



University College Dublin

Race and Ethnicity Equality Report 2022



Foreword from Vice President for Equality, Diversity and Inclusion

I am pleased to share with you the final report of the Race and Ethnicity Equality Review undertaken by the Race and Ethnicity Equality Working Group. This is an important report that sets out the journey that UCD is on to achieve a more diverse University community and equality for all. We recognise both the common experience of racism across different societies and also an unwillingness to accept ongoing racial violence, racial harassment and inequality. The University is not complacent and acknowledges the challenges it faces and has a genuine commitment to equality of opportunity for our students and employees, and to promote and maintain an inclusive work and study environment where there is mutual respect and dignity.

As a University committed to advancing equality, we will continue to work to address inequality and discrimination through education, research and engagement with the wider higher education sector and society.

To achieve an inclusive culture at UCD, a wide-ranging series of initiatives are being put in place. The development of a dedicated dignity and respect support service and dignity and respect training for all students and employees, including bystander training, will support students and employees to come forward if experiencing harassment of any kind and to identify and challenge racism and other unacceptable behaviours whenever they encounter it. Enhancing data collection across the equality grounds has been a priority for the University to enable a better understanding of the diversity of the student and employee population and to identify where the gaps exist. It is clear that work needs to be done to better attract employees from minority ethnic backgrounds and to ensure that they are supported and developed so that they can achieve their full potential whilst in UCD. This, along with other initiatives, will lead to increased visibility on influential committees, assessment panels and other fora. Supporting the implementation of the Education Strategy including through pilots and gathering examples of best practice across the institution to inform the development of baseline standards for a diversified and more strongly intercultural curriculum, enhancing the inclusive learning experience of our students.

An EDI Race and Ethnicity Equality Sub-Group of the University EDI Group is being recommended to be established to review the findings of this report in detail and develop an action plan. We will continue to listen and learn and to work with our students and employees to create an environment where all feel safe and supported to study and work in an environment where they belong, are respected and can flourish.

Professor Colin Scott

Vice-President for Equality, Diversity and Inclusion

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1. Introduction

UCD is committed to building a culture where people of all backgrounds are celebrated and valued for the unique contributions that they can bring to the University. As well as there being an undeniable moral case for race/ethnic equality, the diversity of ideas and perspectives brought by people of different backgrounds and identities will benefit individuals, University, society and the economy overall. Changing population demographics in terms of ethnicity, age and other personal characteristics means that it is essential that the University is in a position to attract talent from this wider talent pool and to support their development and sense of belonging in an inclusive environment in order to retain this talent. The revised [UCD EDI Strategy 2021 – 2024](#) demonstrates the University's commitment to promoting race/ethnic equality by engaging with the University community, raising awareness and the development of an action plan to progress recommendations made in this report.

The University's Gender Equality Action Plan 2020 – 2024 also includes a range of actions to promote Race and Ethnic equality acknowledging intersectionality and the additional barriers that this can bring.

The Race and Ethnicity Equality Working Group, a subgroup of the EDI Multicultural sub-group, was established in June 2020 to gain a better understanding of UCD's campus climate in relation to race and ethnicity and to make recommendations as to how the University can promote race and ethnic equality and address challenges and barriers identified.

Expressions of interest were sought from members of the University community from all disciplines, genders, categories of employees and diverse backgrounds (See Appendix 1 for Terms of Reference of this group). The group also has student representation. 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/Action Plan with tangible actions aimed at making UCD an equitable and respectful environment for employees and students of all races and ethnicities.

The group with this report sets out to understand the lived experiences and challenges of our University community by opening up conversations and identifying how we can address the lack of representation and improve employee and student experience and progression. This includes the removal of barriers as well as creating a culture of collective responsibility for promoting race/ethnic equality and where racial harassment and discrimination is not tolerated. The national and sectoral landscape around race and ethnicity is provided to give context and goes on to examine the experiences of students and employees in UCD obtained through the EDI survey and dedicated "Listen and Learn" focus groups and also looks at the data available. Efforts taken to date to achieve race equality are outlined acknowledging that UCD is at an early stage of a specific focus on race and ethnicity. The report makes recommendations based on the outputs of national, sectoral and University level review of the quantitative and qualitative data. For the purposes of the report, race equality is defined as 'equal representation, equal experiences and equal outcomes of those from minority ethnic groups'.¹

¹ HEA - Race Equality in the Higher Education Sector

The May 2020 statement from the National Athena SWAN Ireland Intersectionality Working Group on the Use of Ethnicity Categories in Irish Higher Education offers a summary of the limitations and ethics of using ethnicity categories. (See Appendix 2)

2. National and Sectoral Landscape

2.1 National Context

In the most recent Ireland Census (2016), it demonstrated that the population of the State grew at 0.8 per cent per annum whilst those with Irish ethnicity increased by just 0.2 per cent. The fastest growing ethnic group since 2011 was “Other incl. mixed background”, with an annualised growth of 14.7 per cent. “Any other White background” rose by 1.6 per cent annually while Africans decreased 0.3 per cent per annum. The largest group in 2016 was “White Irish” with 3,854,226 (82.2%) usual residents. This was followed by “Any other White background” (9.5%), increasing by more than 54.6 per cent since 2006. While persons reporting an Asian or Asian Irish ethnic or cultural background increased between 2006 and 2016, persons of Asian ethnic or cultural background account for a much smaller proportion of the population, at 2.1 per cent (98,720) in 2016. The number of persons reporting a ‘Black or Black Irish’ ethnic or cultural background also increased between 2006 and 2016, however they have remained at a consistently low proportion of the population, amounting to 1.4 per cent (64,639) in 2016. Irish Travellers (30,987) made up 0.7 per cent of the usually resident population.

The 2016 Census indicates that the 535,475 non-Irish nationals living in Ireland originate from 200 different nations. The largest group are Polish nationals at 122,515, followed by 103,113 UK nationals, and 36,552 Lithuanians. Overall, there are 12 nationalities with more than 10,000 residents living here in Ireland from America, Brazil, France, Germany, India, Italy, Latvia, Romania, and Spain, in addition to Poland, Lithuania and the UK.

Table 2.1 ESRI and IHREC Report: Ethnicity and Nationality in the Irish Labour Market
Source: CSO, Census2006, Census 2011, Census 2016

Reported Ethnic or Cultural Background	2006		2011		2016	
	Population	%	Population	%	Population	%
White	3,956,609	94.8	4,264,465	94.2	4,331,940	92.4
Irish	3,645,199	87.4	3,821,995	84.5	3,854,226	82.2
Irish Traveller	22,369	0.5	29,495	0.7	30,987	0.7
Other White	289,041	6.9	412,975	9.1	446,727	9.5
Black or Black Irish	44,318	1.1	65,078	1.4	64,639	1.4
Asian or Asian Irish	52,345	1.3	84,690	1.9	98,720	2.1
Other, including Mixed	46,438	1.1	40,724	0.9	70,603	1.5
Not Stated	72,303	1.7	70,324	1.6	124,019	2.6
Total	4,172,013	100.0	4,525,281	100.0	4,689,921	100.0

Some of the key findings from the ESRI and IHREC² report include:

- People from the **Black non-Irish group** are less than half (0.4 times) as likely to be employed than White Irish and five times as likely to experience discrimination when seeking work.
- People from the **Black Irish group** are twice as likely to experience discrimination seeking work and just under three and a half times (3.4 times) as likely to experience discrimination in the workplace as White Irish.
- Both the **Black Non-Irish and Black Irish groups** are much less likely to hold a managerial or professional job.
- The **White EU-East nationals group** are much less likely to hold a managerial or professional job but show no difference in their rates of employment.
- The **Asian Irish group of people** do not differ in terms of employment rates and are more likely to be working in professional/managerial occupations but are almost twice (1.9 times) as likely to experience workplace discrimination.
- Overall, it seems that the disadvantage experienced by some groups in relation to securing employment in top jobs (managerial/professional level) appears to be narrowing over the period since 2004.

<https://www.esri.ie/publications/ethnicity-and-nationality-in-the-irish-labour-market>

2.2 Sectoral Context

Data collection across Irish Higher Education Institutions regarding the race/ethnicity of its employee population has not been consistent but institutions have more recently begun looking at data systems to enable data across all equality grounds to be collated more comprehensively and consistently. Data is available from a recent HEA survey national survey of HEI staff undertaken in late 2020/early 2021 to develop a picture of race equality across the Irish higher education sector.³ The survey was developed by the HEA Centre of Excellence for Equality, Diversity and Inclusion, in collaboration with the Athena SWAN Ireland Intersectionality Working Group. All staff working in HEIs in the Republic of Ireland, regardless of ethnic background or nationality, were invited to participate. 3,323 staff in Irish HEIs responded to the survey.

The data demonstrates that the employee population in Irish HEIs is overwhelmingly White Irish or White Any Other Background. The largest group of respondents (**72%**) described their ethnicity as White Irish, nearly a fifth (**17.5%**) of White Other background and **8.6%** described themselves using other ethnic categories. The majority of respondents employed within Professional, Managerial and Support Services were White Irish (83%) with 12% White Other, and 4% from minority ethnic groups. Research Fellow roles had the lowest percentage of White Irish (43%), compared to 39% White Other and 19% from minority ethnic groups. Respondents from minority ethnic groups were 4 times more likely to be employed in Academic roles than in Research Centre or Research Fellow roles, and 3 times more likely than in Professional, Managerial and Support Services. They were slightly more likely to be employed within Arts, Humanities and Social Sciences than other disciplines. While 38% of White Irish and 49% of White Other across all roles earn below 60,000 Euro, 66% of respondents from minority ethnic groups are in this category. The percentage of people who earn over 75,000 Euro is the lowest among minority ethnic groups (17%) as compared to 38% of White Irish, and 25% of White Other respondents. Most respondents reported that their current institutions lacked ethnic diversity, particularly at the leadership and management level. Those in STEM disciplines were more likely to believe staff were more diverse than

² <https://www.esri.ie/publications/ethnicity-and-nationality-in-the-irish-labour-market>

³ <https://hea.ie/assets/uploads/2021/10/HEA-Race-Equality-in-the-Higher-Education-Sector-Analysis-commissioned-by-the-Higher-Education-Authority-1.pdf>

those in Arts and Humanities and research contract staff were also seen as more diverse than permanent staff and administrative staff.

Table 2.2 HEI's Reported Ethnicity of undergraduate students at time of entry (Source: hea.ie/statistics)

Ethnicity		2017/18	2019/20	2020/21
		Student %	Student %	Student %
White				
Irish		84.6	82.0	79.3
Irish Traveller		0.2	0.2	0.1
Roma		*Not recorded	*Not recorded	0.3
Other White		7.6	8.1	8.1
Black or Black Irish				
African		2.4	3.1	4.4
Any other Black background		0.2	0.3	0.3
Asian or Asian Irish				
Chinese		0.9	1.2	1.4
Indian/Pakistani/Bangladeshi		*Not recorded	*Not recorded	1.3
Any other Asian background		2.3	2.8	2.0
Other, including Mixed Background				
Arabic		*Not recorded	*Not recorded	1.1
Mixed Background		*Not recorded	*Not recorded	0.9
Other		1.7	2.4	0.9
Not Stated		0.1	-	-
Total		100	100	100

3. UCD Race/Ethnicity Landscape

3.1 Quantitative Data

Applicant and Employee Data

UCD collects EDI related quantitative and qualitative data across the nine equality grounds as defined under the Employment Equality Act 1998 – 2015 through a variety of means including data monitoring tools completed on a voluntary basis by applicants and employees, EDI Surveys and facilitated focus groups and workshops.

UCD commenced the collection of diversity data in 2014 for applicants applying for roles in the University. This is achieved through a Diversity Monitoring tool where applicants are invited to identify their diversity details on a voluntary basis. Due to enhanced communications in recent years, the full completion rates for the tool have increased to 76% in 2020/21 from just 19% in 2017/18.

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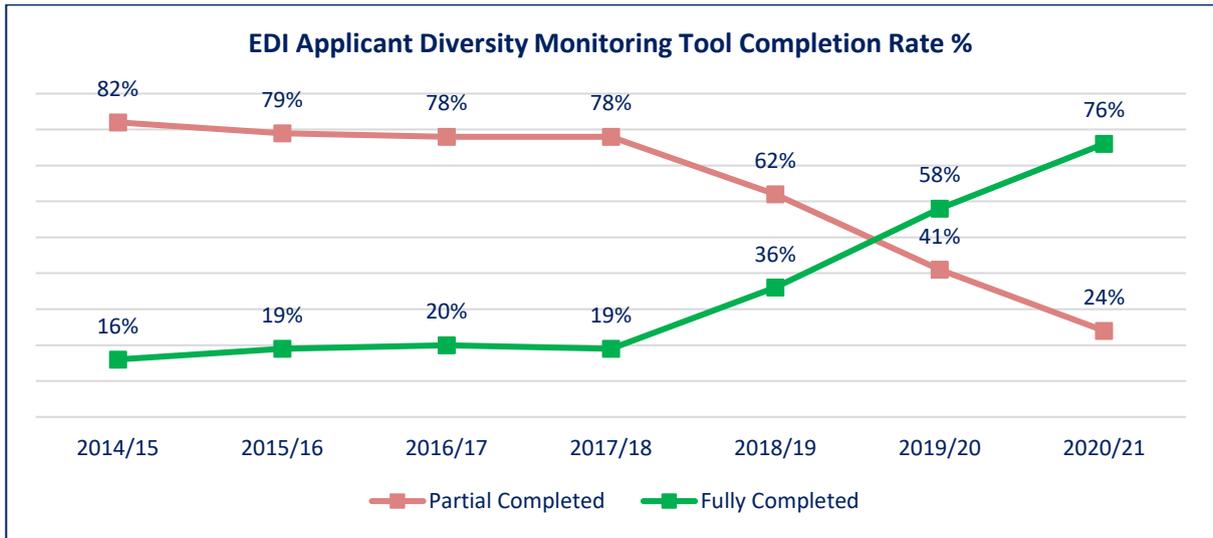


Figure 3.1 EDI Applicant Diversity Monitoring Tool Completion rate%, Source (EDI Diversity monitoring tool)

Table 3.1 Ethnicity of UCD Applicant data 2020/21, Source (EDI Diversity monitoring tool)

UCD Academic & Non Academic Applicant Ethnicity	2020-2021	
	Applicants who give disclosed their ethnicity	%
White	29,864.0	67.1
Irish	16,986.0	56.9
Irish Traveller	101.0	0.3
Roma	272.0	0.9
Other White	12,505.0	41.9
Black or Black Irish	1,664.0	3.7
African	1,471.0	88.4
Any other Black background	193.0	11.6
Asian or Asian Irish	9,021.0	20.3
Chinese	1,948.0	21.6
Indian/Pakistani/Bangladeshi	3,367.0	37.3
Any other Asian background	3,706.0	41.1
Other, including Mixed Background	2,935.0	6.6
Arabic	489.0	16.7
Mixed Background	2,446.0	83.3
Prefer Not to Say	1,020.0	2.3
Total	44,504	100.0

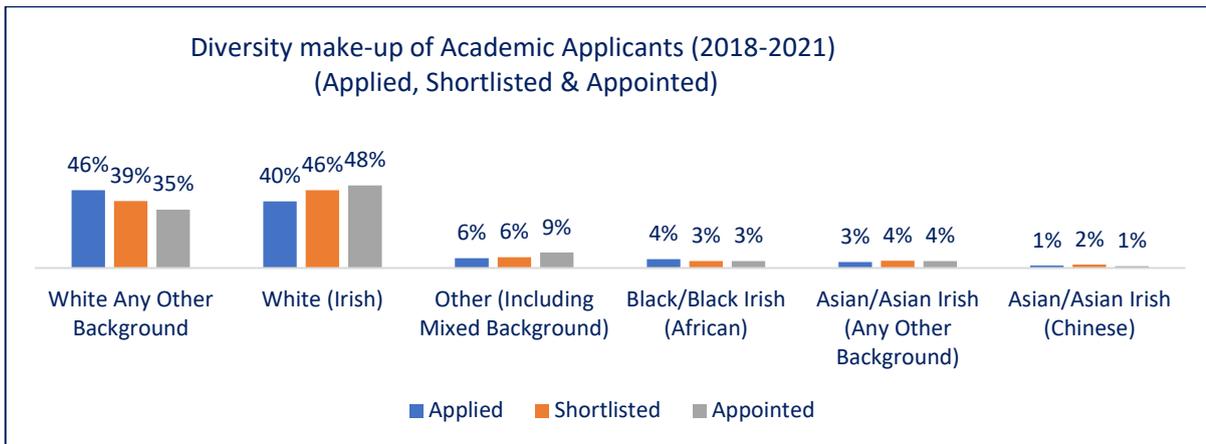


Figure 3.2 Diversity make-up of Academic Applicants (2018-2021)



Figure 3.3 Diversity make-up of Research Applicants (2018-2021)

The majority of academics and researchers applying, shortlisted and appointed over the 3-year period 2018-21 are white, but there is slightly greater diversity among researchers. The percentage of those appointed from each ethnic group is broadly in line with the percentage applying, apart from the categories of White (Irish), where there is a higher percentage among those appointed than among applicants, and White (Any Other Background) where the opposite is true. The low numbers from minority ethnicities, which are typical of the Irish HE system more broadly, do not allow for meaningful analysis of intersectionality between gender and ethnicity.

Table 3.2 Ethnicity of UCD Employees 2022 of those who completed the Core Employee Self Service Diversity Screen effective March 2022

UCD Employee Ethnicity (Academic & Non-Academic)		Employee %
White		84.8
	Irish	62.9
	Irish Traveller	0.1

	Roma	0.4
	Any other White background	36.6
Black or Black Irish		1.3
	African	93.3
	Any other Black background	6.7
Asian or Asian Irish		9.7
	Chinese	26.3
	Indian / Pakistani / Bangladeshi	36.0
	Any other Asian background	37.7
Other including mixed background		4.2
	Arabic	6.1
	Mixed Background	93.9
	Other	0.0
TOTAL		100

Table 3.3 Distribution of all UCD employees by ethnicity and job type (of those who completed the Core ESS tool which is 35% of employees)

Job Type	Ethnicity	Employee %
Academic	White	83%
	Asian or Asian Irish	8%
	Other including mixed background	6%
	Black or Black Irish	1%
	Prefer not to say	2%
Research	White	73%
	Asian or Asian Irish	19%
	Other including mixed background	1%
	Black or Black Irish	1%
	Prefer Not to say	6%
Support	White	92%
	Asian or Asian Irish	4%
	Other including mixed background	1%
	Black or Black Irish	1%
	Prefer Not to say	2%

The vast majority of UCD employees (of those who completed the Core ESS Diversity Screen) are white with only 1.3% black/black Irish. The highest minority ethnic group in UCD is Asian/Asian Irish at 9.7%. Researchers have the highest percentage of ethnic diversity with 27% from a minority background employed as a researchers compared to 17% for faculty and 8% for all other employees from the support/professional category.

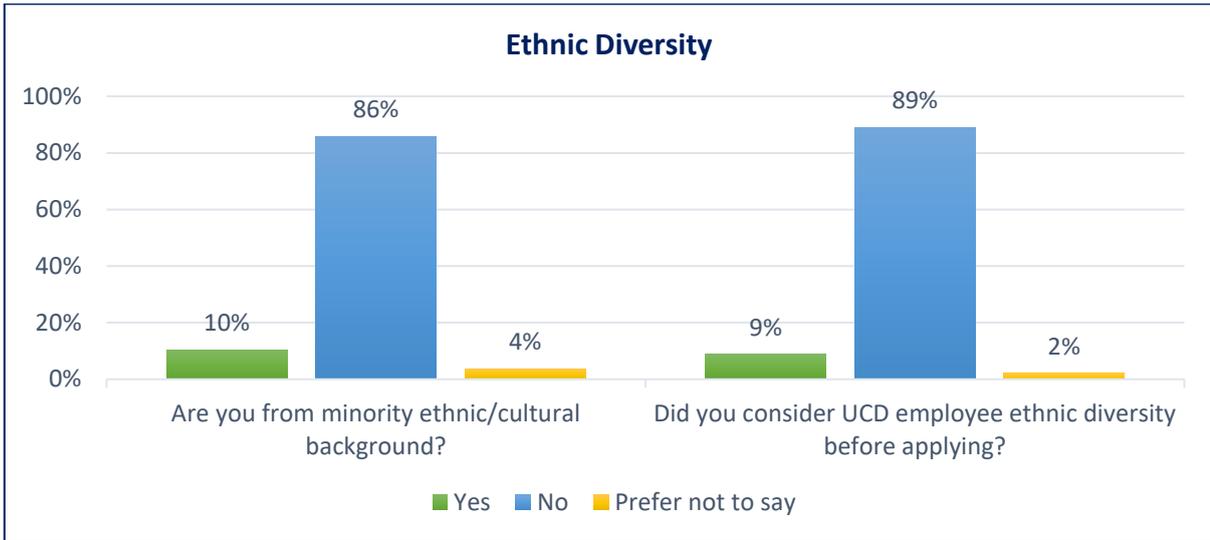


Figure 3.4 EDI Survey - Ethnic background of respondents

An EDI Survey was conducted in May 2021 and a section was dedicated to Race/Ethnicity questions. Survey respondents were asked whether they are from a minority ethnic or cultural background. 10% of survey respondents indicated that they were, and 9% of respondents indicated that they considered the employee ethnic diversity of the university before applying to work here.

Survey respondents were asked their feedback on a number of suggestions as to how UCD could attract and retain more people from ethnic minority backgrounds to roles in UCD. The top three actions to attract a more ethnically diverse staff included visibility of role models, increased awareness of race and ethnicity amongst hiring managers and racial and ethnic diversity on recruitment panels.

Respondents felt the support and retention of people from ethnic minorities in UCD would be enhanced by introducing mentoring programmes, representation on committees and by also further engaging with people from a minority background.

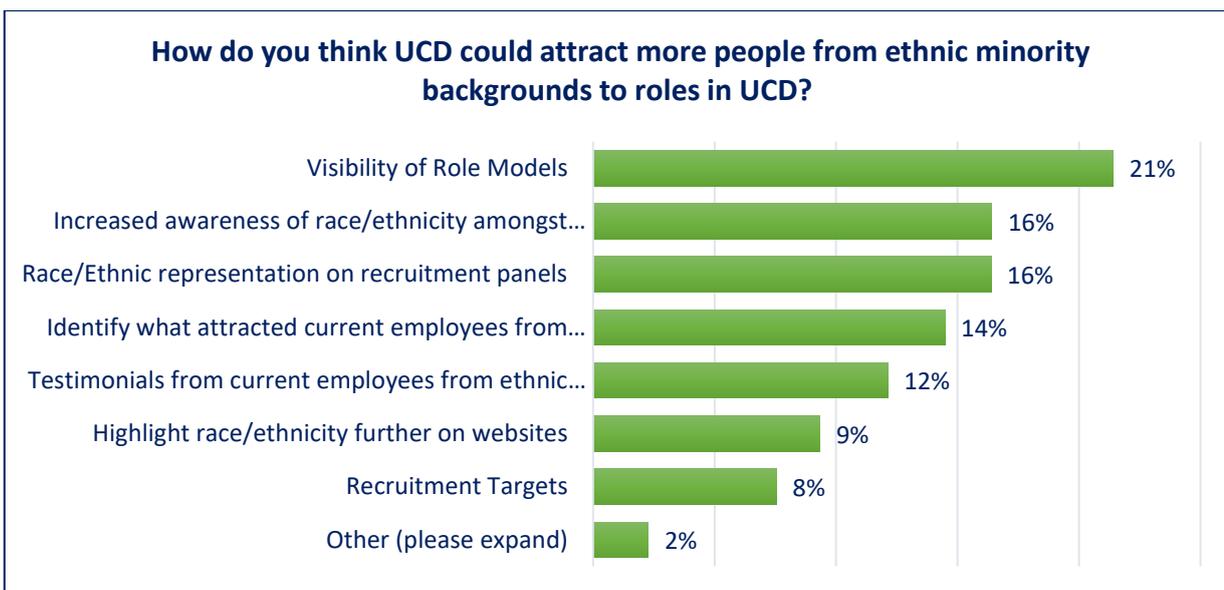


Figure 3.5 EDI Survey - How do you think UCD could attract more people from ethnic minority backgrounds to roles in UCD?

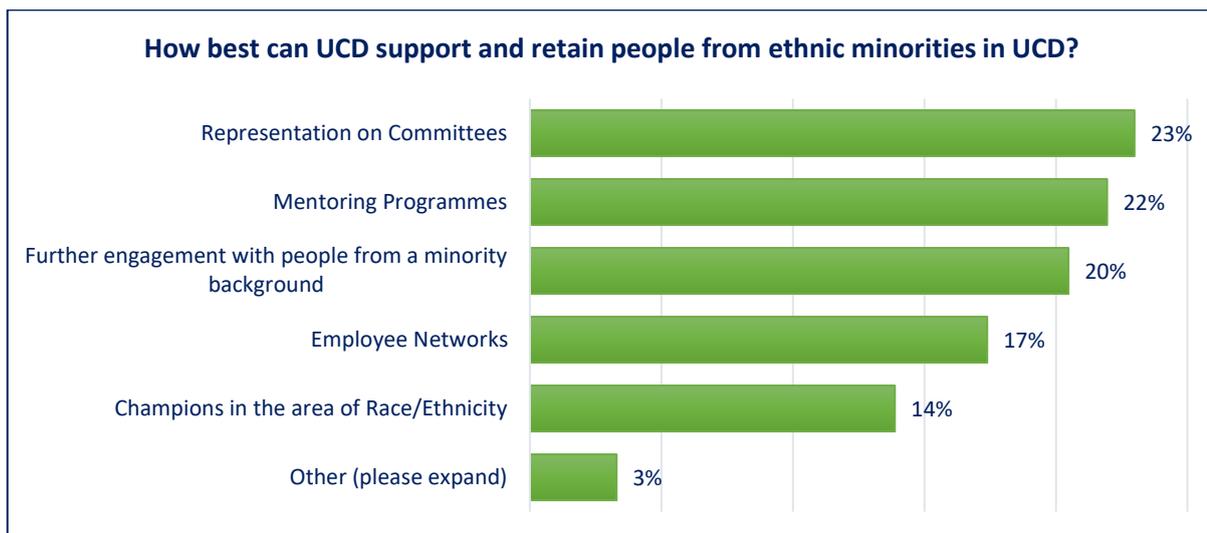


Figure 3.6 EDI Survey - How best can UCD support and retain people from ethnic minorities in UCD?

Other outputs from the EDI Survey through free text comments:

- More diversity at senior levels required
- Training on cultural differences is important
- More role models visible for people from race/ethnic minority backgrounds

Student Data

Table 3.4 HEA UNDERREPRESENTED Student SURVEY RESULTS: Ethnic/Cultural Background

HEA UNDERREPRESENTED SURVEY RESULTS: Ethnic/Cultural Background										
Ethnic/Cultural Background	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21
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

In the 2016 Census, there were 96,497 non-Irish national students and pupils aged 5 years and over resident in Ireland in 2016 accounting for 18 per cent of all non-Irish nationals. The largest group were Poles (22,450 persons) followed by UK nationals (11,704), Lithuanian (7,133) and Brazilian (4,632).

European continentals accounted for two in three non-Irish national students aged 5 years and over in 2016. Asian (14.3%) and American (10.1%) students were next while students with African nationality (6.5%) had the lowest share.

Data published by the HEA obtained from the Equal Access Survey stated 61 Irish Travellers were participating in higher education in 2017/18. 84.9% of respondents to this survey in the same year indicated they were Irish, 7.5% was any other white background, 2.2% were African, 0.2% were any other black background, 1% was Chinese and 2.2% from any other Asian background.

3.2 Themes – Listen and Learn Focus Groups

Four focus groups took place with students (1 undergraduate, 1 postgraduate) and 2 employee focus groups including a webinar throughout 2021. The full range of outputs from all sessions are included in Appendix 3. The following are the key themes/observations that emerged from the sessions:

Student Focus Groups

- Micro-aggressions are subtle but exist
- Lack of Diversity/Visibility
- Requirement for greater Cultural Awareness
- Intersectionality needs to be considered
- Accessibility for International Students is an issue
- Supports available - need to be highlighted
- Having a voice is important

Employees Focus Groups

- Greater visibility of Multiculturalism
- Increased awareness of Language
- Discrimination including by association needs to be addressed
- Mentor/Representative of an ethnic group – someone to go to that you identify with
- Different means of learning
- Intersectionality – ethnicity and socio-economic status
- Diversity of recruitment panels
- Policy supported by initiatives
- Demonstration of Impact
- Built into strategic plans
- Address Stereotyping
- Awareness of Reporting systems and Policies
- Empowering students – more diverse
- Mental Health issues linked to racial harassment/discrimination
- Need to develop goals/targets

4. UCD Journey to Date

UCD has commenced the process working towards race/ethnic equality but recognises that it is at the very early stages of this journey. The following outlines some of the work that has been taken in UCD to date and which the University will continue to build on further in order to meet its objectives in relation to race/ethnic equality.

A number of groups have been established in UCD which are concerned with advance ethnic/race equality in different ways:

- EDI Multicultural sub-group – concerned with cultural awareness, visibility and integration of people from all nationalities and ethnic backgrounds
- Race & Ethnicity working group – Working Group of the EDI Multicultural sub-group tasked with raising awareness around race/ethnicity and identifying barriers and challenges experienced by minority ethnic groups and making recommendations.
- EDI Research and Curriculum sub-group – concerned with supporting the embedding of EDI into research and the curriculum
- EDI University of Sanctuary sub-group – overseeing the University of Sanctuary accreditation and developing a process for Academics at Risk coming to UCD.
- A Working Group of the Athena SWAN Practitioner Network has been established to collaboratively work on Race/Ethnicity challenges across the sector, of which UCD is a member of
- UCD is represented on the Ireland Intersectionality Working Group was established in 2019 with an initial goal to develop a cross-sectoral approach to collecting data on staff and student ethnicity in the Irish higher education sector. The group is open to staff members from HEIs with academic or professional expertise in this area as well as representatives from the HEA.

The enhancement of EDI data collection has been a priority in UCD:

- Diversity Monitoring tool for applicants was developed in 2014 in UCD and captures data across the 9 equality grounds under the equality legislation, including race/ethnicity. As a result of better communications, the full completion rates of this tool has increased to 76% which enables better data at recruitment stages to be reported.
- Core ESS tool for employees was launched in 2020 in UCD and captures data across the 9 equality grounds under the equality legislation, including race/ethnicity. The completion rate is currently 36% and enables an understanding of the diversity make-up of the employee population
- There is a high completion rate amongst UCD student of the Equal Access survey for incoming students and this data is published by the HEA for the sector.
- Formal Dignity and Respect Complaints data including harassment on the grounds of race has been captured since 2017. Anonymous Reporting Data also provides data on harassment on the grounds of race.

A range of EDI related training programmes have been developed or are under development which incorporate a race/ethnicity element:

- A “Lets Talk Race” online programme was developed in the University sector focusing solely on raising awareness around race/ethnicity and was launched in Autumn 2021.
- The “EDI in Higher Education” programme was developed collaboratively by the Irish Universities and launched in UCD in September 2021. This includes materials across all equality grounds and a section on Cultural Awareness in the Teaching Environment.
- A pilot face-to-face Race Awareness training session took place on the International Day for the Elimination of Racial Discrimination on 21 March 2022
- A pilot face-to-face cultural awareness raising session took place in 2020 and will be incorporated into the programme of EDI training to be launched in September 2022.
- Unconscious Bias training includes scenarios/examples of race/ethnicity
- Linked-in Learning courses on race/ethnicity are promoted

Increased awareness raising of race/ethnic equality has been undertaken in a number of different ways including:

- An anti-racism campaign was launched in September 2021 with a range of banners and posters across campus and an online/social media campaign
- Consultation sessions on race/ethnicity took place as part of the development of this report with students and employees
- A range of race/ethnicity events took place with external expert speakers such as Dr Nicola Rollick (Goldsmiths University), Professor Kalwant Phobal (University of Birmingham), Dr Jason Arday (Durham University)
- A dedicated webpage on Race and Ethnic Equality in UCD has been developed with a UCD statement to race/ethnic equality, information on how to report an incident and a range of resources
- There was a dedicated section in the EDI survey 2021 on Race/Ethnicity to collect valuable qualitative data
- An EDI Calendar identifying important national/international dates and religious festivals
- Race/Ethnicity has been incorporated into Orientation for employees and into the Inclusive Universities module as part of online orientation for incoming students.
- The UCD EDI Strategy includes specific actions in relation to race/ethnicity
- University level strategies – diversity is a UCD value and is incorporated into University level strategies such as the UCD Rising to the Future Strategy, the UCD Education Strategy etc.
- The University Gender Equality Action Plan 2020 – 2024 has identified a range of actions to take in relation to race/ethnicity.

Recruitment

- Job descriptions include a mandatory criteria on Equality, Diversity and Inclusion and sample interview questions are included in the bank of interview questions to support assessment panels to address this criteria at interview.
- Equality statement and links to the EDI Policy, Strategy and EDI related accreditations and networks are included in job descriptions.
- Search Committee guidelines have been established which will support attracting candidates to roles where there are under-represented groups.
- A recruitment training bundle has been developed consisting of unconscious bias awareness raising, interview skills training with EDI mainstreamed throughout, and online recruitment module in the EDI in Higher Education programme.

Reporting incidents of racial harassment:

- A new dedicated Dignity and Respect Support Service has been established where students, employees and others can report incidents of racial harassment. This Dignity and Respect Support Advisers will support those impacted and proactively support resolution.
- Incidents of racial harassment can be reported anonymously through the Report and Support anonymous reporting tool for those who are not in a position to come forward. This information contributes to an understanding of the culture of dignity and respect in UCD and informs actions to be taken.
- A dignity and respect training programme is under development which will address racial harassment and how to report incidents.

Widening Participation

- Under the umbrella of the Cothrom na Féinne Scholarships, a scholarship has been ringfenced for students from Traveller or Roma communities. This is in addition to the Sanctuary programme for students in International Protection. The scholarships provide a stipend to cover college living expenses for the duration of the student's undergraduate course.
- Research Project led by Access and Lifelong Learning (ALL) on the barriers experienced by members of the Traveller community: ALL is working collaboratively with UCD's local Traveller organisations Southside Travellers Action Group and Exchange House. Supported by Dormant Accounts funding, a researcher, Dr Hannagh McGinley, has been engaged and has undertaken interviews with members of the Traveller community nationally, who have completed higher education and gathered their experience throughout their educational journeys. The focus of the collaborative research project is to identify the barriers, enablers, and recommendations from all participants with a view to informing UCD's next steps in creating a welcoming and supportive setting where members of the Traveller community may flourish and succeed.

5. Recommendations

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

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

The following are a set of recommendations to address the feedback received during consultation in UCD through focus groups and the EDI survey and national data and publications. These recommendations will not be taken in isolation of other equality grounds but rather implementation will take into account intersectionality of race/ethnicity with gender and other equality grounds where possible.

A key recommendation is the establishment of an EDI Race/Ethnicity Sub-Group to support the translation of these recommendations into an action plan with identified actions owners and the prioritisation of actions with clear timelines and success measures to measure impact. Key stakeholders and identified action owners will be engaged with as part of the development of the action plan.

Recommendations:

1. Attracting, retaining and developing more diverse employees to UCD

- Review the recruitment advertising and support materials (e.g. Inclusive Guideline for Hiring Managers materials, EDI mandatory criteria, EDI statements) to highlight the University's commitment to race equality and attract applicants from minority ethnic backgrounds.
- Review recruitment promotional materials to ensure there is diversity from an ethnicity perspective
- Explore setting targets at university level for recruitment of people from minority ethnic groups
- Broader/targeted staff recruitment advertisement to diverse audiences on social media and other appropriate channels. Broaden these recruitment channels by engaging with external partners with links to underrepresented populations
- Ethnic diversity of interview panels to be considered
- Include the "Let's talk Race" online training as part of the training bundle for Assessment Panel members (which includes Unconscious Bias face-to-face training, interview skills training and the recruitment module in the EDI in Higher Education programme)
- Providing immigration advice for non-EEA employees to reduce employment difficulties around visas and permissions to stay and other information including a jargon cheat sheet etc.
- Increased understanding by hiring managers of qualifications held by applicants from non-EEA countries.
- Provision of information around what it's like to work in a University like UCD to attract people from other countries.
- Orientation to highlight race/ethnic equality initiatives, role models and internal UCD supports and external supports for those experiencing racial harassment or discrimination.
- Support the integration of individuals from minority ethnic backgrounds which will include the education of existing employees in cultural awareness and race/ethnic equality training.

2. Race/Ethnic Equality Data

- Improve declaration rates of applicants for all roles regarding race/ethnicity to enable a better understanding of the diversity of applicants applying for roles from minority ethnic backgrounds and to enable target setting.
- Define who we consider are those in minority ethnic groups in order to set targets and measure impact of actions.
- Improve declaration rates of employees through the employee self-service diversity screen to enable a better understanding of the diversity of employees from minority ethnic backgrounds.

- Extend monitoring of race/ethnicity minorities beyond recruitment to areas such as committee membership, faculty promotions, development programmes participation and other key areas.
- Include race/ethnicity data including intersectionality in EDI Annual Reports, Dignity and Respect Annual Reports and other relevant materials.
- Use data to support target setting for minority ethnic groups
- To look at intersectionality of race/ethnicity with other equality grounds when numbers of people from ethnic minority backgrounds employed in UCD increase to allow for this analysis to occur.

3. Policy Development/Signposting

- Incorporation of actions on Race/Ethnicity into the UCD EDI Strategy action plan including having a UCD Race and Ethnicity Equality Working Group
- Review the EDI policy and audit other policies to identify how race/ethnic equality can be emphasised further and that reporting of incidents of discrimination and harassment are clearly identified.
- Develop a Race and Ethnicity equality policy and guide for UCD employee and students and create a vision statement for improving race equality at the university to demonstrate the University's commitment to race/ethnic equality.
- Bring a Race and Ethnicity Equality policy to life through initiatives such as sound bites.
- Include QR codes on materials to supports and where incidents can be reported.
- Clear signposting to existing policies relating to race equality e.g. Bullying and Harassment policy.
- Policy supporting materials relating to discrimination and racial harassment: Include specific examples or links to specific examples of discriminatory behaviours in policies and training relating to race equality and racial harassment (including microaggressions), which will support a shared understanding of racism and specific forms of discrimination and harassment.

4. Training and Awareness Raising

- Commence a campaign to encourage completion of the "Let's Talk Race" online programme developed for the University sector, particularly amongst first points of contact. Include Face-to-Face race equality training in the EDI programme of training options.
- Make available cultural awareness training to employees across UCD (including session specific to Traveller Cultural awareness to support awareness and increased visibility)
- To emphasise anti-racism in exiting relevant training programmes e.g. Unconscious Bias, Dignity and Respect (including Bystander training) etc.
- To continue to run anti-racism campaigns on campus and social media.
- To run a campaign to recognise the achievements of members of the UCD community from minority/ethnic backgrounds e.g. "Rising Stars"
- To publish the 2023 version of the EDI Calendar which identifies EDI national and international days of recognition/celebration and religious festivals and circulate across the campus.
- To re-enforce race equality information in the "Inclusive Universities" Student Orientation online module
- Build on the exiting Race/Ethnic Equality webpages as a place to articulate action and a resource repository
- To continue to run race equality events in UCD to raise awareness around UCD initiatives and to hear from experts internally and externally to UCD
- To enhance communications about race equality through employee/student e-newsletters, social media and other means

- To collaborate with the EDI University of Sanctuary sub-group to on events and awareness raising in relation to refugees and other displaced persons.
- To collaborate with Access and Lifelong Learning on the actions resulting from the research project with members of the traveller community including awareness raising activities in particular around traveller culture and visibility.
- To continue to engage with local migrant and refugee community groups and traveller groups to enhance understanding and collaborate on race and ethnicity related issues in the local area.
- Engage with the Sustainable Development Goals, particularly SDG 17 to “Revitalise the global partnership for sustainable development” and the importance of support for ethnic/minority groups as part of this SDG.

5. Reporting harassment/discrimination

- Ensure there are clear reporting mechanisms for issues of racial discrimination or harassment and awareness of these mechanisms through campaigns and training
- Ensure there are supports available for those experiencing issues of racial discrimination or harassment and awareness of these through campaigns and training
- Raise awareness around the ability to report issues of racial harassment/discrimination anonymously and monitor actions taken as a result.
- Ensure areas across the University take action locally where incidents of racial harassment/discrimination are reported

6. Platform to have a voice

- To improve understanding of reasons for employees from minority ethnic groups leaving UCD through the online exit interviews and identify actions to address gaps
- To include a section on Race/Ethnicity in the EDI Survey that is undertaken every two years to enable employees to provide feedback on actions taken in UCD to enhance race/ethnic equality
- Multicultural group – to obtain feedback from employees from diverse background through the Multicultural break and Multicultural Employee Network of UCD
- Circulate a survey on race/ethnic equality to UCD students to obtain their feedback on race/equality issues and barriers in UCD.
- Hold face-to-face focus groups with employees and students periodically to obtain further qualitative data and explore outputs of surveys in greater detail.
- Ensure that groups have student participation

7. Visibility/Participation on Committees, Panels and other fora

- Reinforce the importance of a transparent approach for internal roles associated with committee membership based on expressions of interest.
- Achieve greater ethnic diversity amongst members of influential committees which will ensure that there are different perspectives and lead to richer discussions as well as being role models for others from minority ethnic backgrounds.
- Review the Guidelines for Embedding EDI materials from a race/ethnicity perspective and incorporate committee membership and guidance for effective and inclusive meetings. Raise awareness at the start of each academic year of this material.
- Encourage uptake of training on skills in chairing meetings to ensure all voices are heard and everyone gets an opportunity to participate.
- Engage with the Languages strategy through the Multicultural group languages workstream to identify a programme of work around how languages can be used to enhance the

multiculturalism of the UCD campus. For example, different languages of welcome online and in buildings.

- Increase visibility of role models both internally to UCD, alumni, and external role models through various initiatives (e.g. Ethnic Minority Women on Walls initiative, series of blogs/interviews etc).
- Identify and train allies who actively support and advocate minority ethnic groups and make others feel comfortable discussing race which will help to create an open environment where frank conversations can be held and progress can be made.

8. Teaching and Research

- Encourage the review of scheduling of exams and assessment deadlines (e.g. provided on non-religious days) to ensure important festivals and celebrations are not coinciding with deadlines
- Support implementation of the diversity element of the Education Strategy including through pilots and gathering examples of best practice across the institution to inform the development of baseline standards for a diversified curriculum and to support the decolonisation of the curriculum.
- Engage with the UCD library database to support diverse reading lists/diverse books available
- Promote the cultural awareness section in teaching of the EDI in Higher Education online programme
- Encourage the undertaking in the Teaching across Cultures module run by Teaching and Learning
- Increase opportunities for employees and students to discuss the impact of existing curriculums, and teaching, on the student experience from ethnic minority groups
- Increase awareness around Universal Design toolkits and other materials which enhance an inclusive learning environment for all.
- Engage in Seed Funding and other internal/external research funding opportunities to advance Race Equality

9. Supporting diversity in students

- Targeted support programmes to improve up take of, and experience of ethnic minority students, with regard to applying for scholarship and funding.
- Targeted support programmes to facilitate ethnic minority students' access to placement and training opportunities.
- Increased awareness of the material that is available to support non-EEA students e.g. materials prepared by UCD Global
- Continue to ensure that student recruitment activities such as open days, school fairs, online materials are accessible to international students at entry points of the recruitment process.
- Increased understanding of qualifications held by students from non-EEA countries for PhD applications for example.
- Targeted career advice for marginalised groups, and first generation third level students
- Ensure there are role models for students from minority backgrounds to aspire to and identify with.

6. Conclusion and Next Steps

Whilst initial steps have been taken by the University as regards race and ethnic equality, there is much to

do in this area as evidenced by the research, data and consultation with students and employees in UCD. The proposed next steps are to establish a Race & Ethnicity sub-group with co-chairs appointed with the priority being to develop a Race & Ethnicity Action Plan based on the recommendations above with clear action owners, priorities and timelines and measures of success. It is essential that senior management lead the way in initiating positive conversations about race and ethnicity and are clearly visible as part of a Race & Ethnicity Equality policy and action plan and to communicate the importance of race and ethnicity in the University so that leaders are champions and role models for implementation of priority actions on race equality.

Appendices – Appendix 1



Statement by the National Athena SWAN Ireland Intersectionality Working Group on the Use of Ethnicity Categories in Irish Higher Education

May 2020

Background

The Intersectionality Working Group was established in 2019 by the National Athena SWAN Ireland Committee in conjunction with the HEA. Membership of the group is outlined in Appendix 1. While the work of the group will evolve over time, the primary goal of the group has been to develop a cross-sectoral approach to collecting data on staff and student ethnicity in the Irish higher education sector.

We understand the collection of staff and student ethnicity data to be central to the implementation of the Public Sector Equality and Human Rights Duty, deriving from section 42 of the [Irish Human Rights and Equality Act 2014](#). Under this Act, all public Higher Education Institutions (HEIs) must undertake assessment and monitoring, and have policies and plans to promote equality, prevent discrimination and protect the human rights of staff, students and the wider public that are served by the work of HEIs.

HEIs in Ireland have become accustomed, in recent years, to collecting and monitoring data on the gender of staff and students for equality purposes. This data has become useful to pinpointing where inequalities exist in the sector, and to informing system-wide and institutional actions to combat gender inequality.

Given international evidence of the ways gender and ethnicity inequalities interact in higher education, we regard it as particularly important that higher education institutions and the HEA develop greater understanding of our staff and students' experiences in relation to ethnicity.¹ But there are limitations and ethical dilemmas involved in asking people to identify with a particular

¹ Bhopal, K. and Henderson, H. (2019) Competing inequalities: Gender versus race in higher education institutions in the UK. *Educational Review*. <https://doi.org/10.1080/00131911.2019.1642305>

Zambrana, R.E. and MacDonald, V-M (2019) Staggered inequalities in access to higher education by gender, race and ethnicity. In Thornton Dill, B. and Zambrana, R.E (eds) *Emerging Intersections*, Brunswick: Rutgers University Press, pp. 73-100.

category for the purposes of equality monitoring. This is particularly true in the case of ethnicity categories.

The limitations and ethics of using ethnicity categories

It is important first of all to acknowledge that taking action against racism and for equality does not require us to wait for establishment of a data collection system. Perhaps more profoundly, we need to acknowledge that the institutionalising of modern racism has involved the state-sanctioned use of pseudoscientific categories in data collection, which falsely divide populations into superior and inferior groups. The concept of ethnicity has been foregrounded in contemporary public and policy discourse as a means of refuting connotations of biological hierarchy in populations, and to foreground the importance of descent, place and heritage to one's experience. Nonetheless, social movements and individuals often identify with categories of race and ethnicity interchangeably and in multiple ways, to reflect specific forms of shared historic and ongoing experience of society not least including the experience of institutionalised racism and related inequalities in work, study, health, housing, education and geographic location.

Ireland's Central Statistics Office (CSO) has developed ethnicity census categories over the past twenty years in consultation with community groups and individuals, and with some considerable reliance on the British approach to census classifications. The most recent revision of ethnicity categories for Census 2021 is noted in Appendix 2. The invitation to identify one's ethnicity in the census has largely involved a mix of physical characteristics (or race; White, Black, Asian etc), subcategorised by nationality (e.g. Irish, Chinese) and in the case of Irish Travellers, further subcategorised by a specific ethnic identifier. The 2021 categories also include the grouping Indian/Pakistani/Bangladeshi as a subcategory of 'Asian' for the first time.

These categorisations are inevitably contested, not least when one's only option is to identify as 'other'. The question of how to recognise those who are part of diverse but small population groups while retaining their anonymity also raises further question. Terms such as 'Traveller, Black, Asian and Minority Ethnic' (TBAME), or 'racialised minority' are heavily contested, not least when used to refer to individuals, as opposed to very broad groups. Terms such as 'global majority' are also increasingly being used to avoid overemphasising national minority status in a globalised world.

International evidence, and the working group's own experience also indicates there can be reluctance, not least amongst advantaged and majority groups, to identify with categories that denote one's skin colour.² However, since skin colour is one of the ways in which groups experience advantage and disadvantage, it is important to take into account. Thus, while there is an ethical purpose to collecting data on people's experiences by race/ethnicity, this purpose needs to be guarded carefully through a process of consultation with diverse constituencies, education at national and institutional level, responsible reporting and media engagement, and conviction to take action against institutional racism at all times.

² Doane, A.W. and Bonilla-Silva, E. (eds) (2003) *White out: The continuing significance of racism*. New York: Routledge.

Pauker, K., Apfelbaum, E.P. and Spitzer, B. (2015) When societal norms and social identity collide: The race talk dilemma for social minority children. *Social Psychological and Personality Science* 6(8): pp. 887-895.

Statement of the Working Group's position

It is our view that the following actions should be progressed:

1. The Irish higher education sector moves to create an evidence base regarding staff and student representation, access and outcome by ethnicity with the explicit purpose of recognising and tackling institutionalised racism and advancing equality in higher education;
2. For comparability purposes with CSO figures, the HEA use CSO categorisations of ethnicity to conduct this work, and provide feedback to the CSO on the use of these categories in the national census as appropriate;
3. The HEA work with HEIs and representative bodies to advise on the establishment of ethnicity categories in staff and student data systems, policies and forms, and to raise awareness of the legitimate purpose of using ethnicity categories under GDPR legislation;
4. The HEA work with higher education institutions and representative bodies to conduct a 'voluntary disclosure' campaign, which supports staff and students to voluntarily disclose their ethnicity at multiple opportunities (e.g. reminders at registration, recruitment, personal staff/student profile, requests for leave of absence, conferring);
5. The HEA reports on staff demographics and outcomes should include guidance on the limitations, and ethical use of, ethnicity data;
6. Individual institutions monitor staff and student demographics and outcomes by ethnicity, with the purpose of tackling institutionalised racism and advancing equality through targeted actions;
7. Individual institutions may include further ethnicity categories than those provided by the CSO (including broad identifiers such as 'TBAME' or 'MEGs' (Minority Ethnic Groups)) in consultation with staff and students and local community groups, and drawing on the advice of the national intersectionality working group;
8. Individual institutions to advance the recruitment, retention and progression of staff and students from minority ethnic groups through dedicated actions, and equality action plans, as appropriate.
9. The Irish higher education sector, over time, develops a strong capacity to monitor staff and student outcomes across a range of equality grounds and protected characteristics.

Suggested Reading

Bhopal, K. and Henderson, H. (2019) *Advancing equality in higher education: An exploratory study of the Athena SWAN and Race Equality Charters*. <https://www.birmingham.ac.uk/Documents/college-social-sciences/education/reports/advancing-equality-and-higher-education.pdf>

Crenshaw, K (1989) 'Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics', *University of Chicago Legal Forum*: vol.1989: Iss.1, Article 8.

<https://chicagounbound.uchicago.edu/cgi/viewcontent.cgi?article=1052&context=uclf>

Garner, S. (2004) *Racism in the Irish experience*. London: Pluto Press.

King-O'Riain, R.C. (2007) Counting on the 'Celtic Tiger': Adding ethnic census categories in the Republic of Ireland. *Ethnicities* 7(4): pp. 516-542.

<https://doi-org.ucc.idm.oclc.org/10.1177/1468796807084015>

Nobles, M. (2000) *Shades of citizenship: Race and the census in modern politics*. Stanford, CA: Stanford University Press.

Other resources

K. Crenshaw, 'The urgency of intersectionality', Ted Talk:

https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en

National Intersectionality Working Group Membership

Sam Blanckensee (MU)
Victoria Brownlee (Advance HE, Chair).
Jennifer Byrne (TU Dublin)
Kim Connick (DCU)
Sarah Fink (RCSI)
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Karl Kitching (UCC)
Sarah Hawes (NCI)
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Modesta Mwarire (HEA)
Claire McGing (IADT)
Philip Owende (TU Dublin)
Kalpana Shankar (UCD)
Ross Woods (HEA)

Appendix 2: Census 2021, Question 12

Q. 12 “What is your ethnic group/background?” will have new tick boxes for Roma, Indian/Pakistani/Bangladeshi, Arabic, and Mixed ethnic group/background.

The Census Pilot survey report details the new categories as follows:

Ethnicity	
White	Irish
	Irish Traveller
	Roma
	Any other White background
Black or Black Irish	African
	Any other black background
Asian or Asian Irish:	Chinese
	Indian/Pakistani/Bangladeshi (Pilot A only)
	Any other Asian background
Other, including mixed group/background	Arabic (Pilot A only)
	Mixed background
	Other

Source:

https://www.cso.ie/en/media/csoie/census/census2021/Census_Pilot_Survey_Report_2018_V1.pdf

Appendix 3: Outputs of UCD Race and Ethnic Equality Listen and Learn Focus Groups with Students (Undergraduate and Postgraduate) and Employees

Focus Group 1 (Students)

Do you think there is Equality for students from diverse race and ethnic backgrounds at UCD? Why? What could UCD improve?

- There is, only had an online experience so far, has not felt any discrimination due to race, sometimes feels treated nicer due to it.
- No discrimination, minor issue with people mispronouncing name.
- Participant who had been on campus, noticed an anti-Asian sentiment in the wider Irish society, not necessarily on campus. This prompted a statement about 'one-two times where I went what just happened' in the wider IE living.
- Reiterated that due to online sessions, not much interaction with other students.
- General sentiment is that yes, there is equality for students and is safe.

Do you think students from different race and ethnic backgrounds are Respected at UCD? Why? What could UCD improve?

- No bad experiences, respected on campus.

Do you think UCD is a comfortable and safe place for students from diverse race and ethnic backgrounds? Why? What could UCD improve?

- Yes, the general opinion is that they feel safe and the classrooms are quite diverse.
- All people in the class are responsible for creating a good atmosphere in the class – students and lecturers.
- The students pointed out a problem on different rules and inequalities of the scholarships. There are different rules and requirements for the international students and different for EU students.

A few issues:

- Different amount of scholarships. Some things that are covered for the EU students are not covered for the international students.
- Different level of points that has to be reached in order to get the scholarship (higher for the international students).
- Some people got their scholarship because they are from a certain country.
- Very often, an international student will find out about the differences in the scholarships from their colleagues once they are in UCD – there is a bit of misinformation about this topic when they apply.
- A PhD student does not have a class to go to therefore it is harder to have access to the community.
- They feel safe on campus.
- Eating options at UCD is a problem (both campuses) – the restaurants are expensive but also lots of restaurants offer 'cold' food like sandwiches. For a lot of cultures this is not a proper dinner, they are not used to this kind of food. Lack of variety. The food market definitely improved the situation a bit.

- As the year was online, some of them cannot answer properly as they associate a 'safe space' with a physical space on campus.

Do you think that UCD deals with any race and ethnic-related harassment and hate crimes that happen on campus efficiently and effectively? Why? What could UCD improve?

- Some issues in the residence building. When people are cooking food in the kitchen and other people do not like the smell of the food and make comments about it. There was a cases where someone said 'you smell like turmeric', this is not a pleasant situation.
Idea: There should be a bit more awareness about different cultures and their food, it can be done in a friendly way. Masterclass/workshop about different food, some posters information.
- Have not experienced or seen harassment.

General discussion: Do you know how to report and where to report? – Answer from the group was mostly, NO, they did not know.

- Very few knew about the reporting tools.
- One mentioned the student advisers

How this could be improved?

- Orientation for students
- It's hard to find it on the website - Maybe highlight who is the person you can contact that can advise on the next steps. Dedicated person.

How important it is that all cultures and knowledge systems are included in the curriculum of your discipline? Why? (i.e, modules, syllabus, subjects that you learn etc.)

- Much more diverse views in UCD than previous degree and home country. Appreciates various views.

How happy are you with the inclusion of diverse cultures and knowledge systems in your curriculum? What could be improved?

- Students thought that programmes do a good job of being inclusive.
- Students aware of the concept of decolonisation but do not know details.
- They do not see bias in their programmes.

Do you think other UCD students interact with students from diverse race and ethnic backgrounds effectively and appropriately in a respectful manner? Why? What could be improved?

- Students think programmes are taught effectively.
- One student said they appreciated the team projects they had (many), the lecturers would manually assign different nationalities to the group.

- All agreed and one example of a negative experience: in the HR course, there was one module where they got to choose own project mates and everyone gravitated towards own nationality “Chinese with Chinese, Irish with Irish, Indian with Indian”. They think lecturers should make manual fittings as students learn more if there are diverse groups.
- Student witnessed some “etiquette” issues towards some nationalities. Biases towards cultures, especially in long term projects.
- Useful action: Intercultural support to increase awareness of cultures for students. Lecturers can address the different cultures and draw attention to students. Linda’s module given as good example.

Do you think UCD lecturers teach students from diverse race and ethnic backgrounds effectively? Why? What could be improved?

Do you think UCD staff support students from diverse race and ethnic backgrounds effectively? Why? What could be improved?

Do you think other UCD students interact with students from diverse race and ethnic backgrounds effectively and appropriately in a respectful manner? Why? What could be improved?

- Lecturers were very nice and supportive.
- Some of the courses are definitely more ‘white’ for example English Literature.
- Attended a conference, all 15 panel speakers were white.
- Issue with name pronunciation. There is understanding that it could be hard to pronounce the name. Very often the mispronunciation continues throughout the whole course. It is unpleasant. Sometimes a person whose name is mispronounced is not sure how to handle the situation, how many times they should try to correct the lecturer.
- Hire more diverse teachers.

What about staff/manager anyone who is not teaching?

- Not lots of interaction.
- Mixed views about UCD Global activities. UCD Global does organise a lot of events but some people think that there is lack of a basic simple support for the international students.
- It would be welcomed if there would be a service (potentially this is UCD Global role) or some guideline about visas, how to get PPS, about health system in Ireland, where to call when you have a problem with you landlord. Not only educational support but support about life in Ireland. Most of the time people must rely on themselves or their community.

Students interact with another student.

- Sometimes lecturers should encourage all students in the class to talk, express their opinion.

General discussion/ What other actions could UCD take to address race and ethnicity issue?

- Workshop like this are great because you can talk and share your experience and maybe understand why some of the behavior takes place in the certain way.
- Some people can have biases toward different cultures – so more awareness needed.
- Intercultural development for the lectures and students would be great.

- Some shared their opinion that because UCD is an international university it gave them a great opportunity to learn about other culture and really open their mind.
- Lessen the fee disparity.
- International students that do not go to Ireland still have to send documents physically. They are a bit afraid of sending their only copy of Bachelor certificate via post.
- Awareness of different services. Like a checklist. Quick information.

Focus Group 2

Do you think there is Equality for students from diverse race and ethnic backgrounds at UCD? Why? What could UCD improve?

Do you think students from different race and ethnic backgrounds are Respected at UCD? Why? What could UCD improve?

- Due to Covid it was hard to develop a sense of community.
- Feel very welcomed.
- Person who lives in the student accommodation: people from different countries get together, cook together – nice way to learn about other cultures.
- Difficulties in finding representatives of the traveller community/not visible on campus.
- Group projects are a good idea – opportunity to share opinions, collaborate.
- Visa issues – support needed. Especially at the beginning, people who came to Ireland can struggle with English so it would be great to get some support.
- Online classes: It depends on the lectures. Some lecturers are great and make sure that the classes are recorded (great for non-native English speakers) - create inclusive environments, they are mindful that the group is diverse. Other lectures do not make a lot of effort.

Do you think UCD is a comfortable and safe place for students from diverse race and ethnic backgrounds? Why? What could UCD improve?

Room 2: Do you think that UCD deals with any race and ethnic-related harassment and hate crimes that happen on campus efficiently and effectively? Why? What could UCD improve?

- It would be great to have a get together/coffee morning sessions during which we can meet people/communicate our issues (students and staff/lectures), platform to share our culture – someone from India could explain how do they celebrate some festivals etc.
- There is a need to connect and develop a sense of belonging - regular meet up could be helpful.
- It is important to find a community.
- People try to connect with people (different experience in different schools).
- Fees issues for international students.

Do you think UCD lecturers teach students from diverse race and ethnic backgrounds effectively? Why? What could be improved?

Do you think UCD staff support students from diverse race and ethnic backgrounds effectively? Why? What could be improved?

Do you think other UCD students interact with students from diverse race and ethnic backgrounds effectively and appropriately in a respectful manner? Why? What could be improved?

- Lecturer gave us tips how to improve writing in English/ how to improve my skills.
- Lecturer treated me in very respectful way.
- Positive experience with my lecturers, we have lecturers from different countries and I think they are more understanding.
- UCD should promote the supports available for international students (maybe there are more supports but sometimes it hard to find it).
- Support with visa's would be helpful.
- When lectures where not recorded it was hard to understand the lecturer's accent – so recording/ transcripts/subtitles would be great.

General feedback

- Difficulties with visas as the dates of the academic year are not compatible with the dates in the visa application – maybe documents from UCD should be more detailed to help with the visa process.
- These kinds of session are very good, so we have platform to give feedback.

Focus Group 3

Question 1 - How does a workplace that is inclusive of race and ethnicity look like to you?

- Multiculturalism and different ethnicity representation should be more visual, colourful, we should include more pictures of different people (so it is not only written on paper/policies).
- We could show more flags at the entrance to UCD, or *Welcome* signs in different languages.
- Workplace should be comfortable and compassionated towards others.
- Diversity in the workspace – diversity on different levels. If you apply for a job or are joining a new committee and you see that there are representatives of different groups at all levels that creates an inclusive environment. **If you see it, you believe it.**
- It should be visible that forms of discrimination are not acceptable, that if something will happen, people know what to do, where to go.
- Language – how to talk about race and ethnicity, some people might not be familiar with the suitable terms especially if English is not their first language. Language – dictionary what words to use. How to start the conversation.

“Attitudes towards equality, diversity and inclusion”

What is your experience of race and ethnic equality in UCD?

Do you feel that UCD is an environment where people can be open about their race and ethnic identity? Do you feel comfortable talking about your background and cultural experiences with your colleagues?

- Racism can happen by association.
- Silence can be very loud (not what was said but what was not said).
- Languages – make it more visible (welcome in different languages).

Are people of all cultures and backgrounds respected and valued here? Sometimes there are unconscious jokes or comments about the countries of origin, ethnicities etc.

- Some people's opinion is that they do not feel that they need more visuals of celebration of their or other cultures, they would prefer that university takes actions. How would the organisation would react if there is a racial attack or comment? Do we have a system to report the incident? what would be the outcome?
- The idea of having a mentor, someone to go to, representative of the ethnic group. It could be easier to talk.
- Online learning - Lots of international students started interacting in the chat box, they got more involved. Maybe they felt that it is easier to express themselves in written form. However, the Covid situation definitely created more isolation and international students were not able to meet on campus so they lost this potential comfort zone.

"Inclusion and Participation"

Does everyone have access to equal employment opportunities regardless of their differences in UCD? Is race and ethnic diversity accurately represented in all departments and levels in UCD?

- Issue with Students' admission fees different for international and Irish students.

What barriers and challenges exist currently which stop UCD being a more inclusive environment where people can be their authentic selves, perform well and be successful?

- Lots of groups tend to stick together.
- The challenge can be also someone's background other than ethnicity, for example low-income students or someone who lives in direct provision – that creates a lot of barriers.
- it would help if recruitment panels were more diverse.

Do you feel you can speak up, share your views, ideas and opinions and know this will be valued irrespective of your race or ethnicity?

- The general opinion was that people in this group or their colleagues never experience any difficulties in speaking up during the meeting because of their race. They did not feel that their nationality or ethnicity stopped them from being heard.
- We need to be aware that different cultures have different approaches towards public speaking. There is a worry that sometime someone's lack of public speaking ability or expressing their opinion in class will be seen as lack of opinion or interest. Some people prefer to express themselves in written form. That can accommodate not only international staff and students but also people who are more introverted or less confident. Be mindful of neurodiversity and give people the option. Public speaking is not the only option.
- UCD is not always a leader – sometimes we just do not follow up with some of the ideas.

What steps can UCD take to address the challenges identified" (One question for all three rooms)

- UCD is trying to follow up on all ideas and take action.
- One part is to have the policies but we need to have strong initiative for cultural change to match the aspiration in the policies.
- Need for cultural change (for example Athena Swan contributed to the cultural change).

- Show implementation of action, show the impact, be vocal so people can see that there are things happening that also start the cultural change. **People needs to see the impact!**
- Students are definitely more vocal and they will drive change.
- We need to respond to the needs of the Global University.
- Fees for students – should we challenge our economic model?

Final comments and conclusions both from the session and short discussion with Dil after the session

- Where does the person go, what is that process, will you be safe when you are making a complaint, will they be taken seriously? Is there a process in place, who is in charge – it needs to be very clear. Campus is open to the community. It has to be visible that when you are on campus you have to behave and respect UCD values.
- Awareness sessions could be incorporated in the school meetings.
- Be more visible!!!!!! We are a Global University, Visual reminders!!!
- Some cultures are not that inclusive and you can see that UCD is. Explain what it means to be inclusive, show UCD values.

Focus Group 4 including Webinar by Dr Jason Arday

The session began with a presentation led by Jason Arday on the importance of racial equality in higher education, asking how do we develop anti-racist cultures? What are the issues involved?

Violence, microaggressions – what do these look like in our spaces?

- Observations - How many black and ethnic minority staff members in UCD? It's a nominal number based on the entire sector. Why is that the case? Look around – why are things the way they are?
- Part of the development of educational sector is to prepare people for society. If it's a homogeneously white space – it doesn't prepare people for society. Assumptions – “This is how it's supposed to be.” Why is the assumption white? “Because I haven't seen anything different.”
- Uniqueness to the term of race, entanglement with religion for Ireland/Scotland. BAME population in Scotland is approx. 0.7%; in England it is 4% and across the UK it is 14%.

Mobilising anti-racist endeavour: Leadership

- What does the university build into its strategic plan? How is intersectionality and EDI built in?
Racism in Higher Education – it's an add-on. Not funded particularly well, not enshrined and not built into strategic change.
- There is a lack of commitment. Exploitation of academics of colour to take on the burden, without recognition financially. Undertaking this work from an intrinsic position, the university can exploit that.
- **Intersectionality:**
Absence of how you mobilise anti-racist endeavour: without it being enshrined in strategic policies, it doesn't occupy the centre of university endeavour and sits on the periphery. If

there aren't many BAME members, it's recognised as a problem, but they don't know how to deal with it. Less than 0.1% of staff in University of Durham. No appetite to challenge the spaces.

- Challenging what the optics look like: What data do we have? How to we improve it and build a sustainable future? Planting buds in toxic soil. Uproot the toxicity.
- Look at the Athena Swan programme – who has benefited from it? Women of colour? White working- class women? Middle class women? Capital comes into it. What ingredients do we need at UCD to build this infrastructure?
- “It's going to take time.” It's precious because we don't have a lot of time to mobilise this. Right now, racism is occupying political centre but previously was on the periphery, as a result of the George Floyd murder. Have to put a lot of resources behind it.
- Mental Health – Students and Staff who experience racism. Health, physical and mental wellbeing – to support individuals going through a thorny landscape. Contours of racism forever changing – being hyper aware is exhausting. How does that look in a racialised space?
- There is a hierarchy of racism that is not challenged – e.g. xenophobia. Hyper vigilant on the types of micro-aggressions.

Questions/Comments:

- There are different forms of discrimination. E.g. Travelling community.
- Agreed on the patronising comments. Who decided racism was only white people to black? Are we importing something that doesn't work for us? E.g. White Irish travellers.
- The word 'tolerance'. Not a good word. Tolerant of who? Idea of belonging is a very narrow construct, suggests space invasion. How do we disrupt that idea? Always used in a British context for POC. When people talk about making progression across intersectionality, they say people are becoming more tolerant.
- Adopted in the UK due to conflation of race and class. Successive governments have failed the working class. When race does come into the middle of politics, it's adversarial - “What about the white working class?”
- Dress two people in their finest attire – won't be able to ascertain a white member of traveller community, but you'd identify a black person.
- This discourse has been used to dilute how people of colour experience racism - compounds and undermines them by the suggestion that we 'all' experience racism. Comparatively not true. Goes back to idea of power and the fear that black people will take the whip off the white man.
- Statements like 'all lives matter' is people mobilising identity politics.
- Stereotyping is an issue.
- People manage multiple identities – some that are visible, some aren't (e.g. disabilities) We all have our ideas and if they don't go challenged / not having them disrupted – can be consequential.

Q: What does a workplace that is inclusive of race and ethnicity look like to you?

- Very different to us today. Today it is white and very female.
- Colour, race, gender – don't know if they're the right words – not seeing the role models. Don't know how we address that? Have a greater presence.

- Representation is very important. For the wider community – shared understanding across the community. Committees / Communities – should be representative but normally only one group represented. Buy in from everyone in how important it is.
- I'm doing a masters in EDI at the moment, and in a class of 15, it is predominantly white women. there is no one of colour and only 1 man in the class.
- How is engagement at Durham University?
- Not many people of colour. The POC work very hard. Not enough critical mass to have a problem of engagement and representation.
- How do we attract more people of ethnic minorities into positions at the university? Often said the student population is more diverse than the employee population.
- The university needs to have intent. Clear goals – “by 2025, we want to increase our population to X”. How are the current staff being mobilised? Are they progressing? Is there anything that is disadvantaging them?
- What about men of colour and stereotypes?
- Standing on the shoulders of women of colour, acknowledging their work. Stereotypes of black men are dangerous and people will find it hard to let go of them. Behaviours we're taught, e.g. interacting w/ the police. Getting home as a POC - have to take the armour off – it's exhausting.
- Have to be perfect within the university – over time, it's crushing. The more you suffer, the further you'll go. Have to learn intolerance. End up paying tribute to how much you can take on.
- In terms of practical suggestions, can we get the student body involved and draw on what we have? Empowering students by putting them on committees to help enable the changes.

Feedback from breakout rooms:

Q: What barriers and challenges exist currently which stop UCD being a more inclusive environment where people can be their authentic selves, perform well and be successful?

- Barriers identified but don't know how to address them. Impossible to address some of them. E.g. A lot of staff aren't from an ethnic background.
- How people experience things in different way is unique. Irish context vs. Welsh context varies.
- Time is now, issues need to be front and centre now. In the absence of doing that, people will continue to suffer. Compassion for other people is so important. Senior leaders can have an absence of compassion given what they have to do as senior leaders.
- Irish context - some adoption by the Irish government, e.g. prevent in UK on Islamophobia. “Muslims of a certain generation more likely to be radicalised”; negative statements in Irish government documents. Might experience different levels in different countries
- Celtic nations more progressive in engaging with race. Whitehall not as much. Different parliaments more willing to embrace Black history. Ship not landed in Ireland yet.
- UCD is an environment where people can be open within the community but not always the case outside of UCD, which has an impact then when they come to work/study. Have to know where to go for the policies etc. Where do they raise the issue? Clear pathways for discrimination elsewhere?
- No. Poor reporting systems at most universities, if not all. This is HR - cyclical issue w/ managers and intermediary intervention. No one will admit to being racist. Becomes a job of neutralising and not letting it escalate – doesn't solve a problem, it dilutes it – “Sorry if...”

