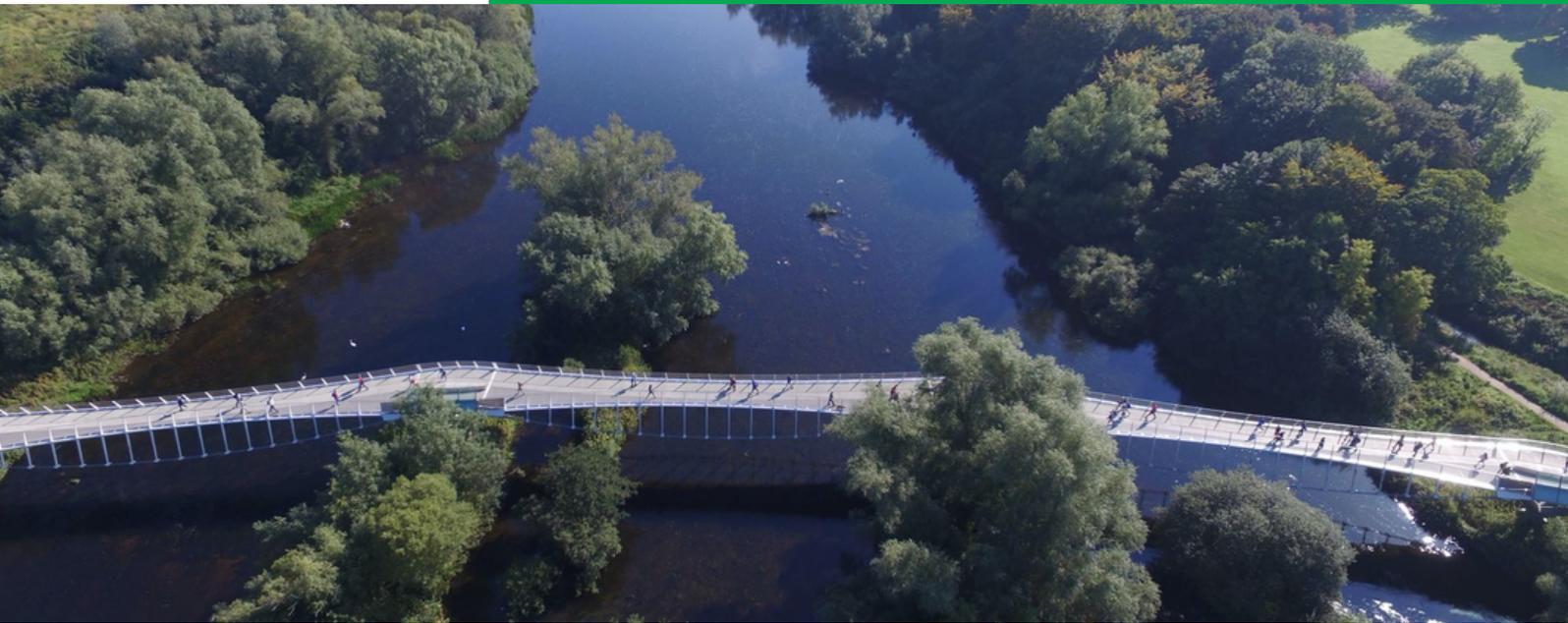


EDI BULLETIN

Faculty of Arts, Humanities and Social Sciences



Welcome

Welcome to the March 2022 edition of the Faculty of Arts, Humanities and Social Sciences Equality, Diversity and Inclusion (EDI) Bulletin. The EDI Bulletin is an initiative of the AHSS Athena SWAN Self-Assessment Team. The objective of the Bulletin is to keep the AHSS faculty updated on the implementation of the faculty Athena SWAN Action Plan and related activities and to document and showcase recent EDI initiatives in the faculty.

This edition of the Bulletin contains a variety of contributions from staff and students. It features contributions relating to the AHSS EDI World Café, the newly launched AHSS EDI Outreach Fund; inclusive teaching and learning events and universal design for learning; a project on developing technical communication education in Kenya; an appearance before the Oireachtas Committee on Gender Equality; an EU Commission funding award; research on LGBTQI+ parent families; various EDI-related events; and reports from AHSS students who have been volunteering with UL Access Campus, among other stories.

Previous issues of the bulletin can be accessed on the [AHSS website](#).

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and much more news to be found inside!



Athena SWAN Update

New Faculty Athena SWAN Policies

Two new AHSS Athena SWAN policies were approved by Management Committee on 23 February 2022 in relation to websites/ marketing materials and committee membership. The policies can be accessed on [SharePoint](#).



AHSS EDI World Café

An online 'EDI World Café' took place in the faculty on 8 December 2021, organised by Dr Lydia Bracken, ADEDI and facilitated by Dr Chris McInerney, Dept of Politics and Public Administration, with assistance provided by Oonagh Grace, Katie Mcauliffe, Claire Ryan and Caroline Harrington.

The world café was a structured conversational process for knowledge sharing on equality diversity and inclusion (EDI) priorities and challenges in AHSS. The café began with an overview of the context for the café, followed by an explanation of the world café methodology.

Thereafter, participants were presented with three key questions and asked to discuss same in small groups in breakout rooms. The key conversation points were documented and will be used to: update the AHSS Athena SWAN action plan to include a broader EDI focus, inform AHSS strategy and feed into institutional strategy development.

Faculty EDI Activity

AHSS EDI Outreach Fund

The AHSS Athena SWAN self-assessment process found that only 36% of staff felt recognised for their outreach activities, which indicated a greater need for visibility and celebration of socially engaged research and service. The AHSS EDI Outreach Fund was made available in 2022 to support outreach initiatives that engage with groups or communities that are currently under-represented in the work of the Faculty with reference to the 13 grounds of equality/ protected characteristics recognised in UL's Equality and Human Rights Strategy 2019-2022.

The following AHSS staff have been awarded funding under this call:

- Catherine Jeanneau for a 'Language and cultural awareness exploration day' involving primary school students from DEIS schools
 - Jean Conacher and Katie McAuliffe for a project on 'Increasing Male Participation & Uptake in Language Studies (IMPULS)'
 - Fergal Quinn for a seminar and workshop event focused on facilitating 'greater participation in the media by members of the Traveller community'
- Congratulations to the awardees and best wishes in implementing these initiatives.

Graduate Diploma in Equality, Diversity and Inclusion

Following the successful launch of the Graduate Certificate in Equality, Diversity and Inclusion in September 2021, AHSS is delighted to announce the availability of a two-year Diploma in Equality, Diversity and Inclusion for learners who wish to continue to advance their knowledge in this area. Applications are now open for the 2022 intake to both the Graduate Certificate and Diploma in Equality, Diversity and Inclusion. More information is available on the [programme website](#).



Developing technical communication education in Kenya



Dr Yvonne Cleary, Head of the School of English, Irish, and Communication, is participating in two related projects to develop technical communication education in Kenya. At present, no technical communication academic programmes are offered in Africa. The projects are led by Professor Sissi Closs from the University of Applied Sciences in Karlsruhe.

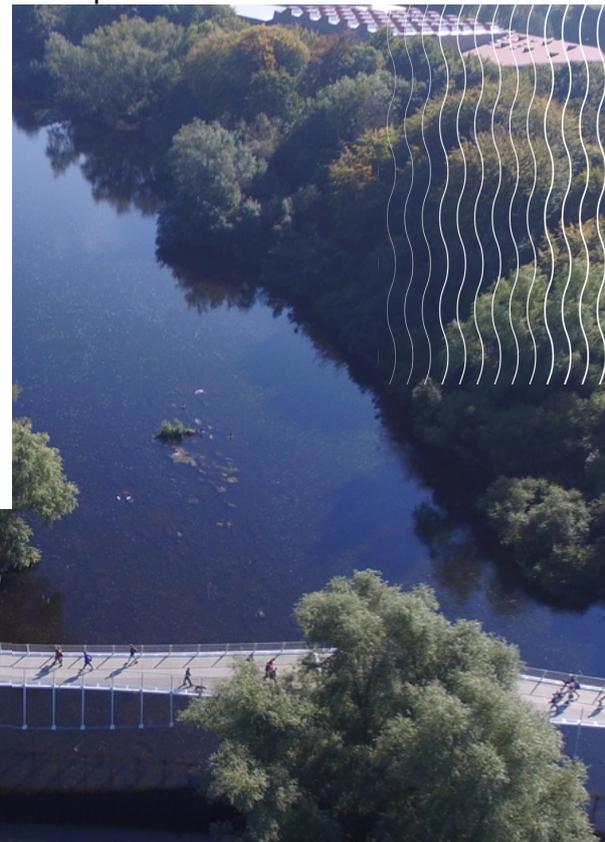
The VIEL project is funded by the Baden-Württemberg Stiftung (BWS) in Germany. Since October 2021, students on the MA in Technical Communication and E-Learning at UL have participated in a virtual exchange project with students from Karlsruhe University of Applied Sciences (Germany) and Pwani University (Kenya).

Students from the three institutions have virtual meetings and regular online workshops. Speaking about the exchange, Yvonne explained its benefits for students: "So many of our students want to learn about different cultures, broaden their horizons, make international contacts, and get to know the international field of technical communication. This project promotes all those goals in a virtual, but deeply engaged, way."

The second project, a Masters in Communication and Media (MCM), is funded by DAAD, the German Academic Exchange Service, and aims to develop a module, and eventually a full master's degree, in technical communication at Pwani University. Yvonne travelled to Kenya to meet project partners and work together on the development of the master's programme in February 2022.

These collaborations follow on from Yvonne's participation in the TecCOMFrame Erasmus + project from 2015 to 2018. In that project, partners developed curricula and a competence framework for technical communication. They are now using the framework and prototype curricula to develop the proposed academic programme.

Pictured: Professor Yakobo Mutiti, Dr Yvonne Cleary, Dr Nancy Ngowa, Professor Sissi Closs, and Edith Miano, meeting at Pwani University, Kenya.



Promoting Inclusivity through Universal Design for Learning

A National Forum Seminar Series 2021/22 event on the topic of universal design for learning took place online on 3 December 2021, convened by Dr Lydia Bracken.

The seminar was titled 'Promoting Inclusivity through Universal Design for Learning (UDL)' and was delivered by Tracy Galvin, Educational Developer, Queen's University Belfast.

The seminar focused on universal design for learning (UDL) and discussed how UDL and accessibility compliment the wider context of the Sustainable Development Goals.

There were also practical tips for embedding UDL and accessibility into course design, including advice for supporting the learner voice and discussion of the potential of UDL as a framework to promote inclusivity and accessibility in other areas of campus life beyond the classroom.

A recording of the event can be accessed [here](#).



Dr Laura Cahillane addresses Oireachtas Committee on Gender Equality

Dr Laura Cahillane was invited to address the Oireachtas Committee on Gender Equality on how the recommendations of the Citizens' Assembly on the Constitution can be implemented. Last year the Citizens' Assembly on Gender Equality recommended that the constitutional articles on equality, the woman in the home and the definition of the family be amended to better reflect society in modern Ireland.

The Oireachtas Committee is now tasked with reporting on how these recommendations can be implemented. They met in private session last week and Dr Cahillane provided advice on the various options open to the committee in terms of potential constitutional amendments.

Dr Cahillane previously worked with the Citizens' Assembly on their recommendations and will be working further with the Oireachtas Committee on formulating its conclusions for Government. It is hoped that a referendum will be held on these issues next year.



Tell Your Own Story: The start of a media campaign

Aiming to “highlight what is shared across cultures and promote empathy and inclusivity in the wider community”, the Tell Your Own Story (TYOS) project, brings together AHSS staff members and postgraduate students who are intent on combating stigma and stereotypes in the Irish media by giving a voice to diverse groups and individuals.

Led by Dr Maria Rieder, lecturer in Applied Linguistics in the School of Modern Languages and Applied Linguistics, the TYOS group has built a social media presence via Twitter (@tyos_project), Instagram (@tyos_project), Facebook (@tyosproject), LinkedIn (TYOS (Tell Your Own Story)) to broadcast their own content and relay invitations to talks and events promoting the empowerment of minority voices.



The TYOS project is driven by a strong collegial spirit with crucial support from AHSS journalism colleagues and funding from the Faculty of AHSS (Seed Funding) and the Irish Research Council (New Foundations). To date, published stories include articles shedding a light on newcomers’ experiences in Ireland as well as interviews on the universal topic of food.

Eager to develop skills in media broadcasting and following a course facilitated by Wired FM radio producer, Ray Burke, in January 2022, the TYOS group is in the midst of producing three 60-minute radio shows in which guests from UL and the wider Mid-West Region share their views and experiences of life in Ireland. The shows will air on Wired FM in the coming months.

A recent article about the project, “Tell Your Own Story project shares experiences of arriving in Ireland” by Asmaa Jazia Ghitri and Najla Lilya Jaballah, published in I love Limerick is available [here](#).

EU Commission funding award

Dr James Carr has secured funding of almost €500,000 under the EU Commission’s Citizens, Equality, Rights and Values initiative (DG Justice and Consumers). The project, entitled Sustainable Alliances Against Anti-Muslim Hatred (SALAAM) will be led by Dr Carr as PI and the University of Limerick as lead coordinating partner of a consortium that includes non-governmental community organisations: Doras, the Immigrant Council of Ireland and the Irish Network Against Racism.

SALAAM consortium partners will work with Muslim communities and Local Authorities in four Irish Cities in the context of the Public Sector Equality and Human Rights Duty and related forthcoming legislative and policy changes. Initiatives that will be developed during SALAAM include: sustainable training programmes for Local Authority staff and Muslim communities; IT resources; supports for those who experience anti-Muslim racism; and public awareness campaigns, among others. The project will last for two years and started on 1 March 2022.

Launch of report on LGBTI+ Parent Families in Ireland: Legal Recognition of Parent-Child Relationships

On Monday 22 November 2021, a new research report authored by Dr Lydia Bracken, School of Law, was launched by Paula Fagan, CEO of LGBT Ireland. The report, which is titled LGBTI+ Parent Families in Ireland: Legal Recognition of Parent-Child Relationships, presents the findings of research that examined obstacles facing LGBTI+ parent families in obtaining legal recognition of their family relationships. The research was undertaken by Dr Bracken in collaboration with



LGBT Ireland. The research was supported by the Irish Research Council New Foundations Scheme.

The launch took place as part of a webinar, which was attended by policy makers, academics, legal practitioners, and stakeholders. The event included presentations from Dr Bracken, Professor Conor O'Mahony (Special Rapporteur on Child Protection) and Maeve Delargy and was chaired by Roderick Maguire BL. A summary of the research was published in an [RTE Brainstorm](#) article following the launch. The full report on LGBTI+ Parent Families in Ireland: Legal Recognition of Parent-Child Relationships can be accessed [here](#).

Irish World Music Café launches Migrant Health Action Plan

On Friday 10 December 2021, a special Irish World Music Café marked International Human Rights Day and launched a new report and action plan for migrant health research. People are experts in their own health and need to be involved in health-related decisions, including what issues should be researched. Despite growing recognition of the importance of participatory research, migrants are often excluded from conversations related to priorities in health research. This project was co-designed by the migrant NGO Doras with academics from the University of Limerick (UL). The key aim of the project was to engage in a research prioritisation process using participatory and arts-based approaches (particularly music) to generate a research agenda for Ireland about migrant health research.



The project, supported through the Irish Research Council New Foundations Award, was led by Professor Helen Phelan from the Irish World Academy of Music and Dance. It was supported by the Public and Patient Involvement Research Unit at UL, which is a designated WHO Collaborating Centre for Migrants' Involvement in Health Research.

Diversifying the Canon: Irish Literature Today Event



“Diversifying the Canon: Irish Literature Today”, a seminar organised by Dr Tracy McAvinue and Dr Tina O’Toole took place on 2nd March, funded by the AHSS Faculty Teaching and Learning Fund. Scheduled for the 4th Year English EH4018 Contemporary Irish Literature module, it was also attended by a significant number of postgraduate students in English from UL and UCD, along with AHSS faculty. The seminar aimed to consider the existing canon of Irish literature and question the notion that Irish identity and cultural expression is characterised by homogeneity in ethnic, class, and gender terms.

Guest speakers included Chiamaka Enyi-Amadi, co-editor of the poetry anthology *Writing Home: The 'New Irish' Poets* (Dedalus Press 2019) and Kayssie Kandiwa, contributor to the anthology and Bray Poet Laureate. Each read in turn from their own poetry. Following the readings, Dr Emma Penney (Howard University) led a compelling discussion with the poets, generating fruitful exchanges between them and audience members. Dr Penney’s scholarship on Irish working-class studies extended the discussion into broader issues of access and privilege in the academy. Topics covered during the session included migration, displacement, translation, literary form and aesthetics, and editorial/curatorial practice. Student responses to the seminar were highly enthusiastic, with many pointing to the necessity of future such events enlarging on conversations developed in the seminar.

This initiative was underpinned by our cognisance of the Irish literary space that we are shaping here at UL; it is the responsibility of educators to consider the literary landscape shaping our classrooms and ask whether the canons we create represent the changing culture. Central to the discussion was the question, what does our corpus of literature say about the voices, stories and experiences that are valued and those that are not? In a more general way, we might ask: are the writers and texts selected for our programmes fully representative of the diverse streams of language, history, culture, and identity that populate contemporary Irish society?

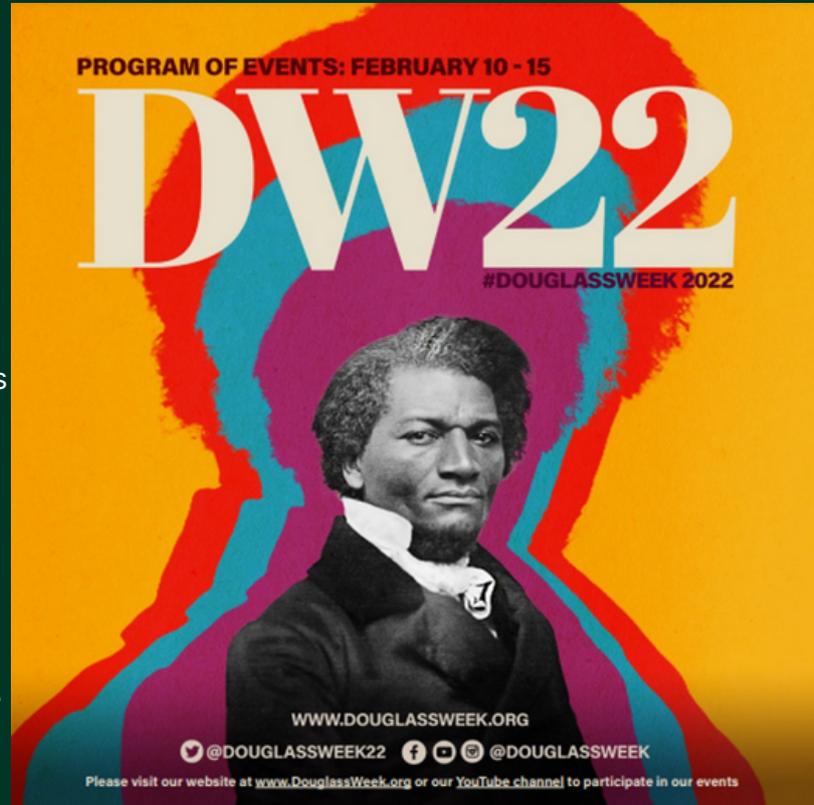
Douglass Week 'Publishing and Activism' event

On the 15th of February, the 'Publishing and Activism' event, which featured presentations and interviews from independent Irish publishers and activists, took place. The event was part of the programme for the second annual DouglassWeek festival, which celebrates the legacy and values of Frederick Douglass as well as his links with Ireland.

The virtual panel discussion, hosted by Dr Tim Groenland of the School of English, Irish and Communication, highlighted some exciting recent ventures from Irish publishers with a focus on social justice, taking inspiration from Douglass's work as a publisher and editor of mid-19th century newspapers such as *The North Star*.

The panel began with presentations from publishers at Skein Press (which publishes writers traditionally underrepresented in Irish literature), the Working-Class Writing Archive (which brings together previously uncollected and uncatalogued writing by working-class writers and groups in Dublin), and *Unapologetic* magazine. The latter publication is a new multidisciplinary literary and cultural magazine that explores social issues, identity, and the multiple heritages of modern Ireland; it was represented by one of its founders Sandrine Ndahiro, a postgraduate student in the School of English, Irish, and Communication.

The panel then discussed the shared challenges and opportunities of building creative spaces and supporting writers through campaigns, mentoring schemes, and community events. The event is archived and available to view on the [DouglassWeek YouTube channel](#).



AHSS Inclusive Teaching and Learning Session

An online session for AHSS staff on inclusive teaching and learning practice took place on Friday 21 January from 2-3pm, featuring a presentation from Dr Shivaun Quinlivan and Dr Lucy-Ann Buckley (NUIG) authors of *Inclusive Learning at NUI Galway: Centring the Student Voice in Higher Education* and a panel discussion on 'Top Tips for inclusive teaching and learning' (featuring Prof Helen Phelan, Dr Aileen Dillane and Dr Catherine Martin).

A recording of the presentation delivered by Dr Shivaun Quinlivan and Dr Lucy-Ann Buckley (NUIG) as part of the AHSS Teaching and Learning Session can be accessed [here](#). The presentation identifies a number of practical steps that teaching staff can take to make their teaching inclusive of all learners.

UL@ 50 International Study Abroad Summer School Project

As part of the UL@50 initiatives, the UL International Study Abroad Summer School has been revamped to enhance its global appeal and relevance and to embed a community engagement component. To this end, the Summer 2022 offering will feature a new module involving international university students, UL undergraduates, and students on the UL Access Programme who will be working alongside transition year pupils from Limerick schools to explore global and local issues relating to equality, diversity and inclusion. The new module, entitled Taking Action: Social Activism and Campaigning for Social Justice will also offer opportunities for young people to learn the tools and skills to be able to build and market social media campaigns around issues such as climate change and migration, class, gender, race and inclusion, and mental health and well-being, with a view to show-casing their work at a public event at the end of the programme, and in schools.

The programme will be delivered over a three week programme by a cross-faculty team comprising faculty and PhD students from the Schools of MLAL, History/Geography, Journalism, Law, Sociology and the Irish World Academy of Music and Dance and it will also involve virtual exchanges with universities in South America and Indonesia. The project is led by Dr Angela Farrell, ADI AHSS; Dr Maria Rieder, Lecturer in Sociolinguistics MLAL; Michelle Daly, Associate Teacher TESOL/Linguistics; PhD student and leading social activist Mamobo-Oghene Ogoro who is also the founder of GORM Media; and Andrea LaTouche, UL Student Community Engagement officer. It is intended that it will offer young people a space to explore issues around EDI in the global and local context, and that it will provide them with the skills and tools to be able to articulate their views and engage in social activism in constructive and sustainable ways, to raise awareness amongst youth, and to ultimately bring about change.

AHSS students volunteer with UL Access Campus: Swathy Shankar, MA TESOL

As an international postgraduate student of the MA TESOL at UL, I came to Ireland with great excitement and curiosity regarding the local educational system. I was raised in the Sultanate of Oman - a beautiful country along the Arabian Sea - where education had been gaining importance as key to prosperity of the nation. After my undergraduate studies, I moved to India, a country where the idea of gathering knowledge is imbibed in the culture. A 'guru', or teacher, is highly revered and, in some cases even worshipped as God-like. In the modern world, I think of basic education as being as fundamental as food and shelter, and that one must do everything in one's capacity to facilitate learning. This was the driving force that motivated me to volunteer with Access Campus.

At Access Campus, I help school students with Mathematics and English. Unlike the system of grinds (where focus may be only on rigorous practice), Access Campus provides students with a safe space to express their concerns around studying and are given guidance to work independently. As a volunteer, I provide understanding, clarify concepts, and address affective factors that hinder studying. What Access Campus does well, I believe, is recognize that learning is more than just 'studying'. Learning happens in safe and positive environments when students feel welcome and are cheered on for battling the scary monster that studies sometimes can be! Systems around the world need an attitude shift- studying must be about knowledge acquisition and personal growth, not just for tests and grades.



AHSS students volunteer with UL Access Campus: Sarah Smail, PhD Candidate

My research falls under the sociolinguistic paradigm where I am investigating the linguistic inequalities existing in the Algerian public scene through a semiotic landscape analysis of business companies' signage. In October 2021, I volunteered as a French tutor at the Access Campus Club where I teach teenagers from socio-economic disadvantaged backgrounds.

My volunteering is for the sake of helping students with special needs to overcome their worries and improve their French level. In the same line, working in the humanitarian domain helped me gain practical experience, develop my academic knowledge and put into practice what I learned in pedagogy. Many of the teenagers I worked with are dyslexic.

Accordingly, the academic contact I had with them improved my way of engaging with an audience, particularly students and pupils, and learnt how to deal psychologically with dyslexic students and teenagers.

To conclude, the teaching experience I am gaining in the Access Campus club can help in shaping a new educational practice in Algeria.



Implementing this volunteering method and educational practices within the humanitarian associations in Algeria is of a great benefit for the teenagers to engage more in their studies and improve their level in different subjects. This also will give them a sense of inclusion to the society. I am looking forward to sharing this experience and new knowledge in my homeland.

AHSS students volunteer with UL Access Campus: Youmne Mazouri, PhD Candidate

Art has been my passion since I was a child. Central to my artworks are themes that deal with the voice of the oppressed in society, cultural diversity, and historical heritage. I constantly reflect on the modern-day world context in depicting life. I see life through the lens of colourfulness, detail and software.

In my search for new creative endeavours, I was thrilled to learn about volunteering as an Art Therapist with the Access Campus at the University of Limerick. As an ambitious professional with Art teaching experience, I would make an excellent addition to the team, especially after meeting Donal and Paul Ahern, the leading art therapist.

This type of work was not new for me as I used to do it in my home country. However, I thought of developing new strategies and instruments based on each group I meet and their needs. I even held workshops inviting PhD students as I know how a PhD can be challenging, with all the constant development brought with it, on our mental health. One of my happiest moments was when I shared my experience with the Sand technique. As I was born and raised in Bechar, the southwest of Algeria, at the heart of the Algerian Sahara, sand was one of the main components of nature there; this has inspired me to use the sanding technique in my paintings. As an art that is rare in the world and even in Algeria, I aimed to present works that reflect my creativity with a sanding technique and show some of the different colours of sand that Sahara has. Besides, the use of Bechar's sands represents the pride of my culture and region. Therefore, it expresses my identity as a Becharian artist.



My goal was to be at the cutting edge of making a difference with Art and help people be more creative and expressive using Art both as a tool and a therapy. After such a wonderful experience, I have confidence in facilitating positive change.