

EDI BULLETIN

Faculty of Arts, Humanities and Social Sciences



Welcome

Welcome to the August 2024 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 EDI Committee. 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 teacher training in inclusive pedagogies and the Faculty of Kindness initiative; rehabilitation and music therapy; events and initiatives that foster intercultural awareness; and inclusion among other stories.

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

Dr Maria Rieder,
AHSS Assistant Dean Equality, Diversity and Inclusion



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Athena Swan Committee Update



The AHSS Athena SWAN EDI committee with 25 members from across all departments have last semester been busy with preparations for the Athena Swan Silver application, which is due for submission in November 2024. Data collection for the application has been concluded, with a Faculty-wide staff survey held in March 2024, and staff focus groups conducted in May 2024. Four working groups have been analysing the data for the different sections of the application:

- (1) students,
- (2) academic and research staff,
- (3) professional managerial support staff, and
- (4) culture, inclusion and belonging.

A fifth working group set up in May 2024 are tracking and evaluating progress and achievements resulting from Bronze actions, and are drafting a new Silver action plan for submission in November. The first full draft of the application is in progress now and will be circulated in September.

The Assistant Dean, Equality, Diversity & Inclusion, Dr Maria Rieder, would like to sincerely thank all committee members for their hard and important work for the Faculty.

Equally, she thanks all staff who engaged with the data collection process through the survey and/or focus groups. The experiences, views, achievements and issues you shared will be worked into the application and will be at the core of the new action plan for an inclusive and equitable faculty.





A three-year Faculty of Kindness plan has been designed, which includes existing and expanded/new initiatives and working groups that will drive EDI in AHSS. The plan was launched at this year's AHSS Staff Well-being day on the 5 June 2024.

A Faculty of Kindness is a Faculty which embraces a culture of care and compassion and embodies an attitude of welcome that facilitates strong human connections and feelings of belonging and wellbeing among our students and staff.

A Faculty of Kindness

- creates caring classrooms and work spaces that foster belonging and combat social isolation;
- creates a culture of affirmation;
- creates safe spaces for open communication and dialogue between all members of the Faculty community;
- takes different perspectives into account;
- engages with the whole person, not just with the learner or colleague, but also with their social identities and emotional sides;
- is trauma-informed: recognises that trauma is both real and pervasive, we can't know or assume which colleagues or students have been impacted by trauma and need to ensure that we are empathetic;
- celebrates diversity, is curious about the stories of others;
- eradicates stigma and cultivates inclusive thinking;
- encourages being kind to ourselves and acting with empathy.

Kindness is a powerful agent for positive change and the kindness demonstrated in our Faculty will ripple out into our homes, the local community and the world our students go into. It will boost mental and physical health.

Different practices, initiatives and projects will help on this journey. The Faculty of Kindness plan integrates existing Faculty working groups and initiatives in the area of EDI as well as Athena Swan related actions and it plans the implementation of these in a three year plan. The plan is organised into 4 Pillars and Work Packages that support these pillars:

1. Athena Swan
2. EDI pedagogies for student well-being, access and retention
3. Staff well-being
4. Outreach and community engagement

AHSS Inclusive Teaching Resource site on Brightspace

AHSS Inclusive Teaching is a resource site on Brightspace to help you get started in incorporating inclusive teaching and UDL practices into your modules. This is a growing resource with new items added regularly. Resources include:

- **Introduction to Inclusive teaching including topics:**
 - What is Inclusive Teaching and why is it important?
 - Steps on how to get started in Inclusive Teaching
 - Introduction to Universal Design for Learning, Accessibility, Inclusive Assessment and Inclusive Language
- **Inclusive Teaching Tips:** Inclusive teaching is an iterative process. These inclusive teaching tips are designed to focus on individual changes you can make to help your modules be more inclusive. Each tip includes the reasons why it is beneficial, how it relates to the UDL Framework, and specific instructions on how to carry out the tip.
- **Brightspace Add-Ons:** The following Brightspace add-ons, created by AHSS Educational Technologist Jess Beeley, are designed to help you to make your Brightspace site more inclusive. Each add-on is one you can easily import into your
- own module site for use with your students. The links below guide you through importing and using these resources into your own site.
- **Note:** You should have been added to the AHSS Module Template already to access these resources, so if you can't import any of these materials, please contact jess.beeley@ul.ie.
- Below is a summary of the current resources:

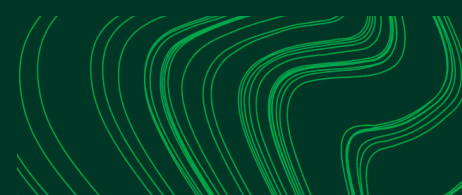
Name	Type	Purpose
AHSS Student Resource Pack	Content & HTML pages	To signpost students to UL and Faculty resources, including UL divisions, IT supports, health and wellbeing, and study help.
End-of-semester module survey	Survey	A comprehensive anonymous survey for students at the end of the module about their experience on the module.
Weekly Module Feedback Survey	Survey	A brief weekly survey for students to reflect and give feedback on what they're learning, and anything they may need extra help on.
Who's in Class? survey	Survey	Use the Who's in Class survey at the beginning of the semester to find out any barriers to learning and accommodations your students may need.

[Enrol on the AHSS Inclusive Teaching site in Brightspace.](#)

Community Music Learning

Since 2019, the MA Community Music programme has engaged in a series of online discussion groups and seminars, bringing together Irish and German students with varying topics such as climate justice, mindfulness, and mapping impact in community music. This is part of the broader project, Community Music Learning. Community Music Learning is an international collaborative learning project, with colleagues from Ireland, Germany, Canada and England. This project was initiated in 2020 by Dr Alicia De Banffy Hall, supported by Dr Kathleen Turner (University of Limerick), Prof. Lee Willingham (Wilfred Laurier University) and Prof. Lee Higgins (York St John's University). It was initially envisaged as a Summer School, funded by the

German Academic Exchange Service (DAAD) with partners from Ireland, UK and Canada but due to Covid this was moved to an online event. Since then, they have continued to meet annually and developed the platform with over 50 international contributions on community music theory and practice.



Community Music Ensemble

Each year the students of the MA Community Music partner with a local organisation on a project called 'Community Music Ensemble.' We facilitate a creative music project that responds carefully to the interests of the partnering group. This gives UL students the opportunity to practice their skills in group facilitation, and understand key concepts of

Community Music such as agency, responsiveness, sensitivity, equity and inclusivity in a real life environment. This year we were delighted to partner for the second time with a class from Limerick Educate Together National School (LETNS). We were welcomed by classroom teacher, Catherine Kelly, to work with her pupils in making a participatory musical experience over 11 weeks. The children gave their ideas and requests, and in return, our MA Community Music students created a series of music videos and interactive workshops, which we facilitated every two weeks at the school. The children also came to visit the Irish World Academy of Music and Dance for a special workshop in our theatre. The Ensemble provided a deep and joyful learning opportunity for our students and staff, and we were grateful for the opportunity to meet, learn from and make music with the children and staff of LETNS.



Inaugural event of the Refugee and Migrant Health Partnership (RMHP)

In November 2023, the Participatory Health Research Unit worked with the Department of Health hosted the inaugural event of the 'Refugee and Migrant Health Partnership' (RMHP). This is an initiative of UL's World Health Organisation (WHO) Collaborating Centre for participatory health research with refugees and migrants. The event was focused on generating discussion on research topics related to refugee and migrant health to inform health care policy. Participants to the day long event were welcomed by the Dept of Health Assistant Secretary, Siobhan McArdle. Roundtables on research related to migrant and refugee health were hosted by academic and community partners, offering participants the opportunity to discuss their experiences and perspectives on various research topics. Community facilitators included Tonya Myles (Cairde), Lora Ruth Wogu (Migrant Health Ireland), Ahmed Hassan Mohamed (Doras) and Dr John Nutekpor (Irish Institute of Music and Song). Academic roundtable facilitators from UL included Prof Ailish Hannigan, Prof Patrick O'Donnell, Prof Helen Phelan, Prof Anne MacFarlane and SoM PhD candidate Anne Cronin. To share cultural knowledge, there was music and stories provided by the Irish World Music Café and by Irish Institute of Music and Song. People engaged in a participatory evaluation of the event led by Lorna Kerin (Participatory Health Research Unit, UL) to reflect on their learning and recommendations arising from the event. Mr Jim Walsh, Principal Officer Department of Health, closed the event with thanks to all and optimism for a productive working Refugee and Migrant Health Partnership.

Launch of Refugee and Migrant Health Partnership (RMHP)

The Participatory Health Research Unit is home to the World Health Organisation (WHO) Collaborating Center for participatory health research with refugees and migrants, led by Prof Anne MacFarlane (School of Medicine). In 2023, the UL WHO Collaborating Center agreed a new 4 year partnership with the Department of Health to increase the involvement of refugees and migrants in the development of health policy in Ireland. This exciting new 'Refugee and Migrant Health Partnership' (RMHP) was launched in October 2023 by UL President Kerstin Mey. Minister of State, Ms Hilda Naughton, kindly sent an informative video address to the launch, affirming the Department of Health's commitment to the partnership with UL. The event was attended by community partner organisations including Doras, Migrant Health Research Ireland, Ballyhaunis Inclusion Project and Shannon Family Resources Centre, statutory partners including the HSE, Limerick County Council and the Department of Health; and academic colleagues leading research in refugee and migrant health.

Supporting Rehabilitation with Music Therapy

The Music Therapy Department at UL has developed an enduring community engaged research relationship with the National Rehabilitation Hospital, Dublin (NRH). In 2023, we began our second PhD study at NRH, co-supervised by Prof Hilary Moss at UL (academic lead) and Ms Rebecca O'Connor, Head of Music Therapy at NRH (clinical lead). This multidisciplinary study, led by PhD student James Burns, focuses on how music therapy supports children with communication difficulties resulting from a traumatic brain injury. Noteworthy outcomes from this project thus far include: (i) increased provision of music therapy to children who would otherwise lack access to such services, (ii) research findings disseminated through the publication of a peer-reviewed journal article and a presentation at an international conference, and (iii) two further projects have been successfully completed, while three additional studies have been initiated. Two MA Music Therapy students attend NRH every semester to undertake clinical placement with children and adults with acquired brain injury. Engaged research is integrated into these placements, with clinicians regularly supervising MA theses within the hospital to address questions of concern to hospital

stakeholders. Dr Shane Cassidy, a UL graduate, completed his PhD in 2020 through this collaboration, on the topic 'Investigating the impact of Neurologic Music Therapy intervention on physical rehabilitation and mood for adult and paediatric patients who have had an acquired brain injury.'



Striking a Chord: Music Therapy for People Living with Chronic Pain.

In 2017, a collaboration began between music therapists and chronic pain specialists at UL and UHL. Prof Hilary Moss, Music Therapy and Prof Dominic Harmon, Consultant Anaesthetist, together with Dr Katie Fitzpatrick and Chronic Pain Ireland, established an internationally unique programme of research and practice on how people living with chronic pain use music and music therapy for their health and wellbeing.

They offer individual and group music therapy to adults living with chronic pain and deliver livestreamed events to share information, raise awareness, and train clinicians. Hilary and Katie established an international special interest group on music and chronic pain as part of the International Association of Music and Medicine and continue to co-chair this group. Whilst there is international evidence to support the ability of music therapy (MT) to positively affect pain perception and to improve psycho-social health and well-being, the team strive to develop music therapy services that are useful and practical for people living with pain, and to be an international leader in research in this area. This is one of very few European programmes in existence exploring how music and music therapy can assist people living with chronic pain living in the community, to improve health and well-being. At all stages of the research, people with chronic pain have been engaged at the centre of this work to ensure research is relevant. In 2023, Katie became the first full-time music therapist working in the HSE in a pain clinic in Ireland when she took up a full-time post at Croom Hospital. She has developed a unique service with Prof Harmon, serving individuals living with chronic pain in the mid-West community. Research funding has been supported by the Irish Research Council, PPI Ignite and HSE.



Connecting Communities through Music in Ghana

UL has a well-established link with the University of Cape Coast (UCC) and the Padre Pio Rehabilitation Centre in Accra, Ghana for children with disabilities including leprosy. The UL music therapy department became involved in 2019 through an Erasmus+ funding initiative. Seeing the potential benefit of music therapy for children at the centre has resulted in an ongoing research and practice-based relationship between Prof. Hilary Moss and her team at UL, Dr. Mark Mantey (Director of the Padre Pio Centre and UL alumni) and Prof Eric Debrah Otchere (Professor of Music at UCC). Outputs to date include: An online training resource for staff at the Padre Pio Centre. A virtual lecture to over fifty academics and teaching staff at UCC, under the leadership of Dr Eric. Clinical assessment of group and individual music therapy needs, requirements and potential services at Padre Pio. Skill sharing visits in 2022 and 2023 with four UL academic staff spending time at the Padre Pio Campus, skill sharing with UCC staff and facilitating group music therapy to the children in St. Elizabeth's special school and adults in St. Clare's residential home. Donation of a range of musical instruments to provide much needed resources for the centre (thanks to a generous donation by Prof. Des Leddin, GEMS, UL) Presentations in Accra to music staff and students from UCC, secondary school students and a group of choir directors. Research to design a micro-credential in music and health to address training needs in Ghana and elsewhere Unparalleled learning and development opportunities for UL academics and students about Ghanaian culture and healthcare. Attracted two Ghanaian musicians to apply for the MA Music Therapy (now actively seeking funding needed to come to UL) Staff exchange planned for 2024. Planning to offer Irish UL students the opportunity to complete one of their clinical placements in Ghana. We aim to embed this opportunity in the UL MA Music Therapy programme.



Linguistic & Cultural Exchanges - ULLC & Japanese Section

In Spring 2024, the Japanese Section at the School of Modern Languages and Applied Linguistics and the University of Limerick Language Centre continued to collaborate on a series of events to bring together students of Japanese and Japanese students of English. These collaborations include the Buddy Exchange Programme and the Lunchtime Game Club.

The Buddy Exchange Programme is an opportunity for students to make friends while improving their language and cultural skills. They are encouraged to meet up at least once a week speak for approximately 30 minutes in Japanese and 30 minutes in English. More than 30 new students signed up for the Buddy Programme in Spring 2024. The Japanese Section also organised three sessions of the Lunchtime Game Club, where Language Centre students and students studying Japanese came together to play games in Japanese. These extracurricular sessions were led by Dr Erika Marcet, Kaori Frizelle and Akie Nagahashi (Japanese Section), who created original boardgames and activities in the target language. In addition to language and cultural exchange, these sessions served to promote engagement within and across institutions and to cultivate and strengthen a sense of identity and belonging among students.

Music and Movement for Health (MMH) Project

The Music and Movement for Health (MMH) project is an art-based programme that combines music, dance, and physiotherapy to improve the health and wellbeing of older people. In partnership with the PPI panel and local community organisations, MMH reached over 100 older adults (≥ 65) across the Mid-West Region of Ireland. This Health Research Board funded project was led by Professor Amanda Clifford (SAH) with a multidisciplinary team including core members Orfhlaith Ni Bhriain (IWAMD), Steven Byrne (SAH), Pui Sze Cheung (SAH), and Nicola O'Malley (SAH), along with internal collaborators Hilary Moss (IWAMD), Liam Glynn (School of Medicine), Rosie Gowran (SAH), Catherine Woods (PESS), Jonathan Salsberg (PPI), Ali Sheikhi (HRI), and external collaborators Desmond O'Neill (TCD), Brendan Kennelly (NUIG), Catherine Maher (HSE), Quinette Louw (Stellenbosch University, South Africa), and Lehana Thabane (McMaster University, Canada). Research demonstrates that older adults prefer physical activity that develop social connections and promote fun as well as increase accessible skills with benefits to their daily lives. As such, the MMH programme was co-designed to be a beneficial, fun, social and enjoyable experience for those who participated. The MMH programme was delivered in seven sites, including community centres, parish halls and youth clubs, across Limerick, Tipperary and Clare. After the programme finished, the MMH team remained active in the Mid-West region, delivering education sessions about MMH and benefits of music and movement to various interested organisations.

Through the recruitment and the subsequent dissemination events, strong links were established with local community leaders, healthcare professionals, HSE community engagement officers, charities such as ALONE and Clarecare, and community groups such as Active Retirement and Probus. This strong network will be leveraged into the future as the research project expands further. Find out more about MMH from the podcast: Music and Movement for Health and Wellbeing of Older Adults and participants' testimonial videos



Lifting Spirits and Building Community

Since 2018, the therapeutic community choir for parents of children at Corpus Christi School, Moyross, has enabled MA students from the music therapy programme at UL to regularly complete clinical placements at the school to support children and parents, while three PhD students have undertaken collaborative research with participants. Sarah Alley is currently conducting an ethnographic PhD study at the school, providing a music therapy service and exploring how music therapy can support children with anxiety as a result of trauma. This will be the first such study nationally with relevant research results for the Department of Education and child mental health services. Outputs of this ongoing collaboration include several high profile public performances by the community choir including performances as a major business conference at Powerscourt Springs Hotel and the Presidents Dinner at Adare Manor; regular performances of the choir at UL (many of the choir members have never been to UL, despite living in Limerick their whole lives); three journal publications and a research impact film, created with UL Engage.

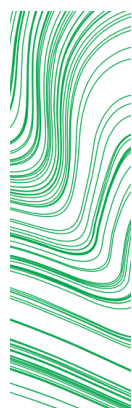


EDI Film Project



In Spring 2024, the Japanese Section (MLAL) and the Language Centre collaborated on an EDI Film Project. Students participated in three semi-structured sessions where they worked in groups to create a short video. These videos showcased aspects of equality, diversity and inclusion on campus and outside. The videos were screened to the UL community on Tuesday 23 April, where students introduced their topics before showing their films. Prizes were awarded in three categories: (1) Best depiction of culture shock, (2) Best depiction of inclusion, (3) Best depiction of mutual understanding. In line with EDI principles, all students received the same prizes. After the awards ceremony, students mingled at a well-attended reception, with over 45 students and staff. This project was possible thanks to the AHSS Equality, Diversity and Inclusion Fund 2023/24, and was led by Dr Erika Marcet (MLAL), Maura Casey and Zoë Lawlor (ULLC).

EDI Film Project – Liam Brul – BA Applied Languages (Year 4)
In a world where themes such as equity, diversity, and inclusivity are becoming more integral to living in a healthier society, the EDI Project really encouraged us, the participants, to improve on this. Personally, it was a worthwhile experience to understand and become more aware of my group members' hometowns and dialects. Considering they were all Japanese, it also aided in furthering my knowledge on Japanese language and culture for future purposes. Apart from discussing themes promoted through EDI, I feel as though it was beneficial for improving teamwork skills as well as IT skills for the creation of the video. As for the succeeding sessions, it is undoubtedly a great opportunity for students to collaborate with students from different backgrounds. However, to amplify the aspects of diversity, for instance, and though depends on the preference of students, the inclusion of a more diverse group could truly improve this project.



The Irish World Music Café at the UL City Campus

The Irish World Music Café is a weekly, music-based social gathering aimed at creating a space of welcome to newcomers in Limerick. Since 2023, It has taken place each Thursday morning at 11am in the UL City Campus. The café is hosted by the Irish World Academy of Music and Dance in association with the migrant NGO Doras and the Participatory Health Research Unit in the School of Medicine, UL. This innovative music café was created in 2015 in the context of the Irish Refugee Protection Programme. The model was developed by Prof. Helen Phelan, Director of the Irish World Academy, in collaboration with musicians, researchers and community-based partners. It has been previously hosted by the CB1 Community Café & Gallery, Narrative Four, and online during Covid. The migrant NGO Doras is a critical partner in the success of the music café. Ahmed Hassan, a Community Sponsorship Worker with Doras has highlighted the importance of the café in the context of the recent conflict in Ukraine: "With the arrival of Ukrainians in Limerick and the MidWest, Doras approached the Irish World Academy of Music and Dance to support an initiative to welcome the newcomers into Limerick through participatory arts. The Irish World Music Café was a valuable method for sharing within the group their own experiences as Ukrainians in Limerick." Since 2019, Prof. Phelan has been working closely with Prof. MacFarlane in the Participatory Health Research Unit, integrating the music café model into migrant health research, teaching and learning initiatives. Its primary goal is to harness the potential of music and singing to support connection and engagement between newcomers and the wider community of Limerick and beyond.



Juan Fernando López Rivera

Juan Fernando López Rivera, a member of The Centre for the Study of Popular Music and Popular Culture in UL, has just completed his first year of a doctorate in Arts Practice Research in the Irish World Academy and already his work is having considerable impact. A Guatemalan native who worked as a social and forensic anthropologist for the Guatemalan Truth Commission and during the Genocide Trials of 2013, Fernando is also a celebrated singer-songwriter and performer of protest songs. Struggling to live safely under the previous regime, Fernando moved to Ireland and commenced an MA in Ethnomusicology, leading to his PhD that combines his practice with his applied, activist interests. Fernando's doctorate is seeking to develop co-creative approaches to song writing as an intervention into, and expressive conduit for, restorative justice processes, with a focus on Mayan women and men, an indigenous minority group disproportionately victimised during the Genocide in Guatemala. Fernando has recently been invited to assist the work of grassroots organizations involved in restorative justice processes, and by the National Programmes for Victims and Survivors of Violence to model a programme to address trauma and the dismantling of social imaginaries and racist stereotypes in Guatemala, using performative and artistic tools. Fernando is returning to Guatemala in June to undergo his fieldwork and to begin the process of collaborating with grass roots and governmental agencies while building up communities of practice and co-creativity for his doctoral studies. He has also been invited to conduct the radio show TrovaMundoS & Ethnomusicology and to perform his highly regarded repertoire of songs of freedom, justice and memory, with the National Symphonic Orchestra of Guatemala on the 27th of June. Fernando's doctoral research is entitled Singing Truths: Exploring the Role of Song Co-creation and Performance in Restorative Justice.



UL @ the National PPI Festival 2023

The Participatory Health Research (PHR) Unit organised a strong calendar of events as part of the National PPI Festival 2023. This year's festival events took place from 1st-31st October with the tagline "PPI: Where WE all matter". The festival offered a range of online and in-person opportunities to learn about partnering to improve the quality of health research.

Many events around the country were open to researchers, healthcare professionals, patients, carers as well to the wider public interested in getting involved in health research. On 10th October, the PHR Unit offered an in-person Facilitation Skills Workshop aimed at researchers and community partners in participatory facilitation tools and techniques. At the end of the workshop, 20 participants reported positive feedback on the levels of engagement, the quality and practicality of the tools, and the expertise of the facilitators. Forty-two participants, including musicians, UL researchers, and migrants from different geographies participated in the Irish World Music Café 26th October which was held on UL City Campus. Academic researchers and community partners who wish to develop a health research partnership attended a PPI workshop on the 24th of October focused on "Collaborative Research Design". This online workshop was part of the UL PPI Workshop Series and contributed to the UL Researcher Development Programme digital badge. The workshop was co-facilitated by Prof. Anne MacFarlane, Chair of Primary Healthcare Research, School of Medicine, UL, and Alphonse Basogomba, a PPI Community Partner. Finally, the PPI Ignite @UL team and community partners presented on aspects of participatory research and chaired working groups at the end of October at the 51st Annual Working Meeting of the North American Primary Care Research Group (NAPCRG) in San Francisco. This year's event documented a record in attendance, with more than 1000 participants engaged in more than 600 presentations.

UL Access office-UL Academy for Children, Introduction to French



The School of Modern Languages and Applied Linguistics collaborates with the Access Office to provide an Introduction to French as part of the UL Academy for Children. Catherine Jeanneau designed the course to suit the young audience taking part in this initiative. The French language programme is currently offered at two of the Academy's partner schools. The schools are DEIS designated primary schools based in Limerick city (Our Lady Queen of Peace N.S. Janesboro) and Limerick county (St. Anne's Primary School - Rathkeale). The programme is in its fourth year and includes pupils

from 5th and 6th classes in both schools. Pupils from DEIS designated schools are under-represented in higher education. The programme aims to provide fun and interesting age-specific activities designed to prepare them for language learning at secondary school and to create links with UL. This year, the pupils of 6th class of St Anne's Primary School, Rathkeale were invited to visit the UL campus in early May for their last session. They learnt about French fashion, were awarded their completion certificate and did a tour of the campus. Bringing the students on campus for activities such as these will hopefully demystify higher education and create links between the wider community and UL. Feedback from the schools that are already working with the Academy has shown that the schools would see the benefit of having the children on campus and engaging with university staff and student.

Mindful Music - Online Music Therapy for Family Carers

Professor Hilary Moss established an online music therapy group for family carers of people living with dementia. This arose from research and practice developing Mindful Music, a wellbeing intervention combining live or recorded music with brief mindfulness meditation exercises. The session was designed by Hilary with colleague Dr Katie Fitzpatrick, initially for an AHSS staff wellbeing at work lunchtime initiative. It was so popular it was piloted with HSE staff at UHL and family carers. Hilary established a four week pilot for family carers online in collaboration with the Alzheimer's Society of Ireland and Family Carers Ireland. Qualitative feedback from participants indicated that there were several benefits to this support group: This was an accessible support group - family carers are tied to caring at home commitments and can't leave the house to access supports and social connection. In this programme the support came to them. The nonverbal nature of listening to music was particularly beneficial. Social connection, support and self care are needed and Mindful Music brings this to carers in a simple, low cost way. As a result of the group's success, Hilary continued the community engagement and offers a weekly session with help from MA students on the MA Music Therapy programme. She is collaborating with ASI, Family Carers Ireland and two colleagues (Prof Ita Richardson and Dr Briga Hynes) to apply to the IRC for funding to continue to research the project.

Meditative music therapy group for family carers of people living with dementia

Are you supporting a person living with dementia? Would you like to learn how to use music to relax, unwind, cope and improve your quality of life? Come to a weekly free music therapy group online!



All sessions are safe, supportive and completely confidential. The group is on Mondays 130 - 215pm and will run from 28 August 2023 - 26 July 2024, (excluding bank holidays). Hilary Moss is a Professor of Music Therapy with over 20 years practical experience of working with people with dementia and their family carers. To sign up email hilary.moss@ul.ie

Music therapy is an evidence-based clinical therapy which may include listening to music, singing, talking about music, writing songs, making playlists and playing instruments. You are always given a choice and participation is completely optional! No previous musical experience or skill is needed to participate.

Staff recognition award

This year, the AD EDI and member of the Faculty Office designed and introduced a new AHSS Staff Recognition Award, which celebrates and recognises the work of colleagues in five categories.

An independent and external evaluation panel reviewed the 35 nominations and selected the following colleagues for the award:

- Dr Erika Marcet, MLAL in the category 'Innovation'
- Barbara Christie, IWAMD in the category 'Exceptional Colleague'
- Dr Sindy Joyce, Sociology in the category, 'Inclusion'
- Dr Angela Farrell, MLAL/FO in the category 'Internationalisation'
- Dr Kathryn Hayes, EIC in the category 'Teaching and student experience'

These colleagues were presented their award at this year's AHSS Staff Well-being day in June 2024.

The award was introduced as a key element of the Faculty of Kindness plan and aims to foster a culture of appreciation in the Faculty. We wish to send heartfelt congratulations to the awardees!

AHSS Inclusive teaching day 2024

On Thursday 30th May 2024 we held our first AHSS Inclusive Teaching Day, an event which we hope to be able to repeat every semester. The day had as its main event a practical workshop on the effective communication of assignment briefs, see p.15. This was followed by short presentations, discussions and brainstorming on inclusive teaching resources and projects by Dr Erika Marcet, Suzanne Stone and Jess Beeley. A form was circulated for staff to suggest areas and topics for training in the area of inclusive teaching.

[Click here to access the form.](#)

Workshop: Furthering EDI through effective communication of assignment briefs

Dr Elaine Walsh (School of EIC) and John Knight (Buckinghamshire New University, UK) delivered a workshop to raise awareness of how the effective communication of assessment can positively enhance EDI and a sense of belonging for all students.

Assessment has been identified as a key factor in the exclusion and attrition of students and is strongly linked with disparities in student attainment (Mountford-Zimdar et al. 2015; Cureton et al. 2017).

The effective communication of assessment is linked to improved student performance and a sense of belonging (Cousin and Cureton 2012). While all students can be impacted, students from non-traditional backgrounds may be particularly disadvantaged by inadequate task specification and poor communication of assessment information (Knight and Walsh 2023). Fostering a student's belief in their ability to succeed improves their sense of belonging. For students from lower socio-economic classes, whose work commitments may reduce the time they can devote to their studies, the need to effectively communicate assignments is crucial. A well-designed assignment brief increases students' confidence and reduces the demand on students' cognitive load (Walsh 2021). This workshop detailed the 5 Cs of effective assessment communication: consistent, clear, concise, comprehensive, and chat.



UL Access Office: St. Clements College third year students visit Geography lab

In support of UL Access Office's work, Liz Gabbett of UL Geography gave St Clements third-year students a talk on why Geography is important and what fossils tell us about past climates. Students examined limestone rock for fossils and examined foraminifera sands from Dogs Bay, Connemara.



Migrant Community Media Summer School - Journalism@UL



The Department of Journalism held a hugely successful Community Media Summer School in June. The initiative focused on training diaspora communities from across the country.

Attendees received training in a range of media and technical skills required to sustain multimedia platform publication along the community model of diaspora media production. The summer school was a comprehensive programme of training in migrant/diaspora community media production. Attendees were from a broad range of backgrounds, including academia and those who had worked in the media in their displaced countries.

Participants explored the challenges and opportunities associated in producing diaspora and community media; content production processes; defamation and media culture; brainstorming and content development; information gathering, writing; web production; sub-editing and multimedia formats as well as leveraging social media platforms for news distribution.

The summer school was coordinated by a team of experienced journalists in the School of English, Irish and Communications. Established by Dr Audrey Galvin, colleagues, Dr Kathryn Hayes, Dr Niamh Kirk and Aoife Sheehan delivered masterclasses in their respective areas of expertise. The summer school received funding from Equality, Diversity and Inclusion Outreach Fund.

It is hoped to run the school again next year and incorporate other elements such as the Makerspace podcast lab.

AHSS Staff Well-being day

On the 5th June, AHSS celebrated its first Staff Well-being day, a new initiative that forms part of the Faculty of Kindness pillar 'Staff Wellbeing'. This pillar seeks to create the human conditions in which supportive structures, policies and systems are implemented to foster an inclusive and social environment.



The concept for the Well-being day was based on UK GP Dr Rangan Chatterjee's 4 Pillar Plan (2018), which discusses the interconnectedness of the body in relation to movement, eating, relaxing and sleeping. The plan presents sets of 'intentions' - small practical lifestyle changes - for each of these pillars. The end of the academic year lent itself to a focus on the relaxation pillar, and staff engaged in two parallel sessions which were designed to create a sense of flow: Drumming with instructor Brian Fleming, and Origami with Sachiyo from MLAL. After the two sessions, staff were encouraged to implement intentions from the other pillars: Posters with suggestions were hung around the room. Also, links were shared for colleagues to sign up for different social activities which would carry the social spirit of the day into the new academic year: Ukulele, running/walking, bird watching and origami.

The day further included the launch of the Faculty of Kindness plan, a talk on resilience and dealing with work-based stress by Mary Curran, and, not least, the announcement of the winners of the AHSS Staff Recognition Award. The day ended with a staff barbecue, and a biodiversity walk.



AHSS Equality, Diversity and Inclusion

Resources

Online Equality, Diversity and Inclusion training:

- [EDI in Higher Education training](#)
- [Let's talk about race programme](#)
- [Unconscious bias training](#)
- [Bystander intervention training](#), a sexual violence awareness programme developed by UCC

Information on inclusive teaching practices using Universal Design for Learning (UDL) can be accessed [here](#).

AHSS Equality, Diversity and Inclusion information resources:

- [AHSS Equality, Diversity and Inclusion website](#)
- Previous editions of the AHSS EDI Bulletin can be viewed [here](#).

Graduate Certificate/Diploma in Equality, Diversity and Inclusion:

For further details on the programmes please consult the course page [here](#).

Dont forget to also check out our monthly EDI email update sent to all AHSS Staff.

Contact us

For general queries related to AHSS EDI activities please contact AHSSADEDI@ul.ie

To keep update on all AHSS EDI Activity, why not follow our EDI Social media channels

LinkedIn:

[Equality, Diversity and Inclusion, Faculty of Arts, Humanities and Social Sciences, University of Limerick](#)

Instagram:

Equality, Diversity and Inclusion, AHSS
[edi_ahss](#)