



Dún Laoghaire Institute of Art, Design and Technology

25 August 2022

Dear Claire and Rachel,

An Athena Swan Ireland award review panel was recently convened to consider your **Bronze** award submission. I am delighted to inform you that the panel agreed that the submission had reached the required standard for a **Bronze** award.

Your award will be valid until April 2026, although you are welcome to submit again before that deadline if you wish.

Applicants that receive awards are encouraged to publish their submissions on their websites and to inform Advance HE of the associated web address. This is not a mandatory part of the application process but beneficial to the institution as well as to future charter participants by enabling the sharing of good practice and to aid transparency of the process. It is important, however, that any personal or confidential information about individuals is removed from the submission prior to doing this, in accordance with the General Data Protection Regulation 2016. Further details can be found on our [Briefing for Equality Charter award holders – publishing submissions guide](#). Award holders are also encouraged to advertise their achievement in communications and job advertisements. As such, the appropriate Athena Swan Ireland logos and guidelines for use are attached.

We would like to congratulate you on this achievement, and look forward to your continued involvement with the Athena Swan charter.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Sarah Fink'.

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Athena Swan Ireland Feedback – April 2022 round

Institution application feedback

Please note that the below feedback is not an exhaustive appraisal of every point made in the submission and that Athena Swan Ireland charter panel assessments are made “in the round”.

Institution name:	Dún Laoghaire Institute of Art, Design and Technology (IADT)
Level of award applied for:	Bronze
Overall comments	
The panel wish to commend IADT for their ongoing commitment to Athena Swan and welcome this submission on the new charter framework. Following deliberations, the panel agree that the applicant has demonstrated the requirements to meet the criteria for a Bronze award through its:	
<ul style="list-style-type: none">• Descriptions of and planned structures and processes to underpin and recognise gender equality work and wider equality work• Evidence-based recognition of the issues and opportunities facing the Institute• Four-year action plan to address identified issues	
The panel wish to highlight a range of good practices and planned initiatives, including:	
<ul style="list-style-type: none">• Establishment of a Master of Business in EDI• Plans to investigate a Men’s Shed on campus for the local community• Plans for a working group consisting of male staff from each functional area will be established to brainstorm measures to increase male engagement with EDI• The President made race awareness training mandatory for all managers 2020 (and training will be run again for new colleagues)• Training was offered to all staff on ‘Becoming an anti-racist and inclusive educator’ (100% of Library staff engaged)• Training on disability in the workplace will be organised for staff to accompany a new Code of Practice• EDI training has been incorporated into the Y1 FFACT programme via a common module for all Y1 students• IADT will scope out the potential for future collaborative opportunities with the dlr Age Friendly and Social Inclusion unit and Integration Forum	
The panel highlight there is evidence of leadership and senior commitment and a clear governance structure for equality, diversity and inclusion (EDI). The EDI Office has its own dedicated budget, and there are processes in place for the EDI Manager and HR Manager to meet regularly to discuss initiatives and progress relating to EDI. There are initiatives in place to recognise and reward EDI work through initiatives such as the President’s Award for EDI and an EDI Seed Fund. Additionally, a new EOI for staff to join the SAT will open to ensure that other colleagues have an opportunity to engage with Athena Swan, with a particular focus on underrepresented staff categories and social identities (EDI AP 1.14). The panel wish to commend the consultation with HPAL staff and that they were paid for their involvement. The panel would welcome further consideration of how SAT and broader EDI contributions will be recognised and rewarded.	
Data collection and systems have been further developed since the previous submission and there are planned priorities to further develop data systems for evaluating equality in the Institute. The required data has been collected and analysed. Of note is the comparative data of staff profile with census records from the local area. An online culture survey was distributed to all IADT staff between December 2020-January 2021 and supports evaluation of policies, processes and practices, culture, environments, and experiences. Some of the required consultation themes across the submission could have been explored in more depth. However, the panel wish to commend the honesty on, and analysis of, the serious cultural issues identified, as 45% of staff have personally experienced inappropriate behaviour	

and 55% of respondents have witnessed it. Further reflection is provided through staff feedback, and a range of actions are planned:

- Finalise the review of the IADT Mutual Respect Policy. This will be split from the Sexual Violence and Harassment (SVH) Policy (EDI AP 4.10).
- As part of the review of the Mutual Respect Policy, focus groups will be conducted with staff, management, students, and other stakeholders (EDI AP 4.11).
- New staff will be informed about the IADT Mutual Respect Policy at induction (EDI AP 4.12).
- Implement a four-year EDI and dignity and respect training programme for management (EDI AP 4.13).
- Roll out training for all staff on mutual respect in the workplace (EDI AP 4.14).
- Train new Designated Contact Persons to support and listen to staff (EDI AP 4.15).
- Raise awareness of the Speak Out tool amongst staff to anonymously report inappropriate behaviour (EDI AP 4.16).
- Use local and national data from the Speak Out tool to further explore dignity and respect issues on campus, including the reasons why staff and students do/do not report bullying and harassment (EDI AP 4.17).
- To assess the extent of cultural change, future staff surveys will include a time-bound question on bullying and harassment and ask staff to elaborate on the nature of the inappropriate behaviour (EDI AP 4.18).

The panel recommend that these actions are monitored closely. Alongside the above, key priorities in addition to Embedding core changes to policy and practice on bullying and harassment have been identified and include:

- Embedding core changes to policy and practice on sexual harassment and violence prevention
- Embed core changes to policy and practice on gender identity and expression
- Develop a campus-wide strategy for supporting staff during menopause
- Examining recruitment campaigns for gendered language and amending as necessary
- Producing an annual report on the gender pay gap
- Increasing confidential staff declarations of ethnicity and disability
- Developing a remote working policy
- Advancing career development and progression support
- Increasing transparency of EDI datasets and activities

The panel find it useful that the Action Plan is cognisant of external and sectoral limitations but is still aiming to make changes despite these constraints. The Action Plan is thorough and detailed but from an external perspective it would be improved by including additional key outputs and milestones.

Additionally, actions address the priorities that have been identified. However, the panel note that some further justification could have been evident for why the priorities in relation to gender were chosen. In the round, actions are considered specific, measurable, achievable, relevant, and time-bound (SMART).

Result

Bronze

Good Practice Example

Plans to liaise with the EDI unit in An Garda Siochana (national police service) to investigate how they have achieved very high response rates amongst prospective and current staff to their requests for ethnicity data. This information session will be opened up to EDI and HR colleagues in other HEIs for shared learning.