

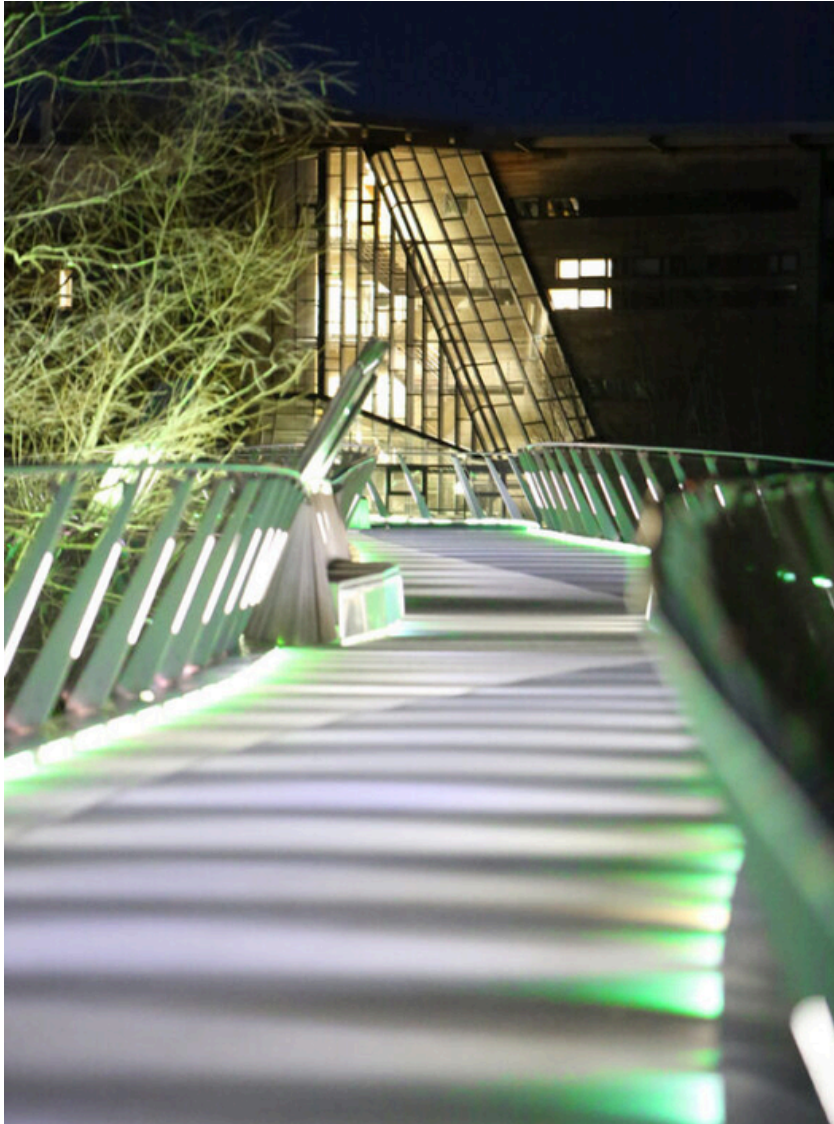
EHS EDI BULLETIN



UNIVERSITY OF
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Investigating gender stereotypes in nursing/midwifery and engineering students in Ireland

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ABSTRACT

Stereotypical behaviour in higher education has been linked with inequality with relevant negative output. This project's aim is to replicate the design of a previous study by expanding further into exploring the gender stereotypes' relationships for two traditionally gendered polarised areas of study: Engineering and Nursing/Midwifery and assessing participants' earlier experiences in their secondary education. Survey participants were Engineering and Nursing/Midwifery students (N = 161) of a university in Ireland. Results came positive for stereotypical biases in favour to men in Science, Technology, Engineering and Mathematics (STEM), and specifically for Mathematics. Stereotypes emerged stronger among the female participants. While comparing the two genders within each of the two study areas, significant differences emerge among the female Nursing/Midwifery and female Engineering participants. Female Engineering participants appear with stronger preference, attitude and importance towards STEM than their Nursing/Midwifery counterparts. Nevertheless, Mathematics is an indicator subject for success in higher education and the need to strengthen critical thinking, evidenced based practice and quality of quantitative research in female dominated areas such as Nursing/Midwifery has been recognised. In addition to identified stereotypes, differences in respondents' views/elements of their interaction with STEM were associated with the type of secondary school they attended. Further research is recommended on traits that could contribute to the formation of gender biased stereotypes in single and mixed gender education systems with an aim to reverse them.

“As results have indicated lack of STEM subjects' availability in single gendered secondary schools, further research is advisable in the factors that could help identify and reverse biased stereotypes and enhance female interest and interaction with STEM elements ... Further research is recommended on traits that could contribute to the formation of these stereotypes during the primary and secondary years of students with aim to reverse them. Especially in the case of Ireland, and many other countries that follow the single and mixed gender educational system, this direction would be very beneficial.”

Percentage of the two genders into the courses of study.

Course	Male (%)	Female (%)
Engineering	72	28
Nursing/Midwifery	9	91

Percentages of respondents' opinion on which gender devotes more time to their work, spends more time away from family, performs better in Mathematics and has more natural interest in STEM.

Item	Men (%)	Women (%)
Who devotes more time to their work/job?	44.5	55.5
Who spends more time away from their families?	88	12
Who frequently achieve high levels on performance in Mathematics?	64	36
Who shows more natural interest in Science, Technology, Engineering or Mathematics?	80	20

Promoting Breastfeeding for Future Generations

As part of National Breastfeeding Week 2024, the University of Limerick hosted a symposium titled “Promoting Breastfeeding for Future Generations” on October 4th to address low breastfeeding rates in Limerick and the Midwest.

Hosted by academics in UL’s Department of Nursing and Midwifery, School of Allied Health, and School of Education in association with ‘Healthy UL’ and Limerick City and County Council’s ‘We’re Breastfeeding Friendly Limerick’ initiative, the event attracted over 114 attendees, including student midwives, student dietitians and student teachers along with key stakeholders from across the mid-west.

The symposium aimed to foster interdisciplinary collaboration to create a supportive environment for breastfeeding on campus and in the community. More detailed information on the event is available [here](#).



“An objective of the day was to engage our attendees to co-create and map an implementation plan in relation to breastfeeding for our campus community. By communicating and supporting students, staff and visitors on the UL campus we can ensure it has a strong culture of promoting, protecting and supporting breastfeeding families”, Dr. Sylvia Murphy-Tighe, Department of Nursing and Midwifery.

The event was supported by the EHS EDI fund, Healthy UL and Healthy Limerick.

The next EDI Forum is scheduled for Tuesday, the 5th of November online from 12.30 - 1.30 p.m. The topic of the Forum is **'Explore the experiences of how part time working, job sharing and other family/ caring support leave impact on progression and promotion opportunities'** and is open to all EHS staff. Teams invite to follow!

The EHS EDI Forum is a chance to raise and discuss EDI issues in a relatively informal setting. It is open to all EHS Faculty members. Topics are set and promoted in advance to encourage maximum participation.



In May of this year, the **Capt. Dara Fitzpatrick Award** took place, which honours women working in the Emergency Services nationally.

The award is an initiative of the Irish Paramedicine Education and Research Network (IPERN), an inter-professional, volunteer team of paramedics, nurses, doctors, allied health professionals and scientists dedicated to supporting best practice for out-of-hospital care nationally through engagement, education and collaboration. The winner of this years award was Private Nicole Carroll, Defence Forces pictured here with organisers Asst. Professor Niamh Cummins and Grainne O'Shea, Advanced Paramedic.

The annual **Practice Education Symposium** organised by the School of Allied Health will be held in January 2025. The focus of this Symposium is to reflect on inclusion practices through the lens of Students and Practice Educators on placement, and to consider the diversification of Health and Social Care Professionals in Ireland.

The symposium will be practically based and include workshops with opportunities to reflect on Equality, Diversity and Inclusion principles along with examples of positive and inclusive experiences in practice education. Further details on the event will be circulated when finalised and more information can be found by contacting marie.odonnell@ul.ie.



Practice Education Symposium 2025

Considering Inclusion

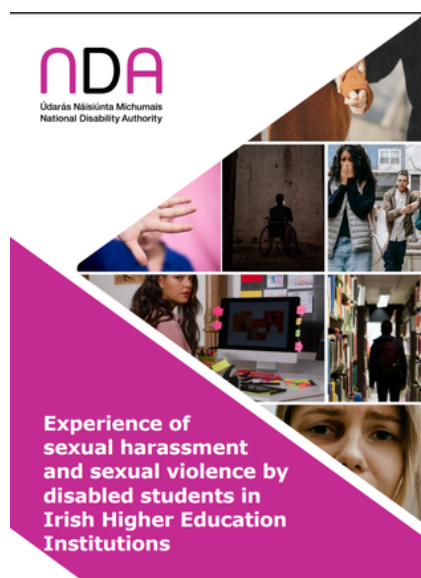


The evidence-based **Good Practice Database** is for those working to advance gender and race equality in higher education through Athena Swan and the Race Equality Charter. The database aims to celebrate the breadth of gender and race equality initiatives taking place across the higher education sector and to provide Advance HE members with practical ideas and encourage them to trial new initiatives adapted to their contexts. The initiatives are drawn from recent analysis of selected successful applications.

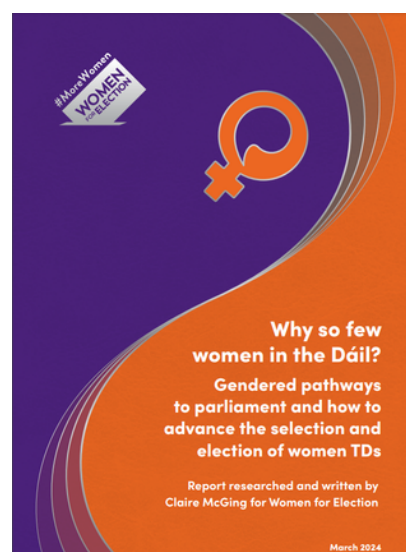
The Equality Charters - Good Practice Initiatives



This report by the **National Disability Authority** was published in 2024 and explored whether students with disabilities were more likely to have experienced sexual harassment, sexual violence, and particular sexual violence perpetrator tactics compared to students without disabilities. The findings from this report show notable proportions of students with and without disabilities, have experienced sexual harassment and sexual violence. Click on image for full report.



Given the current political climate, this is an interesting read. Research published by the **Women for Election** organisation in March 2024 noted that Ireland is 103rd in world rankings on the number of women in National Parliaments. Only 23% of TDs are women; just one in four of local Councillors are women. There have been just 131 women TDs since the foundation of the State. There have been four women Tanáistí, but as yet no women Taoiseach, no women Minister for Finance or a woman Minister for Foreign Affairs.



Each EDI bulletin includes EDI resources/guides/videos/toolkits/publications.

If you have created a resource or if you have come across useful resources relevant to EDI in EHS, please e-mail us at ADEDI.ehs@ul.ie or hilary.curley@ul.ie

The HREDI office, in collaboration with the Staff DisAbility network, are conducting a **census and survey** to help create a more inclusive workplace and track progress toward meeting national targets for public sector employers. Whether it's a visible disability, a hidden or neurodiverse condition, or a disability acquired during time at UL, they want to hear from you. The HREDI staff also invite suggestions on how the campus can be made more accessible for all users with disabilities. People are asked to share experiences and thoughts by completing the survey which can be accessed by clicking on the image.



A one-day symposium on **'Ageing in Ireland and the EU'** will take place on Thursday 24th of October in the Glucksman Library with a wide range of speakers covering topics of life-long learning, ethics and care and amplifying older voices. Click on image for further information and registration.



International Men's Day is an annual event and takes place on the 19th of November with an event on this year in the Glucksman Library (click on image for more details and registration).

Within the Faculty, Assistant Professor Steven Bryne has been working on a **series of podcasts featuring men in nursing and midwifery** to highlight nursing as a viable career option for males as well as promoting some positive male role models in the profession.

The first in the series will have two male nurses (one staff nurse in UHL and one Drug Liaison Midwife) discussing their career and experiences to date. They will be available from the second week of November on the Spotify platform.





COALESCE 2025 Research Fund launched in October with the following strands:

Strand 2A - research addressing national or global societal challenges.

Strand 2B - new collaborations based around international development.

Strand 1M - research to inform a zero tolerance response to Domestic, Sexual and Gender-Based Violence in Ireland. Deadline for applications is December 5th. Funded by Taighde Eireann/ Research Council.

UL Race Equality Action Plan 2024-2027
 Official Launch by:
 Professor Shane Kilcommins
 Acting President

Keynote
The Impact of Black Lives Matter on Education
 Professor Kalwant Bhopal
 University of Birmingham
 Director of the Centre for Research in Race & Education

What is the Race Equality Action Plan?
 Dr Niloufar Omid
 Equality Diversity Inclusion (EDI) Policy Officer
 Chairperson of Ethnic Diversity Forum (EDF)
 UL Ethnic Diversity Forum

How Leadership Champions the Implementation of Race Equality Action Plans?

Dr Marie Connolly Director of Human Rights, Equality, Diversity & Inclusion (HR-EDI) Office	Professor Nigel Healey Vice-President Global & Community Relations	Dr Ronni M. Greenwood Associate Vice President for Student Engagement	Dr Reena Cole Associate Vice President Academic Affairs

23 October - 2 PM-4 PM
 Lecture Theatre AD2-010, Analog Devices Building, UL
 Light refreshment will be served at 1:30 PM.

[To Register, Click HERE](#)

UNIVERSITY OF LIMERICK
 HUMAN RIGHTS, EQUALITY, DIVERSITY AND INCLUSION

Over the summer there have been a number of changes to our EDI Committee and team.

- Dr. Aoife Neary departed her post as Assistant Dean of EDI (position is currently being advertised).
- Dr. Evelyn Murphy from the School of Medicine is taking a break from the EDI Committee Chair and her position has been filled by Lucie Pollard.
- Professor Judi Pettigrew has stepped down as Chair of the School of Allied Health EDI Committee to take up her new position as Head of School. Dr. Aine Kearns has stepped in as the new EDI Committee Chair.
- Mary Heuston, the EHS Faculty Manager has joined the EDI committee.

We thank all our departing members for their work, commitment and energy to the EDI cause and wish them well on their next chapter. We thank our new members for taking up the mantle and look forward to working with them!



Funding is available from the EHS Faculty to support the hosting of EDI related events throughout the year. This is a rolling call for the EHS EDI Fund. Click on image to apply.

