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“The Athena Swan Charter is a framework to support and transform equality practices within higher education and research”.

The EHS EDI Faculty Committee, led by Dr. Aoife Neary and Hilary Curley, has been working on consolidating the Athena Swan application process across the six Departments and Schools into one Faculty wide application to submit for a silver award in November 2025.

Up until now, the EDI committees in each of the six units worked separately to prepare and implement an Athena Swan application every 3 -4 years. This process involved a lot of time and energy by all committee members and a review of this process noted the duplication of effort and inefficiencies arising from this approach.

Now there will be one Faculty of EHS Athena SWAN process, building on the common issues identified across all six schools and departments in the Faculty (see below). There will be one person leading (or co-leading) on each issue identified, supported by people from each of the six local EDI Committees. One central data working group has been set up to collect and disseminate data.

Task Areas

1. Job Security & Employment Rights; Career Pathway for Clinical Academic Staff
2. Promotion of Women to Senior Positions; Gender under-representation among staff
3. PDRS review; Mentoring; Leave transitions
4. Induction; Workload; Promotion Pathways for PMS staff
5. Promotion of Inclusion and Belonging; Low levels of diversity among staff and students
6. Part-time Working and Impact on Progression; Childcare; Parenting Supports
7. Bullying, Harassment, Intimidation supports; Timetabling

A sincere thank you to all of the EHS EDI committee members, in particular, the Directors/Chairs of the Dept/School EDI committees Evelyn Murphy (School of Medicine), Petra Elftorp (School of Education), Judi Pettigrew (School of Allied Health), Ronni Greenwood/ Paul Maher (Department of Psychology), Liz Kingston/Sylvia Murphy-Tighe (Department of Nursing and Midwifery) and Elaine Murtagh/Ian Sherwin (Department of Physical Education and Sport Sciences) – all of whom have been so dedicated, open and flexible in this planning phase. Particular thanks also to Michael O’Brien, UL EDI Data Analyst, and Sandra O’Brien (Technical Officer Representative) for their excellent work on the Faculty EDI Data Working Group.

Thank you!

GET INVOLVED?

If you are interested in getting involved in any of these issues, do respond to the EOI email sent by your Department or School EDI Committee Chair.

HIGHER
EDUCATION
PEDAGOGIES

A group of academics in the Department of Nursing and Midwifery undertook a qualitative study on the experiences and perceptions of teaching faculty and students (domestic and international) of learning and teaching in postgraduate culturally diverse environment, focusing on one region of Ireland. The article was published in the ‘Higher Education Pedagogies’ Journal in January of this year (Vol. 8). The authors argue that internationalising education is a key priority for HEI’s across the globe for a variety of reasons. But learning and teaching in widening culturally diverse education settings requires careful, sensitive and proactive planning and supports.

“The individuality of learning experiences, self-preservation of identities, narrow perceptions of cultural difference and unconscious ‘othering’, influenced learning behaviours, integration and cohesive learning. The findings also highlight the necessity of adopting culturally responsive pedagogies.”

HIGHER EDUCATION PEDAGOGIES
2023, VOL. 8, NO. 1, 2165527
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OPEN ACCESS

Check for updates

Navigating learning and teaching in expanding culturally diverse higher education settings

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ABSTRACT

Developing a deeper understanding of factors that influence learning and teaching in widening culturally diverse learning environments is necessary in proactively planning supports and pedagogical approaches that encourage integration, intercultural understanding and respect for cultural difference. This qualitative descriptive study reports on the experiences and perceptions of teaching faculty and students (domestic and international) of learning and teaching in postgraduate culturally diverse environments. Three themes were generated from the data: ‘early apprehension’, ‘cautious engagement’ and ‘shared acceptance’, highlighting the multifaceted responses to cultural diversity in the learning environment. These findings illuminate how learning and teaching in widening culturally diverse edu-

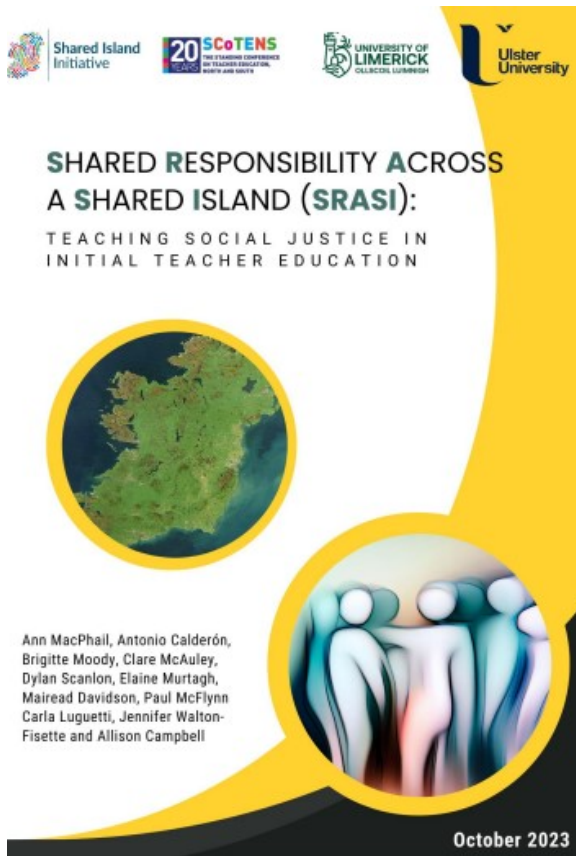
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KEYWORDS

Cultural diversity; higher education; postgraduate nursing programmes; culturally responsive pedagogies; intercultural learning; culturally responsive teaching

EDI Showcase



A team from PESS and colleagues from the University of Ulster, through the Shared Island-SCoTENS Research Partnership, worked together to develop and share a teaching approach to social justice across two Physical Education Teacher Education (PETE) programmes from North and South. The publication was launched at a SCoTENS conference in October.

“... while the structure and practice of education in the North and South are different, learning about these differences and aligned social justice issues can be a powerful medium for teacher educators and preservice teachers (PSTs) to understand self-respect, respect for others, and strive towards the improvement of relationships between people of differing cultural traditions.”

Congratulations to all the EHS staff who received funding awards recently to pursue EDI related research. We will follow developments with interest!

Dr. Keelin Leahy, School of Education: “Nurturing Global Citizenship as core to the values, culture and discourse of Initial Teacher Education at UL”. Funded by Irish Aid/ Ubuntu Network, €89,292 awarded in May 2023.

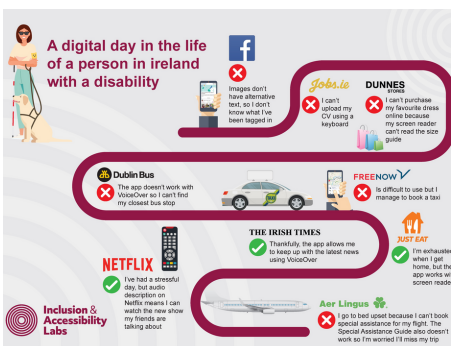
Dr. Aoife Neary, School of Education and colleagues: “Champions of Inclusion and Diversity using Meaningful PE in Primary Schools”. Funded by Erasmus+, €120,000 awarded in June 2023.

Dr. Antonio Calderon/ Prof. Ann MacPhail and colleagues, Department of Physical Education and Sports Sciences: “Equity and Diversity in Teacher Educator Professional Development (ED-TED)”. Funded by Erasmus+, €400,000 awarded in September 2023.

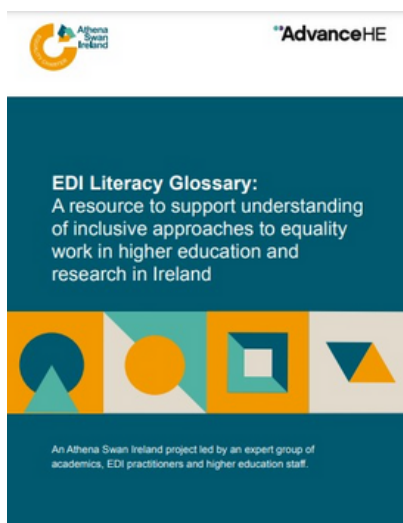




An Intersectionality Workshop, facilitated by Dr Lucy Michael (left), one of the authors of the HEA 'Race' Equality Report, took place on the 5th of October from 10-1pm. A link to the intersectionality presentation is available to view [here_https://www.youtube.com/watch?](https://www.youtube.com/watch?)



Global Accessibility Awareness Day was on May 16th as part of Accessibility week in UL. Creating accessible online content ensures that everyone, including people with disabilities, can fully engage with digital information and services. A series of resources were highlighted on the day which can be accessed [here](#) and are really useful tools when preparing online content. Further information is also available on the [UL Accessibility Website](#).



An EDI Literacy Glossary has been developed by Advance HE Ireland with input from higher education representatives. It is a resource that can be used to support understanding of inclusive approaches to equality work in higher education and research in Ireland.



The University of Leeds produced guidance around the use of Inclusive Language. Language can help to shift attitudes and behaviours while also helping to promote and embed equality, diversity and inclusion. The guidance states that there are no definitive rules with language as it constantly evolves, but understanding some key principles will help adopt an inclusive approach on a day to day basis.

A promotional graphic for a conference. It features logos for Ospidéal UL Hospitals, University of Limerick, HSE Mid West Community Healthcare, National Doctors Training & Planning, and Human Resources. The central text reads "Change Management: Embracing Cultural Inclusivity Equality and Inclusion Conference 2023" with a "SAVE THE DATE!" graphic below it.

The Health Science Academy is holding an Equality and Inclusion Conference on the afternoon of **November 8th** in the CERC building in Limerick.

The conference will focus on change, inclusivity and staff support against the backdrop of the HSE organisational reform and the development of Regional Health Areas.



All EDI research-related funding opportunities are now available to view as part of the live Excel document [here](#).

This has been developed by Dr. Orla Power Grant, the Faculty Research Funding Officer. Orla has also encouraged staff to inform her if there are new arising EDI-related funding opportunities available.

UL Talent Development is running a practical 3 hour on-line training session on cultural competence on **November 15th, from 10-1.00 p.m.** It will allow attendees to take time to consider how to apply cross-cultural communication skills to create a positive work culture.



EqUL, UL's LGBTQIA+ staff network, is running an introduction to pronouns training for staff online on **October 24th from 12 - 1.00 p.m.** Click on image to register.

UL's Staff LGBTQIA+ Network is open to all staff interested in supporting & connecting with LGBTQIA+ staff and allies across the University.

The 2023 EHS EDI EU PhD Fee Waiver competition was held in July 2023. After a thorough review process within the EDI committee, the fee waiver was awarded to Luke Slattery in the Department of Psychology for his project entitled 'Ennistymon Schools Amalgamation Study: The Impact of School Amalgamation on the Academic and Social Adjustment of Marginalised Groups'.

A green banner for "Introduction to Pronouns training for UL Staff". It includes the University of Limerick logo, the text "Human Rights, Equality, Diversity and Inclusion", and the EqUL logo.

OCT 24 Introduction to Pronouns for UL Staff
📍 Online
🕒 12:00 pm - 1:00 pm

