



# **2018 Institutional Equality and Diversity Report**

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# INTRODUCTION

The promotion of equality and respect of all human rights is integral to the overall purpose of Maynooth University, which aims to realise a University dedicated to people, ideas and culture, where we work together as educators, researchers, administrative, professional and technical staff along with students in a diverse scholarly community.

The University is committed to being a community that promotes and advances equality, respects and values diversity, and develops a collegiate environment of excellence with equality, in which the human rights, the responsibilities and diversity of all students and staff are recognised and respected.

The purpose of this report is to highlight key achievements in the space of Equality and Diversity at Maynooth University and to celebrate the diversity that exists within our community.

*“Our goal is to build on our achievements to date and become a model university for equality, diversity, inclusion and interculturalism, where social justice, addressing inequality and empowering people are central to our mission.”*

*2018 – 2022 University Strategic Plan*

## Data Sources

The employee data for this report has been taken from the 2018 Staff Equality and Diversity Survey as well as central CoreHR Employee Details (headcount report from June 2018).

Student figures were taken from the 2016/2017 HEA student statistics and from the Maynooth University Access Office.



# 2018 EQUALITY, DIVERSITY AND INTER-CULTURALISM COMMITTEE ANNUAL REPORT

The Equality, Diversity and Inter-culturalism Committee has had an active year and is pleased to provide this annual report on key achievements and activities.

## 2018 Key Achievements and Events

- 1) **Following a successful consultation process for the Maynooth University Equality and Diversity Policy, the updated Equality and Diversity Policy was agreed by the Governing Authority and was then publicly launched on the Equality and Diversity website'.**
- 2) **The EDIC acknowledged International Women's Day (8 March 2018) in conjunction with Athena SWAN Committee with a session titled 'Advancing Gender Equality at Maynooth University'**
- 3) **Consulted on Maynooth University Strategic Plan pertaining to Equality, Diversity and Inter-Culturalism**  
The EDIC actively engaged with President Prof Nolan in the strategic planning process to embed an understanding of and a commitment to championing Human Rights and Equality across all University activities. The Committee also advised on an advanced draft to ensure that the principles of Equality, Diversity and Inter-culturalism were evident throughout the plan. This is the first time that Equality, Diversity and Inter-culturalism were identified as one of the key strategic areas for the University.
- 4) **Consultation with University stakeholders on Gender Identity and Expression Policy, due to be released early 2019**  
The EDIC has conducted an extensive consultation process with the Gender Identity and Expression Policy and conditional to approval from the Governing Authority, is due for final release in February 2019. The Policy will be supported by a guideline document and will inform gender diversity training for all staff (with priority for front-line staff)
- 5) **The Maynooth University Access Office Led on the Development of the College Connect Programme**  
The College Connect programme was awarded €2.2 million by the HEA to enhance educational aspirations for acutely under-represented groups in the Midland-East and North Dublin region. College Connect is a collaboration between Maynooth University, Dublin City University, Dundalk Institute of Technology and Athlone Institute of technology.
- 6) **Achieved Athena SWAN Institutional Bronze Award**  
The EDIC heavily contributed to the 2017 Athena SWAN Institutional Bronze Award Submission through a number of members who were representatives on both committees. This award was confirmed in April 2018 and the EDIC is now committed to achieving key actions set out in the Gender Equality Action Plan
- 7) **Conducted first annual Equality and Diversity Survey for all staff**  
Supported by the EDIC, the HR Equality Officer conducted the first annual Equality and Diversity Survey. This action was overall received positively and a strong response rate for a first such survey indicated positive engagement whilst identifying areas for future consideration.
- 8) **The EDIC was represented in a number of key external networks**
  - Prof Mary Corcoran continued to represent the University at the IUA VP of Equality and Diversity Network and Ms Sarah Hawes continued to represent at the IUA Equality Officer Network. These networks continue to be active in collaboratively progressing the Equality and Diversity agenda across the Higher Education Institutions in Ireland.
  - Committee member, Ms Sheila Nunan, along with President Prof Nolan were members of the HEA Gender Equality Taskforce and contributed significantly to the 2018 – 2020 Gender Equality Action Plan.

## **Schedule of Priorities for 2019/ Identified EDI Risks to the University**

- Responsiveness to the IHREC Public Sector Duty
  - Identifying opportunity to further embed Human Rights and Equality across all University activities
  - Ensuring matters pertaining to Human Rights and Equality are addressed in current University policies
- Promotion and training in the space of Human Rights and Equality across the University
  - Ensuring training and development is available for staff to understand their role in promoting a safe and inclusive University environment for both staff and students
  - Acknowledge and celebrate key dates throughout the year under the theme of Equality, Diversity and Inter-culturalism (examples include International Womens Day, LGBTIQ+ Pride events)
  - The EDIC will be represented in the work towards achieving University of Sanctuary Status in 2019
- Continuation of the work commenced in 2018
  - The EDIC is committed to continuing the Annual Equality and Diversity Survey to capture the diversity of our staff and the experiences and attitudes within the University.
  - The EDIC will also continue working collaboratively with stakeholders within and external to the University, including the IUA Equality Networks. The committee will partner with the incumbent VP of Equality and Diversity as well as the University Athena SWAN Committee to achieved commitments set out in the University Strategic Plan as well as the Maynooth University Gender Equality Action Plan.
  - The EDIC is represented on the University of Sanctuary Committee which will activity pursue the recognition as a University of Sanctuary in 2019.

# INSTITUTIONAL PROFILE

## STAFF PROFILE

### Gender

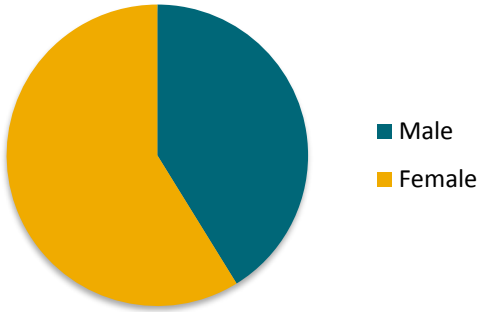


Figure 1 Staff Profile - Gender

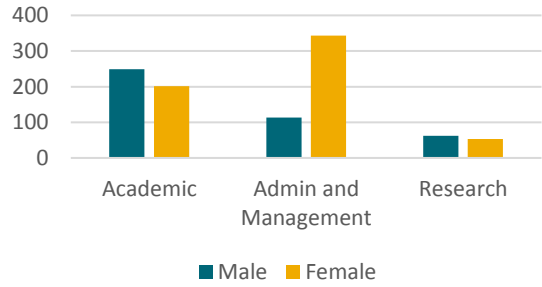


Figure 2 Staff Profile - Gender by Category

### Age

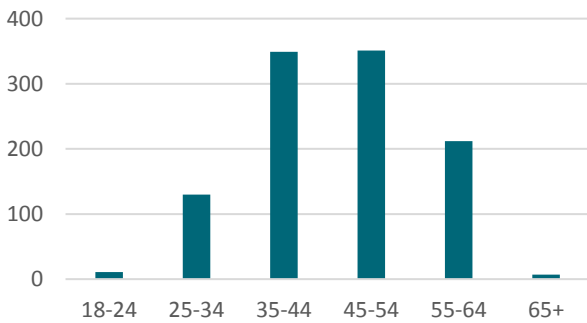


Figure 3 Staff Profile - Age (all staff)

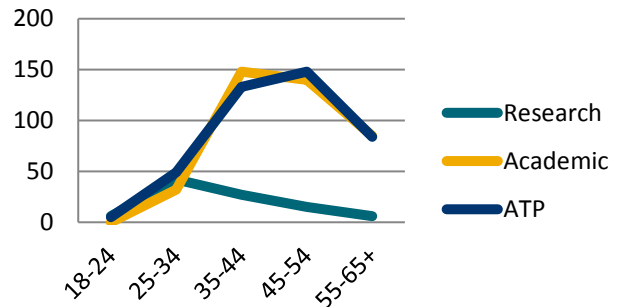


Figure 4 Staff Profile - Age (categories)

### Nationality

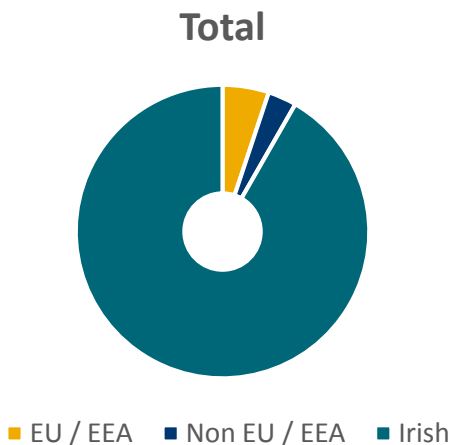
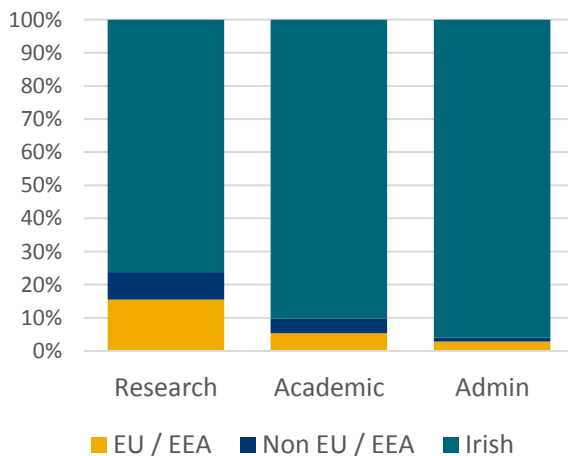


Figure 5 Staff Profile - Nationality



# STUDENT PROFILE

## Gender

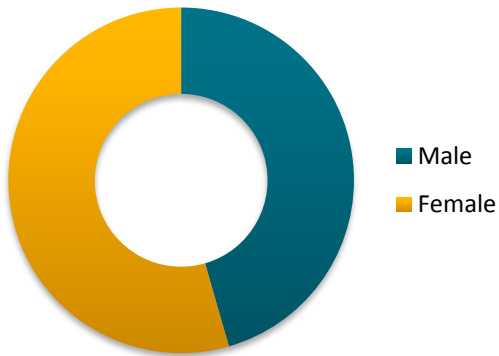


Figure 6 Student Profile - Gender of All Full-time Enrolments Undergraduate and Postgraduate at 1 January 2017 in Maynooth University

## Age

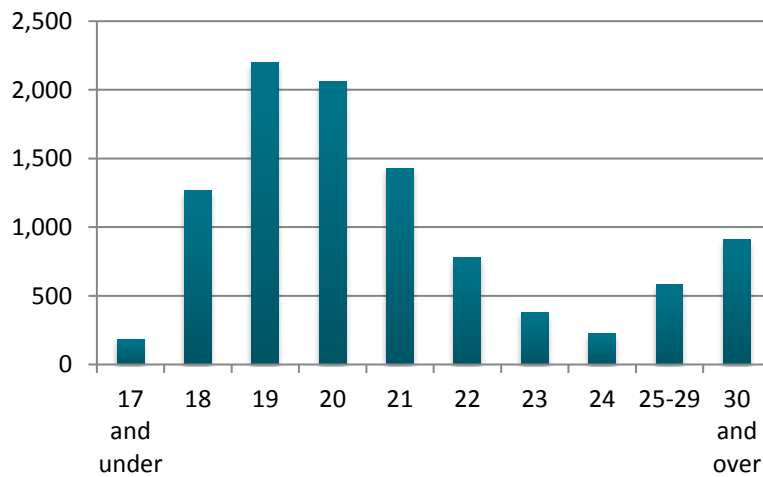


Figure 7 Student Profile - Age of All Full-time Enrolments Undergraduate and Postgraduate at 1 January 2017 in Maynooth University

## Nationality

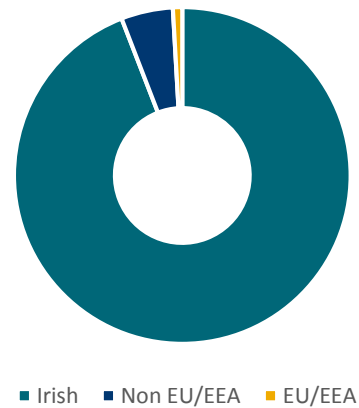


Figure 8 Student Profile - Domiciliary of Origin of Full-time Students in Maynooth University, 2016/2017



## Student Experience of Disability

Maynooth University has a longstanding and distinguished record in the area of widening participation. This is reflected in the participation of students with a disability. The proportion of new entrants with a disability has increased from 9.6% in 2010/11 to 15.4% in 2016/17.

The total number of students with a disability registered with the Disability Office has increased from 434 in 2013/14 to 813 in 2017/18, an increase of 87.3 per cent in four years. Many of these students have complex impairments. For example, 15.9 per cent of undergraduates are registered with a mental health issue and 8.2 per cent of undergraduates are on the Autistic Spectrum. MU has 48 students who have a sensory disability, either Blind/Vision Impaired or Deaf/Hearing Impaired.

|   | Undergraduate      |                             |       |              | Postgraduate       |                             |       |              |
|---|--------------------|-----------------------------|-------|--------------|--------------------|-----------------------------|-------|--------------|
|   | Primary disability | With secondary disabilities | Total | % of all SWD | Primary disability | With secondary disabilities | Total | % of all SWD |
| ADD/ADHD                                  | 23                 | 8                           | 31    | 3.80%        | 2                  | 1                           | 3     | 0.40%        |
| AUSTIM SPECTRUM DISORDER                  | 37                 | 30                          | 67    | 8.20%        | 5                  | 2                           | 7     | 0.90%        |
| DEVELOPMENTAL COORDINATION DISORDER       | 29                 | 4                           | 33    | 4.10%        | 5                  | 2                           | 7     | 0.90%        |
| DEAF/HARD OF HEARING                      | 19                 | 3                           | 22    | 2.70%        | 2                  | 0                           | 2     | 0.20%        |
| MENTAL HEALTH CONDITION                   | 67                 | 62                          | 129   | 15.90%       | 4                  | 6                           | 10    | 1.20%        |
| NEUROLOGICAL CONDITION                    | 23                 | 2                           | 25    | 3.10%        | 3                  | 1                           | 4     | 0.50%        |
| PHYSICAL DISABILITY                       | 55                 | 4                           | 59    | 7.30%        | 7                  | 1                           | 8     | 1%           |
| SPECIFIC LEARNING DIFFICULTY INC DYSLEXIA | 204                | 25                          | 229   | 28.20%       | 21                 | 2                           | 23    | 2.80%        |
| SIGNIFICANT ONGOING ILLNESS               | 107                | 0                           | 107   | 13.20%       | 12                 | 2                           | 14    | 1.70%        |
| SPEECH CONDITION                          | 9                  | 0                           | 9     | 1.10%        | 0                  | 0                           | 0     | 0.00%        |
| BLIND/ LOW VISION                         | 19                 | 1                           | 20    | 2.50%        | 4                  | 0                           | 4     | 0.50%        |

Access, progression and retention for students with disabilities at Maynooth University is underpinned by a suite of innovative outreach initiatives, progression pathways and transition and post entry supports aimed at enhancing academic achievement and fostering engagement. All students with disabilities are invited to Launchpad, a unique inclusive three-day residential orientation programme, have access to an individual needs assessment, a dedicated Student Advisor, and a range of personal and academic supports. Students can access examination support, including extra time, a smaller venue, a scribe, a reader or the use of technology, educational support workers including note takers in lectures, personal assistants and sign language interpreters, individual learning support, and extra academic tuition.

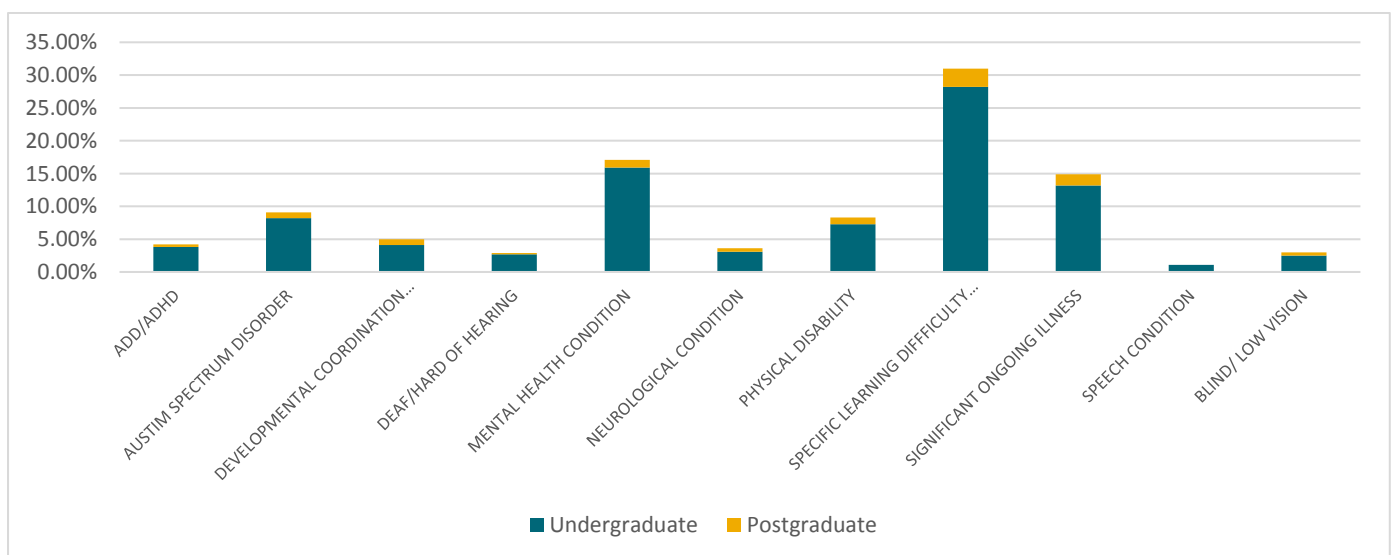


Figure 9 Percentage of Students with Disability

## Key Achievements in Student Widening Participation

- 1) In 2017, Maynooth University received the highest allocation of funding nationally, €750,000, to support increased diversity in Initial Teacher Education (ITE) which is a key objective in the National Access Plan. The University's Turn to Teaching (TTT) Project is a 3-year programme that commenced in September 2018. Turn To Teaching comprises three educational interventions that have been designed to address specific barriers to ITE and support the participation of the most marginalised groups to become teachers.

The interventions include:

- a one year pre-university foundation course;
- a programme that aims to build the capacity of teachers to change school culture and to support students from DEIS schools to access ITE; and
- a programme to provide all participants with access to a tailored Irish language experience.

Turn to Teaching is a collaborative initiative between the Maynooth University's Access Programme, Department of Education, Department of Adult and Community Education, Froebel Department of Primary and Early Childhood Education and Department of Applied Social Studies.

*'We will build on our experience and achievements in supporting access, participation and success for students from diverse backgrounds, continuing our current programme and extending our work to address other groups that face barriers to participation and success in higher education.'*

- 2) Maynooth University led on the development of a proposal to address the higher educational needs of the most marginalised communities, such as Travellers, co-ordinating a proposal to develop a regional approach to widening participation. In 2018, the College Connect programme was awarded €2.2 million by the HEA to enhance educational aspirations for acutely under-represented groups in the Midland-East and North Dublin region.

*2018 – 2022 University Strategic Plan*

College Connect is a collaboration between Maynooth University, Dublin City University, Dundalk Institute of Technology and Athlone Institute of technology.



- 3) The Department of Education and Skills established the 1916 Bursary Fund in 2017/2018, a targeted funding scheme providing grants to students underrepresented in higher education, of €5,000 per year for each year of study of their undergraduate programme. Through a successful application, 10 of these bursaries were awarded to Maynooth University students in 2017/2018 and a further ten bursaries were awarded to students in 2018/2019. These students, who are experiencing complex and often intersectional disadvantage, are also supported through the Access Programme by a suite of personal and academic supports.

# 2018 ALL-STAFF SURVEY RESULTS

In June 2018, staff were invited to complete a University-wide Equality and Diversity Survey. This survey was in two parts

- 1) Equality and Diversity Questionnaire
- 2) Attitude and Opinions on Equality and Diversity

469 responses were received, (46.7% response rate) and the following sections are informed by the data collated as part of this survey.

Participation was voluntary and all responses were anonymous to ensure confidentiality. This was the first time such a survey was conducted for all staff and will be repeated on an annual basis.

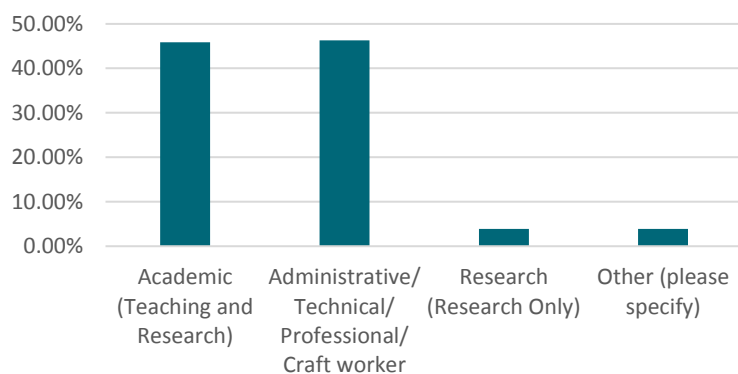


Figure 10 Respondents Profile - Role at University

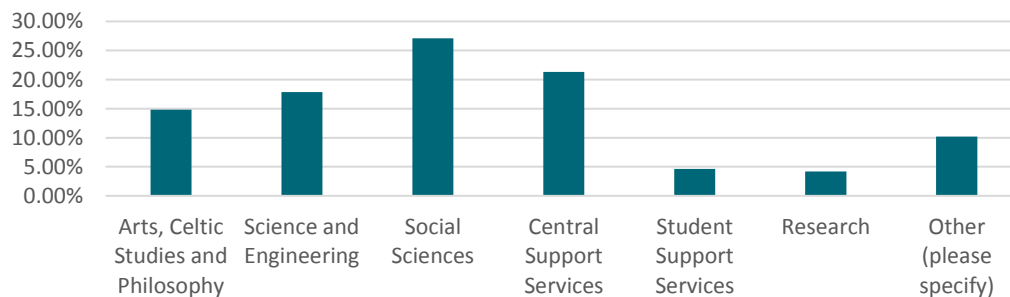


Figure 11 Respondents Profile - Role at University (Faculty/ Unit)

\*some respondents opted to not provide information about their role at the University.

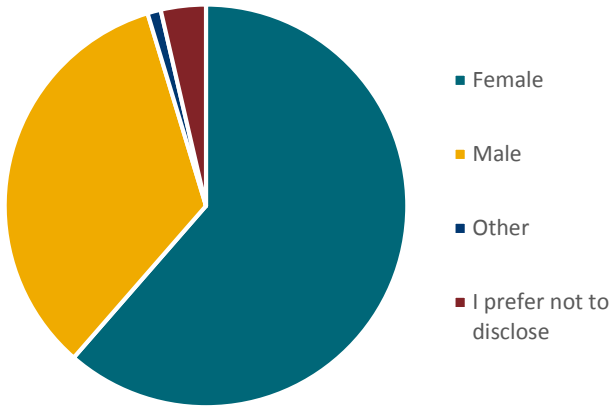


Figure 12 Respondents Profile - Self-identified Gender

## Perceptions of Gender Equality in Maynooth

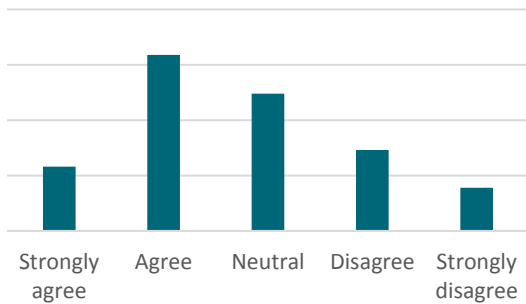


Figure 13 Survey Response - The cultural ethos of Maynooth University is one that supports equality of opportunity in relation to gender.

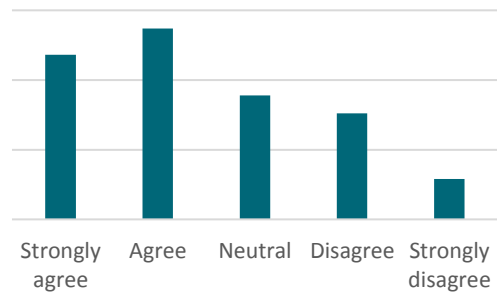


Figure 14 Survey Response - Staff are treated equally regardless of gender.

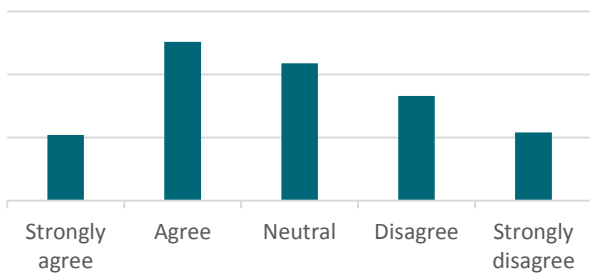


Figure 15 Survey Response - Women and men have equal opportunity to become involved in decision-making activities in the University.

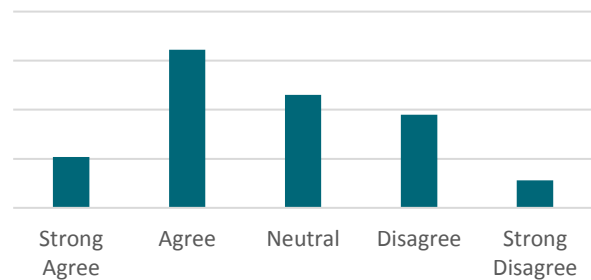


Figure 16 Survey Response - Colleagues understand issues related to gender equality.

# Respondents Profile

## Age

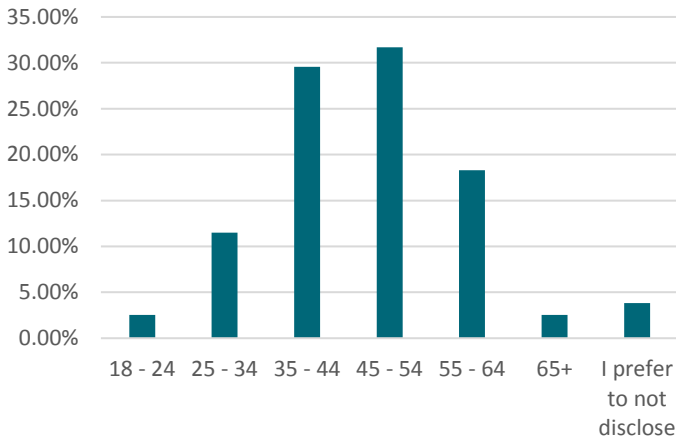


Figure 17 Survey Response - Age

## Sexual Orientation

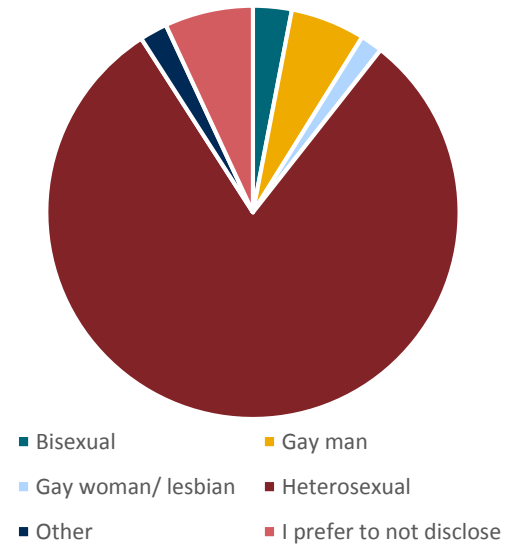


Figure 18 Survey Response - Sexual Orientation

## Religion

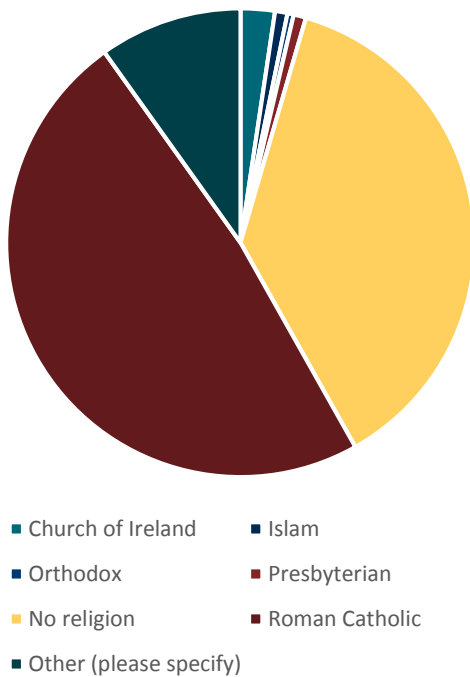


Figure 19 Survey Response - Religion

## Civil Status

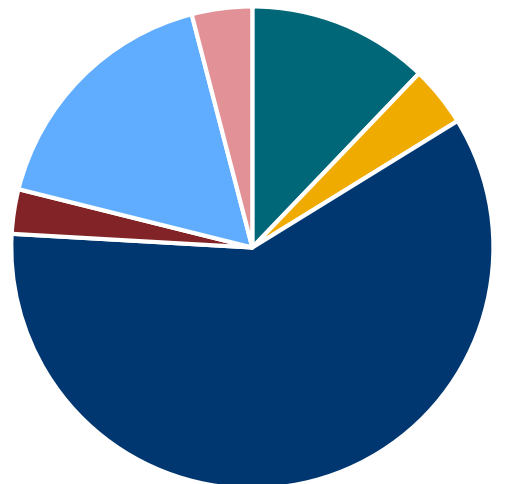


Figure 20 Survey Response - Civil Status

# Racial, Ethnicity and Cultural Diversity

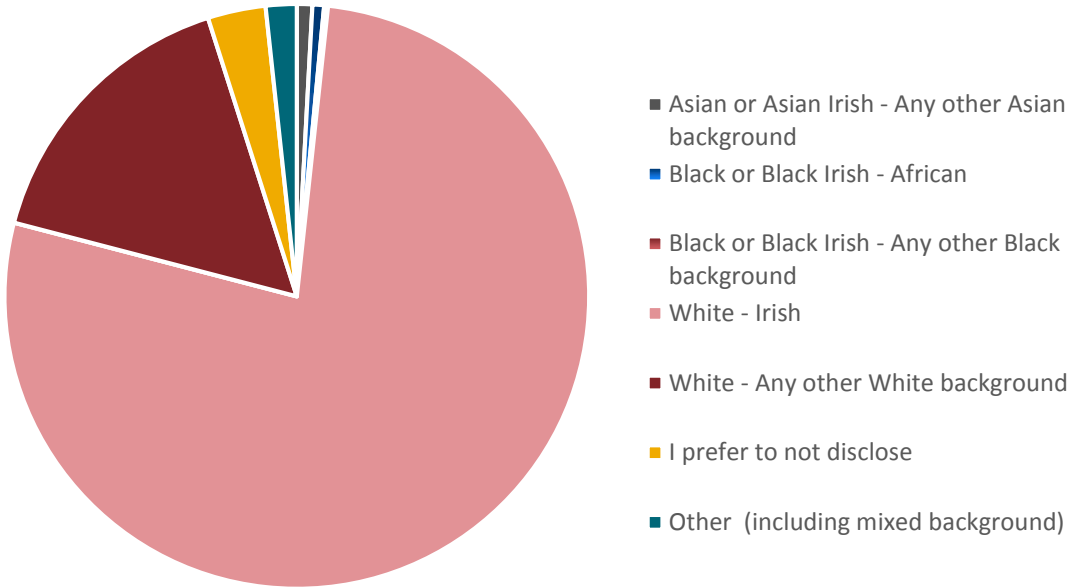
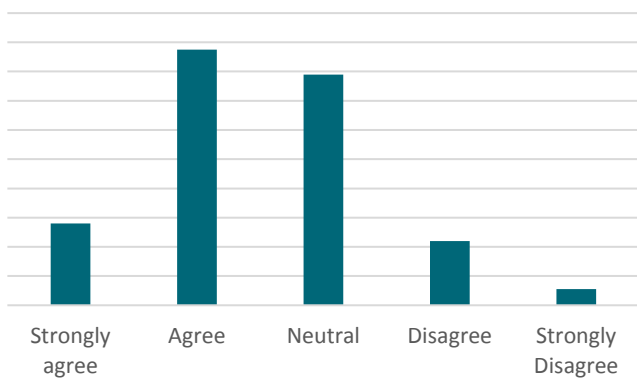


Figure 21 Survey Response - Please identify your ethnic or cultural background. Categories are listed alphabetically and come from the Central Statistics Office as listed in the Irish Census 2016

## Perceptions of Racial, Ethnic and Cultural Diversity with Maynooth University



*“There are insufficient teaching and learning policies on how to create inclusive teaching and learning environments with many staff still delivering west-centric curricula.”*

*Survey Response*

Figure 22 Survey Response - Racial, ethnic and cultural diversity is supported in University policies and procedures.

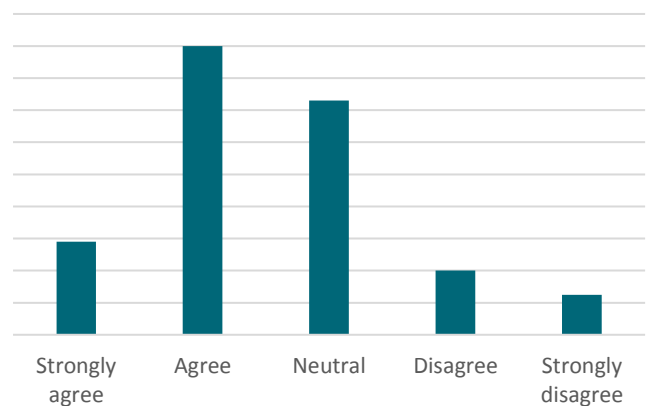


Figure 23 Survey Response - The University values difference in cultural characteristics including race and ethnicity.

# Caring and Parental Responsibilities at Maynooth

Of the survey respondents, over 52% have caring responsibilities. Child care was the primary caring responsibility, with 25% of respondents with caring responsibilities citing care of an older person. 14% of respondents with caring responsibilities have multiple caring responsibilities (ie, childcare as well as care of an older person).

Average number of dependants per respondent = 2

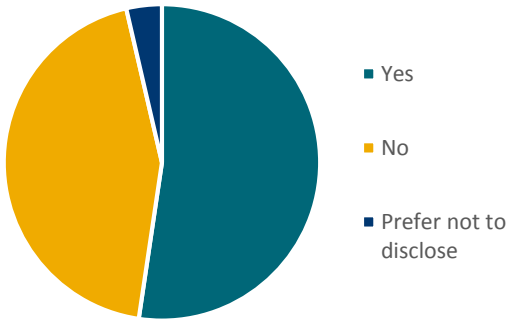


Figure 24 Survey Response - Caring Responsibilities

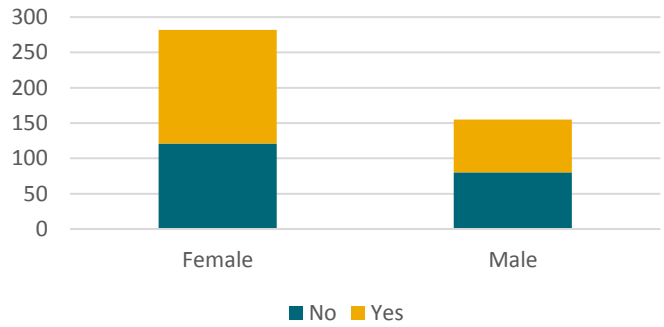


Figure 25 Survey Response - Caring Responsibilities by Gender (Binary)

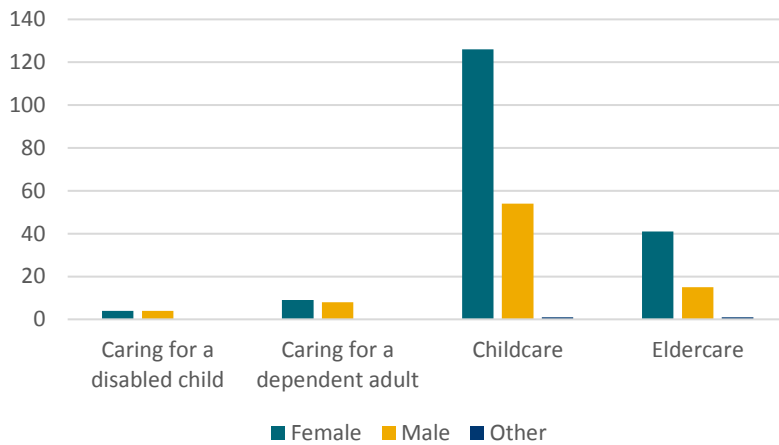


Figure 26 Survey Response - Caring Responsibility by Gender and Type

## Perceptions of Caring Responsibilities at Maynooth

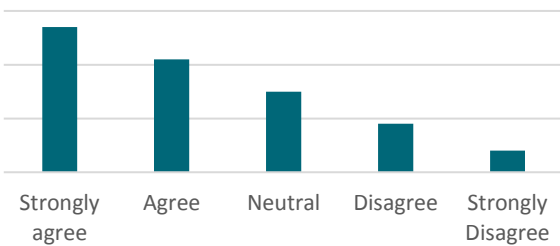


Figure 27 Survey Response - I work in a family-friendly department

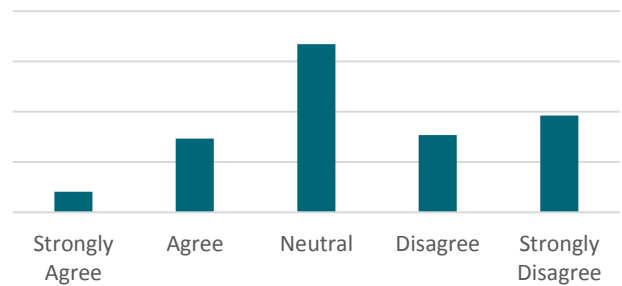


Figure 28 Survey Response - Staff who work part-time or who avail of flexible working arrangements are offered the same career development opportunities as those who work full-time.

# Maternity/ Adoptive and Paternity Leave

Of the 469 respondents, 79 respondents had taken maternity or adoptive leave during their time with Maynooth and 13 respondents had taken paternity leave

The experience of respondents who took Maternity Leave was extremely varied.

- 26% continued to work<sup>1</sup> while they were on Maternity/ Adoptive leave
- 94% had no special arrangement in place to support a return to work<sup>2</sup>
- 25% continued to breastfeed and/or express milk after returning to work
- 49% were not aware of breastfeeding facilities

*“There should be lactation centres on campus. Luckily I had my own private office where I could express, but many do not.”*  
Survey Response

*‘When I went on maternity leave, I did not feel able to take a complete break from my research, as I had several ongoing projects and publications in the pipeline.’*  
Survey Response

<sup>1</sup>No definition of ‘work’ was included as part of the survey. Therefore, respondents were able to provide qualitative comments on what activities were carried out during leave period. These activities included PhD supervisory responsibilities, responding to emails, research projects, publication deadlines and to continue with collaborative research partnerships.

*“I was afraid of being forgotten about career-wise and falling behind”*  
Survey Response

<sup>2</sup>Special arrangements may include (but not limited to) flexible working arrangements, option to work remotely/from home or a reduced teaching load. The University does not currently have a policy to formalise special arrangements when returning to work following Maternity/ Adoptive leave.

## Experience of Maternity/ Adoptive Leave

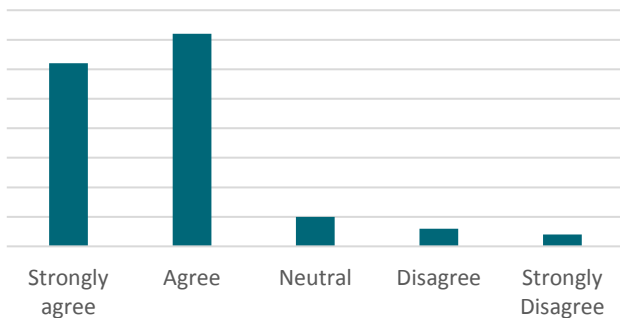


Figure 29 Survey Response - Maynooth managed my leave requirements satisfactorily

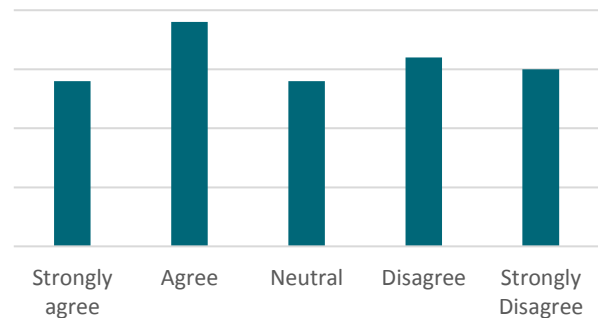


Figure 30 Survey Response - The interruption caused by Maternity/ Adoptive leave has had a negative impact on my career.



# Disability at Maynooth (Staff)

Maynooth University aims to provide an inclusive and safe workplace for staff with disabilities and to create a culture where people are confident to seek support when needed. As a Public Sector Employer, Maynooth University has a responsibility under Section 5 of the Disability Act 2005 to achieve a target of 3% of employees with a disability/multiple disabilities. The University provides an annual report to this effect for the HEA, however due to the voluntary nature of disclosure, we have not been able to confidently report on this figure. Each Irish HEI has reported the same experience to the HEA.

Through participation in this survey, voluntary self-disclosure of a disability/ multiple disabilities/ impairment/ health condition, the University is better positioned to provide an accurate representation of employees at Maynooth who experience a disability/multiple disabilities.

33 (7.04%) respondents answered yes with an additional 18 (3.84%) who were unsure to Q11 [Do you consider yourself to have a disability, impairment, health condition or learning difference which has substantial and long-term impact on your ability to carry out your day-to-day activities]. Of the unsure responses, 17 respondents indicated a medical condition, mental health difficulty or impairment that impacted their experience of employment with Maynooth.

This result indicates that the University is meeting its statutory requirement of 3% employment of people with a disability. However it is important to continue to analyse this data to ensure that we are providing optimal support and guidance for both employees and Heads of Department.

Of the respondents who disclosed a disability, 35% were not aware of their potential access to reasonable accommodations and would avail of these if suitable. This indicates a need for training and awareness building of the supports available for both staff as well as Head of Departments who may not be aware of their responsibilities to provide workplace accommodations.

## Do you consider yourself to have a disability, impairment, health condition or learning difference which has substantial and long-term impact on your ability to carry out your day-to-day activities?

|                   |        |     |
|-------------------|--------|-----|
| Yes               | 7.04%  | 33  |
| Unsure            | 3.84%  | 18  |
| Prefer not to say | 4.26%  | 20  |
| No                | 84.86% | 398 |
| Total respondents |        | 469 |

Figure 31 Survey Response - Disability

*"I often wonder if the impact of large advertising used for open days and, for example, the recent rather large ones in the plaza near the Library which can appear overnight, is taken into account before being placed. Often students with visual disabilities will have had their campus orientation without such objects being in place."*

Survey Response

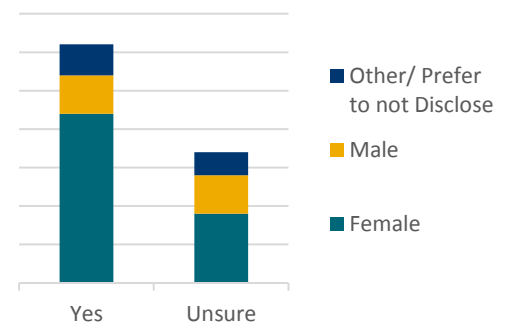


Figure 32 Survey Response - Gender breakdown of respondents who disclosed personal experience of disability.

## Perceptions of Disability

Of the respondents who disclosed experience of a disability, over 35% indicated that they experienced mental health difficulties. Of the other conditions not listed, the majority were medical or general health related in nature.

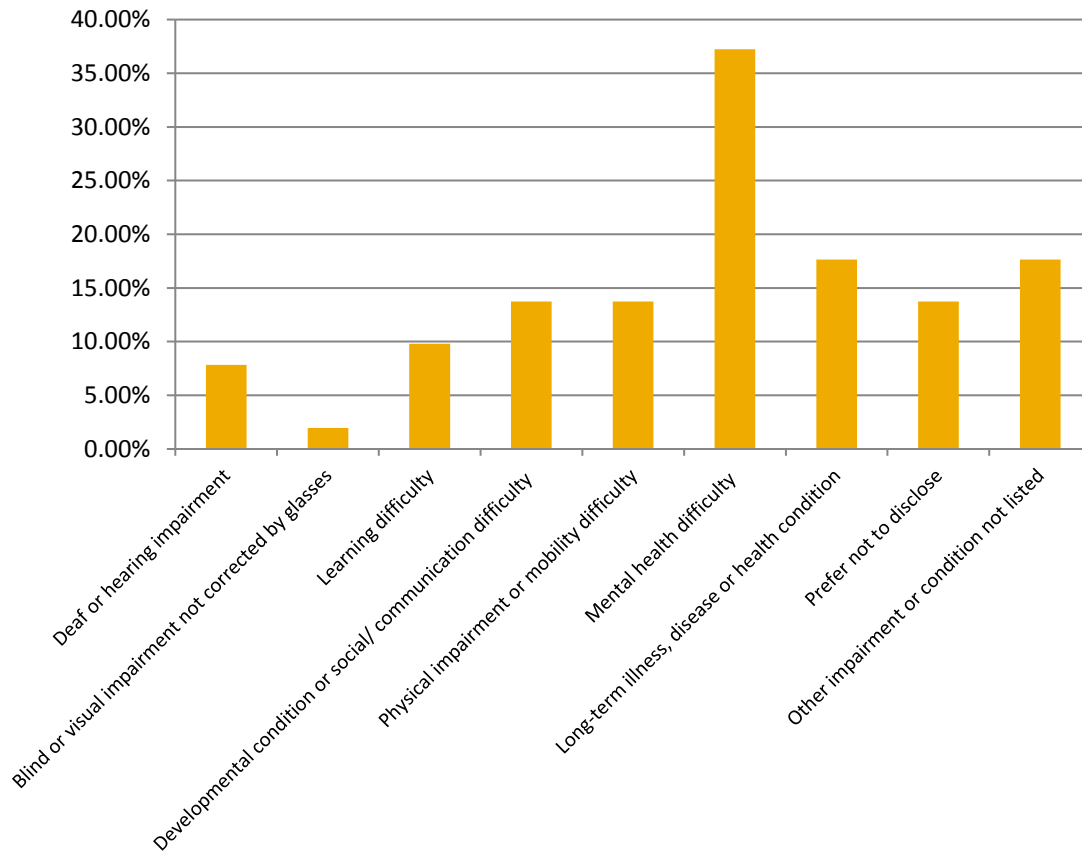


Figure 33 Survey Response - Prevalence of Disability

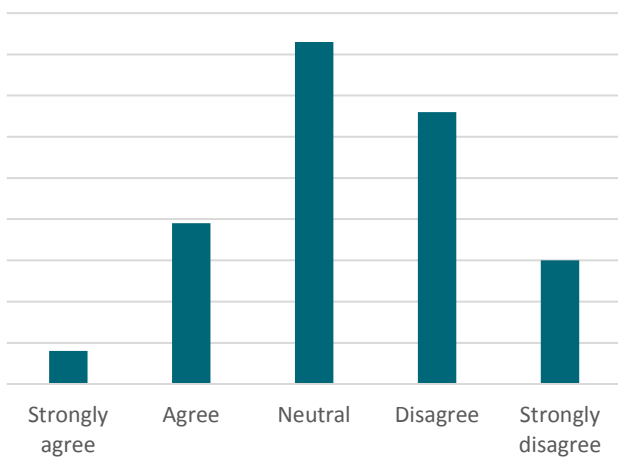


Figure 34 Survey Response - Disclosure of a disability would have a negative impact on my career

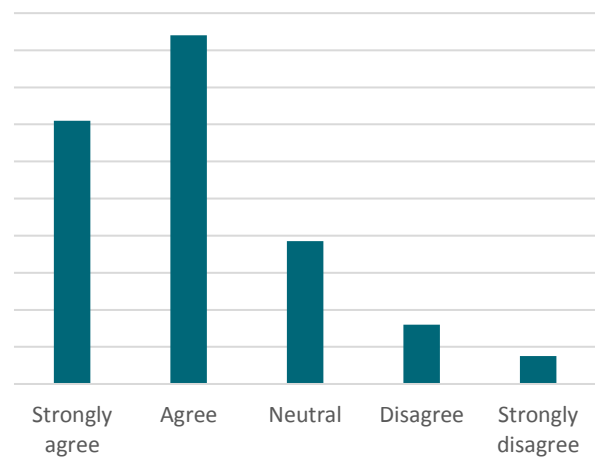


Figure 35 Survey Response - Discrimination, bullying and harassment based on disability, impairment, health condition or learning difference is not tolerated in my work place

# FACILITIES AND ACCESSIBILITY

The University is committed to the provision of a vibrant and sustainable campus environment, rich in learning, culture, heritage and nature, with modern inclusive facilities. The matter of building inclusive spaces for the campus has been identified as a priority and is included as a strategic goal in the University Strategy 2018 – 2022. While there is further work required in this space, it is important to reflect and celebrate achievements.

*'I recognise that the university has tried to make provision in the recently-constructed buildings, e.g. Eolas Building, to account for the needs of diverse genders and diverse abilities.'*  
*Survey Response*

### Key achievements include

- 30 Gender Neutral Toilet cells available across the campus with plans to extend to 50 by 2019.
- Parenting room available for breastfeeding staff members in the New Education Building

### Key priorities include:

- Provision of additional Single Cell Gender Neutral bathroom facilities
- Development of a second parenting room
- Campus-wide access and inclusion audit (strategic goal 12.1.3)
- A Platform lift is scheduled to be installed for Student Advisory in the 1970s Education House building.
- PEEP's (Personal Emergency Evacuation

Plan) are being prepared for students by the Access Office in conjunction with Campus Services.

*'There are areas of the university that are still not suitable for wheelchair users.'*  
*Survey Response*

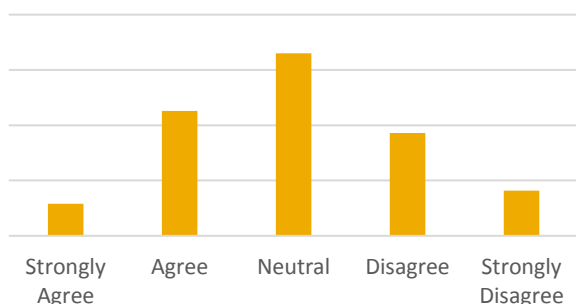


Figure 36 Survey Response - The University is active in developing inclusive spaces across the campus.

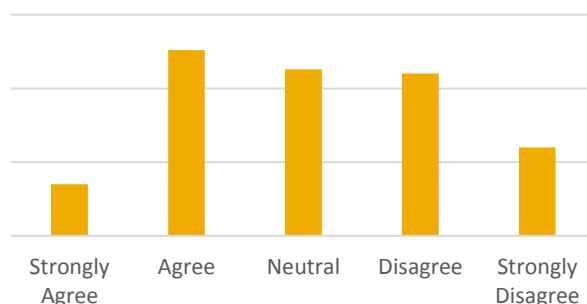


Figure 37 Survey Response - The University grounds and facilities are accessible for all staff.

# RESPONSIBILITY UNDER THE PUBLIC SECTOR DUTY

Section 42 of the Irish Human Rights and Equality Commission Act 2014 places a positive duty on public sector bodies to have regard to the need to eliminate discrimination, promote equality, and protect human rights, in their daily work.

Under this public sector duty, Maynooth University has a responsibility to consider the impact of human rights and equality in each aspect of our operations. To meet this responsibility, the University recently redeveloped the Maynooth University Equality and Diversity Policy (the Policy). This institutional Policy, as approved by the Governing Authority, underpins every function of the University and seeks to promote a culture of excellence through mainstreaming the principles of equality and diversity into all University activities, policies and planning.

Equality, Diversity and Inter-culturalism has been highlighted as a key strategic goal in the recent 2018 – 2022 Maynooth University Strategic Plan. The plan outlines an explicit commitment to human rights, social justice and equality and will inform all strategic policy decisions.

## ATHENA SWAN

In April 2018, Maynooth University was awarded an Athena SWAN Bronze Institution Award in recognition of the progress, and plans to accelerate change, towards gender equality. Maynooth University was the first Irish institution to receive the award under the expanded charter which recognises the numerous factors that can overlap with gender inequality, including the intersections between gender, race and ethnicity.

The cornerstone of Maynooth University's Athena SWAN application is its comprehensive [Gender Action Plan for 2018-2021](#), which is underpinned by the University's recently renewed Equality and Diversity Policy. The Action Plan sets out 57 action items which will be achieved collaboratively across the University, coordinated by the Athena SWAN Project Officer. In addition to this, the University is committed to achieving departmental Bronze Awards ahead of an Institutional Silver application in 2021 which will incorporate all categories of staff.