

Equality, Diversity and Inclusion (EDI) Policy

School of Politics and International Relations

University College Dublin

Version 1.1

Updated: 15-02-2022

1.0 Purpose

The School of Politics and International Relations (SPIRe) Equality, Diversity and Inclusion (EDI) Policy supplements the [University EDI policy](#). The SPIRe Policy incorporates all aspects of that policy and if any conflicts arise between the two policies, the UCD policy shall apply.

The primary purpose of the SPIRe EDI policy is to clearly delineate additional roles, responsibilities, protocols and principles specific to SPIRe, including, but not limited, to commitments made under the Athena Swan Gender Equality Action Plan (GEAP).

2.0 Additional Protocols and Principles

Ensure Balance and equity in student access, programmes, participation, events, and awards.

In order to ensure equality, diversity and inclusion in the SPIRe student experience, the school will develop and maintain practices that ensure balance and equity in terms of student access and participation in both classwork but also in the broader life of the School.

Regularize staff and student feedback and monitoring of EDI-related data.

In order to proactively monitor for shortcomings in equality, diversity and inclusion, regularize feedback sessions with staff and students including through the use of surveys, focus groups, exit interviews, and informal staff-student engagement.

Enshrine an equitable, inclusive, supportive, and family-friendly work and study environment.

In order to ensure an EDI-friendly workplace the school will adopt policies and practices that embed EDI principles in the development and implementation of norms and policies surrounding workplace practices. These include family-friendly practices and policies, ensuring balanced, equitable and accommodating loads and responsibilities.

Promote awareness of School policies and commitments to equality, diversity and inclusion

In order to ensure that information on School-related EDI policies, events, practices and practitioners is regularly and clearly communicated to staff and students, SPIRe EDI policies and practices are to be made available through a number of media channels including, but not limited to, emails, website, social media and classroom announcements.

Employ transparent, inclusive, and equitable hiring, P4G, and promotion practices.

In order to ensure that EDI best practices are followed in staff hiring, development and promotion, the school will develop and maintain practices and protocols in each of these areas. This will include mentoring and P4G processes to ensure staff development.

Support training and development in EDI practice.

In order to ensure that SPIRe staff and students are able to undertake their EDI roles and responsibilities, the School will support training and development in a number of areas related to EDI practice.

3.0 Additional Roles and Responsibilities

All members of our School Community have a role under the Equality, Diversity and Inclusion Policy, in that they are responsible for their own behaviour but also responsible for ensuring that they carry out their role in line with the School and University Policy. In addition to responsibilities in the University Policy the units/individuals below have additional responsibilities within SPIRe, including, but not limited to, ongoing responsibilities under the GEAP.

The School Executive will ensure that:

- They take a leadership role in all School equality, diversity, and inclusion related matters.

The Head of School will have a responsibility to:

- Set a good example by treating all members of the School community with dignity and respect.
- Introduce a mentoring system for all staff.
- Formalise the mentoring system for PD researchers.
- Actively support women to be promoted from each grade to the next.
- Conduct post-promotion decision meetings with applying staff.
- Workload allocation to be adapted with explicit reference to EDI criteria.
- Monitor gender profile of allocation and rotation of core teaching duties.
- Ensure fair rotation of opportunities to male and female to gain experience of chairing committees.
- Women's administrative service should be kept proportionate to their numbers in the School.
- Ensure principles of gender parity is considered as a factor in Director succession for research centres.

- Prioritise the appointment of women to academic positions as and when the opportunity may arise.
- Provide one female and one male contact person for further details for all job searches.
- Ensure academic job search committees and interview boards to include no fewer than 40% under-represented gender, unless this creates a severe workload imbalance in SPIRe.
- Improve inclusiveness in shortlisting of job candidates by explicitly considering: the impact of maternity or other forms of family/care leave on applicants' records at the shortlisting stage.
- Have developmental conversations to support PDs and contract staff to achieve permanent positions.
- Conduct exit interviews with all staff leavers.
- Meet and discuss the provisions in the Family Friendly Policy with the staff members. applying for parental or carer's leave including a discussion to confirm supervision coverage of PhD students and to confirm the degree of contact with SPIRe they wish to have while on leave.
- Provide a mentor for each staff member returning to work after paternal or carer's leave.
- Give priority to returning staff in allocating teaching and administration following paternal or carer's leave or career break.
- Ensure returning staff from maternity, adoptive, parental, and carer's leave will normally have a teaching and administration reduction in the term following their return.
- Provide support as appropriate for men whose partners are undergoing fertility treatment.
- Designate a backup person for each module and the module coordinator will share all relevant course materials with them.
- Support training for staff members and especially of women who may be interested in engaging in UCD communications training for media commentary and public debate.

The School Manager will have a responsibility to:

- Gather data about former SPIRe students' career development.
- Ensure peer mentors will take part in UCD mentor training in Bystander Intervention Training for students.
- Gather data on the gender profile of staff service on external committees.
- Provide a four-week notice of events off campus and/or outside of core hours.
- Ensure that the images displayed within include a diversity of gender and ethnicity.

The Equality, Diversity and Inclusion Officer and Committee¹ will have the responsibility to:

- Adopt and publicise UCD's EDI Policy statements.
- Appoint and publicise the names of two people, one man and one woman, as those responsible for receiving disclosures about breaches of EDI policy on any dimension.
- Strongly encourage women's participation in UCD information sessions, webinars, and workshops on the UCD promotions process.
- Offer feedback and advice to each applicant on their draft promotion application.
- Improve the female-male ratio of applicants for academic posts through active measures whenever any new appointment opportunity arises.
- Introduce face-to-face mandatory unconscious bias awareness raising for assessment panel members.
- See that 'collaborative working and collegiality' is listed as a 'desirable' feature in all job ads.

¹ In AY2021-2022 this includes the EDI Officer and the Athena Swan Implementation Committee

- Adopt and publicise UCD's Family Policy statements.
- Ensure all core meetings and activities are held between 10:00 and 16:00.
- Encourage two members of the School to join the UCD Buddy Programme for Parents.
- Build a culture of support for all colleagues to put appropriate boundaries on work commitments and to avoid over-work.
- Compile data on the gender composition of all exam board appointees, external examiners.
- Ensure women and minority groups are properly represented in nominations for media engagement or high-profile positions.

Principal Investigators will have the responsibility to:

- Actively seek to maximise applications from women candidates for postdoctoral positions

Seminar Organizers will have the responsibility to:

- Ensure inclusivity in SPIRe Seminars

There are many other key areas/roles in the School that have specific responsibilities towards ensuring that students are treated fairly, are respected and have access to the supports they may require. These include:

Teaching and Learning Committee is the primary unit responsible for engagement and building relationships with the School's undergraduate community. The T&L committee is responsible for:

- Mainstreaming equality, diversity and inclusion throughout all undergraduate teaching.
- Ensuring assessment and grading in undergraduate modules follow principles of Equality, Diversity and Inclusion, particular with respect to unconscious bias practices.
- Facilitating a welcoming and inclusive environment for all undergraduate students.
- Acting as primary liaison with UCD Access & Lifelong Learning for update policies and practices for undergraduate students.
- Tracking data annually through UCD Gender Analytics database and SPIRe records to monitor staff and student data.
- Seeking to maintain 50% of women on access/foundation modules and in the whole UG student body.
- Improving informal staff-student engagement to promote a culture of inclusiveness.
- Holding focus groups with students– including at least one all-women focus group – to establish their needs and expectations, and what they would find helpful in planning their careers.
- Encouraging academic staff to be willing to make accommodations on extensions, late penalties etc for students with caring and other personal responsibilities beyond their academic work.
- Introducing a norm among colleagues of reviewing course reading-lists for gender diversity of authors.

Graduate Studies Committee is the primary unit responsible for engagement and building relationships with the School's graduate community. The GS committee is responsible for:

- Mainstreaming equality, diversity and inclusion throughout all graduate teaching.

- Ensuring assessment and grading in graduate modules follow principles of Equality, Diversity and Inclusion, particular with respect to unconscious bias practices.
- Facilitating a welcoming and inclusive environment for all graduate students.
- Acting as primary liaison with UCD Access & Lifelong Learning for update policies and practices for graduate students.
- Tracking data annually through UCD Gender Analytics database and SPIRe records to monitor staff and student data.
- Surveying taught PG students annually in the first semester about reasons for choosing their programme.
- Seeking to maintain a minimum of 45% women on PhD programmes.
- Running a dedicated PhD survey and focus group to explore issues in funding and career planning among female and male PhD student.
- Ensuring that women have opportunities to supervise PhD Students that are proportionate to their numbers on the academic staff.

Internationalisation Committee – is the primary unit responsible for engagement and building relationships with the School’s undergraduate community. The internationalisation committee is responsible for:

- Facilitating a welcoming and inclusive environment for all international students.
- Seeking to improve the proportion of male international students on foundation modules.

Research Committee is the primary unit responsible supporting research in the School’s research community. The research committee is responsible for:

- Ensuring all research supports are broadly publicized and individuals from all 10 equality grounds are encouraged and supported in applying.
- Promoting research excellence criteria that are inclusive of the 10 equality grounds.