atheist
- 6.4% Christian (Not Specified)
- 5.3% Prefer not to say
- 4.3% Hindu
- 3.2% Muslim (Islam)
- 3.2% Orthodox
- 2.1% Church of Ireland

Figure 11: Employee Religion % - top 10

Employee Sexual Orientation

- 83.8% Heterosexual
- 8.1% Prefer Not to Say
- 4% Bisexual
- 3% Gay Man
- 1% Gay Woman

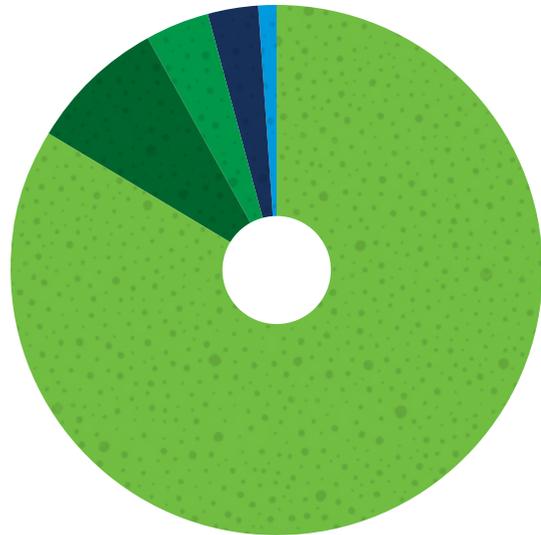


Figure 12: Employee Sexual Orientation

Employee Family Status

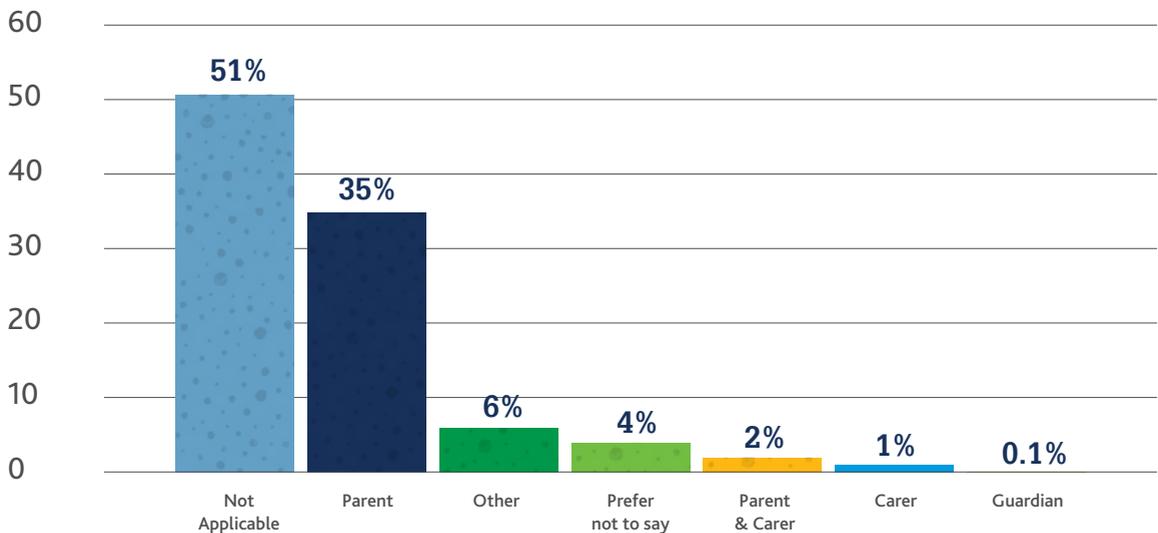


Figure 13: Employee Family Status

7% of those who completed the employee self service screen say they had a disability. The main disability types reported by employees were:

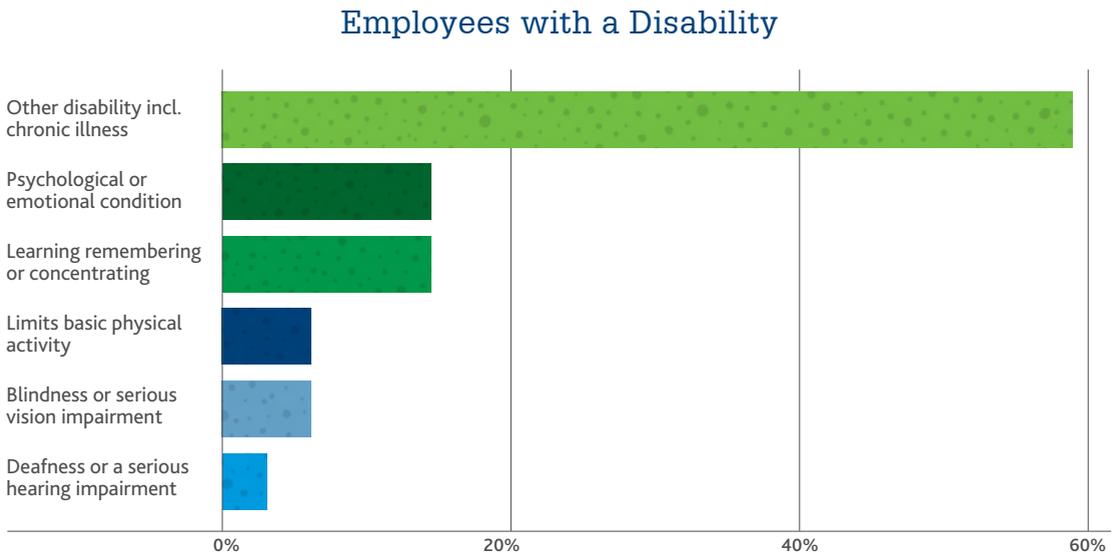


Figure 14: Employee Type of Disability

Gender Analytics tool

The Gender analytics dashboard supports each school with their Athena SWAN and quality reviews from a data perspective. UCD was one of the first universities to provide this level of support to their schools when applying/renewing their Athena Swan application. In 2020 the dashboard was enhanced further to provide University- and College-level data as well as to support the additional data requirements. This enhanced dashboard will be pivotal when applying for the University’s institutional silver Athena Swan award in 2024.



Gender analytics dashboard

Gender Pay Gap (GPG) Reporting

Following the introduction of the Gender Pay Gap Information Act 2021 and Regulations published in May and June of 2022, UCD started work towards the publication of its first ever Gender Pay Gap (GPG) report. This report will outline UCD’s 2022 Gender Pay Gap data and identify reasons for gaps. It was agreed that due to the complexity of the reporting requirements and data required, we needed an automated system. In 2022 EDI in collaboration with the HR Information Systems Team team engaged an external company to create a professional data dashboard to provide year-on-year trending and will allow UCD to delve deeper into the root cause of any gaps.

Strategic Objective 5: To raise awareness amongst the University community by promoting greater understanding and engagement with EDI issues across the University

International Women's Day 2022

Web banner for International Women's Day 2022



UCD marked International Women's Day 2022 centrally with a webinar on 7 March 2022 discussing the Gender Pay Gap legislation and the opportunities and challenges arising. Titled "**Gender Pay Gap in Higher Education Institutions: Opportunities and Challenges from the Gender Pay Gap Information Act 2021**", the webinar was organised by UCD EDI in conjunction with the UCD Sutherland School of Law and Equality Studies Centre and discussed the Gender Pay Gap Information Act 2021, a recent legislative initiative that could have a crucial role in advancing gender equality for women living in Ireland. The event provided a forum to analyse the opportunities and challenges that arise from this piece of legislation to effectively tackle the gender pay gap, with a particular focus on its potential impact and implementation in the Higher Education sector. The webinar also offered practical views on what Higher Education institutions are already doing to tackle the gender pay gap, and IHREC's Chief Commissioner Ms Sinead Gibney provided guidance on the Act and explained the role the IHREC can play in promoting effective implementation and enforcement of the Act.

A number of other events took place around the Campus, including in the College of Science, which hosted two webinars on menopause "An Introduction to Menopause" and "Menopause In The Workplace For Managers" with Loretta Dignam from The Menopause Hub. These educational webinars help to break down the taboo surrounding menopause and demonstrate how menopause is a societal, healthcare, workplace and economic issue. Topics covered include: what is menopause and why it matters; the symptoms and available treatment options; the line managers' role in supporting menopause at work; and how to have confident and supportive conversations with staff and provide the best support.

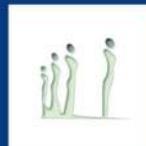
International Day of Women and Girls in Science

To mark International Day of Women and Girls in Science the UCD College of Science launched a new video series 'Role Models in pSTEM: You Can Be What You Can See', showcasing ten contemporary women from across Ireland, including UCD alumni, who have studied physics, mathematics, engineering, or computer science to highlight the varied and exciting opportunities open to young women in pSTEM. Leading the project, which was funded by the Higher Education Authority and the Institute of Physics, are Dr Aoibhinn Ní Shúilleabháin, Assistant Professor at the UCD School of Mathematics and Statistics, and Dr Catherine Mooney, Associate Professor in the UCD School of Computer Science. The full suite of videos, with associated teaching resources for use in classrooms, is available on [YouTube](#)



The School of Public Health, Physiotherapy and Sport Science celebrated International Day of Women and Girls in Science 2022 by asking some of their female researchers, past and present, to share their research journeys to date and to offer any advice to other women and girls who may be considering a career in science.

Promotion for International Day of Women & Girls in Science, College of Science



Poster for International Day of Women & Girls in Science, UCD School of Public Health, Physiotherapy and Sports Science

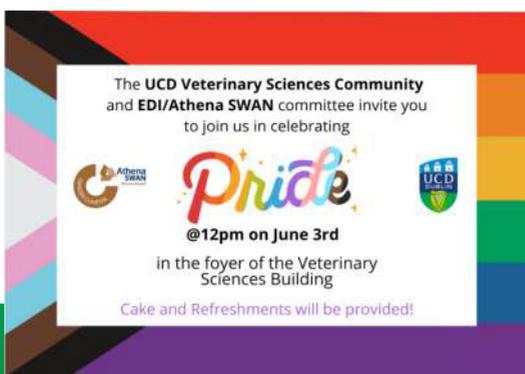
The School of Medicine launched an [online video](#) on the School EDI website of female researchers from the School talking about their research and the value and importance of women and girls in science.

PRIDE 2022 and LGBTQI+ Events

UCD supported Pride 2022 with a range of activities and resources, following on from May's activities for International Day Against Homophobia, Biphobia, Inter-sexism & Transphobia (#IDAHOBIT) when a number of resources and supportive material were shared with colleagues across the university. A highlight was "[How to be an Ally Workshop](#)" in June 2022 in association with Dublin LGBTQ Pride and the Pride at Work training programme. A number of local initiatives were also held for PRIDE around campus.

On June 3rd 2022, the first in-person Pride event in 3 years was hosted by the Veterinary Sciences Community, supported by the College of Health and Agricultural Sciences. Staff and students from across the University were invited for cake, refreshments, and chats to the Veterinary Sciences Building. Prof. Michael Doherty addressed attendees, Dean's Inclusion Award 2021 recipient Dr. Niamh Nestor, co-Chair of UCD's EDI LGBTQI+ Subgroup and the UCD LGBTI Staff Network, recounted her inspirational award speech and Vice-President for the UCD EDI unit, Prof. Colin Scott provided closing remarks and thoughts on the importance of these events.

The College of Science Celebrated Pride Month on June 16th in the O'Brien Centre for Science. College Principal, Prof. Jeremy Simpson launched the celebration and Dr Niamh Nestor gave a moving talk highlighting her own experience growing up gay in Ireland and highlighting the origins of Pride as a protest and one which must continue to be seen as a protest to ensure complacency in pursuing equality for LGBTQIA+ individuals does not stall. Niamh highlighted that there is no hate crime legislation in Ireland which needs to be campaigned for to protect LGBTQIA+ individuals. There was tea, coffee, balloons, a craft table where people could create rainbow bracelets to take away, and most importantly, a giant rainbow cake! The event was well attended with representation from across the community including students, technical, administrative and faculty members. Feedback was overall highly positive and suggested that the event should be expanded and repeated next year.



Poster for PRIDE, UCD School of Veterinary Sciences



Tweet from Healthy Oats about PRIDE, UCD College of Science

LGBTQI+ History Month

In March, the EDI LGBTI Subgroup celebrated LGBTQI+ History Month by hosting a webinar, entitled 'Intergenerational Friendships & Conversations Amongst LGBTQI+ Generations.' The conversations took participants on a journey through the lived experiences of four members of the LGBTQI+ community from different ages and backgrounds. The guest speakers, all activists, included Professor Emerita Geraldine Moane, a former Professor of Psychology at UCD; Enda McGrattan, better known as drag queen Veda; Luis Noguera Benitez, journalist and actor from Venezuela; and Matt Kennedy, a doctoral candidate working for BeLonG To. A booklet was also developed which gives an overview of some of the most important moments in the history of the LGBTQI+ community in Ireland.

LGBTI Webinar Banner



UCD LGBTI Subgroup

Virtual Panel Discussion

Intergenerational Friendship & Conversations Among The LGBTQI+ Community

Friday, 25th February 2022 at 4pm

The banner features a central circular image of a pride parade with rainbow and transgender flags. The background is purple with colorful abstract shapes in yellow, pink, and light blue.

Transgender Awareness Week

Each year in November, people and organisations participate in Transgender Awareness Week to promote visibility about transgender people and to highlight and address issues members of the community face. UCD took the opportunity to continue to raise awareness about creating an inclusive UCD for trans colleagues and students in UCD. Transgender Awareness Week leads up to Transgender Day of Remembrance 20th November.

Tweet from EDI about Trans flag on UCD campus



Neurodiversity Celebration Week

UCD hosted a Neurodiversity celebration week in March 2022 to celebrate and reflect on Neurodiversity, featuring a range of events taking place each day between 21st and 25th March: contributors and participants explored the concept of neurodiversity through the lens of art, culture, architecture, business and technology. From neurodivergent artists and advocates to students, graduates, and employees, the initiative highlighted the lived experiences of neurodiverse people and was an opportunity to share the latest best practice. The week-long celebration was organised by EDI in collaboration with UCD's Neurodiversity Group, tasked with developing a set of recommendations to review supports for neurodivergent employees and students and to ensure UCD is an equitable, supportive and neurodiversity friendly environment for all to study and work.

Watch the [launch event](#), where we were joined by experts in Neurodiversity talking about what the concept of neurodiversity means, why we need to raise awareness of neurodiversity in places of learning, workplaces and across society. A number of resources and podcasts were made available on the [EDI website](#).



UCD Staff E-zine

UCD EDI / UCD Neurodiversity Group

UCD Neurodiversity Celebration Week

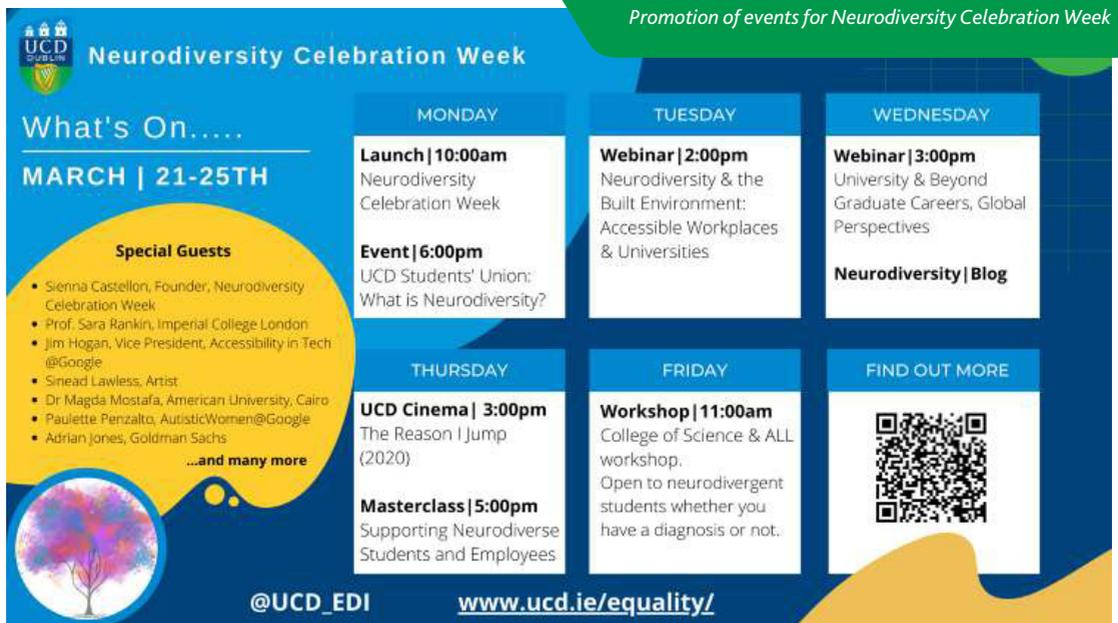
21st- 25th March 2022

A celebration of the lived experiences of neurodivergent students, graduates, and employees.

Join us for webinars, podcasts, and more.

www.ucd.ie/equality/

@UCD_EDI #NeurodiversityCelebrationWeek



UCD Neurodiversity Celebration Week

What's On.....

MARCH | 21-25TH

Special Guests

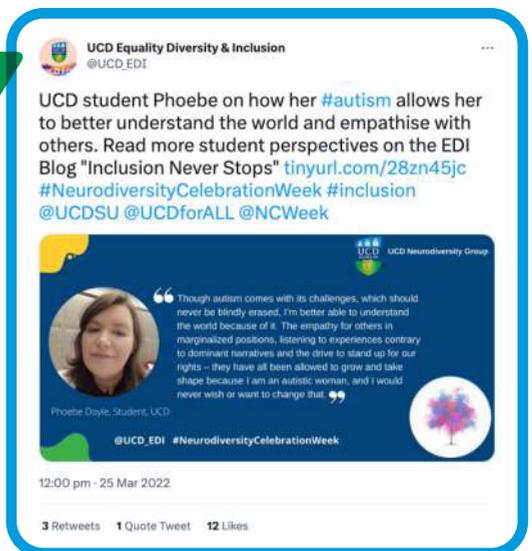
- Sienna Castellon, Founder, Neurodiversity Celebration Week.
- Prof. Sara Rankin, Imperial College London
- Jim Hogan, Vice President, Accessibility in Tech @Google
- Sinead Lawless, Artist
- Dr Magda Mostafa, American University, Cairo
- Paulette Penzalto, AutisticWomen@Google
- Adrian Jones, Goldman Sachs

...and many more

MONDAY	TUESDAY	WEDNESDAY
<p>Launch 10:00am Neurodiversity Celebration Week</p> <p>Event 6:00pm UCD Students' Union: What is Neurodiversity?</p>	<p>Webinar 2:00pm Neurodiversity & the Built Environment: Accessible Workplaces & Universities</p>	<p>Webinar 3:00pm University & Beyond Graduate Careers, Global Perspectives</p> <p>Neurodiversity Blog</p>
THURSDAY	FRIDAY	FIND OUT MORE
<p>UCD Cinema 3:00pm The Reason I Jump (2020)</p> <p>Masterclass 5:00pm Supporting Neurodiverse Students and Employees</p>	<p>Workshop 11:00am College of Science & ALL workshop. Open to neurodivergent students whether you have a diagnosis or not.</p>	<p>QR Code</p>

@UCD_EDI www.ucd.ie/equality/

Tweet from UCD EDI about Neurodiversity Celebration Week



UCD Equality Diversity & Inclusion
@UCD_EDI

UCD student Phoebe on how her #autism allows her to better understand the world and empathise with others. Read more student perspectives on the EDI Blog "Inclusion Never Stops" tinyurl.com/28zn45jc #NeurodiversityCelebrationWeek #inclusion @UCDSU @UCDforALL @NCWeek

Phoebe Doyle, Student, UCD

“Though autism comes with its challenges, which should never be blindly erased, I’m better able to understand the world because of it. The empathy for others in marginalized positions, listening to experiences contrary to dominant narratives and the drive to stand up for our rights – they have all been allowed to grow and take shape because I am an autistic woman, and I would never wish or want to change that.”

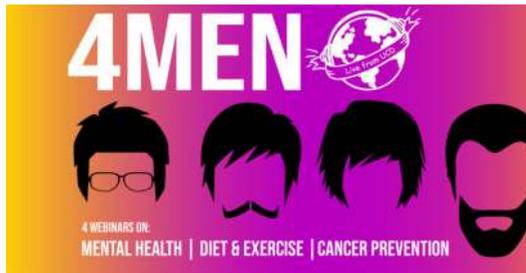
12:00 pm - 25 Mar 2022

3 Retweets 1 Quote Tweet 12 Likes



International Men's Day

Healthy UCD and Culture & Engagement teamed up to organise four topical health webinars especially for men for International Men's Day in November 2021. The programme for UCD employees, held over Zoom, was hosted by an expert in the subject area and followed by a Q&A session. The School of Computer Science EDI Committee hosted a Table Quiz in the University Club Café with canapés provided. The event was open to all genders, staff and PhD students. The School of Veterinary Medicine asked members of their community to talk about improving gender relations and what the International Men's Day means to them.



Tweet from UCD Vet EDI about International Men's Day 2021



Postdoctoral Researcher Development Programme

In 2021-22, EDI was embedded in the development programme for Postdoctoral Researchers, who are a particularly diverse group in UCD.

The competence-based comprehensive training programme introduced new sessions such as:

- Staying Well in your Research Career and Share & Support Session for Postdocs (World Mental Health Day)
- Communicating Interculturally for Postdocs
- An Introvert's Guide to Influence and Impact for Postdocs
- Women in Research - Don't Let Imposter Syndrome and Unconscious Bias Hold You Back (International Women's Day)
- Regular Networking events for International Researchers

Dedicated webpage for those new to UCD

A new webpage dedicated to new starters in UCD was created in the Summer of 2022 and will be promoted at Orientation to signpost essential EDI-related resources, contacts, networks and introductory training such as the Equality, Diversity and Inclusion in Higher Education elearning.



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 equality, diversity and inclusion

UCD continues to collaborate with external bodies on EDI-related matters as outlined throughout this report, including national and sectoral EDI initiatives. This is achieved via events, conferences, workshops, projects and initiatives, with some examples listed below:

- Mental Health Stigma work with See Change
- HEA Gender Equality Enhancement Fund - UCD projects funded
- HEA Senior Academic Leadership Initiative - UCD posts awarded
- HEA National Access Policy - University for All
- University of Sanctuary - status renewed with University of Sanctuary Ireland
- Public Sector Duty work with IHREC
- IUA & HEA - Cultural Assessments pilot initiative (Dignity & Respect)
- Athena SWAN Good Practice Webinar with Athena SWAN Ireland
- Gender Pay-Gap Webinar with IHREC
- Menopause focus groups with Menopause HUB
- Fertility focus groups with National Fertility Support and Information Group
- Membership of the Open Doors Initiative which provides opportunities to marginalised members of our society.

UCD also introduced external representation as part of the Dignity & Respect review project with members of the Dublin Rape Crisis Centre, National Women's Council and Men's Network Ireland joining the Dignity & Respect Oversight Group.

UCD has representation on a number of EDI-related groups and networks in Ireland, such as the National Vice-Presidents for EDI group, the Athena SWAN Practitioner Network, National Athena Swan Committee, National Advisory Committee for Dignity & Respect, HEA Ending Sexual Violence and Harassment (ESHTE) Group.

Tweet from UCD School of Agriculture and Food Science for Athena SWAN Best Practice Webinar (picture Prof Frank Monahan speaking at the event)



Appendix 1 College Vice-Principals for EDI



College of Business

Our focus through much of the first half of the year was on finalising our Athena Swan application. We were delighted to be granted the Bronze Athena Swan Award and have formed a team to achieve our ambitious Gender Equality Action Plan.

The College maintains an active events calendar, welcoming a vibrant community to create initiatives that address issues of inequality, work to promote inclusivity and celebrate diversity. Our students continued to be engaged in a range of events celebrating International Women's Day, Lunar New Year, Diwali and many more. The Women on the MBA virtual event welcomed alumni who shared their experiences in the programme and addressed key barriers identified by previous students. This event, as well as a number of Smurfit Women Inspiring More (SWIM) webinars, focused on encouraging women to apply for graduate business education and examined barriers to advancement in the workplace.

The UCD Proudly Made in Africa Fellowship is now in its 10th year. The fellowship is funded in partnership between the UCD College of Business and the Proudly Made in Africa (PMIA) social enterprise and aims to embed sustainable business in and with Africa in business education and research across the island of Ireland. Our current PMIA fellow Dr David Nyaluke organised the annual UCD-PMIA Africa Business Conference. Our PMIA partnership enables us to link students with business projects in Africa. In 2022, student groups worked with individual social enterprises in Uganda and Tanzania helping them develop business plans to grow their business for export and keep more of the value of business in their local communities.

Our former PMIA fellow and now faculty member, Dr Penelope Muzanhamo, has been shining a spotlight on institutional racism and epistemic injustice in the context of the business school and its curricula. Her current research, which was presented in a College of Business webinar on 'Noncooperative Spaces and Marginalised Stakeholders', highlights how institutional racism damages individuals and the business school brand by marginalising and excluding the voices of Black and Brown people, 2SLGBTQ+ individuals and large numbers of women scholars.

The UCD Smurfit School signed a new partnership with Howard University (HU), one of the most prestigious universities in the US and one of the oldest historically black colleges and universities (HBCUs) in the country. Two new scholarships, for one female and one male student, will be available for Howard University graduates to undertake an MBA or MSc programme at UCD Smurfit School. The Scholarship scheme will be in place for the 2023/24 academic year. The HU-UCD Global

Scholarships form part of a broader collaboration between both institutions. A range of student travel options will form part of the new alliance. Graduate-level business students will have the opportunity to participate in exchanges incorporating intensive study tours, lectures, and collaborative projects.

Widening participation was a key focus for the College, with a widening participation committee formed in 2021 in the UCD Lochlann Quinn School to increase access to undergraduate education for underrepresented groups. The Committee has been very active, establishing five scholarships for widening participation students, setting up a mentoring programme to support widening participation students and actively engaging with disadvantaged schools in Ireland.

The College of Business has also been monitoring data on the gender breakdown of our programmes and setting actions as part of our Athena Swan Bronze Award application. The College ran its first dedicated female recruitment programme to increase the number of women across all MBA and MSc Finance programmes to 50% within five years. At UCD Smurfit School, scholarships for women who would like to pursue graduate business education remain in place from the 30% Club Ireland, Gaelic Players Association, IMAGE Magazine and Women on the MBA scholarship. And the Equity Diversity and Inclusion scholarships for US students are also available for students from traditionally underrepresented groups.

College of Engineering and Architecture

The College of Engineering and Architecture has appointed a self-assessment team for the process of renewing our unit-level Athena Swan award. This has dominated our EDI work in the latter part of the year, as we gather the data that will enable us to make evidence-led decisions about how to revise our gender equality action plan.

The graduate outcome survey results have been analysed for evidence of gender or racial barriers to career progression in our disciplines, with quite positive results. We also surveyed our postdocs and PhDs about career goals and potential barriers. There were clear gender differences in the results: women are less likely to want to pursue an academic career, much more discouraged by insecurity, life/work balance, and competition, and more likely to be both encouraged and discouraged from pursuing an academic career by other people. Women perceived barriers to entry and key metrics to be higher than men do. We have fed this information to be addressed in postdoc training and career guidance.

Our hard-working marketing team have developed a system for monitoring application, progression, and completion rates in our postgraduate taught programmes. They have also worked to improve how we showcase women in engineering on our website.

We have begun gathering school data on career breaks and sabbaticals, with a goal of monitoring this for gender balance and to encourage better uptake of sabbaticals within the College. We have conducted focus groups within APEP looking into working culture. Information on breastfeeding facilities was posted around our buildings. We have been a little ahead of the curve on developing School workload models.

Widening participation committees have been set up for Engineering and for Architecture, Planning and Environmental Policy (APEP).

Finally, our University for All faculty partners presented on their work in the May showcase of that programme.

College of Science

UCD Physics Celebrating STEM

Women and Girls in STEM

- UCD Physics invited current and past research graduates/Alumni to show one slide on their research aimed at an undergraduate physics audience. The social event was very well attended, and appreciated, with additional people attending via zoom to network, highlighting the strong research contribution by women in Physics.

Neurodiversity Celebration Week 2022, 21 - 27 March

- The College of Science EDI Committee in collaboration with Julie Tonge and Fiona Quinn, UCD Access & Lifelong Learning, presented a workshop for students who are neurodiverse or who have an interest in neurodiversity. The webinar covered topics such as support in UCD for neurodiverse students, top tips for focusing in lectures and where to go for more information or to seek a diagnosis. A link to a recording of the webinar is available in Brightspace for undergraduate students in the College.

World Day for Cultural Diversity for Dialogue and Development, 17 May

- The School of Mathematics and Statistics ran a successful Cultural Diversity Coffee Morning on May 17th 2022 to celebrate World Day for Cultural Diversity. Members of the school brought in cakes and biscuits representing baking traditions from their own cultural backgrounds and these provided a feast for all.

The School of Biology and Environmental Sciences also ran a successful Cultural Diversity Coffee Morning on May 23, 2022, where members of the school were asked to bring in baked goods and treats representing their cultural heritage. There was a broad range of goods spanning cultural representation of several continents.

Not Just the 8th of March, 23 May

- The PhD members of the UCD School of Chemistry EDI Committee, Maria Rosa Fernandez Pison, Francesca Giulia Nacca, and Mara Di Filippo, organised an EDI symposium, "Not Just the 8th of March", to raise awareness among the scientific community about gender equality, particularly focused on the career path

of women who occupy higher positions in academia and industry. As PhD students, they believe it is important to show them that, despite the difficulties, it is everyone's responsibility to make the professional workplace more inclusive and accessible to everyone, regardless of their gender, culture, religion, race/ethnicity, or socio-economic background and that big changes must be made together.

Father's Day, 19 June

- To celebrate our fathers and highlight some of the supports for parents available at UCD, the College of Science EDI committee invited staff members in the College of Science who are fathers of children of any age, infant to adult, to provide some insight into being a father in the College. The videos are quite informal and provide some advice for other fathers about what worked or didn't work so well when trying to balance parenting and work. You can watch the interviews with Antonio, Simon, Rem and Ritchie on the College YouTube page: <https://www.youtube.com/watch?v=|Yqa5E93Qp8&list=PLiE9zWR5-3Yax1Teaw7y8MDmW5mMay3Vi>

International Food Fair on Wednesday, 7 Sept

- UCD Physics hosted a very International and EDI-flavoured event, involving the academic, research, technical, admin, postdoc and postgrad population in the UCD Physics Common Room, sharing some food unique to their own tastes with the rest of the School. It was a very well-attended event, picked on a day of no teaching obligations, and during a timeframe when those with caring responsibilities could participate. The event was of particular relevance to any new staff starting recently to get to know others within the School.

Active* Consent Training, September/October

- In collaboration with the Students Union, the Student Advisors and the College of Science EDI Committee, more than 80% of Stage 1 undergraduate students have taken part in Active* Consent workshops. Consent is an ongoing, mutual and freely-given agreement to take part in sexual activity. It applies to all relationships, all genders, and all sexualities. The Active* Consent workshop material was inclusive and well-designed to be relevant and engaging, especially for young men. Further workshops will be rolled out for Stages 2 - 4 in Spring.

Ada Lovelace Day, 11 October

- The School of Computer Science celebrated Ada Lovelace Day with an energy-themed Hackathon within the school, open to all students, with prizes and refreshments on offer. This was the School's first in-person student event of the term, and it was very exciting to have that buzz back around the School, especially introducing our new students.

Maths Week Special, 20 October

- UCD Women in Science, Technology, Engineering and Maths (STEM) (Women@STEM) in collaboration with the School of Mathematics and Statistics hosted a Maths Week Special with short presentations highlighting the women in STEM activities and events at UCD, followed by networking over tea, coffee and sweet treats.

EDI Awareness Raising

- In addition to these events, the College of Science EDI Committee ran several awareness-raising activities via social media, plasma screens in the College, Brightspace, etc. These included the International Day for the Elimination of Racial Discrimination on March 21st, how to accommodate Muslim employees during the month of Ramadan in April, the International Day Against Homophobia, Transphobia, Intersexism and Biphobia (IDAHOBIT) on May 17th, Intersex Awareness Day, October 26th, Transgender Awareness Week, November 13th to 19th, International Men's Day, November 19th and International Day of Persons With Disabilities, December 3rd. We conducted an audit of the bathrooms in the College to raise awareness of the availability of gender-neutral toilets, baby changing facilities, accessibility and access to, and cost of, period products. We have recently launched our College of Science EDI [webpage](#), the Programme spaces in Brightspace have been populated with a suite of EDI-related information. We are promoting awareness of the Dignity & Respect Support Service and the Report & Support anonymous reporting tool via Brightspace, the Science plasma screens, posters and the inclusion of a slide on how to access these services within each undergraduate and postgraduate taught module.

UCD Women@CompSci

- UCD Women@CompSci, Chaired by Dr Fatemeh Golpayegani, held a number of events to encourage and support women in computing. All genders are invited to attend these events to promote inclusion and belonging in the School of Computer Science. These events included the Seagate CORTX Challenge, an HPE Women in Cybersecurity webinar, "Back to the Future" where UCD Computer Science graduates return to offer their advice to current students from BSc to PhD level, and a Postgraduate Research showcase where PhD students got a chance to discuss their research to their peers and members of staff.

Transparent and Accessible Fieldwork Initiative

- The School of Earth Science has modified arrangements for undergraduate fieldtrips using a structure devised by geoscientists at the University of Birmingham. This ensures regular toilet stops and ensures students are informed of the arrangements in advance via a more formal itinerary. This is particularly important to make fieldtrips accessible for menstruating individuals, and aims to reduce anxiety around fieldwork. They have also developed a series of technologically innovative "virtual field trips", which facilitate interactive teaching of the learning objectives traditionally taught in the field. Additionally, the School's undergraduate capstone final-year research projects which have traditionally been scheduled in the Summer between 3rd and 4th year have been rescheduled to routinely take place inside the academic year to avoid disadvantaging students who rely on Summer income to support themselves, and those with caring responsibilities.

Athena SWAN

- Five of the seven Schools in the College have been awarded a Bronze Athena SWAN medal. Most recently, the School of Computer Science and the School of Physics were both awarded their awards at the ceremony in November. One of the remaining Schools will submit in Spring, and that final School is working on their application. A number of Schools are currently

working towards renewing their awards, with a view to achieving a Silver Athena SWAN award.

College of Science University for All Implementation plan

- The College of Science Change team comprised of University for All (UfA) faculty partners, VPs of T&L and EDI and chaired by the College of Science Assoc Dean for Widening participation has commenced executing the priority actions to mainstream inclusion across the College, including workshops on "Creating accessible Content on Brightspace" held in September 2021, tailored for each of the seven schools in the College. A checklist was circulated to all module coordinators to guide and encourage engagement with students that have accommodations at the start of the 22/23 academic year. Training on neurodiversity with practical tips for better inclusion of students with neurodiversity is being planned for delivery in early 2023.

College of Health and Agricultural Science

The CHAS Neurodiversity Project continues to work with its external and international partners to run online events open to both academics and the public aiming to showcase the best in expertise and lived experience of neurodiversity. The monthly online Masterclass series is now in its second year and to date has reached well over 1500 people globally, and over 3,000 in watchback views. All sessions are recorded and hosted on the college website, providing an excellent resource for anyone interested in learning more on the topic. The group also hosted its second virtual conference in May 2022 on Neurodiversity and the Criminal Justice System. We also welcomed Jim Hogan, Vice President, Accessibility in Technology for Google's Disability Alliance and Principal Innovation Strategist, for a keynote talk on his experience of being a neuro-distinct individual. As well as its long-term partners (NUI Maynooth, ADHD Ireland and The Neurodiversity Hub) the project also now is partnered with the Institute of Neurodiversity, a global neurodiversity member organisation. At the end of the last academic year, Assoc Prof Timmy Frawley, UCD SNMHS, was successful in receiving funding for a project entitled, Making UCD a Neurodiversity Friendly Campus. The project team has members from the CHAS Neurodiversity Project as well as other staff from within the college and across the university. The project expects to deliver its findings at the end of the 2022/23 academic year.

In April 2022 the nine CHAS University for All Faculty Partners presented their work in supporting and accelerating the implementation of Universal Design for Learning at a Teaching and Learning Showcase organised by the college Education and Training Group.

As well as these college level initiatives, many events and activities were organised by the five Schools within CHAS.

School of Agriculture and Food Science

Dr. Karen Keaveney and Dr. Deirdre O Connor, School of Agriculture and Food Science, participated in the UCD Access and Lifelong Learning Symposium on "Enhancing Student Engagement in a COVID World - is Universal Design the Answer". 26th May 2022.

The School of Agriculture and Food Science Teaching and Learning and EDI Committees held a joint seminar on Neurodiversity and Disability Issues in Teaching and Learning. It included presentations by Dr. Blanaid Gavin (School of Medicine), Julie Tonge and Tina Lowe

(Access and Lifelong Learning) and a student panel with lived experience of neurodivergence and disability. 28th April 2022.

Dr. Karen Keaveney and Dr. Deirdre O Connor, School of Agriculture and Food Science participated in a Teaching and Learning Showcase, organised by the College of Health and Agricultural Sciences, presenting initiatives undertaken by staff in the School who have completed the Digital Badge in Universal Design for Learning (UDL). 9th March 2022.

To mark International Women's Day (IWD 8th March) and International Day of Women and Girls in Science (11 Feb), the School of Agriculture and Food Science launched a social media campaign, consisting of a series of short videos featuring female Postdocs from the School talking about their work and more generally about their careers.

School of Medicine

Promotion workshop held for Academic faculty with representatives from Senior School leaders including head of School and also UCD promotions committee International Women's Day 2022: Theme Breaking the Bias. Online fireside chat event chaired by Dr. Dearbhaile Dooley with Prof Karina Butler, Specialist Consultant in Paediatrics and Infectious Disease, CHI, Chair, NIAC (National Immunisation Advisory Committee) & NPHET (National Public Health Emergency Team) Member (Class of 1978) and Dr Trish Scanlan, Paediatric Oncologist, Dar Es Salem, Tanzania (Class of 1997).

International Day of Persons with Disabilities: Staff and students affected by a disability were invited to complete a short anonymous survey, with a view to developing priorities and an action plan for disability at UCD School of Medicine.

International Day against Homophobia, Transphobia and Biphobia: Drs Fionan Donohoe and Maggie O'Brien presented their research on The Experience of LGBTQ+ Doctors in Ireland followed by discussion and Q & A session. Recording posted on School EDI website.

New SAT for Athena SWAN: Bronze award renewal application formed chaired by Dr. Marie Louise Ryan.

Free membership of WiMIN (Women in Medicine in Ireland Network) offered to all final year female medical students.

School of Public Health, Physiotherapy and Sports Science

SPHPSS celebrated International Day of Women and Girls in Science 2022 by asking some of their female researchers, past and present, to share their research journeys to date and to offer any advice to other women and girls who may be considering a career in science.

School of Nursing Midwifery and Health Systems

SNMHS was awarded the Athena SWAN Bronze Award in November 2021. The successful application was prepared by Professor Abbey Hyde, Athena SWAN Chair, Deputy Chair Professor Thilo Kroll, and the Athena SWAN Self-Assessment Team.

In February 2022 460 SNAs successfully completed the first cohort national programme in which UCD School of Education, in collaboration with the UCD School of Nursing, Midwifery and Health Systems, developed a national online training programme for Special Needs Assistants (SNAs).

SNMHS celebrated International Women's Day through a series of eight inspiring articles with School staff.

School of Veterinary Medicine

Athena SWAN:

- Having been awarded an Athena SWAN Bronze Departmental Award in 2019, the UCD School of Veterinary Medicine will be applying for a Silver Award in April 2023. The committee have been working hard on delivering on the action plan from the Bronze award, whilst also widening its remit. Hence, we have 'rebranded' and are now the VetEDIAS (Vet Equality, Diversity, Inclusion and Athena SWAN) committee; this change is important in recognising the School's increasing commitment to provide a safe and inclusive community that welcomes everyone irrespective of gender, ethnicity, age or disability. An integral part of this Bronze award was the establishment of an ambitious action plan that sought to foster and deliver an inclusive and supportive environment for all staff and students. The past three years have seen major steps towards realisation of these goals, even in the face of the challenges posed by the COVID-19 pandemic. Some of these highlights are summarised below, and our [dedicated website](#) showcases our activities in this area.

Expansion of the Staff Mentoring:

- Our successful in-house Faculty Mentoring programme has started a second cycle and we have also been part of piloting different Mentoring programmes that are now being rolled out to all staff University-wide with three mentoring pathways now available: [Faculty Career Mentoring, Individual Mentoring, and Structured Mentoring](#)

Online Events and Campaigns:

- In 2021, we had to think 'outside the box' with online events and social media campaigns. November 2021 saw us hold a Twitter campaign to highlight International Men's Day and its theme of Better Gender Relations. In February 2022, we marked International Day of Women and Girls in Science by asking staff and students from the School about how important science is in their lives. For International Women's Day 2022 we collected people's experiences of microaggressions within our community and how we can overcome these challenges. Changing little things can make a big difference. For Transgender Day of Visibility 2022, we collected people's experiences of assumptions around their gender and profession, and the importance of pronouns.

Annual Dean's Inclusion Award:

- On the 21st of Feb 2022 we were finally able to present our 2021 Dean's Inclusion Award to Dr. Niamh Nestor in our first Vet EDIAS in-person event since the pandemic. The award was presented by Prof. Michael Doherty to Niamh for being a tireless and devoted advocate for our students and across the entire EDI area. In her acceptance speech Niamh spoke movingly of both the progress that has been made and the challenges that lie ahead and to ensure equality and inclusion for all.

College of Social Sciences and Law

International Women's Day, 8th of March 2022

- To mark International Women's Day 2022, Dr. Joe McGrath, VP for EDI in the CoSSL, hosted a discussion with panellists: Ivanna Bacik, Fiona McEntee, and Caitriona Palmer, on the theme of "Harnessing Narratives to Foster Inclusion". The panellists have worked to elevate the rights of women, and blazed trails in reproductive rights, refugee rights, and climate change, among other areas. In this session, the panel explored how they harnessed the power of personal stories to transform them into compelling narratives to stimulate change and action.

Intersex Awareness Day, 26 October 2022

- For the first time, the CoSSL celebrated Intersex Awareness Day. Dr. Joe McGrath, VP for EDI in the CoSSL, hosted a seminar/webinar discussion with Dr. Tanya NiMhuirthile and Dr. Mel Duffy, authors of the recent report, entitled: Mapping the Lived Experiences of Intersex/Variations of Sex Characteristics in Ireland. The event foregrounded the experiences of intersex persons and generated awareness of the challenges encountered by this community to promote belonging and allyship.

College of Arts and Humanities

Universal Design for Learning (UDL) Badge Uptake 2021/22

- As part of the national rollout during the autumn trimester, the number of UDL badge awardees from Arts and Humanities more than doubled to twenty-four. In the spring of 2021 twenty-three more colleagues were awarded their badge, a significant proportion of which were hourly-paid tutors. 100% of participants said they would 'definitely' integrate UDL in their teaching in future. As of November 2022 there are 26 further A&H colleagues on course to complete the badge this semester as part of the national rollout.

Lifelong Learning Programme

- The School of History continues to contribute an option module, Making History, to the Access Programme in Arts, Humanities, Social Sciences and Law in autumn and spring trimesters. The School has also organised informal networking events for students who entered the BA during the Access route each trimester and has led several courses online on topics ranging from the Irish Famine to the history of the American presidency. The outreach courses this year included the history of the Spanish Inquisition and an exploration of the Chester Beatty collections. There were a mix of online and in-person offerings at libraries and community centres across Dublin. Arts and Hu.

Gender History Research Seminar Series

- The School of History has established a new gender history research seminar to showcase gendered approaches to the historical past and to highlight a greater diversity of historical experiences. Seminars include explorations of queer sexuality in the Holocaust and a study of transnational feminist connections between Ireland and India.

Shout Out LGBTQ Workshop, 18 November 2021

- Shout Out ran a workshop for the School of English, Drama & Film focused on language in the classroom, which was found to be very useful. Chair: Naomi McAreavey.

Outreach Forum, 24th March 2022

- Representatives from across the College gave short presentations on outreach work going on in their respective Schools, with a view to sharing ideas and finding potential partners for collaboration. Organisers: Joe Twist and Tasneem Filaih. Speakers: Chris Farrell WP, Bridget Martin, Access Classics, Irial Glynn, Anne Mulhall, Ciaran Crilly, Stephen Lucek, Joanna Day.

Clondalkin Access Network Project, May 2022

- Students from the School of Languages, Cultures and Linguistics (French) collaborated with UCD ALL and Clondalkin Access Network to deliver learning support materials and sessions to second-level students in Clondalkin. Coordinator: Derval Conroy.

Landspeak Project, November 2022

- In collaboration with the College of Arts and Humanities, the Centre for Canadian Studies working with Canada University Foundation welcomed Canadian Parliamentary Poet Laureate Louise Halfe - Skydancer (Cree) for an evening of celebrating indigenous communities/ first nation peoples in Canada. Director: Paul Halferty hosted "Landspeak: Poetry and Music from Ireland and Turtle Island/Canada". This evening of poetry and song welcomed Canadian Parliamentary Poet Laureate Louise Halfe and Joseph Naytowhow, with Irish-language poet, Dr. Ailbhe Nihearbhuih, and musician, Liam Ó Maonlaí.

Public Seminar on Activism and the Humanities. 25 November 2022

- Speakers: Oein DeBhairduin; Sarah Clancy; Beulah Ezeugo; James Hudson; Kate O'Shea. Chair: Anne Mulhall (UCD School of English, Drama, Film & Creative Writing).

Supporting Students with Disabilities Workshop, 18 November 2022

- The College of Arts and Humanities Lunchtime Session on Supporting Students with Disabilities was led by Julie Tonge from the UCD Disability Office. Chair: Fionnuala Walsh (School of History).



Appendix 2

EDI Subgroups Key Achievements

LGBTI Subgroup

- **Trans Day of Remembrance in November 2021:** The LGBTI Staff Network supported by the LGBTI subgroup marked TDoR in collaboration with UCD Chaplaincy.
- **LGBTI History Month in February 2022:** The LGBTI hosted a webinar entitled 'Honouring the Past and Building Intergenerational Solidarity'. To accompany our webinar, we prepared a [short booklet](#) which gives an overview of some of the most important moments in the history of the LGBTQI+ community in Ireland.
- **Pride in June 2022:** We supported various Pride events taking place on campus, including in UCD Veterinary Sciences (College of Health and Agricultural Studies Pride) and in UCD Science (College of Science Pride). The Pride flag was raised at UCD with our support.
- Session with ShoutOut for UCD staff members who work in the area of EDI (e.g. Student Advisers, UCD SECCA, UCD Registry, UCD Library UCD SU, Dean of Students, VP for EDI, etc.) This was very well attended and was an excellent session.
- The subgroup promoted sexual health awareness via SH24. We postered about this campaign in buildings all over campus.
- We continued with our Past, Present, Pride podcasts in collaboration with MoLI.
- We worked on preparing an LGBTI Schools Package to support UCD Schools that would like to host LGBTI events for their communities.
- We held ongoing discussions about supporting LGBTI students who go on internships/placements.
- As part of our greetings in December, we prepared a postcard with supports and resources for staff.

Multicultural Subgroup

MENU

- MENU has been an extremely successful network with over 200 members.
- Received a Values in Action Award.
- Holds regular events.
- Engaging in initiatives e.g. MENU Café Recipe Book.

Race/Ethnicity

- Report developed by the members of the Race & Ethnicity Working Group following consultation with employees and students, data analysis and best practice research. The recommendations in the report will be incorporated into an action plan by an EDI Race and Ethnicity sub-group. Members of the Race and Ethnicity Working Group will be invited to participate in the new sub-group if they wish.

Cultural Awareness

- A new webpage has been created covering:
 - An explanation of Cultural Awareness.
 - Why it's important.
 - Intercultural Communication.
 - [LinkedIn Learning Collection - modules](#).
- EDI online Training Programme - includes cultural awareness.
- Cultural Awareness face-to-face training offered as part of the EDI suite of training offerings.
- Teaching and Learning course.
- EDI Calendar developed showing religious festivals and key diversity recognition dates and also a webpage with an explanation of each date.

Faiths and Religions

- Survey was circulated in Autumn 2021 regarding faiths and religions.
- An information session for anyone interested in becoming part of the UCD EDI's Multi-Faith Working Group was held on 14 September. This working group is being established to better understand UCD's campus climate in relation to the experience of religious people in UCD and to make recommendations and progress actions that aim to make UCD an equitable, safe and respectful environment in which to study and work for people of all religions and faiths. The working group is co-chaired by Daniel Deasy (Director of the UCD Newman Centre for the Study of Religions) and Scott Evans (UCD Chaplain).

Languages

- Successful engagement with Professor Michael Brophy on the UCD Languages for Life Strategy – this strategy was developed in response to Languages Connect, Ireland's Strategy for Foreign Languages in Education 2017-2026.
- The four goals of Languages Connect:
 - Improve language proficiency by creating a more engaging learning environment.
 - Diversify and increase the uptake of languages learned and cultivate the languages of the new Irish.
 - Increase awareness of the importance of language learning to encourage the wider use of foreign languages.
 - Enhance employer engagement in the development and use of trade languages.

Neurodiversity Working Group

Visibility & Awareness Raising

- **Neurodiversity Celebration week.**
- Neurodiversity Master-class webinar series is led by

Beth Kilkenny, Planning and Projects Manager, CHAS. The series is held monthly and over the last year has had a global audience with 1658 attendees and 3927 watch backs. These master-classes are collated as a public resource on the UCD website.

- **Neurodiversity Community Initiatives:** Members of the working group have delivered seminars on Neurodiversity for community organisations including local libraries and national voluntary groups such as ADHD-Ireland and Irish Guide Dogs for the Blind.

Tobias Gunning, working group member and PhD candidate, UCD Sutherland School Of Law, is leading the link with the Ringsend community. Tobias has facilitated visits to UCD Belfield campus to explore the sensory spaces on campus to help inform local community workers as to how best these models may be adopted locally to support Neurodiversity and children in the local area.

As part of the awareness raising in the community campaign, Dr Jeffrey Glennon, Associate Professor School of Medicine, participated in a panel on Neurodiversity and the Workplace with the Institute of Advertising Practitioners in Ireland (IAP). In addition, Dr Glennon was a guest on RTE Drivetime to discuss Neurodiversity in conjunction with UCD Celebration week.

As part of the effort to expand understanding of Neurodiversity in the workplace, members of the group have developed Neurodiversity introductory seminars which have been delivered to employers in addition to delivering seminars on request to staff within UCD. To aid awareness and ensure inclusivity at UCD events, Emma Somers, Mature Student Advisor, led the development of a Draft Events Guide in advance of the UCD festival.

- **Consultation with staff & students:** Dr Timmy Frawley, Associate Professor in Mental Health Nursing, successfully applied for Seed Funding and a grant of 10,000 was received through this fund. A UCD-wide interdisciplinary research group has been established with a research assistant to support the project. The research work packages involve a scoping review, gap analysis, survey of staff and students and individual interviews to explore experiences of Neurodiversity across the UCD community and inform best practice initiatives.
- **Certificate/Diploma Programme on Understanding Neurodiversity & Neurodiversity & Society:** In conjunction with the aim of establishing UCD as a Neurodiversity Friendly Campus, a new certificate and Diploma in Neurodiversity has been rolled out through the School of Medicine. The module was recently awarded a School of Medicine, Universal Design for learning Bursary through the University for All Faculty Partnership Programme in recognition of the UDL practices embedded in the programme.
- **Partnering with key universities & organisations:** UCD contributed a very well received panel session to the Stanford Neurodiversity Summit 2021, moderated by Prof Fiona McNicholas, Chair Child and Adolescent psychiatry, School of Medicine; with contributions from Dr Clíodhna O'Connor, Associate Professor School of Psychology and Juwayriyah Nayyar, PhD candidate, School of Psychology. The session 'Identifying as neurodivergent in diverse communities: Experiences, Opportunities and Challenges' received very positive feedback from delegates.

The group is continuing to work with the Neurodiversity HUB which is global network for Neurodiversity within the university & employment sector. A Memorandum of Agreement has been signed with the Hub and

members of the group have also been collaborating with the newly formed *Institute of Neurodiversity*.

University of Sanctuary Group

- Successfully achieved reaccreditation of our University of Sanctuary Status.
- Appointment of Associate Professor Liam Thornton as co-chair of the University of Sanctuary Sub group.
- Progress made on the development of an Academics at Risk Policy.
- Screening of a film called Direct Division in conjunction with UCDVO as part of their film series, followed by a discussion between Precious Matumba, UCD Sanctuary Scholar and Dr. Niall Muldoon, Ombudsman for Children (Photo of this event available if needed for the report).

Disability Subgroup

- UCD Disability Subgroup organised a Staff Disability Networking Morning with Disability Practitioners and Staff Networks in Higher Education Institutions in Ireland. This included focus groups to connect and support the staff networks re-energising. Report circulated to participants with outputs of the event.
- Dr. Deirdre O Connor, Chair of Disability Sub-Group, was a panellist on the "Blindspot" Podcast series along with UCD colleagues, Dr. Blanaid Gavin, Dr. Jeffrey Glennon and Tina Lowe. The topic of this episode was Invisible Disability and it was launched to coincide with Neurodiversity Celebration Week, 21-25 March 2022.





University College Dublin

Belfield, Dublin 4, Ireland.

www.ucd.ie/equality