University for All -

Concept to reality…

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INVITED Peer Learning Seminar
14 June 2019

University College Dublin
University for All

UCD in numbers

- 33,973 students
  - 17,299 undergraduates
  - 27% international
  - 29.7% 'non-traditional' (disabilities, low-income, mature, ethnic minorities, lone parents, refugees/asylum seekers)
- Access target: 33%
- 7 additional alternative entry routes

Widening Participation Performance
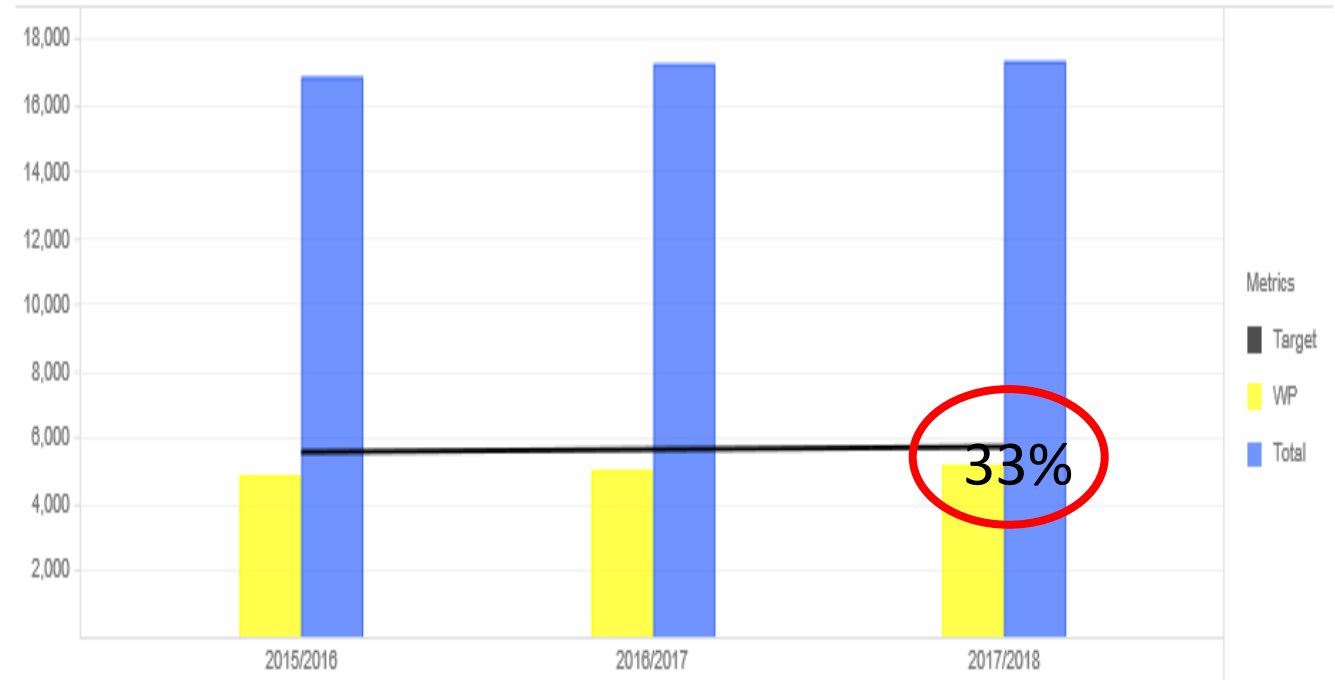
UCD Undergraduate Widening Participation - Disaggregation copy

Year	Total	WP	WP %	SEG	SEG %	Disability	Dis. %	Mature	Mat. %	Part Time	PT %	QQI FET	QQI %	Refugee Asylum	Multi WP Student
2017/2018	17,299	5,141	29.7%	1,449	8.4%	2,002	11.6%	1,717	9.9%	980	5.7%	345	2.0%	5	1,357
2016/2017	17,192	4,979	29.0%	1,406	8.2%	1,623	9.4%	1,821	10.6%	981	5.7%	329	1.9%	6	1,187
2015/2016	16,856	4,818	28.6%	1,320	7.8%	1,526	9.1%	1,857	11.0%	1,062	6.3%	289	1.7%		1,236

Think about...

- What was the nature of student body?

- How to support their diverse backgrounds, needs, and abilities?

- How to advance their education and development as citizens?

- Strong tradition of ensuring educational access for 'non-traditional' students

- But... this work seen as primary responsibility of access professionals

Diversity & Inclusion Matters

- Diverse communities - geographic, cultural, or social, bring great advantage

- Different perspectives, ideas, and outlooks generates new thinking, innovation, and creativity

- Achieve much more, where diversity is seen as core business

- Not a goal for its own sake, rather key enabler to achieve excellence

- Inclusion is not an add-on

- At the heart of a University's mission in achieving excellence in education and scholarship

Research

bologna process

EUROPEAN
Higher Education Area

SUSTAINABLE DEVELOPMENT GOALS

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Strategy 2015-2020

National Plan for **Equity of Access** to Higher Education 2015-2019

"… diverse and inclusive scholarly community of students, faculty and staff" (UCD, 2015, p. 9)

"… integrate the principle of equity of access more fully into the everyday life of HEIs, so that it permeates all faculties and departments, and is not marginalised as the responsibility of the designated access office" (HEA 2015, p. 25)

University for All

University for All

- **Design** for All
  - **Weaves inclusion** into fabric
  - Margins to mainstream
  - **Everyone's business** – embedded/integrated
  - **All** students feel welcome, belong, valued
- Pillars
  - Foundation/Strategy
  - Curriculum/Teaching/Learning
  - Student Supports/Services
  - Built Environment
  - IT Infrastructure
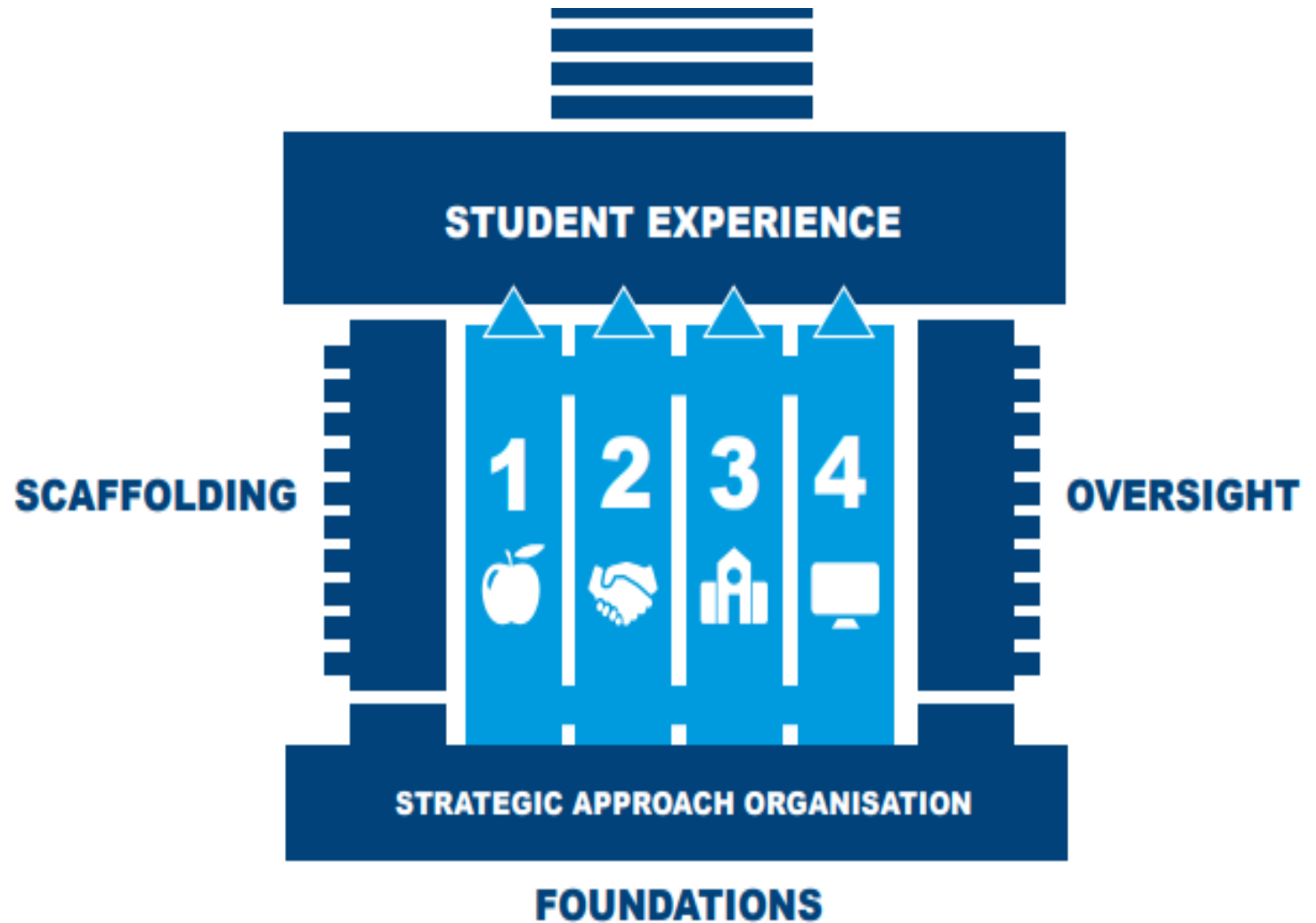
Source: Toolkit for Inclusive Higher Education Institutions: from Vision to Practice, Kelly & Padden 2018

Implementing University for All

- Launched by Minister, Higher Education, 30th November 2017
- Overseen by UCD Widening Participation Committee
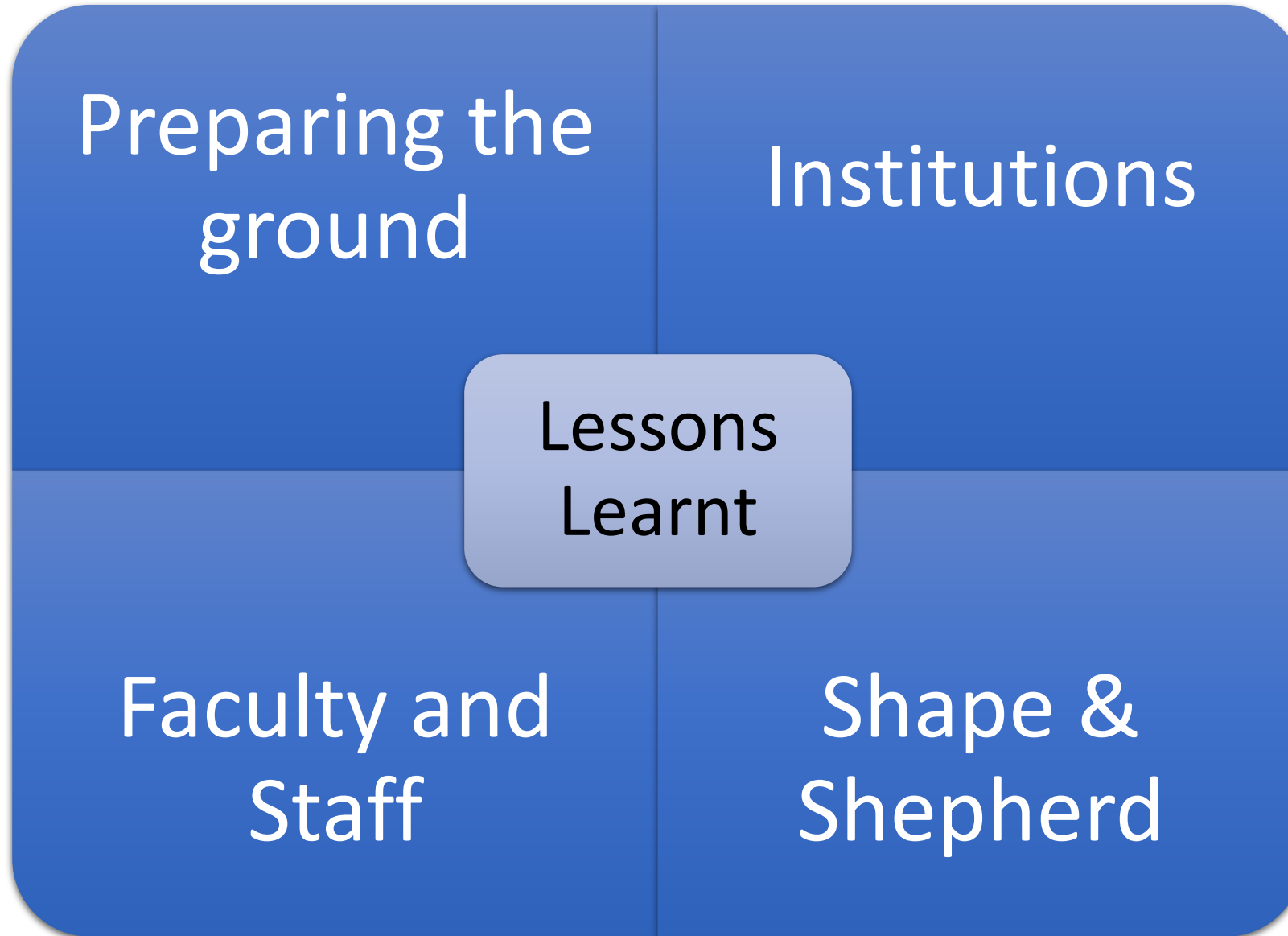- Operation - UCD Access & Lifelong Learning

Professor Grace Mulcahy, Chair

- UCD Widening Participation Committee
- Aligned with academic structures
- Membership
  - Programme Boards
  - Policy and Student Support Services
  - Students

Preparing the ground

- Research and evidence-based approach

- Implementation not linear

- Academic institutions culturally and structurally complex
  - Begin where possible – use all opportunities - new strategy, quality review
  - Adapt as project develops
  - Maintain broad view
  - Harness opportunities - change in direction, priority, personnel
  - Look for opportunities for scalability and synergies

Higher Education Institutions

- Support of key senior colleagues is critical

- Understand HE landscape - competing priorities

- Develop understanding of mainstreaming and inclusion

- Evidence/data creates urgency

- Align with institutional priorities - less burdensome and more achievable

- Institutional oversight committee

- Student voice
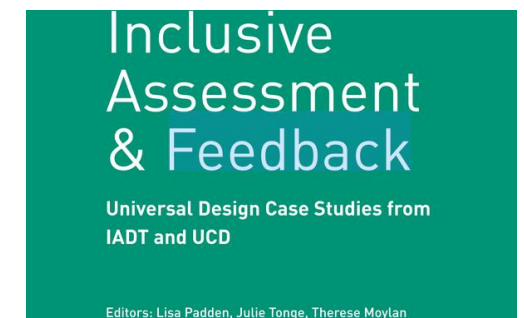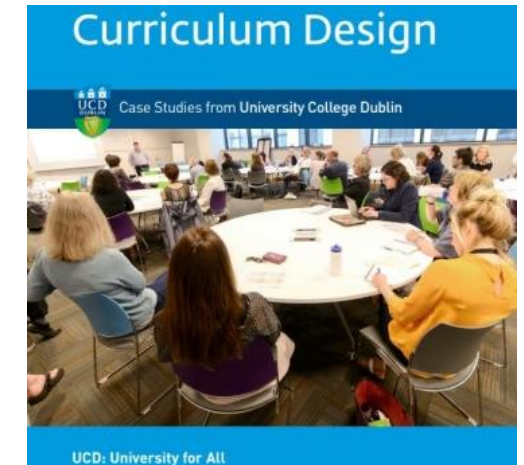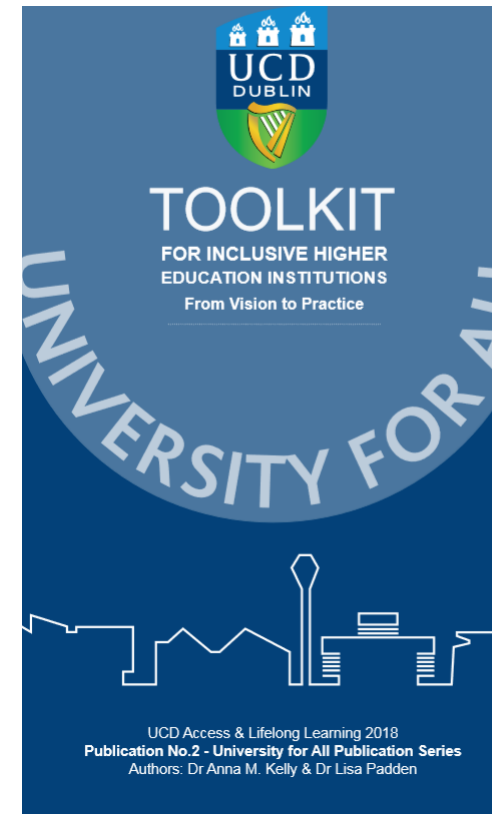
Faculty and Staff

- Language matters – encouragement, acknowledgement, collaboration
- Space between academic autonomy and inclusive practice
    - Hybrid approach - top-down bottom-up
    - Bottom-up facilitates discussion, allows time
- Recognition and reward - 'supplementary' work
- Identify early 'adopters' - publish case studies
- Celebrate pockets of good practice as they emerge
- Success breeds success - encourages and reassures

Shape & Shepherd

- Implementing an initiative of scale - daunting

- Requires courage, perseverance, flexibility

- Success takes time - change happens incrementally, but gathers momentum

- Marathon not a sprint

- Communicate and celebrate achievements

UCD DUBLIN

TOOLKIT
FOR INCLUSIVE HIGHER EDUCATION INSTITUTIONS
From Vision to Practice

UNIVERSITY FOR ALL

UCD Access & Lifelong Learning 2018
Publication No.2 - University for All Publication Series
Authors: Dr Anna M. Kelly & Dr Lisa Padden

Curriculum Design
UCD Case Studies from University College Dublin

UCD: University for All

Inclusive Assessment & Feedback
Universal Design Case Studies from IADT and UCD

Editors: Lisa Padden, Julie Tonge, Therese Moylan

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No room for complacency

'Until all universities are as diverse as the communities we live in, our work is not done'

Amy Hasset

Neuroscience Master's Student, Erasmus University, Rotterdam/Former UCD Access Leader/UCDSU Disability Rights Co-ordinator

Thank you — Go raibh maith agat

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For Further information