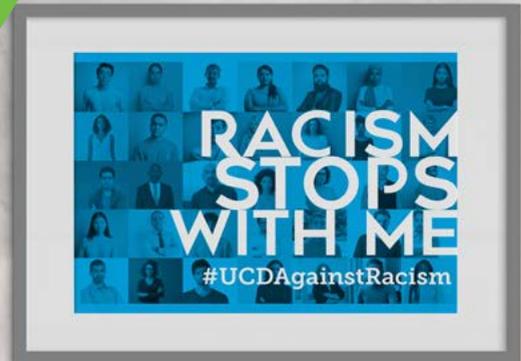




University College Dublin



University College Dublin

Equality, Diversity and Inclusion

Annual Report 2020 - 2021



Front cover images
*Members of the Gender Equality
 Action Group with UCD's Athena
 SWAN Award and poster from
 UCD's anti-racism campaign.*



Inside cover photo
Students sitting by the lake.

Back cover images
*Aerial view of the campus.
 Sundial detail.*

University College Dublin
 Report of the University Management Team
 Equality, Diversity and Inclusion Group
 September 2020 - August 2021
 Published March 2022
 Prepared by the EDI Unit

For further information visit
www.ucd.ie/equality

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Introduction and Foreword



Professor Colin Scott, UCD Vice-President for Equality, Diversity and Inclusion, introduces the EDI Annual Report 2020 - 2021.



Colleagues,

The pandemic has been very challenging for all of us and I am aware that those in the groups protected in legislation and under our policies on equality grounds are liable to have experienced particular difficulties. An inclusive and flexible approach has enabled our schools and units to support students and employees during this time and this commitment and flexibility will continue to be required over coming months and years to address risks that the pandemic will make inequalities worse. UCD published guidance on the pandemic Equality, Diversity and Inclusion at UCD during the Covid-19 Pandemic.

A wide range of activities have taken place over the past year to raise awareness and promote the mainstreaming of EDI across the University and the participation and engagement from the members of the UCD community has been essential in ensuring this is carried out successfully and leads to a cultural change.

New UCD Bullying and Harassment and Sexual Misconduct Policies came into effect on 1 September 2021 as a result of a significant dignity and respect review. The Dignity and Respect Review report was approved in May 2021 following an extensive period of consultation that took place with the University community and externally with expert organisations. In addition to the policies, the Report included a set of recommendations addressing wider cultural changes, inequalities of power and the implementation of a broader support framework for Dignity and Respect in UCD.

To support our strategic equality, diversity, and inclusion planning processes, to meet statutory responsibilities and to assess the impact of initiatives to date, an EDI survey was undertaken in May 2021 to

obtain the views and insights of all UCD employees. There was a response rate of 35%, an increase of 4% on the previous EDI survey. The outputs of this survey will feed into the EDI planning processes in line with the UCD EDI strategy and will help assess the impact of initiatives to date.

UCD is pioneering University for All, an institution-wide systemic change initiative to embed access and inclusion ensuring an inclusive educational experience for all students. The implementation strategy, overseen by the University Widening Participation Committee (WP), is enabled by UCD Access & Lifelong Learning (UCD ALL). All 6 Colleges prepared their University for All Implementation Plans: each Plan is unique, programme specific, and reflects their commitment. As part of the promotion and dissemination of this initiative, a University for All seminar series was launched in December 2020.

A new online awareness raising module on Equality, Diversity and Inclusion in Higher Education (EDI in HE) was launched in UCD in September 2021. This is a programme developed collaboratively by the Irish University sector and represents a blended approach to generating conversation and engagement with EDI and human rights issues. This programme enables University employees to consider and reflect on the part they play in building an inclusive culture across the higher education sector and will complement other institutional awareness raising programmes, events and initiatives and sector-wide collaborative initiatives.

UCD has a wide range of policies and initiatives targeted at removing barriers to equality and promoting an inclusive campus work and study environment. In order to measure the impact of key policies, it is important for the University to gain a better understanding of the diversity of employees. The Core Employee Self-Service (ESS) Diversity Screen was launched in 2021 and under this new initiative colleagues are invited to input and update their diversity characteristics across the 9 equality grounds on a fully confidential and voluntary basis.

UCD renewed its institutional Athena SWAN accreditation in September 2020 and is implementing the broad range of actions in its gender equality action plan 2020 – 2024. In addition, five Schools were awarded Athena SWAN awards, bringing the total number of School awards to fourteen and one combined College award covering six Schools (20 Schools in total). Over half of UCD Schools are now implementing gender equality action plans.

A Mental Health and Wellbeing Steering Group was established in April 2021 to support the development and implementation of a clear framework around mental health and wellbeing for employees in UCD. This framework is based on the See Change Six Step Workplace Programme with UCD working towards signing up to the See Change Pledge.

I look forward to continuing working with you on existing initiatives and identifying future actions that need to be undertaken to support the enhancement of a culture of equality, diversity and inclusion in UCD.

Best Wishes,

Professor Colin Scott, UCD 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

EDI Survey

The University committed to undertaking an EDI Survey of all UCD employees every two years as part of the UCD Gender Equality Action Plan 2020 - 2024. An EDI survey was carried out in May 2021 where a response rate of 35% was achieved - a 4% increase on the previous survey which was undertaken in 2019 to support the development of the UCD Institutional Athena SWAN application.

The purpose of the EDI survey is to better understand how individuals experience their working environment, to identify areas where enhancements can be made and to raise awareness around existing good Equality, Diversity and Inclusion (EDI) practice. The outputs of this survey will enable the University to monitor the impact of its EDI activities and measure progress in the area of EDI and also contribute to the review of the EDI Strategy. For every completed survey, EDI made a donation to the UCD Cothram na Féinne access scholarships to provide funding for a student who otherwise could not attend UCD or participate fully in college activity.

In the 2021-22 academic year, an EDI Survey Report with in-depth analysis and actions to address any gaps identified will be published.

EDI Strategy Review

The University is currently undertaking an interim review of the EDI Strategy 2018-2020-204 to ensure alignment with the UCD Rising to the Future Strategy. Dr Gráinne Healy facilitated a workshop with the EDI Group to identify how the EDI Strategy can contribute to the achievement of the UCD Rising to the Future strategy and to propose new or enhanced actions to be included. The outputs from employee consultation through the EDI Survey will also feed into the revised EDI strategy as well as engagement with key stakeholders. The revised EDI Strategy will be in place in early 2022.

Athena SWAN

Prof. Orla Feely, UCD VP for Research, Innovation and Impact (front, left, holding the Athena SWAN award) and Prof. Colin Scott, UCD VP for Equality, Diversity and Inclusion (front, right) with members of the Gender Equality Action Group.



Athena SWAN - Institutional Level

UCD renewed its institutional Athena SWAN bronze award in September 2020 and began implementing the broad range of actions under the institutional Gender Equality Action Plan 2020 – 2024 (GEAP). The actions cover key areas such as recruitment, orientation, promotions, career development, flexible working, culture, training, ethnicity and gender identity. The following is a snapshot of the range of actions completed in the first year of the implementation of the GEAP:

- Inclusive Recruitment:
 - Inclusive recruitment guidelines embedded into the materials for assessment panels.
 - Job descriptions and advertisements reviewed to incorporate EDI policies, networks, logos etc.
 - Search Champions Committee guidelines and template materials published.
 - EDI embedded into Interview Skills Training.
 - Gender Targets piloted as part of the Ad Astra recruitment campaign.
- Working Group on Race/Ethnicity established with a programme of work.
- Orientation - information available in advance to new employees. Full review to take place of the orientation/induction programme to support an employees first year in UCD.
- Faculty Promotions:
 - Frequently asked questions available to potential candidates.
 - Real time monitoring takes place by UMT of data.
 - Sample applications available to those applying for promotion.
- Workshops/Information session focusing on the teaching pathway.
- Workshop with Heads of School identifying challenges/barriers.
- Development - Faculty promotions is a key element of the Newly Appointed Assistant Professors programme and UCD is a collaborator on the pilot sectoral Preparing for Academic Advancement programme for those who have committed to applying for promotion.
- EDI Data collations systems have been enhanced (See Section 4).
- EDI Survey undertaken with target completion rate reached (See above and Appendix 1).
- Dignity and Respect review completed and range of further actions underway (See section 3).
- Online Exit Interview process for all those who leave UCD developed and embedded into contract end date process.
- Awareness raising through the development of online programmes programme and events.
- Gender Identity workshops and training with students and employees.

Athena SWAN and Juno Awards for Schools

Significant progress continues to be made as five UCD Schools across the campus were awarded with Athena SWAN bronze awards and the School of Physics achieved a Juno award from the April 2021 round. This brought the total number of School awards to fourteen and one combined College award covering six Schools. 54% of Schools in UCD are now implementing gender equality action plans. Schools will continue to be supported as they work towards accreditation and implement gender equality action plans as per Strategic Objective 1.

In March 2021, UCD was mid-way through the implementation of the first cohort of schools' gender equality action plans. The Gender Equality Action Group agreed to establish a working group to review UCD's internal School Athena SWAN application programme in March 2021. This review is led by a subgroup of the Gender Equality Action Group and chaired by Dr Emma Sokell supported by Eimear O'Reilly (EDI Unit) to ensure a sustainable and scalable model to support UCD Schools:

- achieve Athena SWAN awards;
- successfully renew applications /apply for Silver status (if impact achieved);
- resubmit applications in the event of unsuccessful submissions.
- promote inclusive working practices, achieve their gender equality objectives and advance UCD's commitment to an equitable working environment.

Enhancements to the Athena SWAN Schools programme aligned to the new Athena SWAN Ireland Charter and based on consultation with Schools during the review have commenced and were presented at UCD's Athena SWAN Good Practice Webinar 2021. Seventy participants joined the webinar from UCD and across higher education institutions in Ireland.

The Athena SWAN School report including key recommendations will be sent to UMT for consideration in early 2022.



Athena SWAN School Awards: UCD School of Psychology, UCD School of Politics and International Relations, UCD School of Public Health, Physiotherapy and Sports Science, UCD School of Chemistry, UCD School of Nursing, Midwifery and Health Systems, UCD School of Languages, Cultures and Linguistics, UCD School of Physics (JUNO award). Professor Colin, Vice-President for Equality, Diversity and Inclusion, Eimear O'Reilly, Equality, Diversity and Inclusion Project Officer.

Senior Committee Membership

Addressing under-representation in decision-making committees is a key action under Strategic Objective 1. The University Management Team (UMT) now has 42% female representation and the Governing Authority and Standing Committees are evenly split or have at least 40% gender representation.

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

Table 1: Membership of the UMT by Gender

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

Table 2: UCD Governing Authority and Standing Committees (2019)

Academic Council

POSITION HELD	FEMALE	MALE
Faculty	139	255
President	0	1
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
Registrar and Deputy President	0	1
Student Representative	10	7
SU Education Officer	1	0
SU President	0	1
Vice President Global Engagement	1	0
Vice President Research, Innovation and Impact	1	0
Overall Numbers	155	268
Overall %	36.60%	63.40%

Table 3: Membership of the Academic Council by Gender

University for All

Uniquely in Irish Higher Education, UCD is pioneering University for All - an institution-wide systemic change initiative to embed access and inclusion ensuring an inclusive educational experience for all students. The implementation strategy, approved by the UMT Education Group, 16th April 2020, overseen by the University Widening Participation Committee (WP), is enabled by UCD Access & Lifelong Learning (UCD ALL). Eight implementation workshops were held, i.e. Arts & Humanities; Agriculture & Food Science; Architecture, Planning & Environmental Policy; Engineering; Nursing Midwifery & Health Systems; Public Health, Physiotherapy & Sports Science, and Science. These workshops use the Toolkit for Inclusive Higher Education Institutions and the newly created University for All Resource Hub. All 8 Colleges have now prepared their University for All Implementation Plans: each Plan is unique, programme specific, and reflects the commitment and leadership of the Widening Participation lead, working with their Faculty Partners. These plans are published on the Registrar's intranet and so are available to the wider University Community. In addition, implementation of University for All is underway in UCD Estates, UCD Teaching & Learning, UCD Global and UCD HR/EDI, and UCD IT Services.



Incoming students during the ALL pinning ceremony.

As part of the promotion and dissemination, a University for All seminar series was developed. The first took place on 8th December 2020. Entitled, 'Measuring Inclusion Using Research to Demonstrate Impact and Design for Diversity', Dr Anna Kelly, Dr Bairbre Fleming & Dr Lisa Padden presented the findings of the Inclusive University survey, completed by students, faculty and



Access Leaders awaiting new students.

professional staff. On 18 May 2021, the second seminar took place and addressed 'Beyond Compliance: Embedding Accessibility and Creating Community through Inclusive Design of the Built Environment'. Led by UCD Access & Lifelong Learning and UCD Estates, it focussed on the development of an inclusive built campus.

In 2021, UCD Access & Lifelong Learning was awarded HEA funding to embed a Universal Design approach. In collaboration with UCD EDI and UCD T&L, a pilot Faculty Partnership Programme was developed as a high-impact intervention that would offer an opportunity to undertake Universal Design for Learning (UDL) training, to qualify as a UDL Facilitator, who will act as role models to persuade and influence others within their own Schools and Colleges as to the merits of inclusion for all students. Following the first call, 17 Faculty Partners were appointed from across the University.

A University for All Communications Strategy was developed in collaboration with Mary Staunton, UCD Communications, and endorsed by the Widening Participation Committee:

- A university for all newsletter was launched on the 1st of December 2020.
- The University for All website was launched in November 2020.
- A video series has been developed to improve understanding of the University for All initiative among both staff and students.



University for All in Action.



Welcome to Inclusive UCD: University for All.



Mainstreaming Inclusion in University College Dublin.

Public Sector Equality and Human Rights Duty

Since 2014, there has been a positive duty on public sector bodies, including third level institutions to have regard for the need to eliminate discrimination, promote equality, and protect human rights, in their daily work (S.42, Irish Human Rights and Equality Commission Act 2014).

UCD previously successfully secured funding from the Irish Human Rights and Equality Commission to undertake a project to support the implementation of the Duty in UCD and the University sector more broadly. The purpose of the project was to enable a coordinated approach by the University sector to meet the requirements of the Duty, to identify clear practical steps that the sector can take to meet those requirements, and to learn from experts nationally and internationally around how best to achieve this. A series of key recommendations was made including a recommendation to take a coordinated approach across the University sector to carrying out the initial equality and human rights assessment phase which is required before the remaining two phases of the implementation of the Duty can commence.

UCD subsequently obtained further funding from the HEA to undertake an equality and human rights assessment collaboratively across the seven institutions, recognizing there is likely to be significant commonality of experience. The assessment will be distinctive in drawing on the experience of the groups protected under equality and human rights legislation to better understand the challenges and opportunities the sector faces in effectively implementing the duty. The proposed human rights and equality assessment will be undertaken across the seven institutions in a timely fashion and deploying a methodology that can in principle be extended across the higher education sector, both to secure better understanding and to develop appropriate action plans to fully implement the public sector duty.

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



Dr Muireann Ní Raghallaigh, Chair of the EDI University of Sanctuary Group.

University of Sanctuary Group



University of
SANCTUARY AWARD
Welcoming People Seeking Sanctuary

An EDI University of Sanctuary sub-group was established in May 2021 chaired by Dr Muireann Ní Raghallaigh, UCD-School of Social Policy, Social Work & Social Justice, to oversee the implementation of the commitments made by UCD under its University of Sanctuary status and to engage with the National University of Sanctuary Ireland Committee. The group addresses the wider challenges experienced by those who are from a refugee, asylum seeking and other forced migration backgrounds. In 2021, we successfully achieved reaccreditation of our University of Sanctuary Status. In addition, we began working on developing a structured programme to bring Academics at Risk to UCD.

“Welcome to Inclusive UCD” Student Module

In September 2020, the ‘Welcome to Inclusive UCD’ interactive module was launched by UCD Access & Lifelong Learning as part of the orientation module on Brightspace for all incoming students. A further iteration of the module was developed in the summer of 2021 in collaboration with UCD Equality, Diversity and Inclusion to incorporate additional topics such as Race and Ethnicity, Gender Identity and dignity and respect. This pioneering development is a first in higher education, and is designed to enable students to learn about their role and contribution to an inclusive university. It was offered to all incoming undergraduate and graduate students with an overwhelmingly positive response.

“Power 2 Progress”

UCD in partnership with Zurich Ireland (Zurich) and the Z Zurich Foundation (ZZF) launched a three-year intervention programme aimed at fostering educational resilience in Ireland. The programme “Power 2 Progress” will support senior cycle students by providing expertise and resources to a number of DEIS schools (schools located in communities where the socio-economic background is below the national average.) Designed by UCD, Power 2 Progress will provide practical interventions to approximately 600 students across 15 schools through weekly tuition by UCD student teachers, aimed at supporting students to reach their full academic potential. It will also provide community activities and specialised open access visits to UCD and Zurich to highlight the transformative potential of higher education and to demystify higher education and the corporate work environment for DEIS students. An event was held in November 2021 to launch the programme, with Minister Simon Harris.



Pictured from left to right: Amalia Fenwick, Dr Rachael Farrell, Minister Simon Harris and Professor Judith Harford.

Access Students

UCD has a diverse student body, with 34.6% of undergraduate students having access backgrounds: this is close to the Access KPI of 35% by 2024 agreed by the University Management Team. Over 80 Access Leaders are employed by UCD ALL to support activities and events to assist students with their learning experience. Over the past year, their work was pivotal as students transitioned to online learning. These initiatives ensured that students maintained a feeling of being connected to the University and to their peers, which was viewed as being especially relevant when traditional and established methods of engagement had radically changed.

Digital Ambassador Programme

Over the past year, the Digital Ambassador Programme was expanded to support students with digital literacy skills to ensure a successful transition to remote learning. Digital Ambassadors recorded videos and “How to” guides that are hosted on the UCD ALL website.

“Active Bystander” Module for Students

The Active Bystander Programme: UCD Says No To Sexual Misconduct was successfully rolled out to all incoming undergraduate students; graduate students; Resident Assistants (approx. 80 RAs) for on campus accommodation; Student Peer Mentors representing all undergraduate programmes in UCD. The programme was delivered successfully online for the second year in succession following a face-to-face pilot programme in 2019 and was embedded in the UCD orientation programme. The programme content is delivered across three learning blocks:

- What/who is a bystander.
- Knowledge and awareness on sexual harassment and sexual violence.
- Making positive interventions.

The programme content was enhanced in 2021 to respond to the student evaluation responses in 2020. This included additional content on LGBTQI+ inclusion, gender 101, microaggressions.



Paula Carolina Martinez Pavan, Student Representative on EDI Race and Ethnic Equality Working Group.

Multicultural Employee Network of UCD (MENU)

The aim of the Multicultural Employee Network of UCD (MENU) is to make International employees feel welcome and to help integrate them into the UCD Community and beyond. In addition, a key role of MENU is to provide a space for international employees to network, support members and exchange ideas with a focus on promoting cultural diversity and awareness in UCD.

During the ongoing period of remote working following Covid-19, MENU continued to play an important role in supporting international employees' connection and mental wellbeing. The network organised virtual coffee mornings throughout 2020 and 2021 with an innovative and interactive approach. Many colleagues reached out to the MENU committee to thank them for the coffee mornings and fun activities as it provided them with a space to engage, learn from each other and feel less lonely whilst working remotely. MENU were also extremely proud to receive UCD "Values in Action" Award in 2020 in recognition of their commitment to UCD values of diversity, collegiality, engagement and creativity.



Multicultural Employee Network of UCD (MENU) Culture Café graphic.

Below are some highlights of MENU virtual coffee mornings:

- "MENU Language Series 2020" - a series of virtual coffee mornings where committee and network members took turns to give a fun "speed" language and culture class (including Irish, Polish, Spanish, Italian, Arabic, Jamaican, Russian, Chinese and more).
- "MENU Festive end-of-year Quiz and Stories" in December 2021.
- "MENU Culture Café Series 2021" - a new series launched in January 2021 where committee and network members highlight different aspects of their culture through insightful presentations and interactive activities - sessions included topics like Hindu festivals, Lunar New Year, Kurdish food, Multicultural mind trips and much more.
- "MENU 2021 Summer Quiz" with prizes awarded to the top three winners.



MENU also collaborated with other areas in UCD, participating in the "Work Smarter Together" conference in March 2021 with a poster competition and presentation entitled "Bridging Cultural Diversity - the MENU Experience", and delivering a presentation at UCD Library's annual staff day event (2021).

Tweet from UCD Library about MENU.

UCD Pride 2021

UCD raised a new Progress Pride flag designed by Daniel Quasar to celebrate an inclusive Pride and to recognise LGBT+ people of colour and trans people. A downloadable version of the flag for use in email signatures was made available to all. In addition, a thought leadership webinar on LGBT+ inclusion in the curriculum took place with guest speakers, with participants asked to display the hashtag #PrideInOurCurriculum on social media. The School of Veterinary Medicine also organised a photo campaign for PRIDE 2021 (see Appendix 2).

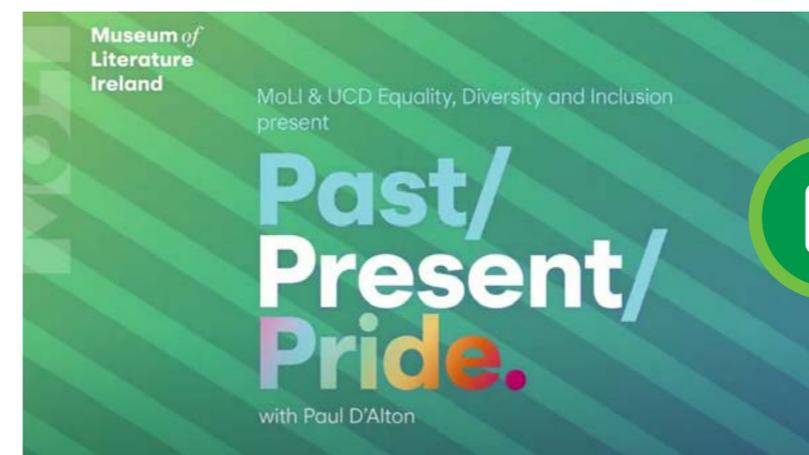


Tweet from UCD Estate Services.



Progress Plag, European Union Flag and Irish Flag being flown at entrance to UCD Belfield Campus.

Past/Present/Pride, a series of conversations that remembers and celebrates UCD's LGBT+ literary alumni. Hosted by UCD Professor of Psychology, Paul D'Alton, Past/Present/Pride reflects on the work of writers associated with UCD across the decades - decades that have witnessed significant social change for members of the LGBT+ communities in Ireland and beyond.



Paul D'Alton, UCD Professor of Psychology.

Gender Identity Training and Workshops

Gender Identity training and workshops took place over the last year with students and employees to develop greater awareness, clarity and confidence in implementing the UCD Gender Identity & Expression Policy, which supports students and employees of all gender identities.



UCD Progress Pride Flag visual.

UCD Global Virtual Lounge Events 2020-21

In March 2020 when Covid-19 hit, the UCD Global Offices and Lounge went from a busy, people-filled location to a distanced, virtual setting. It was essential that we maintained our presence, offering support, entertainment and comfort to all our students, therefore we created the UCD Virtual Global Lounge. The events via the Virtual Global Lounge in 2020-21 were organised and managed by members of the Global Experience team and wider UCD colleagues. Our wonderful team of Global Guides adapted very quickly to this change and offered many fun events for students to take part in and stay connected online. These events were shared through our numerous social media outlets. The success of the Virtual Global Lounge could not have been achieved without the support of our UCD Global Colleagues, Global Guides and our students who attended each of our events. This community served as a distraction from lockdown and the negative Covid-19 news updates. We kept a form of unity and support alive and we see that as a great achievement.

- UCD Global Staff Interviews: Took place live on Zoom, Q&A style.
- Walls, Paper, Canvas - UCD Global's Impressions: Staff members chose pieces of art to discuss and post to UCD Global's instagram page.
- Regional Quizzes: Latin America, South Asia, South East Asia, North America, China, Rest of World & Middle East & North Africa: Quizzes relating to our Admissions Team and locations.
- Coffee & Chats with Molly & Cody: Live Zoom sessions where students can come and ask questions or just have a chat.
- US Embassy Q&A: Hosted by Enda Carroll and a member of staff from the US Embassy to answer all questions in relation to visas, travel etc.
- My First Gaeilge: Opportunity for all students to learn some Irish through UCD Gaeltacht. Fun & exciting games and lessons via Zoom.

UCD Incoming Undergraduate Students

HEA UNDER-REPRESENTED SURVEY RESULTS: ETHNIC / CULTURAL BACKGROUND										
Ethnic / Cultural Background	2011 /2012	2012 /2013	2013 /2014	2014 /2015	2015 /2016	2016 /2017	2017 /2018	2018 /2019	2019 /2020	2020 /2021
Irish	3,401	3,431	3,430	3,469	3,397	3,506	3,416	2,113	3,037	3,530
Irish Traveller	5	5	3	9	4	6	7	1	11	6
Any other White background	165	215	231	252	258	307	287	286	398	439
African	31	32	36	37	42	50	89	65	113	201
Any other Black background	4	4	6	2	3	5	8	5	12	12
Chinese	16	23	35	29	76	69	130	153	541	132
Any other Asian background	52	44	65	65	83	93	106	132	190	125
Other	51	55	52	79	69	84	97	109	167	50
Total Responding	3,725	3,809	3,858	3,942	3,932	4,120	4,140	2,864	4,469	4,495

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

Widening Participation

Incoming Undergraduate Degree Students

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Under-represented entrants	769	742	744	887	985	1118
Mature entrants	291	258	248	242	254	258
Mature Years HEA Support only	120	87	92	87	85	86
Mature Years HEA Support and Concession	171	171	156	155	169	172
DARE entrants	235	251	262	335	380	423
DARE HEA Support only	137	146	165	178	184	205
DARE HEA Support and Concession	98	105	97	157	196	218
HEAR entrants	267	217	252	219	231	269
HEAR HEA Support Only	140	117	148	90	90	122
HEAR HEA Support and Concession	127	100	104	129	141	147
Other progression routes	98	98	104	185	229	263
QQI-FET	97	98	104	181	217	262
HETAC	0	0	0	0	0	0
Other Progression	1	0	0	4	12	1
Total UCD	4,499	4,569	4,564	4,408	4,600	4,957

Table 5: New Entrants to Undergraduate degrees (2015-2020)

HEA Support Only = Above cut-off
DARE HEA Support and Concession = Below cut-off

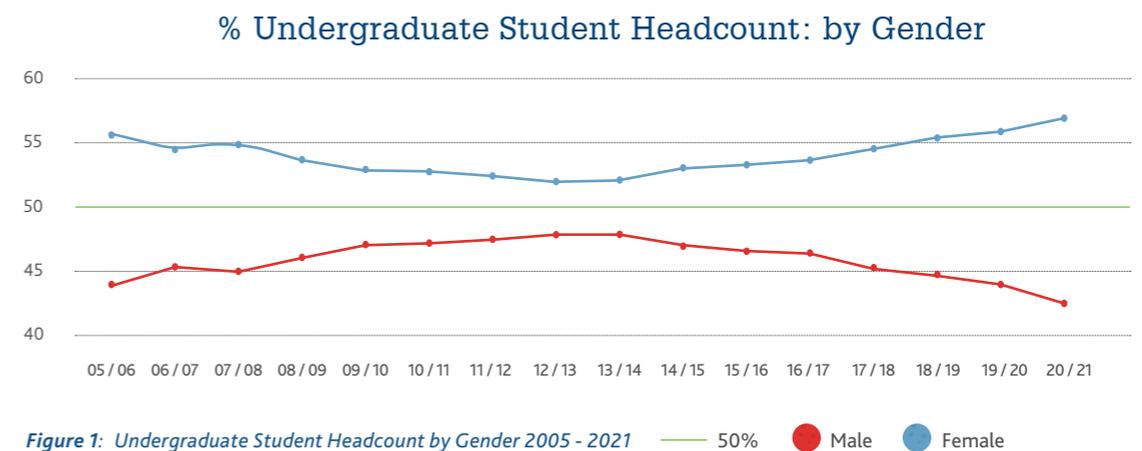


Figure 1: Undergraduate Student Headcount by Gender 2005 - 2021

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
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
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
Not stated	n/a	10	40	84	98											

Table 6: Undergraduate Student Headcount by Gender 2005 - 2021

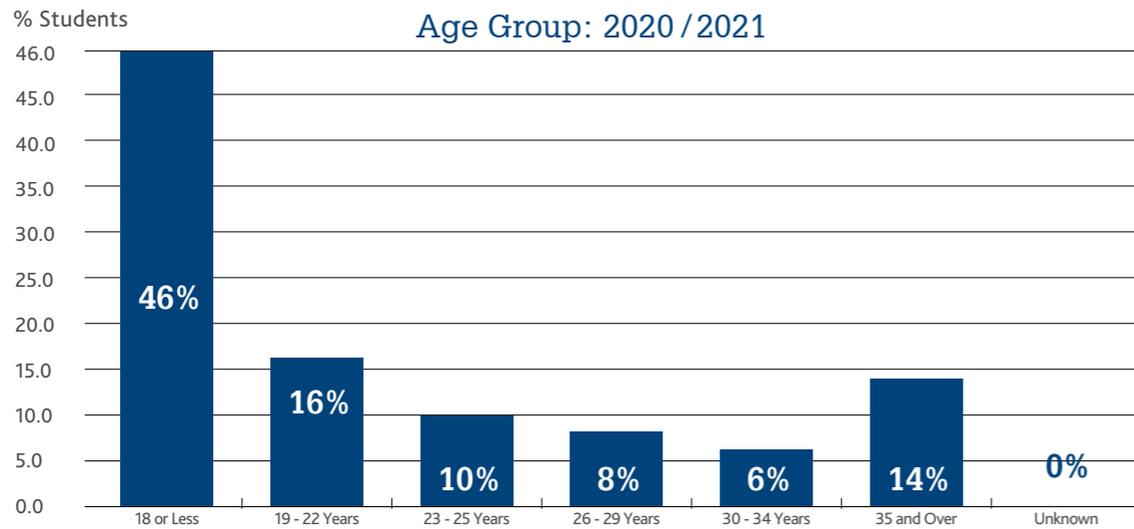


Figure 2: Undergraduate Students by Age 2020 - 2021

Students reporting a Disability

	2016/17	2017/18	2018/19	2019/20	2020/21
Students reporting a Disability (full time)	1,564	1,939	2,113	2,324	2,685
Students reporting a Disability (part time)	59	13	63	57	58
TOTAL UCD undergraduate students	17,054	17,169	17,186	17,332	17,968
Students reporting a Disability (%)	9.50%	11.40%	12.70%	13.70%	15.30%

Table 7: Students who report a disability either through registration for supports with Access and Lifelong Learning; admission through DARE; or indicating a disability on the Equal Access Survey

Gender Profile of Employees

	MALE	FEMALE	HEADCOUNT	TOTAL
Academic	916	745	5	1666
Research	590	576	19	1185
Support	651	1318	15	1984
TOTAL	2157	2639	39	4835

Table 8: 2021 Gender profiles of employees incl. Faculty, Staff, Researcher, Total

Trends in Gender Profiles of Employees

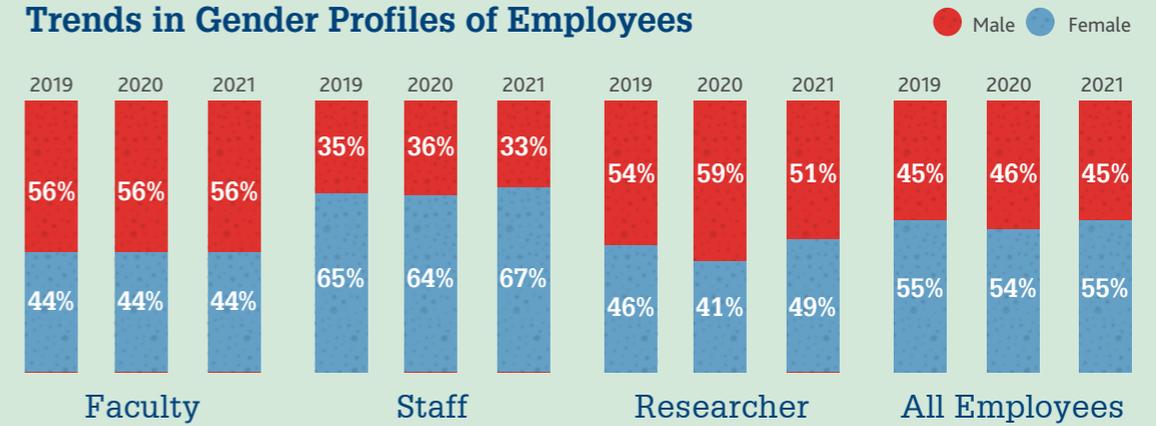


Figure 3: The Gender Profile of Employees (2019-2021)

Gender Profile of Employees by Category

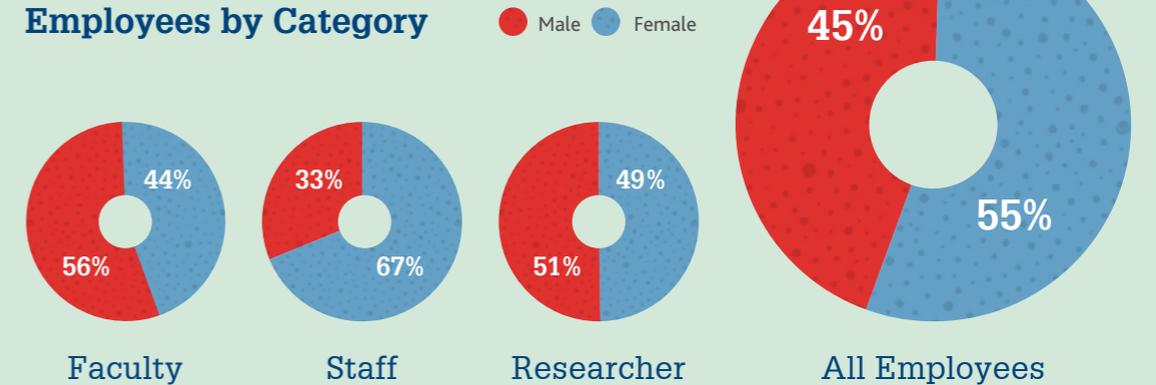


Figure 4: The Gender Profile of Employees (2021)

Gender profile of Employees by Grade

Technical

GRADE	FEMALE	MALE	UNKNOWN	TOTAL	% F	% M
Technical Officer	57	40	0	97	59%	41%
Senior Technical Officer	47	41	0	88	53%	47%
Chief Technical Officer	16	6	0	22	73%	27%
Biochemist	9	4	0	13	69%	31%
Senior Biochemist	7	1	0	8	88%	12%
Principal Biochemist	3	0	0	3	100%	0%
Senior Lab Attendant	1	3	0	4	25%	75%
Clinical Scientist	0	1	0	1	0%	100%
Senior Clinical Scientist	0	2	0	2	0%	100%
Total	140	98	0	238	59%	41%

Table 9: Gender Profile of Technical Employees by Grade (effective 31 December 2020)

Administrative

GRADE	FEMALE	MALE	UNKNOWN	TOTAL	% F	% M
*Executive Assistant	84	27	2	113	74%	24%
Senior Executive Assistant	222	42	1	265	84%	16%
*Administrative Officer II	139	43	2	184	76%	23%
Administrative Officer I	158	61	1	220	72%	28%
Administrative Officer 1A	130	64	0	194	67%	33%
*Senior Administrative Officer IV	115	58	1	174	66%	33%
Senior Administrative Officer III	22	25	0	47	47%	53%
Senior Administrative Officer II	10	15	0	25	40%	60%
Senior Administrative Officer I	2	8	0	10	20%	80%
Total	882	343	7	1232	72%	28%

Table 10: Gender profile of Administrative Employees (full and part-time) by grade (effective December 2020)
* 2%, 1% and 1% are "unknown" respectively.

Library

GRADE	FEMALE	MALE	TOTAL	% F	% M
Library Assistant	30	8	38	79%	21%
Senior Library Assistant	11	1	12	92%	8%
Assistant Librarian II	3	1	4	75%	25%
Assistant Librarian I	8	8	16	50%	50%
Sub Librarian	5	2	7	71%	29%
Librarian	0	1	1	0%	100%
Archivist	2	1	3	67%	33%
Total	59	22	81	73%	27%

Table 11: Gender profile of Library Employees (full-time and part-time) by grade (effective December 2020)

Faculty

GRADE	FEMALE	MALE	UNKNOWN	TOTAL	% F	% M
Full Professor	54	129	0	183	30%	70%
Professor	47	70	0	117	40%	60%
Associate Professor	116	175	1	292	40%	60%
Lecturer / Assistant Prof. Above the bar	324	334	1	659	49%	51%
Lecturer / Assistant Prof. Below the bar	25	14	0	39	64%	36%
Total	566	722	2	1290	44%	56%

Table 12: Gender profile of FTE Faculty by grade (effective December 2020)

Employee Age & Nationality

Age Bands

- 20-39
- 40-54
- 55 and above

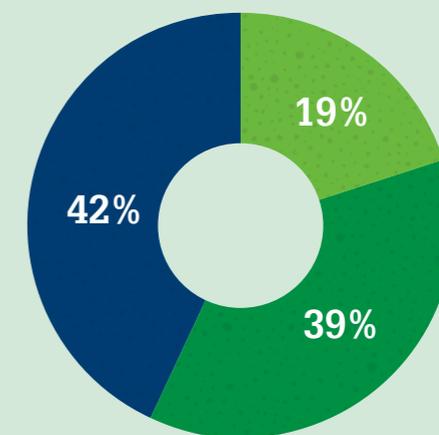
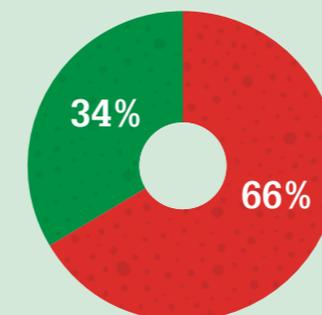
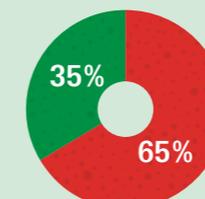


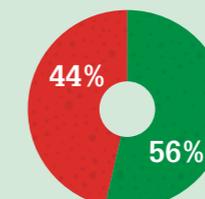
Figure 5: The Age Profile of Employees (2020)



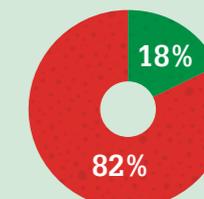
Total



Academic



Research



Support

- Irish
- Non-Irish

Nationality Profile of Employees

Note: Research includes researcher and researcher support

Figure 6: The Nationality Profile of Employees (2020)

Promotion Pathway 4-year Overview

YEAR	PROMOTION TO	ACTUAL APPLICATIONS				SUCCESSFUL APPLICATIONS				*TARGETS
		F	M	TOTAL	%F	F	M	TOTAL	%F	
2017/18	Associate Professor	23	17	40	58%	13	11	24	54%	50%
	Professor	9	21	30	30%	7	16	23	30%	40%
	Full Professor	0	1	1	0%	0	1	1	0%	28%
	Total 2017/18	32	39	71	46%	20	28	48	42%	
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		29	22	51	57%	

Table 13: Promotion pathway 4-year Overview 2016 - 2020 incl. Faculty grades, applications, successful and gender breakdown

Success Rate by Gender

270 applications have been fully assessed by the Faculty Promotions Committee over the past 4 years (2016-2020). The breakdown of the applications and the success rate is captured below.

	TOTAL APPLICATIONS			ASSOCIATE PROFESSOR			PROFESSOR			FULL PROFESSOR		
	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
Applications Received	260	122	138	147	70	77	78	39	39	35	13	22
Successful Applications	179	89	90	104	53	51	58	30	28	18	6	12
% Success Rate	69%	73%	65%	71%	76%	66%	74%	77%	72%	51%	46%	55%

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

The UCD Dignity and Respect policy review, chaired by Rory Carey, was completed in May 2021 following an extensive period of consultation internally with the University community and with external expert bodies. A full report was published which contained a new Bullying and Harassment policy, Sexual Misconduct policy (including sexual harassment and sexual violence) and supporting documents. It also included a set of recommendations to address the feedback received during the consultation on the wider supporting framework to achieve a culture of Dignity and Respect where bullying, harassment and sexual misconduct is not tolerated. The new policies were launched in September 2021 and a new Dignity and Respect website was developed dedicated to the provision of materials to support individuals impacted by bullying, harassment and sexual misconduct.

A number of workstreams are now in place to enable the implementation of the recommendations and these include: the establishment of a dedicated service to support those impacted by bullying, harassment and sexual misconduct; the establishment of a Dignity and Respect Oversight Group chaired by Prof Aoife Ahern, College Principal for Engineering and Architecture; external involvement throughout the dignity and respect process and building external relationships; a three tier training plan to include a new online training programme and face-to-face training; a communications campaign to support awareness raising and the development of systems to enable the capturing of data in order to be fully transparent around the culture of dignity and respect in UCD.

UCD also prepared the UCD Consent Framework Action Plan which contains a comprehensive set of actions that UCD have committed to undertaking to tackle issues of sexual harassment and sexual violence and this was submitted to the HEA in March 2021 and a progress report was submitted in September 2021. Some activities in September 2021 included:

- The Cycling Through Consent' video was shown by UCDSU at over 20 in-person orientation talks and included promoting the principles of UCD's Dignity & Respect Policy, signposting the anonymous Report & Support Tool and relevant support services.
- All UCDSU Sabbatical Officers completed Dublin Rape Crisis Centre Sexual Assault Disclosure Training.
- 50% of the UCDSU Sabbatical Officer team has been trained in Active*Consent facilitation - with plans to role out a wide-spread campaign of pop-up Active*Consent training courses as part of the UCDSU 2021/2022 campaign.
- NUIG Active*Consent Workshop was offered as additional consent education, on request. The School of Nursing, Midwifery and Health Systems and the School of Law provided the workshop as an embedded element of two core modules in September 2021.
- Dean of Students spoke at 27 welcome events to over 3000 students during orientation. Emphasis

was placed on the importance of completing the Bystander Programme.

- 'It Stops Now' information stand was given a prominent position in the Orientation tent and was visited by over 30,000 students.
- UCDSU distributed over 8,000 'Welfare Guides' (physical & digital) during orientation with detailed information on consent, supports, etc. among other information.
- A co-ordinated communication plan to promote national IUA #Unmute Consent was delivered. This included digital and physical posters displayed throughout campus and related messaging via social media. The campaigns section of UCD Report and Support website and EDI website were used to promote IUA #Unmute Consent. The launch of 'Speak Out' was utilised as an opportunity for the further promotion of UCD Report and Support.

Dignity and Respect Data

Complaints by Complainant Type

ACADEMIC YEAR	2017-2018	2018-2019	2019-2020	2020-2021	TOTAL
Student	6	6	5	8	25
Employee	4	3	3	3	13
Total per year	10	9	8	11	38

Table 15: Total number of Complaints by Complainant Type

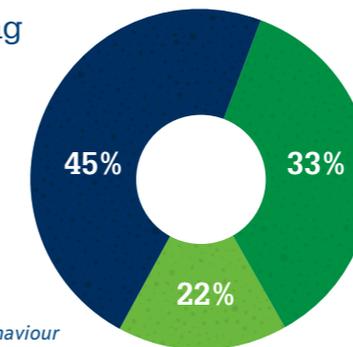
Complaints by Category

ACADEMIC YEAR	2017-2018	2018-2019	2019-2020	2020-2021	TOTAL
Bullying	6	4	4	4	18
Harassment	0	1	0	1	2
Sexual Harassment	4	4	4	5	17
Bullying and Harassment	0	0	0	1	1
Total per year	10	9	8	11	38

Table 16: Category of anonymous report tool reports incl. sexual harassment, bullying, harassment

Category of Reporting Behaviour

- Bullying
- Sexual Harassment
- Harassment



Total reports made } 56

Total categories reported } 64

Figure 7: Category of Reporting Behaviour

Report and Support Tool

The UCD Report and Support Tool was launched in January 2020 to monitor and report on the number and nature of incidents and identify trends and patterns of behaviour. The Tool uses a web-based platform to record anonymous reports.

Overview of Reports (2020/21)

113 } reports received in total

More than one type of behaviour may be selected: 158 incidents of bullying, harassment and sexual misconduct reported over 113 reports.

- Bystander reports
- Reporting about their own experiences



Figure 8: Number of reports - own experience or bystander

Gender breakdown

- Female
- Male
- Gender non-binary
- Prefer not to say

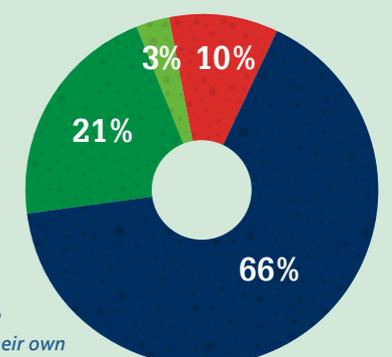


Figure 9: Gender breakdown - those reporting about their own experience by percentage

Category of behaviour breakdown

- Bullying
- Sexual Misconduct
- Harassment

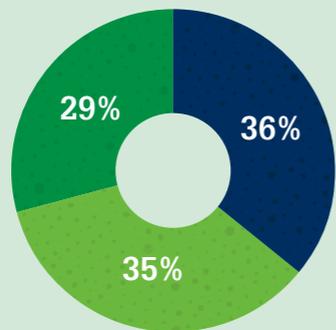


Figure 10: Category of behaviour breakdown by percentage

Who reported in 2020/21?

- Employee
- Student
- Visitor
- Other

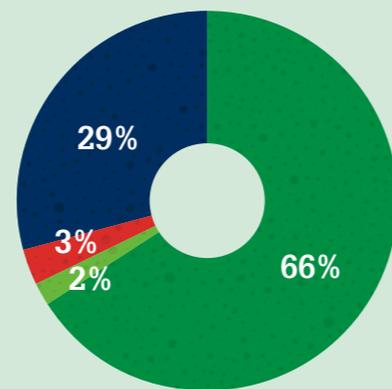


Figure 11: Students reported most (66%)

Reports by month since launch - Aug 2021

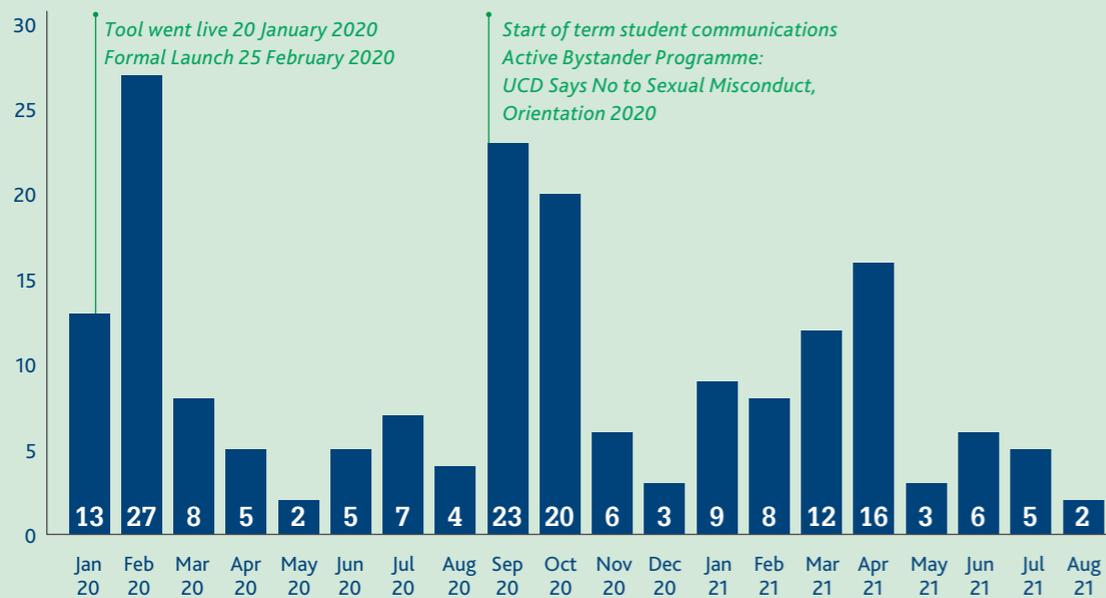


Figure 12: Reports by month

A key aim of the Report and Support tool is to check that those reporting have received support and enable the University to direct them to supports. Students and employees who access the Tool are directed to the available support services and to information about the formal complaint process.

- 58% of those reporting their own experience indicated that they had already sought support.
- 15% indicated that having been made aware of the services available through Report and Support they would seek support soon.
- Seeking support from a family member or friend was most commonly cited (45%).
- 21% stated that they did not want to seek support right now.

Mental Health and Wellbeing Steering Group



Professor Sarah Prescott, Chair of the Mental Health & Wellbeing Steering Group.

The new Mental Health and Wellbeing Steering Group, chaired by Professor Sarah Prescott, was established in April 2021 to help promote a culture of dignity, respect and wellbeing for all in UCD. The group will support the development and implementation of a clear framework around mental health and wellbeing for employees in UCD. This framework will be based on the See Change Six Step Workplace Programme (<https://seechange.ie/see-change-workplace-pledge-2/>) with UCD working towards signing-up to the See Change Pledge. By signing up to the See Change workplace pledge, organisations are showing that they are committed to creating an open culture around mental health for managers and employees. The Steering Group will provide input into the development of the framework based on their expertise and experiences.

Members of the Mental Health and Wellbeing Steering Group participated in a See Change training session in May 2021. An action plan is in place which includes the development of a policy on Mental Health and Wellbeing, awareness raising around the supports available and encouraging people to talk about their mental health and wellbeing.

Race and Ethnic Equality

The UCD Race & Ethnic Equality working group was established in June 2020 to gain a better understanding of UCD's campus climate in relation to race and ethnic equality and to make recommendations to enhance the UCD work and study environment so that it is an equitable and respectful environment for employees and students of all races and ethnicities. Since its establishment, the Race & Ethnic Equality working group has set out a number of key areas of work including:

- Awareness raising in the area of race and ethnicity via activities such as consultation events and training.
- Developing a Race & Ethnic Equality Charter with tangible actions aimed at making UCD an equitable and respectful environment for employees and students of all races and ethnicities.

A virtual workshop was carried out by Dr Jason Arday, University of Durham, in December 2020 to support members of the group to carry out its work as set out in its terms of reference. The session covered challenges and good practice in the area of race and ethnicity and helped group members to identify key actions for 2021. Two key priorities identified included consultation and awareness raising.



Zoom still of Race and Ethnic.

Consultation

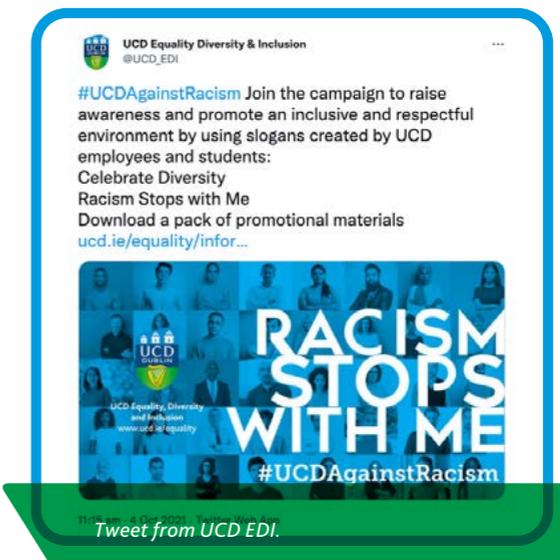
Four Listen and Learn Focus Groups were held with the UCD community throughout 2021 using a combination of internal and external facilitators. These included two employee sessions, a session with undergraduate students and one with postgraduate students. The focus groups offered an opportunity for people to share their experiences of Race and Ethnicity equality and to identify the opportunities to enhance the UCD environment for people from all backgrounds. The outputs of these focus groups will feed into a Charter/Action Plan for UCD in this area to be published in the 2021-22 Academic Year.

Awareness Raising

An Anti-racism campaign was developed in 2021 to emphasise that UCD does not tolerate racism and to promote an inclusive campus. EDI held a competition with prizes up for grabs to encourage entries from all members of the UCD community suggesting an anti-racism slogan. Two entries were chosen by the Race & Ethnic Equality group to be featured in the campaign, one from a student and one from an employee: Racism Stops with Me and Celebrate Diversity. The posters were designed with images and text inspired by the slogans and the anti-racism campaign was launched in advance of the 2021-22 Academic term, both online and on campus.

Let's Talk About Race in Higher Education

UCD EDI also collaborated with the other Irish Universities in relation to the development of an online module to raise awareness of race and ethnicity and promote good practice "Let's Talk about Race in the Higher Education Sector". This module aims to raise awareness amongst university employees about racism, systemic inequalities and unconscious bias in higher education. Through contributions from experts and testimonials from those who have experienced systemic racism, this module will help employees understand racial bias so that they can take action to address it. Guidance for employees and leadership and further resources are also available as part of the module. The programme can be accessed on the LearnUpon platform.



Tweet from UCD EDI.

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 Tool

Diversity Monitoring at application stage involves collecting, storing and analysing employee information across the nine protected grounds under Equality legislation that is relevant to, and necessary for the purpose of promoting equality of opportunity between different categories of persons. In the 2020-21 Academic Year, the diversity monitoring tool completion rate increased from 58% to 76%. This shows that efforts to highlight the tool during the application stage have been successful in encouraging more applicants to complete this section and that there is an understanding as to the importance of the collection of this data.

Diversity Monitoring Tool Completion Rate %

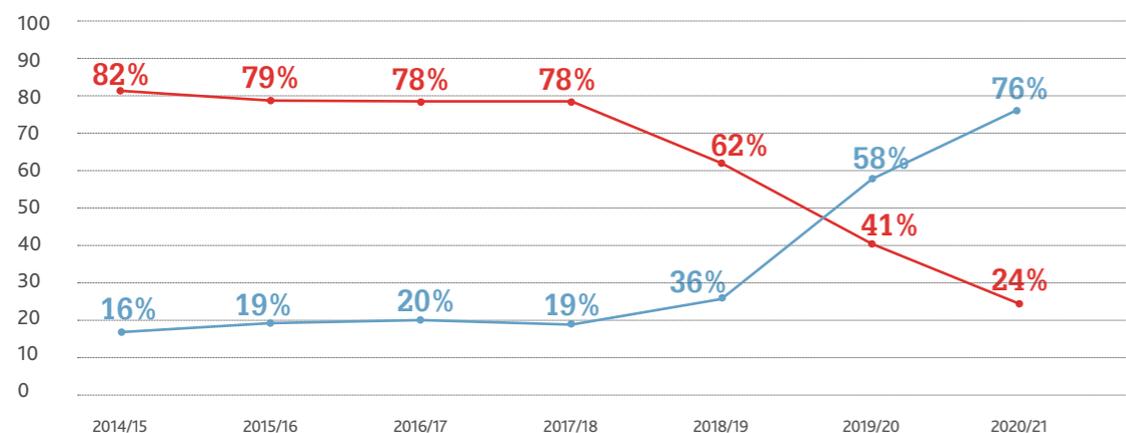


Figure 13: Full and Partial Completed rates of the Diversity Monitoring tool

Percentage of Applicants by Gender

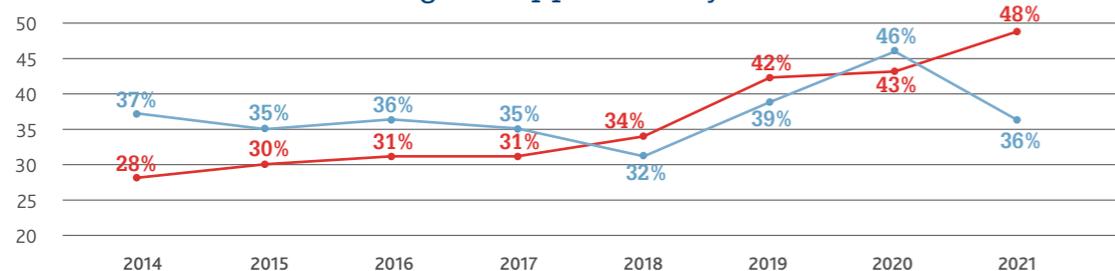


Figure 14: Applicants by Gender

Percentage of Applicants with a Disability



Figure 15: Applicants by Disability

Core Employee Self Service (ESS) Diversity Screen

From November 2020, all University employees were invited to update or amend their diversity data confidentially and voluntarily in Core ESS Diversity screen. The development of this screen marks a significant move forward for the University in the area of Equality Diversity and Inclusion. This is the first time that the University collects data across all nine equality grounds for existing employees. This new tool will assist in getting a clearer understanding of the diversity makeup within the University community and help us achieve UCD's EDI and wider strategic objectives through the identification of actions and initiatives to address gaps identified in the data. Data collated through this tool will be published anonymously for statistical purposes to enhance transparency. 12 months after the Core ESS Diversity Screen was implemented, the completion rate stood at 34%. A campaign is being planned for early 2022 to increase awareness and engagement with the screen.

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



Dr John Healy.

EDI Webinar, March 2021



Professor Kalwant Bhopal, Joan Freeman, Professor Colin Scott, Professor Graeme Warren, Professor Eilis Hennessy.

An EDI Webinar event, co-hosted by Professor Colin Scott, VP for EDI, and Marcellina Fogarty, Strategic EDI Manager, was held on 4th March 2021 to launch the EDI Annual Report 2019-20 with over 100 people in attendance with illustrious speakers: Professor Kalwant Bhopal from the University of Birmingham spoke on the topic of race and ethnicity in higher education, and Joan Freeman, founder of Pieta House, spoke on suicide prevention and the importance of reaching out and seeking support. Their speeches were followed by a panel discussion on mental health and wellbeing with members of the UCD Mental Health & Wellbeing Steering Group, Support Colleagues and Employee Assistance Service partner Spectrum.Life. Since colleagues were working remotely at

the time, it was decided to publish the Report in the form of a virtual magazine to increase engagement and access: it was showcased at the webinar and a copy is available on the EDI website along with video testimonials from Chairs of key EDI Groups and Networks.

Zoom still of Marcellina Fogarty, Strategic EDI Manager opening the EDI Webinar event.



International Women's Day 2021



2021 International Women's Day Graphic.

The 2021 theme for International Women's Day was #ChooseToChallenge, to highlight that we can all choose to challenge and call out gender bias and inequality. At institutional level, a webinar was hosted on 8th March 2021 on the theme "Bridging the Gender Gap – Research and Responses to Covid-19": there is a growing body of research on the impact of Covid-19 on widening the gender equality gap for women in the higher education sector. This webinar explored recent research on gender equality and Covid-19 and how the higher education sector can best adapt and respond to support women. Guest speakers included Chryssi Giannitsarou, Economist, Faculty of Economics, University of Cambridge and Dr. Ioana Latu, Department of Psychology, Queen's University Belfast.

Numerous other events were held at local level in Schools and Colleges (see Appendix 2).

CHAS IWD Graphic.



Invisible Disabilities Week

UCD's Disability Sub-Group hosted a series of initiatives between 18th and 24th October 2020 in collaboration with the EDI Unit to raise awareness in UCD about invisible disabilities.

UCD Disability Sub-Group, in collaboration with MoLI and RTE's Ailbhe Conneely, launched their podcast "Hidden Stories" to raise awareness of the lived experiences of people with invisible disabilities in UCD, highlight the cultural and social importance of sharing those stories in our society and address how best to support our colleagues who have such conditions. Guest speakers included:

- Ailbhe Conneely, Social Affairs and Religion Correspondent, RTÉ.
- Dr Blánaid Gavin, School of Medicine, UCD.
- Dr Clare Hayes-Brady, School of English and Drama, UCD.
- Veronica Keegan, Research Finance, UCD.
- Dr Deirdre O' Connor, School of Agriculture and Food Science, UCD.
- Professor Colin Scott, Vice President for Equality, Diversity and Inclusion, UCD.

The podcast is available on the MoLI website: <https://moli.ie/radio/hidden-stories/>
The EDI Blog featured a post on "Living with an Invisible Disability" and a webinar on Autism-friendly University with Adam Harris from the national autism charity AsIAm was held during the week.

The International Day against Homophobia, Biphobia, Intersexism and Transphobia (#IDAHOBIT)

International Day Against Homophobia, Biphobia, Intersexism & Transphobia Graphic.



This day raises awareness of discrimination and violence against LGBTI+ people worldwide. UCD marked the day on 17th May 2021 with an online panel discussion "Challenging Discrimination in Healthcare" organised by UCD LGBT Staff Network and UCD School of Nursing, Midwifery and Health Systems. Ways to visibly show support for LGBTI+ people in UCD were promoted on a dedicated webpage, including pronouns [she/her, he/him, they/them] to use in email signatures and on social media.



International Day Against Homophobia, Biphobia, Intersexism & Transphobia Webinar image.

International Day of Women and Girls in Science

On 11th February 2021, the College of Science recognised the United Nations International Day of Science, for the third year in a row, with an online presence via student video testimonials about why they decided to study STEM. These were shared online and via College social media platforms.

Tweet from UCD Science.



Women and Girls in Science 2021.

International Men's Day

For International Men's Day on 19 November 2020, the School of Veterinary Medicine ran a social media campaign using a series of tweets detailing the many supports available in UCD for male staff and students. The theme for 2020 was "Better health for men and boys".

Tweet from UCD Vet EDI.



EDI Blog



EDI Blog Inclusion Never Stops Graphic.

The EDI Blog Inclusion Never Stops, launched in March 2020, continued to feature entries written by members of the UCD Community to celebrate diversity and raise awareness of important topics. Highlights for 2020-21 include:

- "Learning from Experience in Reviewing Dignity and Respect Policies/Procedures at UCD", 23 September 2020.
- "Hidden Stories: Living With an Invisible Disability", 20 October 2020.
- "Celebrating Lunar New Year in Ireland", Part I and II, February 2021.
- "Becoming a Socially Distant Social Committee - UCD Global", March 2021.
- "Coming together (even virtually) through song - The UCD Community Choir", March 2021.
- "Ramadan", April 2021.
- Entries on Mental Wellbeing, April 2021.
- A list of EDI-related books available at UCD Library, April 2021.



Photo of traditional food eaten at Lunar New Year, posted as part of EDI Blog.



Tran Diem, Quan Vu, Education in Ireland Vietnam and Family, posted as part of the EDI Blog entry.

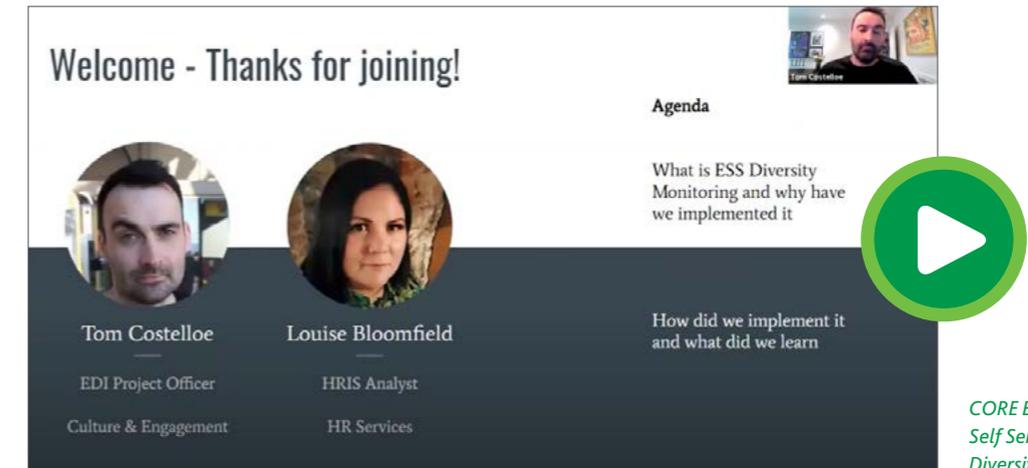


Yingting Jiang, Student in Human Resources Management, UCD Michael Smurfit and friends, posted as part of the EDI Blog entry.

Work Smarter Together

EDI participated in the 2021 web conference "Work Smarter Together 2021" with presentations on EDI data collection and EDI content on LinkedIn Learning. The 2021 theme for the WST conference was "work smart while apart" focused on opportunities to celebrate the creativity, innovation and collaboration across the University during unprecedented times.

The EDI unit and the HR Information Systems Unit partnered to develop the Core Employee Self Service (ESS) Diversity Screen which was launched in November 2020. Tom Costelloe and Louise Bloomfield presented to raise awareness of this new feature. The presentation focused on how the project was managed whilst working remotely due to Covid-19. It also included the benefits of the Core ESS Diversity screen and plans to further increase awareness and engagement of the screen.



CORE Employee Self Service Diversity Screen.

Licia Carlesi, LinkedIn Learning content curator for EDI, joined colleagues from People and Organisation Development and guests from LinkedIn and Trinity College to highlight EDI collections available on the platform and share her experience with using the platform. These collections include learning material on mental wellbeing in times of change, diversity, inclusion and belonging, allyship and anti-racism.



LinkedIn Learning - Let's build the reach.

MENU also delivered an interactive presentation including a mini quiz to outline their journey in keeping colleagues connected whilst working remotely.



Bridging cultural diversity - sharing the MENU experience.

“Data Driving Diversity” Conference

On 17th September 2020, UCD hosted a national conference on data and diversity “Data Driving Diversity.” Equality, Diversity and Inclusion (EDI) data collection and analysis, both quantitative and qualitative, is essential nowadays in order to inform what we do and to measure our success. There are many challenges in the collection of this sensitive data and how best to use it in the EDI sphere. This National Data & Diversity Conference hosted by UCD EDI focused on the importance of data in the EDI sphere and, in particular, how it can inform better decision-making, identify priorities and lead to the enhancement of a more inclusive environment in the Higher Education sector and beyond. The conference, delivered by live webinar, featured prominent guest speakers from the HEA, Cambridge University, St George’s University London, Accenture and EY. This conference led to the establishment of the EDI Data Practitioners Network chaired by UCD to enable the sharing of good practice and for institutions to work collaboratively in this area.

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 organisations to promote inclusion.

UCD has led on the establishment of two networks: an all-Ireland LGBTI employee and student Network to support the sharing of information and to collaborate on key projects, and the IUA EDI Data Practitioner Network which emerged from the national EDI Data Conference hosted by UCD in September 2020.

The University will chair the Athena SWAN Practitioner Network in 2021/22 which brings together practitioners involved in the development of Athena SWAN applications and gender equality action plans.

During the Dignity & Respect review process and in preparation for the implementation of the important recommendations around collaboration with experts, training and external oversight, UCD liaised with organisations including the Dublin Rape Crisis Centre, the National Women’s Council, and the Men’s Development Network.

Open Doors

UCD joined the Open Doors initiative with a group of over 95 companies and NGOs, who work with the government to create pathways to employment for people from marginalised groups. These can be internships, scholarships, training courses, aiding entrepreneurs or full/part time employment, from a range of backgrounds and abilities.



See Change

UCD is collaborating with See Change, an organisation dedicated to ending mental health stigma. See Change aims to create a workplace environment where people can be open and positive about their own and others’ mental health. A mental Health and Wellbeing Steering Group was established to support the development and implementation of a clear framework around mental health and wellbeing for employees in UCD and will be based on the See Change Six Step Workplace Programme.

END MENTAL HEALTH STIGMA
Wear the Green Ribbon



#GreenRibbonIRL
#EndTheStigma

EDI in Higher Education eLearning (EDI in HE)

Developed collaboratively by the Irish University Sector, the EDI in HE eLearning is an interactive tailored online resource that aims to provide UCD employees with an awareness of the key equality and diversity issues across the equality grounds in Irish legislation in a University context.

EDI in HE is the successor programme to the original LEAD (Living Equality and Diversity Programme) programme developed by the IUA Equality Network in 2012, and it represents a continuation of the blended approach to generating mainstream employee conversation and engagement with EDI and human rights issues in universities.

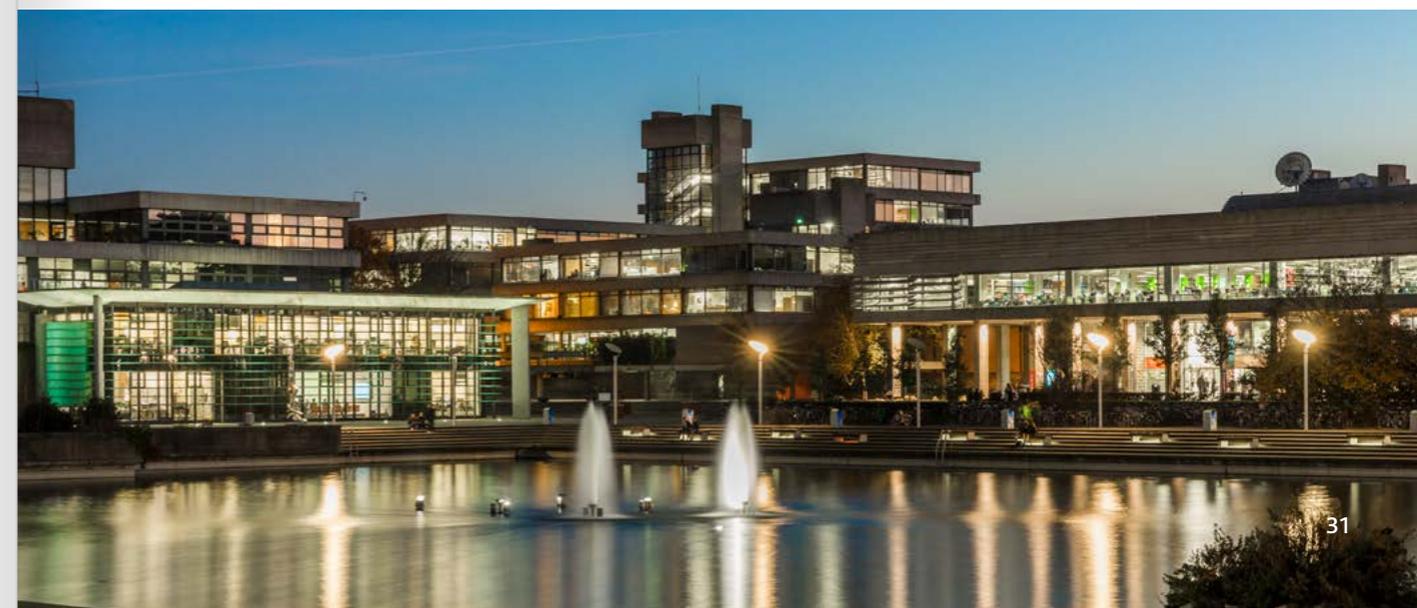
The EDI in HE Programme is a self-paced modular learning tool, which allows each participant flexibility in completing the course. The programme features an intuitive, easy to use navigation throughout five core content modules. Each section contains video and multimedia stories and scenarios, interactive quizzes and online instant assessments to offer participants valuable feedback on their learning.

The Programme consists of 4 modules, each of 30-45 minutes duration, which can be completed either as an entire programme, or as a series of modules allowing participants to build up their knowledge over time.

- Module 1: an introductory module providing a comprehensive overview of the importance and benefits of EDI and Human Rights and the legal landscape in which HEI’s operate.
- Module 2: covers Recruitment and Selection and is essential for any staff member involved in the selection process.
- Module 3: looks at meeting the needs of diverse students and best practice tips on fostering equality in teaching and learning settings.
- Module 4: looks at putting policy into practice.

Athena SWAN webinar

Marcellina Fogarty, Strategic EDI Manager and Rory Carey, Director, UCD Culture & Engagement, were invited to participate at the Athena SWAN conference in March 2021. The presentation entitled “Good Governance Leads to Effective Culture Change” covered the governance structures in UCD around EDI and the importance of a distributed model to support the mainstreaming of EDI across the University. The effectiveness of the UCD governance model was demonstrated through case studies of initiatives in UCD.



Appendix 1 EDI Subgroups Key Initiatives



EDI Data Sub-Group

Key Achievements for 2019 - 2020

- EDI survey was carried out in May 2021 with the aim to better understand how individuals experience their working environment, to highlight existing good EDI practice and identify areas where enhancements can be made.
 - 35% completion rate up from 31% last survey.
 - A preliminary report was produced which can be accessed [here](#).
 - The final report is being prepared and will be published in early 2022.
- This year the Gender Analytics Dashboard which supplies supporting data for those preparing for their Athena Swan application or renewal was updated. The dashboard now includes additional data and along with their own data, gives schools access to College and University wide benchmarks.
- The data group also supported the roll out of the Ad Astra scheme for the recruitment of additional faculty by providing an audit on how the scheme has impacted the gender balance in schools and analysis of comparator data from other universities.
- Students, staff and visitors to UCD can now report issues of a Dignity & Respect nature anonymously through the UCD Report and Support tool. The Data Group have supported data analysis of this tool for the production of the annual report.
- The HEA have published the annual "HEA Higher Education Institutional Staff Profiles by Gender 2021" report which provides information on the gender-balance of staff of all grades in higher education institutions in Ireland. The data group have carried out an analysis of data from this report providing a benchmark for UCD compared to the available data for the other universities.

EDI Multicultural Sub-Group

The work of the Multicultural Group covers four key strands of activities as follows:

- **MENU:** Supporting integration of employees from all nationalities and ethnicities - the establishment of MENU was a key initiative of the Multicultural sub-group. This group continues to support and promote MENU activities.
- **Faiths and Religions:** A survey was carried out of employees and students to gain a better understanding of the many faiths and religions represented on campus and to obtain the views of those who may or may not have a religious belief. The outputs will help to identify how UCD can better support people of faith

in their religious practice and how best to overcome stigma and stereotypes that can be a barrier to this community. The intention is to form a group of people who are interested in this topic who can review the outcomes of the survey and form a network.

- **Language** is an important part of any culture and contributes to building a sense of community. Work is underway to identify a means of making languages more visible in UCD so that people from all cultures feel welcome. This will be a priority workstream for the group in 2021/22.
- **Cultural Awareness** or the knowledge, acceptance and embracing of other cultures, is a focus of the Multicultural group. Awareness raising will be done through a variety of ways including rolling out sessions on intercultural competence and developing a dedicated webpage as a central hub with resources and other materials. Cultural awareness is also embedded into the "EDI in Higher Education" eLearning programme.
- **Race and Ethnicity:** the Race and Ethnicity Working group was formed as one workstream of the Multicultural sub-group. Further information is included in Section 3.

EDI Disability Sub-Group

- **October 2020:** To mark Invisible Disabilities Week, the UCD EDI Disability Subgroup, undertook a podcast in collaboration with UCD's Museum of Literature Ireland (MoLI), chaired by RTE's Ailbhe Conneely ([available here](#)). A panel of UCD colleagues (Clare Hayes-Brady, Blanaid Gavin, Veronica Keegan, Deirdre O' Connor and Colin Scott) discussed their lived experience of invisible disabilities (Deirdre and Veronica), how best to support our colleagues and how literature helps to make sense of it all.
- **October 2020:** "Fireside Chat" Webinar with Deirdre O'Connor, Chair of Disability Sub-Group and Adam Harris of Aslam, the national autism charity, discussing autism and invisible disabilities. As part of this webinar, UCD staff were invited to discuss, review and provide feedback on the UCD Code of Practice for the Employment of People with Disabilities.
- **November 2020:** Deirdre O Connor, Chair of Disability Sub-Group awarded UCD Values In Action Award 2020 for EDI-related work on raising awareness of the topic of Invisible Disability.
- **May 2021:** Chair and Members of Disability Sub-Group (Deirdre O Connor, Blanaid Gavin, Tina Lowe and Julie Tonge) contributed to School of Agriculture and Food annual School Teaching & Learning Day which had an EDI theme, providing "taster sessions" on issues

including Neurodiversity, Disability, Universal Design for Learning, Unconscious Bias, Gender, Teaching Across Cultures and Widening Participation.

- **May 2021:** Deirdre O Connor, Chair of Disability Sub-Group was a panellist on an episode of UCD's Mindreading: Experts in Conversation podcast series, entitled Rewriting the Stories of Disabilities ([available here](#)).
- **August 2021:** Deirdre O'Connor, Chair of Disability Sub-Group was an invited panellist at a conference organised by TCD entitled Ableism in Academia in Ireland ([see here for video](#)) A follow-up event, launching the conference report ([see here](#)) took place on 3rd December 2021.

EDI LGBTI Sub-Group

Key achievements for 2020 - 2021

- Two UCD National Think Tanks on LGBTI Inclusion in Higher Education.
- IDAHOBIT digital awareness campaign.
- Trans Awareness Week digital campaign.
- Pride digital awareness campaign.

- UCD raises the Progress Pride flag for the first time on campus to recognise LGBTI people who are Black, Asian and of diverse ethnicities and trans people.
- UCD raises the Trans flag for the first time on campus during Trans Awareness Week.
- Pride: LGBTI Inclusive Curriculum Webinar.
- Past/Present/Pride, a series of conversations that remembers and celebrates UCD's LGBTI+ literary alumni. Hosted by psychologist Dr Paul D'Alton, Past/Present/Pride will reflect on the work of writers associated with UCD across the decades - decades that have witnessed significant social change for members of the LGBTI+ communities in Ireland & beyond.

LGBTI Staff Network Highlights

- UCD LGBTI History Month Webinar: Life and Legacy of UCD Founder, John Henry Newman.
- Transgender Day of Remembrance in collaboration with UCD Chaplaincy.
- IDAHOBIT Webinar: Challenging Discrimination in Healthcare.

Appendix 2 College Vice-Principals for Equality Diversity and Inclusion - Summary of Initiatives 2020 - 2021

College of Social Sciences and Law

1 November 2020 - Promotions Seminar

- Promotions Seminar for Female Faculty in the CoSSL hosted by Professor Judith Harford, VP EDI in CoSSL and featuring Professor Margaret Kelleher and Professor Geraldine Butler, former members of the Faculty Promotion Committee.

2 March 2021 - International Women's Day Webinar

- Hosted by Professor Judith Harford, VP EDI in CoSSL and featuring Professor Aisling Swaine, Professor of Gender Studies in the School of Social Policy, Social Work and Social Justice, UCD, Dr Emma Penney, UCD Access student and post-doctoral fellow in UCC whose research focuses on working-class women's community writing and Dyuti Chakravarty, doctoral student in UCD School of Sociology whose research examines women's movements for bodily autonomy in India and Ireland. The webinar was opened by Ms Sabina Higgins.

2 March 2021 - College Survey on Impact of Covid-19 from an EDI Perspective

- Judith Harford, Orla Doyle and Marie Moran of the College EDI Committee designed a survey to gather data on the impact of Covid-19 from an EDI perspective.

4 November 2021 - Power2Progress Launch

- Launch of Power2Progress by Minister Simon Harris, a UCD-Zurich partnership to promote educational resilience in schools. P.I. Professor Judith Harford, School of Education.

18 November 2021. EDI Webinar - Mentoring at UCD

- This webinar, hosted by Dr Joe McGrath, highlighted the 'Mentoring at UCD' initiative and encouraged colleagues to consider becoming either a mentor or mentee.

23 November 2021. EDI Webinar - Athena SWAN

- This webinar, hosted by Dr Joe McGrath, provided an overview of the new Athena SWAN Ireland Charter Framework 2021 and UCD EDI Unit supports to guide Schools with getting started with Athena SWAN.

25 November 2021. EDI & WP Webinar - Funding Opportunities for Students interested in Further Study

- This webinar outlines select funding initiatives for students from under-represented groups who want to secure funding in order to engage in study abroad, other exchanges and post-graduate study.

College of Health and Agricultural Sciences

Following its establishment in early 2020 the CHAS Neurodiversity Working Group had a productive and impactful year. In October 2020 UCD College of Health and Agricultural Sciences signed an MOU with the Neurodiversity Hub, an Australian organisation which brings together third level institutions and provides resources to assist in the support of neurodiverse students and staff.

In December 2020 the working group, together with its national and international partners The Neurodiversity Hub, Stanford University, ADHD Ireland and NUI Maynooth, hosted a two-day virtual conference entitled 'Neurodiversity: A Paradigm Shift in Further Education and Beyond.' The goal of the conference was to start a strength-based conversation about neurodiversity in third-level institutions and amongst employers, and included keynote sessions from Judy Singer, the Australian sociologist and researcher who coined the term 'neurodiversity' and Professor Simon Baron Cohen, University of Cambridge. Following on from the success of the conference, the working group continues its outreach and awareness raising activities by hosting a monthly Neurodiversity masterclass series with a range of speakers from the neurodivergent community, academia and industry. The webinar series is open to all and will continue into 2022.

In April 2021, the CHAS EDI committee established a Disability Working Group. The group has membership from across the College with the aim of creating a forum for shared knowledge and experience, awareness raising of Disability issues and activities taking place across the college as well as supporting and promoting research on the area in the College.

The College was delighted that nine faculty members were successful in the inaugural University for ALL Faculty Partner Programme with representation from each of the 5 Schools: Dr Karen Keaveney, Dr Deirdre O'Connor, Dr Freda Browne, Assistant Prof John Gilmore, Dr Phil Halligan, Dr Deirdre Campion, Associate Professor Cairiona Cunningham and Dr Tom Flanagan.

As well as the activities at College level, each of the five constituent Schools in CHAS held events and promoted initiatives to communicate and support EDI goals.

School of Agriculture and Food Science

To mark Invisible Disabilities Week in October 2020, the UCD EDI Disability Subgroup, chaired by Deirdre O'Connor, School of Agriculture and Food Science, undertook a podcast in collaboration with UCD's Museum of Literature Ireland (MoLI), chaired by RTE's Ailbhe Conneely ([available here](#)). A panel of UCD colleagues (Clare Hayes-Brady, Blánaid Gavin, Veronica Keegan, Deirdre O'Connor and Colin Scott) discussed their lived experience of invisible disabilities (Deirdre and Veronica), how best to support our colleagues and how literature helps to make sense of it all.

Also as part of Disabilities Week Deirdre O'Connor hosted a "Fireside Chat" with Adam Harris of Aslam, the national autism charity, discussing autism and invisible disabilities. As part of this webinar, UCD staff were invited to discuss, review and provide feedback on the UCD Code of Practice for the Employment of People with Disabilities. In November 2020, Deirdre O'Connor was awarded UCD Values In Action Award 2020 for EDI-related work on raising awareness of the topic of Invisible Disability.

In May 2021, the School of Agriculture and Food Science

annual School T and L Day had an EDI theme, providing "taster sessions" on issues including Neurodiversity, Disability, Universal Design for Learning, Unconscious Bias, Gender, Teaching Across Cultures and Widening Participation. The event was organised jointly by the School's EDI and T&L Committees. It was attended by approximately 80 School staff and feedback on the event was extremely positive. In the same month, Deirdre O'Connor was a panellist on an episode of UCD's Mindreading: Experts in Conversation podcast series, entitled Rewriting the Stories of Disabilities.

Karen Keaveney and Deirdre O'Connor from the School of Agriculture and Food Science were awarded funding under the UCD Faculty Partnership Programme to support and promote the uptake of Universal Design for Learning in the University.

Deirdre O'Connor was an invited panellist at a conference organised by TCD entitled Ableism in Academia in Ireland in August 2021. A follow-up event, launching the conference report, took place on 3rd December 2021.

School of Medicine

This year the School of Medicine worked on initiatives key to communicating EDI messaging and supports across the School. These included conducting two surveys; one a survey of students on awareness of and experience of racism in the School, and also a school survey on gender equality in the School and on the impact of Covid-19 on staff. Results of this survey are published on the school website.

The School also communicated EDI supports available to students including information for undergraduate students on Brightspace module pages and information on well-being supports for graduate students sent to all graduate students via email.

Together with our HR partner we held information briefing sessions for all managers/principal investigators whose role involves directly managing staff, i.e. managing faculty, professional support staff, technical staff, research staff to provide managers with a high-level overview of key family leave types and raise awareness of their critical role in implementing the School's Athena Swan action plan. The School also held a focus group with academic staff on perceived barriers to promotion and supports required to increase the number of applications for promotion from staff in the school.

"Peer Pal" is a pilot buddy scheme for new staff trialled in Biomedical section and for administrative staff.

On International Women's Day 2021 the School hosted a conversation between Dr Fiona McGillicuddy, Assistant Professor at the Cardiometabolic Research Group, Diabetes Complications Research Centre in UCD and Dr Gabrielle Collieran, Consultant Paediatric Radiologist and Vice-President IHCA. The conversation focused on work-life balance, C-19 childcare challenges, where women are (or not) in C-19 leadership roles and engaging more women in leadership. Dr Collieran prompted us to think about the systemic patriarchal inequality, the power of surrounding ourselves with energising, positive, solutions orientated women, building a more inclusive, diverse, representative society and always keeping another person's dignity at the centre of communication.

School of Nursing, Midwifery and Health Systems

Successful Transitions to Employment for Nursing and Midwifery Students who have a Disability was organised by the Disability Liaison Team led by Phil Halligan in June 2021. The webinar focused how students who are

registered with a disability can succeed and flourish in their chosen nursing or midwifery career when they receive the appropriate accommodations and support and included some powerful testimonies from students that highlighted the welcome support they had obtained from School faculty and staff. The event was well attended with a large representation from our clinical partner sites and received very positive feedback.

Universal Design for Learning - Universal Design for Learning is an educational framework which guides the development of flexible learning environments that can accommodate individual learning differences and cater for the wide range of diversity in our lecture rooms. Three members of our Faculty, Dr Phil Halligan, Dr Freda Browne and Dr John Gilmore, were awarded Digital Facilitator - Universal Design in Teaching and Learning badges from the National Forum for the Enhancement of Teaching and Learning. They are now actively training other members of the faculty in how to design flexible learning environments and teaching materials.

Children's Mental Health Column in The Examiner - Dr Colman Noctor, in April 2021 also began contributing a weekly column in the Irish Examiner exploring Children's Mental Health over the pandemic. The column is very popular with readers and has attracted considerable praise from readers.

School of Public Health, Physiotherapy and Sports Science

In March of 2021, the School led the College of Health and Agricultural Sciences' first University for All - 'UCD Toolkit for Inclusive HEIs' Workshop. To accelerate the embedding of the University for All principles within the School, Associate Professor Cairiona Cunningham led a Toolkit Implementation Workshop, supported by the Associate Dean for Teaching & Learning (Dr James Matthews), the Associate Dean for Equality, Diversity & Inclusion (Dr Ross Neville), and Dr Lisa Padden Project Lead for University for All. The interactive workshop included a student panel sharing their experiences, a presentation on School data from the 2020 University for All Survey, and an interactive session using the Toolkit for Inclusive Higher Education Institutions to explore 'Student Assessment practices' within the School.

In 2021, the School continued to engage in outreach and engagement activities to support vulnerable population groups. For the second year in a row, six SPHPSS students from Dietetics and Physiotherapy participated in a virtual volunteering project with UCD Volunteers Overseas with partners in Uganda and India. More information about the UCDVO virtual volunteering projects can be found [here](#).

The School's BSc Sports & Exercise Management students also continued their local charity activities in 2021. Despite physical distancing restrictions, students from the School ran an online event raising much needed support for the Irish Cancer Society. In collaboration with UCD Rugby, and led by Teaching Fellow Amy Bermingham, the Sports & Exercise Management Team successfully achieved their aim of raising 10,000 euro.

School of Veterinary Medicine

International Men's Day, November 19 2020: The theme was "Better health for men and boys". The School of Veterinary Medicine ran a social media campaign using a series of tweets detailing the many supports available in UCD for male staff and students.

International Day of Women and Girls in Science, 11th February 2021: To celebrate International Day of Women and Girls in Science, the School of Veterinary Medicine asked five of their talented researchers from all over the world to share what they are working on and to offer advice to others who are considering a career in science.

International Women's Day 2021, 8th March 2021: On International Women's Day 2021 the School of Veterinary Medicine welcomed three Veterinary Medicine graduates to join the school for a panel discussion about how they have chosen to challenge and achieved significant success in their careers.

Darkness into Light, 8th May 2021: The Darkness into Light event has become a Vet School tradition which brings the School community together and shows support for the fight against suicide and self-harm. Darkness Into Light took place on 8th May 2021 and people were encouraged to wake up at sunrise and take part in a way that suited them, such as walking, swimming or cycling.

Dean's Inclusion Award, May 2021: The annual School of Veterinary Medicine Dean's Inclusion Award was created in 2019 recognising staff/student contributions to inclusion in the school/hospital during the previous year. Niamh Nestor was selected in May 2021 to be recipient of the award.

Pride, June 2021: Staff and Student "What Pride Means to Me" Photo Campaign - In June 2021 the Veterinary School asked staff and students to send in photos depicting "what Pride means to me". Photos were uploaded throughout the month of June to see what evoked the spirit of Pride in the School's community.

Mentorship programmes: The School of Veterinary Medicine delivered two mentoring programmes within the School. The Faculty Mentorship programme catered for the three staff/student cohorts: early career stage faculty, postdoctoral students and postgraduate students. A pilot Cross-University/Divisional Mentorship Programme catered for technical, nursing, professional and support staff. The feedback from the two programmes was positive and the School will continue with the Mentoring Programmes for the 2021 to 2022 cycle.

In addition to CHAS-wide faculty promotion workshops, two workshops specific to SVM staff were held for academic and clinical staff to support their promotions prospects.

College of Arts and Humanities

This academic year we set up a postgraduate 'buddy scheme' with the aim of connecting postgrads across the College who have similar interests but are in different subjects during the period of campus closure. 11 students participated in this first iteration.

We have also published an EDI report from the College for the previous academic year (2019/20), making the work done in research, teaching and learning, and outreach visible. The aim is to create greater awareness, highlight strengths and weaknesses, and encourage others to view their own work through an EDI lens: <https://www.ucd.ie/artshumanities/newsandevents/equalitydiversityinclusionreport/>

2/10/2020 and 18/03/2021: Virtual 'Town Hall' meetings were held to discuss the new dignity and respect policy and procedures and gather feedback and opinions from the College.

6/11/20: The 'EDI in the Classroom' (a symposium run in collaboration with T&L VPs Naomi McAreavey and Jorie Lagerway) initiated constructive discussion on topics such as anxiety, teaching sensitive and emotionally demanding content and decolonising the curriculum.

07/04/21: SU Welfare Officer Ruarai Power and Student Adviser James Ronan were invited to join a discussion on student mental health.

23/06/21: The Committee put out its own statement on the Black Lives Matter movement ([available here](#)).

College of Science

Phase III planning for Science Centre:

The third phase of development is planned for the O'Brien Science Centre. The committee fed EDI recommendations to the College Principal and Professor Padraig Dunne. Briefly, these comprised issues/ staff and student concerns relating to:

- Maintaining a sense of school identity & belonging.
- Considerations for the decant phase (appropriate accommodation for students and staff).
- Postgraduate student concerns (lack of information, especially in regards to the decanting period).
- Undergraduate Student concerns (Lack of usable welfare spaces in the science buildings and lack of seating).
- Shared offices and open plan reading rooms.

8th February 2021 (Online) - Faculty promotions workshop

The College of Science EDI committee ran a very well attended webinar on applying for promotion. It followed the week after the UCD promotions workshop. It was attended by 25 faculty members from across the College at various levels. Recent successful applicants for promotion to Associate (M) and Full Professor (F) shared their experiences of the process and gave tips and advice. There were lots of questions and active discussion.

11th February 2021 - UN International Day of Women and Girls in Science

11th of February is the United Nations International Day of Science. This day was recognised in UCD College of Science, for the third year in a row, with an online presence via student video testimonials about why they decided to study STEM. These were shared online and via College social media platforms.

17th June 2021 (Online) - Inclusive Teaching workshop

The College of Science EDI, Widening Participation and Teaching & Learning Committees in conjunction with UCD ALL, organised an Inclusive Teaching and Learning Workshop. The workshop incorporated a self-assessment of our inclusive teaching practice. It further helped highlight best practice and identifying priority gaps and areas that should be addressed. The workshop supported the development of a fully-inclusive learning environment in the College of Science, one in which all students feel they belong.

College of Engineering and Architecture

Progress on our Gender Equality Action Plan is good, in spite of the challenges arising from the pandemic. Many important data gathering processes, from career break monitoring to external contributions, are now embedded.

Discussions about renewal are at an early stage.

The academic staff across the College received external training on unconscious bias, and dignity and respect. Feedback from the staff has been positive.

Visibility of Civil Engineering in Stage 1 (Engineering, common) was reviewed. More explicit links between the Creativity and Design module and that School were made. Women have increased from 23% to 37% of stage 2 in one year. As engineers, we caution against reading too much into one datapoint, but signs are good that this intervention had a positive effect.

A College-wide inclusive teaching pilot programme was conducted by Beth Shotton (former College VP EDI), Lisa Padden and Conor Buggy. A book of case studies was launched at a symposium in October, and is available online [here](#).

On a related note, four faculty partners have been appointed under the university for all faculty partnership programme. They are just beginning their work. They will help embed inclusive teaching practices across the College.

The School of Architecture, Planning, and Environmental Policy has surveyed staff on EDI issues and is following up with focus groups. Giacomo Severini (former EDI rep for Electrical and Electronic Engineering), conducted a survey on issues relating to the UCD Crèche. He found that 75% of respondents preferred a crèche closer to home, and that while there is a need for increased crèche spaces this is true across Dublin. He concluded that the most serious issue is a lack of awareness/information about crèche services. A survey of postdocs on topics relating to career progression was conducted by Fionnuala Murphy (EDI rep for Biosystems Engineering) and Eoin Syron (former EDI rep for Chemical and Bioprocess Engineering). Results are being processed.

The College Marketing Office has developed a Wall of Graduates. The School of Architecture, Planning, and Environmental Policy have been involved in a pilot programme for induction and support.

The College has examined completion rates in our undergraduate programmes and identified positive trends. An assessment of Core Working Hours Policy adherence found excellent compliance across the College.

Student focus groups returned disappointing results on dignity and respect grounds. Further investigation established that most complaints related to Teaching Assistants (TAs). Schools have undertaken to embed dignity and respect training in TA training.

Criteria for academic appointments have been reviewed by Eoin O'Neill for gender-coded language (Head of School, Chemical and Bioprocess Engineering). Recommendations of best practice have been circulated to all Schools in the College.

Information about breastfeeding facilities around the campus has been posted around the College buildings.

College of Business

In 2020-21, EDI work at the UCD College of Business has been driven by the preparation and submission of the Athena Swan Bronze application. Besides quantitative data analysis and commitment to clear future plans on how to further strengthen the College of Business' EDI performance - for example, the Gender Action Plan - this involved the participation in UCD's Equality Survey. It is important that we hear about experiences of equality in UCD and the impact of EDI initiatives on

our working environment, as this will allow us to identify and prioritise steps that can be taken to address issues or enhance your experiences.

Another proud achievement is UCD Smurfit's EDI Scholarship for US Students. The scholarship is designed to offer financial support to promising graduate students who have successfully completed their undergraduate degree and would like to undertake a full-time, graduate, taught Masters of Science (MSc) or Masters of Business Administration (MBA) at UCD Smurfit School. UCD Smurfit School's new EDI Scholarship is an exciting initiative to attract US students from historically underrepresented groups. This 50% scholarship is the first of its kind for an Irish HEI and aims to attract and support students from diverse backgrounds in the US.

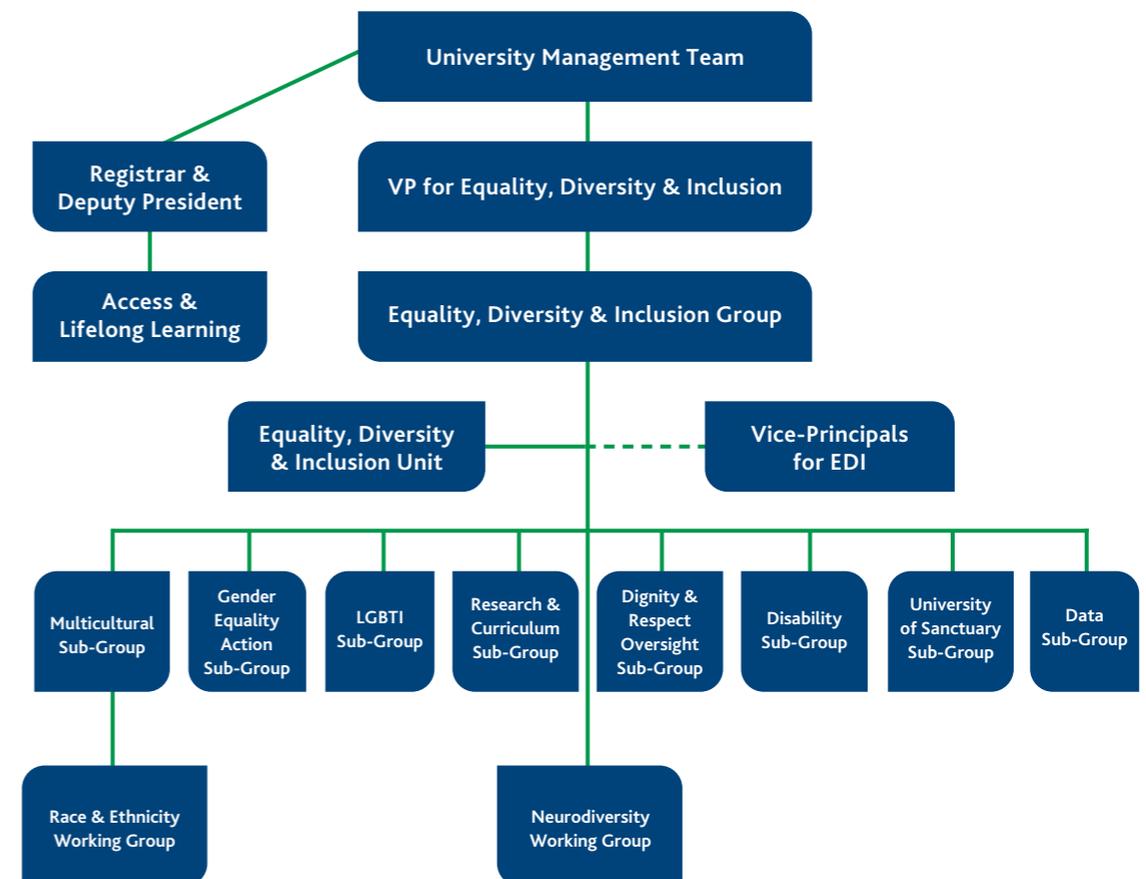
Throughout the year a range of events related to EDI topics took place in the College of Business. Due to Covid-19 and related restrictions, most activities had to be carried out digitally. Examples include a range of seminars and debated revolving around International Women's Day. UCD Smurfit Women Inspiring More hosted an event moderated by MBA student Caitlin

McBride as she interviews Mark Ryan, former Country Managing Director of Accenture and a Non-Executive Director of Wells Fargo Bank International, Publicis, PwC and DCC and Sharon Cunningham, a UCD Smurfit MBA alumna and CEO & Co-Founder at Shorla Pharma.

Moreover, in the CEMS Webinar Series: Making Your Voice Heard, moderated by Professor Julia Backmann, Professor Connson Locke drew on research from her new book, Making Your Voice Heard, to look at how to develop your leadership presence and be more influential in the workplace. This webinar aimed at providing a fresh approach to influence, grounded in psychological research, and explaining how to make your voice heard, regardless of your background or gender.

Lastly, the College of Business continued with the distribution of the EDI College of Business Newsletter. Based on previous feedback, the EDI Newsletter addressed an apparent lack of awareness of resources by providing information on for example the "Report & Support" website, which provides support for those affected by bullying, harassment, sexual harassment and sexual violence, and the Unicare Safe Hotline.

Appendix 3 UCD EDI Organisational Chart





University College Dublin

Belfield, Dublin 4, Ireland.

www.ucd.ie/equality