

UCD Equality, Diversity & Inclusion

EDI Survey 2021
Report



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1 Executive Summary

UCD is committed to addressing inequalities and creating an inclusive culture and environment where diversity is celebrated and individuals can thrive, irrespective of their background. To better understand how individuals experience their working environment, to highlight existing good Equality, Diversity and Inclusion (EDI) practice and identify areas where enhancements can be made, an EDI survey was carried out in May 2021. As per UCD's Gender Equality Action plan (GEAP) 2020 – 2024, UCD has committed to survey our employees every two years. This will enable the University to monitor the impact of its activities and measure progress in the area of EDI through quantitative and qualitative analysis. Reference is made throughout this report to relevant actions in the GEAP and EDI strategy 2020 – 2024 to identify where gaps are currently being addressed or where additional actions have been included as part of the review of the EDI strategy.

The following are the overarching results identified from the survey.

- There was good engagement with the survey with a 35% response rate which is an increase from 31% in 2019 survey.
- There was a high level of awareness of EDI with 87% of respondents aware of EDI initiatives and 83% aware of the gender equality action plan. Awareness increased with length of service.
- 80% of respondents felt that there was gender balance regarding chairs and speakers at events and 73% felt that there was a gender balance in UCD publicity materials.
- In terms of work-life balance, a high number of respondents indicated they regularly or occasionally have to work weekends or evenings to complete work (88%). However, most respondents (97%) reported that meetings were regularly or occasionally scheduled between core meeting hours. 98% of respondents felt having work-life balance practices (for all) was very important/ important factors for improving equality, diversity and inclusion in UCD.
- Women were more likely than men to avail of all types of flexible leave, except research leave. The leave options that had the highest proportion of females availing of it were job-sharing, shorter working year and part-time working. The most availed of options for male respondents were sabbatical, research leave and working from home.
- In terms of family specific leave, women availed of parental leave to a much greater extent than male staff, 77% compared to 22%. 70% of respondents were very dissatisfied or dissatisfied with the availability of breastfeeding facilities in UCD and 73% were very dissatisfied or dissatisfied with creche facilities.
- Just over half of the respondents rated wellbeing as excellent/good currently but 36% of respondents said they would not feel comfortable speaking with a colleague/manager about a mental health issue(s) they may be experiencing.

In terms of employee progression through UCD:

- Recruitment: A high proportion of Staff and Technical staff agreed that they knew where to find relevant opportunities but faculty and research staff less so. Less than 50% across all categories agreed that relevant opportunities for securing a new post were clearly communicated.
- Orientation: 61% of those who attended rated it as useful or very useful.
- Career Progression: Work on high profile projects featured in the top three contributors to career progression for faculty and professional staff, support from line managers was important for professional and technical staff and family support was important for all three categories. Heavy workload, lack of encouragement and insufficient supports were themes arising as to why employees did not apply for promotion.

Findings specific to equality grounds:

- Disability: 39% of survey respondents indicated that they were aware of the UCD reasonable

accommodation process. 62% of respondents (excluding not applicable) indicated as a line manager they do not receive enough guidance to support employees with disabilities.

- Gender Identity: There was a reasonable level of awareness of UCD's Gender Identity & Expression Policy (53%) with 71% aware of the gender-neutral bathrooms.
- Sexual Orientation: only 26% of LGBT employees felt extremely comfortable about being open about their sexual orientation at work. 65% (excluding not applicable) indicated as line managers they did not receive enough guidance and resources to support LGBT employees.
- Race/Ethnicity: Visibility of role models, increased awareness of race and ethnicity amongst hiring managers and racial and ethnic diversity on recruitment panels were the top reasons cited for attracting more ethnically diverse employees. 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.

Outputs as regards Equal Treatment and Dignity and Respect

- The majority of respondents indicated that they had not been treated unfavourably under the equality grounds. 49% said they would feel comfortable reporting on someone else's behalf/on their own behalf but don't know to make a report.
- 77% of respondents indicating that they felt dignity and respect was very/extremely important to the university.
- 28% of respondents indicated that they had experience of bullying, harassment, or sexual harassment at UCD. 36% indicated that they had reported it, but 56% indicated that they did not. The top three elements that respondents felt were key to implementing Dignity & respect policies were accountability, communication and training and awareness raising.

New or enhanced actions in the revised EDI Strategy 2020 – 2024 in response to the survey outputs:

- Explore how digital technology can enhance the student and employee experience from an EDI perspective. Identify associated risks such as "always on".
- Develop a framework for Carers in UCD including review of Carers Leave policy.
- Enhance the accessibility for employees to roles in UCD in recruitment and promotions through the review of the Code of Practice for the Employment of People with Disabilities and increase disability awareness across UCD.
- Ensure employees and managers are aware of their right and obligations in relation to reasonable accommodations through promotion of the UCD guidance and training materials.
- Promote inclusive recruitment process including establishing search committees. Carry out workshops with Heads of School/Unit and set targets for gender and other grounds.
- To establish a working group in relation to race and ethnicity to research good practice and make recommendations including consultation with the community and the development of an action plan in this area to include a visible anti-racism campaign and training.
- Develop a Mental Health and Wellbeing framework for employees
- Organise events around key dates in the EDI calendar. Develop an online EDI calendar of national/international dates and religious festivals and faiths.
- Develop an EDI suite of training programmes for employees and managers to be delivered in a structured and co-ordinated manner across the University to raise awareness and equip managers with the knowledge and tools to support employees
- Develop a policy on Breastfeeding and audit the breastfeeding facilities across campus.
- Join the Open Doors Initiative and collaborate on key initiatives to support under-represented groups.
- Raise awareness around the processes for resolving issues of discriminatory behaviour.
- Promote a culture of dignity, respect and wellbeing for all, and eliminate all forms of discrimination through:

- Implementation of the Dignity and Respect Review Report recommendations and Consent Framework Action Plan
- Ensure appropriate supports are in place to help students and employees including a dedicated support service
- Roll out a comprehensive Dignity and Respect training and awareness raising plan for all employees and students including Bystander Training
- Develop a robust monitoring and reporting process in relation to Dignity and Respect.

Next Steps

- The results will be shared with the University Management Team and the report published and promoted.
- Additional actions in the draft EDI strategy 2020 – 2024 will be submitted for approval to UMT.
- Further analysis will be conducted at the level of College/VP area and School/Unit teams for discussion and local action planning.
- Further analysis will be conducted across the equality grounds.
- Data will be shared with relevant groups/committees/areas to highlight the findings relevant to them.

Analysis will be conducted in line with GDPR regulations and anonymity will be guaranteed at all times.

2 Introduction

As per UCD's recent Gender Equality Action Plan (GEAP) 2020 – 2024, the Equality, Diversity, and Inclusion (EDI) unit committed to survey our employees every two years. All employees were invited to complete the UCD Equality, Diversity and Inclusion survey which was carried out in May 2021. The aim of this survey is to help better understand the diversity profile and experience of employees within the university community and to support the University measure itself against the actions within the Gender Equality Action Plan (GEAP) and to ensure accountability.

Responses to the survey were anonymous and all data collected through this survey are held and processed securely and confidentially in accordance with the General Data Protection Regulation 2018 and the Data Protection Act 2018. These data will not be used for any purpose other than providing an overall picture of equality, diversity, and inclusion and to support the university to measure progress against the GEAP within UCD. Access to the data set is confined to a small group within the EDI Unit and UCD Institutional Research, who together were responsible for analysis. At no point will the information provided be shared in a way that would allow a person to be identified. Any published material will be anonymised. Reporting will only be for groups of at least 10 respondents to ensure anonymity; where there are less than ten respondents from a particular demographic to a particular question, this will not be reported on.

The purpose of the survey is also to establish an evidence base for activities, policies, and practice in order to measure their impact. It will also help to identify gaps and feed into future priorities that will be captured in the revised EDI Strategy 2021 – 2024 as part of the review currently underway. Reference is made to relevant actions in the GEAP and EDI strategy throughout this report to identify where gaps identified are being addressed. Aspects of the survey repeated questions from the 2019 EDI Survey to monitor progress over time. The survey was expanded to include ethnicity, gender identity, sexual orientation, mental health and wellbeing disability types, discrimination, dignity, and respect to get a more comprehensive assessment of workplace culture.

3 Methodology

The survey included questions across 12 themes with both quantitative and open-ended questions. When designing the survey questions, the EDI Unit engaged with multiple sources, units, groups, and organisations. These included:

- UCD working from home survey (2020)
- UCD EDI Survey (2019)
- UCD Culture and Engagement survey (2018)
- All UCD EDI sub-groups
- UCD HR Resourcing
- UCD Promotion and Grading
- UCD People and Organisation Development Unit
- Higher Education Authority
- Durham University
- University of Nottingham
- University of Limerick

In addition to the above, a survey review group¹ was established made up of experts in survey design, data analysis and communications within UCD. The survey was built in Qualtrics by UCD's Institutional Research team, and the analysis of the survey was carried out by UCD Institutional Research in collaboration with the EDI unit.

For the purposes of analysis, responses to each open-ended question were divided into themes and grouped according to gender and employment category identified by the respondent. The four categories used were:

- Faculty
- Staff
- Technical
- Funded Research Contracts

The overall findings are presented under the following themes:

- Culture & Organisation (including Research and Curriculum theme in Faculty sub-section)
- Mental Health & Well Being
- Recruitment and Promotion
- New Hire Orientation & Local Induction
- P4G (Performance for Growth)
- Flexible Working
- Family Related Leave
- Disability
- Gender Identity & Sexual Orientation
- Discrimination, Dignity & Respect
- Race and Ethnicity

Within the Culture & Organisation section, Faculty, Staff, Technical staff and Researcher only related questions are analysed.

¹ EDI Survey Review Group: Maura McGinn, Marcellina Fogarty, Tom Costelloe, Mark Simpson, Lisa Bennett, Paul Fitzgerald

In each theme, employees were asked to what extent they agreed/disagreed with a number of statements and were given an opportunity to add additional comments. The EDI unit committed to making a contribution to the Cothrom na Féinne Scholarship Fund for each completed survey to increase completion rates and contribute to a worthwhile fund – a contribution of just over **€3,000** was made.

The number of responses provided to the open-ended questions varied across the questions. The quantitative findings are presented throughout the report in table format.

4 Response Rate and Respondent Profile

Overall, 1,531 employees responded to the survey, representing 35% of total employees which is an increase from 31% in 2019.

GEAP Action 3.1 Increase in EDI survey response rate to 35% in 2021 – 35% achieved

Figure 1 below shows the proportion of respondents by college or unit. Figure 2 shows the proportion of respondents by job category, with professional staff comprising 46% of respondents and faculty comprising 39% of respondents.

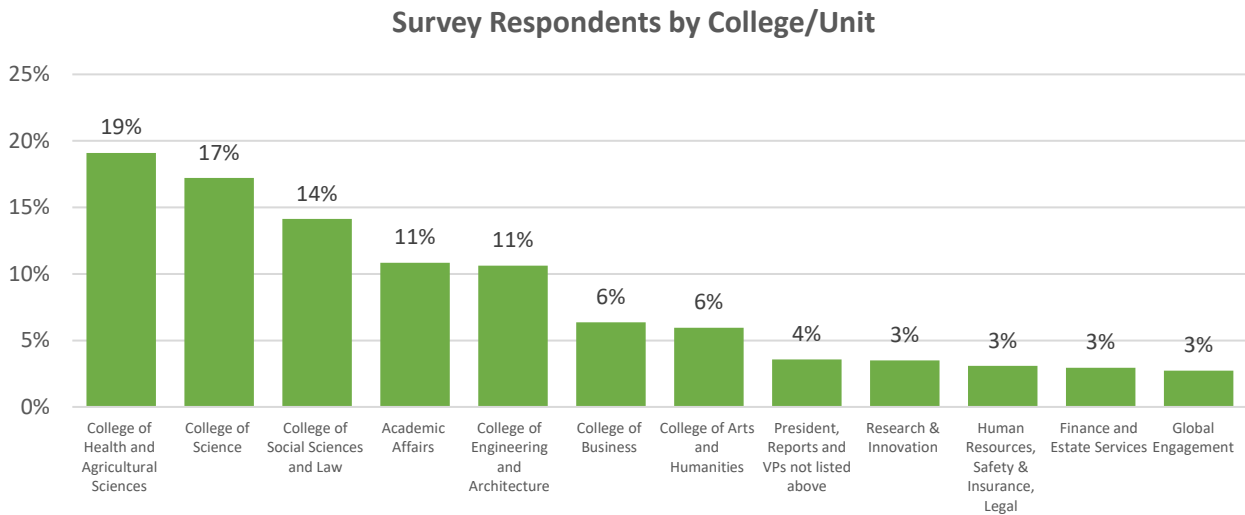


Figure 1: Survey respondents by College/Unit

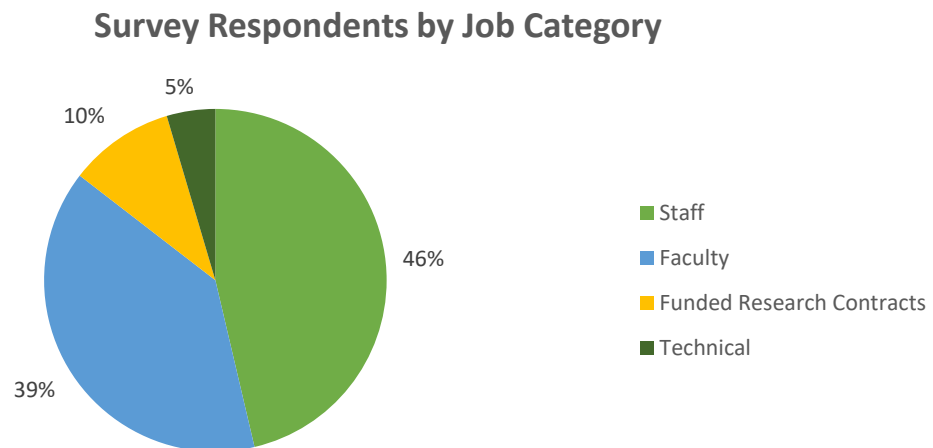


Figure 2: Survey respondents by Job Category

Table 1 below provides a full demographic profile of the survey respondents.



	Respondents	
	Number	%
TOTAL Respondents	1,531	
Part-time/Full-time		
Full-Time	1,211	92 %
Part-Time	110	8 %
Contract type		
Permanent Contract (including CID)	892	68 %
Temporary Contract	418	32 %

Length of Service		
Less than 1 year	98	7 %
More than 1, but less than 6 years	451	34 %
More than 10, but less than 20 years	380	29 %
More than 20 years	221	17 %
More than 6, but less than 10 years	174	13 %

What is your age?		
25 or below	27	2 %
26-35	242	18 %
36-45	440	33 %
46-55	362	27 %
56-65	176	13 %
66+	15	1 %
Prefer not to say	64	5 %

What is your ethnic or cultural background?		
White: Irish	862	65 %
White: Any other White background	290	22 %
Asian / Asian Irish: Indian/Pakistani/Bangladeshi	27	2 %
Mixed Background	14	1 %
Asian or Asian Irish: Chinese	11	1 %
Asian or Asian Irish: Any other	8	1 %
Black or Black Irish: Any other	4	0 %
White: Roma	4	0 %
Arabic	2	0 %
Black or Black Irish: African	1	0 %
Not listed	18	1 %
Other	7	1 %
Prefer not to say	77	6 %

What is your sexual orientation?		
Heterosexual	1,070	81 %

	Respondents	
	Number	%
TOTAL Respondents	1,531	
Job Category		
Staff	637	46 %
Faculty	538	39 %
Funded Research Contracts	137	10 %
Technical	63	5 %

What is your gender?		
Female	810	61 %
Male	445	33 %
Prefer not to say	64	5 %
Gender non-binary	6	0 %
Self-declare	5	0 %

What is your nationality?		
Irish	844	63 %
European Union (excl Ireland)	171	13 %
Dual nationality/citizenship	91	7 %
Outside the EU (excl Britain)	88	7 %
British	61	5 %
Prefer not to say	56	4 %
Other	20	2 %

What is your religion?		
No religion	540	41 %
Roman Catholic	406	31 %
Christian (unspecified)	137	10 %
Church of Ireland	39	3 %
Hindu	15	1 %
Muslim (Islamic)	10	1 %
Orthodox	11	1 %
Presbyterian	4	0 %
Methodist	2	0 %
Jewish	1	0 %
Sikh	1	0 %
Other religion not stated	26	2 %
Prefer not to say	134	10 %

What is your civil/marital status?		
Married	711	54 %

Prefer not to say	134	10%
Gay man	48	4%
Bisexual	45	3%
Gay Woman/Lesbian	18	1%
What is your family status?		
Parent	567	43%
Non-Applicable	461	35%
Other	86	7%
Parent & Carer	82	6%
Prefer not to say	65	5%
Carer	40	3%
Guardian	5	0%

Single	260	20%
Living with a partner	175	13%
Prefer not to say	83	6%
Divorced	23	2%
Separated	23	2%
Other	21	2%
In a Civil Partnership	9	1%
Widowed	4	0%
Dissolved Civil Partnership	1	0%

Do you have, or consider yourself to have, a disability?		
No	1,175	88%
Yes	96	7%
Prefer not to say	61	5%

Table 1: Profile of survey respondents

5 Culture and Organisation

This section presents results from a selection of the questions under the theme Culture and Organisation. Respondents were asked a range of questions about their experience and perceptions of institutional culture and of equality, diversity and inclusion in UCD. Figure 3 below shows that most respondents either agreed or strongly agreed with most of the statements on EDI at UCD. However, less than half of respondents agreed or strongly agreed that the university did an excellent job on informing employees on important matters, that senior manager decisions are usually fair, and less than half of employees felt valued for their contributions.

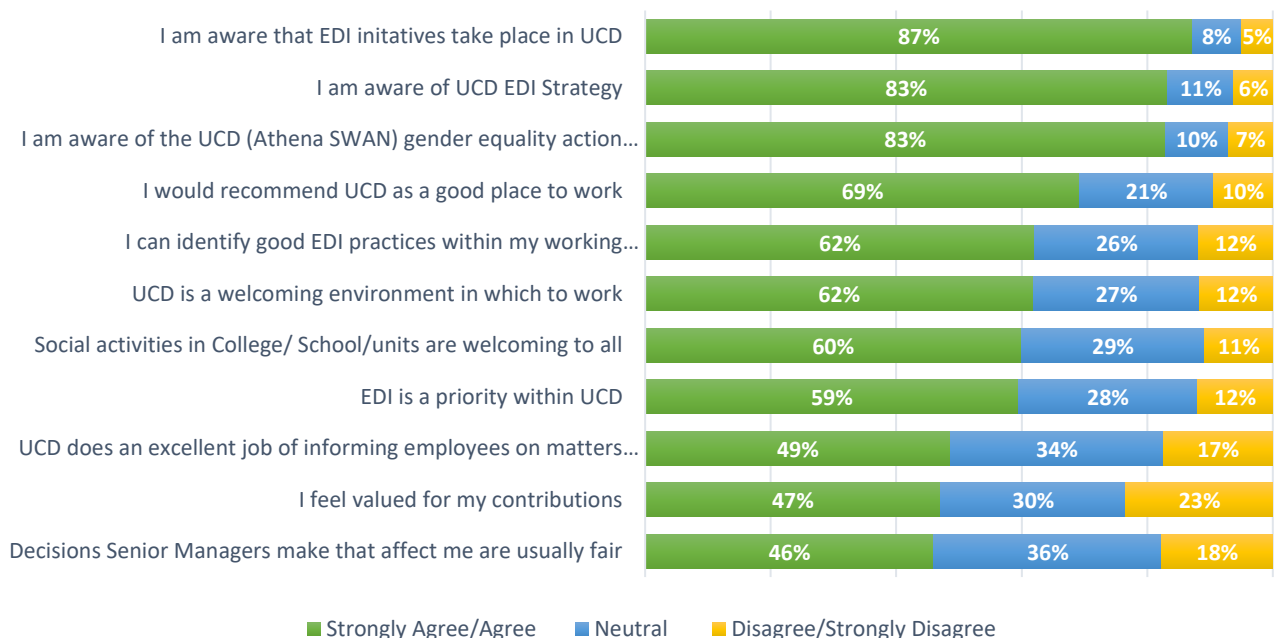


Figure 3: Respondent agreement with EDI statements

GEAP Action 5.6.1:

Achieve positive score of awareness of 85% for EDI initiatives – 87% achieved

Achieve positive score of awareness of 85% for gender equality action plan – 83% achieved

*EDI Strategic Objective 5 - **New action:** To develop a communication strategy with employees and students. Provide a quarterly newsletter to UCD employees outlining developments, achievements and linking to the EDI strategic objectives applying the principle of “simple language/plain English”. Use innovative means of delivering message: videos, testimonials, visuals etc*

*EDI Strategic Objective 5 - **New action:** Identify champions/allies across the UCD equality grounds in Colleges/VP areas to support mainstreaming and communication of EDI developments. Provide training around allyship and champions.*

In response to various statements on work practices, figure 4 below, 45% of respondents say they regularly and 43% occasionally have to work weekends or evenings to complete work.

GEAP Action 5.6.17 Obtain a clearer understanding of why faculty undertake work outside of normal working hours, the type of work and the resulting gender implications.

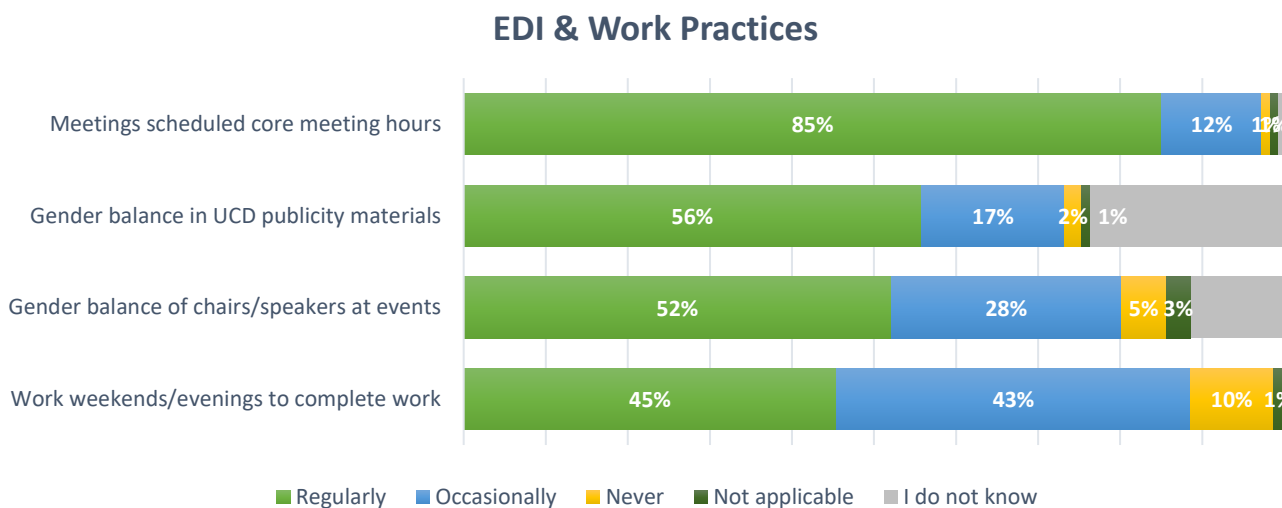


Figure 4: EDI and work practices

Most respondents (97%) reported that meetings were regularly or occasionally scheduled between core meeting hours. This is an increase from 82% in the last EDI Survey. 80% of respondents felt that there was gender balance in chairs and speakers at events and 73% felt that there was a gender balance in UCD publicity materials.

GEAP Action 5.6.18 Audit Core Meeting Hours policy implementation and take action if policy not being implemented, such as increased targeted communication to managers.

Meetings in my School/Unit are scheduled to be within UCD core meeting hours of 9:30am-4:00pm

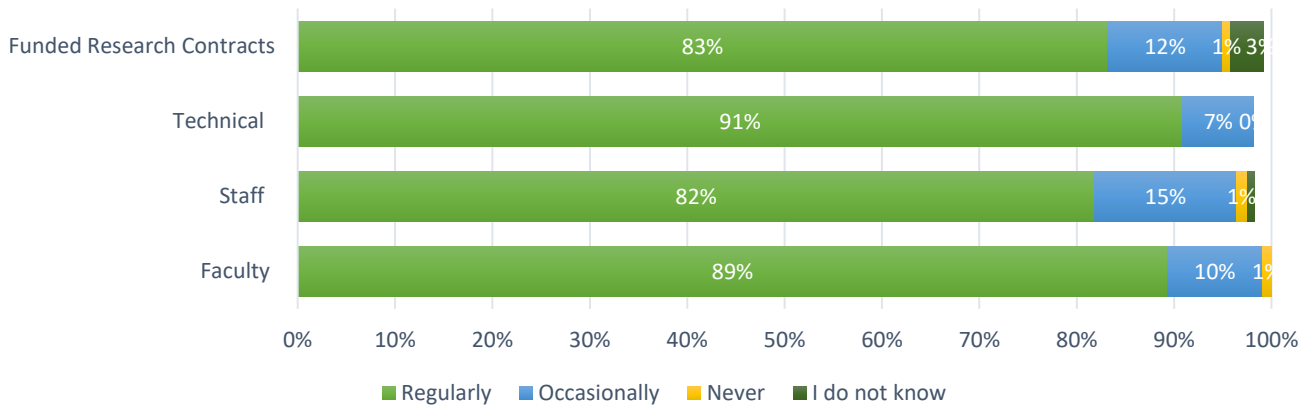


Figure 5: Perception of adherence to core meeting hours policy, by job category

When asked what they thought were important factors for improving equality, diversity and inclusion in UCD, 98% of respondents felt having work-life balance practices (for all) was very important/ important. 95% believe having more diversity in senior positions within UCD, followed by 92% who felt more women in senior positions was very important/ important, see figure 6.

GEAP Action 5.5.7 Develop a flexible working framework, with a particular emphasis on ensuring engagement from managers, and monitoring staff awareness and uptake.

EDI Strategic Objective 2: New Action: Project to be established to explore how digital technology can enhance the student and employee experience from an EDI perspective. Identify associated risks such as “always on”.

Actions to improve EDI in UCD

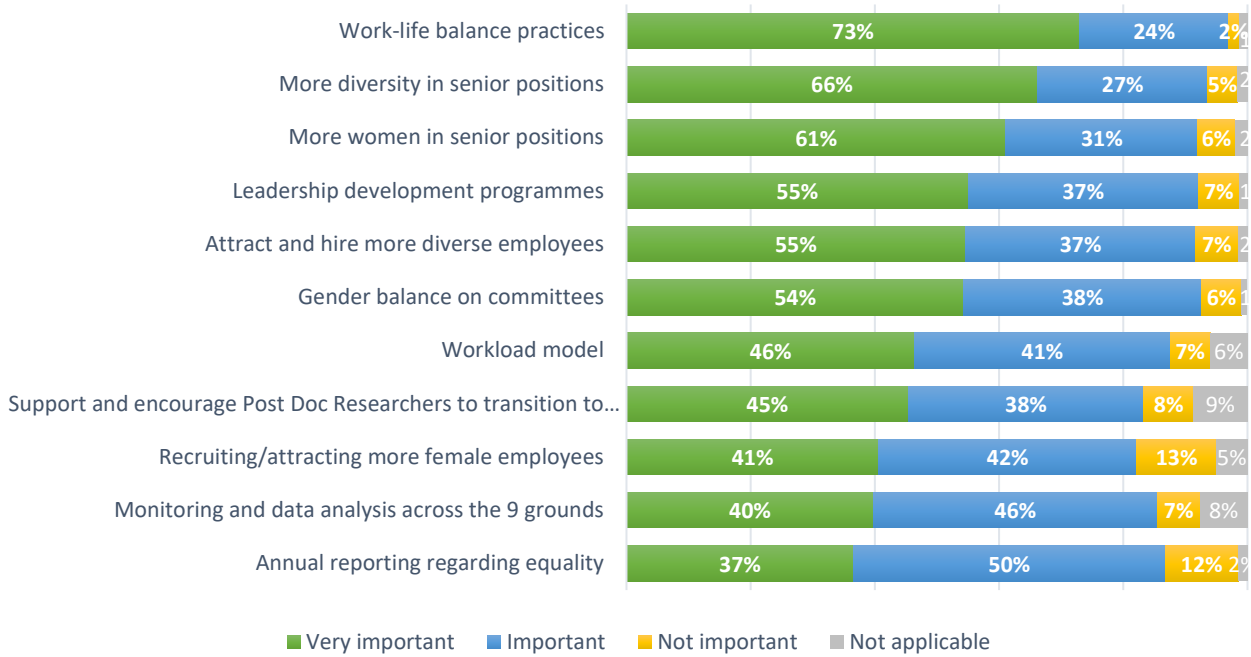


Figure 6: Actions to improve EDI in UCD

Less than 50% of Faculty and Researchers agreed that they knew where to find relevant opportunities for securing a new position in UCD, and less than 50% across all categories agreed that relevant opportunities for securing a new post were clearly communicated, see figures 7 and 8 below.

I know where to find relevant opportunities for securing a new position in UCD

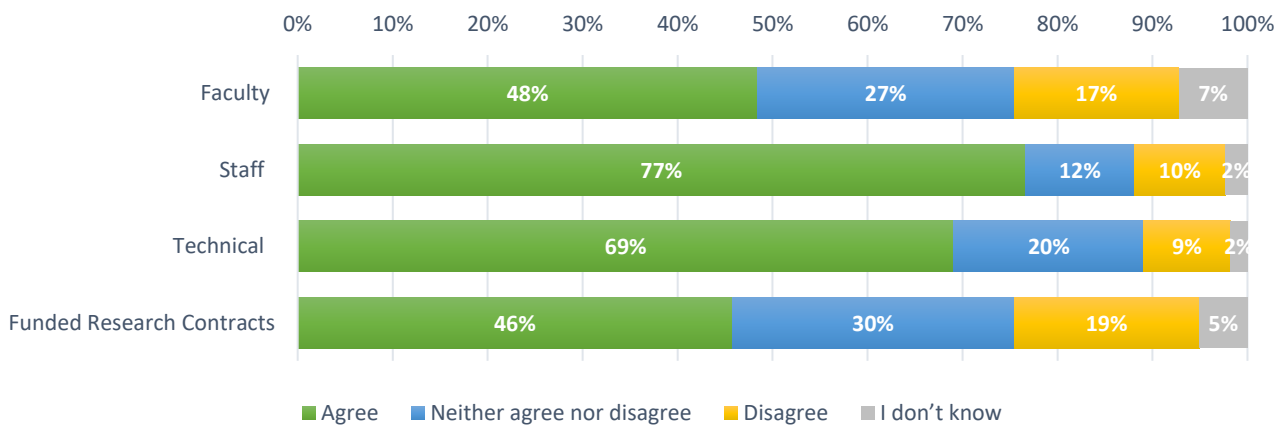


Figure 7: I know where to find relevant opportunities for securing position – by job category

Relevant opportunities for securing a new position are clearly communicated

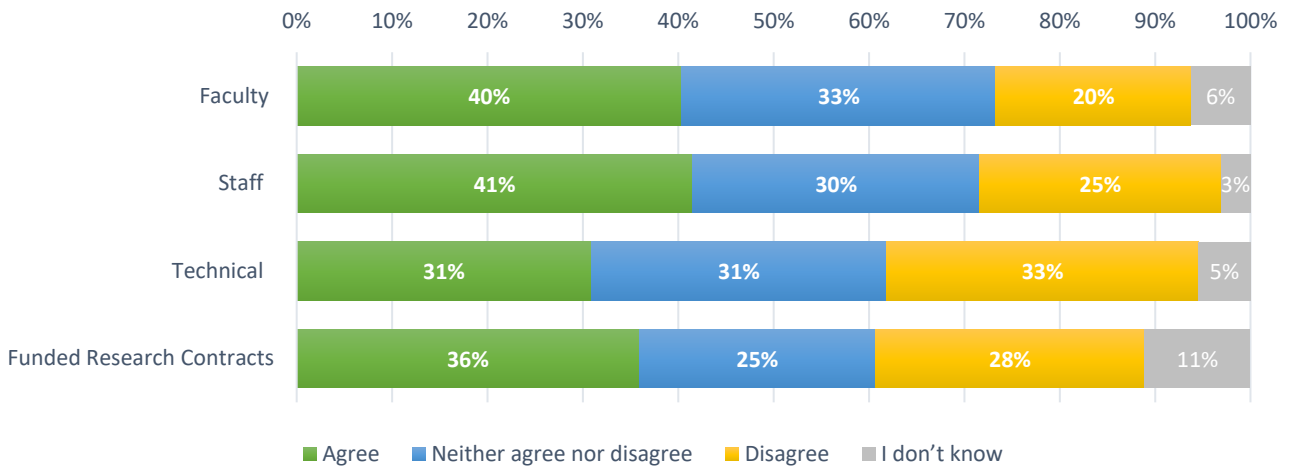


Figure 8: Relevant opportunities for securing new position are clearly communicated – by job category

EDI Strategic Objective 2 Action: Review the recruitment processes and literature for employees to ensure there is a transparent process in place to attract employees from all backgrounds. Promote inclusive recruitment process including establishing search committees. Carry out workshops with Heads of School/Unit and set targets for gender and other grounds.

GEAP Actions 5.1.1 – 5.1.6 relate to a range of actions around recruitment including the establishment of search committees, inclusive recruitment guidelines and setting targets at shortlisting stage. Measures includes an increase the percentage of staff who feel opportunities are widely communicated in the EDI survey to 60% for both men and women by 2023 and to measure increase in satisfaction with Job Descriptions – increase to 80% for women.

With regard job descriptions, more than half of employees in all job categories feel that job descriptions are written in a gender-neutral way. However less than half of female faculty and researcher staff feel that job descriptions are written in a way that attracts people from all equality grounds, table 2 below.

	Job Descriptions written in gender neutral way % agree		Job descriptions written to attract people across all equality grounds % agree	
	Female	Male	Female	Male
Faculty	59%	59%	42%	51%
Staff	71%	72%	54%	53%
Technical	65%	59%	52%	59%
Researcher	61%	66%	41%	66%

Table 2: Satisfaction with job descriptions – by job category 9

Note: Gender non-binary and self-declare genders are not presented here as n <10

GEAP Action 5.1.1 Guidelines on “Inclusive Recruitment Practices” to be followed by Resourcing and Hiring Managers

5.1 Faculty

Specific questions were asked to faculty, professional staff, technical staff and research staff to explore their experiences of applying for promotion and their career progression in general at UCD.

Faculty were asked a number of questions related to promotion, learning and development and inclusive curriculum. This section will focus on this data pertaining to promotion and career progression, and inclusive and diverse curriculum.

5.1.1 Promotion and Progression

The proportion of faculty overall who indicated that they had successfully applied for an academic promotion was 34%, with 13% of faculty indicating that their application was unsuccessful. 53% of respondents indicated that they had not applied for promotion. See figure 9 below.

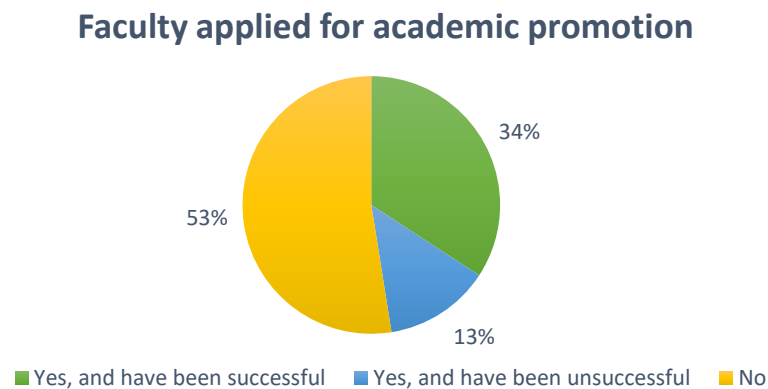


Figure 9: Faculty applied for academic promotion

Faculty applied for academic promotion - by gender

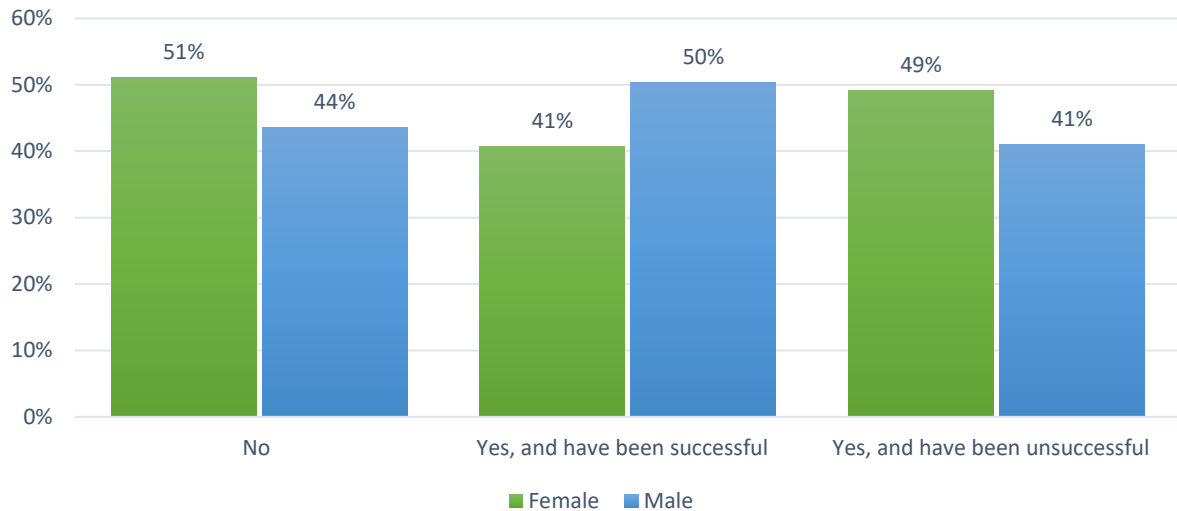


Figure 10: Faculty applied for academic promotion - by gender

Note: Gender non-binary and self-declare genders are not presented here as n <10

Figure 10 compares the responses by gender. A higher proportion of females than males indicated that they had not applied for promotion, 51% to 44%. 50% of males responded that their application for promotion was successful, compared to 41% of females, while 49% of females indicated that their application was unsuccessful, higher than males at 41%.

For those who had not applied for promotion, overall the top reasons given for not doing so were a perception that they didn't meet the necessary criteria, that they were not in the role long enough and that they wanted to wait to strengthen their CV.

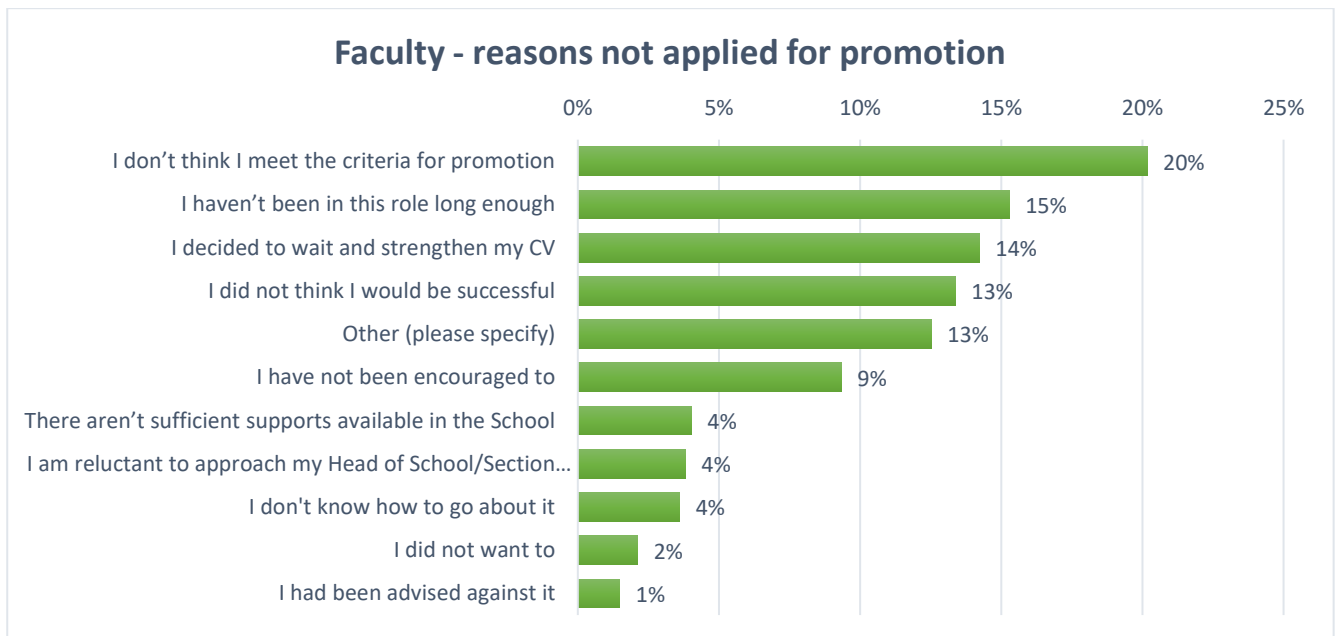


Figure 11: Faculty - reasons for not applying for promotion

A gender breakdown of the reasons why faculty didn't apply for promotion produces some interesting results, see figure 12. The main reasons why female faculty didn't apply for promotion were that they didn't know how to go about it (73%, compared to 27% of male faculty), insufficient supports in the school (72%, compared to 28% of male faculty), advised against it (71%, compared to 29% of male faculty) and not being encouraged to (65%, compared to 35% of male faculty).

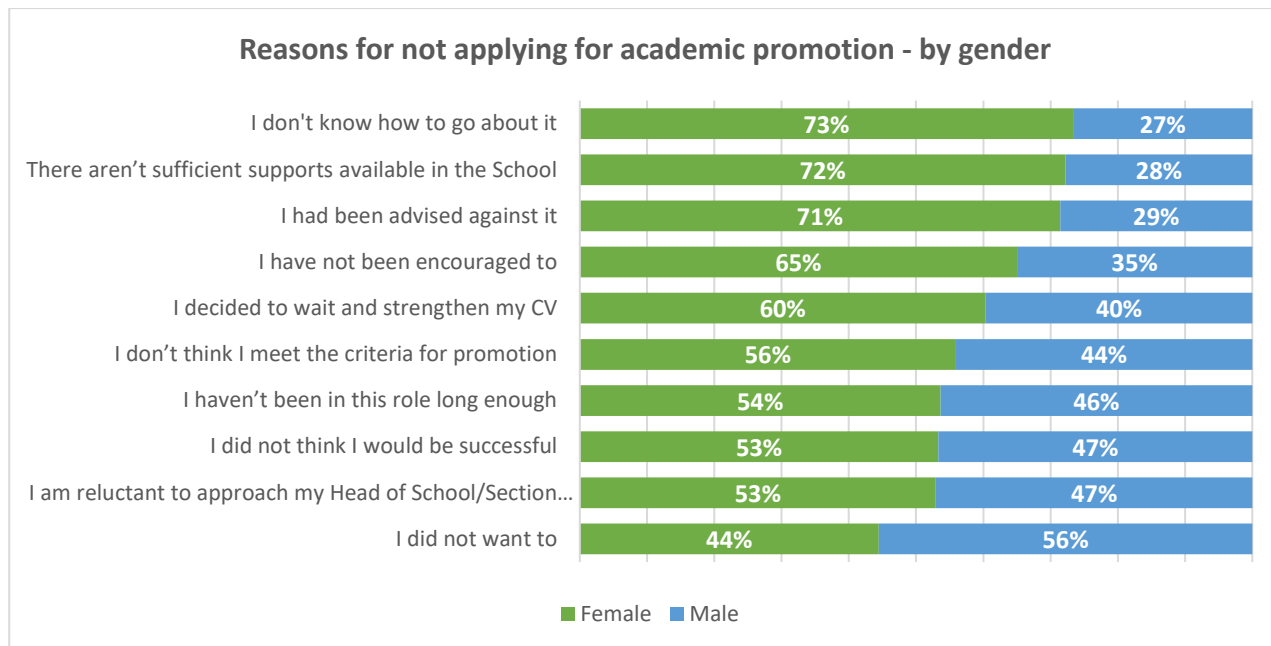


Figure 12: Reasons for not applying for academic promotion - by gender

Note: Gender non-binary and self-declare genders are not presented here as n <10

Unsurprisingly, levels of understanding of the promotion process increased relative to seniority by faculty grade. Less than half of Lecturer/Assistant Professor and Other Teaching grades agreed with the statement that they had a clear understanding of the promotions process at UCD, see figure 13 below. A similar analysis by gender shows that less than half of female faculty, 49%, agree that they have a clear understanding of the promotions process. The equivalent figure for male faculty is 58%, see table 3 below.

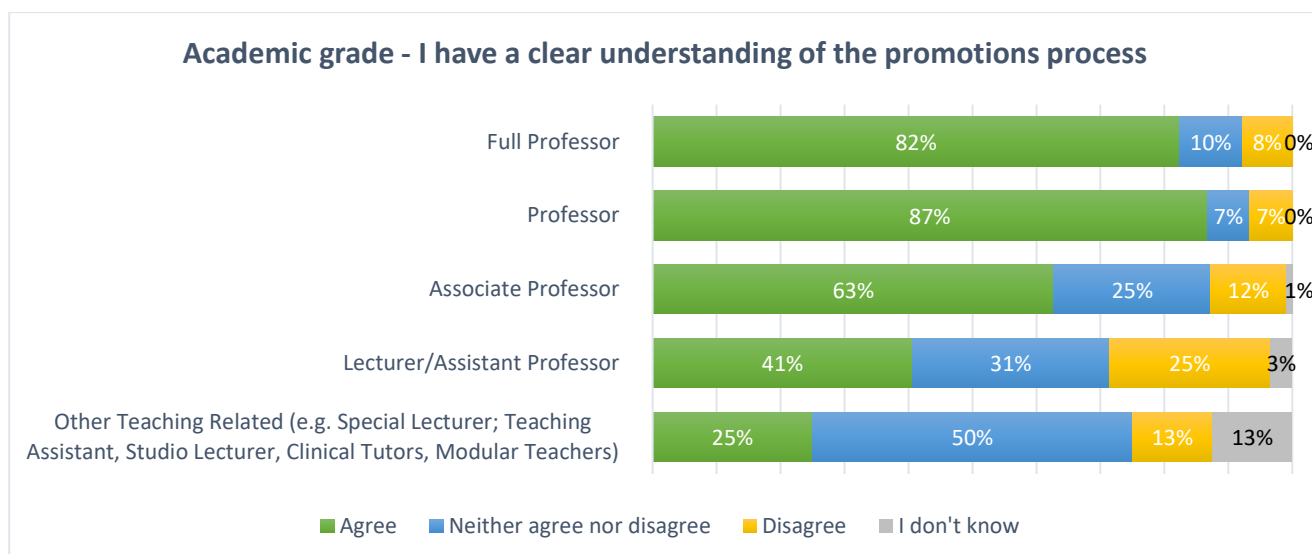


Figure 13: Understanding of the promotions process, by academic grade

I have a clear understanding of the promotions process at UCD

	Female	Male	Gender - prefer not to say
Agree	49%	58%	58%
Neither agree nor disagree	28%	23%	27%
Disagree	21%	16%	12%
I don't know	2%	2%	4%

Table 3: Faculty understanding of the promotions process – by gender

Note: Gender non-binary and self-declare genders are not presented here as n <10

Faculty were asked what factors have contributed to their career progression, figure 14, and what factors have inhibited their career progression, figure 15. The top three contributing factors were work on high profile and successful projects (91% responding important/very important), research income (86% important/very important) and family support (86% important/very important) (not including not-applicable responses).

GEAP Action 5.1.17 Exposure to high profile projects: Allow greater access to roles at College and University level for early career faculty through a Role Distribution System involving support from senior faculty.

With regards the factors that have inhibited career progression, an over-heavy administrative workload (83% important/very important), an over-heavy teaching workload (82% important/very important), size of research income (74% important/very important) and caring responsibilities (71% important/very important) were the top reported inhibiting factors (not including not-applicable responses).

GEAP Action 5.1.15 Specific guidance on how caring responsibilities are considered during promotion should be incorporated into the promotion documentation and advertised to staff.

EDI Strategic Objective 3 – New Action: Develop a framework for Carers in UCD including review of Carers' Leave policy.

GEAP Actions 5.6.13, 5.6.15 and 5.6.16 relating to workload in promotions and Workload Allocation Models.

Faculty - factors contributing to career proession

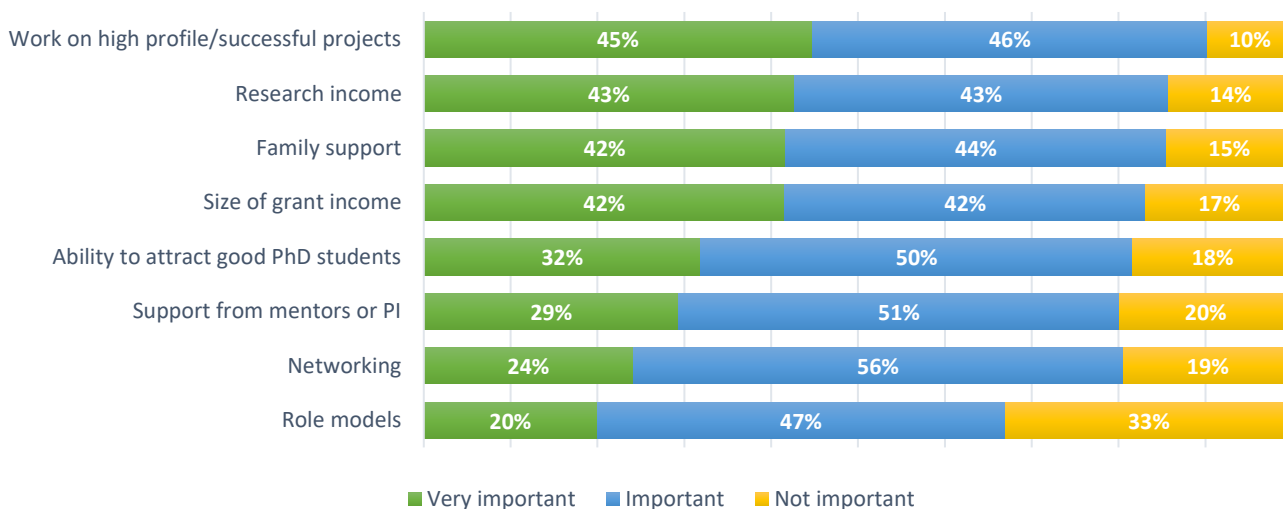


Figure 14: Faculty - factors contributing to career development

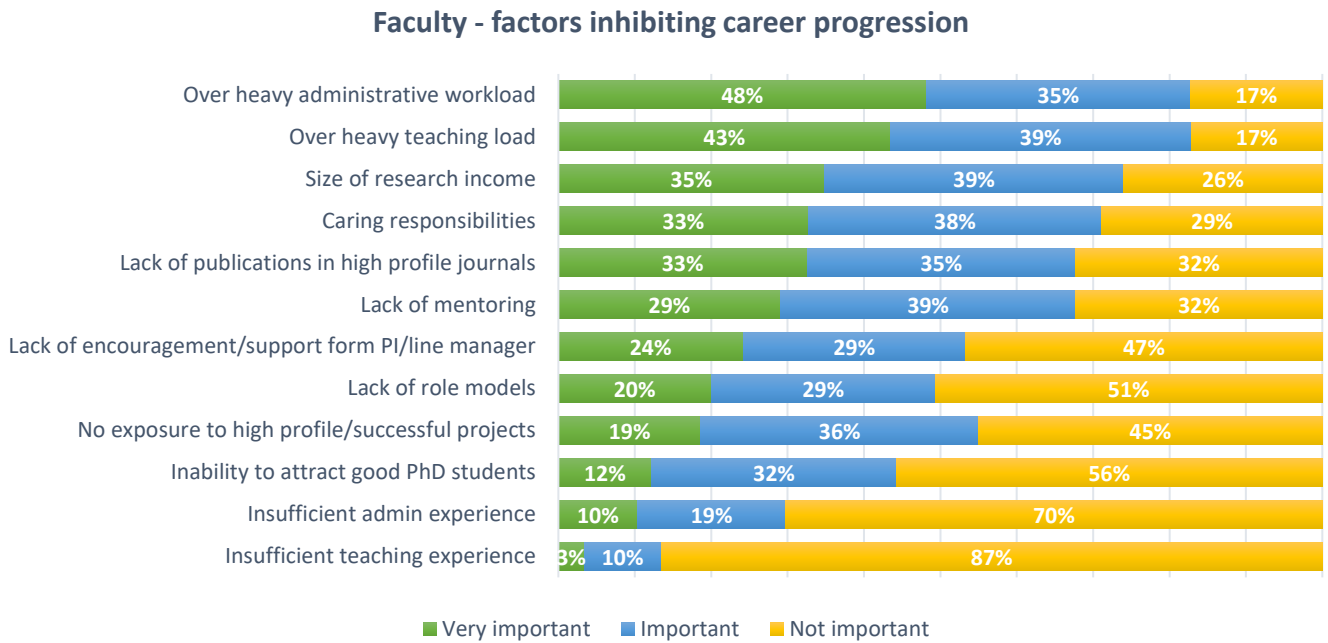


Figure 15: Faculty - factors inhibiting career progression

Faculty were also asked whether they felt that people were promoted in UCD irrespective of their status under one of the 9 EDI grounds, figure 15 below. 61% felt that people were promoted irrespective of marital/civil status, 57% irrespective of family status and 56% irrespective of sexual orientation. Less than half of respondents agreed that people were promoted irrespective of disability or status as a member of the Traveller community but 32% and 50% respectively stated that they did not know.

EDI Strategic Objective 2 – New Action: Enhance the accessibility for employees to roles in UCD through recruitment and promotions through the review of the Code of Practice for the Employment of People with Disabilities and increase disability awareness across UCD.

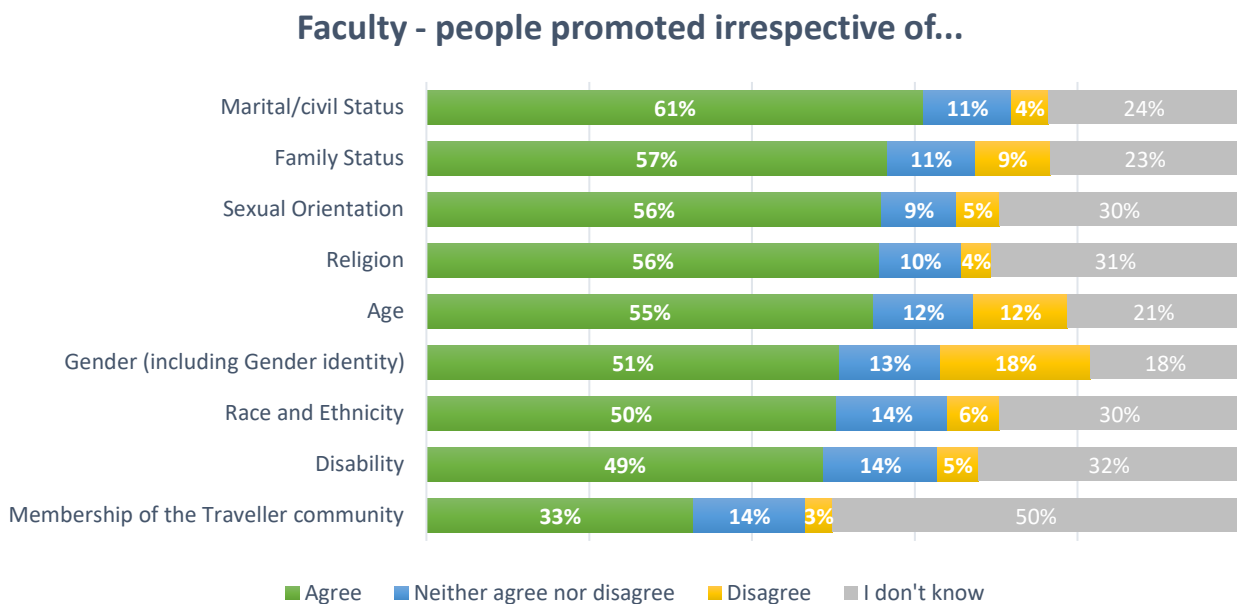


Figure 16: Faculty - promotion irrespective of EDI status

GEAP 5.1.20 Implement real time monitoring by UMT of outcomes from FPC to include gender breakdown. Increase percentage of women that agree they have a clear understanding of the promotion process from 52% to 70% by 2023

5.1.2 Inclusive Curriculum

Faculty responding to the survey were asked a number of questions on the inclusivity of the curriculum and potential actions to make it more diverse and inclusive, figure 17 and 18 below. 39% of faculty respondents strongly agreed/ agreed that course curriculum was representative of a diverse range of perspectives and 61% indicated that they were aware how to embed EDI into their course content. 48% felt that inclusive education is considered in UCD’s teaching and learning practices, while 64% felt that a more diverse and inclusive curriculum could be achieved by attracting and retaining a more inclusive and diverse staff.

EDI Strategic Objective 2 – New Action: Promote inclusive recruitment process including establishing search committees. Carry out workshops with Heads of School/Unit and set targets for gender and other grounds.

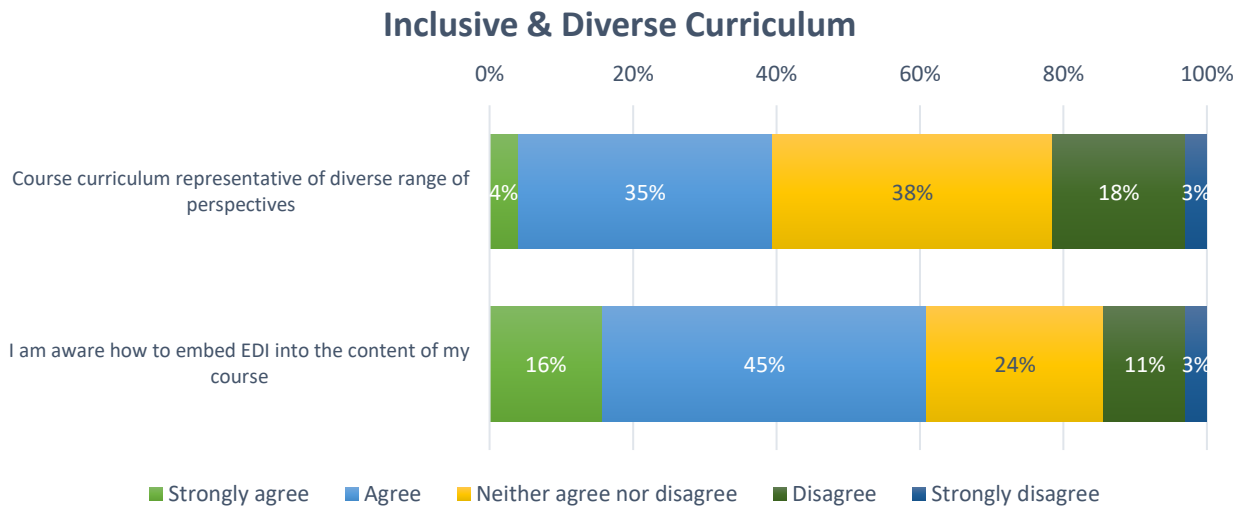


Figure 17: Faculty feedback - curriculum diverse and inclusive

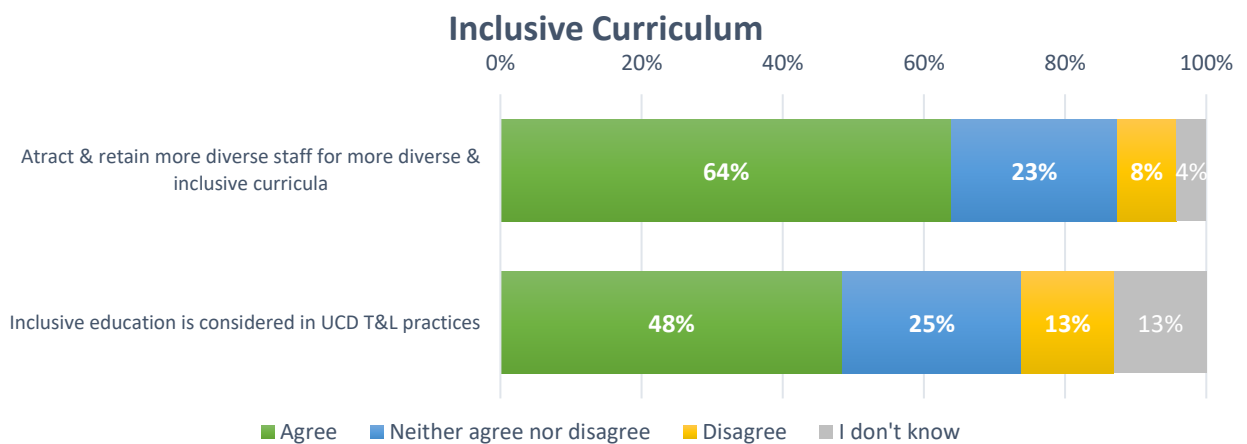


Figure 18: Inclusive curriculum in teaching and learning



Faculty were asked to rate the importance of a number of statements on actions that would support the achievement of an inclusive curriculum figure 19. The top three most important items were: building staff capacity in embedding EDI, developing principles in embedding EDI in the curriculum and analysis of feedback from students on EDI in the curriculum.

How UCD can make curriculum more inclusive

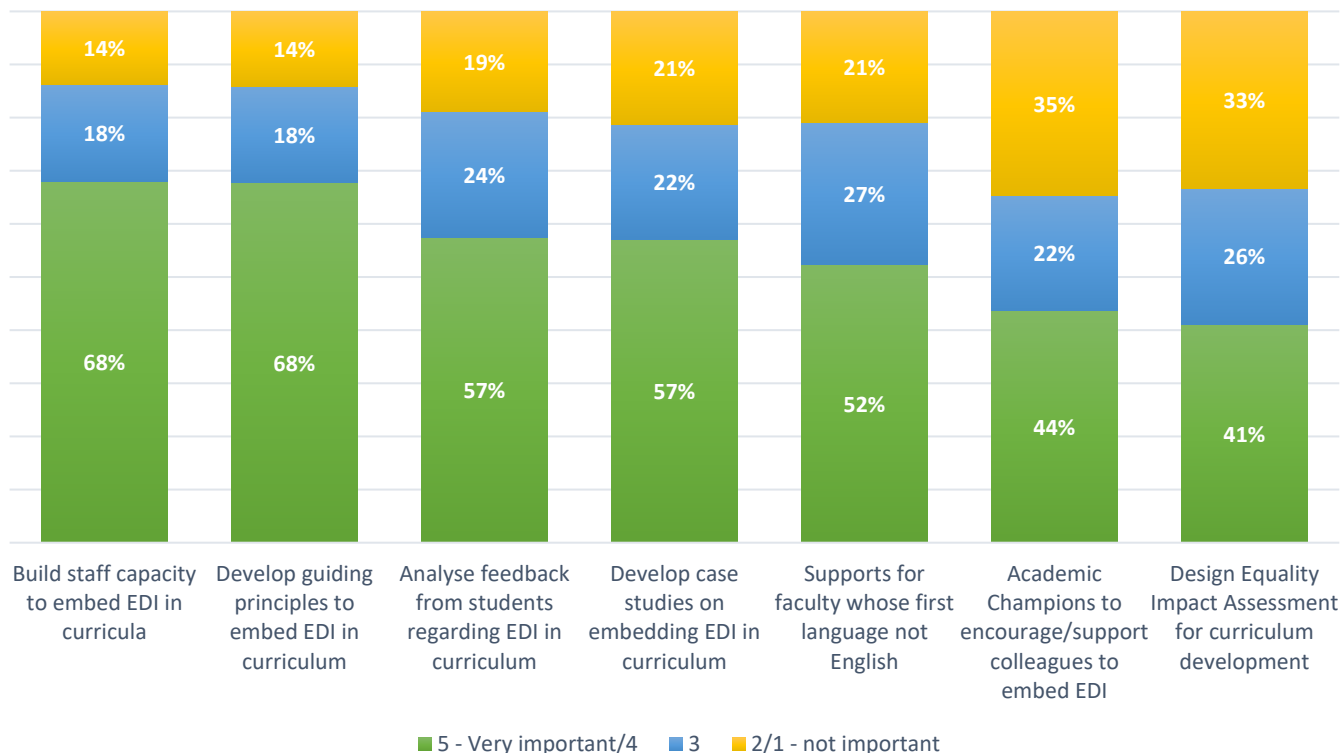


Figure 19: Factors that are important in developing an inclusive curriculum

EDI Strategic Objective 2 – Action: Continue to demonstrate good practice and support the enhancement of Learning, Teaching, curriculum planning and assessment from an EDI perspective through the UCD Education Strategy and incorporate the principles of Universal Design.

5.2 Professional Staff

Professional staff were asked a number of similar questions with regard to promotion and career progression. The proportion of professional staff indicating that they have successfully applied for a higher grade than their current grade is 16%, with 27% indicating that they applied unsuccessfully. 47% indicated that they have not applied for a promotion, while 10% indicated that they are happy with their current grade, figure 20.

Have you applied for a higher grade than current grade?



Figure 20: Professional staff: applied for promotion to higher grade

A follow up question asked staff who had not applied for promotion, why they hadn't done so. Of those who responded, 34% indicated that the opportunity had not arisen and 17% said that they were not aware of an opportunity at a higher grade. 16% indicated that they did not want to.

If you haven't applied for promotion, why not?

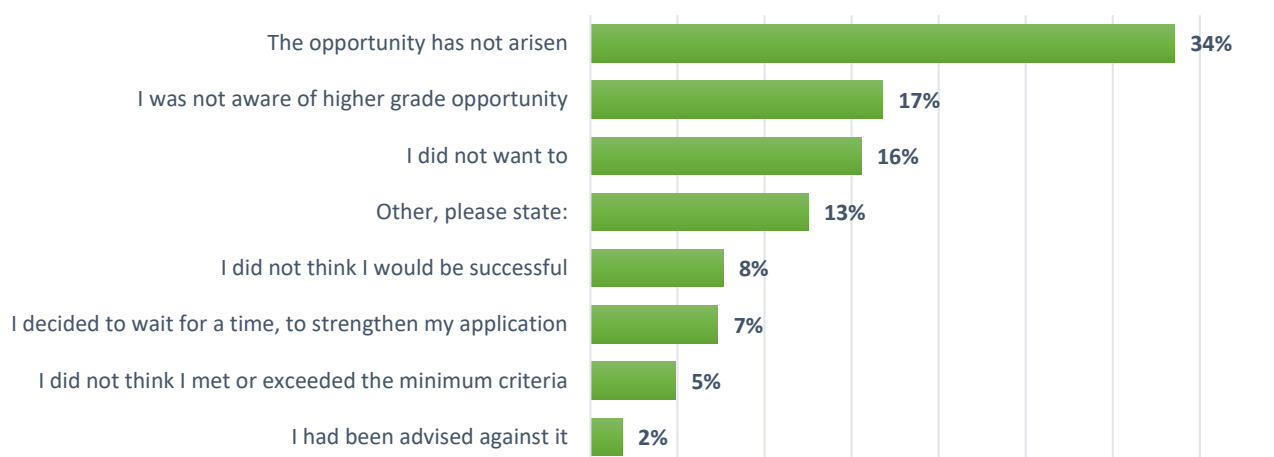


Figure 21: Professional staff - reasons for not applying for higher grade

Staff were also asked the main factors that have contributed to and inhibited their career progression, figure 22 and 23. The top three factors that respondents indicated were important/very important in contributing to their career progression were support from line manager (88%), exposure and working on high profile projects (88%) and family support (79%) (not applicable responses not included in analysis).

The main factors that inhibited career progression were reported to be lack of relevant jobs advertised (88%), over heavy workload (63%) and lack of encouragement or support from line manager (49%).

Staff - factors contributing to career progression

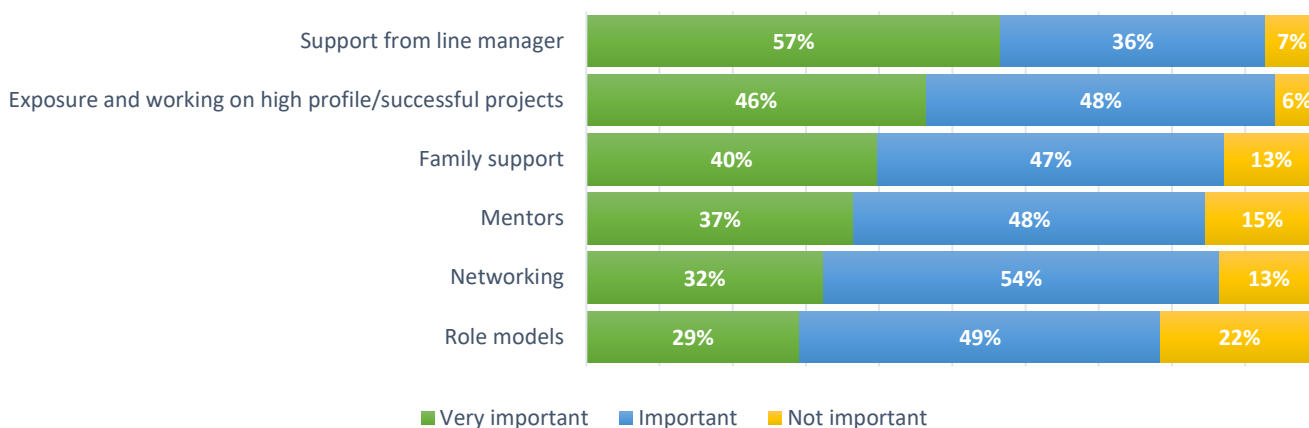


Figure 22: Staff - factors contributing to career progression

Staff - factors inhibiting career progression

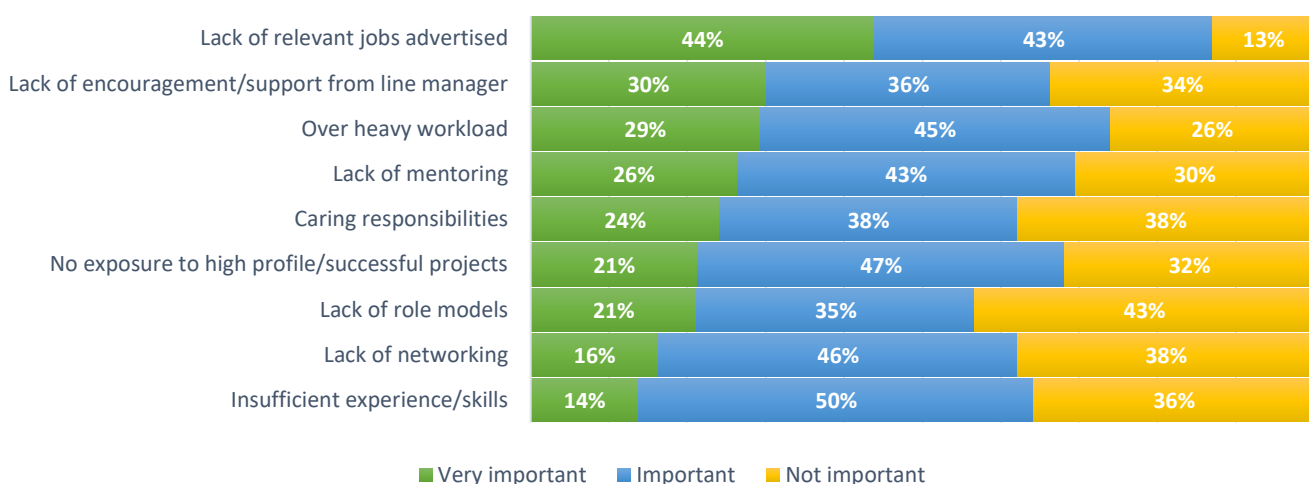


Figure 23: Staff - factors inhibiting career progression

Staff were also asked their opinion on whether people were promoted irrespective of their status under the 9 EDI grounds. Under half of respondents felt that staff were promoted irrespective of their status under any of the grounds with membership of the Traveller community, disability and race and ethnicity gathering the lowest agreement, see figure 24.

EDI Strategic Objective 2 – New Action: Enhance the accessibility for employees to roles in UCD through recruitment and promotions through the review of the Code of Practice for the Employment of People with Disabilities and increase disability awareness across UCD.

EDI Strategic Objective 2 – Enhanced Action: To establish a working group in relation to race and ethnicity to research good practice and make recommendations. This includes consultation with the community and the development of an action plan in this area to include a visible anti-racism campaign and training.

Staff - promotions irrespective of...

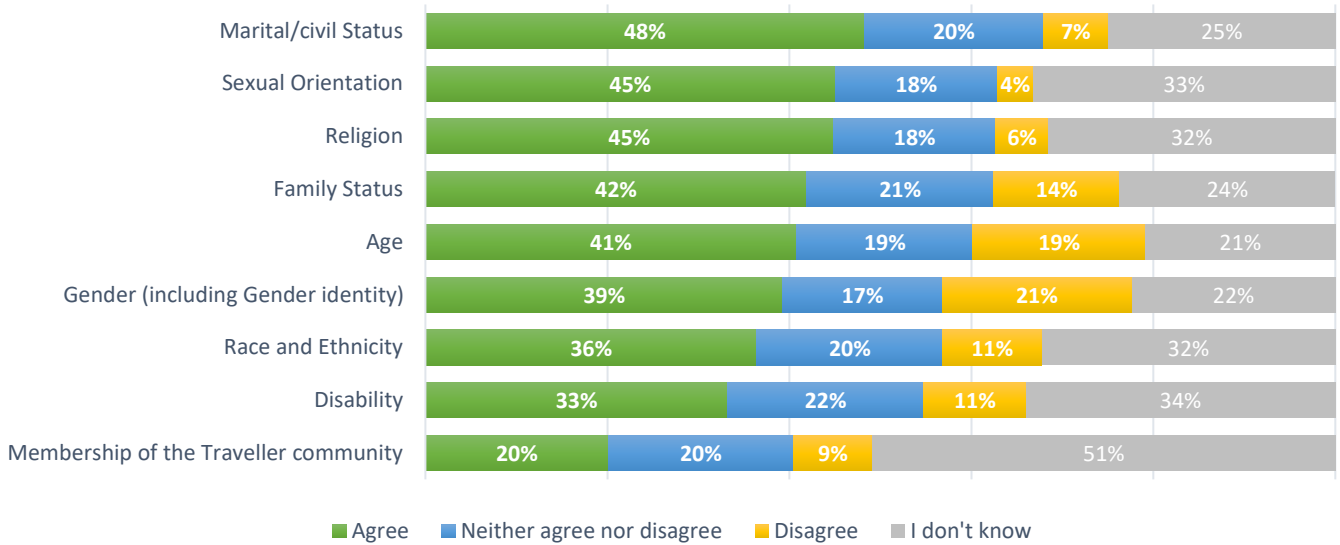


Figure 24: Staff - promotion irrespective of status under EDI grounds

5.3 Technical Staff

Technical staff respondents were also asked questions regarding promotion and career progression. 36% of technical staff respondents indicated that they applied for promotion and were successful with 14% indicating that they applied but were unsuccessful. 50% of technical staff respondents indicated that they have never applied for promotion. In response to the follow up question as to why they haven't applied for promotion, 31% responded that they did not think they met the minimum criteria, figure 26.

Technical staff - applied for promotion

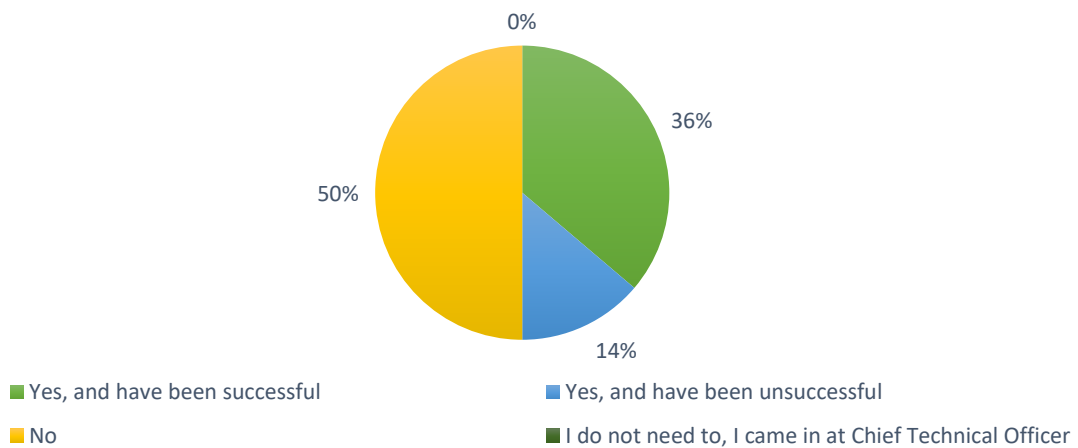


Figure 25: Technical staff - applied for promotion

If you haven't applied for promotion, why not?

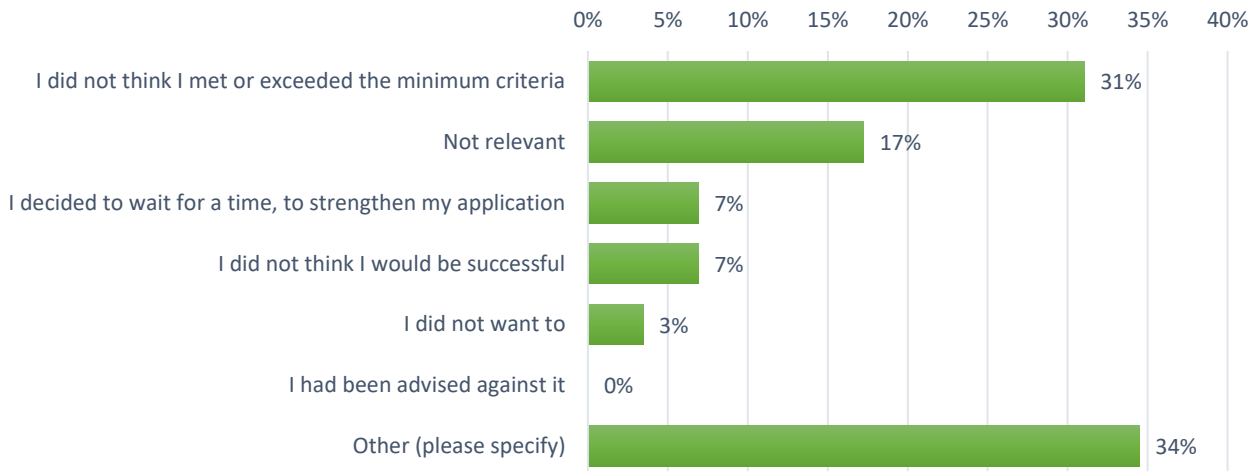


Figure 26: Technical staff - why haven't applied for promotion

Support from line managers (83% important/very important), mentors (86% important/very important) and family support (88% important/very important) were the main factors that technical staff reported to contribute to career progression, see figure 27. Over-heavy administrative workload (61% important/very important), lack of encouragement from line manager (59% important/very important) and lack of networking (63% important) were the main factors that respondents felt were important/very important in inhibiting their career progression, figure 28. Data here excludes not-applicable responses

Technical staff - factors contributing to career progression

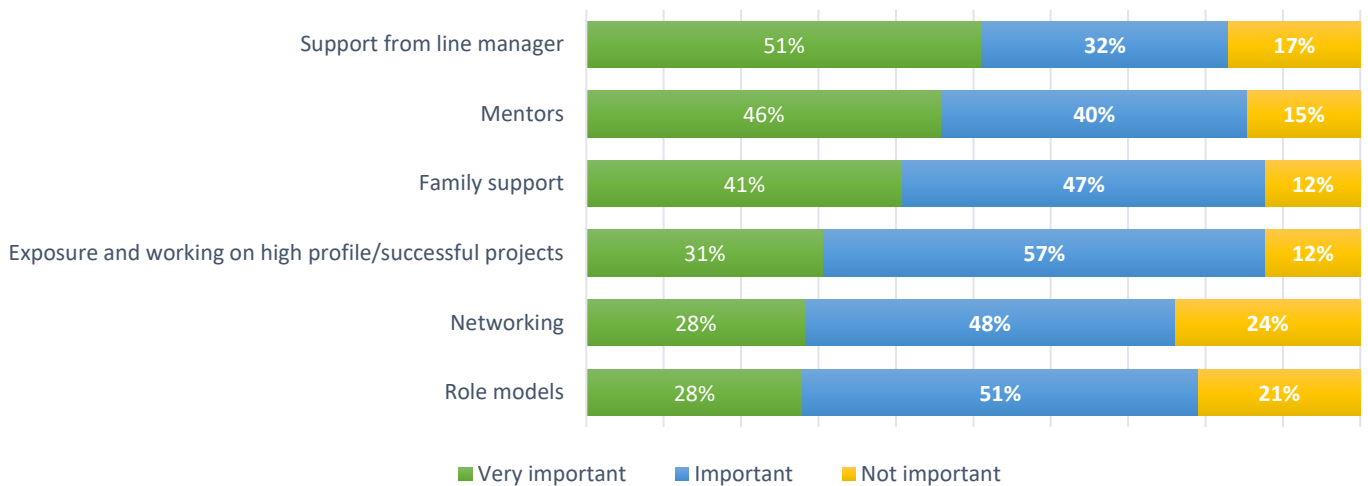


Figure 27: Technical staff - factors contributing to career progression

Technical staff - factors inhibited career progression

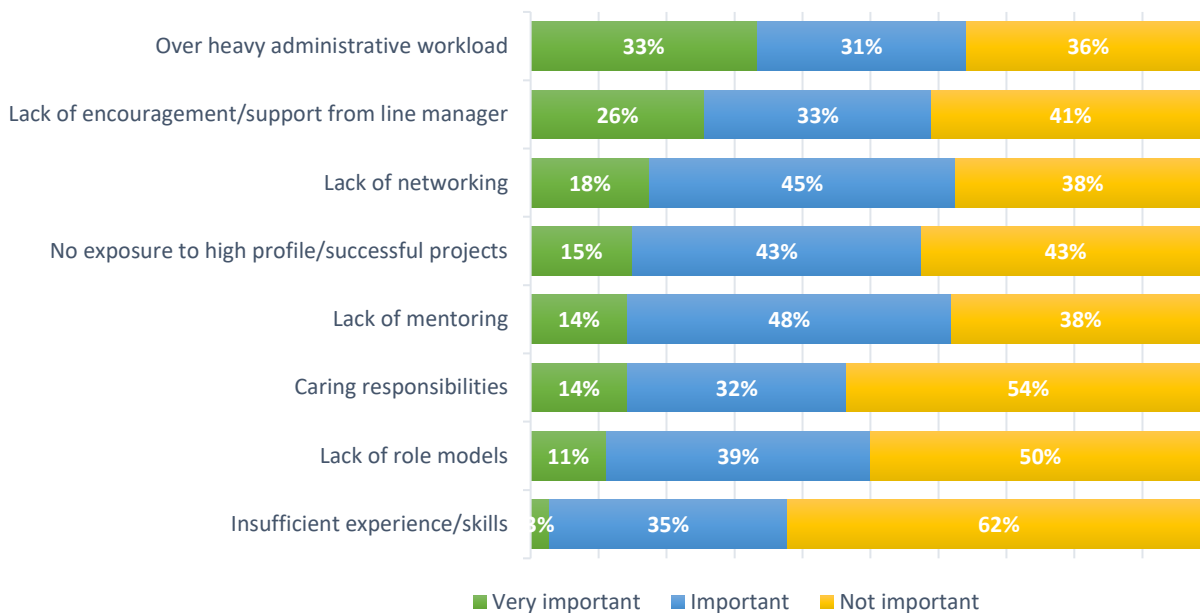


Figure 28: Technical staff: factors inhibiting career progression

More than half of technical staff respondents felt that staff in UCD were promoted irrespective of their status under 8 of the 9 EDI grounds, the exception being membership of the Traveller community, where only 33% of respondents felt that staff were promoted irrespective of this status with 43% not knowing, figure 29.

Technical staff - promotions irrespective of...

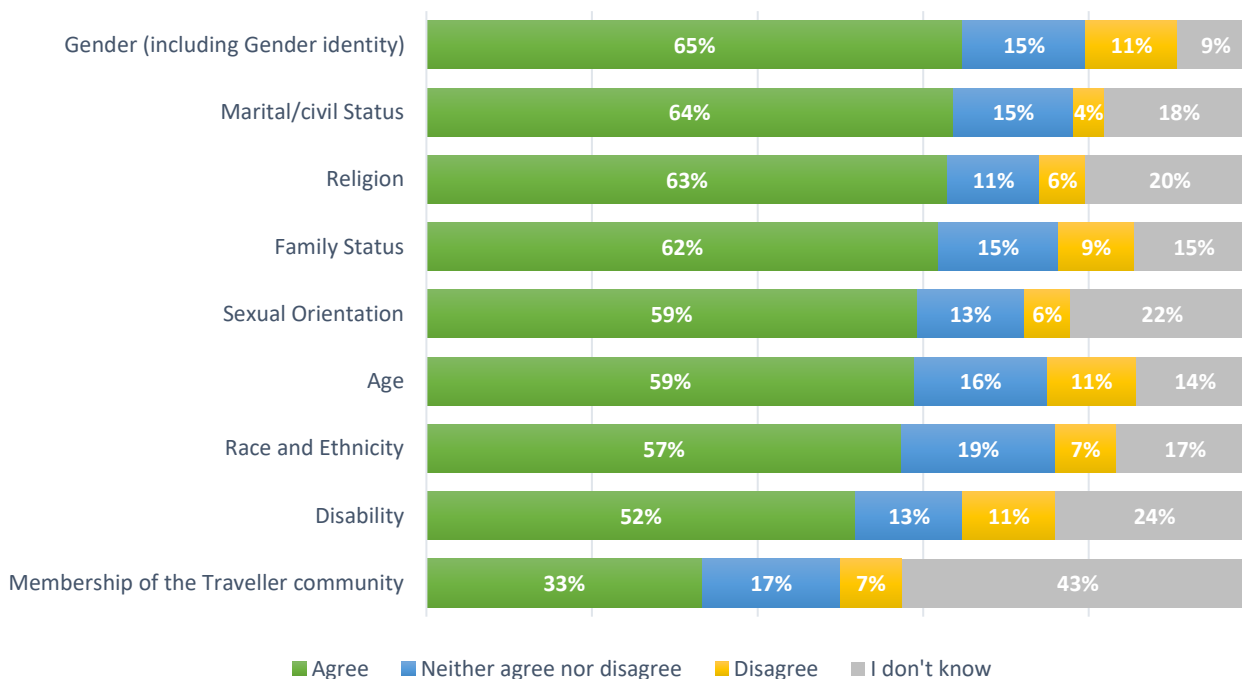


Figure 29: Technical staff: promotions irrespective of EDI status

5.4 Researcher

Researchers responded with a degree of uncertainty about career opportunities for them in UCD. Only 31% of researchers felt that there were opportunities for them in UCD, while 41% didn't know figure 30. 70% of researchers felt that they received encouragement from their manager to apply for jobs, figure 31.

There are career opportunities for you in UCD

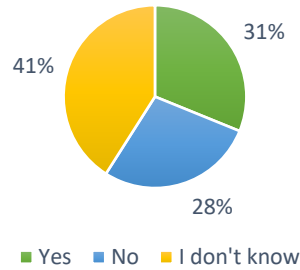


Figure 30: Research staff: career opportunities in UCD

I receive encouragement from my manager to apply for job

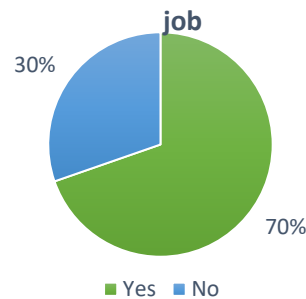


Figure 31: Research staff: encouragement to apply for jobs

The main factors to which researchers attribute their career progression were support from mentors or PI (95% important/very important), family support (92% important/very important) and research income (93% important/very important); not including those responding not applicable, figure 32.

The main factors that researchers feel inhibited their career progression, figure 33, are lack of publications in high-profile journals (75% important/very important), lack of mentoring (77% important/very important) and caring responsibilities (62% important/very important).

Researchers - factors contributing to career progression

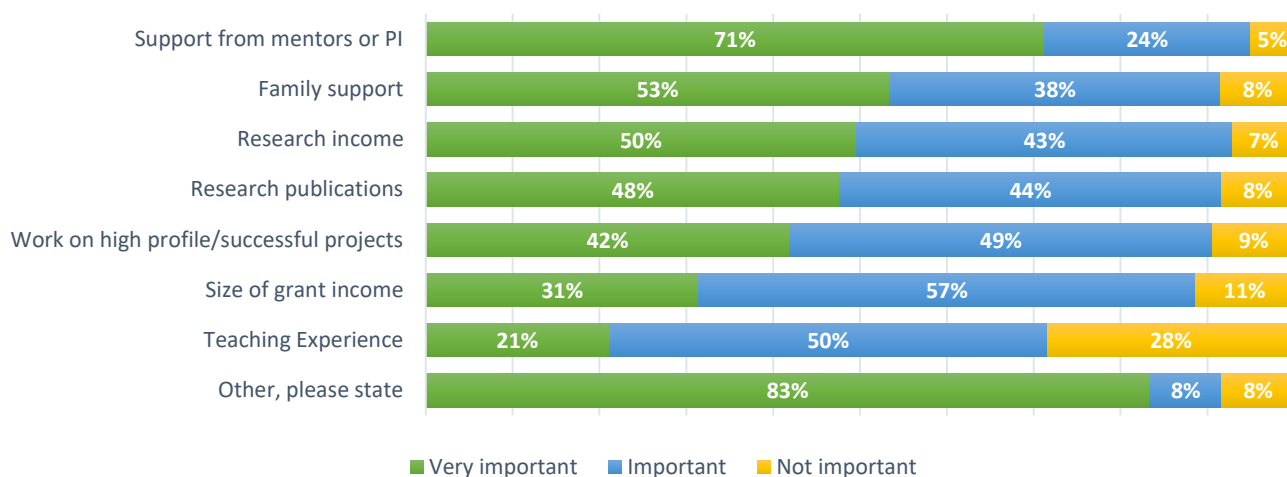


Figure 32: Researchers: factors contributing to career progression

Researchers - factors inhibiting career progression

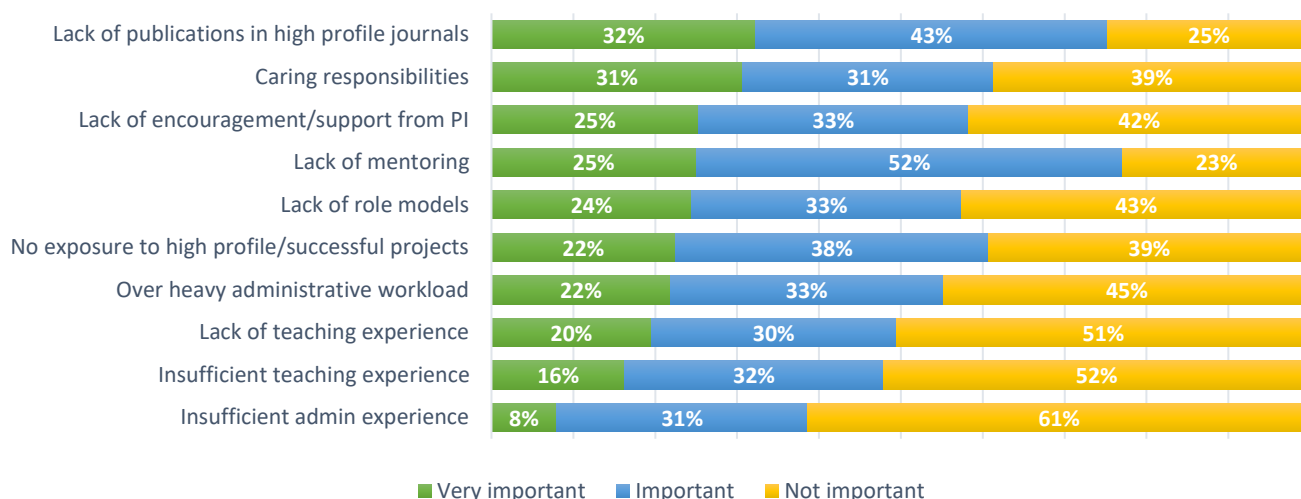


Figure 33: Researchers: factors inhibiting career progression

The lack of role models was cited by 64% of female research staff as an important/very important factor in inhibiting career progression, compared to 40% of male research staff indicating that this was important or very important, see figure 34 below.

Researchers: factors inhibiting career progression - lack of role models

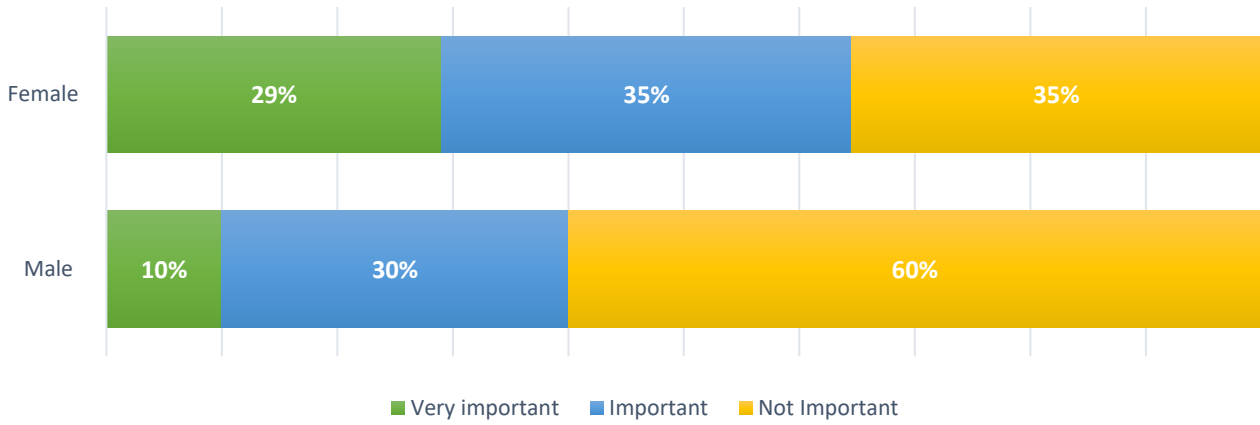


Figure 34: Research staff – factors inhibiting career progression, lack of role models, by gender

GEAP Action 5.6.19: Reduction in percentage of female researchers who feel lack of role models is an inhibitor to their progression from 79% to 69% in 2021. 64% of respondents cited lack of role models as inhibiting career progression.

6 Mental Health & Wellbeing

Respondents were asked a range of questions about their mental health and wellbeing status and experience of supports available in UCD. In rating overall wellbeing prior to Covid-19 and currently, 67% of respondents rated their wellbeing prior to covid 19 as excellent/good; however, after the first two weeks working from home that figure fell to 45%. Wellbeing has recovered a little since then with 52% respondents rating it as excellent/good currently, figure 35.

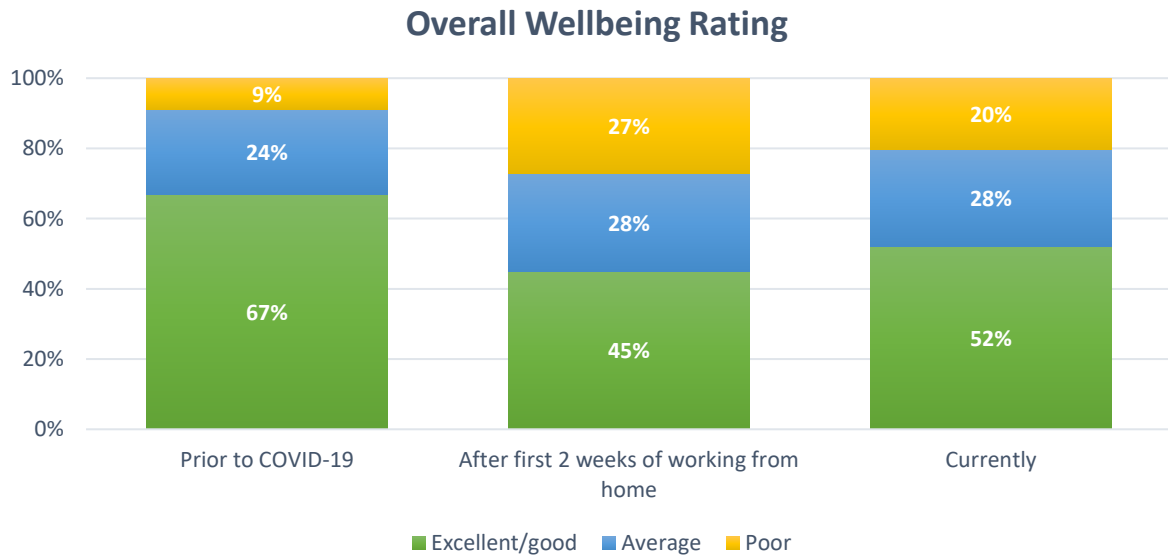


Figure 35: Overall wellbeing rating

42% of respondents said they would feel comfortable speaking with a colleague/manager about a mental health issue(s) they may be experiencing, while 36% of respondents indicated that they wouldn't feel comfortable doing so. A follow-up question asked those who indicated no, why they might not feel comfortable doing so. The top three reasons for not wishing to do so were the fear of being viewed differently, potential negative impact on career and belief of negative stigma around mental health issues, figure 37.

Speak to manager/colleague about mental health

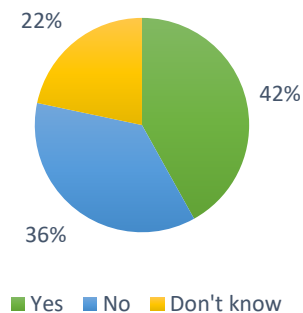


Figure 36: Would you feel comfortable speaking to manager/colleague about mental health?

If no, indicate your agreement with these statements

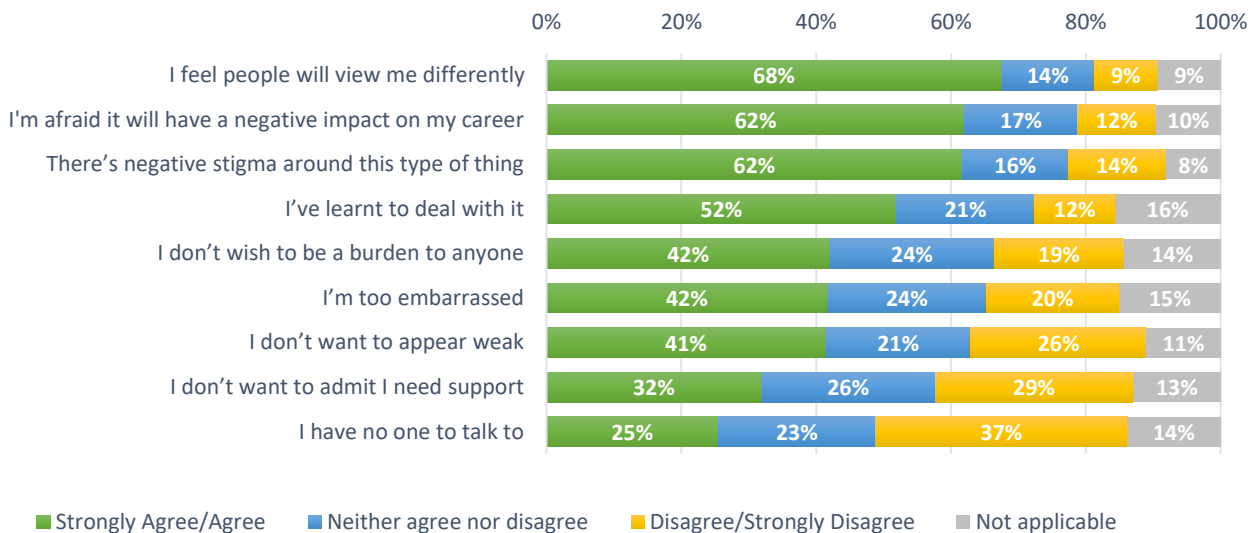


Figure 37: Reasons not comfortable speaking to manager/colleague about mental health

Survey respondents were also asked their feedback on a number of mental health and wellbeing supports that are available in UCD. The top-rated supports included the UCD Challenge, Dignity & Respect contacts and the Staff Network Coffee mornings, figure 38.

Rating of mental health & wellbeing supports

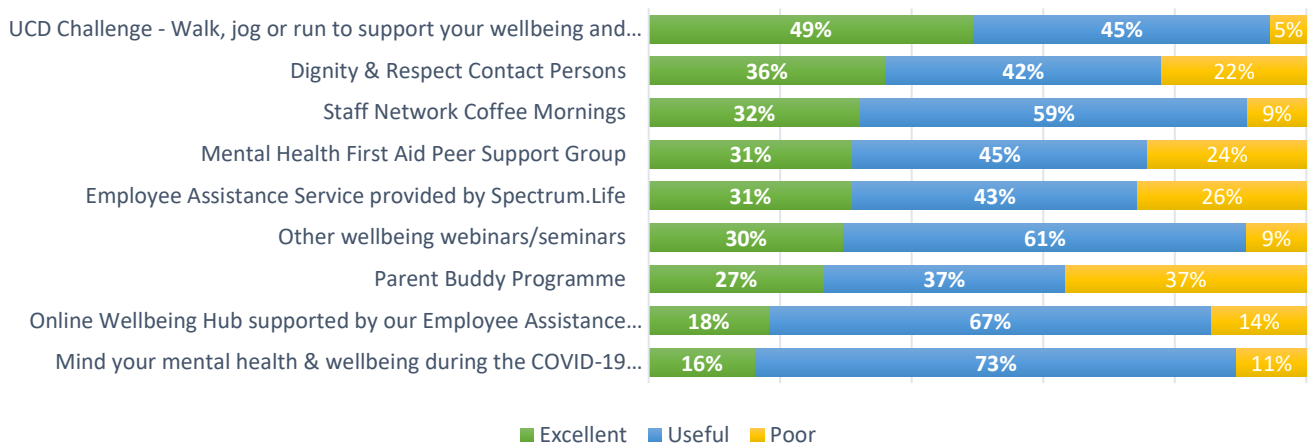


Figure 38: Rating of UCD health and wellbeing supports

EDI Strategic Objective 3 - New Action: Develop a Mental Health and Wellbeing framework for employees to include an action plan and policy.

GEAP Action 5.5.3 Monitor the use of the "buddy panel" by parents (anonymously) and the nature of the issues presented. Identify and address any themes that arise.

EDI Strategic Objective 3 - New Action: Ensure appropriate supports are in place to help students and employees and students who may experience harassment or bullying based on the University's ten grounds or sexual misconduct. This includes a dedicated full-time support service and range of trained supports.

7 UCD Orientation & Induction

Respondents were asked a range of questions about their experience of New Hire Orientation and Local Induction.

7.1 Orientation

Only 40% of respondents indicated that they had attended a UCD Orientation session, figure 39. Of those who responded that they had not attended a UCD Orientation, 35% said that they were not made aware of it or when they were made aware of it, they had been in UCD for a while and didn't think it would be relevant (34%), figure 40. Table 4 below shows the reported rate of attendance at UCD Orientation by gender and length of service.

Have you attended a UCD Orientation session? - UCD

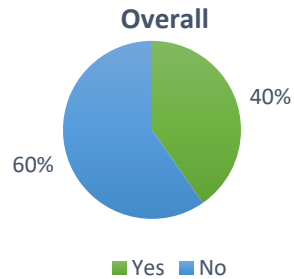


Figure 39: Attendance at UCD Orientation

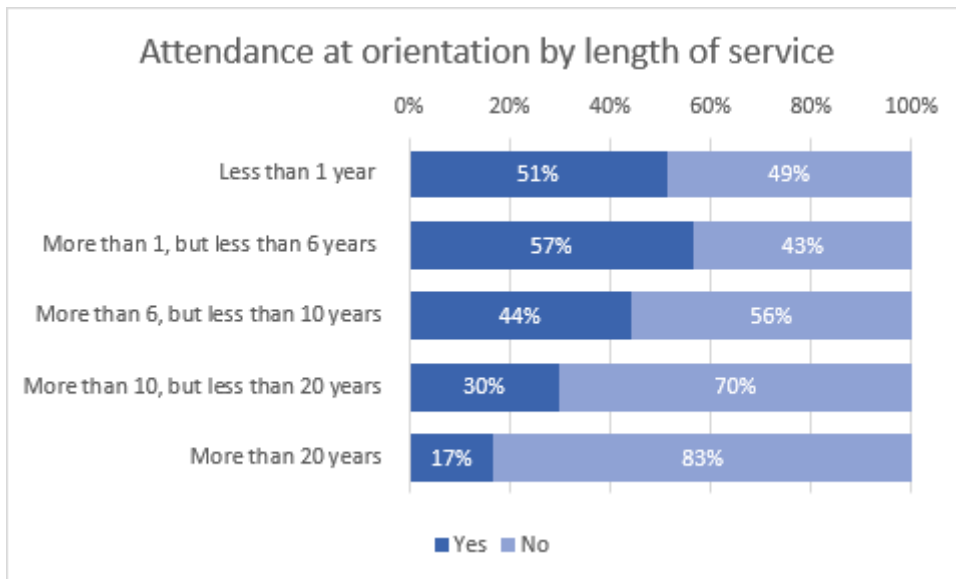


Figure 40: Attendance at UCD Orientation by length of Service

Why did you not attend an Orientation session?

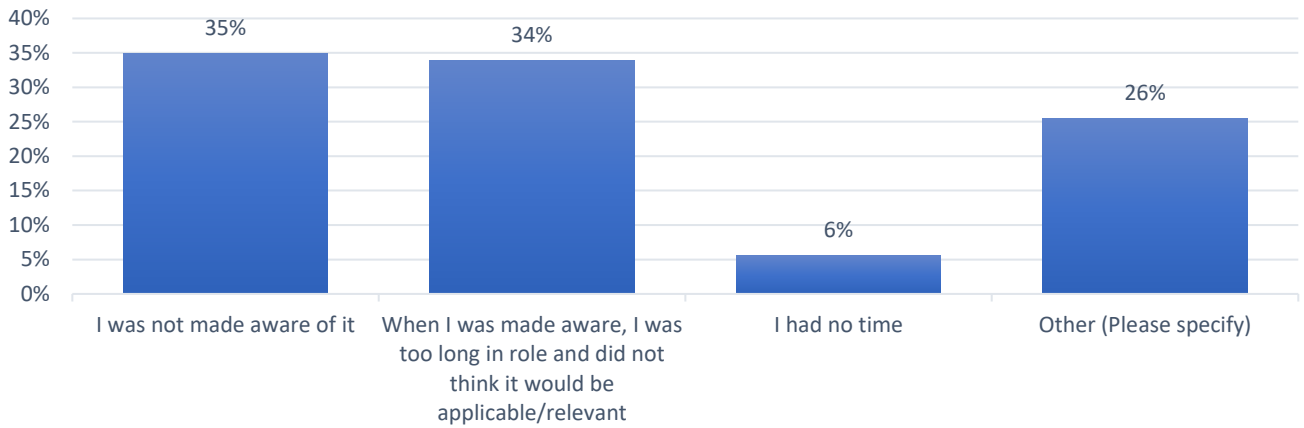


Figure 41: Reasons for not attending UCD Orientation

Have you attended an Orientation session for new employees? % yes		
Time With UCD	Female	Male
Less than 1 year	52%	50%
More than 1, but less than 6 years	58%	54%
Overall (1-6 Years)	57%	53%

Table 4: Attendance at UCD Orientation by length of service and gender

Of those who did attend UCD Orientation, 61% rated it as useful or very useful. 51% of attendees do not recall EDI issues being covered, but 41% felt they were covered well or very well, figure 41.

How would you rate the Orientation session?

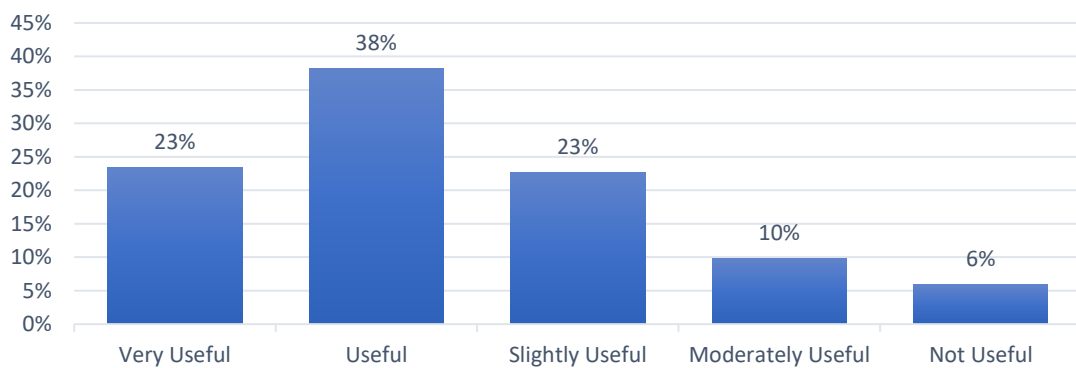


Figure 42: Rating UCD Orientation session

How well do you believe EDI was covered in Orientation?

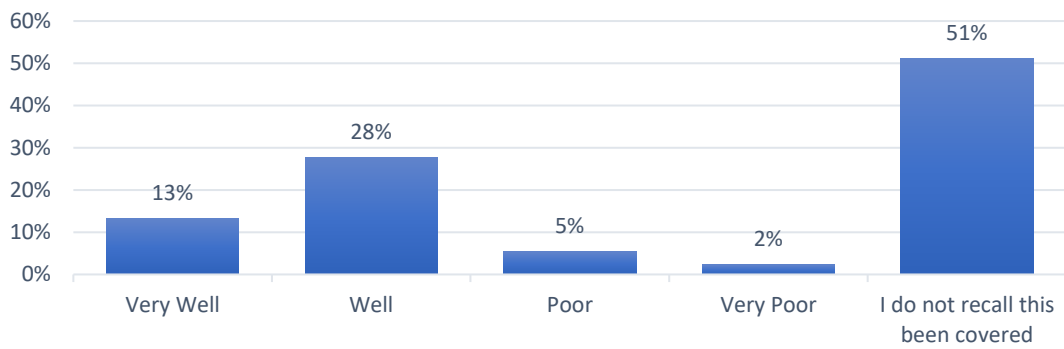


Figure 43: How well EDI covered in UCD Orientation

7.2 Local Level Induction

There was a higher level of attendance at local induction, with 56% of respondents indicating that they attended local induction with their Head of School or Line Manager, see figure 43 below. Of those who attended local induction, 85% found it useful or very useful, see figure 44 below.

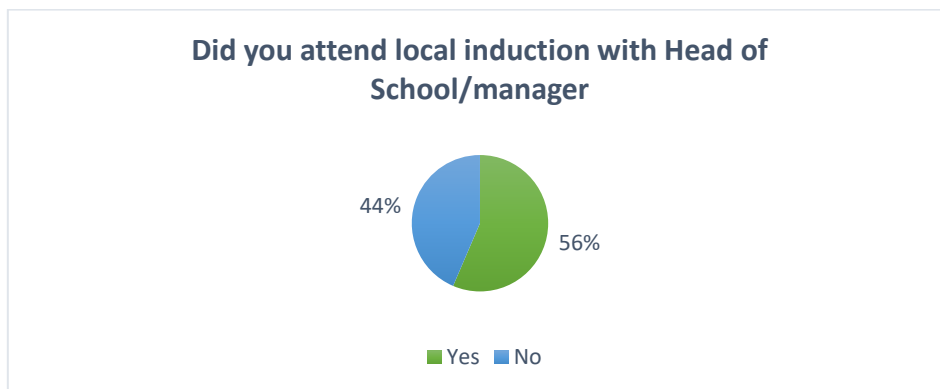


Figure 44: Attendance at local induction

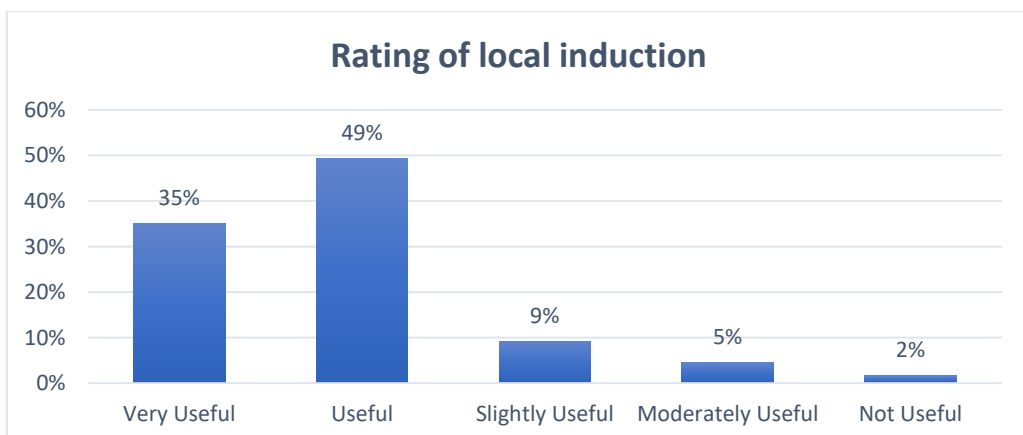


Figure 45: Rating of local induction

GEAP Action 5.1.19 Review the content, delivery and promotion of the Orientation Programme. Measure satisfaction with overall onboarding and settling in to UCD experience during the first year. Provide orientation information earlier to all new recruits by making family-related information more visible on the UCD webpage and include links to orientation/ induction materials online in the offer letter.

There was a good level of awareness of both the EDI Strategy and EDI Initiatives, with over 50% of staff at all lengths of service responding that they agreed or strongly agreed that they were aware of the EDI Strategy and initiatives, figures 45 and 46 below. The level of agreement increased relative to length of service.

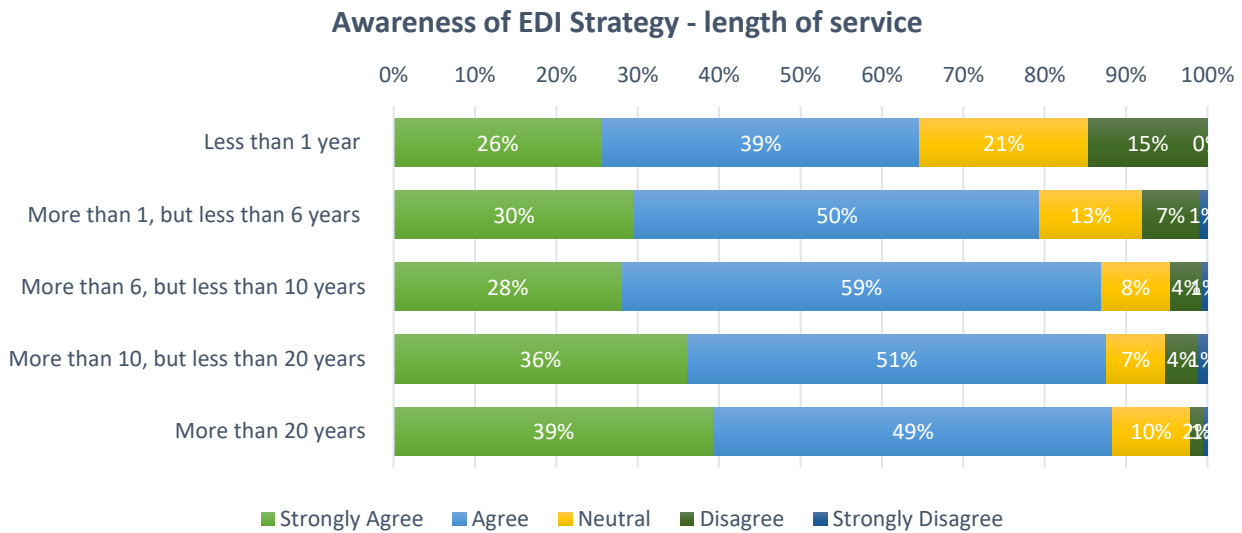


Figure 46: Awareness of EDI Strategy – by length of service

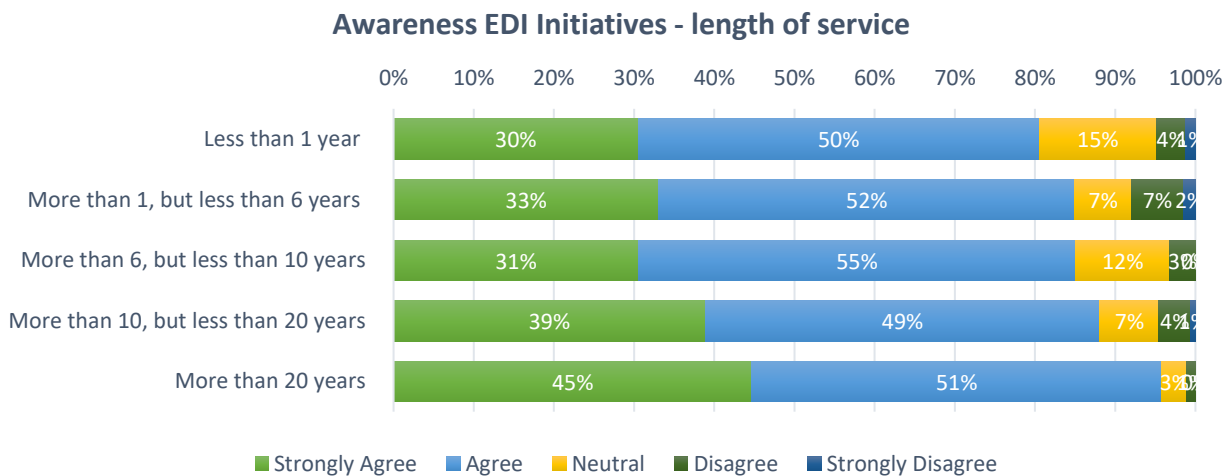


Figure 47: Awareness of EDI Initiatives – by length of service

GEAP Action 5.6.1 Continue to increase awareness of EDI initiatives, gender equality actions and health and wellbeing activities using a range of channels including online social media platforms.

EDI Strategic Objective 5 – New Action: Organise events around key dates in the EDI calendar and identify alternative ways of recognising important. Develop an online EDI calendar of national/international dates and religious festivals and faiths.

EDI Strategic Objective 5 – New Action: Enhance To develop an EDI suite of training programmes for employees and managers to be delivered in a structured and co-ordinated manner across the University to raise awareness and equip managers with the knowledge and tools to support employees across a broad range of EDI topics. A certificate of completion/EDI badge will be awarded following completion of a number of programmes.

8 Performance for Growth

Survey respondents indicated a high level of awareness of the Performance for Growth (P4G) process, with 92% respondents aware of P4G and 79% of respondents having participated in the process. 70% have a p4G plan and 66% of respondents agreed that their plan identifies development objectives, figure 47.

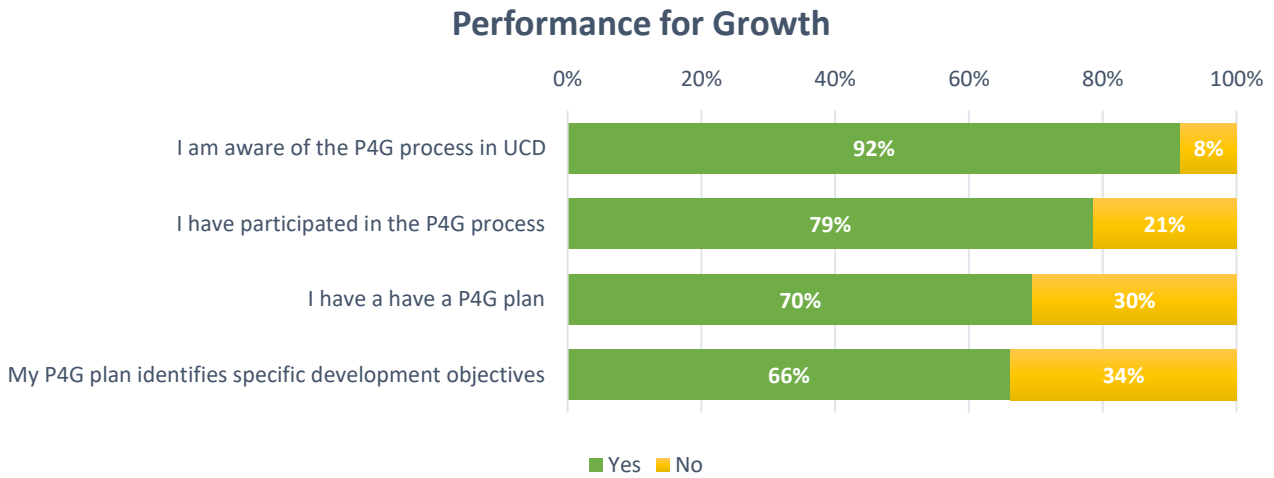


Figure 48: P4G awareness and participation

More than half of respondents agreed that they used P4G to discuss their work objectives and career progression, however only 34% used it to discuss work-life balance and only 39% agreed that they benefited from participating in P4G, figure 48.

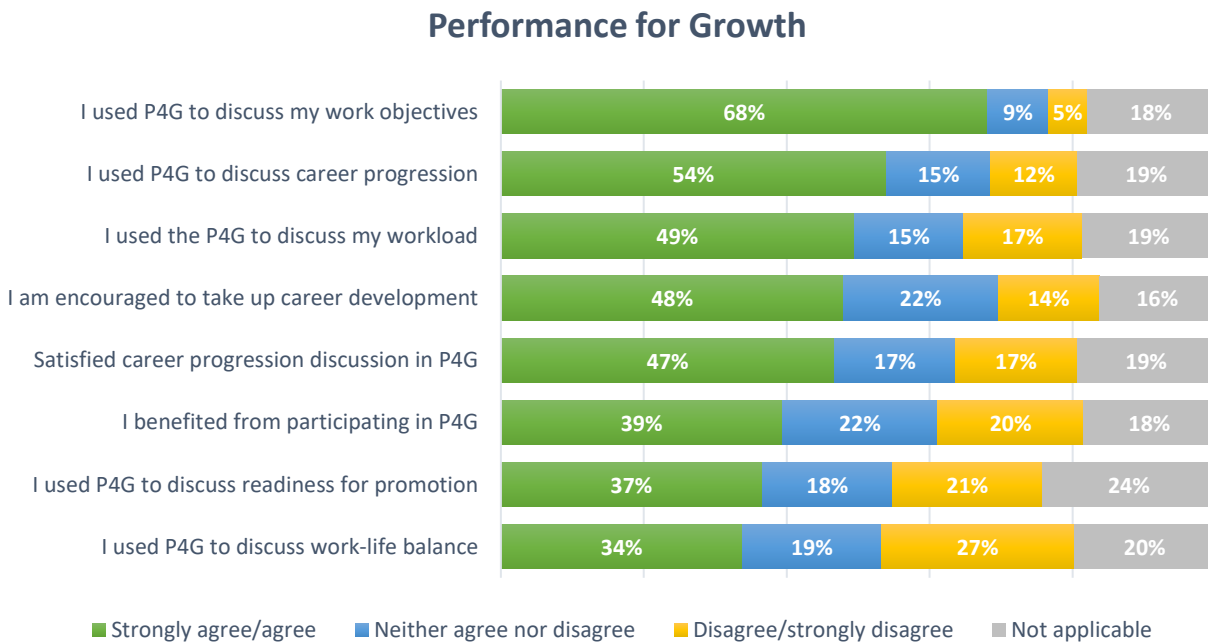


Figure 49: Respondents' experience of P4G

GEAP Action 5.3.3 Introduce measurement mechanisms to more formally assess the impact of the P4G process on career development. At P4G workshops and reviewers training, participants will be requested to actively consider the reported gender disparity in applications for promotion and to make conscious efforts to counter this.

9 Flexible Working & Family-related Leave

The survey asked a number of questions to explore respondents' experiences of availing of flexible working and family-related leave, where appropriate.

Respondents were asked whether they had availed of any of the flexible working options available in UCD, figure 49. The most availed of options were flexible hours (37% of respondents availed of), working from home (pre-Covid, 34% availed of) and sabbatical (11% availed of). These options, and the career break option, were those that respondents would like to avail of.

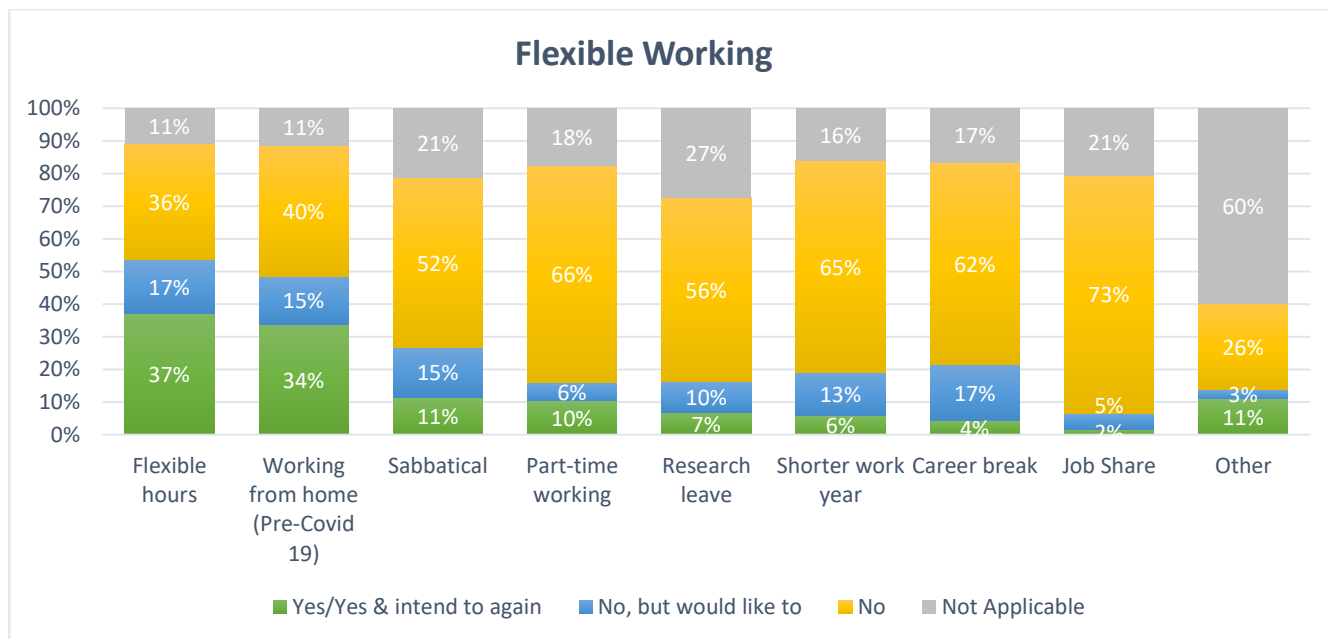


Figure 50: Availed of flexible-working options

Female staff were more likely than males to avail of all types of flexible leave, except research leave. The leave options that had the highest proportion of females availing of it were job-sharing, shorter working year and part-time working. The most availed of options for male respondents were sabbatical, research leave and working from home, see figure 50.

Of those who Availed: Gender %

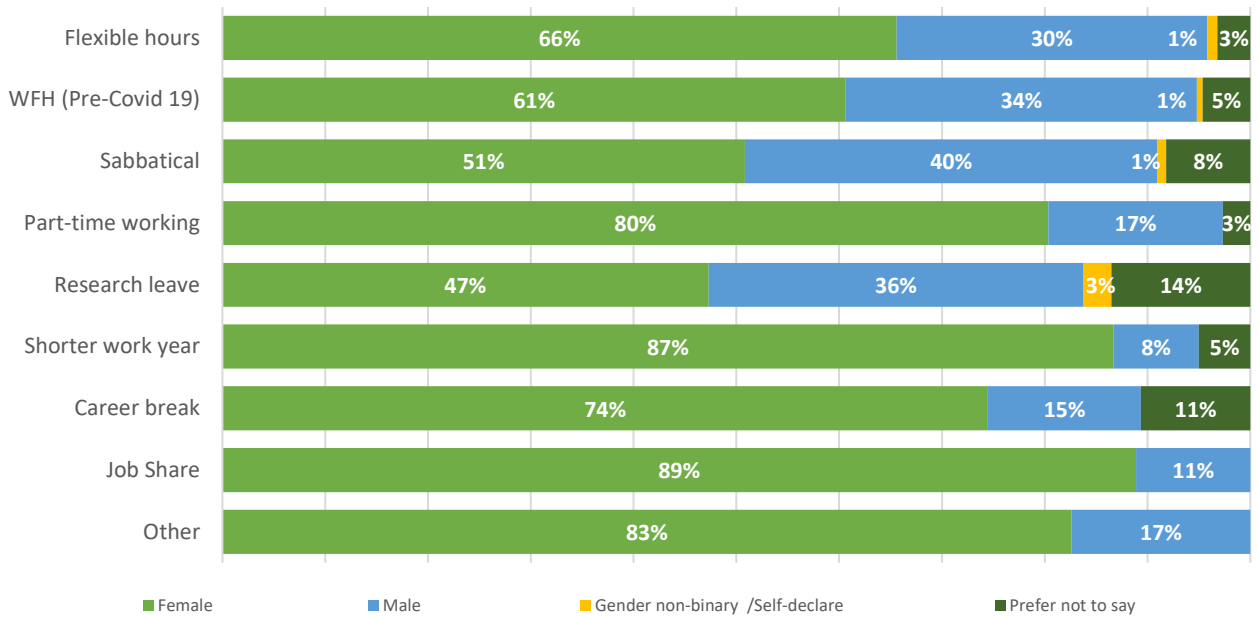


Figure 51: Gender breakdown of flexible working options

GEAP Action 5.5.7 Develop a flexible working framework, with a particular emphasis on ensuring engagement from managers, and monitor staff awareness and uptake including enhancement of the Remote Working Policy and development of a Part-Time Working Policy.

Respondents were also asked whether they had availed of family leave. Of the non-gender specific family leave, females availed of parental leave to a greater extent than male staff, 77% compared to 22%. Males availed of parents’ leave to a greater extent than females, 54% compared to 31%, figure 51.

Family Leave

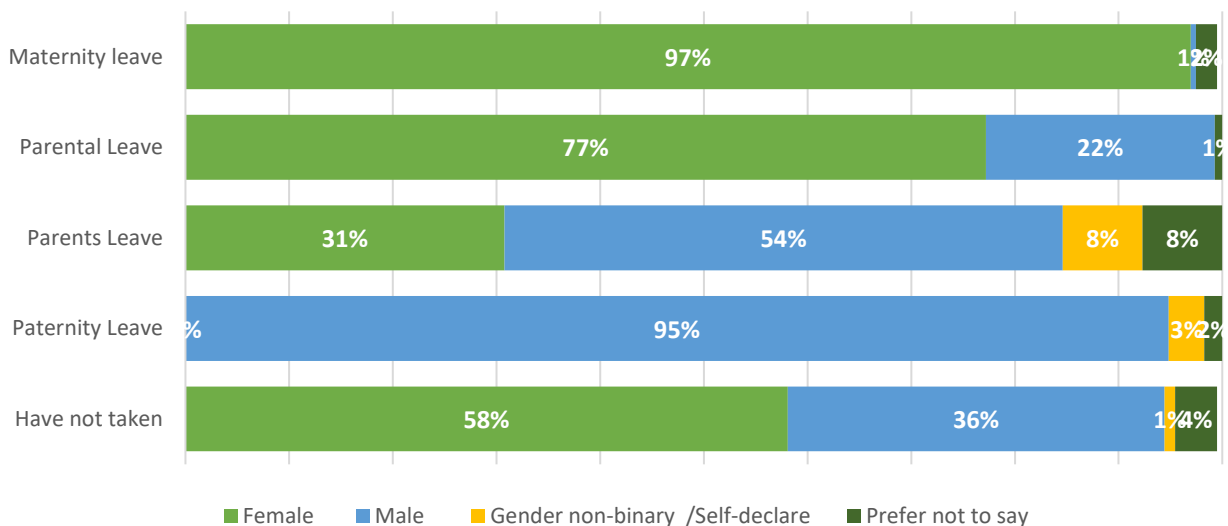


Figure 52: Availing of family leave by gender

GEAP Action 5.5.2 Implement the guidance under UCD’s new ‘Support for Employees taking Family-Related Leave’ policy.

GEAP Action 5.5.6 Encourage the uptake of family related leave, amongst males and faculty particularly

EDI Strategic Objective 3 – New Action: Review family related leaves to ensure they are inclusive.

64% of respondents that took family related leave had an excellent or good experience, see figure 52 below.

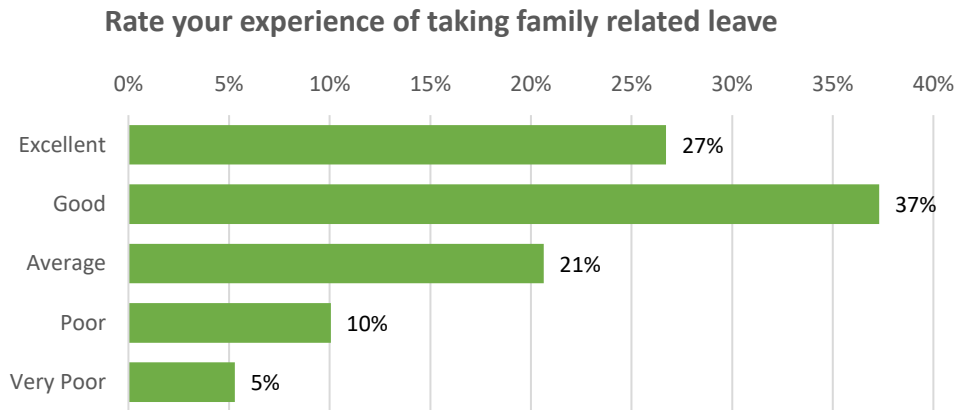


Figure 53: Rating experience of taking family-related leave

With regard family-related facilities, 159 respondents, or 70%, (not including not applicable) were very dissatisfied or dissatisfied with the availability of breastfeeding facilities in UCD (figure 53) and 73% were very dissatisfied or dissatisfied with creche facilities (figure 54).

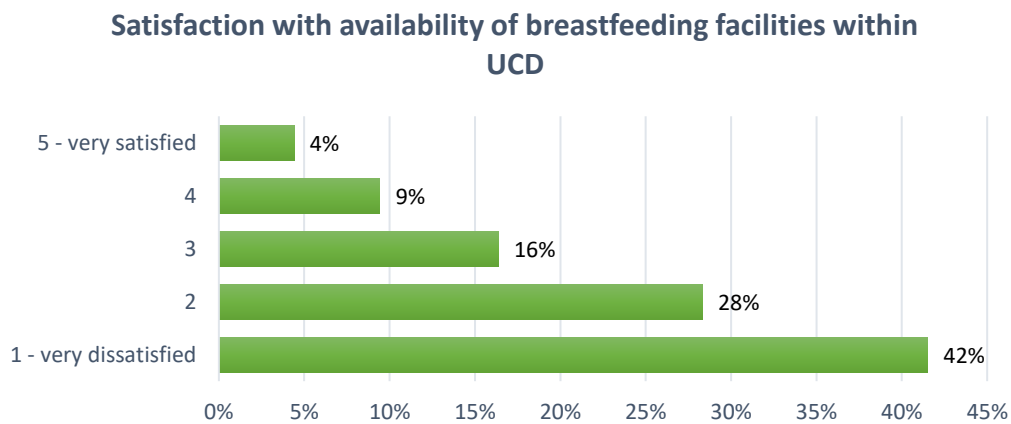


Figure 54: satisfaction with availability of breastfeeding facilities in UCD

EDI Strategic Objective 3 – New Action: Develop a policy on breastfeeding and audit the breastfeeding facilities in buildings across campus. For new builds/renovations, identify rooms that could be used as breastfeeding facilities.

Satisfaction with availability of places in UCD Creche

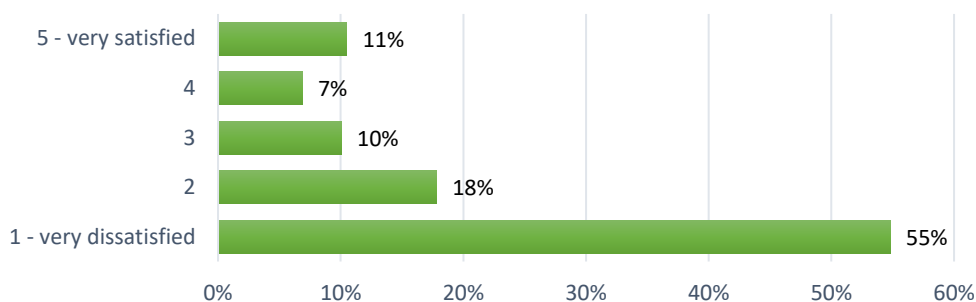


Figure 55: Satisfaction with availability of places in UCD creche

GEAP Action 5.5.8 *Develop a business plan to consider the expansion of childcare places on campus. Maintain a register of local childcare facilities in the vicinity.*

Of those who had availed of family related leave, 50% rated it as excellent or good, and 28% rated it as poor or very poor, see figure 56 below.

Experience of taking family related leave at UCD? - Carers

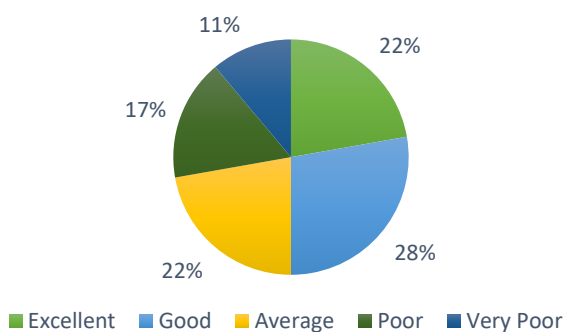


Figure 56: Experience of taking family-related leave - carers

EDI Strategic Objective 4 – New Action: Develop a framework for Carers in UCD including review of the Carers Leave policy.

GEAP Action 5.5.9: *Review the Carer’s Leave Policy to bring it into line with UCD’s EDI commitments. As part of this review, carry out focus groups with Carers to establish what types of supports would assist them in the workplace such as an online forum. Raise awareness around it once approved.*

10 Disability

Survey respondents were asked a number of questions about their disability status and the supports offered by UCD for members of staff with a disability. Overall, 7% of respondents indicated they had, or consider themselves to have, a disability.

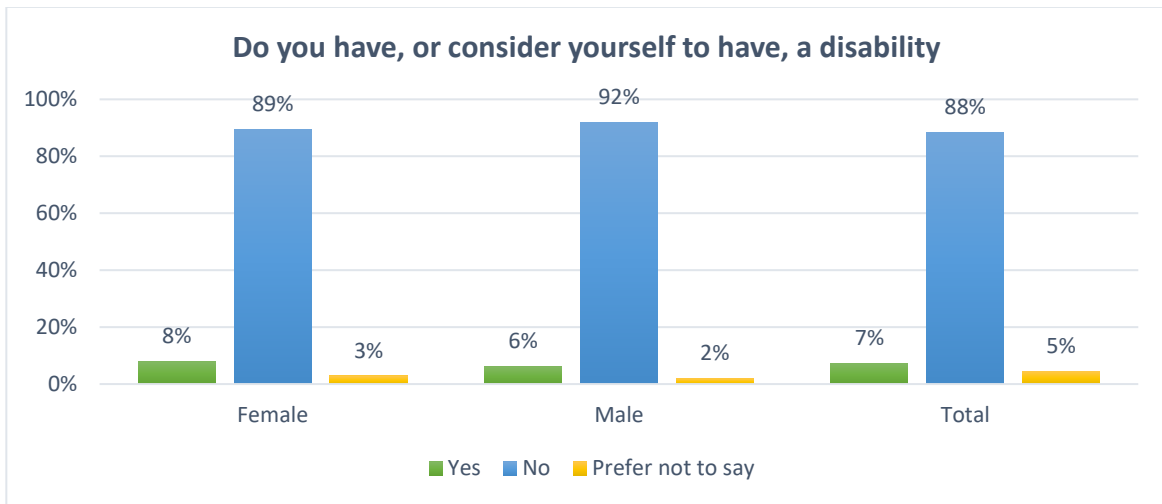


Figure 57: Respondents indicating disability

39% of survey respondents indicated that they were aware of the UCD reasonable accommodation process, figure 43, with 2% of respondents indicating that they had requested reasonable accommodations under the process, figure 57. 10% of survey respondents indicated that they had not had difficulty accessing reasonable accommodations while 2% responded that they did have difficulties, figure 58.

Aware of reasonable accommodation process

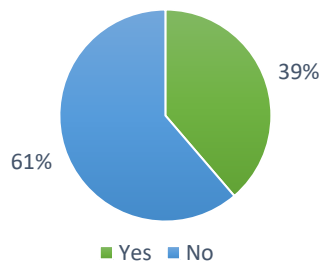


Figure 58: Awareness of reasonable accommodations process

Reasonable accommodations

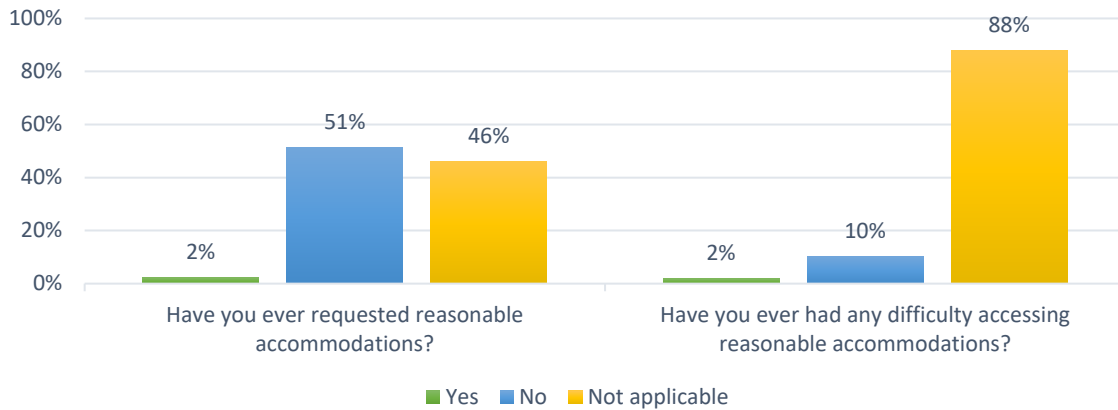


Figure 59: Have you requested reasonable accommodations?

In response to the question “If you have a disability, do you feel your line manager/ Head of School understands the issues that your disability presents at work?”, 45% of respondents (excluding those who indicated it wasn’t applicable to them) answered yes, figure 59.

62% (again, excluding not applicable) of respondents to the question “As a line manager, do you feel you receive enough guidance and resources to support employees with a disability?” indicated that they do not receive enough guidance and resources. Some suggestions that were provided in the free text box include:

- Management/Head of school/ college principal/HR partners training to support people with disabilities
- Peer Group support/ University Counselling services
- Better understanding of Invisible illness
- Line Manger/Head of school/HR partners Resource guide
- More Central supports for units who have workers with disabilities

Line manager/HoS understanding of disability support

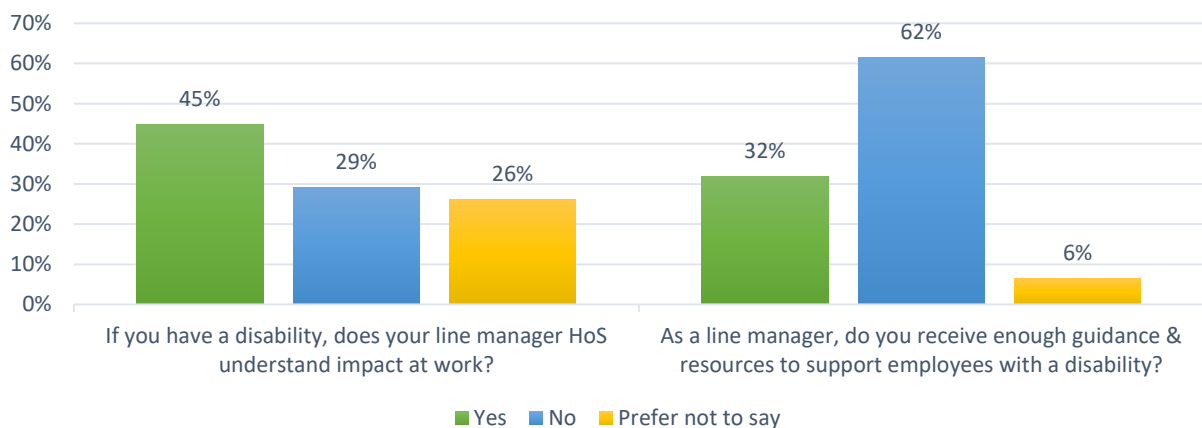


Figure 60: Support for employees and line managers

EDI Strategic Objective 2 - New Action: To develop an EDI suite of training programmes for employees and managers to be delivered in a structured and co-ordinated manner across the University to raise awareness and equip managers with the knowledge and tools to support employees across a broad range of EDI topics (including disability and reasonable accommodations). A certificate of completion/EDI badge will be awarded following completion of a number of programmes.

EDI Strategic Objective 2 - New Action: Ensure employees and managers are aware of their rights and obligations in relation to seeking reasonable accommodations through the promotion of the UCD guidance materials available around seeking reasonable accommodations and relevant section in the EDI in HE programme.

EDI Strategic Objective 2 - New Action: Enhance the accessibility for employees to roles in UCD through recruitment and promotions including the review of the Code of Practice for the Employment of People with Disabilities and the development of an action plan around this.

EDI Strategic Objective 2 Action - New Action: Join the Open Doors Initiative and collaborate on key initiatives to support under-represented groups with a focus on those from refugee backgrounds, people with disabilities and disadvantaged groups through scholarships, internships, mentorships and other initiatives.

11 Gender Identity & Sexual Orientation

Most of the survey respondents indicated that they were able to be open about their gender identity at work, with 81% of respondents indicating that they did feel comfortable. 14% indicated that they were comfortable with some but not all people, and 4% said they did not feel comfortable being open about their gender identity at work.

Able to be open about your gender identity at work?

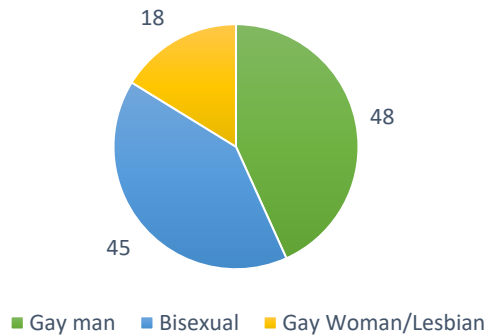


Figure 61: Open about gender identity at work

There was a reasonable level of awareness of UCD's Gender Identity & Expression Policy, with 53% of respondents aware of it. 71% of respondents were aware of the gender-neutral bathrooms, with the same proportion indicating that they are comfortable using them, figure 61.

Gender Identity & Expression

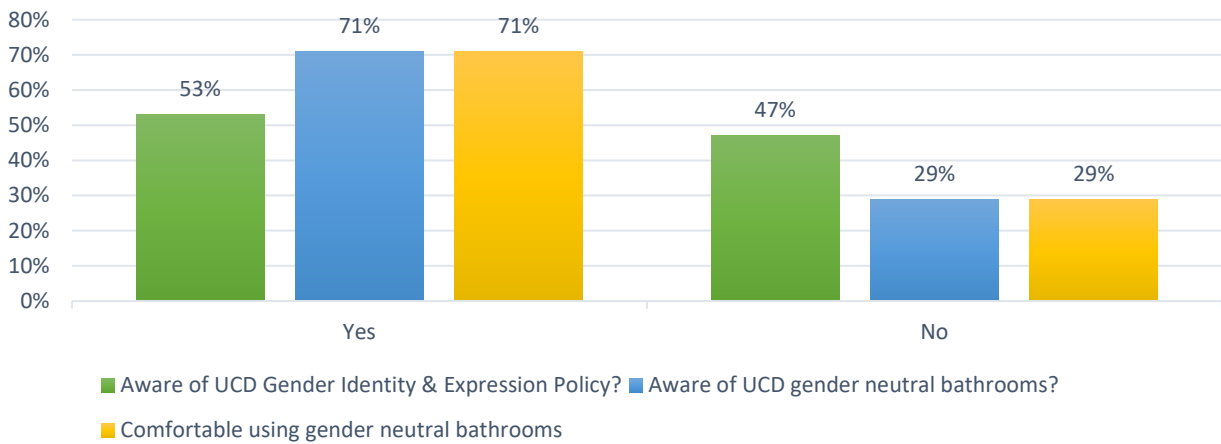


Figure 62: Gender identity & expression

In terms of ability to be open about sexual orientation, 49% of respondents indicated that they were extremely comfortable being open about their sexual orientation at work (excluding LGB employees) whilst only 26% of LGB employees felt extremely comfortable. 6% of employees (excluding LGB employees) were somewhat or extremely uncomfortable compared to 15% of LGB employees, figure 48.

Ability to be open about sexual orientation

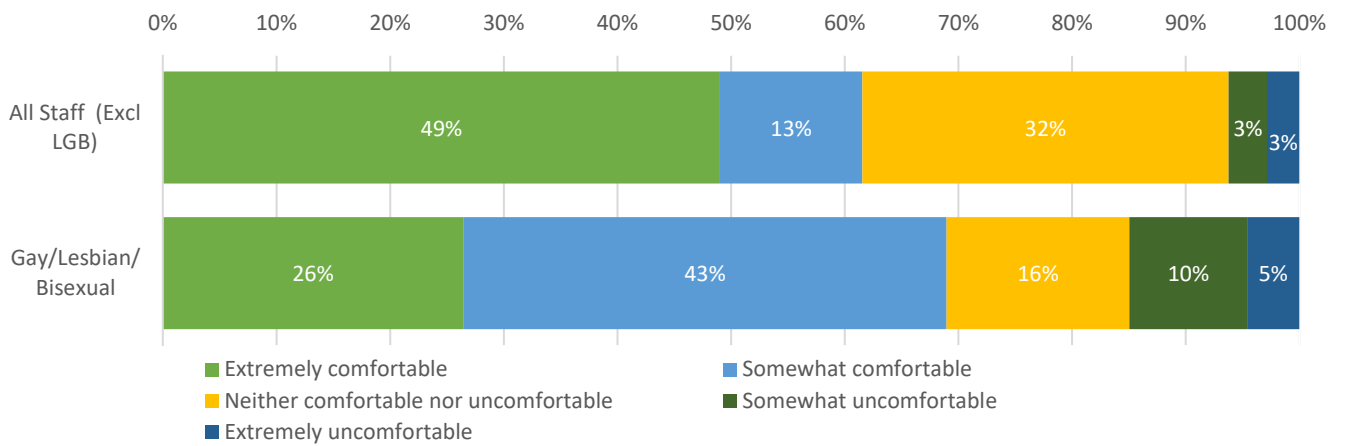


Figure 63: Ability to be open about sexual orientation at work

Respondents were asked to rate potential changes that UCD could implement to make the university more inclusive for LGBTI employees. The top three responses were: to introduce LGBTI inclusion training for managers, the introduction of a LGBTI framework for measuring the university’s progress on advancing LGBTI inclusion and the development of an LGBTI allies initiative.

One change could UCD implement to make the University more inclusive for LGBTI employees

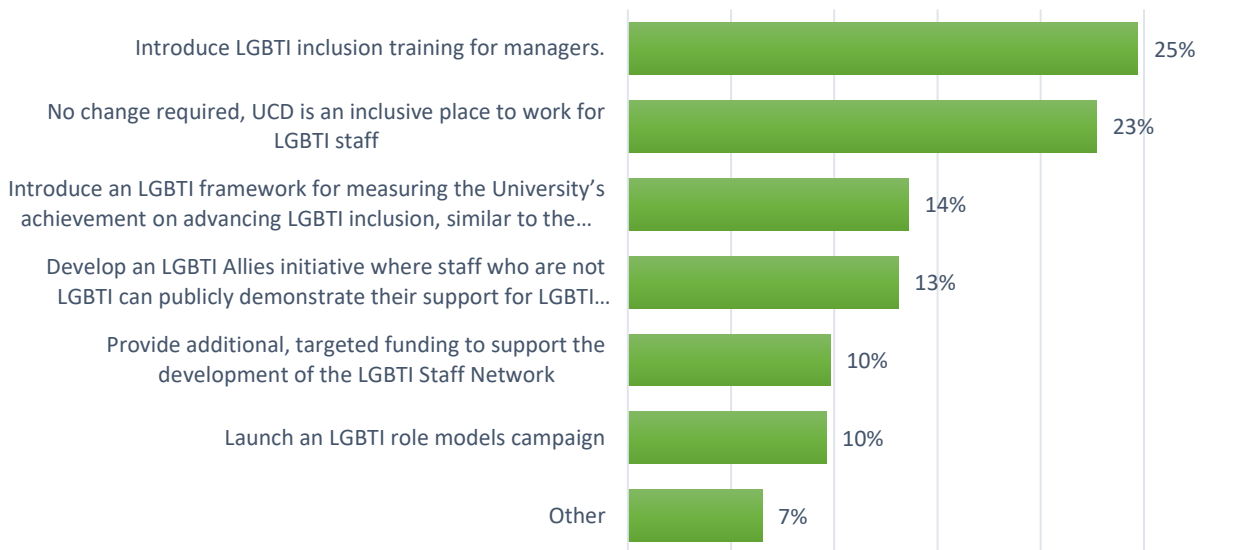


Figure 64: Changes to make UCD more LGBTI inclusive

In response to the question as to whether line-managers felt they received enough guidance and resources to support LGBTI employees, 65% (of those who indicated the question was applicable to them) indicated they did not receive enough guidance, figure 64.

As a line manager, do you feel you receive enough guidance and resources to support LGBTI employees

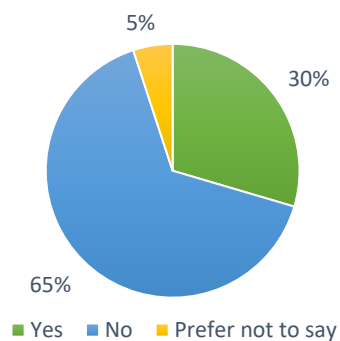


Figure 65: LGBTI guidance for line managers

EDI Strategic Objective 3 and GEAP Actions 6.1 – 6.3:

- *Review the Gender Identity and Expression supporting materials to ensure they are fit for purpose*
- *Increase awareness through training and communications*
- *Complete Gender Identity Signage project*

12 Discrimination and Dignity & Respect

This section of the survey included two separate themes - Discrimination and Dignity and Respect.

12.1 Discrimination

The first theme in this section explores whether survey respondents had experienced discrimination in UCD. Respondents were asked whether they had been treated unfavourably under one or more of the UCD equality grounds. Over 90% of respondents indicated that they had not been treated unfavourably under 6 of the grounds, however 15% reported sometimes/most of the time/always being treated unfavourably because of their family status, 19% because of their age and 28% because of their gender, figure 65.

A similar proportion of respondents indicated that they noticed others being treated unfavourably under these grounds - 18% for family status, 26% for age status and 36% with regard to gender, see figure 66.

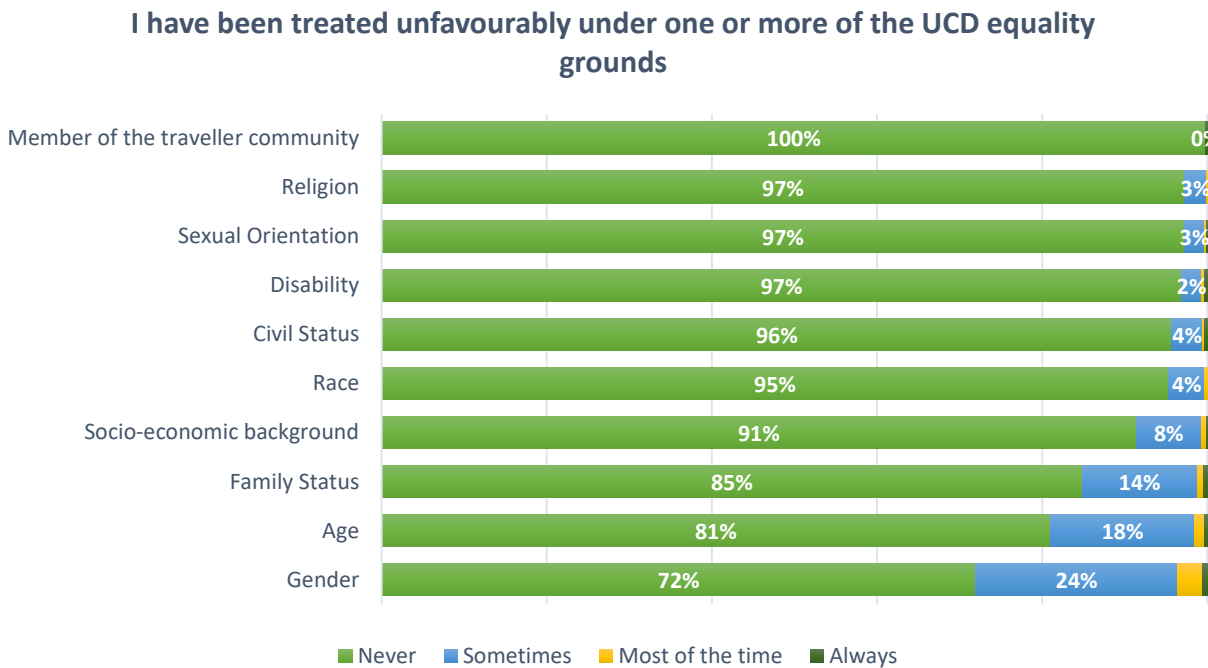


Figure 66: Respondents treated unfavourably under UCD EDI grounds

I have noticed others are treated unfavourably under grounds:

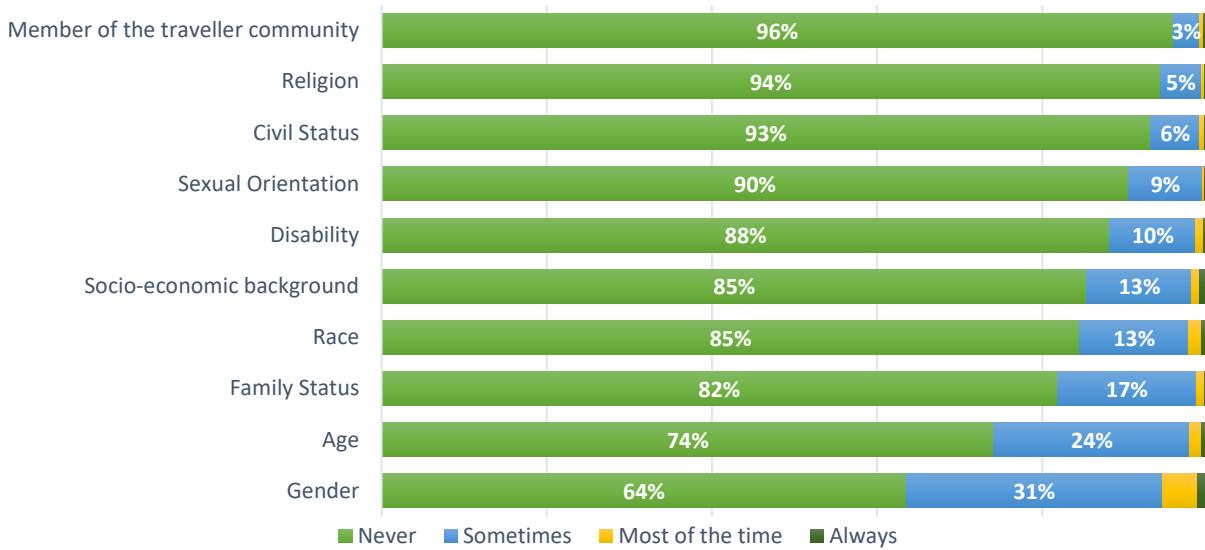


Figure 67: Respondents observed others treated unfavourably under UCD EDI grounds

40% of respondents say that they would feel comfortable in reporting instances where they witnessed other people being treated unfavourably under one or more of the UCD equality grounds and 36% would report on their own behalf. A further 30% said they would feel comfortable reporting on someone else’s behalf and 19% on their own behalf but don’t know to make a report.

Reporting Unfavourable Treatment

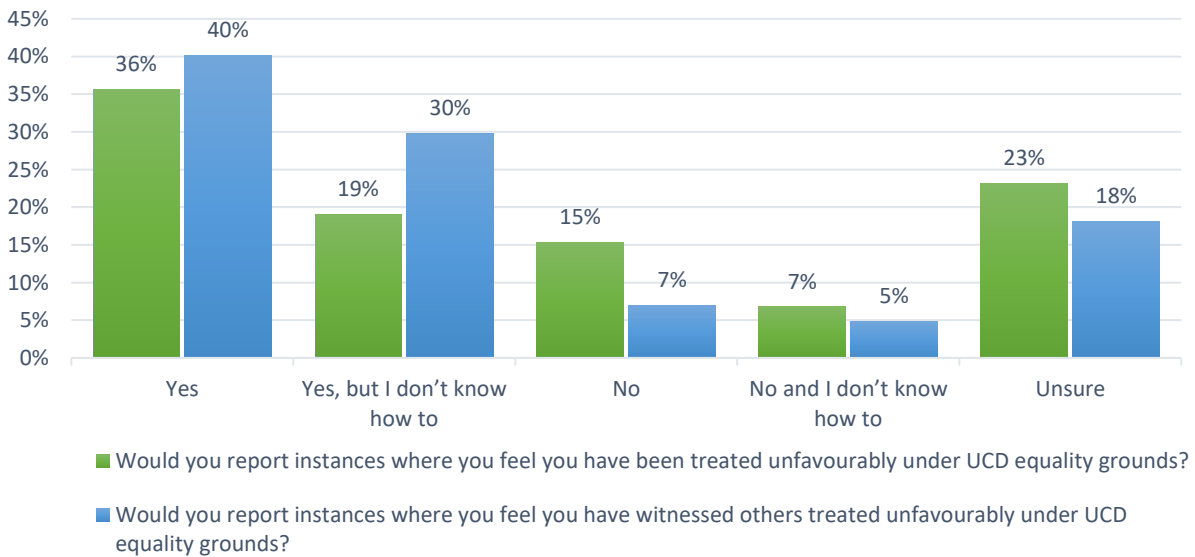


Figure 68: Reporting unfavourable treatment

EDI Strategic Objective 3 – New Action: Raise awareness around the processes for resolving issues of discriminatory behaviour.

12.2 Dignity & Respect

Dignity and Respect were perceived by respondents to be important in UCD, with 77% of respondents indicating that they felt it was very or extremely important to the university.

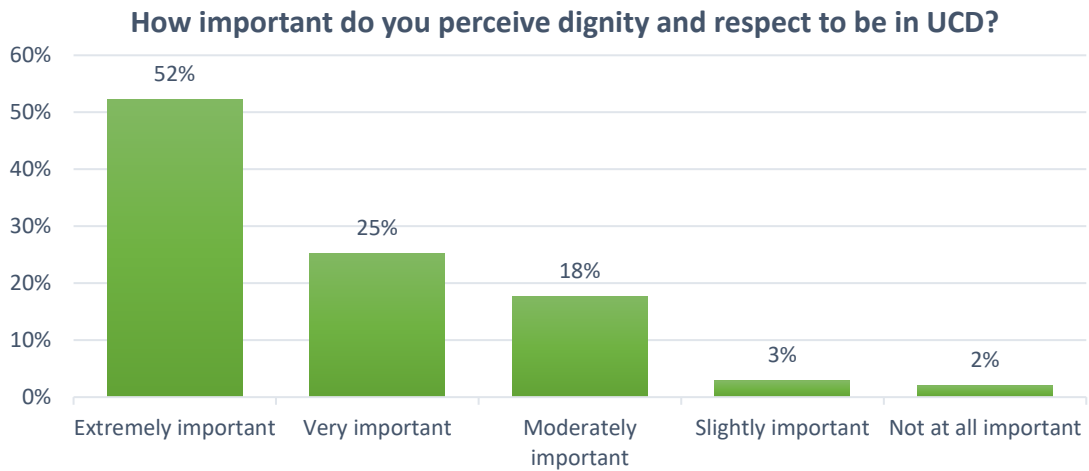


Figure 69: Importance of Dignity & Respect at UCD

With regards experience of bullying, harassment, or sexual harassment at UCD or at a UCD organised event, 28% of respondents indicated that they had experience of this. A follow up question asked those who had experienced this type of harassment whether they had reported it. 36% indicated that they had reported it, but 56% indicated that they did not, figure 69.

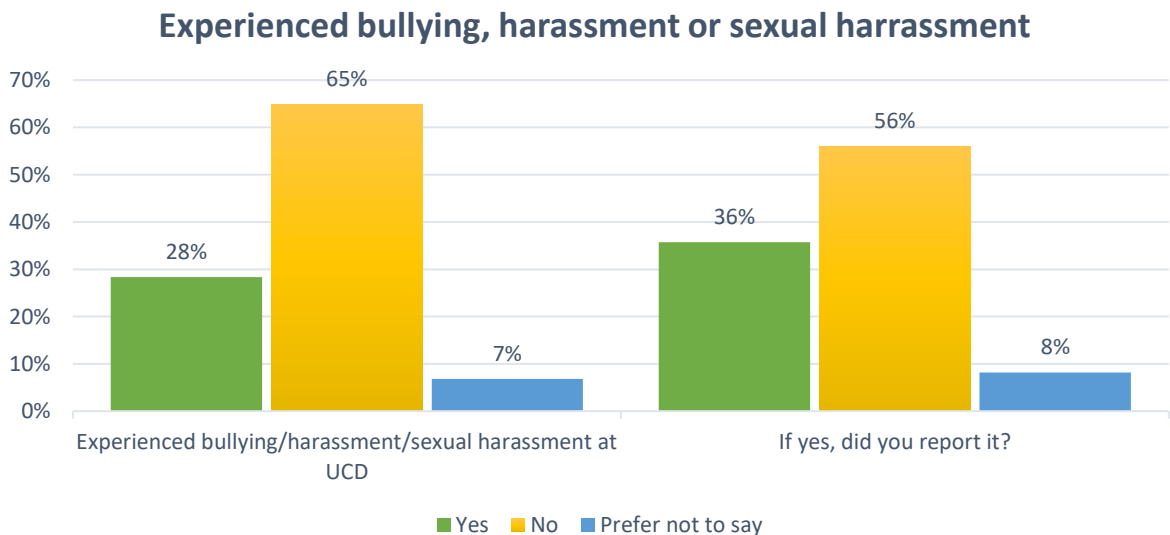


Figure 70: Experience of bullying, harassment or sexual harassment

Just over half of respondents indicated that they were aware of the university's formal complaints procedure, 58%. figure 70.

Are you aware of the University formal complaints procedure?

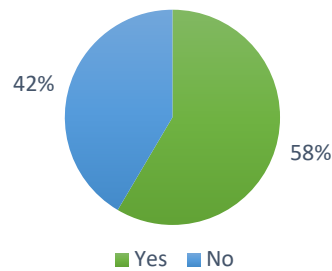


Figure 71: Awareness of university formal complaints procedure

Of those who had availed of Dignity and Respect supports, they were rated as good or excellent by 38% of those who responded, see figure 71.

If you have availed of Dignity and Respect supports, how would you rate them?

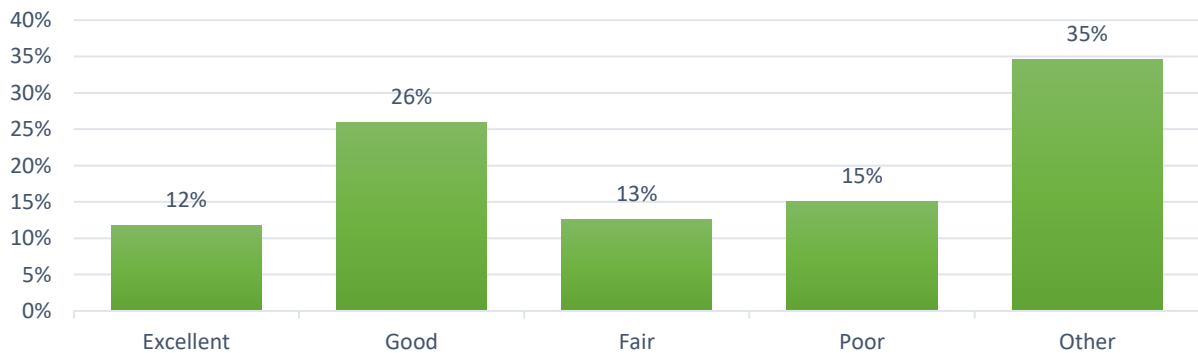


Figure 72: Rating of Dignity & Respect supports

There was a high level of awareness of the Dignity and Respect Review, with 65% of respondents indicating that they were aware of it, figure 72. The top three elements that respondents felt were key to implementing Dignity & respect policies were accountability, communication and training and awareness raising, figure 73.

Are you aware that a Dignity and Respect Review is taking place in UCD

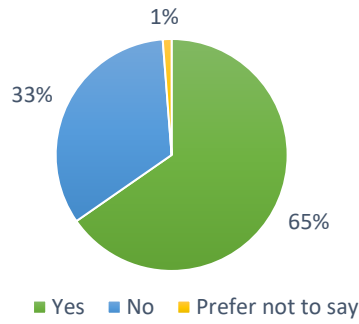


Figure 73: Awareness of Dignity and Respect Review

Key elements to implementing new Dignity & Respect policies

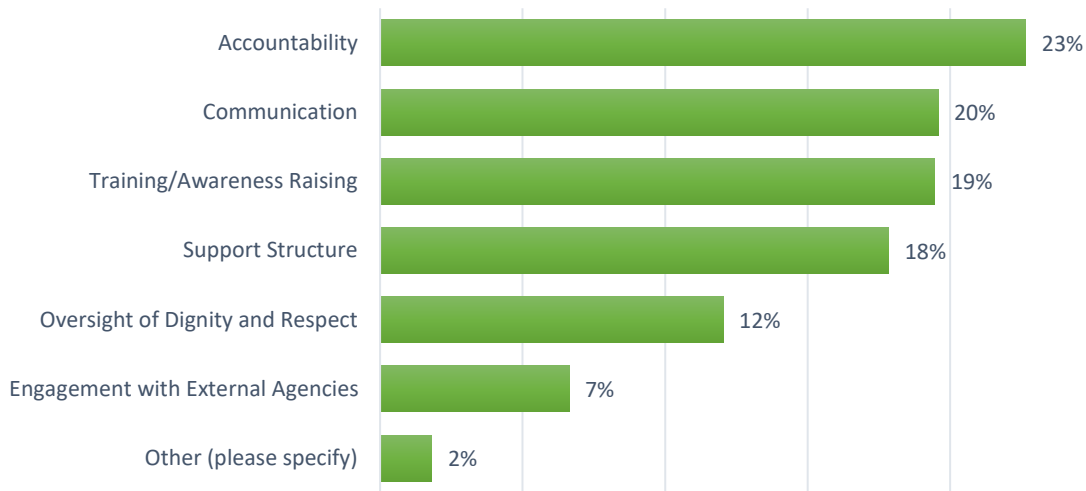


Figure 74: Key elements in implementing Dignity & Respect policy

EDI Strategic Objective 3: Promote a culture of dignity, respect and wellbeing for all, and eliminate all forms of discrimination. Actions:

- *Implement the D&R Review Report recommendations and Consent Framework Action Plan*
- *Ensure appropriate supports are in place to help students and employees*
- *Roll out a comprehensive Dignity and Respect training and awareness raising plan for all employees and students including Bystander Training*
- *Develop a robust monitoring and reporting process in relation to Dignity and Respect complaints.*

GEAP Actions 5.5.3 – 5.6.8 reflect the above actions including having a dedicated section in the EDI survey on dignity and respect.

13 Race & Ethnicity

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, figure 74.

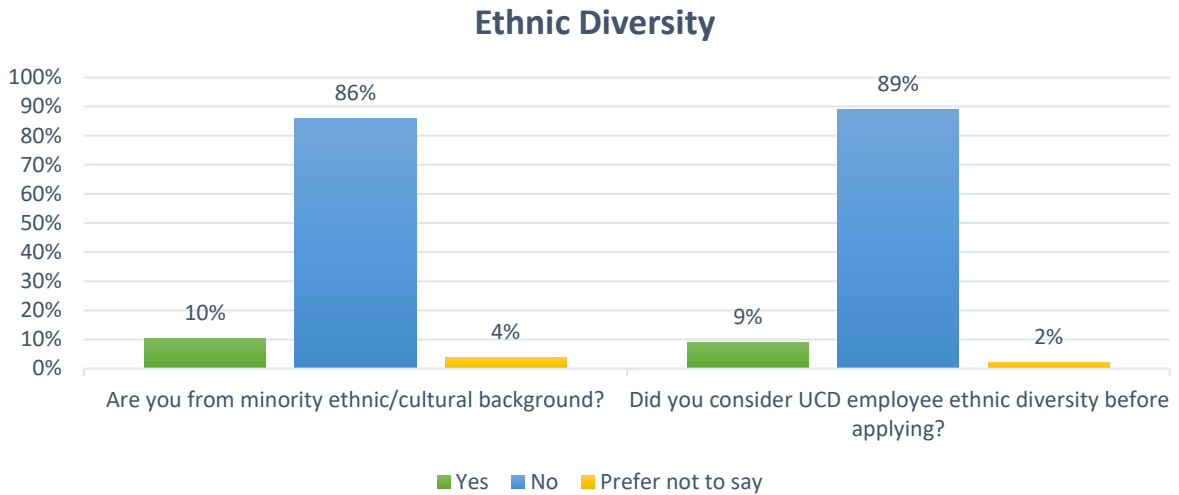


Figure 75: Ethnic background of respondents

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, figure 75. 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 76.

How do you think UCD could attract more people from ethnic minority backgrounds to roles in UCD?

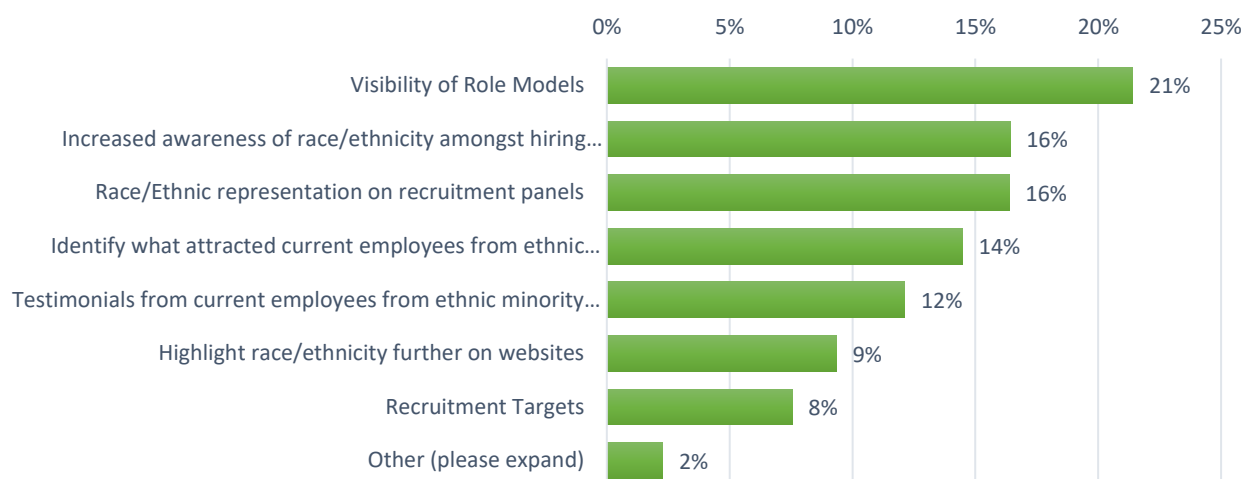


Figure 76: Actions to attract more ethnically diverse staff to UCD

How best can UCD support and retain people from ethnic minorities in UCD?

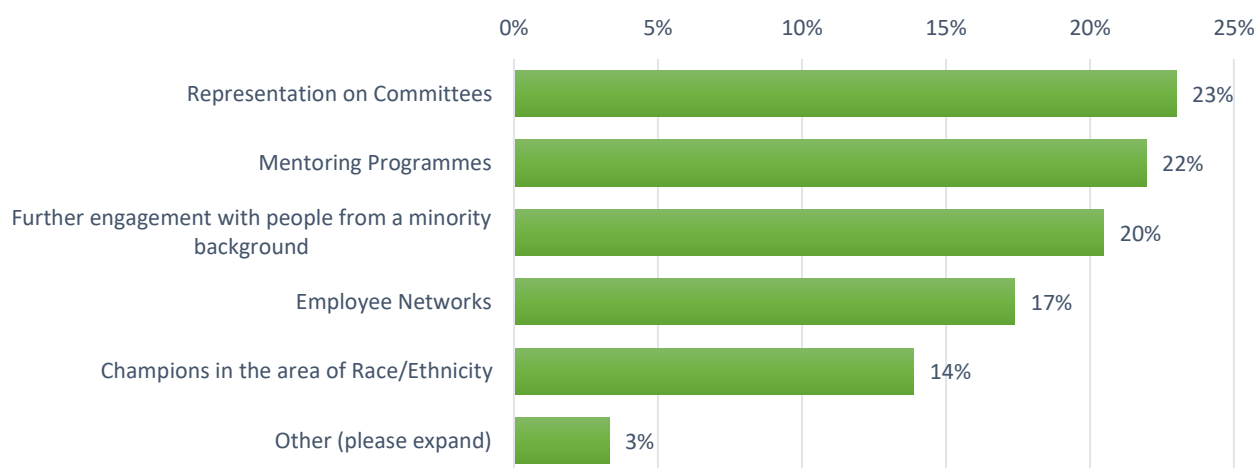


Figure 77: Actions to retain and support ethnically diverse staff

GEAP Action 4.3(a) Developing data systems to voluntarily collect, monitor and report on ethnicity and race data disaggregated by gender (beyond staff recruitment) for staff and student data annually.

GEAP Action 5.1.8 Establish EDI Working Group on race and ethnicity to analyse data, benchmark externally and understand the experience and challenges of employees of different ethnicities. Identify and implement actions to enhance the career pipeline for employees that belong to under-represented ethnicities and attract people of different ethnicities to roles in UCD and set targets accordingly. This will include consideration between the intersection of gender and ethnicity.

Pilot an intercultural awareness raising session with the EDI Multicultural sub-group and Race and Ethnicity Working Group with the aim of making this session more widely available across the University.

EDI Strategic Objective 2 – Enhanced Action: To establish a working group in relation to the race ground to research good practice and make recommendations. This includes consultation with the community and the development of an action plan in this area to include a visible anti-racism campaign and training.

Conclusion

The overall sentiment amongst respondents comes across as significantly positive with 90% of employees surveyed would recommend UCD as a good place to work. Many more agreed than disagreed that there was evidence of a real commitment to improving performance on matters relating to equality and diversity.

There is a strong perception that gender bias is still the most significant issue for equality emerging from the recruitment and promotion and dignity and respect sections.

There is also good awareness amongst employees of the University trying to promote various initiatives to improve equality and diversity, such as Athena SWAN and the schemes promoting a healthy work life balance.

Employee Supports

- [UCD Policies](#)
- [EDI Supports](#)
- [Accessing Reasonable Accommodations](#)
- [Supports for parents](#)
- [Supports for carers](#)
- [EDI Group and Sub-groups](#)
- [College Vice-Principals for EDI](#)
- [Mental Health First Aid Peer Support Group](#)
- [Dignity and Respect Support Service](#)
- [Dignity & Respect Contact Persons](#)
- [Report and Support Tool](#)
- [Dignity & Respect at UCD \(including formal complaints form\)](#)
- [How to update your diversity details via our ESS Diversity screen](#)