

# Sharing Information on Progress (SIP) 2024

Kemmy Business School



PURPOSE



VALUES



TEACH



RESEARCH



PARTNER



PRACTICE



SHARE

# Kemmy Business School

Ireland

**Admin(s)**

Sheila.Killian@ul.ie

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**Supervisor(s)**

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**Contributor(s)**



## 1. Letter from the most senior officer (e.g., Dean, Head) committing to PRME's Principles

### Statement

**Title:** Letter from the most senior officer (e.g., Dean, Head) committing to PRME's Principles

**Description:** Letter from our Executive Dean, Professor Finbarr Murphy, renewing our commitment to the principles of PRME

**Date:** 20/06/2024

**Language:** English

**Sharing Rights:** Public

**Relevant Stakeholders:** All stakeholders of the School

**Purpose:**

We research and educate to create a sustainable future for all.

22<sup>nd</sup> May 2024

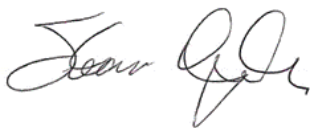
To Whom it Concerns,

As Executive Dean of the Kemmy Business School I am delighted to reaffirm our long-standing commitment to PRME and more broadly to Responsible Management Education. We have been signatories to PRME since 2008, founder members of the UK & Ireland Chapter, and active participants in the Champions Initiative since its foundation in 2013. PRME has permeated the DNA of the School and aligns completely with our mission and strategy. This sense of purpose is reflected in our mission statement: *We research and educate to create a sustainable future for all.*

We are committed not only to the principles of PRME, but to making a contribution to our PRME community through our local chapter, working groups and the Champions initiative. We see this as core to our membership of PRME, and as something that aligns with the legacy of the late Jim Kemmy, for whom our School is named. Jim was a tireless public servant and campaigner for the common good, with a focus on education and social justice. In the Business School, we aim in all our activities to maintain our focus on sustainability in the broadest sense, and our engagement with PRME is an important element of that.

We look forward to continuing our engagement with PRME and to deepening our engagement in the future.

Yours Sincerely,



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**Ollamh Fionnbarra Ó'Murchú/Professor Finbarr Murphy**  
**Déan Feidhmiúcháin/Executive Dean**

Finbarr.Murphy@ul.ie



## 2. Mission, Vision, Strategy or Purpose

**Statement**

**Title:** Mission, Vision, Strategy or Purpose

**Description:** The mission statement and strategic plan of the School

**Date:** 20/06/2024

**Language:** English

**Sharing Rights:** Public

**Relevant Stakeholders:** All stakeholders of the School

**Purpose:**

We research and educate to create a sustainable future for all.

**URL:**

- <https://www.ul.ie/business/about/kbs-mission-statement>

# Mission and Vision of the School

## Impact Purpose

### Our Mission

"We research and educate to create a sustainable future for all."

## MISSION AND VISION

### Mission

#### 01 Educate

Informed by research excellence, we empower, enlighten and enrich the lives of individuals, communities, and society through education.

#### 02 Sustainable

We lead the Earth sustainability agenda through our own actions and initiatives and through our eco-literate programme design, research agenda and collaborations.

#### 03 Equality

Equity and opportunity are the hallmarks of the KBS and, with our community, we will prioritise a just transition to a sustainable future with these as guiding principles.

## Impact Statement

See more detail at <https://www.ul.ie/business/about/kbs-mission-statement>

### Date published

Aug. 31, 2024

### Applicable Date Range

July 1, 2022 - Dec. 31, 2023

### Owner

Sheila Killian

### Sharing rights

PRME Community

### Language

English

### Country

Ireland

### Subjects

Mission and vision of the School

## 1. Does the PRME Signatory Member have a person who is accountable and responsible for RME?



Yes, but the role is formalized elsewhere within the PRME signatory's organization (e.g., center/institute leader, faculty/staff member), but not in senior leadership team

### Function of Director of PRME in KBS

#### Impact Purpose

PRME is embedded in the structure of KBS through the role of Director of PRME

#### Impact Statement

KBS engagement with PRME is the responsibility of the Director of PRME, a formal position held by a faculty member. The role has been in place since 2013.

#### Date published

June 20, 2024

#### Applicable Date Range

July 1, 2022 - Dec. 31, 2023

#### Owner

Sheila Killian

#### Contributors

Sheila Killian

#### Sharing rights

PRME Community

#### Language

English

#### Country

Ireland

#### Subjects

Responsible  
Management  
Education

2. Does the PRME Signatory Member have at least one organizational entity (e.g., center, institute, academic department) that is accountable and responsible for RME on behalf of the Signatory?

Yes, the entity is involved in research

## Function of the PRME Committee

### Impact Purpose

PRME is integrated into all departments of the School through the PRME committee, which focuses on the cross-cutting themes of teaching, research and engagement.

### Impact Statement

KBS has a long-standing PRME Committee, chaired by the PRME Director which has responsibility for promoting PRME opportunities and resources across the faculty, and engaging in PRME initiatives including the UK & Ireland Chapter, working groups and the Champions programme. Members are drawn from all academic departments within the School and also include both student and support staff representation. The scope of the committee extends to teaching, research and engagement in relation to PRME principles and sustainability.

#### Date published

June 20, 2024

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July 1, 2022 - Dec. 31, 2023

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#### Contributors

Sheila Killian

#### Sharing rights

PRME Community

#### Language

English

#### Country

Ireland

#### Subjects

Responsible  
Management  
Education

Yes, the entity is involved in teaching

# Function of the PRME Committee

## Impact Purpose

PRME is integrated into all departments of the School through the PRME committee, which focuses on the cross-cutting themes of teaching, research and engagement.

## Impact Statement

KBS has a long-standing PRME Committee, chaired by the PRME Director which has responsibility for promoting PRME opportunities and resources across the faculty, and engaging in PRME initiatives including the UK & Ireland Chapter, working groups and the Champions programme. Members are drawn from all academic departments within the School and also include both student and support staff representation. The scope of the committee extends to teaching, research and engagement in relation to PRME principles and sustainability.

**Date published**

June 20, 2024

**Applicable Date Range**

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Sheila Killian

**Sharing rights**

PRME Community

**Language**

English

**Country**

Ireland

**Subjects**

Responsible  
Management  
Education

3. List the names, positions, and email addresses of all people responsible and accountable for RME at the PRME Signatory Member

## Membership of PRME Committee in KBS

### Impact Purpose

The PRME Committee in KBS draws members from all functions in the School

### Impact Statement

Rebecca Gachet, Senior Administrator, rebecca.gachet@ul.ie

Briga Hynes, Management & Marketing, briga.hynes@ul.ie

Sheila Killian, Accounting & Finance, PRME Director, sheila.killian@ul.ie

Myles Kingston, PhD Scholar, myles.kingston@ul.ie

Orla McCullagh, Accounting & Finance, orla.mccullagh@ul.ie

Michelle O'Sullivan, Work & Employment Studies, michelle.osullival@ul.ie

Annmarie Ryan, Management & Marketing, annmarie.ryan@ul.ie

Marta Zieba, Economics, marta.zieba@ul.ie

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Sheila Killian

#### Contributors

Sheila Killian

#### Sharing rights

PRME Community

#### Language

English

#### Country

Ireland

#### Subjects

Responsible  
Management  
Education

1. The PRME Signatory Member involves the following elements of RME in its degree programs. Mark all that apply.

- Specific degree programs with RME in the program-level learning goals and assessment rubrics

## Responsibility as a key graduate attribute

### Impact Purpose

Responsible is a key graduate attribute in all KBS programmes over the reporting period

### Impact Statement

UL has identified 5 core graduate attributes as follows: Agile, Articulate, Courageous, Curious and Responsible. The graduate attribute of Responsible is defined as being demonstrated "by being personally, socially, professionally, sustainably and ethically responsible." The aim is to build a learning environment that scaffolds an ethical and social world-view, that creates graduates who take responsibility for their own actions, and for the direction of the discipline in which they work. This is a way of ensuring our education is inherently responsible, and adheres to the core underpinning logic of PRME.

See more detail here on how these are incorporated into curriculum

: <https://www.ul.ie/ctl/integrated-curriculum-development-framework/principles/the-ul-graduate/attributes>

#### Date published

Aug. 31, 2024

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Jan. 1, 2022 - June 30, 2023

#### Owner

Sheila Killian

#### Contributors

Sheila Killian

#### Sharing rights

PRME Community

#### Language

English

#### Country

Ireland

#### Subjects

Responsible  
Management  
Education

- RME is in the signatory's educational vision, so that it drives the signatory's business model and all educational efforts, courses, programs, degrees, and non-degrees

# Sustainability as a core value of the School

## Impact Purpose

Sustainability is a core value of the School

## Impact Statement

One of the KBS core values in our current strategic plan is:

We cherish the natural world and the biosphere that sustains us. We recognise that human interaction with our planet is problematic, and we strive to discover, support and implement corrective actions

The values of the school underpin all our decisions, including how and what we teach.

**Date published**

Aug. 31, 2024

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Jan. 1, 2022 - June 30, 2023

**Owner**

Sheila Killian

**Sharing rights**

PRME Community

**Language**

English

**Country**

Ireland

**Subjects**

Environmental Studies



Guest speakers and showcase events



## Event

**Title:** Examples of guest speakers and showcase events

**Description:** PhD students showcasing work in Thesis-in-Three competitions and presentation

**Date:** 12/07/2024

**Language:** English

**Sharing Rights:** PRME Community

**Event Date Range:** 07/01/2022 - 31/12/2023

**Location:** Kemmy Business School, University of Limerick

**Speakers:** PhD Scholars from a range of disciplines

**Description:** This is a recording of 12 finalists in the Thesis in Three competition which was held during UL Research Week 2023. Representatives from all four UL faculties competed. Note the sustainability focus, for example, in the work of PhD Candidate Keelan McMahon on ESG metrics

**URL:**

• [https://www.youtube.com/playlist?app=desktop&list=PLwrhL1Q4jZdEfC-kFSck\\_8F8YQ3V\\_C4Tn](https://www.youtube.com/playlist?app=desktop&list=PLwrhL1Q4jZdEfC-kFSck_8F8YQ3V_C4Tn)



Topics in various courses at the discretion of the professor

## Learning Object

**Title:** Examples of topics in courses

**Description:** Example of integration of sustainability into a taxation course

**Date:** 10/07/2024

**Language:** English

**Sharing Rights:** PRME  
Community

**Department:**  
Accounting & Finance

**Learning Object Subject:** Taxation

**Educational Level:** Master's level

**Learning Outcome:**  
Understanding of the impact of taxation on carbon pricing

**Description:** In order to develop students' awareness of the impact that tax policy initiatives can have on carbon emissions, a Carbon Taxes Game was integrated into the Personal Taxes (TX6001) module by Professor Elaine Doyle for the cohort of students undertaking the Masters of Taxation delivered by the KBS. The game involved teams of students trading on an emission market to achieve the optimum reduction in carbon emissions balanced against cost for their hypothetical companies. Before playing the game, the students attended a 2-hour lecture designed to enhance their understanding of carbon taxes and emissions trading markets.

**Interactivity Type:** active

In order to develop students' awareness of the impact that tax policy initiatives can have on carbon emissions, a Carbon Taxes Game was integrated into the Personal Taxes (TX6001) module by Professor Elaine Doyle for the cohort of students undertaking the Masters of Taxation delivered by the KBS. The game involved teams of students trading on an emission market to achieve the optimum reduction in carbon emissions balanced against cost for their hypothetical companies. Before playing the game, the students attended a 2-hour lecture designed to enhance their understanding of carbon taxes and emissions trading markets.



Courses with RME in the course-level learning goals (excluding PhD)

## Learning Object

**Title:** Example of Masters-level course with sustainability as core learning outcome

**Description:** module outline for a masters-level course in sustainability

**Date:** 10/07/2024

**Language:** English

**Sharing Rights:** PRME Community

**Department:**  
Accounting & Finance

**Learning Object Subject:** Sustainability

**Educational Level:** master's level

### Learning Outcome:

**Cognitive** Upon completion of this module students will be able to: 1. Critique the sustainability strategies of organisations; 2. Outline barriers to successful sustainability implementation in a wide range of scenarios; 3. Identify and describe good sustainability practice; 4. Articulate the responsibilities of an organisation in a given set of circumstances; 5. Understand key reporting standards and trends

**Affective** Upon completion of this module students will be able to: 6. Understand the relationship between a business and the society in which it operates; 7. Form well-informed views on the role of stakeholders in a business; 8. Understand some key principles of business ethics; 9. Understand responsibility and its implications in a range of business contexts.

**Interactivity Type:** active

**Description:** module outline example at masters level



## COURSE OUTLINE

|   |   |
|---|---|
| <b>Department:</b>                                    | Accounting & Finance                        |
| <b>Module:</b> SG6002: Corporate Responsibility       | <b>Semester/Academic Year:</b> Autumn 2023  |
| <b>Lecturer:</b> Sheila Killian, sheila.killian@ul.ie | <b>Office Number:</b> S1-030                |
| <b>ECTS Credits:</b> 6                                | <b>Contact Hrs/Wk:</b> 3 incl. asynchronous |
|   | <b>Recommended Study hours per week:</b> 7  |

**Module aim:** The aim of the module is to introduce students to the key concepts and tools of Corporate Social Responsibility, sustainability and business ethics.

### Lectures:

Lectures are scheduled from 12 noon to 3pm, Fridays, in room KBG13. We will use the first two scheduled hours, 12 noon to 2pm, for lectures, and in general the final hour, 2pm to 3pm, will be kept as an informal session which you can use either (a) for your team project work; or (b) for feedback on your understanding or progress on assignments.

Some weeks are asynchronous – details below. Note in particular that there is no in-person lecture in weeks 1 or 4.

**Module content:** The module introduces students to Corporate Sustainability or Social Responsibility (sometimes abbreviated to CSR), covering: the history and origins; the dynamic nature of standards; the forces driving it to prominence; basic frames for business ethics and the business and moral cases for CSR. Students will develop a comprehensive taxonomy of the responsibilities that might be imputed to an organisation, and will explore these using case-driven methodologies at a micro; meso and macro level. There is a particular emphasis on the role of the UN Sustainable Development Goals. The distinction between hard and soft law in this area and the role of self-regulation are covered in the context of global issues such as the environment, corruption, taxation, globalisation, labour, stakeholder engagement, emerging standards, cultural differences and accreditation bodies.

Classes will encourage participative learning in a dynamic and interactive way. Upon completion of the module you will have a good overview of the topic and its application to contemporary business. You will have formed your own individual, well-informed view on the critical and often deeply contested issues. You will be able to critically analyse the performance of a firm, and will have a good understanding of the landscape of CSR and sustainability.

### Learning Outcomes:

#### *Cognitive*

Upon completion of this module students will be able to:

1. Critique the sustainability strategies of organisations;
2. Outline barriers to successful sustainability implementation in a wide range of scenarios;
3. Identify and describe good sustainability practice;
4. Articulate the responsibilities of an organisation in a given set of circumstances;
5. Understand key reporting standards and trends

#### *Affective*

Upon completion of this module students will be able to:

6. Understand the relationship between a business and the society in which it operates;
7. Form well-informed views on the role of stakeholders in a business;
8. Understand some key principles of business ethics;
9. Understand responsibility and its implications in a range of business contexts.

### Prime Text/s:

- Sheila Killian, *Doing Good Business: How to Build Sustainable Value* (Chartered Accountants Ireland, 2023). The book is available to buy as either hardcopy or ebook.

Other relevant text and sources will be provided via Brightspace.

#### Web Resources:

- United Nations Global Compact: <http://www.unglobalcompact.org>
- Principles for Responsible Management Education: <http://unprme.org>
- Sustainable Development: <https://sustainabledevelopment.un.org/>
- Business for Social Responsibility: <http://www.bsr.org/>
- Ethical Trade: <http://www.ethicaltrade.org/>
- Ethical Consumer: <http://www.ethicalconsumer.org/>
- International Labour Organisation: <http://www.ilo.org>
- Fair Labor Association: <http://www.fairlabor.org/>
- Business in the Community: <http://www.bitc.ie/>
- Transparency International: <http://transparency.ie/content/about-ti-ireland>

Additional resources, particularly audio-visual and news resources, will be made available throughout the semester. Additionally, you are encouraged to engage with resources and documentaries related to your personal interest areas and topics discussed in class, from the library, internet, etc. An excellent selection of these films is to be found at the following: <http://www.filmsforaction.org/walloffilms/>

#### Content

The module will be taught following a partially-flipped classroom protocol, covering five main phases. This table gives indicative content for each phase:

|   | Theme                | Weeks     | Chapters of Textbook | Focus and provisional content<br><i>(Note, this will almost certainly vary, week to week)</i>         |
|---|----------------------|-----------|----------------------|---|
| 1 | Orientation          | 1         | 1                    | Self-directed orientation to the module, using materials on Brightspace and chapter 1 of the textbook |
| 2 | Foundations          | 2 to 4    | 2 to 6               | Responsibility, Scope, history, SDGs, Ethical decisions, stakeholders,                                |
|   | <b>Deadline:</b>     | <b>4</b>  |                      | <b>Individual mid-term assignment due</b>   |
| 3 | Pillars              | 5 to 8    | 6 to 12              | Community, Environment, Labour, Human Rights, Consumer & Operating Practices, Governance              |
| 4 | Cross-cutting issues | 9 to 11   | 13 to 17             | Reporting, Standards, ESG, SMEs, Business functions, Leadership, Trends and Opportunities             |
| 5 | Capstone             | 12        |                      | Integration. Team assignment, Threaded discussion   |
|   | <b>Deadline:</b>     | <b>12</b> |                      | <b>Team assignment and individual discussion due</b>  |

#### Assessment:

|                                 | Learning outcome(s) addressed | % of total grade | Week due           |
|---------------------------------|-------------------------------|------------------|--------------------|
| Mid-term Individual assignment  | 1, 3, 4, 6, 9                 | 10%              | Friday, Week 4     |
| Team Project                    | 1 -9                          | 40%              | Monday, Week 12    |
| Capstone discussion forum       | 1-9                           | 10%              | Throughout Week 12 |
| Individual end of semester exam | 1-9                           | 40%              | As scheduled       |

Details of assignments will be available on Brightspace from week one for the mid-term, and a little later in the semester for the team and capstone assignments. Teams will be formed in week three. If you need to do a repeat examination, your marks on the mid-term, team and capstone assignments will carry forward, and you will have the opportunity to repeat the 40% final exam.

Individual Mid-term Assignment (10%): - an individual mind-map assignment based on a small organisation with which you have personal experience. This is due at the end of Week 4.

Team Assignment (40%): - a video team presentation of 13 to 15 minutes (details to follow), covering various aspects of CSR and sustainability based on two firms from an assigned UN Global Compact Sector.

Capstone Discussion (10%): - individual participation in an online discussion on your own team's video presentation and the work of your classmates. This takes place on Brightspace throughout Week 12 (details to follow).

End of Semester Examination (40%): - a two-hour written examination will be scheduled for the end of semester.

Note that penalties will apply for late submission (details on the assignment itself). If you believe you will have a problem in reaching the deadline, please get in touch in goodtime.

### **Queries and contact**

Most queries on the content of the course can be dealt with via the Q&A forum on the home page of the module. If you have an issue which you cannot raise there, please email me at [sheila.killian@ul.ie](mailto:sheila.killian@ul.ie) to arrange a meeting. Alternatively, we can deal with questions informally at the end of lectures.

### **Plagiarism:**

Plagiarism is a very serious academic offence. It is widely understood as copying someone else's work (whether or not in the public domain) and passing it off as one's own. Note that it also includes inappropriately resubmitting one's own already graded work and passing it off as original, not adequately citing sources in your written work, or quoting inappropriately from any published work, including your own. Plagiarism can be considered academic cheating which is a serious offence under the Code of Conduct. The penalty for academic cheating may include suspension or expulsion. Please refer to the student handbook for more details.

### **AI**

It is a requirement that the work handed in for assessment has been completed by you as a student. There are no penalties for using AI appropriately in your research, but note that the use of AI in preparing for assignments for this course should be fully disclosed. Failure to do so will result in significant penalties. As the module values critical thinking and the application of evolving standards to organisational contexts, reliance on AI is unlikely to help you produce work that will receive a good grade.

### **Feedback:**

Feedback will be obtained informally during group discussions, and within peer groups. Additionally, some short, in-class assignments will be arranged on which you can obtain feedback on your understanding. Feedback will be also given on the team assignment. The hour from 2pm to 3pm on Friday is in general reserved for feedback and Q&A.

### **Disability Support Services**

The University of Limerick is committed to providing equal access to learning opportunities for students with documented disabilities. To ensure reasonable accommodations are in place during your program of study please contact Disability Support Services to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom, exams and clinical settings. Reasonable accommodations are not provided retrospectively. Students are encouraged to register with Disability Support Services as early as possible. The University of Limerick encourages students to access all resources available through Disability Support Services for consistent support and access to their programs. More information can be found online at [Disability Support Services](#). Contact can also be made with the office by phone on 061 213478 or by email at [disabilityservices@ul.ie](mailto:disabilityservices@ul.ie)



## Scheme of Grade Descriptions

| Grade | Guideline % | Award level     | QPV  | Description   |
|-------|-------------|-----------------|------|---|
| A1    | ≥75         | First           | 4.00 | <ul style="list-style-type: none"> <li>▪ Outstanding performance</li> <li>▪ In-depth knowledge and understanding of principles and concepts related to the topic. Integrates information into a wider context.</li> <li>▪ Excellent analysis and interpretation.</li> <li>▪ Evidence of a significant amount of outside reading.</li> <li>▪ A logically structured and clear approach.</li> <li>▪ Answer is original and reflective.</li> </ul>   |
| A2    | 70          | First           | 3.60 | <ul style="list-style-type: none"> <li>▪ Excellent performance.</li> <li>▪ A comprehensive knowledge and understanding of principles and concepts.</li> <li>▪ Excellent analysis and interpretation.</li> <li>▪ Evidence of a significant amount of outside reading.</li> <li>▪ Answer may have neglected to deal with one or two minor aspects of the issues involved.</li> <li>▪ A logically structured and clear approach.</li> </ul>  |
| B1    | 65          | 2.1             | 3.20 | <ul style="list-style-type: none"> <li>▪ Very good performance</li> <li>▪ A substantial but not totally comprehensive knowledge and understanding of principles and concepts.</li> <li>▪ Shows a very good competence in the subject without being outstanding.</li> <li>▪ Very good analysis and interpretation.</li> <li>▪ Some gaps in knowledge. Student can argue the key issues in an intellectually organised manner.</li> <li>▪ A logically structured and clear approach.</li> </ul>                       |
| B2    | 60          | 2.1             | 3.00 | <ul style="list-style-type: none"> <li>▪ Good performance</li> <li>▪ A competent and organised approach to the subject matter.</li> <li>▪ A reasonable knowledge and understanding of principles and concepts.</li> <li>▪ Very good analysis and interpretation.</li> <li>▪ Student is very familiar with the material covered in lecture notes, but may show limited evidence of wider reading.</li> <li>▪ Answers may be organised rather than inspired.</li> </ul>   |
| B3    | 55          | 2.2             | 2.80 | <ul style="list-style-type: none"> <li>▪ Competent performance</li> <li>▪ Shows evidence of having put significant work into studying the subject.</li> <li>▪ A reasonable level of knowledge.</li> <li>▪ Good analysis and interpretation.</li> <li>▪ Some gaps/oversights in either knowledge, or in the approach taken. Limited evidence of wider reading.</li> <li>▪ Reasonable analytical and interpretative skills.</li> <li>▪ The work is still of sufficient standard to merit an honours award.</li> </ul> |
| C1    | 50          | 2.2             | 2.60 | <ul style="list-style-type: none"> <li>▪ Satisfactory performance</li> <li>▪ Shows a familiarity with the subject material covered in the question.</li> <li>▪ The approach taken to answering the question is rather limited</li> <li>▪ Focuses on material covered in lecture notes. Little or no evidence of wider reading.</li> <li>▪ A basic knowledge of key principles and concepts only.</li> <li>▪ Limited analytical and interpretative skills.</li> </ul>  |
| C2    | 45          | 3 <sup>rd</sup> | 2.40 | <ul style="list-style-type: none"> <li>▪ Acceptable performance</li> <li>▪ Conversant with the subject area.</li> <li>▪ A good average answer, which does not stray beyond the basics.</li> <li>▪ Some significant gaps in knowledge.</li> <li>▪ Limited analytical and interpretative skills.</li> </ul>   |
| C3    | 40          | 3 <sup>rd</sup> | 2.00 | <ul style="list-style-type: none"> <li>▪ Minimally acceptable performance</li> <li>▪ A basic pass. Shows a basic knowledge of key principles and concepts.</li> <li>▪ Significant gaps in knowledge or understanding.</li> <li>▪ May have omitted to answer part of the question.</li> </ul>  |

|    |     |                   |      |   |
|----|-----|-------------------|------|---|
|    |     |                   |      | <ul style="list-style-type: none"> <li>▪ Answer is basic and factual with some errors.</li> <li>▪ The standard of work is sufficient to obtain a passing grade.</li> <li>▪ Limited analytical and interpretative skills.</li> </ul>   |
| D1 | 35  | Compensating Fail | 1.60 | <ul style="list-style-type: none"> <li>▪ Weak performance, compensating fail</li> <li>▪ A poor answer, unsatisfactory in some significant ways.</li> <li>▪ Student is unable to correctly recall important material related to the question at hand.</li> <li>▪ Little evidence of analytical and interpretative skills.</li> <li>▪ Answer is disorganised and lacks intellectual depth.</li> </ul>     |
| D2 | 30  | Compensating Fail | 1.20 | <ul style="list-style-type: none"> <li>▪ Poor performance, compensating fail</li> <li>▪ Very poor answer. The student either has very little knowledge of the subject area, or lacks the ability to express their knowledge in an organised fashion.</li> <li>▪ Student may have shown some small knowledge of the area.</li> <li>▪ Little evidence of analytical and interpretative skills.</li> </ul> |
| F  | <30 | Fail              | 0.00 | <ul style="list-style-type: none"> <li>▪ An outright fail no compensation allowed.</li> <li>▪ The work is completely unsatisfactory and shows very little evidence of effort.</li> <li>▪ Little or no evidence of knowledge of key principles and concepts.</li> <li>▪ No evidence of analytical or interpretative skills.</li> </ul>   |

For essay-type assignments, which are completed over a greater period of time than examinations, faculty assessing the work may also wish to give due regard to the following criteria:

- Originality
- Adoption of a critical perspective
- Fulfilment of the initial brief
- Referencing
- Relevance to the topic
- Factual accuracy
- Grammar and spelling
- Presentation

1. The PRME Signatory Member involves the following elements of RME in its research endeavors. Mark all that apply.

Responsibility-related regular research seminars

### Event

**Title:** KBS Research Seminars example

**Description:** One of a series of KBS Research Seminars focusing on sustainability

**Date:** 16/05/2023

**Language:** English

**Sharing Rights:** Public

**Event Date Range:** 02/07/2023 - 30/05/2023

**Location:** KBS and on MS Teams

**Speakers:** Faculty and PhD students

**Description:** Regular research seminar series

**URL:**

• <https://www.ul.ie/business/2023-kbs-research-seminar-series>

# KBS Research Seminar Series

## Impact Purpose

Examples of sustainability related research seminars

## Impact Statement

The KBS Research Seminar Series, in line with the School Strategic Plan has a strong focus on the SDGs and PRME principles and values. For examples, 7/7 of the seminars in 2023 addressed SDG related themes, including Sustainable Futures, Gender issues in management, power imbalances in agricultural work, trustworthiness of technology. For example: Tuesday 7th November 2023 Biodiversity Risks and Corporate Investment” By Hai Hong Trinh, School of Economics and Finance, Massey University, New Zealand

**Date published**

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**Applicable Date Range**

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**Sharing rights**

PRME Community

**Language**

English

**Country**

Ireland

**Subjects**

research



Research awards for responsibility-related research

# Description of research awards for responsibility-related research

## Impact Purpose

As well as research funding awards, KBS faculty have won awards for their responsibility-related research.

## Impact Statement

As well as the awards of research funding noted above, the following award for responsibility-related research was won by a KBS faculty member in the reporting period

Moran Anisman-Razin received best symposium award Management Education and Development division, 2022 Academy of Management (US) annual meeting.

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**Owner**

Sheila Killian

**Sharing rights**

Public

**Language**

English

**Country**

Ireland

**Subjects**

Responsible Management Education



Research funding specifically related to responsibility

# Description of research awards for responsibility-related research

## Impact Purpose

KBS faculty have been successful across a number of national and international research funding awards to address research specific to RME and SDG related research themes. Examples are given below

## Impact Statement

Here is a sample of the researchfunding awards won by KBS faculty relating to sustainability and RME

### Gender

M. Kinahan, D. O'Shea, L. Van der Werff, C. Murphy, C. Linehan & L. Loftus. HEA Gender Equality Enhancement Fund, "Stronger together? Evaluation of single gender vs mixed leadership development programmes in Higher Education Institutions." €49,948

### Mental health

Anisman-Razin, M., & Sitkin, S. The enabling role of courage in the successful transition of veterans to civilian life. Veterans Transition Research Lab, Duke University, USA. \$10,000

### RME

McCullagh, O., Sheehan, B. Lynch, R. - UK and Ireland Principles of Responsibility Management Education (PRME) seed funding 2022 for research on Blended Finance.

### Social Enterprise

Briga Hynes in collaboration with Social Impact Ireland were successful in securing funding under the Awareness Raising

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Country

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Subjects

Entrepreneurship

Initiatives for Social Enterprise (ARISE) Scheme. This scheme is funded by Department of Rural and Community Development to increase awareness of social enterprises and their potential, in line with their Social Enterprise Awareness Raising Strategy ([www.gov.ie/en/news/4ddaf-awareness-raising-initiatives-for-social-enterprise-arise-scheme-2021/](http://www.gov.ie/en/news/4ddaf-awareness-raising-initiatives-for-social-enterprise-arise-scheme-2021/))

## Social innovation

Annmarie Ryan - funding success: 2023 €150,000, PI/Project Co-Lead: SFI Sustainability Challenge "The future of data driven agriculture in Uganda: A design-led approach to building climate resilient futures with marginalised smallholder farmers"



Faculty members must report their responsibility-related research publications regularly

# Faculty members must report their responsibility-related research publications regularly

## Impact Purpose

Faculty members, through their departments and research clusters, report all their publications, conference presentations and other research activities regularly to Faculty Board meetings.

## Impact Statement

KBS holds four faculty-wide faculty board meetings per year. At each of these, faculty report all of their research publications, presentations, awards and external engagements, In addition, research clusters report once a year to Faculty on their research activities.

See, for example, the ARC Cluster report covering much of this reporting period, and including many responsibility and sustainability-related publications

## Research focus

The ARC Accountability Research Cluster in KBS has a focus on accountability, power and trust within an over-arching frame of the Sustainable Development Goals and the Common Good. Our work addresses issues of expertise in society, the socially constitutive role of accounting, and the way in which accounting and forms of accountability mediate and shape how we understand and respond to risk.

Ongoing research within the cluster addresses these broad themes in domains including tax practice, credit risk, history of the professions, language in mainstream and social media, ethics and expertise and gender issues.

The cluster is interdisciplinary in its approach, with experience and expertise from the areas of maths, accounting, history, risk management, tax, linguistics and psychology.

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Sharing rights

PRME Community

Language

English

Country

Ireland

Subjects

Accounting

# People

The current members of the cluster are:

- Sheila Killian
- Philip O'Regan
- Orla McCullagh
- Ruth Lynch
- Veronica O'Regan
- Vanessa Egan (PhD student)
- Keelan McMahon (PhD student)
- Finn Lannon (PhD student)
- Erin King
- Martin Laheen
- Myles Kingston

## Activities in 2022/23

### School-facing events

Members of the cluster presented in-house within KBS at:

- Lynch, R. 'The perceived trustworthiness of Irish charities, and the impact of good governance adherence in the non-profit sector' presented at **KBS Research Seminar** - University of Limerick, April 2023
- Lynch, R. McCullagh, O. (2023).
- 

## Peer-reviewed Publications

- Sheehan, B., Mullins, M., Shannon, D. and McCullagh, O. (2023). On the benefits of insurance and disaster risk management integration for improved climate-related natural catastrophe resilience. *Environment Systems and Decisions*. <http://doi.org/10.1007/s10669-023-09929-8>

Impact Score 5.3, Environmental Science (Q1)

- Dacin, M. T., Harrison, J. S., Hess, D., Killian, S., & Roloff, J. (2022). Business versus ethics? Thoughts on the future of business ethics. *Journal of Business Ethics*, 1-15, <https://doi.org/10.1007%2Fs10551-022-05241-8>

Impact Factor: 6.331. Ranked A on ABDC list. 3-Star ABS



- McCullagh, O., Cummins, M. and Killian, S. (2023). The fundamental review of the trading book: implications for portfolio and risk management in the banking sector. *Journal of Money, Credit and Banking*. February 2023

<https://doi.org/10.1111/jmcb.13022>

Ranked A\* on ABDC list. 4-star ABS

- Lannon, F., Lyons, R. and O'Connor, C. (2023), "Generation AI and family business: a perspective article", *Journal of Family Business Management*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/JFBM-07-2023-0116>

Ranked B on ABDC list. 1-star ABS

## Books

- Killian, S. (2023) *Doing Good Business: How to Build Sustainable Value*. Gill/Chartered Accountants Press, ISBN: 978-1-913975-63-0, Published: 11/09/2023

## Book Chapters

- Killian, S., O'Regan, P., O'Regan, V., Lynch, R. (2023) How the game is played: the salience of ethical values in the field of tax work in Cho, C. & Brivot, M. (eds) *Research Handbook on Accounting and Ethics*, Edward Elgar Publishing ISBN: 978 1 80088 101 3

- Killian, S. (2023) *The Kindness of Librarians* in O'Connor, J. (Ed.). (2023). *Dreams: 50 Years of Creativity, Culture and Community at the University of Limerick*. Merrion Press.

## Invited presentations and seminars by cluster members Orla McCullagh, Ruth Lynch, Philip O'Regan, Sheila Killian

- Framing the Common Good in Business and Ecology, Invited seminar at Lancaster University, hosted by the Pentland Centre, March, 2023.

- Potential for sustainability research collaboration across the PRME network. Invited participation in keynote panel at the PRME UK & Ireland Conference, Aston University, July 2023.

- Risk Attitudes of Tax Practitioners, Kemmy Business School (Limerick) - EM Strasbourg Business School, Joint Workshop, Strasbourg, France, June 2023

- Connecting social and environmental accounting education to broader institutional priorities, Invited panel presentation with other international disciplinary leaders in Social and Environmental Accounting Education online through the CSEAR Network in September 2023.

## Conference Presentations

- Killian, Sheila; O'Regan, Philip; Lynch, Ruth; O'Regan, Veronica (2022) A qualitative approach to exploring tax expert perspectives on media coverage of tax issues, CSEAR UK Annual Conference, St. Andrews, Scotland. August 2022

- Veronica O'Regan, Sheila Killian and Philip O'Regan. A Diachronic analysis of Media Discourse around Tax Practices in Ireland and the UK, 2012-2018. BAAL (British Association of Applied Linguistics) Conference, Queen's University, Belfast. September 2022.

- Killian, Sheila; O'Regan, Philip; Lynch, Ruth; O'Regan, Veronica (2022) Field legitimacy and media framing, CSEAR Italy Biennial Conference, Cagliari, Italy. September 2022.

- Killian, Sheila; O'Regan, Philip; Lynch, Ruth; O'Regan, Veronica (2022). Contested Forms of Expertise: Field Struggles around the Representation of Tax in Popular Media, Norwegian Centre for Taxation Conference on Tax Transparency, Bergen, Norway. December 2022.

- Killian, Sheila; O'Regan, Philip; Lynch, Ruth; (2023) Shifting the dial on aggressive tax behaviour: a study of experts, presented at the 34<sup>th</sup> Irish Accounting & Finance Association Annual Conference, University of Galway. May 2023

- Lynch, R (2023) The perceived trustworthiness of Irish charities, and the impact of good governance adherence in the non-profit sector, presented at the 34<sup>th</sup> Irish Accounting & Finance Association Annual Conference, University of Galway. May 2023

- McCullagh, O., Ford, R., and Hennessy, C. (2023) Financial Literacy in Ireland: An examination of financial literacy in the context of growing capital market participation, presented at the 34<sup>th</sup> Irish Accounting & Finance Association Annual Conference, University of Galway. May 2023

- McMahon, K. (2023). Reverse Engineering ESG Scores, presented at the 34<sup>th</sup> Irish Accounting & Finance Association Annual Conference, University of Galway. May 2023
- Killian, S. Accounting for home: an exploration of accounting technologies and accountability in the response to refugees, presented at the 34th Annual Conference of European Business Ethics Network-EBEN, University of Bologna, Italy. May 2023.
- Lynch, R., Killian, S. and O'Regan, P. On The Same Wavelength': How Shared Values In Client Relationships Reconcile Competing Logics For Tax Professionals, presented at the European Accounting Association 2023 Annual Congress, Helsinki, Finland. May 2023
- McCullagh, O., Fitzmaurice, O. Ryan, M. (2023) Mathematics Anxiety in Undergraduate Business Studies Students, Inaugural Conference of the Mathematics Resilience Network – Irish Branch, MTU, June 2023
- Lannon, F., Roth, J., Igou, E., and Deutsch, R., Distinctions in Legitimacy Appraisals and their role in Collective Action responses to Economic Inequality presented at the European Association of Social Psychology, Krakow, Poland. July 2023.
- Killian, S., O'Regan, P., and Lynch, R. Tax avoidance and professionals, presented at the 2023 EIASM workshop on fraud and accounting scandals, Genoa, Italy. August 2023.
- McMahon, K. (2023) ESG and downside risks, presented at the CSEAR UK Congress, St. Andrew's, August 2023.
- Lynch, R (2023) The perceived trustworthiness of Irish charities, and the impact of good governance adherence in the non-profit sector presented at the 2023 Meditari Accountancy Research Conference, Verona, Italy. September 2023
- Killian, S., O'Regan, P., and Lynch, R. Factors triggering aggressive tax behaviour: a field study of professionals, presented at the 2023 Meditari Accountancy Research Conference, Verona, Italy. September 2023
- Lannon, F., Roth, J., Igou, E., and Deutsch, R., Distinctions in Legitimacy Appraisals and their role in Collective Action responses to Economic Inequality presented at the International Association of Cross-Cultural Psychology, Limerick Ireland. September 2023.

## Funding

- Ruth Lynch and Orla McCullagh were successful in winning research seed funding from the PRME UK & Ireland Faculty Competition in March, 2023, for a project entitled April 2023 -

'The perceived trustworthiness of Irish charities, and the impact of good governance adherence in the non-profit sector' presented at KBS Research Seminar - University of Limerick

- Finn Lannon was successful in winning Irish Research Council 2023 Government of Ireland Postgraduate Scholarship funding for a project titled "Unequal Action: Collective Action Responses to Economic Inequality".

## External research-related roles

### Journal editor roles

- Philip O'Regan is editor of Irish Finance & Governance Review.
- Sheila Killian is section-co-editor of the Journal of Business Ethics.
- Sheila Killian is associate editor of Accounting Forum.

### Editorial board memberships

Members of ARC now serve on the editorial boards of

- Accounting Forum (SK)
- Accounting History review (POR)
- Critical Perspectives on Accounting (SK)
- Irish Accounting Finance & Governance Review (SK)
- Accounting, Auditing & Accountability Journal (SK)

### Leadership roles in academia and practice

Members of ARC serve on the following boards

- CPA Ireland Council (Ruth Lynch)
- CSEAR International Council (Sheila Killian)

A close-up of a logo Description automatically generated

1. The PRME Signatory Member partners with business, government, civil society and academia to advance responsibility-related education, research, or practice in the following ways. Mark all that apply.



Problem solving: joint problem-solving with external partners in a purposeful relationship

**Statement**

**Title:** EULab and Digital Futures Lab

**Description:** More detail on partnering initiatives by Prof. Annmarie Ryan

**Date:** 10/07/2024

**Language:** English

**Sharing Rights:** PRME Community

**Relevant Stakeholders:** all stakeholder of the School

**Purpose:** Place-based partnering



## **DIGITAL FUTURES LAB**

The Digital Futures Lab (DFL), was founded in 2020 by Associate Professor Dr. Annmarie Ryan. Each year the lab addresses a central future focused mission and is always place based, for example “Limerick 2050 a Circular Economy” “Decarbonising Limerick by 2050” “The Regenerative University 2040”. In this latter example, DFL23, students embarked on a transformative journey, tasked with envisioning the university of 2040; a transformed organisational entity that would make caring for climate and social justice its core mission. Equipped with a blend of system mapping, futures thinking, and market shaping tools, these students imagined, in detail, the university of tomorrow, unearthing insights and crafting pathways towards a brighter future.

What sets the DFL apart is its porous nature, embracing a range of stakeholders as co-creators in the quest for sustainable solutions. Through intensive research, design sprints, and stakeholder engagement, students emerge not just as passive learners, but as active agents of change within the higher education ecosystem. They see themselves not merely as critics of the system, but as catalysts for its evolution—a realisation of empowerment that reverberates far beyond the confines of the lab.

At its core, the DFL is more than just a course; it's a mission-driven journey towards a more equitable and sustainable world. By weaving together threads of education, research, and outreach, Dr. Ryan and her team are laying the groundwork for a new paradigm in higher education—one where students are not just consumers of knowledge, but co-creators of it.

Through their pioneering work, the DFL is paving the way for a future where education is not just a means to an end, but a lifelong journey of discovery and transformation. As one participant eloquently put it, the lessons learned in the DFL aren't confined to the classroom; they become an integral part of one's personal and professional journey, illuminating the path towards a more enlightened and sustainable future.

The unit is currently core to the MSc Business Analytics, but is soon to be joined by Master level risk and also accounting students. Further, programmes in Science and Engineering faculty have expressed interest in joining the lab. The lab has also been at the centre of a quarter of a million Erasmus+ funded strategic partnership, led by Dr Annmarie Ryan. The purpose of this project was to further test the DFL in other formats and design it as an exchange programme. This aspect is currently under further development as part of a PRME Champions Project, which we are leading in the KBS and involving 8 global business schools.

# Description of partnering activities that involve problem-solving

## Impact Purpose

A description of two impactful partnership-based initiatives by Prof. Annmarie Ryan that involve problem-solving in a purposeful way

## Impact Statement

### DIGITAL FUTURES LAB

The Digital Futures Lab (DFL), was founded in 2020 by Professor Annmarie Ryan. Each year the lab addresses a central future focused mission and is always place based, for example “Limerick 2050 a Circular Economy” “Decarbonising Limerick by 2050” “The Regenerative University 2040”. In this latter example, DFL23, students embarked on a transformative journey, tasked with envisioning the university of 2040; a transformed organisational entity that would make caring for climate and social justice its core mission. Equipped with a blend of system mapping, futures thinking, and market shaping tools, these students imagined, in detail, the university of tomorrow, unearthing insights and crafting pathways towards a brighter future.

What sets the DFL apart is its porous nature, embracing a range of stakeholders as co-creators in the quest for sustainable solutions. Through intensive research, design sprints, and stakeholder engagement, students emerge not just as passive learners, but as active agents of change within the higher education ecosystem. They see themselves not merely as critics of the system, but as catalysts for its evolution—a realisation of empowerment that reverberates far beyond the confines of the lab.

The EULab project, led by Dr Annmarie Ryan, KBS was selected for publication in the EU Commission 2022 annual report on the Erasmus+ programme. EULab was a Key Action 2 project entitled “Equipping active citizenship toward regenerative futures using a heutagogical blended exchange model” and appears on page 52 as an example of an innovative topic. The link to the online version is [Erasmus+ annual report 2022 - Publications Office of the EU \(europa.eu\)](#)

To put this in context, EULab was selected from over 5300 projects across the European Countries for inclusion in the report. This KBS led project is also labelled as an example of best

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**Country**

Ireland

**Subjects**

Entrepreneurship



practice in the high score received at final report stage. EULab was the only project to be highlighted in the Higher Education field of education in the 2022 annual report on the Erasmus+ programme



Informing: knowledge translation and dissemination

## Partnership between KBS and the Revenue Commissioners of Ireland

### Impact Purpose

UL and KBS have had a partnership for many years with the Irish Revenue Commissioners - the state body with responsibility for tax collection, a key underpinning of implementation of the UN SDGs.

### Impact Statement

The joint partnership between UL and Revenue has been in existence since 2004 and was the first of its kind in the history of the State between two state bodies.

The partnership addresses the education needs of Revenue employees, providing them with necessary business knowledge and an accredited education. Close collaboration between Revenue and UL provides for blended learning with knowledge being disseminated in a balanced and harmonious way by both organisations. Technical knowledge is provided by both organisations, complemented by problem-based learning and research modules from UL to jointly address Revenue's business needs.

Governed by a joint UL-Revenue Course Board, UL Quality Assurance Board and joint Revenue-UL Working Group which meet regularly to ensure continuing progress and innovation.

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#### Contributors

Sheila Killian

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PRME Community

#### Language

English

#### Country

Ireland

#### Subjects

Taxation

## Partnering through GRLI to innovate in RME

### Impact Purpose

Together with six partner schools who are also affiliated with the GRLI, KBS co-developed and piloted an innovative international programme in responsible leadership for sustainable transformation in 2022 and 2023.

<https://grli.org/grl4st/>

### Impact Statement

KBS joined a group of eight international associates of the Globally responsible Leadership Initiative (GRLI) to design an innovative programme in responsible leadership for sustainable transformation (GRL4ST). This unique program merges global perspectives, practical projects, and collaborative learning, equipping you with skills, knowledge, and a network to drive positive change worldwide. Engage in a groundbreaking international project, refining principles, fostering cross-disciplinary proficiencies, and effecting sustainable business change. Tailored for seasoned professionals seeking responsible leadership and sustainability, this course offers a distinctive avenue for impactful engagement.

Professors Sheila Killian and Philip O'Regan from KBS were involved in the design, piloting and delivery of the programme to a cohort of students from seven countries. See further details here: <https://grli.org/grl4st/#overview>

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English

**Country**

Ireland

**Subjects**

Responsible  
Management  
Education

# Partnering for knowledge transfer in Uganda

## Impact Purpose

KBS Students competed in a Sustainability Challenge, with a prize of €10,000 in funding to develop working pilot projects to tackle climate change. the winning project is described below.

## Impact Statement

### The Environment Sustainability Challenge, 2022/23

The UL Sustainability Challenge competition is a partnership between the **Kemmy Business School, Bernal Institute, Faculty of**

**Science and Engineering, Buildings and Estates department and Office of the Vice President**

**Research.** It was launched to encourage students to develop research projects to tackle climate change and was open to both undergraduate and postgraduate students and offered €10,000 in funding to develop working pilot projects to show how their innovative ideas could be scaled up to meet the biggest challenge of our time. It was run for the first time for in the academic year 2022/23. **Dr Rita Buckley was the core member of this committee and was involved in the development and creation of the first UL Sustainability Challenge in AY 2022/23.**

In this challenge the participants ranged from undergraduate students to postgraduate students and all had partly converted their academic research to practical applications to improve sustainability outcomes at a local and international level. Details of the individual projects can be accessed here: <https://www.ul.ie/50/ul-sustainability-challenge-sustainable-agriculture>

<https://www.ul.ie/50/ul-sustainability-challenge-sustainable-agriculture>

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PRME Community

Language

English

Country

Ireland

Subjects

Entrepreneurship

2. Indicate below whether your school is accredited, ranked, associated or member of any of the following institutions.

AACSB (Association to Advance Collegiate Schools of Business)

## KBS and AACSB

### Impact Purpose

KBS is triple accredited by AACSB, AMBA and EQUIS

### Impact Statement

With a reputation for excellence in business education, the triple accredited Kemmy Business School @ UL is one of Ireland's leading business schools, providing a first-class education designed to prepare graduates for successful and rewarding careers.

Testimony to the schools commitment to operate at the highest standards of international business education is its position among the 1% of international business schools who are holders of three coveted international business school accreditations, namely AACSB, EQUIS & AMBA.

See <https://www.ul.ie/business/about/kbs-accreditation-success> for detail of all KBS accreditations, and <https://www.aacsb.edu/accredited/u/university-of-limerick> for evidence of our AACSB accreditation.

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#### Country

Ireland

#### Subjects

Business

Administration

AMBA (Association of MBAs)

# Description of the relationship between the PRME Signatory Member and the identified institutions

## Impact Purpose

KBS is triple-accredited by AMBA, AACSB and EQUIS

## Impact Statement

With a reputation for excellence in business education, the triple accredited Kemmy Business School @ UL is one of Ireland's leading business schools, providing a first-class education designed to prepare graduates for successful and rewarding careers.

Testimony to the schools commitment to operate at the highest standards of international business education is its position among the 1% of international business schools who are holders of three coveted international business school accreditations, namely AACSB, EQUIS & AMBA.

See <https://www.ul.ie/business/about/kbs-accreditation-success> for detail of all KBS accreditations, and <https://www.amba-bga.com/amba/business-schools/accreditation/accredited-schools> for evidence of our AMBA accreditation.

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English

**Country**

Ireland

**Subjects**

Business

Administration



EQUIS (EFMD Quality Improvement System)

# KBS and EQUIS accreditation

## Impact Purpose

KBS is triple-accredited by EQUIS, AMBA and AACSB

## Impact Statement

With a reputation for excellence in business education, the triple accredited Kemmy Business School @ UL is one of Ireland's leading business schools, providing a first-class education designed to prepare graduates for successful and rewarding careers.

Testimony to the schools commitment to operate at the highest standards of international business education is its position among the 1% of international business schools who are holders of three coveted international business school accreditations, namely AACSB, EQUIS & AMBA.

With triple accreditation the school's recognition at this level is evidence of its commitment to deliver nothing short of excellence in business education, research and impact.

KBS is just the third Irish business school to become triple accredited, alongside the Smurfit Business School in UCD and, more recently, Trinity Business School in TCD.

Visiting peer review panels have commended the KBS on several areas including its leadership, research impact, partnerships and its strong value-based ethos, encapsulated in the Jim Kemmy legacy.

Achieving each of these international accreditations is a process of rigorous internal focus, evidencing of ongoing improvement and peer-reviewed evaluation.

See <https://www.ul.ie/business/about/kbs-accreditation-success> for detail of KBS accreditation, and <https://www.efmdglobal.org/accreditations/business-schools/equis/equis-accredited-schools/> for evidence of the EQUIS accreditation

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Business

Administration



GRLI (Globally Responsible Leadership Initiative)

# KBS and GRLI

## Impact Purpose

KBS has been actively involved with GRLI since 2013

## Impact Statement

KBS has been committed to active involvement in the GRLI since 2013. Faculty members have participated in international meetings, notably the 50+20 program and numerous panels at AACSM and EFMD. Internally, KBS faculty have served on the internal audit committee of GRLI for many years, and the School hosted the GRLI annual gathering in 2016. KBS faculty also engaged actively in the innovative GRL4ST programme facilitated by the GRLI.

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### Country

Ireland

### Subjects

Responsible  
Management  
Education



Others (please specify)

# Description of the relationship between the PRME Signatory Member and the identified institutions

## Impact Purpose

KBS holds a number of key discipline-specific accreditations as well as an Athena Swan Silver award for equality, diversity and inclusion

## Impact Statement

KBS is the first business school in Ireland to have been awarded the prestigious **Athena Swan Silver award** in 2023, marking the schools' ongoing efforts to achieving equality, diversity and inclusion.

Among the discipline-specific international and national accreditations held by KBS programmes are Psychological Society of Ireland (PSI); Chartered Institute of Personnel and Development (CIPD) Centre of Excellence and Project Management Institute Global Accreditation Centre (GAC).

KBS accreditation success is detailed at <https://www.ul.ie/business/about/kbs-accreditation-success> and the specific evidence of the Athena Swan accreditation is here: <https://www.advance-he.ac.uk/sites/default/files/2024-04/Athena%20Swan%20Ireland%20-%20List%20of%20Award%20Holders%20-%20as%20of%202011%20April%202024.pdf>

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English

**Country**

Ireland

**Subjects**

Responsible  
Management  
Education



Local institutions and associations (please specify)



# Cooperative Education

## Impact Purpose

All undergrad students in UL undertake a semester-long paid work placement as part of their primary degree.

## Impact Statement

As a way of bridging the gap between academia and the workplace, all undergraduate students in University of Limerick undertake a paid work placement relevant to their career goals which is generally at least a semester in length. This placement is managed by UL's Cooperative Education Division. During the placement, students and their supervisors receive a personal visit from a faculty member. This amounts to a key partnership between the University and employers in Ireland and beyond. the faculty visit cements the relationship.

See further detail at <https://www.ul.ie/cecd>

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**Country**

Ireland

**Subjects**

Cooperative Education

1. Has the PRME Signatory Member or its governing parent institution adopted policies that are intended to influence how faculty, staff and students the school's support its commitment to RME? If so, share the adopted policies.

Greenhouse gas emissions

### Policy

**Title:** Policies on greenhouse gas emissions

**Description:** UL Climate Action Roadmap 2030

**Date:** 26/06/2024

**Language:** English

**Sharing Rights:** Public

**Scope:** University activities

**Enforcement Date:** 01/10/2023

**Revision Date:** 01/10/2023

**Number Of Pages:** 102

**Publisher:** University of Limerick

**Media:** Report on University website

**URL:**

• <https://www.ul.ie/sustainability/sustainability-reports-0>

Buildings/real estate

## Policy

**Title:** Policies on greenhouse gas emissions

**Description:** UL Climate Action Roadmap 2030

**Date:** 26/06/2024

**Language:** English

**Sharing Rights:** Public

**Scope:** University activities

**Enforcement Date:** 01/10/2023

**Revision Date:** 01/10/2023

**Number Of Pages:** 102

**Publisher:** University of Limerick

**Media:** Report on University website

**URL:**

• <https://www.ul.ie/sustainability/sustainability-reports-0>



Employee equity, diversity, inclusion

## Policy

**Title:** UL Equality and Diversity Policy

**Description:** UL Equality and Diversity Policy

**Date:** 26/06/2024

**Language:** English

**Sharing Rights:** PRME Community

**Scope:** All university employees

**Enforcement Date:** 29/06/2017

**Revision Date:** 29/06/2017

**Number Of Pages:** 3

**Publisher:** University of Limerick

**Media:** Policy



**UNIVERSITY *of* LIMERICK**

**O L L S C O I L L U I M N I G H**

## **EQUALITY AND DIVERSITY POLICY**

**Approved by Governing Authority 29 June 2017**

## **1. Vision**

- 1.1 The University of Limerick recognises the real education and organisational benefits of having a diverse community of employees and students. To this end, the University is working towards building and maintaining an inclusive environment which promotes equality, values diversity and respects the rights and dignity of all.

## **2. Policy Statement**

- 2.1 The University of Limerick believes in the principles of social justice, acknowledges that discrimination affects people in complex ways and is committed to challenging all forms of inequality. To this end, the University of Limerick aims to ensure that:

- Individuals are treated fairly and with dignity and respect regardless of their:
  1. Gender;
  2. Civil Status;
  3. Family Status;
  4. Sexual Orientation;
  5. Religious belief or lack of religious belief;
  6. Age;
  7. Disability or the nature of their disability;
  8. Race, colour, nationality or ethnic or national origin;
  9. Membership of the Traveller Community;
- All individuals are afforded the opportunity to fulfil their potential;
- An inclusive and supportive environment is promoted;
- Contributions to the achievement of the University's mission made by individuals from diverse backgrounds are recognized;
- The University complies with its obligations under the Employment Equality Acts and that no employee or candidate is unlawfully discriminated against.

This policy should be read in conjunction with the Policy & Procedures for Workplace Dignity and Respect at the University of Limerick.

## **3. Scope of the Policy**

- 3.1 This policy applies to all employees of the University of Limerick.

This policy also applies to the advertising of jobs and recruitment and selection, terms and conditions of employment, training and development, opportunities for promotion, conditions of service, benefits and pay and performance review procedures.

#### **4. Aims of the Policy and Underpinning Principles**

- 4.1 The aim of this policy is to ensure that, in carrying out its activities, the University will have due regard to:
- Promoting equality of opportunity across all the activities of the University;
  - Promoting good relations between people of diverse backgrounds;
  - Compliance with Employment Equality Acts;
  - Eliminating unlawful discrimination.
- 4.2 This policy is guided by the following principles:

##### **All employees**

- will enjoy a safe environment free from discrimination, harassment and bullying.
- have equal access to quality services that are made available by the University and its partners.
- have equal access to opportunities for personal, professional or academic development and career progression and promotion opportunities.
- are able to participate fully in the work and life of the University Community and celebrate its diversity.
- employees at the University of Limerick should reflect the diversity of talent, experience and skills from the local, national and international pool from which the University draws its workforce and students.
- have the right to be consulted about University policy, procedures and practices and are encouraged to contribute to the decision making processes of the University, and
- the working environment will facilitate the reconciliation of work and family responsibilities.

#### **5. Implementation of the Policy**

- 5.1 The successful implementation of all strands of this policy relies on the mainstreaming of equality and diversity issues within the University's processes. This will be achieved through the implementation of agreed Action Plans, which will be developed and implemented by the HR Division in conjunction with all University staff stakeholder groups.
- 5.2 Training will be provided to all managers and employees and their representatives to support the implementation of the policy. Further appropriate actions will be identified and implemented on an ongoing basis.

#### **6. Complaints**

- 6.1 Any employee who has a complaint concerning a breach of this policy may bring such a complaint to their line manager or Director Human Resources.

Complaints under this policy will be managed under the University of Limerick Grievance Procedure, Policy & Procedures for Workplace Dignity and Respect, or Acceptable Behaviour in the Workplace Policy.

**Statement**

**Title:** Policies on employee (including faculty) equity, diversity, inclusion

**Description:** University of Limerick Human Rights EDI Strategy

**Date:** 26/06/2024

**Language:** English

**Sharing Rights:** PRME  
Community

**Relevant Stakeholders:** All stakeholders of the School particularly staff

**Purpose:** The University's Human Rights EDI Strategy



Student equity, diversity, inclusion

**Statement**

**Title:** Policies on employee (including faculty) equity, diversity, inclusion

**Description:** University of Limerick Human Rights EDI Strategy

**Date:** 26/06/2024

**Language:** English

**Sharing Rights:** PRME  
Community

**Relevant Stakeholders:** All stakeholders of the School particularly staff

**Purpose:** The University's Human Rights EDI Strategy



# Human Rights EDI Strategy



University of Limerick Human  
Rights EDI Strategy 2023 – 2027





This strategy has been developed and approved by the **University of Limerick's Human Rights, Equality Diversity and Inclusion Committee** using templates developed by the Irish Universities Association. The development & stakeholder consultation was facilitated by **Niall Crowley of Value Labs**. Document was designed in conjunction with **Saol**.

The electronic version of this document on the UL Human Rights, Equality Diversity website is the latest version.  
Contact [edi@ul.ie](mailto:edi@ul.ie)



[www.ul.ie/sustainability](http://www.ul.ie/sustainability)

**Human Rights,  
Equality Diversity and  
Inclusion Committee**

[www.ul.ie/equality-diversity-inclusion](http://www.ul.ie/equality-diversity-inclusion)



[www.values-lab.ie](http://www.values-lab.ie)

**Saol**

[www.studiosaol.com](http://www.studiosaol.com)

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# 01 Introduction









“I am delighted to formally launch the institution’s Human Rights, Equality, Diversity and Inclusion Strategy 2023 - 2027.”



**Professor Kerstin Mey**  
President  
University of Limerick

## Foreword from the President, University of Limerick - Professor Kerstin Mey

I am delighted to formally launch the institution's Human Rights, Equality, Diversity and Inclusion Strategy 2023 – 2027.

University of Limerick (UL) is a Higher Education Institution (HEI) committed to ensuring equal opportunities and outcomes in rights, respect, representation, recognition and resources for all its students and university staff. Grounded in values such as social justice, agency, inclusivity, empowerment, and respect, this university actively seeks to dismantle barriers and biases in every facet of our work, from admissions and academia to staffing and governance.

By embedding a commitment to goals of equality and inclusion within our structures, procedures and practices, the university fosters an environment where diverse identities are celebrated and accommodated and thrive across all the grounds of gender, civil status, family status, age, disability, sexual orientation, race, religion, membership of the Traveller community, and socio-economic status.

The Irish Human Rights and Equality Commission Act 2014 (Section 42 (1)) mandates that a public body like UL must take measures to eradicate discrimination, foster equality of opportunity and fair treatment. The university must safeguard the human rights of our community, encompassing members, staff, students, and those who we provide services to.

In UL, we aim to surpass the basic requirements of the duty by aligning our objectives in human rights, equality, diversity and inclusion with our overarching strategic and sustainability goals. In doing so, we ensure that our five core values serve as the driving force behind our organisational culture. I firmly believe that adopting a values-led approach enhances and builds on the strong traditions and principles deeply ingrained within our institution. As the leader of this remarkable institution, I take

immense pride in our accomplishments so far. UL has set a significant milestone in Irish Higher Education by being awarded with the prestigious Silver Athena Swan Institution award in March 2023, a remarkable achievement as the first institution in the sector and internationally outside of the UK to achieve such an accolade. This accomplishment reflects not only our enduring dedication to the promotion of gender equality across our institution but also our successful implementation of initiatives that have produced meaningful results within the broader Human Rights – EDI (Equality, Diversity and Inclusion) framework.

My vision for UL is to rebalance social progress within environmental constraints and become a truly egalitarian university. Within our Sustainability Framework, which can be accessed at [www.ul.ie/sustainability](http://www.ul.ie/sustainability), we have set out our commitment to becoming an egalitarian university by 2030. An Egalitarian University is one that is fully dedicated to guaranteeing equity in terms of rights, respect, representation, recognition for all its students and university staff.

Our mission of egalitarianism is dedicated to advocating for equal opportunities, rights and representation across all levels of our institution. We are unwavering in our commitment to celebrating diversity and fostering an environment where every member can thrive, regardless of their backgrounds. Our core values of social justice, inclusivity, agency, respect and empowerment serve as the foundation for our actions. The university diligently adheres to the Public Sector Equality and Human Rights Duty, engaging in continuous assessment, taking action and transparently reporting our progress as we work towards these goals. With thanks to the support of our Governing Authority in its approval for this strategy, we commit to regularly reporting the progress of this work and the implementation of Duty.

Finally, on behalf of the governance bodies within UL I am personally committed to fully integrating Human Rights, Equality, Diversity and Inclusion into our structures and policies, procedures and processes, actions, and culture and to dedicating resources to achieve this pivotal goal.

**Head of Athena Swan Ireland presents the Athena Swan Silver award**

Sarah Fink presents the Athena Swan Silver Award to President Kerstin Mey and Dr Marie Connolly, Director of Human Rights, Equality, Diversity and Inclusion and leader of the institution application.



**Pride Month**

The Pride Flag raised outside Plassey House to highlight Pride Month across the campus.



**Public signing of HEA's Anti Racism Principles**

Dr Jennie Rothwell, Head of the HEA Centre of Excellence for EDI, President Kerstin Mey and Laura Austin, Senior Executive Officer, HEA Centre of Excellence for Equality, Diversity and Inclusion.



**Consent Orientation Stand Sept 2023**

Maria Healy, UL's Sexual Harassment & Sexual Violence Prevention and Support Officer at Orientation week for new UL undergraduate students



## Foreword from the Director of Human Rights, Equality, Diversity & Inclusion - Dr, Marie Connolly

I am honoured to join President Professor Kerstin Mey in presenting the University of Limerick's (UL) Human Rights, Equality, Diversity, and Inclusion (HREDI) Strategy for the years 2023-2027. This strategic document outlines UL's commitment to upholding the principles of Human Rights and EDI for our staff, students, visitors, and service users within the higher education community. Building upon the foundation laid by our previous Equality and Human Rights Strategy (2019-2022), this new strategy delineates our vision and objectives for HREDI over the next three years. It also underscores our dedication to creating a workplace and learning environment grounded in five fundamental values: Social Justice, Empowerment, Inclusivity, Agency, and Respect. These values underpin our mission to promote equality and human rights, dismantle barriers, and engage in positive actions in the realms of employment, education, and learning provision, especially for the identified groups. Our approach builds upon the deep-rooted values and traditions inherent in our institution.

The establishment of the Human Rights, Equality, Diversity, and Inclusion Office in March 2021 marked a pivotal moment in our commitment to HREDI. We identified four key pillars for implementing HREDI within the institution: Gender Equality, Universal Design for Learning/Accessibility; Diversity & Inclusion; and Sexual Health & Wellbeing. To ensure comprehensive coverage, we formed numerous working groups under each of these pillars, aligning their efforts with the overarching HREDI focus. We strived to include representation from each group on the HREDI Steering Committee. For any pillars lacking working groups, new ones were established to address those gaps.

In January 2022, we restructured the HREDI Steering Group, nominating the Provost/Deputy President as the chair and my role as the co-chair. This restructuring aimed to ensure that all key decision-makers within the institution played an

active role. In January 2023, a HREDI Working Group was established within this committee, further ensuring representation from all identified groups. This extensive collaboration and consultation with the stakeholders and working groups have been instrumental in shaping what I believe is a robust strategy. This strategy will undergo continuous review throughout its lifespan to maintain flexibility and responsiveness to evolving needs, aligning with our responsibilities as a public sector entity under the requirements of the Irish Human Rights and Equality Commission Act 2014 Section 42 (1), "Assess, Address, and Report."

As President Mey has articulated, UL's overarching goal is to become a truly egalitarian university by 2030. We are firmly committed to providing equal opportunities and outcomes in rights, respect, representation, recognition, and resources for all students and university staff. Grounded in values such as social justice, agency, inclusivity, empowerment, and respect, this university actively seeks to dismantle barriers and biases across all aspects, from admissions and academia to staffing and governance (UL's HREDI Mission). This strategy is a fundamental part of our commitment to achieving the institution's Sustainability Goals as outlined in the UL Sustainability Framework 2030 and aligns with the United Nations' Sustainable Development Goals (SDGs) of Gender Equality (Goal 4), Reduced Inequalities (Goal 10), and Peace, Justice, and Strong Institutions (Goal 16). I would like to personally express my gratitude to the members of the HREDI Office, the HREDI working group members (listed on page 54), and all those who contributed significantly to the development of this strategy. I extend a special thanks to Mr. Niall Crowley of Values Lab, whose expert guidance was invaluable in shaping this strategy. Niall's extensive knowledge and experience as an HREDI consultant greatly enriched this process. My sincere thanks also go to the team at Studio Saol, our strategic design partners, whose support was generously provided through the Centre for Sustainable Futures and Innovation.



# Egalitarian University

is a HEI committed to ensuring equal opportunities and outcomes in rights, respect, representation, recognition and resources for all its students and university staff. Grounded in values such as social justice, agency, inclusivity, empowerment, and respect, this university actively seeks to dismantle barriers and biases in every facet, from admissions and academia to staffing and governance.

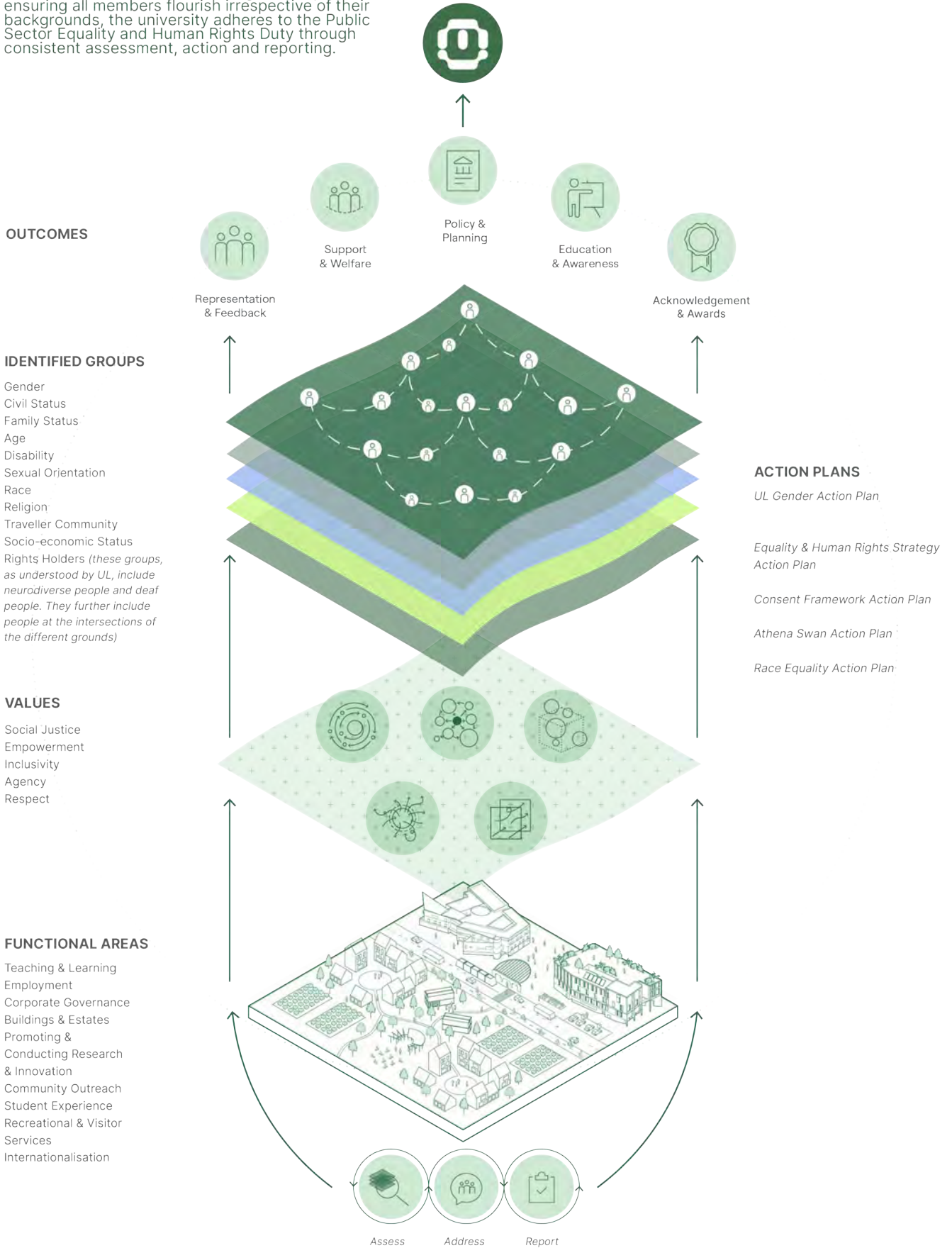
By embedding a commitment to goals of equality and inclusion within its structures and practices, the university fosters an environment where diverse identities are celebrated and accommodated and thrive across all the grounds of gender, civil status, family status, age, disability, sexual orientation, race, religion, membership of the Traveller community, and socio-economic status.

Adhering to the Public Sector Equality and Human Rights Duty, through a process of assessment, addressing and reporting, UL aspires to embed ambitions, systems and practices for equality and human rights across the entire institution driven by the mission of becoming an egalitarian university by 2030.

# Egalitarian University

Rooted in the values of social justice, inclusivity, agency, respect and empowerment, UL's Egalitarian University mission champions equal opportunities, rights and representation across all levels while actively addressing barriers in admissions, academia and governance.

With a commitment to celebrating diversity and ensuring all members flourish irrespective of their backgrounds, the university adheres to the Public Sector Equality and Human Rights Duty through consistent assessment, action and reporting.



# Implementation of the Duty: Introduction

This implementation plan establishes the ambition and approach of University of Limerick to implementing the public sector equality and human rights duty (the Duty), and is compliant with Section 42 of the Irish Human Rights and Equality Commission Act 2014: the public sector equality and human rights duty (the Duty).

The Duty requires public bodies to have regard to the need to eliminate discrimination, promote equality of opportunity, and protect human rights for service users, policy beneficiaries, and employees, across all their functions.

## **Section 42.1 of the Irish Human Rights and Equality Commission Act 2014 sets out the Duty:**

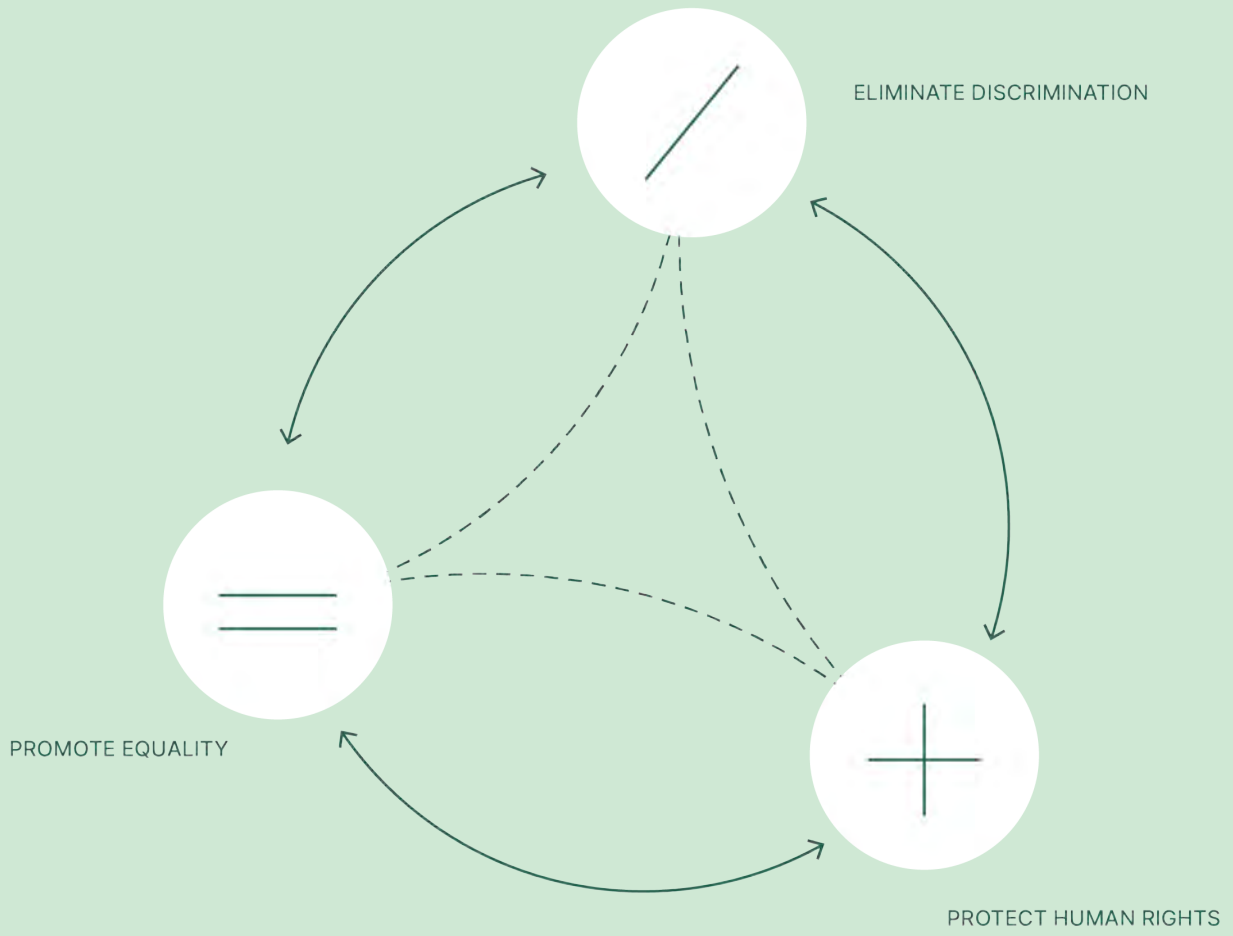
A public body shall, in the performance of its functions, have regard to the need to:

- Eliminate discrimination;
- Promote equality of opportunity and treatment of its staff and the persons to whom it provides services; and
- Protect the human rights of its members, staff and the persons to whom it provides services.

To give effect to the Duty, public bodies are required to: undertake an assessment of the equality and human rights issues facing the identified groups for the Duty that would have a relevance for the functions of that public body; identify the steps being taken or proposed, to address the issues as assessed; and report annually on the progress in addressing these issues and implementing the Duty.

## **S42.2 lays out the three key steps that public bodies should follow, in regard to giving effect to the Duty:**

- Set out in a manner that is accessible to the public in its strategic plan (howsoever described) an **assessment** of the human rights and equality issues it believes to be relevant to the functions and purpose of the body and the policies, plans and actions in place or proposed to be put in place to **address** those issues, and
- **Report** in a manner that is accessible to the public on developments and achievements in that regard in its annual report (howsoever described).



# Identified Groups and Functional Areas

The **identified groups** for Implementing the Public Sector Equality and Human Rights Duty are those covered under equal treatment legislation.

These groups, as understood by UL, include neurodiverse people and deaf people. They further include people at the intersections of the different grounds.

The Duty covers the grounds of:

- gender (defined under the Acts as being male or female and understood by UL to include gender identity, gender expression and intersex status (The European Court of Justice has held that discrimination against a transsexual person constitutes discrimination on the ground of sex);
- civil status (defined under the Acts as being single, married, separated, divorced, widowed, or in a civil partnership);
- family status (defined under the Acts as being pregnant or having responsibility as a parent in relation to a person under 18 years, or as a parent or the resident primary carer in relation to an adult with a disability who needs care or support on a continuing, regular or frequent basis);
- age (defined under the Acts as applying to everybody over 18 (except in relation to the provision of motor insurance to drivers aged under 18);
- disability (defined under the Acts as covering a wide range of impairments, all physical, sensory and intellectual disabilities, as well as illnesses),
- sexual orientation (defined under the Acts as being heterosexual, homosexual or bisexual, and understood by UL to include the full spectrum of sexual orientations);
- race (defined under the Acts as including race, colour, nationality or ethnic or national origins);
- religion (defined under the Acts as having religious beliefs or having none; where 'religious belief' includes religious background or outlook);
- membership of the Traveller community (defined under the Acts as people who are commonly called Travellers, who are identified by both Travellers and others as people with a shared history, culture and traditions, identified historically as having a nomadic way of life on the island of Ireland).

The Irish Human Rights and Equality Commission has established two further identified groups for the Duty in relation to:

- socio-economic status (understood as those people at risk of or experiencing poverty and exclusion); and
- rights holders under the various human rights instruments.

The full range of functions of University of Limerick encompasses:

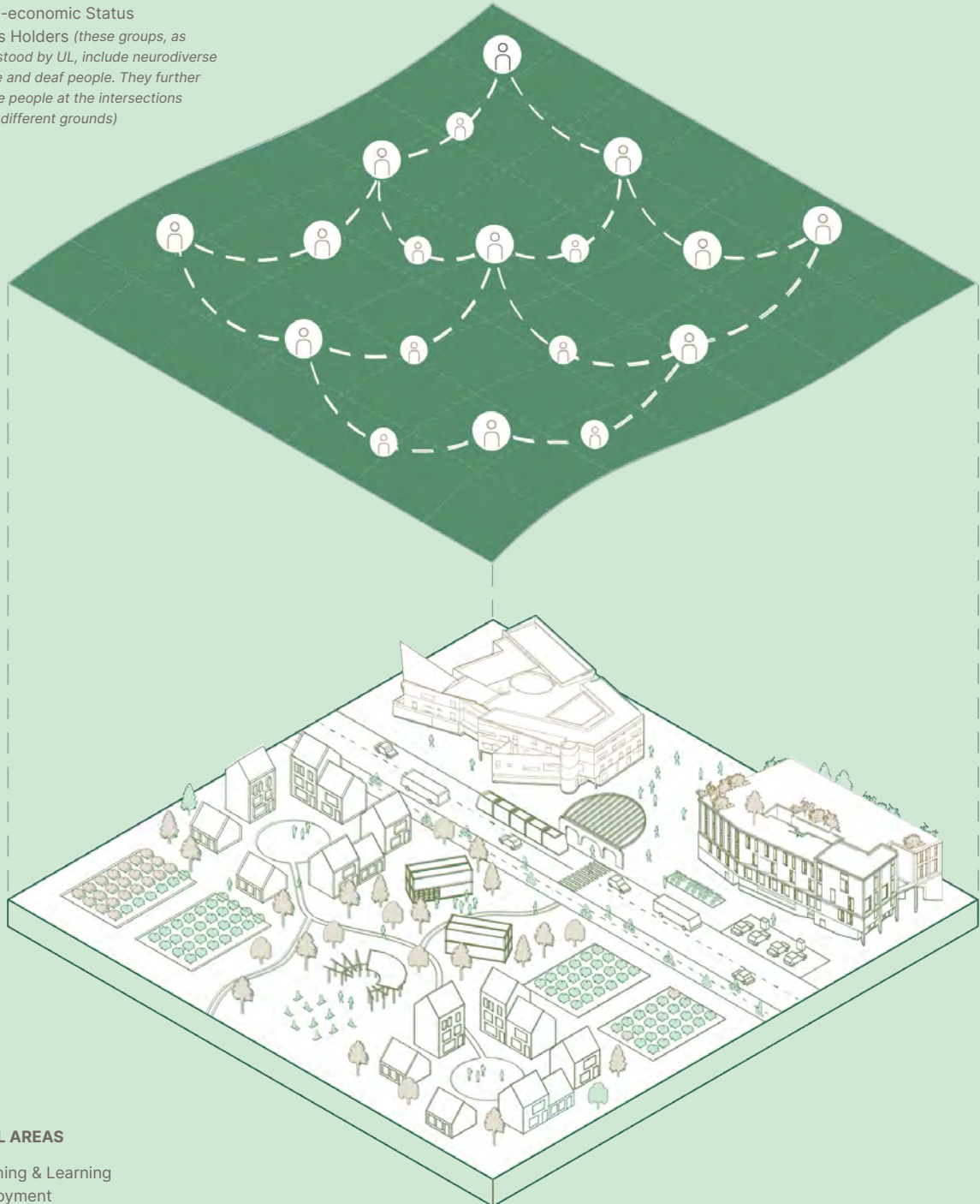
- teaching and learning
- employment
- corporate governance
- buildings and estates
- promoting and conducting research and innovation
- community outreach
- student experience
- recreational and visitor services
- internationalisation.

## Reference

<https://www.ihrec.ie/our-work/public-sector-duty>

## IDENTIFIED GROUPS

Gender  
Civil Status  
Family Status  
Age  
Disability  
Sexual Orientation  
Race  
Religion  
Traveller Community  
Socio-economic Status  
Rights Holders *(these groups, as understood by UL, include neurodiverse people and deaf people. They further include people at the intersections of the different grounds)*



## FUNCTIONAL AREAS

Teaching & Learning  
Employment  
Corporate Governance  
Buildings & Estates  
Promoting & Conducting Research & Innovation  
Community Outreach  
Student Experience  
Recreational & Visitor Services  
Internationalisation



# 02 Values Statement









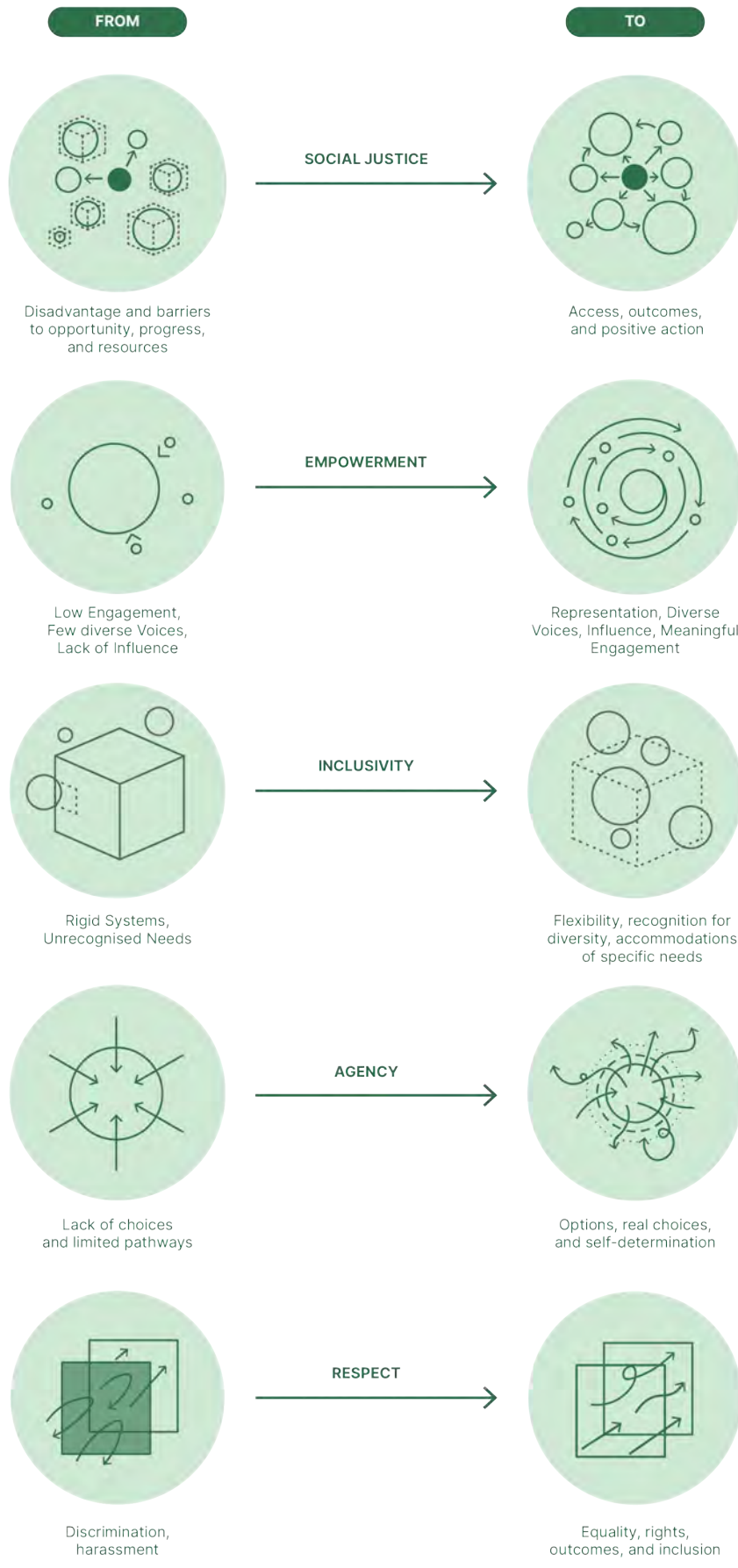
# Introduction

This equality and human rights values statement has been developed to provide a frame within which to implement the Duty and to set out benchmarks that capture our ambition for implementing the Duty and this equality and human rights mainstreaming strategy. It enables a comprehensive approach to the Duty and serves to support an ongoing alignment with our ambitions for the Duty. It draws from and is coherent with our wider corporate values.

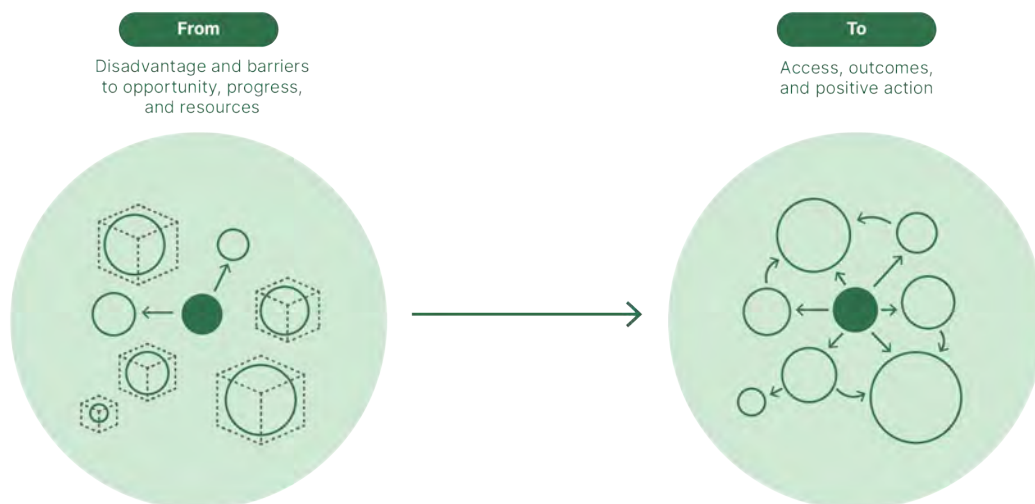
The values identified in this statement are those that motivate our concern for equality and human rights. Five core values are identified: social justice; empowerment; inclusivity; agency; and respect.

For each of these values a brief shared understanding of this value is set out along with two benchmarks:

a statement of outcome: the implications of the value for the change sought and priorities pursued by the university across its various functions; and  
a statement of process: the implications of the value for the way the university works in pursuing this change and its various priorities.



# Social Justice

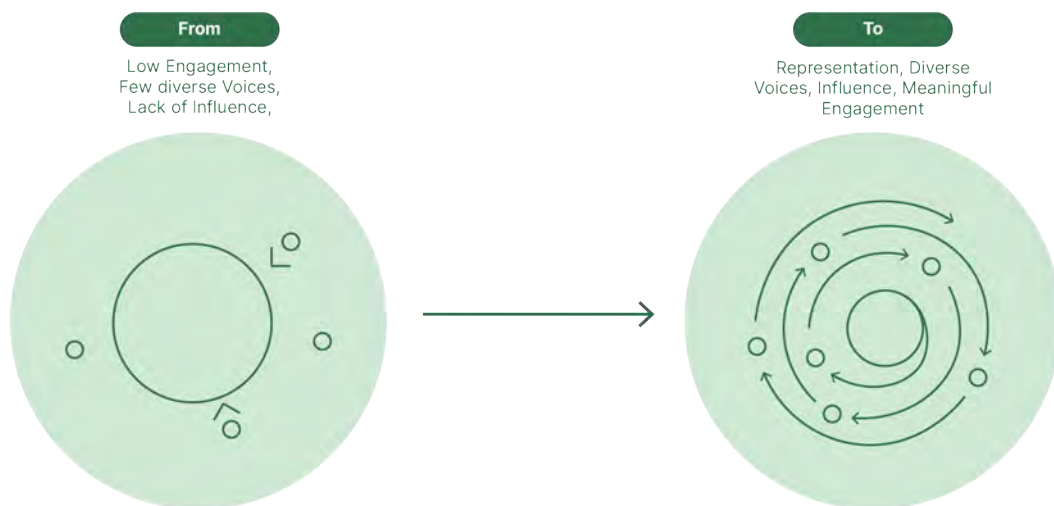


Social Justice is about resources, opportunities and capabilities to flourish, involving action to enable achievement of outcomes.

**STATEMENT OF OUTCOME:** This university will: enable greater access to, retention in, and outcomes from higher education for the identified groups; offer employment opportunities and enable their career progression within the sector; and contribute to a wider societal achievement of such goals by challenging injustice, building a knowledge base on the issues, and promoting innovation in addressing equality and human rights issues in society.

**STATEMENT OF PROCESS:** This university will: remove barriers and engage in positive action for new outcomes in employment, education and learning provision for the identified groups; and work with communities and individuals from the identified groups to lead a societal and institutional conversation on equality and human rights issues and ambitions.

# Empowerment

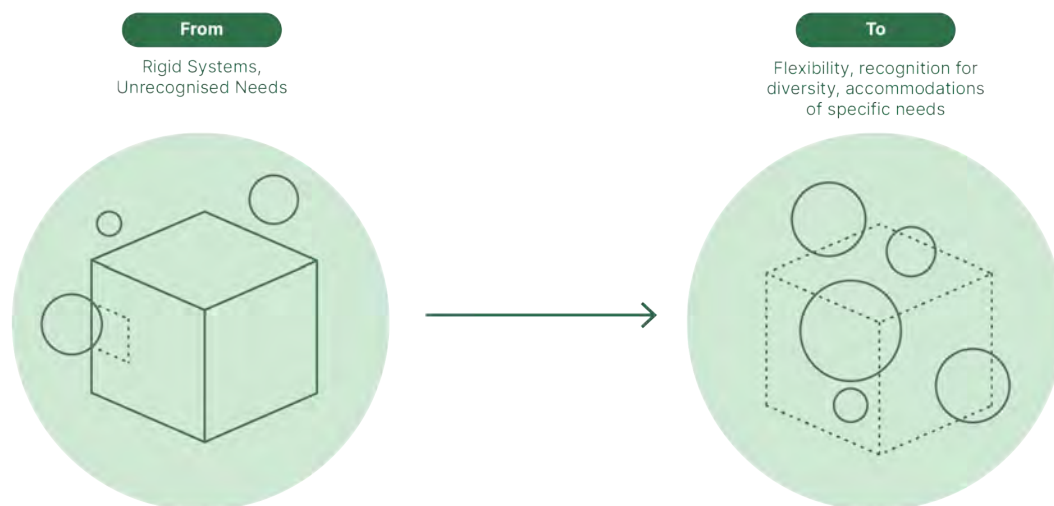


Empowerment is about engaging with and enabling a diversity of voices at the level of the collective, involving this diversity being listened to and heard, with positive attention to their different viewpoints, and having influence and a meaningful engagement in decision-making processes.

**STATEMENT OF OUTCOME:** This university will: ensure adequate representation at decision-making tables, and within structures that influence and inform policy and plans for the identified groups; and ensure the voice of the diversity of staff and students is heard and has meaningful impact and influence in driving change.

**STATEMENT OF PROCESS:** This university will: work in partnership with relevant organisations and groups that bring forward the perspective of the identified groups; take participatory approaches across our work, including in research; empower relevant staff networks and student associations; and consult with the identified groups and act on their feedback.

# Inclusivity

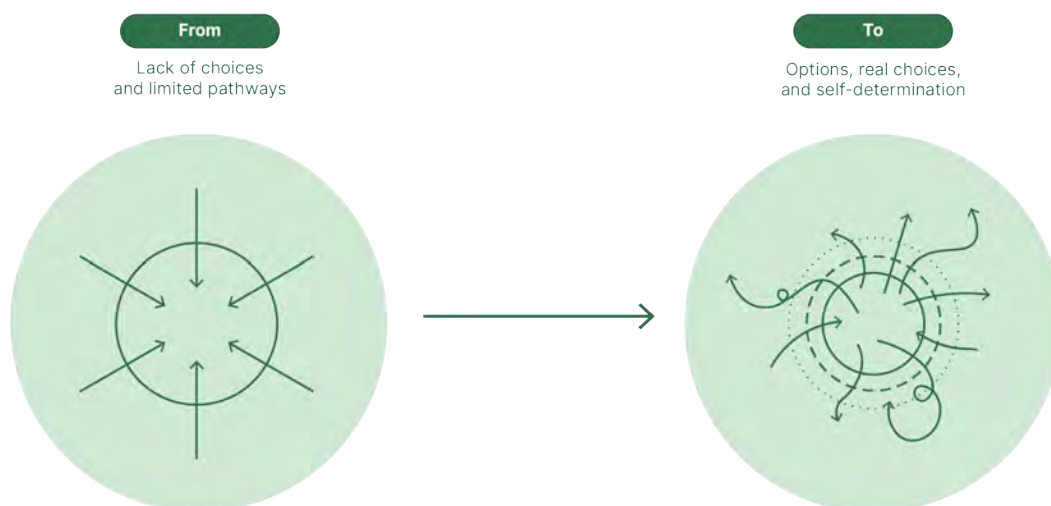


Inclusivity is about valuing and respecting diversity, achieving a sense of belonging, and being person-centred, involving proactive and mainstream processes of universal design and recognition for and flexibility in addressing specific needs and in recognising specific strengths.

**STATEMENT OF OUTCOME:** This university will innovate to develop and operationalise models of good practice in mainstreaming a focus on diversity, thus ensuring our general provision and systems address the specific needs of people from across the identified groups and accommodate the particular needs that arise from their diversity.

**STATEMENT OF PROCESS:** This university will implement systems that are flexible in valuing and taking account of diversity, for staff and students, and that enable and support their full and effective participation, and that engender a sense of belonging, where people can give full expression to their different identities while progressing their aspirations to full effect.

# Agency

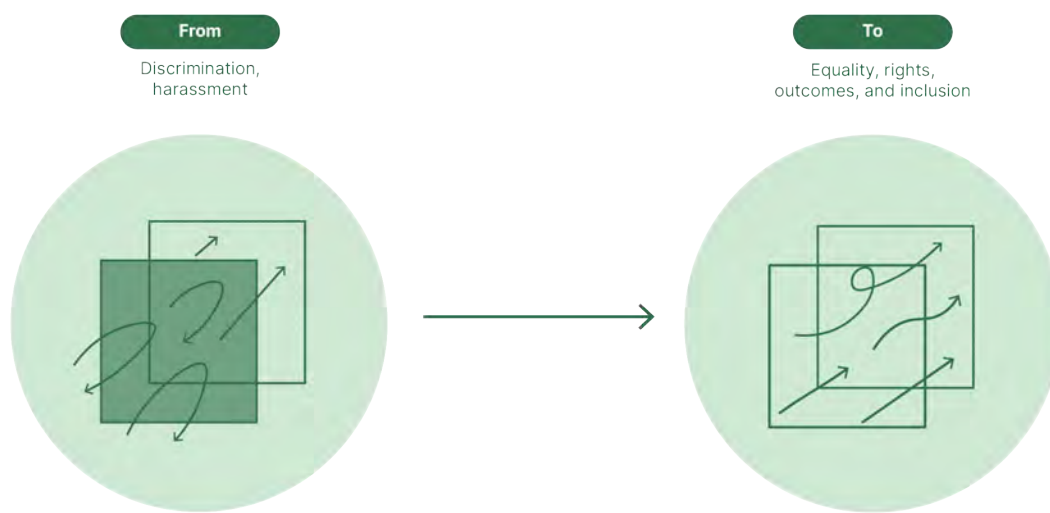


Agency is about autonomy, choice, and self-determination at the level of the individual, involving availability of, and access to a range of options to enable this.

**STATEMENT OF OUTCOME:** This university will offer options that enable real choice for people across the identified groups, in particular, pathways into and within higher education, and employment pathways and career progression.

**STATEMENT OF PROCESS:** This university will enable and empower informed choices by people from the identified groups, remove barriers to the making and realisation of these choices, and ensure processes of assessment that include for real choices in the pathways they open up for them.

# Respect



Respect is about dignity, human worth, and care, involving fair treatment, a safe environment, fulfilling the right to privacy, and valuing people.

**STATEMENT OF OUTCOME:** This university will: establish an organisational culture of equality and human rights; form a community based on respect, fairness and a valuing of diversity; enable relationships of integrity based on collaboration and co-design; and offer societal leadership, knowledge and innovation in protecting human rights and preventing and addressing all forms of discrimination.

**STATEMENT OF PROCESS:** This university will: create safe environments for work and study and build trust, transparency and accountability in these environments; and implement and operate effective and fair systems to deal with all forms of discrimination, harassment, and human rights violations that might arise.







# 03 Assessment







# Introduction

The assessment identifies the issues that face the different groups, that are covered by the Duty and that are relevant to the functions of University of Limerick. **This assessment is not an assessment of University of Limerick nor its performance.** It serves as a tool to implement the Address step of the Duty. The equality and human rights issues assessed as relevant to UL, encompass: issues that are directly actionable by the university; issues that need to be taken into account in the work of the university; and issues that need to be a focus for UL in its role as a voice for change in its wider society.

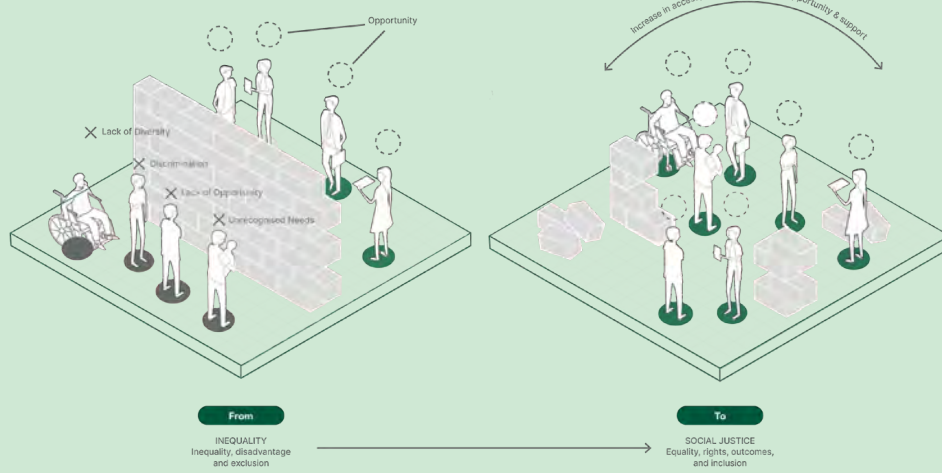
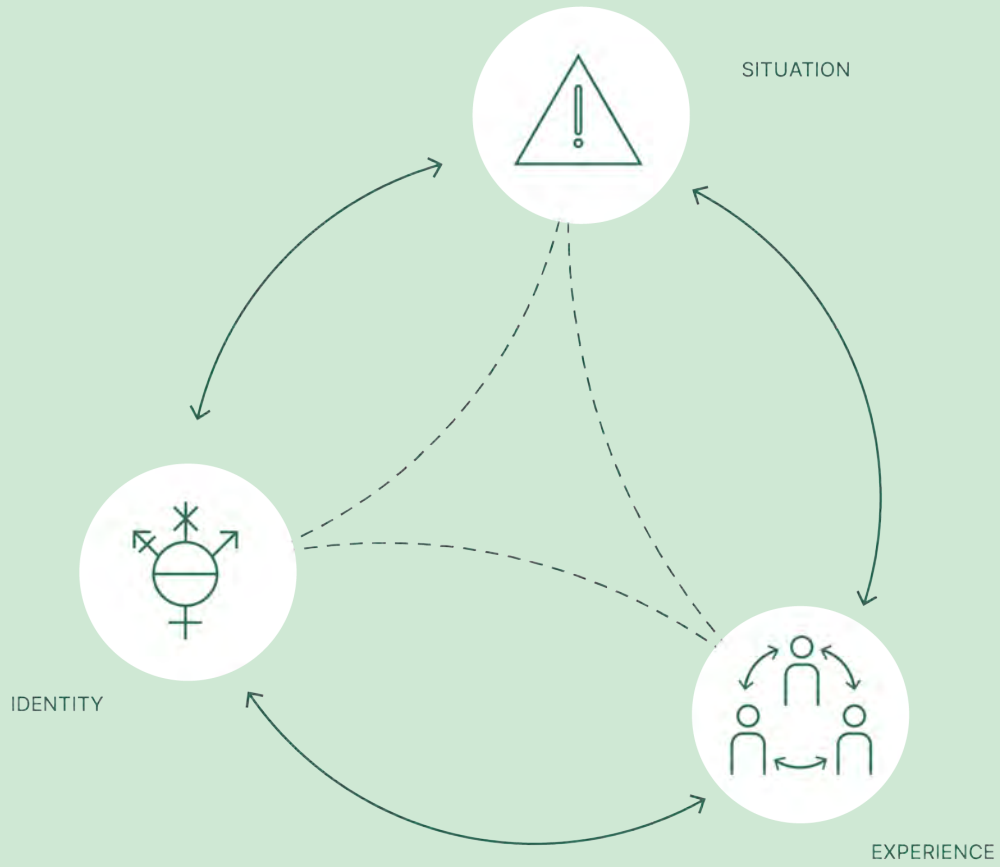
These issues relate to the:

**Situation** of the group in terms of their access to resources and any particular disadvantage they experience;  
**Experience** of the group in terms of the quality of their interaction with employers and service providers and the wider society; and  
**Identity** of the group in terms of how they choose to give expression to their identity and addressing the specific needs that arise from this.

and specifically when preparing a University of Limerick Strategic Plan. Updates will be based on new data/information becoming available on the situation, experience and identity of the relevant groups, in particular through research initiatives and feedback from stakeholders. Our equality and human values are used as a framework to set out our assessment of the equality and human rights issues relevant to our functions.

This assessment has been compiled from an evidence base of current equality and human rights research and reports from relevant Irish sources. This evidence base is held in a separate document that identifies the specific sources used, and provides key relevant data from each of these sources. This assessment will be updated periodically,

**The equality and human rights issues assessed below relate to all of the identified groups unless otherwise indicated.** They are presented in the form of an overarching issue that applies across the identified groups, which are then further illustrated with a series of bullet points drawn from the evidence base that are specifically group-focused.



# Respect

Respect is about dignity, human worth, and care, involving fair treatment, a safe environment, fulfilling the right to privacy, and valuing people.

The equality and human rights issues to be addressed in implementing the Duty, relevant to the functional areas of University of Limerick, are:

1. Discrimination of staff and students across the identified groups in accessing and participating in employment and services, with the evidence gathered pointing specifically to:
  - Comparatively higher levels of discrimination, at the point of recruitment to employment, against negatively racialised people\* including Travellers, religious minorities, disabled people, transgender and non-binary people, and older people.
  - Comparatively higher levels of in-work discrimination (e.g. in promotion and other career opportunities) against women, pregnant people, disabled people, negatively racialised people, people from religious minorities, and transgender and non-binary people.
  - Comparatively higher levels of discrimination in accessing and participating in services, including education, experienced by: Travellers, disabled people, lone parents, people from religious minorities, and transgender and gender non-binary people.
  - Comparatively higher levels of being treated as less smart or less capable than others

because of who they are, experienced by female students compared to male students. Younger students also appear to experience this more than older students.

2. Systemic institutionalisation of negative treatment on the basis of identity: ableism; ageism; racism; sexism; sectarianism; homophobia; biphobia; transphobia.
3. Identity-based violence, abuse and harassment of staff and students across the identified groups, which prevents access to and participation in employment and key services, including education, and diminishes engagement in campus spaces and education settings, with the evidence gathered pointing specifically to:
  - Comparatively higher levels of identity-based harassment and bullying by peers, experienced in education settings by LGBTQIA+ and Traveller students and staff.
  - Micro-aggressions and more direct forms of identity-based harassment experienced in the workplace by LGBTQIA+ people, Travellers, and other minority ethnic groups.
  - Significant levels of racism experienced in public spaces by negatively racialised people, particularly Travellers, Roma and Muslim women.
  - Comparatively higher levels of gender-based violence and abuse experienced by women of all ages, including: intimate partner violence and abuse; sexual harassment and assault; and stalking.
  - In education settings, comparatively higher numbers of female students report that they have experienced sexual harassment at some



point, compared with male students. Female students are more likely to feel unsafe or very unsafe walking alone in their neighbourhood and on campus than male counterparts.

- Abuse and neglect of older people.

4. Misportrayal of discrimination, sexual harassment, sexual violence and harassment due to stereotyping and bias across the identified groups to the extent that blame is misdirected, including onto those who are a target for such

5. Hostile working and learning environments and cultures for staff and students across the identified groups, with the evidence gathered pointing specifically to:

- Stigmatisation of people on the basis of: their ethnic background; their religious background; their sexual orientation; their minority gender status; their disability; their social background; their neurodiversity.
- Stereotyping of groups, including: gender stereotypes that restrict subject choice and career routes for girls and boys; stereotyping of students with a disability and Traveller students, resulting in low expectations from teaching staff; stereotyping of older people as being non-contributors to society and lack of opportunities for intergenerational learning.
- Unconscious bias informing decision-making and serving to make the articulation of discrimination more difficult.
- Low expectations of the potential of disabled students and Traveller students.
- Limited understanding and/or capacity of employers and service providers, and of employees and service-users, with regard to equality and human rights issues, including addressing identity-based discrimination, harassment and abuse.
- Negative impact of identity-based bullying, harassment, and abuse (including gender-based violence) including: poor physical and mental health and wellbeing; absence from/being forced to leave education and employment; and self-limiting participation in public and the wider community to avoid victimisation.

6. Inappropriate and problematic nomenclature or categorisation used for the identified groups and lack of definition for an agreed nomenclature that reflects the perspective of the identified groups.

7. Under-reporting of discrimination, sexual harassment, harassment and bullying across the identified groups, including in work and in learning environments, due to fears and issues of victimisation, inadequate procedures for receiving and addressing complaints, and lack of information on reporting systems.

8. Lack of knowledge of rights under legislation and capacity to exercise these rights across the identified groups, and lack of meaningful ways to seek redress where these rights are violated, including adequate policies and accessible reporting processes.

9. Lack of preventative measures and inadequate protection for the identified groups from incidents of discrimination, sexual harassment, harassment and bullying.

10. Limited or inadequate response, from service providers and employers, to discrimination, sexual harassment, harassment and bullying, including lack of or inadequate complaints/investigation mechanisms, failure of or inadequate implementation of these where in place, and lack of accountability for those found to have perpetrated such incidents.

\* The term 'negatively racialised people' is used as the preferred terminology to identify those covered under the equality legislation by the ground of race who experience discrimination and racism, including Travellers, who are covered by a distinct ground of membership of the Traveller community. The terminology recognises racialisation as a social process used to establish hierarchical differences, with oppressive impact for those groups that are 'negatively racialised'. It reflects that this process is driven by dominant social groups and that these groups are themselves racialised (self-racialised), but as embodying 'positive' racialised characteristics, which usefully alerts that 'whiteness' is also a racial category and a product of this social process of racialisation

# Inclusivity

Inclusivity is about valuing and respecting diversity, achieving a sense of belonging, and being person-centred, involving proactive and mainstream processes of universal design and recognition for and flexibility in addressing specific needs and in recognising specific strengths.

The equality and human rights issues to be addressed in implementing the Duty, relevant to the functional areas of University of Limerick, are:

1. Failure to provide reasonable accommodation for diversity and lack of Universal Design for Learning. This includes failure to address specific needs and preventing access to and participation in education, training and employment by staff and students across the identified groups, with the evidence gathered pointing specifically to:

- For disabled people: lack of flexible work arrangements; need for modified tasks, wage subsidy, transport/parking, human support, and assistive technology or physical adjustments; inaccessible buildings and public spaces; inaccessible communication channels; and limited understanding and application of the social model of disability and universal design.
- For deaf people: lack of statutory provision

for ISL interpreting for employment; and ISL interpreters insufficiently prepared to interpret in employment fields with many specialist concepts and terminology.

- For negatively racialised groups: lack of recognition for cultural difference and its practical implications, and, in particular for migrants, refugees, and asylum seekers: the uncertainty or short-term nature of their visa or residential status; the lack of recognition of their existing qualifications; lack of information about how to access education; ineligibility to access bursaries and other schemes to assist with fees; language barriers, lack of translation and interpretation, and limited availability of English language classes.
- For Travellers: potential loss of income supports (such as the medical card) upon take-up of employment; a lack of networks and connectors (as exist for settled community) to assist them in getting into employment; removal of targeted education supports at primary and post-primary level (such as the visiting Teacher); limited financial and other resources (broadband, devices, study space etc.) to participate in education (the latter was exacerbated during COVID-related school/college closures).
- For people with caring responsibilities, including lone parents and some carers: inadequate family leave provision and lack of flexible working arrangements; potential loss of income supports; lack of affordable, accessible childcare and care services for older people; and impact of unequal sharing of caring responsibilities on women's ability

to take up full-time employment and on their promotion and other career opportunities.

- For people subjected to gender-based violence: lack of appropriate support provided to, leave arrangements made available for, and flexibility afforded to employees exposed to and dealing with issues of gender-based violence.
- For older people: lack of gradual retirement options and early retirement, and lack of opportunities to participate in teaching and research initiatives.
- For LGBTQIA+ people: lack of provision that acknowledges same-sex relationships and that enables people transitioning their gender in the workplace or education setting.
- For religious minorities: lack of provision and flexibility to enable religious observance and other religious imperatives.
- For people who are homeless or at risk of becoming homeless: unstable housing situation interrupting or delaying young people's engagement with education and/or employment.
- For former or current prisoners: lack of supports and Garda vetting procedures as a barrier to education and employment.

2. Invisibility for diversity, a culture of invisibility for diversity within an organisation, and a mono-cultural group dynamic, for staff and students across the identified groups, with the evidence gathered pointing specifically to:

- An absence of data on many of the identified groups in regard to their access to, participation in, and outcomes from employment, education and other key services.
- Fear of self-expression or disclosure of authentic self, in particular Travellers, LGBTQIA+ people, and people with 'hidden disabilities' feeling compelled to hide their identity in employment and education settings in order to avoid discrimination, harassment, and abuse.
- Learning and working environments that do not adequately or positively reflect the culture and identity of diverse groups, including negatively racialised groups

including Travellers, and LGBTQIA+ people.

- Attitudes and behaviours that present barriers, isolate and exclude staff and students, including disabled people, LGBTQIA+ people, older people, and negatively racialised people.

3. Failure to acknowledge and respond to intersectionality across the identified groups, with the evidence gathered pointing specifically to:

- Specific needs for those groups at the intersections between the grounds.
- Experiences of multiple and compounding discrimination and inequality.
- Intersection of socio-economic disadvantage with identity-based inequality (in particular for: lone parents, Travellers and other minority ethnic groups, disabled people, older people, and transgender and non-binary people).

4. Limited understanding and/or capacity of employers and service providers with regard to equality and human rights issues, including understanding and responding to diversity.

5. Social isolation and social exclusion of staff and students across the identified groups, with the evidence gathered pointing specifically to:

- Particularly high degree of social exclusion experienced by negatively racialised people including Travellers, migrants, and disabled people.
- Rural isolation, in particular where people have limited access to transport.
- Social isolation of older people living alone; disabled people whose access to the community is limited, including those in congregated settings; lone parents; and people in Direct Provision.



# Social Justice

Social Justice is about resources, opportunities and capabilities to flourish, involving action to enable achievement of outcomes.

The equality and human rights issues to be addressed in implementing the Duty, relevant to the functional areas of University of Limerick, are:

1. Poverty and material deprivation, including in a context of increased cost of living, across the identified groups, with the evidence gathered pointing specifically to:

- Comparatively higher levels of poverty experienced by: lone parents, Travellers, non-Irish nationals, disabled people, and transgender and gender non-binary people.
- The prohibitive financial cost of participating in HE, in particular, for: lone parents, Travellers, migrants, refugees, and asylum seekers, and disabled people.
- Lack of flexibility in the payment options for HE fees.
- A significant level of the total student population say that they are experiencing serious (or very serious) financial problems.
- Reliance on inadequate public transport to access education/employment for people living in poverty and those living in rural areas.
- Lack of access to affordable accommodation.
- Unequal impact of climate change and failure to address issues of environmental justice.
- Absence of gender-proofing and wider equality-proofing of national anti-poverty measures.

2. Unequal outcomes for those across the identified groups in regard to key resources (in particular income, education, and employment), with the evidence gathered pointing specifically to:

- Low income, across the grounds, with particular regard to:
  - underemployment among migrants, due to issues of recognition of qualifications.
  - underemployment among deaf graduates compared to their hearing peers.
  - concentration of women in low-paid, part-time work, caring roles and voluntary unpaid roles.
  - precarious work, including insecurity of income and uncertain employment for people (predominantly women and minority ethnic migrants) on employment contracts with unspecified hours of work ('zero hour' contracts)
  - extra day-to-day spending costs associated with having a disability.
  - the gender pay gap and gender pension gap.
  - the ethnic pay gap in Irish HEIs.
  - dependence on social welfare supports, in particular for: some carers, lone parents, and Travellers.
- Poor education outcomes and/or low skills status, across the identified groups, with particular regard to:
  - lack of access to and outcomes from education, in particular for: young people from lower socio-economic groups and those from less affluent postcodes; Travellers; Roma; disabled people; some migrants; young women parenting alone; and current or former prisoners.
  - lower level of education outcomes

- associated with particular types of disability, in particular for: people with sensory disabilities; people with speech impediments; and people with an intellectual or learning disabilities,
- difficulty for disabled children, particularly those with a lower socio-economic status, in accessing mainstream education provision,
- lack of progression from training and education into employment for Travellers and disabled people.
- Barriers to employment, across the identified groups, with particular regard to:
  - high levels of unemployment for Travellers, Roma, disabled people, and African nationals.
  - lack of recognition for qualifications of migrant people.
  - lack of diversity in regard to employees across many sectors, including HE.
- Lack of in-work progression, across the identified groups, with particular regard to:
  - lack of women in management positions.
  - gender imbalance in HEIs with fewer women holding senior academic posts.
  - barriers to promotion for negatively racialised employees.
  - lack of life-long learning opportunities for older people.
  - lack of diversity at management and Board level.

3. Digital inequality, including lack of access to equipment, infrastructure and skills, an issue exacerbated during the COVID-19 pandemic, across the identified groups.

4. 'Soft-barriers' of participation in employment and education for staff and students across the identified groups, with the evidence gathered pointing specifically to:

- Gendered concentration of men and women in certain education fields.
- Significant gender differences in the selection of science subjects at Leaving Certificate leading to under-representation

of women in STEM courses and in the STEM workforce, and under-representation of men in areas such as nursing & midwifery.

5. Unequal health status across the identified groups, which impacts negatively on people's ability to access and fully participate in employment and education, with the evidence gathered pointing specifically to:

- Impact of economic deprivation and disadvantage on the health, wellbeing, and life chances of children and adults.
- Mental health issues across the identified groups, and in particular for young people, Travellers, disabled people, and LGBTQIA+ people.
- Negative impact on people's physical and mental health and wellbeing of being homeless or at risk of homelessness or living in unsuitable accommodation.
- High levels of self-harm and suicide in the Traveller community and among young LGBTQIA+ people.
- Absence of opportunities for older people to live full and intellectually rewarding lives diminishes wellbeing and reduces quality of life.
- Limited availability of and access to mental health supports and services for young people.

# Empowerment

Empowerment is about engaging with and enabling a diversity of voices at the level of the collective, involving this diversity being listened to and heard, with positive attention to their different viewpoints, and having influence and a meaningful engagement in decision-making processes.

The equality and human rights issues to be addressed in implementing the Duty, relevant to the functional areas of University of Limerick, are:

1. Lack of access to decision-making structures and systems and lack of influence on decision-making for staff and students across the identified groups, with particular regard to young people.
2. Lack of diversity of staff and students across the identified groups on governance structures of institutions.
3. Lack of adequate and appropriate feedback structures from those in leadership or management positions available to staff and students across the identified groups.
4. Lack of participation in research and research methodologies, across the identified groups, and over targeting of individuals from particular identified groups in specific research areas.
5. Lack of potential for staff and students across the identified groups for meaningful engagement with governance structures, decision-making, feedback systems and research, including tokenism.
6. Disempowerment of staff and students across the identified groups due to a lack of sufficient support and information to impact decision-making and a sense of being powerless and lacking influence and voice leading to discouragement.

# Agency

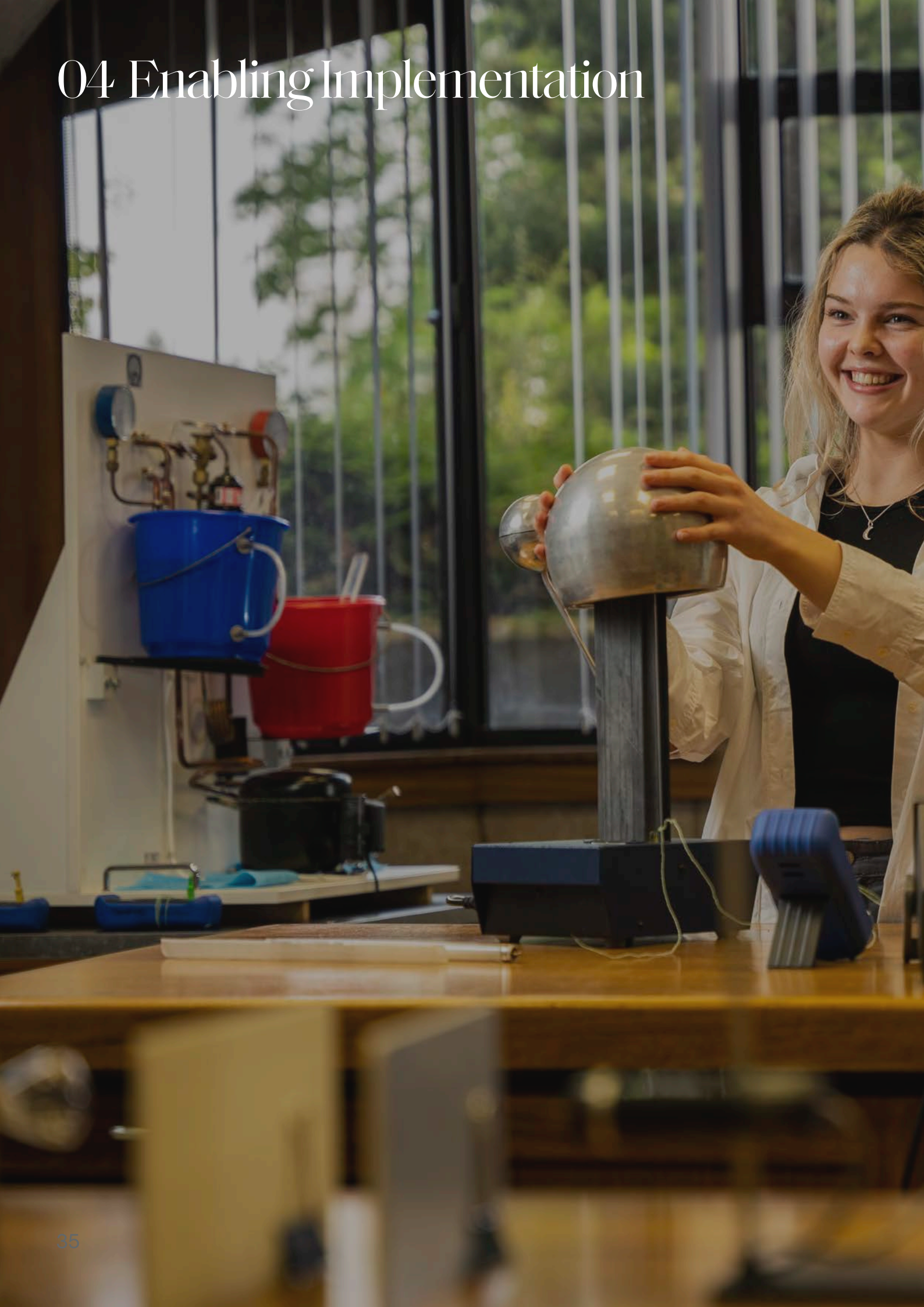
Agency is about autonomy, choice, and self-determination at the level of the individual, involving availability of and access to a range of options to enable this.

The equality and human rights issues to be addressed in implementing the Duty, relevant to the functional areas of University of Limerick, are:

1. Lack of real and accessible options to allow for a suitable range of choices for staff and students across the identified groups.
2. Lack of independence due to inadequate resources, legal status, lack of appropriate visa, or inadequate supports for staff and students across the identified groups.
3. Lack of access to appropriate and accessible information and support to enable informed choices to be made by staff and students across the identified groups.



# 04 Enabling Implementation







# Leadership

Leadership for the implementation of the Duty will be the responsibility of the Governing Authority, the Executive Committee, the Management Council and the HREDI Steering Committee.

Familiarisation sessions on the Duty and this implementation plan will be facilitated for the Governing Authority, the Executive Committee, and the Management Council.

The Governing Authority will receive and consider the annual report on the progress made in implementing the Duty and addressing the equality and human rights issues.

The Executive Committee will include the Duty as a regular item on its agenda and take and consider reports on the progress being made to inform its discussions.

The Management Council will include the Duty as a regular item on its agenda and take and consider reports on the progress being made to inform its discussions.

The HREDI Steering Committee is responsible for this equality and human rights mainstreaming framework strategy and its annual action plans, monitoring their implementation and updating them as required. At its meetings, the HREDI Steering Committee considers ongoing reports on progress made under these plans. In doing so, it ensures a coherent approach to equality and human rights across all UL strategies, policies, plans and programmes. The HREDI Steering Committee keeps under review the implementation of the Duty and of the annual action plans by those responsible for the mainstreaming points and for the enabling actions. The HREDI Steering Committee highlights potential risks in this field for UL to be considered for inclusion in its risk register.

## Implementation Group:

A sub group/working group for the Duty will continue to be convened to drive its implementation. The working group will:

- prepare an annual implementation plan for the Duty with key moments identified and enabling actions prioritised;
- track implementation of the Duty and the annual implementation plan by those responsible for the key moments and for enabling actions, providing or securing support as required;
- ensure progress made on implementing the Duty and addressing the equality and human rights issues is tracked adequately and holding records in this regard; and
- prepare an annual report on steps and progress made and, on the basis of this report, organise a reflection within UL on the progress & achievements made in implementing the Duty and addressing the equality and human rights issues. In addition, undertake reviews, as required, of specific elements of the implementation of the Duty.

# Capacity

## Training and Awareness:

- Staff induction will include a focus on the Duty and this implementation plan.
- The 'First seven weeks' programme with students will include a focus on the Duty and this implementation plan.
- Briefing videos and training sessions will be developed and provided to staff on a rolling basis.

## Training and Skills:

- Training on the Duty and its requirements, with a particular focus on the Address step, will be provided to those responsible for the development and review of plans, policies, programmes and strategies, to ensure a common and high standard in the implementation of the Duty.

# Monitoring progress

Steps will be taken to keep under review and strengthen equality data systems to better monitor progress made under the Duty.

Output and outcome indicators, with associated targets, will be developed to monitor progress on the steps taken to implement the Duty.

Performance indicators related to the equality and human rights issues' as assessed, will be developed and monitored by those responsible for the Address step of the Duty. The measurement of these will be reported annually to the HREDI Working Group for consideration in preparing the annual report on achievements in implementing the Duty.

Failure to implement the Duty will be included and tracked in the university risk register.

# Linkages for coherence & collaboration

Effective links will be created and operationalised on an ongoing basis to associate UL's Athena Swan work and Race Equality Action Plan with the work of implementing the Duty.

This will include an engagement with the local committees in place across the departments for briefing and exchange to ensure coherence and collaboration.

The HREDI Strategy will be a standing item on the agenda of department meetings, alongside discussion of Athena Swan and the Race Equality Action Plan. This will encompass professional and support departments as well as academic departments.

# Communication

We will integrate the Duty, our ambition for it, the implementation process, and the equality and human rights values statement:

- as an ongoing focus across all internal and external communications; and
- in our marketing and communication strategy.

In particular, this includes UL Connect and the UL website.



# Theory of Change

## INPUTS

### IDENTIFIED GROUPS

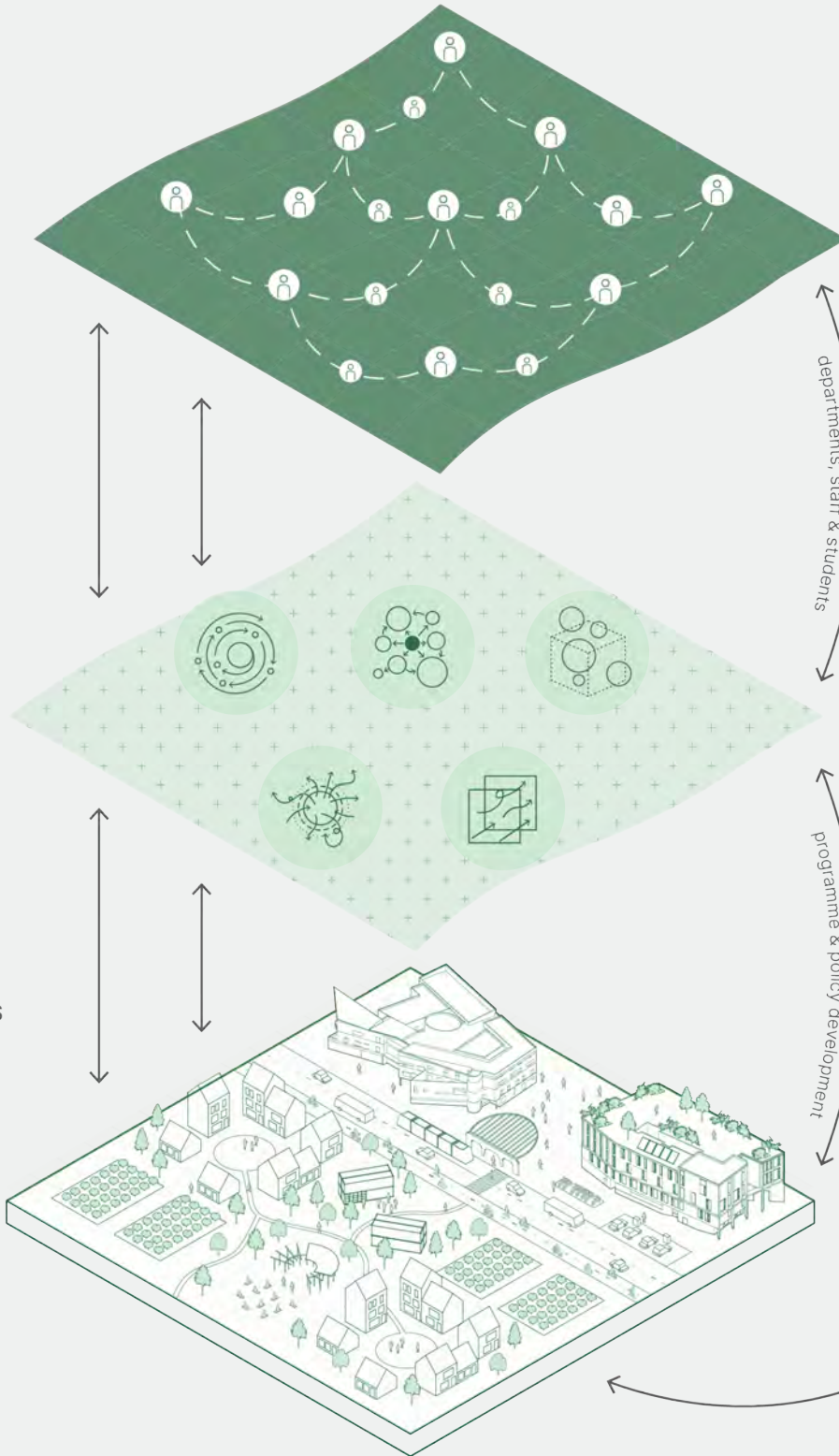
Gender  
 Civil Status  
 Family Status  
 Age  
 Disability  
 Sexual Orientation  
 Race  
 Religion  
 Traveller Community  
 Socio-economic Status  
 Rights Holders (these groups, as understood by UL, include neurodiverse people and deaf people. They further include people at the intersections of the different grounds)

### VALUES

Empowerment  
 Social Justice  
 Inclusivity  
 Agency  
 Respect

### FUNCTIONAL AREAS

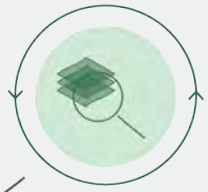
Teaching & Learning  
 Employment  
 Corporate Governance  
 Buildings & Estates  
 Promoting &  
 Conducting Research & Innovation  
 Community Outreach  
 Student Experience  
 Recreational & Visitor Services  
 Internationalisation



participation and feedback from departments, staff & students

Resources for training, infrastructure programme & policy development

Assessment through values framework



Assess

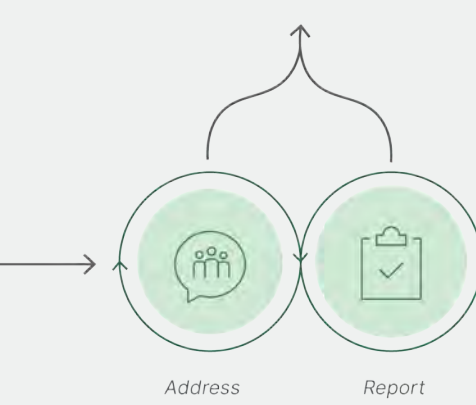
## ACTIONS

- Implement
- Gender
- Equality
- Consent
- Athen
- Race

## ASSUMPTIONS

S  
 ation of Duty and UL's Action Plans  
 er Action Plan  
 ty & Human Rights Strategy Action Plan  
 ent Framework Action Plan  
 a Swan Action Plan  
 Equality Action Plan (2023 - 2027)

- DATA & INFORMATION GATHERING
- ANALYSIS & EVALUATION
- PLANNING & STRATEGY DEVELOPMENT
- REPORTING & RECOMMENDATION
- COMMUNICATION & ENGAGEMENT
- EDUCATION & TRAINING
- PROMOTING & ADVOCACY



**OUTCOMES**



**ACHIEVEMENT**

Effective response made to equality and human rights issues identified with positive outcomes for students, faculty and staff from across the identified groups, and full and effective implementation of the Action Plans



**PLANS, POLICIES, & PROCEDURES**

All university plans, policies and procedures reviewed or developed include an adequate and appropriate response to the equality and human rights issues identified as relevant



**AWARENESS & SKILLS**

Equality and human rights training provided, capacity and commitment to implement the Duty and the Action Plans strengthened



**REPRESENTATION & FEEDBACK**

Champions, Focus Groups, Membership, Increased Representation from across the identified groups, Increase in reporting and feedback



**RESPECT & WELFARE**

Safety, Belonging, Empowerment and Self-determination for students, faculty and staff across the identified groups

**IMPACT**



**EGALITARIAN UNIVERSITY**

By 2030 University of Limerick will emerge as a national leader in achieving equality and fulfilling human rights, becoming a fully accessible, inclusive, and diverse institution

**INDICATORS**

- Increased diversity and inclusivity metric in presence and outcomes for students, faculty, staff in all functional areas
- Five values – social justice, empowerment, inclusivity, agency & respect – embedded throughout institutional practices and communications
- Address step of the Duty consistently and effectively implemented
- Consistent, robust reporting on progress and achievements
- Action plans effectively implemented and evaluated
- Constant feedback loops



# 05 Implementation









# Address Step

The Address step of the HREDI Strategy incorporating the Duty is an ongoing obligation of the organisation and is implemented as an integral part of the development and review of plans, policies, strategies, programmes and projects. It involves **targeted** actions specifically designed to directly address a number of specific priority equality and human rights issues identified. These actions are set out in our ground-specific targeted action plans.

The Address step involves mainstreaming actions to ensure that all plans, policies, strategies, programmes and projects being developed or reviewed address the relevant equality and human rights issues adequately and appropriately. This involves including the following four steps as part of the development or review process:

1. At the commencement of the development/review process:

- Review the assessment of equality and human rights issues to establish those equality and human rights issues that are relevant to the particular plan, policy, strategy, programme or project.
- Gather the data and information available in relation to the equality and human rights issues identified as relevant.
- Review the equality and human rights values statement to extract the statements of outcome or statements of process that are relevant.
- Include this material in any brief for the development/review process.

2. In implementing the development/review process:

- Include an examination of the relevant equality and human rights issues in any evaluation or contextual review conducted for the plan, policy, strategy, programme or project.
- Transmit the obligations under the Duty to

any external consultants contracted and ensure they are fully briefed in this regard.

- Track the relevant equality and human rights issues to ensure they are addressed and the values benchmarks to ensure they are respected during the development/review process.

3. At the final draft stage of the development/review process:

- Convene a meeting of relevant staff to check:
  - Does the draft adequately and appropriately take up and address each of the equality and human rights issues identified as relevant?
  - Does the draft adequately and appropriately reflect the statement of priority/statement of process for each of the values?
  - Does the draft include any provision that might run counter to our equality and human rights values or to an effective response to the equality and human rights issues identified as relevant?
- Conduct a participative exercise, for initiatives of scale, with the working group for the Duty and, possibly, with associations/networks representative of the identified groups to check that the equality and human rights issues are adequately and appropriately identified and addressed.

4. After the development/review process:

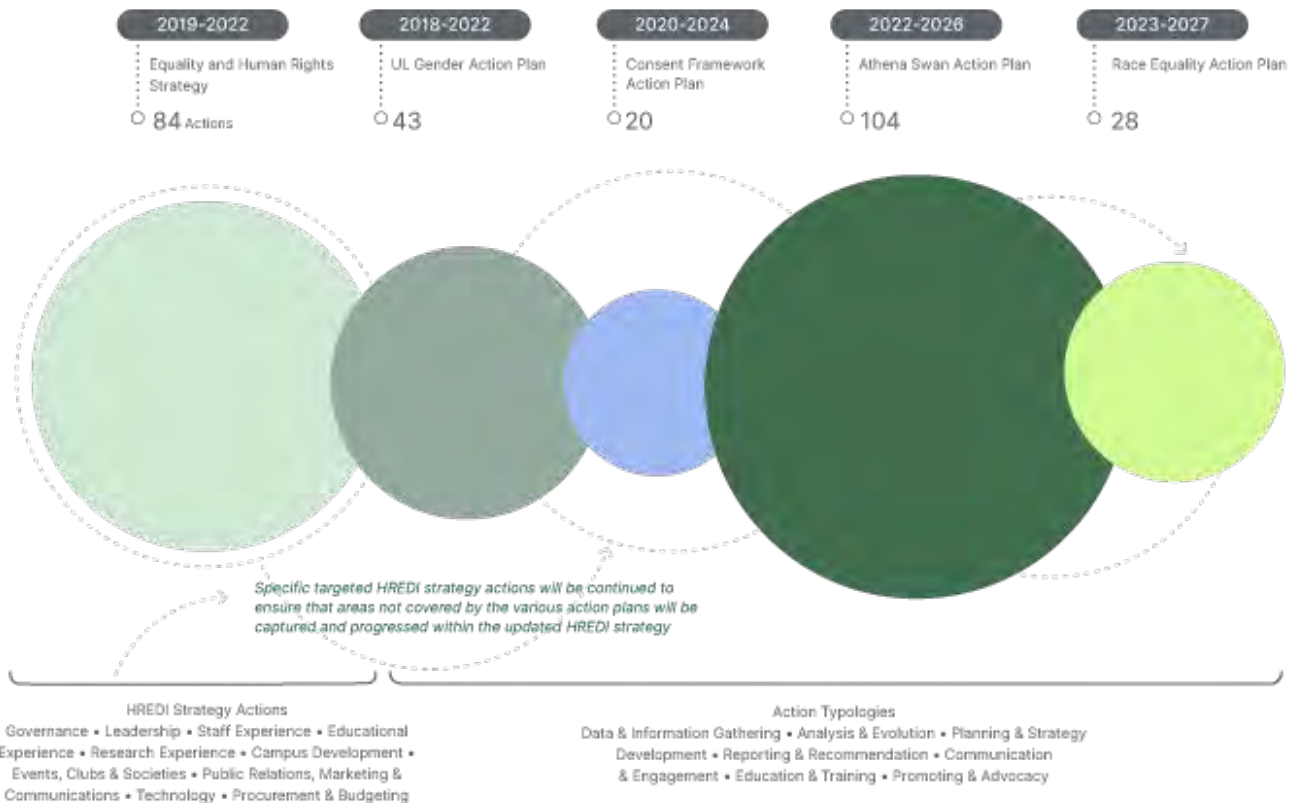
- Establish and/or use existing monitoring systems to track progress on the equality and human rights issues identified as relevant.
- Report annually on progress made in addressing the equality and human rights issues and advancing the statement of priority/statement of process for each of the equality and human rights values.
- Use this report to reflect on this progress and to strengthen the plan, policy, strategy, programme or project, as found to be necessary.

# Targeted Actions

Effective governance in higher education is essential for campus development, leadership, and improving staff and student experiences. This, in turn, enhances customer satisfaction and strengthens public relations.

Targeted action to implement the existing strategies (including Athena Swan Action Plans, Gender Action Plan, Consent Framework Action Plan, Race Equality Action Plan and our Access and Widening Participation Policy 2023.

Any future targeted action plans that may be needed will be aligned with the value statements and will address issues identified through the implementation of this strategy.





# Portfolio of Actions

## YEAR OF INITIATING ACTION

2018

15 Specific actions

2019

12

2020

13  
9

2021

8  
8

2022

3  
3

2023

71  
12

2024

25  
15

2025

8  
1

## ACTION TYPOLOGIES

### DATA & INFORMATION GATHERING

- Data Collection
- Survey
- Case Study

### ANALYSIS & EVALUATION

- Analyse
- Review
- Assess
- Monitor
- Identify

### PLANNING & STRATEGY DEVELOPMENT

- Plan
- Strategy
- Framework
- Implementation

### REPORTING & RECOMMENDATION

- Report
- Recommendation
- Policy

### COMMUNICATION & ENGAGEMENT

- Awareness
- Information
- Engage
- Forum
- Focus Group

### EDUCATION & TRAINING

- Training
- Workshop

### PROMOTING & ADVOCACY

- Campaign
- Event
- Support
- Opportunity

## ACTION PLANS

UL Gender Action Plan

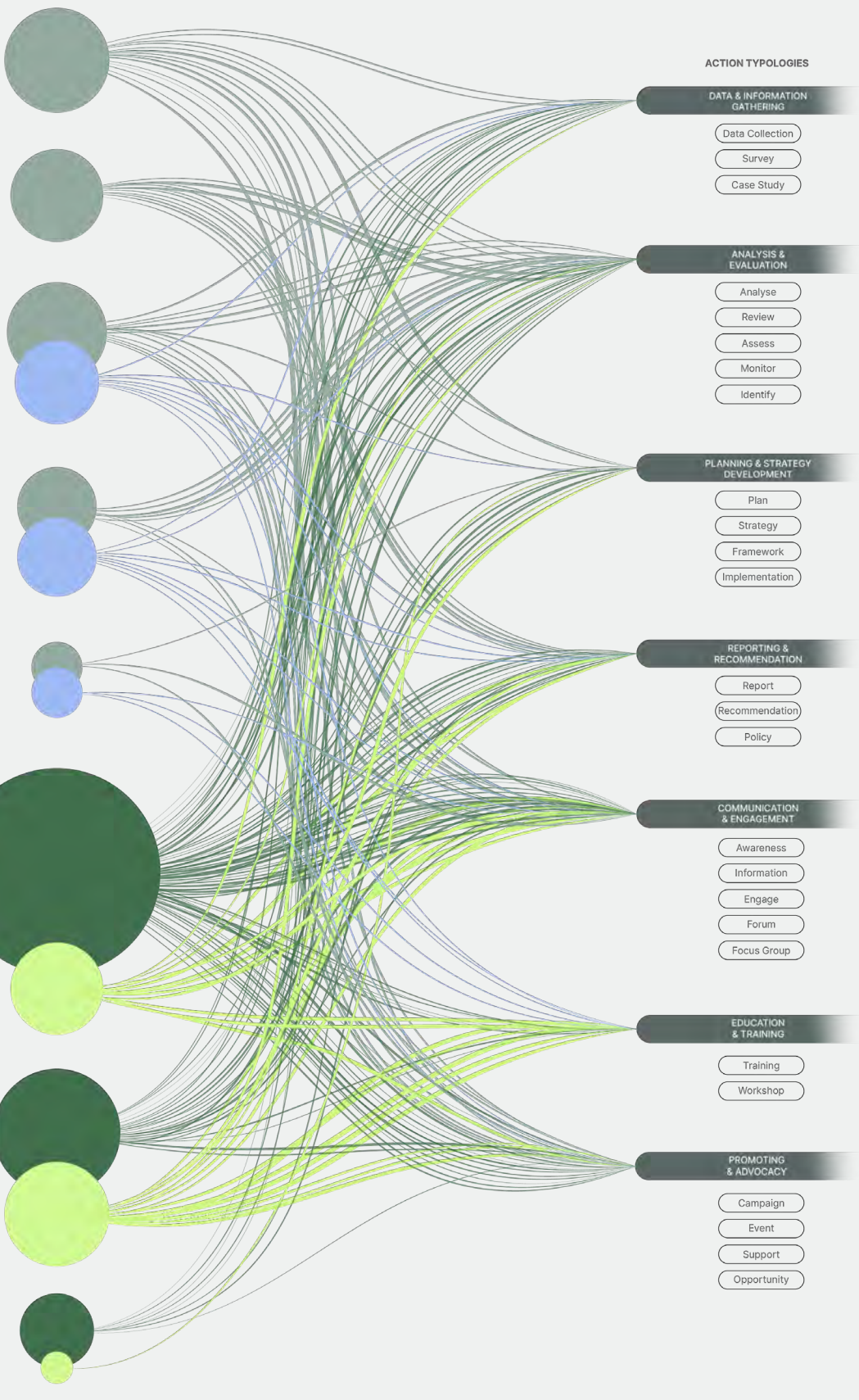
Consent Framework Action Plan

Athena Swan Action Plan

Race Equality Implementation Plan

## VALUES OBSERVED BY LINE WEIGHT

1 Value    2 Values    3 Values    4 Values    5 Values



# Mainstreaming Equality & Human Rights

The Strategic Plan of University of Limerick will include a link to the assessment of equality and human rights issues and to the implementation plan for the HREDI Strategy/Duty, alongside specific commitments to equality and human rights that respond to the issues.

Key moments that would be a focus for implementing the Address step of the Duty will be the development or review of:

- Governance standards and documents.
- University strategies such as the Research Strategy (Wisdom for Action 2022–2027), Learning, Teaching and Assessment Strategy (Action for Wisdom 2022–2027), quality strategy, internationalisation strategy and sustainability strategy.
- Faculty strategies and annual action plans.
- Operational strategies, such as campus development plan, PCC strategy, communication strategy.
- All future policies and procedures.
- Annual review of health and safety statement.
- Quality reviews, and inclusion of guidance

and direction on implementing the Duty in University of Limerick document for the quality review process.

- Internal policies and procedures through the policy hub:
  - A set of policies will be identified each year for review for compliance with the Duty,
  - The policy framework document will be reviewed to guide and direct implementation of the Duty in relation to all future policies and procedures.
- Accreditation process.

The Address step of the Duty will also be implemented through:

- Procurement procedures, where we pass on, in a relevant format, the Duty to contractors.
- Budgeting and financial statements.
- Performance and Development Review System (PDRS), where we include a focus on implementing the Duty and living out our equality and human rights values.

An annual implementation plan will identify the key moments and key procedures to be addressed each year.

## Reporting

A report on the implementation of the HREDI strategy and progress achieved on foot of this will be included in our annual report, which will be presented to the HREDI Steering Committee, the Executive Committee and the Governing Authority.

As part of the preparation of this review the working group will convene and facilitate a session or a process for relevant staff to reflect on the

progress made and any steps that might need to be taken to strengthen the implementation plan. In the lead up to the development of our future strategic plans, we will review and update the assessment of equality and human rights issues and this implementation plan.



# 06 Appendices

A close-up photograph of a green plant with serrated leaves and clusters of small flowers. A dragonfly is perched on a leaf on the right side.





# Action Plans, Strategies and Policies

| <b>Item</b>  | <b>Link</b>                       |
|--|-----------------------------------|
| Athena Swan Institution Action Plan                                    | <a href="#"><u>Click Here</u></a> |
| University of Limerick Gender Action Plan                              | <a href="#"><u>Click Here</u></a> |
| Consent Framework Action Plan  | <a href="#"><u>Click Here</u></a> |
| Race Equality Action Plan  | <a href="#"><u>Click Here</u></a> |
| Access & Widening Participation Policy                                 | <a href="#"><u>Click Here</u></a> |
| Research Strategy 2022-2027 Wisdom for Action                          | <a href="#"><u>Click Here</u></a> |
| Learning, Teaching and Assessment Strategy 2022-2027 Action for Wisdom | <a href="#"><u>Click Here</u></a> |







# HREDI Committee

## Membership & Working Group Membership

### Human Rights, Equality, Diversity and Inclusion Committee Members

| <b>Name</b>           | <b>Title</b>                          | <b>Area Represented</b>                                 |
|-----------------------|---------------------------------------|---|
| Dr Ross Anderson      | Associate Vice President              | Academic Affairs  |
| Prof Sean Arkins      | Dean                                  | Faculty of Science & Engineering                        |
| Gary Butler           | Chief Financial & Performance Officer | Finance & Performance                                   |
| Dr Marie Connolly     | Director                              | Office of Human Rights, Equality, Diversity & Inclusion |
| Roger Dsilva          | President                             | UL Postgraduate Student Union                           |
| Karen Fanneran        | Employee Relations Manager            | Human Resources   |
| Dr Mary Fitzpatrick   | Head                                  | Centre for Transformative Learning                      |
| Andrew Flaherty       | Chief Commercial Officer              | Chief Commercial Officer                                |
| Prof Nigel Healey     | Professor                             | Vice President Global & Community Engagement            |
| Alex Hodgers          | Co-Chair EqUL: Staff LGBTQIA+ Network | EqUL  |
| Dr Sandra Joyce       | Dean                                  | Faculty of Arts, Humanities and Social Sciences         |
| Caoilinn Kennedy      | Disability Officer                    | Student Disability Services                             |
| Dr Norelee Kennedy    | Vice President                        | Research  |
| Prof Shane Kilcommins | Committee Chair                       | Office of Provost & Deputy President                    |
| Prof Ann Ledwith      | Director                              | HCI (Human Capital Initiative) UL@Work                  |

| <b>Name</b>         | <b>Title</b>  | <b>Area Represented</b>   |
|---------------------|---|---|
| Deirdre McGrath     | Dean  | Faculty of Education & Health Sciences                                  |
| Dr Anca Minescu     | Assistant Dean International                          | Sanctuary Committee   |
| Dr Mairead Moriarty | Vice President Global & Community Engagement (Acting) | Global & Community Engagement   |
| Dr Finbarr Murphy   | Dean  | Kemmy Business School   |
| Dr Aoife Neary      | Assistant Dean  | Equality, Diversity & Inclusion, Faculty of Education & Health Sciences |
| Michael O'Brien     | Projects Officer                                      | Office of Human Rights, Equality, Diversity & Inclusion                 |
| Bobby O'Connor      | Director  | HR  |
| Liam O'Reilly       | Director  | ITD   |
| Robert Reidy        | Director  | Buildings & Estates   |
| Laura Ryan          | Director  | Marketing, Communications & Public Affairs                              |
| Dr Patrick Ryan     | Associate Vice President Director                     | Student Engagement  |
| Dr. Patrice Twomey  | Director  | Cooperative Education & Careers Division                                |

## HREDI Strategy Working Group

| <b>Name</b>                 | <b>Title</b>                                    | <b>Area Represented</b>  |
|-----------------------------|---|--|
| Dr Lydia Bracken            | Assistant Dean                                  | Equality, Diversity & Inclusion, Faculty of Arts, Humanities and Social Sciences |
| Dr Marie Connolly           | Director and Chair HREDI Strategy Working Group | Equality, Diversity & Inclusion  |
| Laura Corcoran/Katie Martin | Student Communities Officers (22/23 - 23/24)    | Student Life / Students' Union   |
| Paul Dillon                 | Director, Technology Transfer Office            | Research Office Nominee  |
| Cliona Donnellan            | Buildings & Estates                             | Member of Staff DisAbility Forum   |

## HREDI Strategy Working Group (continued)

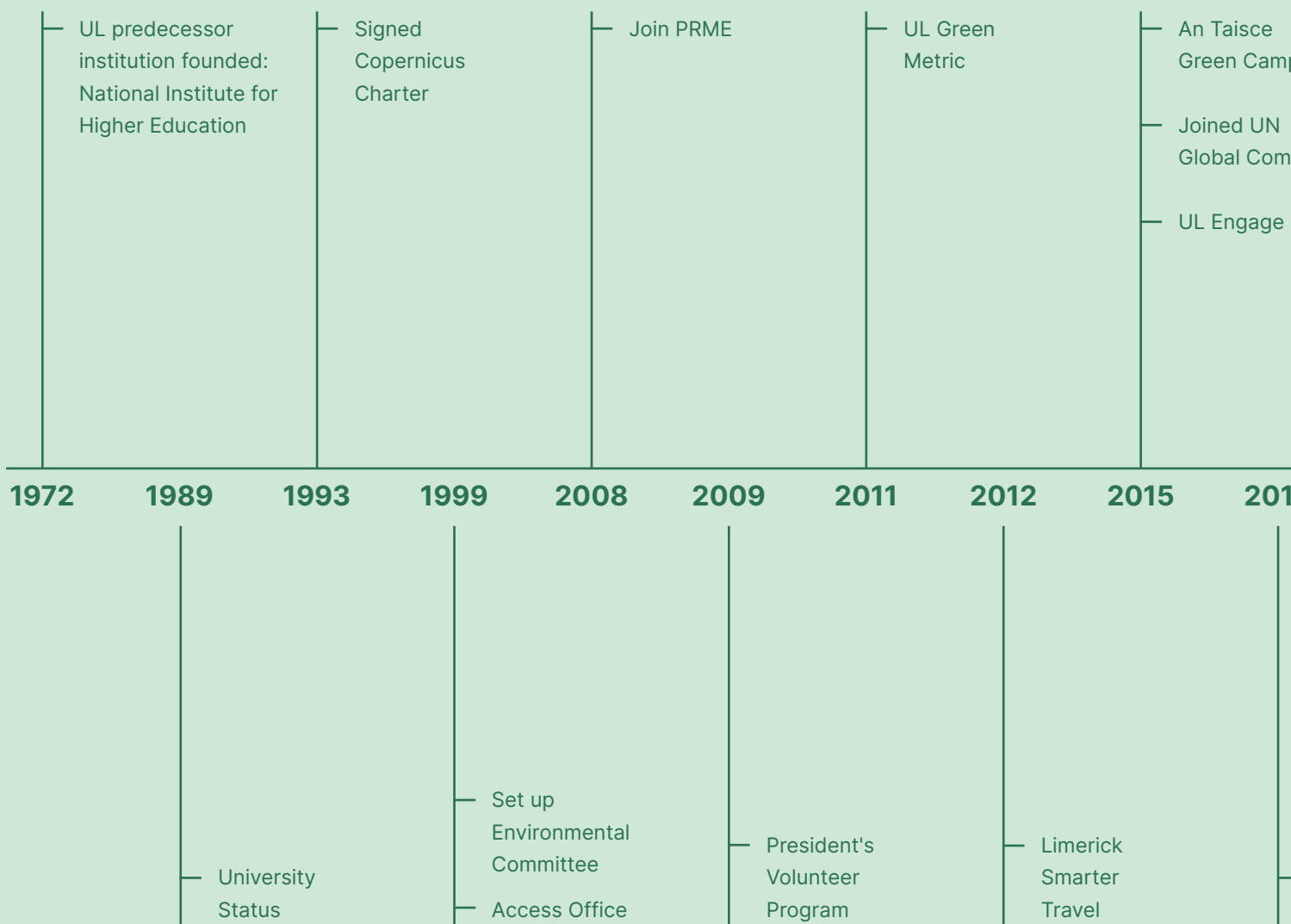
| <b>Name</b>            | <b>Title</b>   | <b>Area Represented</b>  |
|------------------------|--|--|
| Mary Dundon            | Librarian  | Library Nominee  |
| Karen Fanneran         | Employee Relations Manager                                     | HR Nominee-Member Consent Framework Policy Review Group                          |
| Dr Joachim Fischer     | Associate Professor  | Age Friendly University Working Group  |
| Edel Gissane           | IT QMS Manager & Quality Officer                               | ITD Nominee  |
| Dr Sindy Joyce         | Assistant Professor  | Lecturer in Traveller Studies  |
| Maureen Keogh          | Senior Administrator   | Office of Human Rights, Equality, Diversity & Inclusion                          |
| Dr Caroline Lane       | Disability Support Services Manager                            | DisAbility Committee   |
| Rhona McCormack        | Interim Director   | Student Affairs  |
| Dr Caroline Murphy     | Associate Professor  | Co-Chair, Kemmy Business School Equality, Diversity and Inclusion Committee      |
| Dr Yoga Nathan         | Associate Professor A in Medical Education, School of Medicine | Chair, Ethnic Diversity Forum  |
| Dr Aoife Neary         | Assistant Dean   | Equality, Diversity & Inclusion, Faculty of Education & Health Sciences          |
| Dr David Newport       | Assistant Dean   | Area Represented to EDI & Internationalisation, Faculty of Science & Engineering |
| Michael O'Brien        | Projects Officer   | Office of Human Rights, Equality, Diversity & Inclusion                          |
| Ber O'Connell          | Finance Systems Manager  | Finance Nominee  |
| Dr Michelle O'Donoghue | Assistant Professor, School of Allied Health                   | Co-Chair, UL Autism Special Interest Group (SIG)                                 |
| Thomas O'Shaughnessy   | Educational Assistive Technology Manager                       | Chair, Web Accessibility Subgroup  |
| Niamh O'Sullivan Walsh | Equality Officer   | UNITE  |
| Carol Jane Shanley     | Accommodation Administrator                                    | PCC Nominee  |
| Dr Cristiano Storni    | Associate Professor  | Co-Chair, UL Autism Special Interest Group (SIG)                                 |



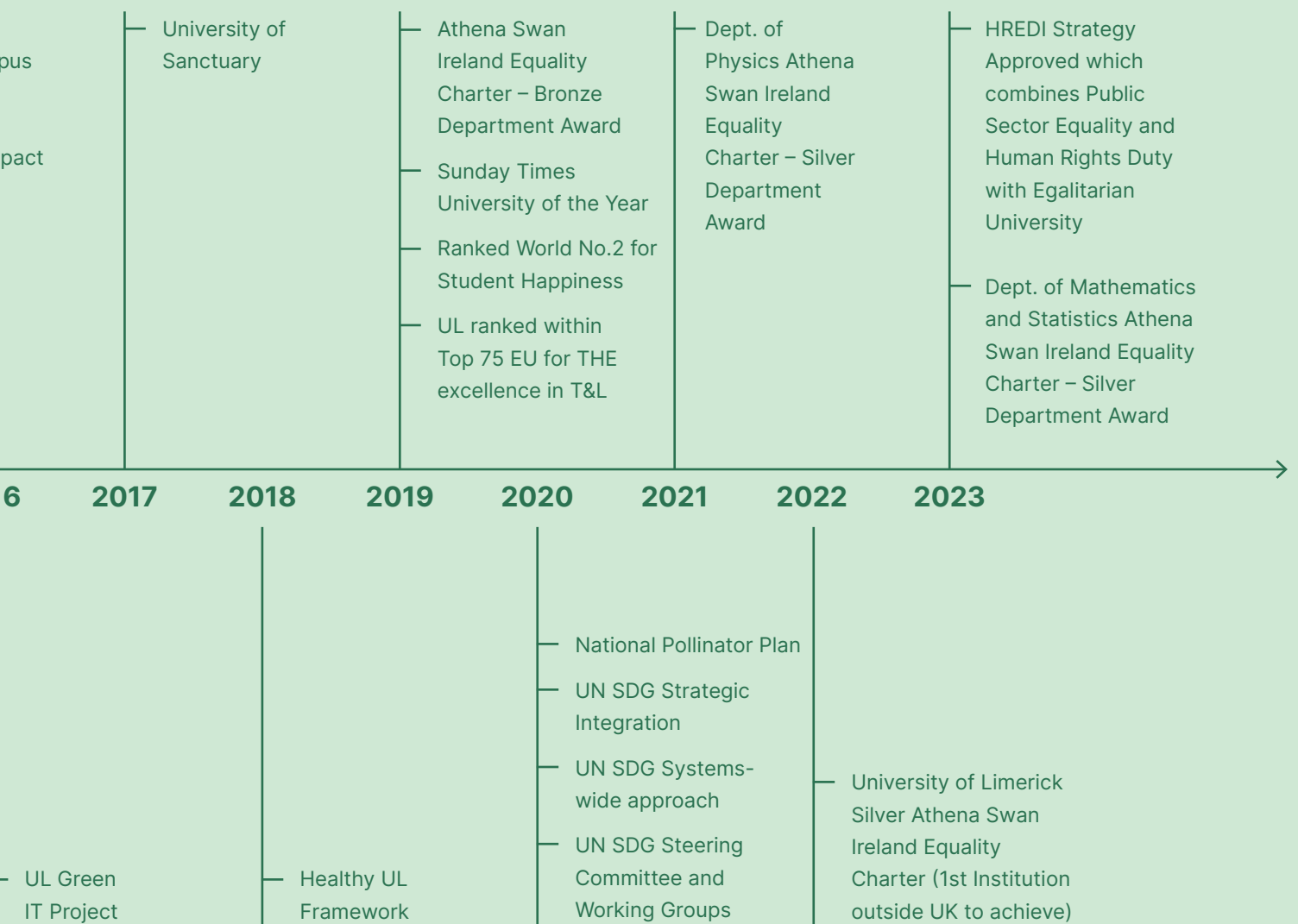




# UL Sustainability Journey to Date



The following is a historic timeline of the key sustainability milestones UL has reached to date. We have always aspired to creating positive social and environmental impact; each milestone conveys how our commitment to sustainable development has grown over time.



# UN Sustainable Development Goals

**The United Nations Sustainable Development Goals (2015) provide “a shared blueprint for peace and prosperity for people and the planet, now and into the future”. At their heart, the 17 SDGs are an urgent call for action by all countries in a global partnership. They acknowledge that eliminating poverty and human deprivations must go hand-in-hand with improving access to quality health and education, reducing social and financial inequality, and raising economic prosperity – all while tackling climate change and working to preserve the health of the natural world.**

One way of understanding the SDGs is to see them as an acknowledgment of the gravity of our collective situation – by mere virtue of the number of goals that need to be met. Another perspective is to use them as a mechanism to reflect on how we arrived at our current situation across each identified dimension of planetary life. Irrespective of the many ways in which they can be interpreted, the one aspect that cannot be ignored is the interconnected, interdisciplinary, cross-boundary and cross-cultural nature of what must be made operational to address them.

The implications on the role of learning and education across society are central to any

meaningful conversation relating to societal and environmental change; specifically, the implications on the institutions and individuals who serve these social and natural functions. For higher education institutions (HEIs), as producers of both knowledge and talent, there is a transversal infrastructural responsibility that must be met.

To meet this great need, HEIs will need to play three interdependent roles:

- Foster change agents that can act to realise transformation towards the complex sustainability challenges of the 21st century.
- Develop sustainability-based research and knowledge to guide the transition of our societal institutions and structures.
- Transform higher education institutions into pioneering exemplar models of sustainable development.

The complexity of transitioning to a sustainable world means no single institution or sector can complete this journey in isolation. Our societal challenges are fundamentally a collective action problem – their resolution will be characterised by the recognition and realisation of our deep interdependence, with place and within our communities.

“Global problems are systemic problems. They are all interconnected and interdependent. Therefore, the Sustainable Development Goals also need to be seen as a systemic set which is interconnected and interdependent. You can’t deal with them in isolation.”  
– Fritjof Capra





# Becoming a Sustainable University

**“The challenge of creating a more sustainable future for Ireland is a collective responsibility on all of us” (Project Ireland 2040, 2019). It is our responsibility as a HEI to contribute to the transition toward a sustainable society and become a ‘Sustainable University’.**

To become a Sustainable University, we must start by acknowledging that true sustainability will require permanent adaptive responsiveness to ongoing change. The prerequisite of adaptability and responsiveness is embodiment. It ensures ideas and intentions are rooted in action. Consequently, embodiment can be seen as the central characteristic of a Sustainable University; a title for institutions that go beyond traditional curricula and research programmes, and actively explore change within their own ethos, practices and operations.

A sustainable world is not a foregone conclusion – our actions today will determine the future we manifest. The gravity of this responsibility necessitates that we do not drift along with the tides of change. Instead, we are called to

intentionally open our mind, heart, and hands to the possibilities that can only be revealed by moving bravely into the unknown. If we become trapped by dogma and incremental innovation, we will find ourselves sustaining a world characterised by the faults of the present. The success of our collective transition will largely depend on the degree to which HEIs claim a role in advancing the critical gaps in our knowledge and nurturing the vital shifts in our culture. To fully leverage the potential for change that HEIs hold, this role must play out across all aspects of our institutions: from boardrooms and lecture halls to campus grounds

As a result, UL recognises that success is to be found in the union between the thoughtful reimagination of both the tangible aspects (e.g. educational spaces) and intangible aspects (e.g. governance models) of our institution. To do so requires a whole university approach, underpinned by a model that takes the main areas of the modern university into account. These areas provide platforms for experimentation – and ultimately transformation – in service of the journey toward becoming a Sustainable University.

Deep sustainability is radically a learning process that means 'permanent adaptive responsiveness to a permanently changing, ever-emergent set of circumstances.'  
 - John Foster



# Sustainability Framework 2030

**To deliver on its sustainability commitments, UL established a cohesive governance structure to guarantee clear and consistent leadership, responsibility, open accountability and agility, which will enable us to learn as we go and adapt to a complex, ambiguous and fluid reality.**

## **COMMITMENT TO SUSTAINABILITY**

The President at UL provides leadership, commitment and support for the UL Sustainability Framework 2030 (UL's system-wide approach to becoming a sustainable university). The framework is UL's targeted response to the UN SDGs.

The Chief Finance and Performance Officer (CFPO) and UL's Executive Committee (EC) have overall responsibility for sustainability at UL. The governance structure for the implementation of the sustainability agenda centres around the UL Sustainability Framework 2030.

## **UL'S SUSTAINABILITY FRAMEWORK 2030**

The framework takes a mission-based approach. A mission-based approach requires the identification of clear metrics against which we can measure our progress. UL's Sustainability Framework 2030 was co-designed and developed by the UL community with active senior support and leadership.

The framework sets out a UL system-wide approach to sustainability and articulates our commitment to successfully implementing 21 missions, all of which are aimed at realising our ambition of becoming a sustainable university.



# UL Mission-based Sustainability Framework 2030



Download  
Framework





# Mission Lab

## **The Mission Lab is responsible for leading the orchestration and progression of the mission portfolio.**

At its core, a mission-based approach affords UL the time and space to build a bespoke innovation engine; one that will enable increased organisational agility and responsiveness as it matures. It will require the development of a strong governance model that ensures collective accountability and responsibility, all while enabling experimentation and informed risk-taking.

Engaging students in the work of the Mission Lab is crucial for the progression of the mission portfolio and the university's transition to sustainability. As members of the campus community and future leaders, students bring fresh perspectives, creativity, and enthusiasm to problem-solving. By involving students as co-designers of solutions, we not only foster a sense of ownership and commitment to the sustainability missions but also tap into

their unique experiences, knowledge, and talents. This collaborative approach enables the development of innovative, effective, and contextually relevant solutions that address the challenges faced by the university. Furthermore, engaging students in the Mission Lab's efforts helps cultivate a culture of sustainability and environmental stewardship within the campus community, empowering students to become agents of change in their own lives and beyond.

As a new entity, the Mission Lab will be operated by a dedicated team with the mandate to fulfil the following roles:

- Orchestrate and manage the mission portfolio
- Act as cross-pollinators between mission teams
- Provide resources and support to mission teams
- Develop novel mission-based methods and tools
- Capture and disseminate ongoing learning
- Leverage funding for effective investment
- Build new connections and increase momentum





The image shows a modern, two-story building with a dark, vertically-slatted facade. The top story is partially obscured by a lush green roof with various plants and trees. A large, stylized green logo consisting of three vertical bars of varying heights is positioned to the left of the text "Mission Lab". The building is surrounded by mature trees and greenery. In the foreground, a paved plaza with a grid pattern is where several people are gathered. Some are looking at a large informational display on a stand, while others are talking in small groups. To the left, a small white table with a laptop and a person is visible. The overall atmosphere is one of a modern, eco-friendly public space.

# Mission Lab

**Mission Lab**  
The Mission  
Change

the Mission  
Change

the Mission  
Change

the Mission  
Change



# UL Sustainability Missions



Mission Lab

By 2030, UL's Mission Lab will have orchestrated and led its extended community to achieve the UL Mission Portfolio.



Earth Guild

By 2030, UL will have co-developed a trade school that supports the growth of sustainability-based vocations within local communities.



Transition Governance Framework

By 2030, UL will have piloted a sustainability-led governance model and have shaped HE policy within Ireland.



Open Loop University

By 2030, UL will provide access to the Mission Lab process and learning content to its alumni and offer them opportunities to engage with the mission portfolio.



Citizens Mission Council

By 2030, UL's Mission Lab will have fostered active citizenship through robust civic engagement and participatory innovation processes.



Active Mobility Campus

By 2030, UL will provide only sustainable forms of transport within and between campuses, with a focus on physical mobility where possible.



Digital Campus Commons

By 2030, UL will have transparently reported on and shared its sustainability journey through a university digital twin.



Student Livelearns

By 2030, UL will have built student accommodation that integrates the practices, behaviours and infrastructure of sustainable development into the everyday lives of students.



Fab Campus

By 2030, UL will act as a test bed for the development and scaling of circular production & consumption systems.



Agrihood Campus

By 2030, the majority of food consumed on the UL campus will be healthy and sourced from within the bioregion and/or from the university grounds.



Mission Impact Hub

By 2030, UL's start-up incubator will incorporate principles of sustainability into its start-up programmes and work to commercialise opportunities identified by the Mission Lab.



Biophillic Campus

By 2030, UL will have integrated nature and natural materials within all campus buildings and environments.



Campus  
Tribe

By 2030, UL will have fostered a place-based identity anchored in a program of nature-based rituals that embody a culture of connectedness.



Biodiverse  
Campus

By 2030, UL will have increased the biodiversity and volume of plant and animal life on campus and will maintain ecologically healthy levels.



Mission  
Driven  
Learning

By 2030, UL will have pioneered mission-driven curriculum to support the transition.



Revitalised  
River  
Shannon

By 2030, UL will have significantly contributed to the ecological health of the River Shannon and its associated natural ecosystems.



Egalitarian  
University

By 2030, UL will be the national leader in terms of embedding equality and inclusion in structures, opportunities and community.



Clean  
Water  
Campus

By 2030, UL will will have optimised campus water accessibility and water management & protection.



Self  
Powered  
Campus

By 2030, UL will act as a test bed for the development and scaling of sustainable energy systems.



Circular  
Campus

By 2030, UL will act as a test bed for the development of circular material flows and material usage.



Carbon  
Neutral  
Campus

By 2030, UL will have achieved carbon-neutral status.



# Speculative Campus Vision



STUDENT LIVE-LEARNS

REVITALISED RIVER SHANNON

CAMPUS TRIBE

BIODIVERSE CAMPUS

EARTH GUILD

SELF-POWERED CAMPUS

MISSION IMPACT HUB

DIGITAL CAMPUS COMMONS

TRANSITION G

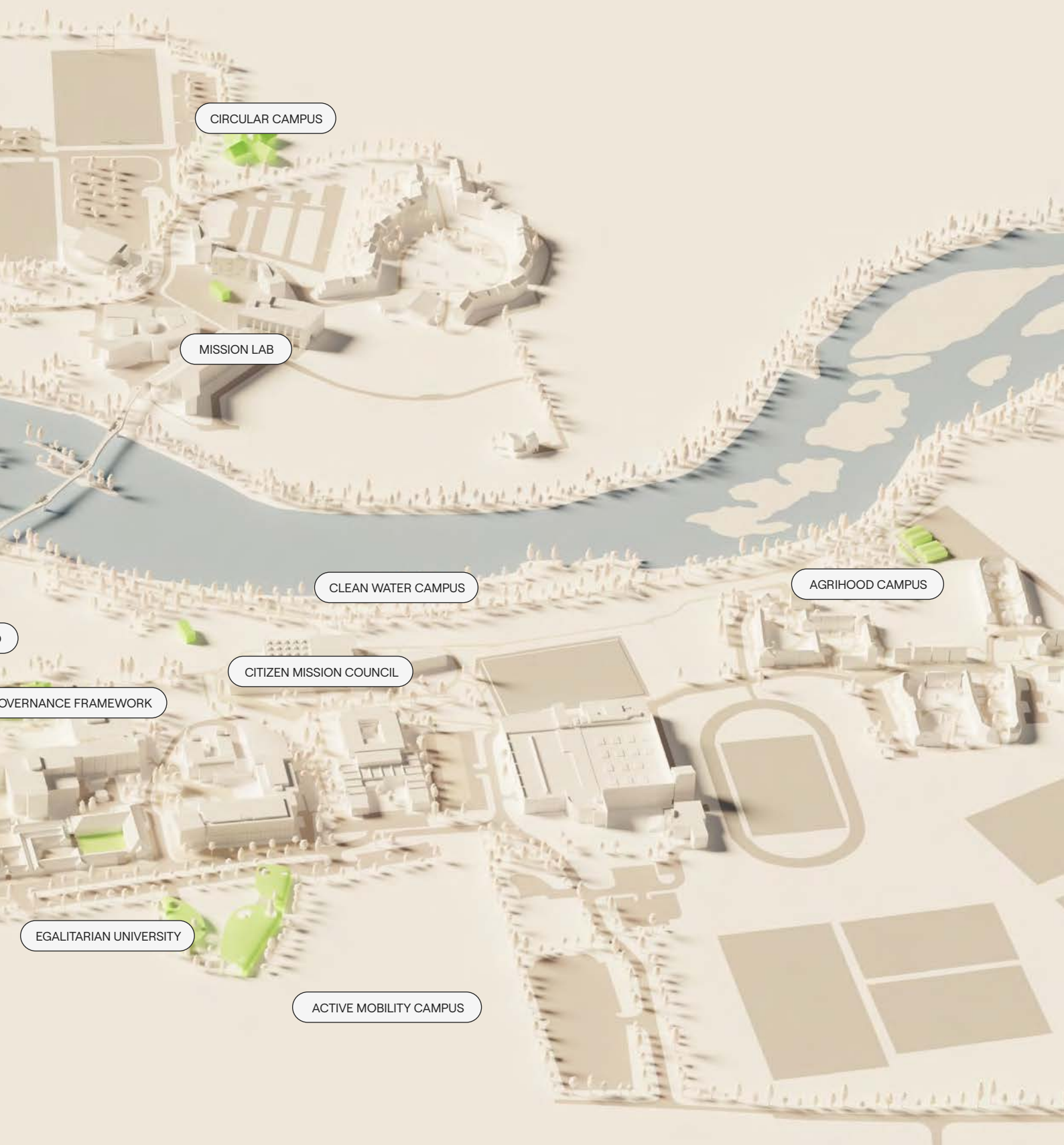
MISSION DRIVEN LEARNING

OPEN LOOP UNIVERSITY

FAB CAMPUS

BIOPHILIC CAMPUS

CARBON NEUTRAL CAMPUS



CIRCULAR CAMPUS

MISSION LAB

CLEAN WATER CAMPUS

AGRIHOOD CAMPUS

GOVERNANCE FRAMEWORK

CITIZEN MISSION COUNCIL

EGALITARIAN UNIVERSITY

ACTIVE MOBILITY CAMPUS





# Human Rights EDI Strategy



University of Limerick Human  
Rights EDI Strategy 2023 – 2027





This strategy has been developed and approved by the **University of Limerick's Human Rights, Equality Diversity and Inclusion Committee** using templates developed by the Irish Universities Association. The development & stakeholder consultation was facilitated by **Niall Crowley of Value Labs**. Document was designed in conjunction with **Saol**.

The electronic version of this document on the UL Human Rights, Equality Diversity website is the latest version.  
Contact [edi@ul.ie](mailto:edi@ul.ie)



[www.ul.ie/sustainability](http://www.ul.ie/sustainability)

**Human Rights,  
Equality Diversity and  
Inclusion Committee**

[www.ul.ie/equality-diversity-inclusion](http://www.ul.ie/equality-diversity-inclusion)



[www.values-lab.ie](http://www.values-lab.ie)

**Saol**

[www.studiosaol.com](http://www.studiosaol.com)

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# 01 Introduction









“I am delighted to formally launch the institution’s Human Rights, Equality, Diversity and Inclusion Strategy 2023 - 2027.”



**Professor Kerstin Mey**  
President  
University of Limerick

## Foreword from the President, University of Limerick - Professor Kerstin Mey

I am delighted to formally launch the institution's Human Rights, Equality, Diversity and Inclusion Strategy 2023 – 2027.

University of Limerick (UL) is a Higher Education Institution (HEI) committed to ensuring equal opportunities and outcomes in rights, respect, representation, recognition and resources for all its students and university staff. Grounded in values such as social justice, agency, inclusivity, empowerment, and respect, this university actively seeks to dismantle barriers and biases in every facet of our work, from admissions and academia to staffing and governance.

By embedding a commitment to goals of equality and inclusion within our structures, procedures and practices, the university fosters an environment where diverse identities are celebrated and accommodated and thrive across all the grounds of gender, civil status, family status, age, disability, sexual orientation, race, religion, membership of the Traveller community, and socio-economic status.

The Irish Human Rights and Equality Commission Act 2014 (Section 42 (1)) mandates that a public body like UL must take measures to eradicate discrimination, foster equality of opportunity and fair treatment. The university must safeguard the human rights of our community, encompassing members, staff, students, and those who we provide services to.

In UL, we aim to surpass the basic requirements of the duty by aligning our objectives in human rights, equality, diversity and inclusion with our overarching strategic and sustainability goals. In doing so, we ensure that our five core values serve as the driving force behind our organisational culture. I firmly believe that adopting a values-led approach enhances and builds on the strong traditions and principles deeply ingrained within our institution. As the leader of this remarkable institution, I take

immense pride in our accomplishments so far. UL has set a significant milestone in Irish Higher Education by being awarded with the prestigious Silver Athena Swan Institution award in March 2023, a remarkable achievement as the first institution in the sector and internationally outside of the UK to achieve such an accolade. This accomplishment reflects not only our enduring dedication to the promotion of gender equality across our institution but also our successful implementation of initiatives that have produced meaningful results within the broader Human Rights – EDI (Equality, Diversity and Inclusion) framework.

My vision for UL is to rebalance social progress within environmental constraints and become a truly egalitarian university. Within our Sustainability Framework, which can be accessed at [www.ul.ie/sustainability](http://www.ul.ie/sustainability), we have set out our commitment to becoming an egalitarian university by 2030. An Egalitarian University is one that is fully dedicated to guaranteeing equity in terms of rights, respect, representation, recognition for all its students and university staff.

Our mission of egalitarianism is dedicated to advocating for equal opportunities, rights and representation across all levels of our institution. We are unwavering in our commitment to celebrating diversity and fostering an environment where every member can thrive, regardless of their backgrounds. Our core values of social justice, inclusivity, agency, respect and empowerment serve as the foundation for our actions. The university diligently adheres to the Public Sector Equality and Human Rights Duty, engaging in continuous assessment, taking action and transparently reporting our progress as we work towards these goals. With thanks to the support of our Governing Authority in its approval for this strategy, we commit to regularly reporting the progress of this work and the implementation of Duty.

Finally, on behalf of the governance bodies within UL I am personally committed to fully integrating Human Rights, Equality, Diversity and Inclusion into our structures and policies, procedures and processes, actions, and culture and to dedicating resources to achieve this pivotal goal.

**Head of Athena Swan Ireland presents the Athena Swan Silver award**

Sarah Fink presents the Athena Swan Silver Award to President Kerstin Mey and Dr Marie Connolly, Director of Human Rights, Equality, Diversity and Inclusion and leader of the institution application.

**Pride Month**

The Pride Flag raised outside Plassey House to highlight Pride Month across the campus.



**Public signing of HEA's Anti Racism Principles**

Dr Jennie Rothwell, Head of the HEA Centre of Excellence for EDI, President Kerstin Mey and Laura Austin, Senior Executive Officer, HEA Centre of Excellence for Equality, Diversity and Inclusion.

**Consent Orientation Stand Sept 2023**

Maria Healy, UL's Sexual Harassment & Sexual Violence Prevention and Support Officer at Orientation week for new UL undergraduate students



## Foreword from the Director of Human Rights, Equality, Diversity & Inclusion - Dr. Marie Connolly

I am honoured to join President Professor Kerstin Mey in presenting the University of Limerick's (UL) Human Rights, Equality, Diversity, and Inclusion (HREDI) Strategy for the years 2023-2027. This strategic document outlines UL's commitment to upholding the principles of Human Rights and EDI for our staff, students, visitors, and service users within the higher education community. Building upon the foundation laid by our previous Equality and Human Rights Strategy (2019-2022), this new strategy delineates our vision and objectives for HREDI over the next three years. It also underscores our dedication to creating a workplace and learning environment grounded in five fundamental values: Social Justice, Empowerment, Inclusivity, Agency, and Respect. These values underpin our mission to promote equality and human rights, dismantle barriers, and engage in positive actions in the realms of employment, education, and learning provision, especially for the identified groups. Our approach builds upon the deep-rooted values and traditions inherent in our institution.

The establishment of the Human Rights, Equality, Diversity, and Inclusion Office in March 2021 marked a pivotal moment in our commitment to HREDI. We identified four key pillars for implementing HREDI within the institution: Gender Equality, Universal Design for Learning/Accessibility; Diversity & Inclusion; and Sexual Health & Wellbeing. To ensure comprehensive coverage, we formed numerous working groups under each of these pillars, aligning their efforts with the overarching HREDI focus. We strived to include representation from each group on the HREDI Steering Committee. For any pillars lacking working groups, new ones were established to address those gaps.

In January 2022, we restructured the HREDI Steering Group, nominating the Provost/Deputy President as the chair and my role as the co-chair. This restructuring aimed to ensure that all key decision-makers within the institution played an

active role. In January 2023, a HREDI Working Group was established within this committee, further ensuring representation from all identified groups. This extensive collaboration and consultation with the stakeholders and working groups have been instrumental in shaping what I believe is a robust strategy. This strategy will undergo continuous review throughout its lifespan to maintain flexibility and responsiveness to evolving needs, aligning with our responsibilities as a public sector entity under the requirements of the Irish Human Rights and Equality Commission Act 2014 Section 42 (1), "Assess, Address, and Report."

As President Mey has articulated, UL's overarching goal is to become a truly egalitarian university by 2030. We are firmly committed to providing equal opportunities and outcomes in rights, respect, representation, recognition, and resources for all students and university staff. Grounded in values such as social justice, agency, inclusivity, empowerment, and respect, this university actively seeks to dismantle barriers and biases across all aspects, from admissions and academia to staffing and governance (UL's HREDI Mission). This strategy is a fundamental part of our commitment to achieving the institution's Sustainability Goals as outlined in the UL Sustainability Framework 2030 and aligns with the United Nations' Sustainable Development Goals (SDGs) of Gender Equality (Goal 4), Reduced Inequalities (Goal 10), and Peace, Justice, and Strong Institutions (Goal 16). I would like to personally express my gratitude to the members of the HREDI Office, the HREDI working group members (listed on page 54), and all those who contributed significantly to the development of this strategy. I extend a special thanks to Mr. Niall Crowley of Values Lab, whose expert guidance was invaluable in shaping this strategy. Niall's extensive knowledge and experience as an HREDI consultant greatly enriched this process. My sincere thanks also go to the team at Studio Saol, our strategic design partners, whose support was generously provided through the Centre for Sustainable Futures and Innovation.



# Egalitarian University

is a HEI committed to ensuring equal opportunities and outcomes in rights, respect, representation, recognition and resources for all its students and university staff. Grounded in values such as social justice, agency, inclusivity, empowerment, and respect, this university actively seeks to dismantle barriers and biases in every facet, from admissions and academia to staffing and governance.

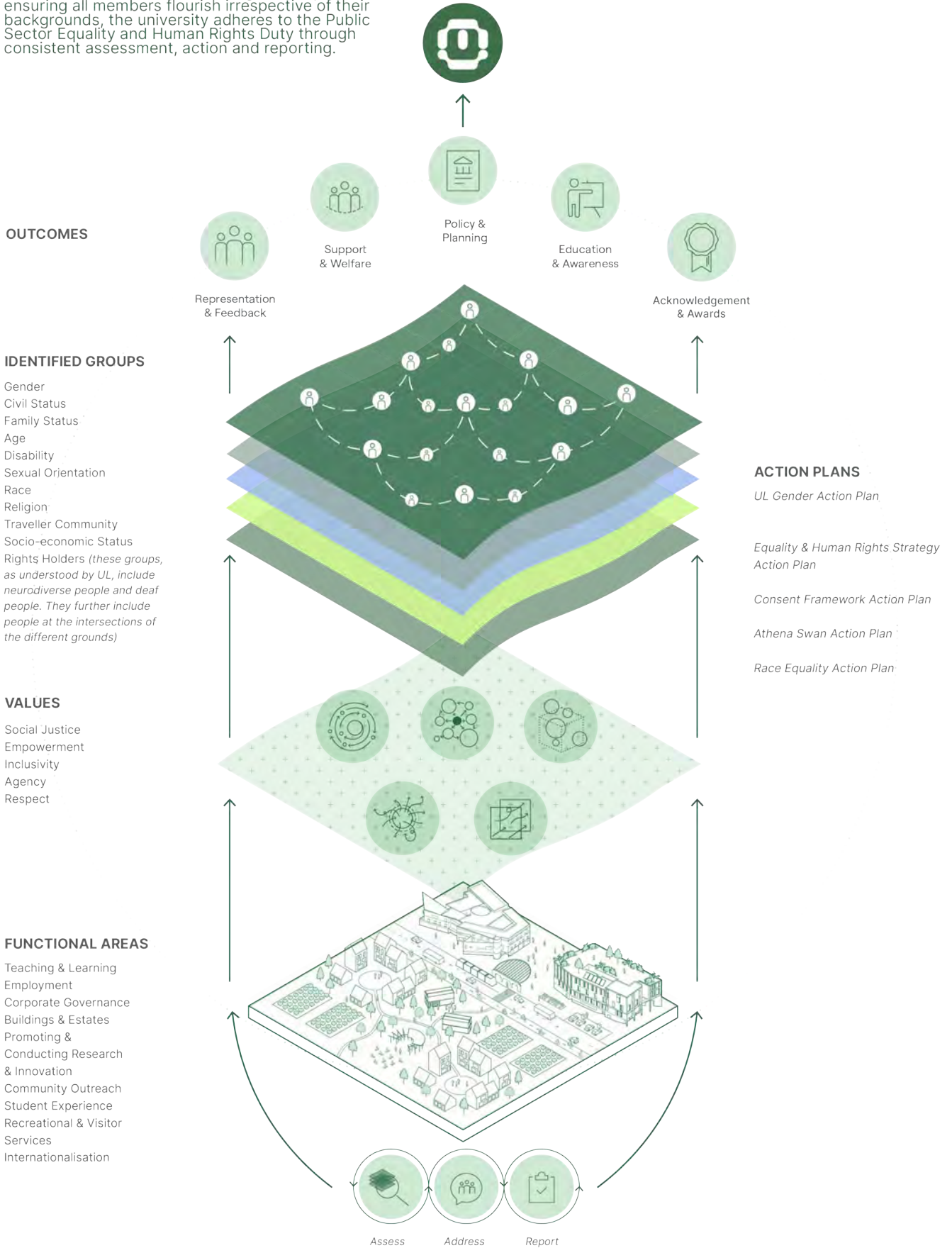
By embedding a commitment to goals of equality and inclusion within its structures and practices, the university fosters an environment where diverse identities are celebrated and accommodated and thrive across all the grounds of gender, civil status, family status, age, disability, sexual orientation, race, religion, membership of the Traveller community, and socio-economic status.

Adhering to the Public Sector Equality and Human Rights Duty, through a process of assessment, addressing and reporting, UL aspires to embed ambitions, systems and practices for equality and human rights across the entire institution driven by the mission of becoming an egalitarian university by 2030.

# Egalitarian University

Rooted in the values of social justice, inclusivity, agency, respect and empowerment, UL's Egalitarian University mission champions equal opportunities, rights and representation across all levels while actively addressing barriers in admissions, academia and governance.

With a commitment to celebrating diversity and ensuring all members flourish irrespective of their backgrounds, the university adheres to the Public Sector Equality and Human Rights Duty through consistent assessment, action and reporting.



# Implementation of the Duty: Introduction

This implementation plan establishes the ambition and approach of University of Limerick to implementing the public sector equality and human rights duty (the Duty), and is compliant with Section 42 of the Irish Human Rights and Equality Commission Act 2014: the public sector equality and human rights duty (the Duty).

The Duty requires public bodies to have regard to the need to eliminate discrimination, promote equality of opportunity, and protect human rights for service users, policy beneficiaries, and employees, across all their functions.

## **Section 42.1 of the Irish Human Rights and Equality Commission Act 2014 sets out the Duty:**

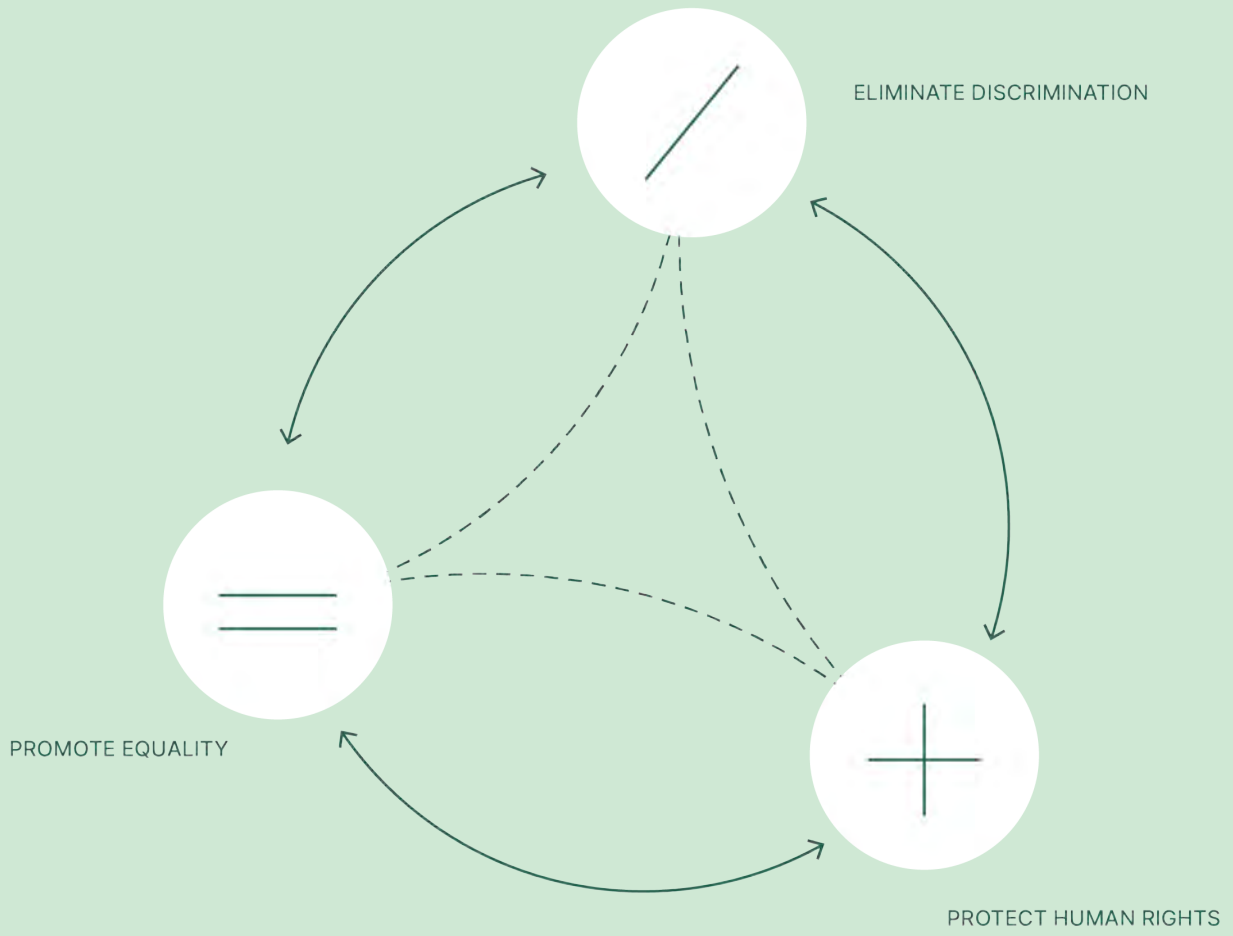
A public body shall, in the performance of its functions, have regard to the need to:

- Eliminate discrimination;
- Promote equality of opportunity and treatment of its staff and the persons to whom it provides services; and
- Protect the human rights of its members, staff and the persons to whom it provides services.

To give effect to the Duty, public bodies are required to: undertake an assessment of the equality and human rights issues facing the identified groups for the Duty that would have a relevance for the functions of that public body; identify the steps being taken or proposed, to address the issues as assessed; and report annually on the progress in addressing these issues and implementing the Duty.

## **S42.2 lays out the three key steps that public bodies should follow, in regard to giving effect to the Duty:**

- Set out in a manner that is accessible to the public in its strategic plan (howsoever described) an **assessment** of the human rights and equality issues it believes to be relevant to the functions and purpose of the body and the policies, plans and actions in place or proposed to be put in place to **address** those issues, and
- **Report** in a manner that is accessible to the public on developments and achievements in that regard in its annual report (howsoever described).





# Identified Groups and Functional Areas

The **identified groups** for Implementing the Public Sector Equality and Human Rights Duty are those covered under equal treatment legislation.

These groups, as understood by UL, include neurodiverse people and deaf people. They further include people at the intersections of the different grounds.

The Duty covers the grounds of:

- gender (defined under the Acts as being male or female and understood by UL to include gender identity, gender expression and intersex status (The European Court of Justice has held that discrimination against a transsexual person constitutes discrimination on the ground of sex);
- civil status (defined under the Acts as being single, married, separated, divorced, widowed, or in a civil partnership);
- family status (defined under the Acts as being pregnant or having responsibility as a parent in relation to a person under 18 years, or as a parent or the resident primary carer in relation to an adult with a disability who needs care or support on a continuing, regular or frequent basis);
- age (defined under the Acts as applying to everybody over 18 (except in relation to the provision of motor insurance to drivers aged under 18));
- disability (defined under the Acts as covering a wide range of impairments, all physical, sensory and intellectual disabilities, as well as illnesses),
- sexual orientation (defined under the Acts as being heterosexual, homosexual or bisexual, and understood by UL to include the full spectrum of sexual orientations);
- race (defined under the Acts as including race, colour, nationality or ethnic or national origins);
- religion (defined under the Acts as having religious beliefs or having none; where 'religious belief' includes religious background or outlook);
- membership of the Traveller community (defined under the Acts as people who are commonly called Travellers, who are identified by both Travellers and others as people with a shared history, culture and traditions, identified historically as having a nomadic way of life on the island of Ireland).

The Irish Human Rights and Equality Commission has established two further identified groups for the Duty in relation to:

- socio-economic status (understood as those people at risk of or experiencing poverty and exclusion); and
- rights holders under the various human rights instruments.

The full range of functions of University of Limerick encompasses:

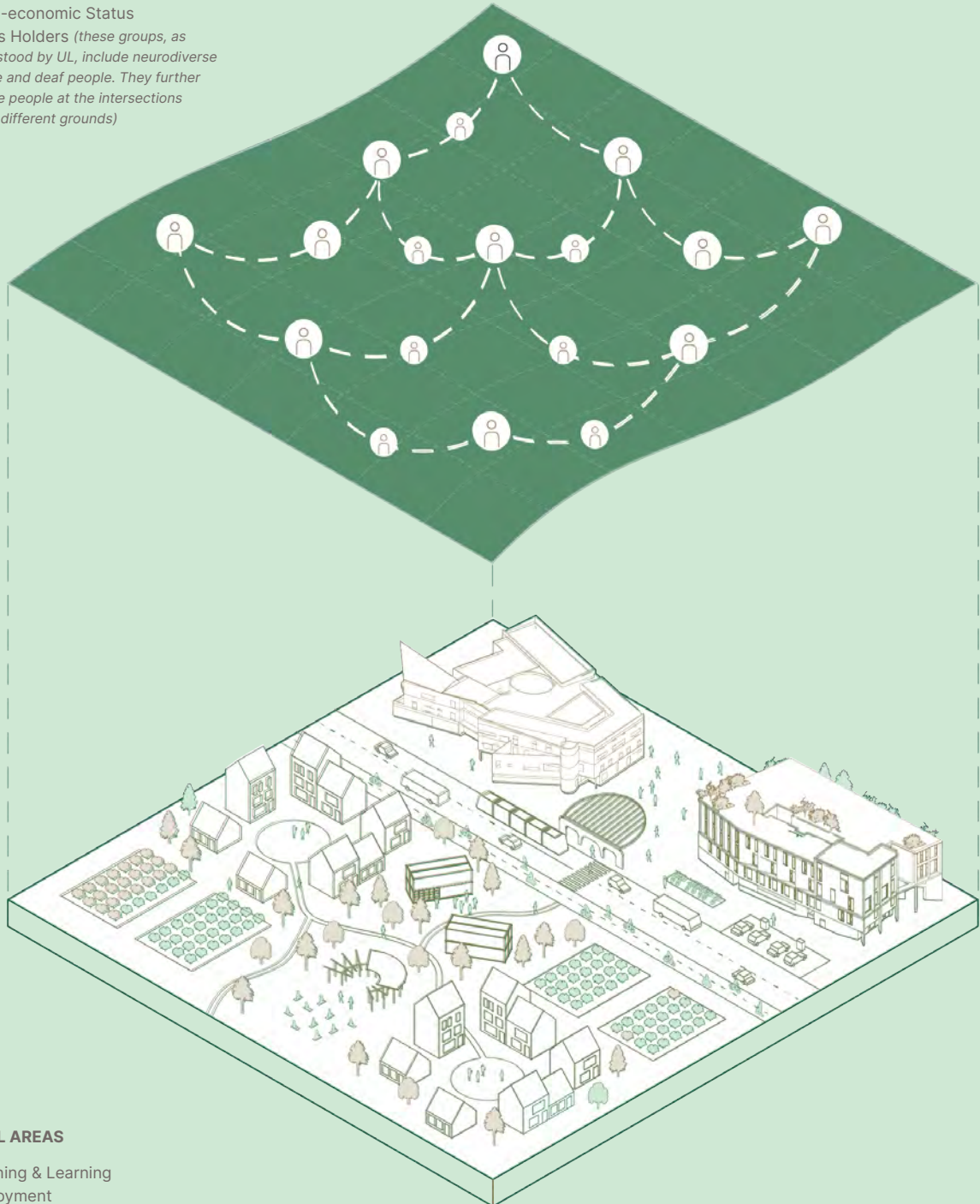
- teaching and learning
- employment
- corporate governance
- buildings and estates
- promoting and conducting research and innovation
- community outreach
- student experience
- recreational and visitor services
- internationalisation.

## Reference

<https://www.ihrec.ie/our-work/public-sector-duty>

## IDENTIFIED GROUPS

Gender  
Civil Status  
Family Status  
Age  
Disability  
Sexual Orientation  
Race  
Religion  
Traveller Community  
Socio-economic Status  
Rights Holders *(these groups, as understood by UL, include neurodiverse people and deaf people. They further include people at the intersections of the different grounds)*



## FUNCTIONAL AREAS

Teaching & Learning  
Employment  
Corporate Governance  
Buildings & Estates  
Promoting & Conducting Research & Innovation  
Community Outreach  
Student Experience  
Recreational & Visitor Services  
Internationalisation



# 02 Values Statement









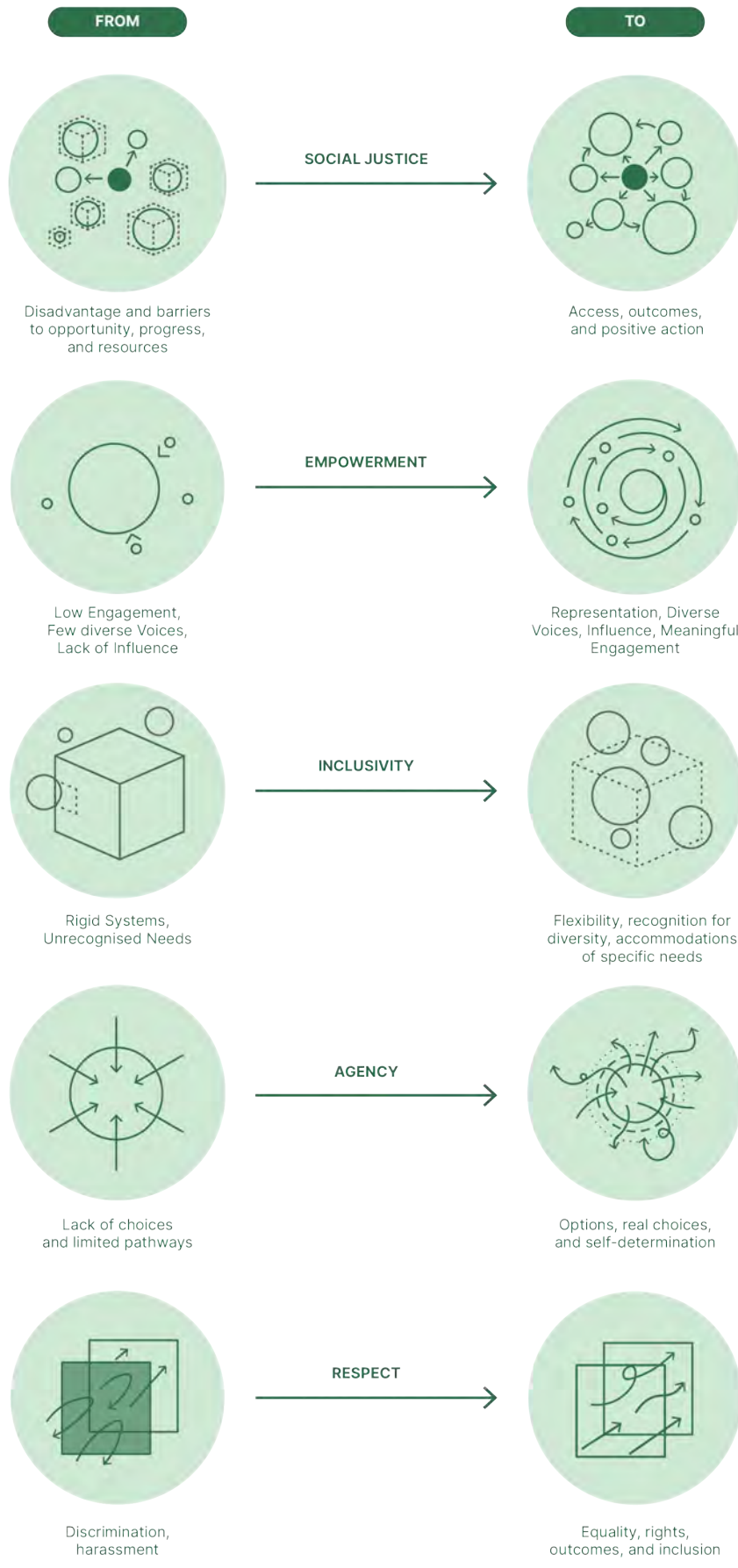
# Introduction

This equality and human rights values statement has been developed to provide a frame within which to implement the Duty and to set out benchmarks that capture our ambition for implementing the Duty and this equality and human rights mainstreaming strategy. It enables a comprehensive approach to the Duty and serves to support an ongoing alignment with our ambitions for the Duty. It draws from and is coherent with our wider corporate values.

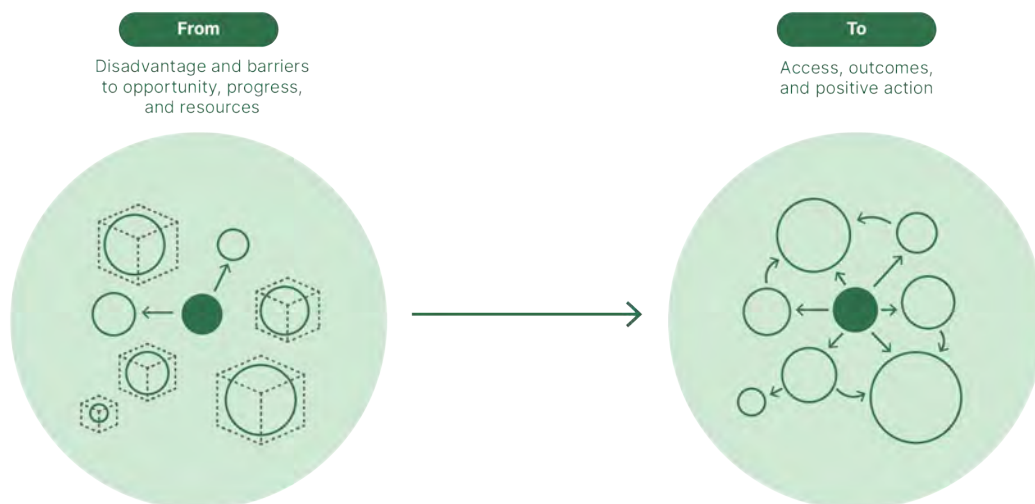
The values identified in this statement are those that motivate our concern for equality and human rights. Five core values are identified: social justice; empowerment; inclusivity; agency; and respect.

For each of these values a brief shared understanding of this value is set out along with two benchmarks:

a statement of outcome: the implications of the value for the change sought and priorities pursued by the university across its various functions; and  
a statement of process: the implications of the value for the way the university works in pursuing this change and its various priorities.



# Social Justice

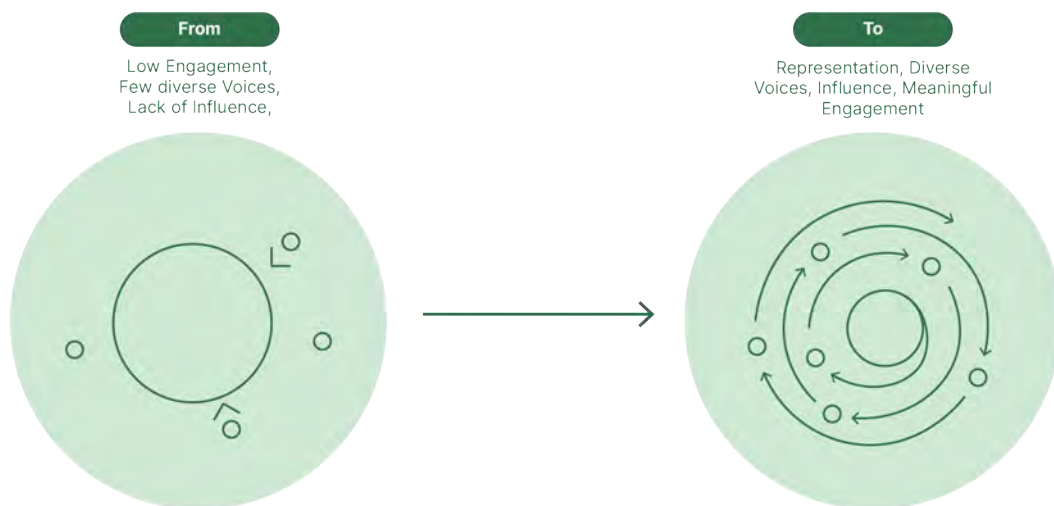


Social Justice is about resources, opportunities and capabilities to flourish, involving action to enable achievement of outcomes.

**STATEMENT OF OUTCOME:** This university will: enable greater access to, retention in, and outcomes from higher education for the identified groups; offer employment opportunities and enable their career progression within the sector; and contribute to a wider societal achievement of such goals by challenging injustice, building a knowledge base on the issues, and promoting innovation in addressing equality and human rights issues in society.

**STATEMENT OF PROCESS:** This university will: remove barriers and engage in positive action for new outcomes in employment, education and learning provision for the identified groups; and work with communities and individuals from the identified groups to lead a societal and institutional conversation on equality and human rights issues and ambitions.

# Empowerment



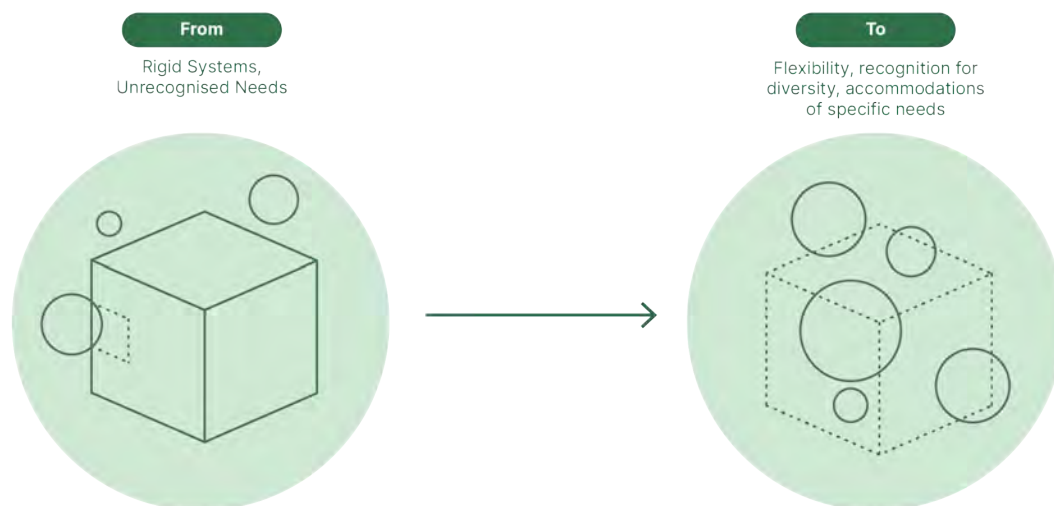
Empowerment is about engaging with and enabling a diversity of voices at the level of the collective, involving this diversity being listened to and heard, with positive attention to their different viewpoints, and having influence and a meaningful engagement in decision-making processes.

**STATEMENT OF OUTCOME:** This university will: ensure adequate representation at decision-making tables, and within structures that influence and inform policy and plans for the identified groups; and ensure the voice of the diversity of staff and students is heard and has meaningful impact and influence in driving change.

**STATEMENT OF PROCESS:** This university will: work in partnership with relevant organisations and groups that bring forward the perspective of the identified groups; take participatory approaches across our work, including in research; empower relevant staff networks and student associations; and consult with the identified groups and act on their feedback.



# Inclusivity

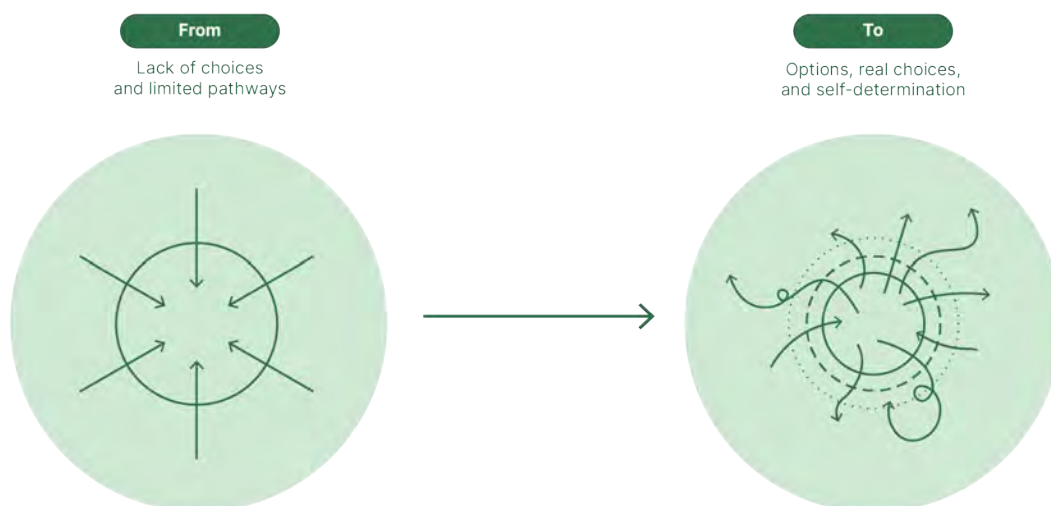


Inclusivity is about valuing and respecting diversity, achieving a sense of belonging, and being person-centred, involving proactive and mainstream processes of universal design and recognition for and flexibility in addressing specific needs and in recognising specific strengths.

**STATEMENT OF OUTCOME:** This university will innovate to develop and operationalise models of good practice in mainstreaming a focus on diversity, thus ensuring our general provision and systems address the specific needs of people from across the identified groups and accommodate the particular needs that arise from their diversity.

**STATEMENT OF PROCESS:** This university will implement systems that are flexible in valuing and taking account of diversity, for staff and students, and that enable and support their full and effective participation, and that engender a sense of belonging, where people can give full expression to their different identities while progressing their aspirations to full effect.

# Agency

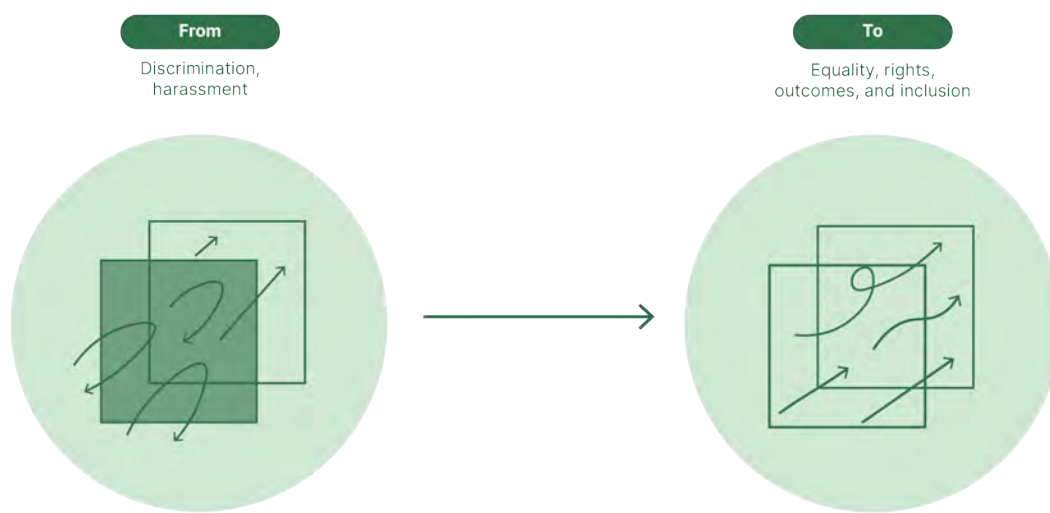


Agency is about autonomy, choice, and self-determination at the level of the individual, involving availability of, and access to a range of options to enable this.

**STATEMENT OF OUTCOME:** This university will offer options that enable real choice for people across the identified groups, in particular, pathways into and within higher education, and employment pathways and career progression.

**STATEMENT OF PROCESS:** This university will enable and empower informed choices by people from the identified groups, remove barriers to the making and realisation of these choices, and ensure processes of assessment that include for real choices in the pathways they open up for them.

# Respect



Respect is about dignity, human worth, and care, involving fair treatment, a safe environment, fulfilling the right to privacy, and valuing people.

**STATEMENT OF OUTCOME:** This university will: establish an organisational culture of equality and human rights; form a community based on respect, fairness and a valuing of diversity; enable relationships of integrity based on collaboration and co-design; and offer societal leadership, knowledge and innovation in protecting human rights and preventing and addressing all forms of discrimination.

**STATEMENT OF PROCESS:** This university will: create safe environments for work and study and build trust, transparency and accountability in these environments; and implement and operate effective and fair systems to deal with all forms of discrimination, harassment, and human rights violations that might arise.







# 03 Assessment







# Introduction

The assessment identifies the issues that face the different groups, that are covered by the Duty and that are relevant to the functions of University of Limerick. **This assessment is not an assessment of University of Limerick nor its performance.** It serves as a tool to implement the Address step of the Duty. The equality and human rights issues assessed as relevant to UL, encompass: issues that are directly actionable by the university; issues that need to be taken into account in the work of the university; and issues that need to be a focus for UL in its role as a voice for change in its wider society.

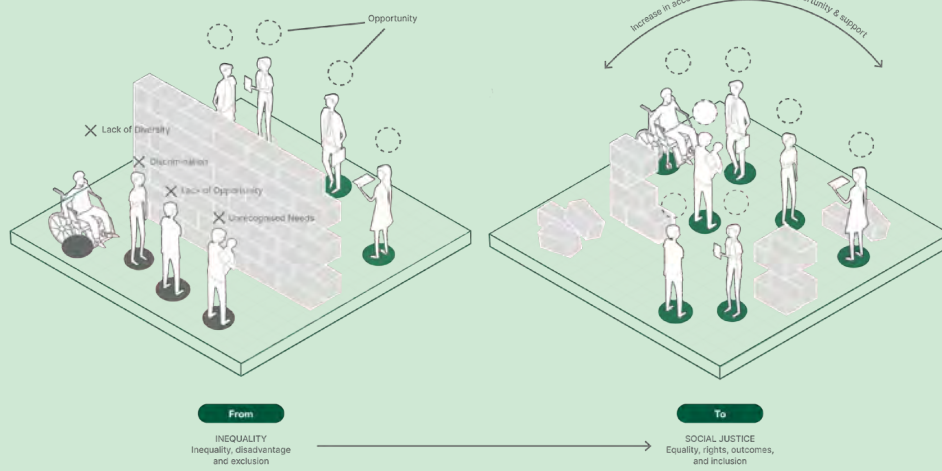
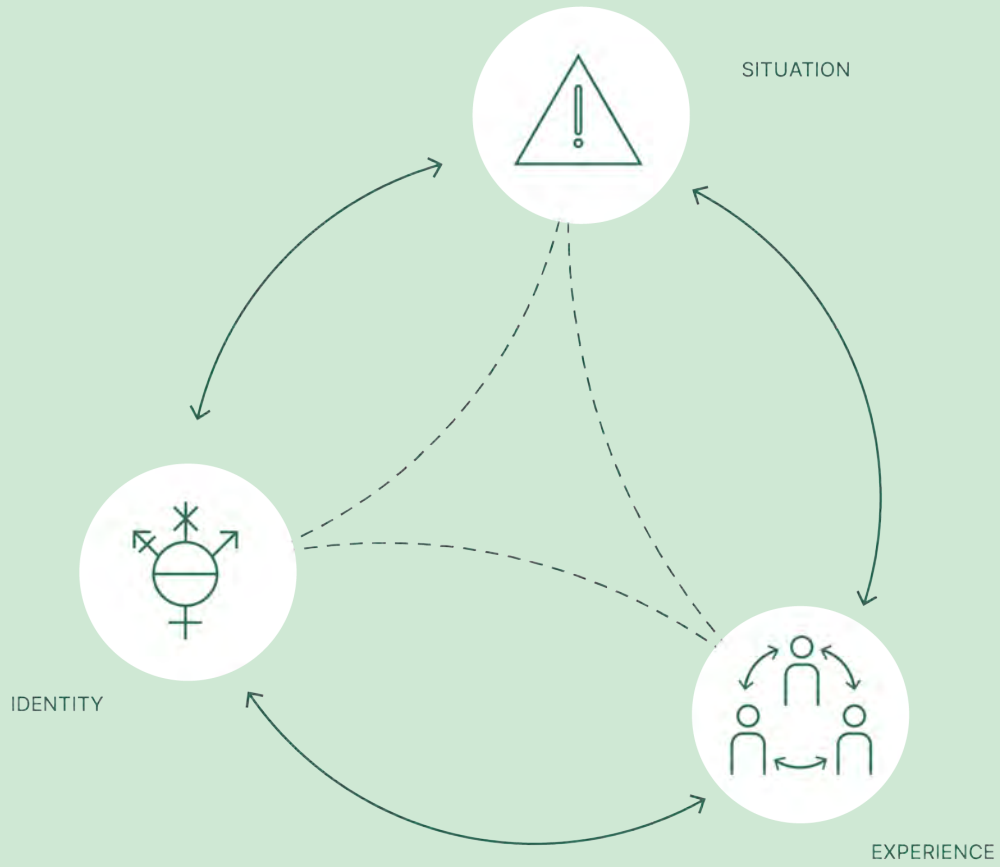
These issues relate to the:

**Situation** of the group in terms of their access to resources and any particular disadvantage they experience;  
**Experience** of the group in terms of the quality of their interaction with employers and service providers and the wider society; and  
**Identity** of the group in terms of how they choose to give expression to their identity and addressing the specific needs that arise from this.

and specifically when preparing a University of Limerick Strategic Plan. Updates will be based on new data/information becoming available on the situation, experience and identity of the relevant groups, in particular through research initiatives and feedback from stakeholders. Our equality and human values are used as a framework to set out our assessment of the equality and human rights issues relevant to our functions.

This assessment has been compiled from an evidence base of current equality and human rights research and reports from relevant Irish sources. This evidence base is held in a separate document that identifies the specific sources used, and provides key relevant data from each of these sources. This assessment will be updated periodically,

**The equality and human rights issues assessed below relate to all of the identified groups unless otherwise indicated.** They are presented in the form of an overarching issue that applies across the identified groups, which are then further illustrated with a series of bullet points drawn from the evidence base that are specifically group-focused.





# Respect

Respect is about dignity, human worth, and care, involving fair treatment, a safe environment, fulfilling the right to privacy, and valuing people.

The equality and human rights issues to be addressed in implementing the Duty, relevant to the functional areas of University of Limerick, are:

1. Discrimination of staff and students across the identified groups in accessing and participating in employment and services, with the evidence gathered pointing specifically to:
  - Comparatively higher levels of discrimination, at the point of recruitment to employment, against negatively racialised people\* including Travellers, religious minorities, disabled people, transgender and non-binary people, and older people.
  - Comparatively higher levels of in-work discrimination (e.g. in promotion and other career opportunities) against women, pregnant people, disabled people, negatively racialised people, people from religious minorities, and transgender and non-binary people.
  - Comparatively higher levels of discrimination in accessing and participating in services, including education, experienced by: Travellers, disabled people, lone parents, people from religious minorities, and transgender and gender non-binary people.
  - Comparatively higher levels of being treated as less smart or less capable than others

because of who they are, experienced by female students compared to male students. Younger students also appear to experience this more than older students.

2. Systemic institutionalisation of negative treatment on the basis of identity: ableism; ageism; racism; sexism; sectarianism; homophobia; biphobia; transphobia.
3. Identity-based violence, abuse and harassment of staff and students across the identified groups, which prevents access to and participation in employment and key services, including education, and diminishes engagement in campus spaces and education settings, with the evidence gathered pointing specifically to:
  - Comparatively higher levels of identity-based harassment and bullying by peers, experienced in education settings by LGBTQIA+ and Traveller students and staff.
  - Micro-aggressions and more direct forms of identity-based harassment experienced in the workplace by LGBTQIA+ people, Travellers, and other minority ethnic groups.
  - Significant levels of racism experienced in public spaces by negatively racialised people, particularly Travellers, Roma and Muslim women.
  - Comparatively higher levels of gender-based violence and abuse experienced by women of all ages, including: intimate partner violence and abuse; sexual harassment and assault; and stalking.
  - In education settings, comparatively higher numbers of female students report that they have experienced sexual harassment at some

point, compared with male students. Female students are more likely to feel unsafe or very unsafe walking alone in their neighbourhood and on campus than male counterparts.

- Abuse and neglect of older people.

4. Misportrayal of discrimination, sexual harassment, sexual violence and harassment due to stereotyping and bias across the identified groups to the extent that blame is misdirected, including onto those who are a target for such

5. Hostile working and learning environments and cultures for staff and students across the identified groups, with the evidence gathered pointing specifically to:

- Stigmatisation of people on the basis of: their ethnic background; their religious background; their sexual orientation; their minority gender status; their disability; their social background; their neurodiversity.
- Stereotyping of groups, including: gender stereotypes that restrict subject choice and career routes for girls and boys; stereotyping of students with a disability and Traveller students, resulting in low expectations from teaching staff; stereotyping of older people as being non-contributors to society and lack of opportunities for intergenerational learning.
- Unconscious bias informing decision-making and serving to make the articulation of discrimination more difficult.
- Low expectations of the potential of disabled students and Traveller students.
- Limited understanding and/or capacity of employers and service providers, and of employees and service-users, with regard to equality and human rights issues, including addressing identity-based discrimination, harassment and abuse.
- Negative impact of identity-based bullying, harassment, and abuse (including gender-based violence) including: poor physical and mental health and wellbeing; absence from/being forced to leave education and employment; and self-limiting participation in public and the wider community to avoid victimisation.

6. Inappropriate and problematic nomenclature or categorisation used for the identified groups and lack of definition for an agreed nomenclature that reflects the perspective of the identified groups.

7. Under-reporting of discrimination, sexual harassment, harassment and bullying across the identified groups, including in work and in learning environments, due to fears and issues of victimisation, inadequate procedures for receiving and addressing complaints, and lack of information on reporting systems.

8. Lack of knowledge of rights under legislation and capacity to exercise these rights across the identified groups, and lack of meaningful ways to seek redress where these rights are violated, including adequate policies and accessible reporting processes.

9. Lack of preventative measures and inadequate protection for the identified groups from incidents of discrimination, sexual harassment, harassment and bullying.

10. Limited or inadequate response, from service providers and employers, to discrimination, sexual harassment, harassment and bullying, including lack of or inadequate complaints/investigation mechanisms, failure of or inadequate implementation of these where in place, and lack of accountability for those found to have perpetrated such incidents.

\* The term 'negatively racialised people' is used as the preferred terminology to identify those covered under the equality legislation by the ground of race who experience discrimination and racism, including Travellers, who are covered by a distinct ground of membership of the Traveller community. The terminology recognises racialisation as a social process used to establish hierarchical differences, with oppressive impact for those groups that are 'negatively racialised'. It reflects that this process is driven by dominant social groups and that these groups are themselves racialised (self-racialised), but as embodying 'positive' racialised characteristics, which usefully alerts that 'whiteness' is also a racial category and a product of this social process of racialisation

# Inclusivity

Inclusivity is about valuing and respecting diversity, achieving a sense of belonging, and being person-centred, involving proactive and mainstream processes of universal design and recognition for and flexibility in addressing specific needs and in recognising specific strengths.

The equality and human rights issues to be addressed in implementing the Duty, relevant to the functional areas of University of Limerick, are:

1. Failure to provide reasonable accommodation for diversity and lack of Universal Design for Learning. This includes failure to address specific needs and preventing access to and participation in education, training and employment by staff and students across the identified groups, with the evidence gathered pointing specifically to:

- For disabled people: lack of flexible work arrangements; need for modified tasks, wage subsidy, transport/parking, human support, and assistive technology or physical adjustments; inaccessible buildings and public spaces; inaccessible communication channels; and limited understanding and application of the social model of disability and universal design.
- For deaf people: lack of statutory provision

for ISL interpreting for employment; and ISL interpreters insufficiently prepared to interpret in employment fields with many specialist concepts and terminology.

- For negatively racialised groups: lack of recognition for cultural difference and its practical implications, and, in particular for migrants, refugees, and asylum seekers: the uncertainty or short-term nature of their visa or residential status; the lack of recognition of their existing qualifications; lack of information about how to access education; ineligibility to access bursaries and other schemes to assist with fees; language barriers, lack of translation and interpretation, and limited availability of English language classes.
- For Travellers: potential loss of income supports (such as the medical card) upon take-up of employment; a lack of networks and connectors (as exist for settled community) to assist them in getting into employment; removal of targeted education supports at primary and post-primary level (such as the visiting Teacher); limited financial and other resources (broadband, devices, study space etc.) to participate in education (the latter was exacerbated during COVID-related school/college closures).
- For people with caring responsibilities, including lone parents and some carers: inadequate family leave provision and lack of flexible working arrangements; potential loss of income supports; lack of affordable, accessible childcare and care services for older people; and impact of unequal sharing of caring responsibilities on women's ability

to take up full-time employment and on their promotion and other career opportunities.

- For people subjected to gender-based violence: lack of appropriate support provided to, leave arrangements made available for, and flexibility afforded to employees exposed to and dealing with issues of gender-based violence.
- For older people: lack of gradual retirement options and early retirement, and lack of opportunities to participate in teaching and research initiatives.
- For LGBTQIA+ people: lack of provision that acknowledges same-sex relationships and that enables people transitioning their gender in the workplace or education setting.
- For religious minorities: lack of provision and flexibility to enable religious observance and other religious imperatives.
- For people who are homeless or at risk of becoming homeless: unstable housing situation interrupting or delaying young people's engagement with education and/or employment.
- For former or current prisoners: lack of supports and Garda vetting procedures as a barrier to education and employment.

2. Invisibility for diversity, a culture of invisibility for diversity within an organisation, and a mono-cultural group dynamic, for staff and students across the identified groups, with the evidence gathered pointing specifically to:

- An absence of data on many of the identified groups in regard to their access to, participation in, and outcomes from employment, education and other key services.
- Fear of self-expression or disclosure of authentic self, in particular Travellers, LGBTQIA+ people, and people with 'hidden disabilities' feeling compelled to hide their identity in employment and education settings in order to avoid discrimination, harassment, and abuse.
- Learning and working environments that do not adequately or positively reflect the culture and identity of diverse groups, including negatively racialised groups

including Travellers, and LGBTQIA+ people.

- Attitudes and behaviours that present barriers, isolate and exclude staff and students, including disabled people, LGBTQIA+ people, older people, and negatively racialised people.

3. Failure to acknowledge and respond to intersectionality across the identified groups, with the evidence gathered pointing specifically to:

- Specific needs for those groups at the intersections between the grounds.
- Experiences of multiple and compounding discrimination and inequality.
- Intersection of socio-economic disadvantage with identity-based inequality (in particular for: lone parents, Travellers and other minority ethnic groups, disabled people, older people, and transgender and non-binary people).

4. Limited understanding and/or capacity of employers and service providers with regard to equality and human rights issues, including understanding and responding to diversity.

5. Social isolation and social exclusion of staff and students across the identified groups, with the evidence gathered pointing specifically to:

- Particularly high degree of social exclusion experienced by negatively racialised people including Travellers, migrants, and disabled people.
- Rural isolation, in particular where people have limited access to transport.
- Social isolation of older people living alone; disabled people whose access to the community is limited, including those in congregated settings; lone parents; and people in Direct Provision.



# Social Justice

Social Justice is about resources, opportunities and capabilities to flourish, involving action to enable achievement of outcomes.

The equality and human rights issues to be addressed in implementing the Duty, relevant to the functional areas of University of Limerick, are:

1. Poverty and material deprivation, including in a context of increased cost of living, across the identified groups, with the evidence gathered pointing specifically to:

- Comparatively higher levels of poverty experienced by: lone parents, Travellers, non-Irish nationals, disabled people, and transgender and gender non-binary people.
- The prohibitive financial cost of participating in HE, in particular, for: lone parents, Travellers, migrants, refugees, and asylum seekers, and disabled people.
- Lack of flexibility in the payment options for HE fees.
- A significant level of the total student population say that they are experiencing serious (or very serious) financial problems.
- Reliance on inadequate public transport to access education/employment for people living in poverty and those living in rural areas.
- Lack of access to affordable accommodation.
- Unequal impact of climate change and failure to address issues of environmental justice.
- Absence of gender-proofing and wider equality-proofing of national anti-poverty measures.

2. Unequal outcomes for those across the identified groups in regard to key resources (in particular income, education, and employment), with the evidence gathered pointing specifically to:

- Low income, across the grounds, with particular regard to:
  - underemployment among migrants, due to issues of recognition of qualifications.
  - underemployment among deaf graduates compared to their hearing peers.
  - concentration of women in low-paid, part-time work, caring roles and voluntary unpaid roles.
  - precarious work, including insecurity of income and uncertain employment for people (predominantly women and minority ethnic migrants) on employment contracts with unspecified hours of work ('zero hour' contracts)
  - extra day-to-day spending costs associated with having a disability.
  - the gender pay gap and gender pension gap.
  - the ethnic pay gap in Irish HEIs.
  - dependence on social welfare supports, in particular for: some carers, lone parents, and Travellers.
- Poor education outcomes and/or low skills status, across the identified groups, with particular regard to:
  - lack of access to and outcomes from education, in particular for: young people from lower socio-economic groups and those from less affluent postcodes; Travellers; Roma; disabled people; some migrants; young women parenting alone; and current or former prisoners.
  - lower level of education outcomes

- associated with particular types of disability, in particular for: people with sensory disabilities; people with speech impediments; and people with an intellectual or learning disabilities,
- difficulty for disabled children, particularly those with a lower socio-economic status, in accessing mainstream education provision,
- lack of progression from training and education into employment for Travellers and disabled people.
- Barriers to employment, across the identified groups, with particular regard to:
  - high levels of unemployment for Travellers, Roma, disabled people, and African nationals.
  - lack of recognition for qualifications of migrant people.
  - lack of diversity in regard to employees across many sectors, including HE.
- Lack of in-work progression, across the identified groups, with particular regard to:
  - lack of women in management positions.
  - gender imbalance in HEIs with fewer women holding senior academic posts.
  - barriers to promotion for negatively racialised employees.
  - lack of life-long learning opportunities for older people.
  - lack of diversity at management and Board level.

3. Digital inequality, including lack of access to equipment, infrastructure and skills, an issue exacerbated during the COVID-19 pandemic, across the identified groups.

4. 'Soft-barriers' of participation in employment and education for staff and students across the identified groups, with the evidence gathered pointing specifically to:

- Gendered concentration of men and women in certain education fields.
- Significant gender differences in the selection of science subjects at Leaving Certificate leading to under-representation

of women in STEM courses and in the STEM workforce, and under-representation of men in areas such as nursing & midwifery.

5. Unequal health status across the identified groups, which impacts negatively on people's ability to access and fully participate in employment and education, with the evidence gathered pointing specifically to:

- Impact of economic deprivation and disadvantage on the health, wellbeing, and life chances of children and adults.
- Mental health issues across the identified groups, and in particular for young people, Travellers, disabled people, and LGBTQIA+ people.
- Negative impact on people's physical and mental health and wellbeing of being homeless or at risk of homelessness or living in unsuitable accommodation.
- High levels of self-harm and suicide in the Traveller community and among young LGBTQIA+ people.
- Absence of opportunities for older people to live full and intellectually rewarding lives diminishes wellbeing and reduces quality of life.
- Limited availability of and access to mental health supports and services for young people.

# Empowerment

Empowerment is about engaging with and enabling a diversity of voices at the level of the collective, involving this diversity being listened to and heard, with positive attention to their different viewpoints, and having influence and a meaningful engagement in decision-making processes.

The equality and human rights issues to be addressed in implementing the Duty, relevant to the functional areas of University of Limerick, are:

1. Lack of access to decision-making structures and systems and lack of influence on decision-making for staff and students across the identified groups, with particular regard to young people.
2. Lack of diversity of staff and students across the identified groups on governance structures of institutions.
3. Lack of adequate and appropriate feedback structures from those in leadership or management positions available to staff and students across the identified groups.
4. Lack of participation in research and research methodologies, across the identified groups, and over targeting of individuals from particular identified groups in specific research areas.
5. Lack of potential for staff and students across the identified groups for meaningful engagement with governance structures, decision-making, feedback systems and research, including tokenism.
6. Disempowerment of staff and students across the identified groups due to a lack of sufficient support and information to impact decision-making and a sense of being powerless and lacking influence and voice leading to discouragement.

# Agency

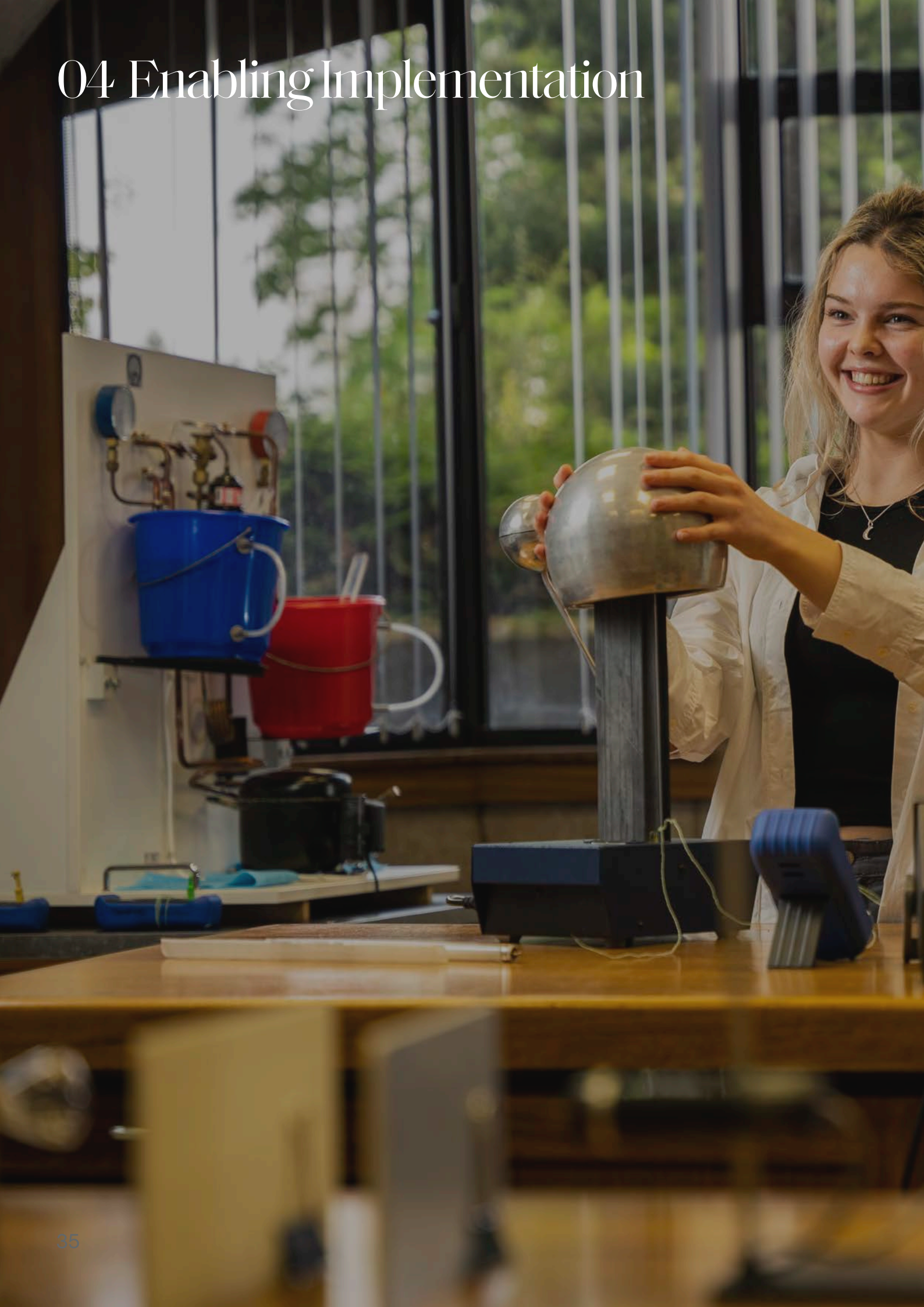
Agency is about autonomy, choice, and self-determination at the level of the individual, involving availability of and access to a range of options to enable this.

The equality and human rights issues to be addressed in implementing the Duty, relevant to the functional areas of University of Limerick, are:

1. Lack of real and accessible options to allow for a suitable range of choices for staff and students across the identified groups.
2. Lack of independence due to inadequate resources, legal status, lack of appropriate visa, or inadequate supports for staff and students across the identified groups.
3. Lack of access to appropriate and accessible information and support to enable informed choices to be made by staff and students across the identified groups.



# 04 Enabling Implementation







# Leadership

Leadership for the implementation of the Duty will be the responsibility of the Governing Authority, the Executive Committee, the Management Council and the HREDI Steering Committee.

Familiarisation sessions on the Duty and this implementation plan will be facilitated for the Governing Authority, the Executive Committee, and the Management Council.

The Governing Authority will receive and consider the annual report on the progress made in implementing the Duty and addressing the equality and human rights issues.

The Executive Committee will include the Duty as a regular item on its agenda and take and consider reports on the progress being made to inform its discussions.

The Management Council will include the Duty as a regular item on its agenda and take and consider reports on the progress being made to inform its discussions.

The HREDI Steering Committee is responsible for this equality and human rights mainstreaming framework strategy and its annual action plans, monitoring their implementation and updating them as required. At its meetings, the HREDI Steering Committee considers ongoing reports on progress made under these plans. In doing so, it ensures a coherent approach to equality and human rights across all UL strategies, policies, plans and programmes. The HREDI Steering Committee keeps under review the implementation of the Duty and of the annual action plans by those responsible for the mainstreaming points and for the enabling actions. The HREDI Steering Committee highlights potential risks in this field for UL to be considered for inclusion in its risk register.

## Implementation Group:

A sub group/working group for the Duty will continue to be convened to drive its implementation. The working group will:

- prepare an annual implementation plan for the Duty with key moments identified and enabling actions prioritised;
- track implementation of the Duty and the annual implementation plan by those responsible for the key moments and for enabling actions, providing or securing support as required;
- ensure progress made on implementing the Duty and addressing the equality and human rights issues is tracked adequately and holding records in this regard; and
- prepare an annual report on steps and progress made and, on the basis of this report, organise a reflection within UL on the progress & achievements made in implementing the Duty and addressing the equality and human rights issues. In addition, undertake reviews, as required, of specific elements of the implementation of the Duty.

# Capacity

## Training and Awareness:

- Staff induction will include a focus on the Duty and this implementation plan.
- The 'First seven weeks' programme with students will include a focus on the Duty and this implementation plan.
- Briefing videos and training sessions will be developed and provided to staff on a rolling basis.

## Training and Skills:

- Training on the Duty and its requirements, with a particular focus on the Address step, will be provided to those responsible for the development and review of plans, policies, programmes and strategies, to ensure a common and high standard in the implementation of the Duty.

# Monitoring progress

Steps will be taken to keep under review and strengthen equality data systems to better monitor progress made under the Duty.

Output and outcome indicators, with associated targets, will be developed to monitor progress on the steps taken to implement the Duty.

Performance indicators related to the equality and human rights issues' as assessed, will be developed and monitored by those responsible for the Address step of the Duty. The measurement of these will be reported annually to the HREDI Working Group for consideration in preparing the annual report on achievements in implementing the Duty.

Failure to implement the Duty will be included and tracked in the university risk register.

# Linkages for coherence & collaboration

Effective links will be created and operationalised on an ongoing basis to associate UL's Athena Swan work and Race Equality Action Plan with the work of implementing the Duty.

This will include an engagement with the local committees in place across the departments for briefing and exchange to ensure coherence and collaboration.

The HREDI Strategy will be a standing item on the agenda of department meetings, alongside discussion of Athena Swan and the Race Equality Action Plan. This will encompass professional and support departments as well as academic departments.

# Communication

We will integrate the Duty, our ambition for it, the implementation process, and the equality and human rights values statement:

- as an ongoing focus across all internal and external communications; and
- in our marketing and communication strategy.

In particular, this includes UL Connect and the UL website.



# Theory of Change

## INPUTS

### IDENTIFIED GROUPS

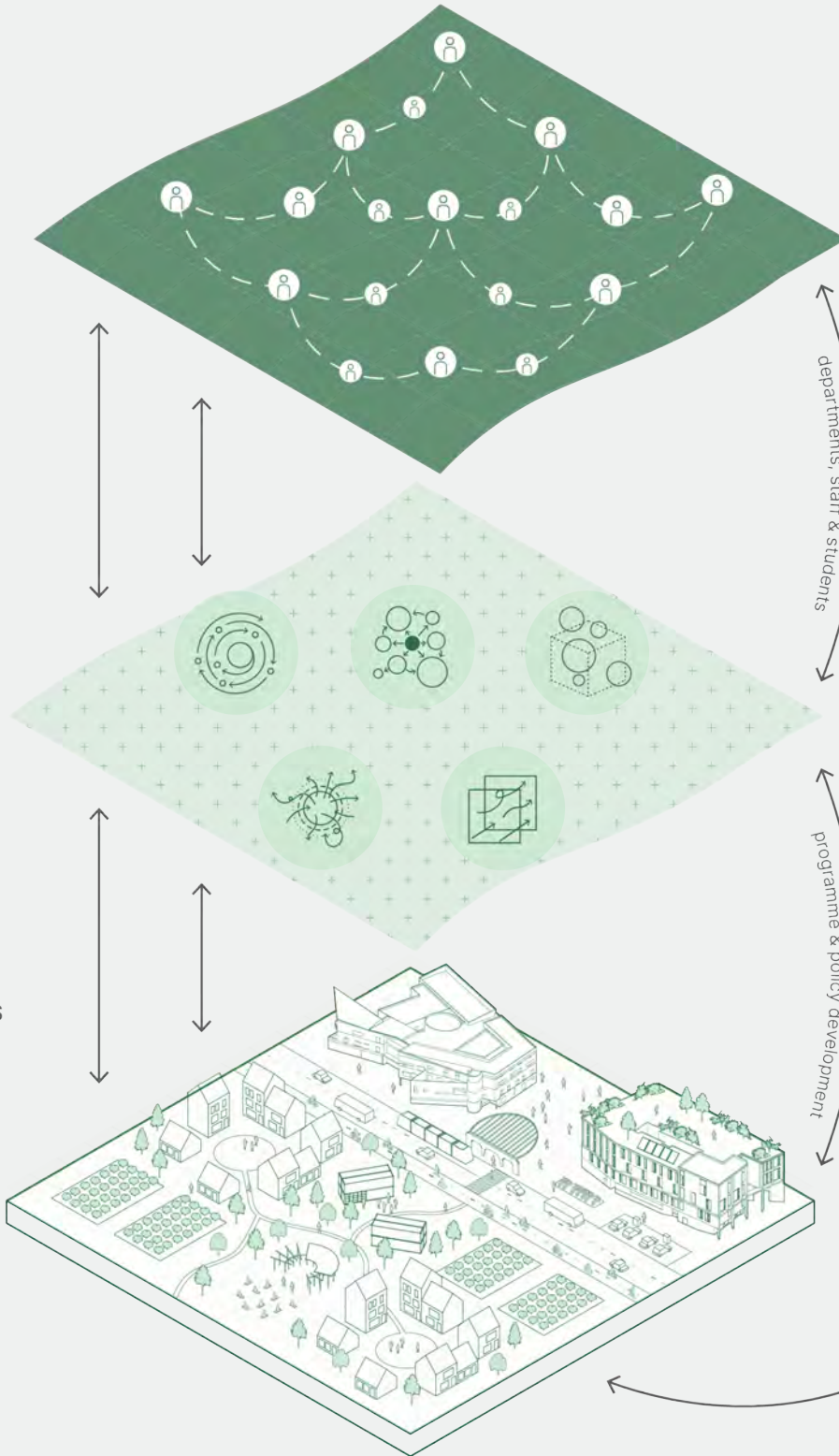
Gender  
 Civil Status  
 Family Status  
 Age  
 Disability  
 Sexual Orientation  
 Race  
 Religion  
 Traveller Community  
 Socio-economic Status  
 Rights Holders (*these groups, as understood by UL, include neurodiverse people and deaf people. They further include people at the intersections of the different grounds*)

### VALUES

Empowerment  
 Social Justice  
 Inclusivity  
 Agency  
 Respect

### FUNCTIONAL AREAS

Teaching & Learning  
 Employment  
 Corporate Governance  
 Buildings & Estates  
 Promoting &  
 Conducting Research & Innovation  
 Community Outreach  
 Student Experience  
 Recreational & Visitor Services  
 Internationalisation



Participation and feedback from departments, staff & students

Resources for training, infrastructure programme & policy development

Assessment through values framework

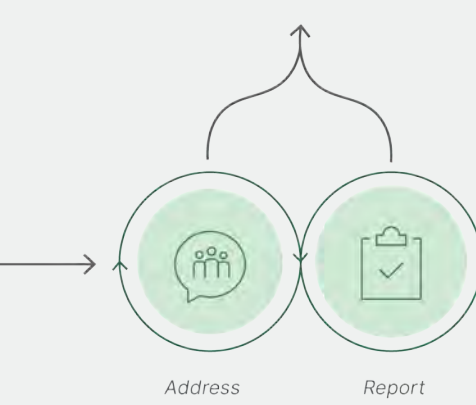
## ACTIONS

- Implement
- Gender
- Equality
- Consent
- Athen
- Race

## ASSUMPTIONS

- ...tion of Duty and UL's Action Plans
- ...er Action Plan
- ...ty & Human Rights Strategy Action Plan
- ...ent Framework Action Plan
- ...a Swan Action Plan
- ...Equality Action Plan (2023 - 2027)

- DATA & INFORMATION GATHERING
- ANALYSIS & EVALUATION
- PLANNING & STRATEGY DEVELOPMENT
- REPORTING & RECOMMENDATION
- COMMUNICATION & ENGAGEMENT
- EDUCATION & TRAINING
- PROMOTING & ADVOCACY



**OUTCOMES**



**ACHIEVEMENT**

Effective response made to equality and human rights issues identified with positive outcomes for students, faculty and staff from across the identified groups, and full and effective implementation of the Action Plans



**PLANS, POLICIES, & PROCEDURES**

All university plans, policies and procedures reviewed or developed include an adequate and appropriate response to the equality and human rights issues identified as relevant



**AWARENESS & SKILLS**

Equality and human rights training provided, capacity and commitment to implement the Duty and the Action Plans strengthened



**REPRESENTATION & FEEDBACK**

Champions, Focus Groups, Membership, Increased Representation from across the identified groups, Increase in reporting and feedback



**RESPECT & WELFARE**

Safety, Belonging, Empowerment and Self-determination for students, faculty and staff across the identified groups

**IMPACT**



**EGALITARIAN UNIVERSITY**

By 2030 University of Limerick will emerge as a national leader in achieving equality and fulfilling human rights, becoming a fully accessible, inclusive, and diverse institution

**INDICATORS**

- Increased diversity and inclusivity metric in presence and outcomes for students, faculty, staff in all functional areas
- Five values – social justice, empowerment, inclusivity, agency & respect – embedded throughout institutional practices and communications
- Address step of the Duty consistently and effectively implemented
- Consistent, robust reporting on progress and achievements
- Action plans effectively implemented and evaluated
- Constant feedback loops



# 05 Implementation









# Address Step

The Address step of the HREDI Strategy incorporating the Duty is an ongoing obligation of the organisation and is implemented as an integral part of the development and review of plans, policies, strategies, programmes and projects. It involves **targeted** actions specifically designed to directly address a number of specific priority equality and human rights issues identified. These actions are set out in our ground-specific targeted action plans.

The Address step involves mainstreaming actions to ensure that all plans, policies, strategies, programmes and projects being developed or reviewed address the relevant equality and human rights issues adequately and appropriately. This involves including the following four steps as part of the development or review process:

1. At the commencement of the development/review process:

- Review the assessment of equality and human rights issues to establish those equality and human rights issues that are relevant to the particular plan, policy, strategy, programme or project.
- Gather the data and information available in relation to the equality and human rights issues identified as relevant.
- Review the equality and human rights values statement to extract the statements of outcome or statements of process that are relevant.
- Include this material in any brief for the development/review process.

2. In implementing the development/review process:

- Include an examination of the relevant equality and human rights issues in any evaluation or contextual review conducted for the plan, policy, strategy, programme or project.
- Transmit the obligations under the Duty to

any external consultants contracted and ensure they are fully briefed in this regard.

- Track the relevant equality and human rights issues to ensure they are addressed and the values benchmarks to ensure they are respected during the development/review process.

3. At the final draft stage of the development/review process:

- Convene a meeting of relevant staff to check:
  - Does the draft adequately and appropriately take up and address each of the equality and human rights issues identified as relevant?
  - Does the draft adequately and appropriately reflect the statement of priority/statement of process for each of the values?
  - Does the draft include any provision that might run counter to our equality and human rights values or to an effective response to the equality and human rights issues identified as relevant?
- Conduct a participative exercise, for initiatives of scale, with the working group for the Duty and, possibly, with associations/networks representative of the identified groups to check that the equality and human rights issues are adequately and appropriately identified and addressed.

4. After the development/review process:

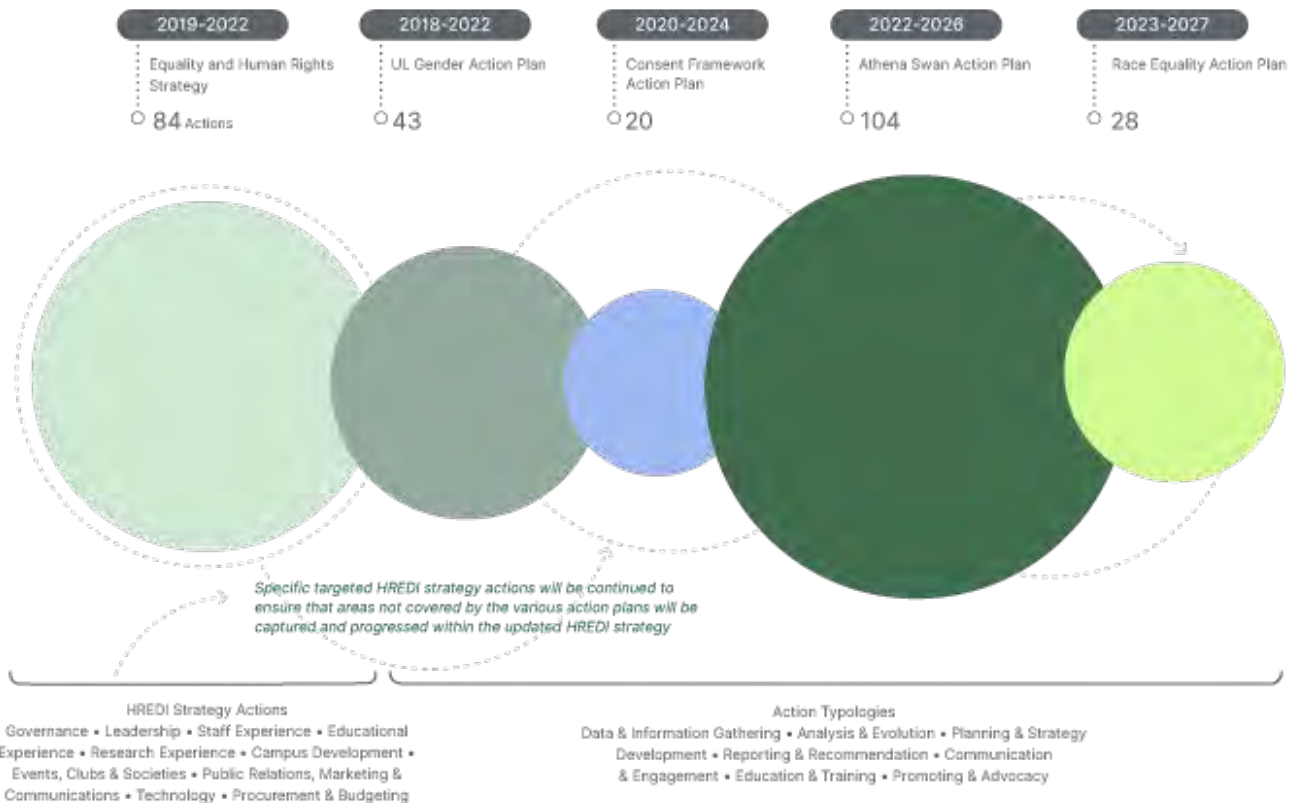
- Establish and/or use existing monitoring systems to track progress on the equality and human rights issues identified as relevant.
- Report annually on progress made in addressing the equality and human rights issues and advancing the statement of priority/statement of process for each of the equality and human rights values.
- Use this report to reflect on this progress and to strengthen the plan, policy, strategy, programme or project, as found to be necessary.

# Targeted Actions

Effective governance in higher education is essential for campus development, leadership, and improving staff and student experiences. This, in turn, enhances customer satisfaction and strengthens public relations.

Targeted action to implement the existing strategies (including Athena Swan Action Plans, Gender Action Plan, Consent Framework Action Plan, Race Equality Action Plan and our Access and Widening Participation Policy 2023.

Any future targeted action plans that may be needed will be aligned with the value statements and will address issues identified through the implementation of this strategy.



# Portfolio of Actions

## YEAR OF INITIATING ACTION

2018

15 Specific actions

2019

12

2020

13  
9

2021

8  
8

2022

3  
3

2023

71  
12

2024

25  
15

2025

8  
1

## ACTION TYPOLOGIES

### DATA & INFORMATION GATHERING

- Data Collection
- Survey
- Case Study

### ANALYSIS & EVALUATION

- Analyse
- Review
- Assess
- Monitor
- Identify

### PLANNING & STRATEGY DEVELOPMENT

- Plan
- Strategy
- Framework
- Implementation

### REPORTING & RECOMMENDATION

- Report
- Recommendation
- Policy

### COMMUNICATION & ENGAGEMENT

- Awareness
- Information
- Engage
- Forum
- Focus Group

### EDUCATION & TRAINING

- Training
- Workshop

### PROMOTING & ADVOCACY

- Campaign
- Event
- Support
- Opportunity

## ACTION PLANS

UL Gender Action Plan

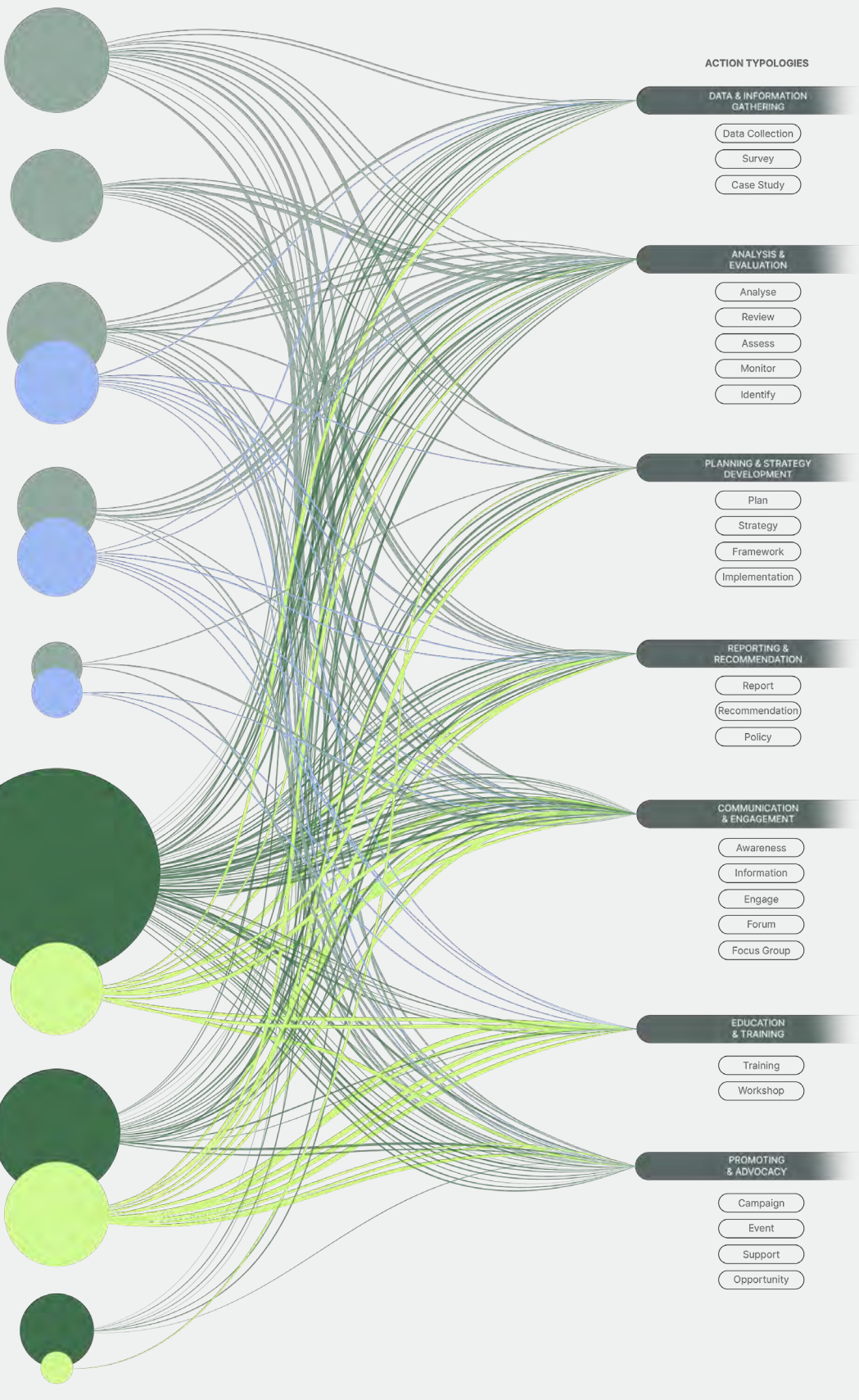
Consent Framework Action Plan

Athena Swan Action Plan

Race Equality Implementation Plan

## VALUES OBSERVED BY LINE WEIGHT

1 Value    2 Values    3 Values    4 Values    5 Values



# Mainstreaming Equality & Human Rights

The Strategic Plan of University of Limerick will include a link to the assessment of equality and human rights issues and to the implementation plan for the HREDI Strategy/Duty, alongside specific commitments to equality and human rights that respond to the issues.

Key moments that would be a focus for implementing the Address step of the Duty will be the development or review of:

- Governance standards and documents.
- University strategies such as the Research Strategy (Wisdom for Action 2022–2027), Learning, Teaching and Assessment Strategy (Action for Wisdom 2022–2027), quality strategy, internationalisation strategy and sustainability strategy.
- Faculty strategies and annual action plans.
- Operational strategies, such as campus development plan, PCC strategy, communication strategy.
- All future policies and procedures.
- Annual review of health and safety statement.
- Quality reviews, and inclusion of guidance

and direction on implementing the Duty in University of Limerick document for the quality review process.

- Internal policies and procedures through the policy hub:
  - A set of policies will be identified each year for review for compliance with the Duty,
  - The policy framework document will be reviewed to guide and direct implementation of the Duty in relation to all future policies and procedures.
- Accreditation process.

The Address step of the Duty will also be implemented through:

- Procurement procedures, where we pass on, in a relevant format, the Duty to contractors.
- Budgeting and financial statements.
- Performance and Development Review System (PDRS), where we include a focus on implementing the Duty and living out our equality and human rights values.

An annual implementation plan will identify the key moments and key procedures to be addressed each year.

## Reporting

A report on the implementation of the HREDI strategy and progress achieved on foot of this will be included in our annual report, which will be presented to the HREDI Steering Committee, the Executive Committee and the Governing Authority.

As part of the preparation of this review the working group will convene and facilitate a session or a process for relevant staff to reflect on the

progress made and any steps that might need to be taken to strengthen the implementation plan. In the lead up to the development of our future strategic plans, we will review and update the assessment of equality and human rights issues and this implementation plan.



# 06 Appendices

A close-up photograph of a green plant with serrated leaves and clusters of small flowers. A dragonfly is perched on a leaf on the right side.





# Action Plans, Strategies and Policies

| <b>Item</b>  | <b>Link</b>                |
|--|----------------------------|
| Athena Swan Institution Action Plan                                    | <a href="#">Click Here</a> |
| University of Limerick Gender Action Plan                              | <a href="#">Click Here</a> |
| Consent Framework Action Plan  | <a href="#">Click Here</a> |
| Race Equality Action Plan  | <a href="#">Click Here</a> |
| Access & Widening Participation Policy                                 | <a href="#">Click Here</a> |
| Research Strategy 2022-2027 Wisdom for Action                          | <a href="#">Click Here</a> |
| Learning, Teaching and Assessment Strategy 2022-2027 Action for Wisdom | <a href="#">Click Here</a> |







# HREDI Committee

## Membership & Working Group Membership

### Human Rights, Equality, Diversity and Inclusion Committee Members

| <b>Name</b>           | <b>Title</b>                          | <b>Area Represented</b>                                 |
|-----------------------|---------------------------------------|---|
| Dr Ross Anderson      | Associate Vice President              | Academic Affairs  |
| Prof Sean Arkins      | Dean                                  | Faculty of Science & Engineering                        |
| Gary Butler           | Chief Financial & Performance Officer | Finance & Performance                                   |
| Dr Marie Connolly     | Director                              | Office of Human Rights, Equality, Diversity & Inclusion |
| Roger Dsilva          | President                             | UL Postgraduate Student Union                           |
| Karen Fanneran        | Employee Relations Manager            | Human Resources   |
| Dr Mary Fitzpatrick   | Head                                  | Centre for Transformative Learning                      |
| Andrew Flaherty       | Chief Commercial Officer              | Chief Commercial Officer                                |
| Prof Nigel Healey     | Professor                             | Vice President Global & Community Engagement            |
| Alex Hodgers          | Co-Chair EqUL: Staff LGBTQIA+ Network | EqUL  |
| Dr Sandra Joyce       | Dean                                  | Faculty of Arts, Humanities and Social Sciences         |
| Caolinn Kennedy       | Disability Officer                    | Student Disability Services                             |
| Dr Norelee Kennedy    | Vice President                        | Research  |
| Prof Shane Kilcommins | Committee Chair                       | Office of Provost & Deputy President                    |
| Prof Ann Ledwith      | Director                              | HCI (Human Capital Initiative) UL@Work                  |

| <b>Name</b>         | <b>Title</b>  | <b>Area Represented</b>   |
|---------------------|---|---|
| Deirdre McGrath     | Dean  | Faculty of Education & Health Sciences                                  |
| Dr Anca Minescu     | Assistant Dean International                          | Sanctuary Committee   |
| Dr Mairead Moriarty | Vice President Global & Community Engagement (Acting) | Global & Community Engagement   |
| Dr Finbarr Murphy   | Dean  | Kemmy Business School   |
| Dr Aoife Neary      | Assistant Dean  | Equality, Diversity & Inclusion, Faculty of Education & Health Sciences |
| Michael O'Brien     | Projects Officer                                      | Office of Human Rights, Equality, Diversity & Inclusion                 |
| Bobby O'Connor      | Director  | HR  |
| Liam O'Reilly       | Director  | ITD   |
| Robert Reidy        | Director  | Buildings & Estates   |
| Laura Ryan          | Director  | Marketing, Communications & Public Affairs                              |
| Dr Patrick Ryan     | Associate Vice President Director                     | Student Engagement  |
| Dr. Patrice Twomey  | Director  | Cooperative Education & Careers Division                                |

## HREDI Strategy Working Group

| <b>Name</b>                 | <b>Title</b>                                    | <b>Area Represented</b>  |
|-----------------------------|---|--|
| Dr Lydia Bracken            | Assistant Dean                                  | Equality, Diversity & Inclusion, Faculty of Arts, Humanities and Social Sciences |
| Dr Marie Connolly           | Director and Chair HREDI Strategy Working Group | Equality, Diversity & Inclusion  |
| Laura Corcoran/Katie Martin | Student Communities Officers (22/23 - 23/24)    | Student Life / Students' Union   |
| Paul Dillon                 | Director, Technology Transfer Office            | Research Office Nominee  |
| Cliona Donnellan            | Buildings & Estates                             | Member of Staff DisAbility Forum   |

## HREDI Strategy Working Group (continued)

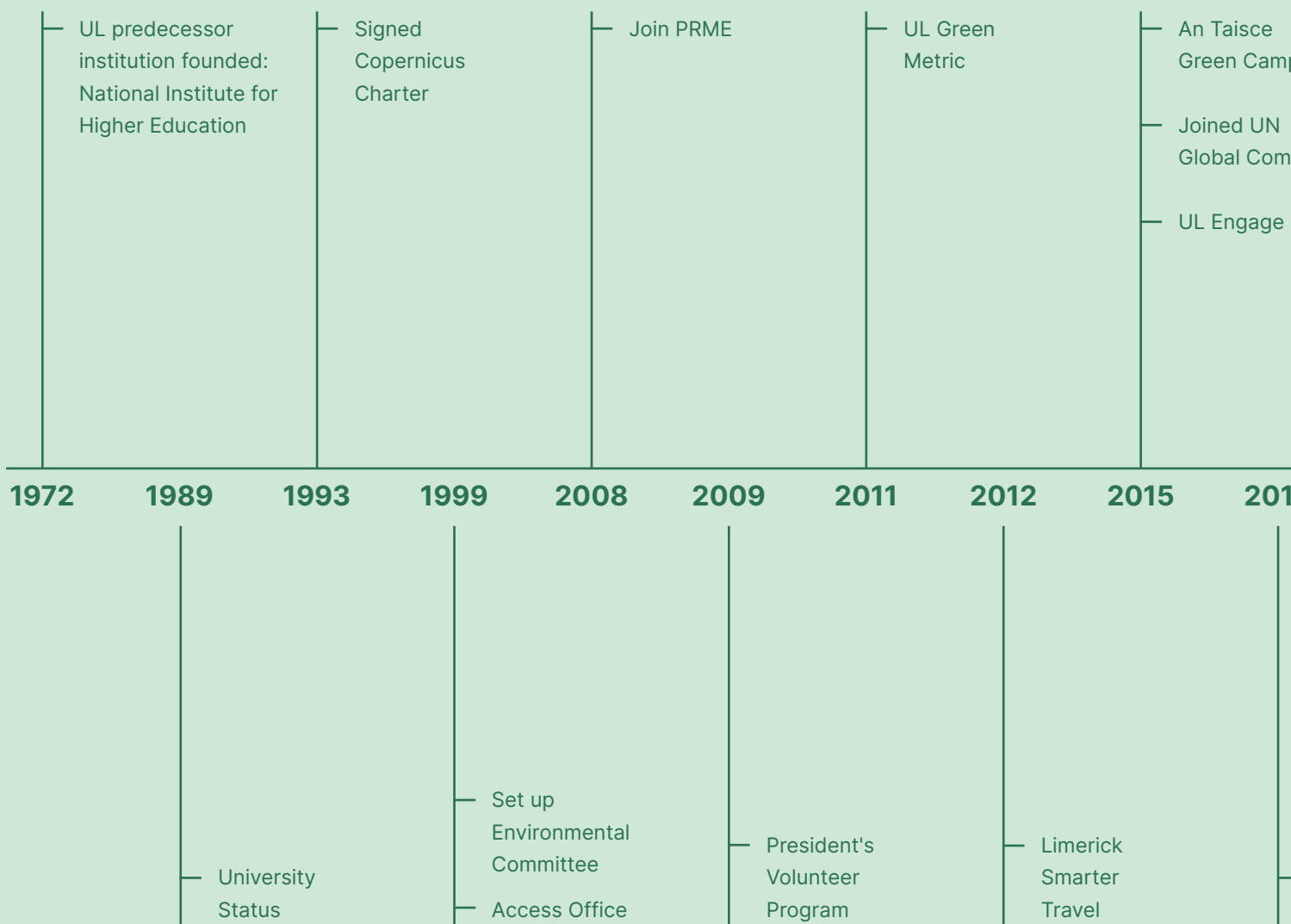
| <b>Name</b>            | <b>Title</b>   | <b>Area Represented</b>  |
|------------------------|--|--|
| Mary Dundon            | Librarian  | Library Nominee  |
| Karen Fanneran         | Employee Relations Manager                                     | HR Nominee-Member Consent Framework Policy Review Group                          |
| Dr Joachim Fischer     | Associate Professor  | Age Friendly University Working Group  |
| Edel Gissane           | IT QMS Manager & Quality Officer                               | ITD Nominee  |
| Dr Sindy Joyce         | Assistant Professor  | Lecturer in Traveller Studies  |
| Maureen Keogh          | Senior Administrator   | Office of Human Rights, Equality, Diversity & Inclusion                          |
| Dr Caroline Lane       | Disability Support Services Manager                            | DisAbility Committee   |
| Rhona McCormack        | Interim Director   | Student Affairs  |
| Dr Caroline Murphy     | Associate Professor  | Co-Chair, Kemmy Business School Equality, Diversity and Inclusion Committee      |
| Dr Yoga Nathan         | Associate Professor A in Medical Education, School of Medicine | Chair, Ethnic Diversity Forum  |
| Dr Aoife Neary         | Assistant Dean   | Equality, Diversity & Inclusion, Faculty of Education & Health Sciences          |
| Dr David Newport       | Assistant Dean   | Area Represented to EDI & Internationalisation, Faculty of Science & Engineering |
| Michael O'Brien        | Projects Officer   | Office of Human Rights, Equality, Diversity & Inclusion                          |
| Ber O'Connell          | Finance Systems Manager  | Finance Nominee  |
| Dr Michelle O'Donoghue | Assistant Professor, School of Allied Health                   | Co-Chair, UL Autism Special Interest Group (SIG)                                 |
| Thomas O'Shaughnessy   | Educational Assistive Technology Manager                       | Chair, Web Accessibility Subgroup  |
| Niamh O'Sullivan Walsh | Equality Officer   | UNITE  |
| Carol Jane Shanley     | Accommodation Administrator                                    | PCC Nominee  |
| Dr Cristiano Storni    | Associate Professor  | Co-Chair, UL Autism Special Interest Group (SIG)                                 |



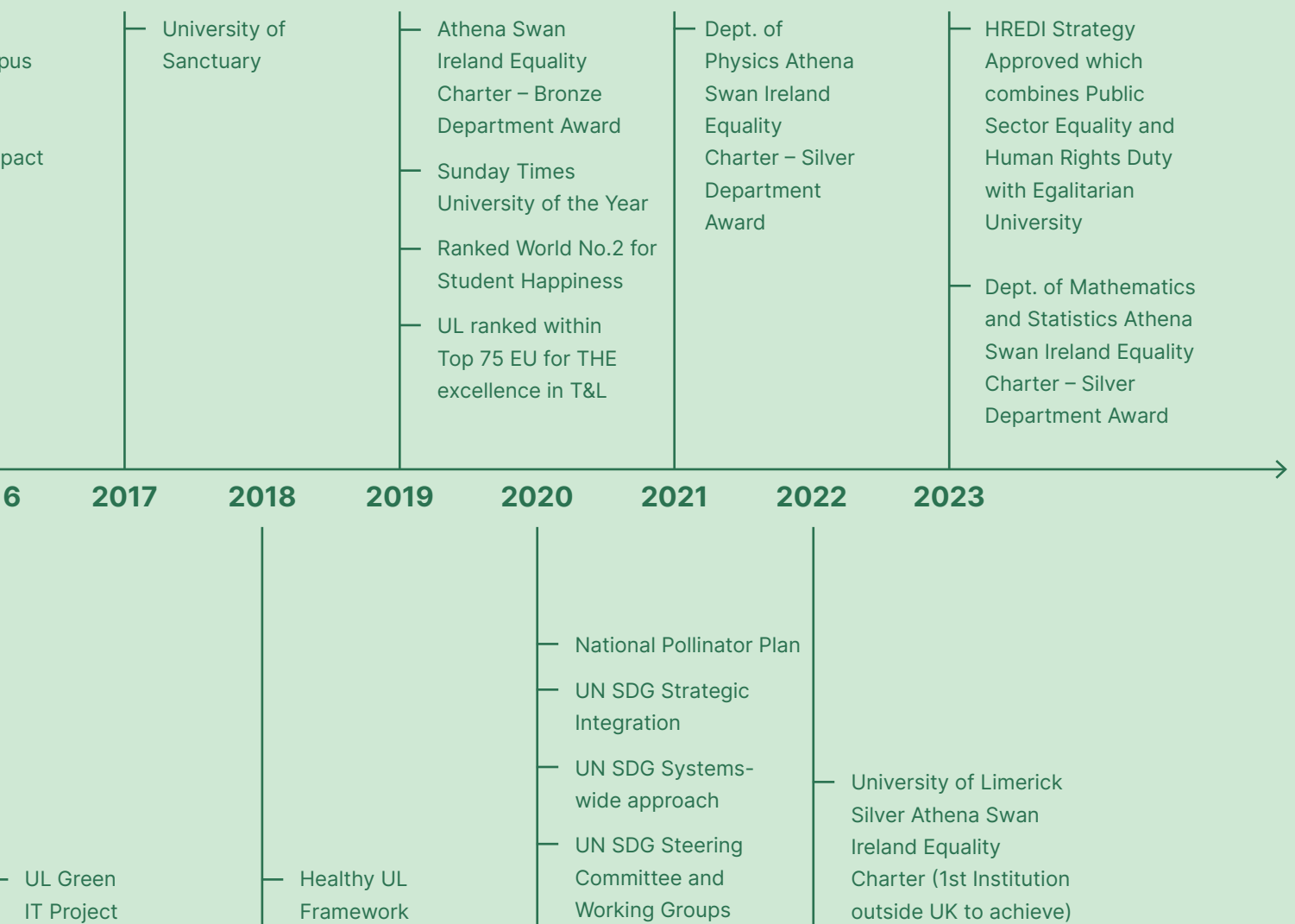




# UL Sustainability Journey to Date



The following is a historic timeline of the key sustainability milestones UL has reached to date. We have always aspired to creating positive social and environmental impact; each milestone conveys how our commitment to sustainable development has grown over time.



# UN Sustainable Development Goals

**The United Nations Sustainable Development Goals (2015) provide “a shared blueprint for peace and prosperity for people and the planet, now and into the future”. At their heart, the 17 SDGs are an urgent call for action by all countries in a global partnership. They acknowledge that eliminating poverty and human deprivations must go hand-in-hand with improving access to quality health and education, reducing social and financial inequality, and raising economic prosperity – all while tackling climate change and working to preserve the health of the natural world.**

One way of understanding the SDGs is to see them as an acknowledgment of the gravity of our collective situation – by mere virtue of the number of goals that need to be met. Another perspective is to use them as a mechanism to reflect on how we arrived at our current situation across each identified dimension of planetary life. Irrespective of the many ways in which they can be interpreted, the one aspect that cannot be ignored is the interconnected, interdisciplinary, cross-boundary and cross-cultural nature of what must be made operational to address them.

The implications on the role of learning and education across society are central to any

meaningful conversation relating to societal and environmental change; specifically, the implications on the institutions and individuals who serve these social and natural functions. For higher education institutions (HEIs), as producers of both knowledge and talent, there is a transversal infrastructural responsibility that must be met.

To meet this great need, HEIs will need to play three interdependent roles:

- Foster change agents that can act to realise transformation towards the complex sustainability challenges of the 21st century.
- Develop sustainability-based research and knowledge to guide the transition of our societal institutions and structures.
- Transform higher education institutions into pioneering exemplar models of sustainable development.

The complexity of transitioning to a sustainable world means no single institution or sector can complete this journey in isolation. Our societal challenges are fundamentally a collective action problem – their resolution will be characterised by the recognition and realisation of our deep interdependence, with place and within our communities.

“Global problems are systemic problems. They are all interconnected and interdependent. Therefore, the Sustainable Development Goals also need to be seen as a systemic set which is interconnected and interdependent. You can’t deal with them in isolation.”  
– Fritjof Capra





# Becoming a Sustainable University

**“The challenge of creating a more sustainable future for Ireland is a collective responsibility on all of us” (Project Ireland 2040, 2019). It is our responsibility as a HEI to contribute to the transition toward a sustainable society and become a ‘Sustainable University’.**

To become a Sustainable University, we must start by acknowledging that true sustainability will require permanent adaptive responsiveness to ongoing change. The prerequisite of adaptability and responsiveness is embodiment. It ensures ideas and intentions are rooted in action. Consequently, embodiment can be seen as the central characteristic of a Sustainable University; a title for institutions that go beyond traditional curricula and research programmes, and actively explore change within their own ethos, practices and operations.

A sustainable world is not a foregone conclusion – our actions today will determine the future we manifest. The gravity of this responsibility necessitates that we do not drift along with the tides of change. Instead, we are called to

intentionally open our mind, heart, and hands to the possibilities that can only be revealed by moving bravely into the unknown. If we become trapped by dogma and incremental innovation, we will find ourselves sustaining a world characterised by the faults of the present. The success of our collective transition will largely depend on the degree to which HEIs claim a role in advancing the critical gaps in our knowledge and nurturing the vital shifts in our culture. To fully leverage the potential for change that HEIs hold, this role must play out across all aspects of our institutions: from boardrooms and lecture halls to campus grounds

As a result, UL recognises that success is to be found in the union between the thoughtful reimagination of both the tangible aspects (e.g. educational spaces) and intangible aspects (e.g. governance models) of our institution. To do so requires a whole university approach, underpinned by a model that takes the main areas of the modern university into account. These areas provide platforms for experimentation – and ultimately transformation – in service of the journey toward becoming a Sustainable University.

Deep sustainability is radically a learning process that means 'permanent adaptive responsiveness to a permanently changing, ever-emergent set of circumstances.'  
 - John Foster



# Sustainability Framework 2030

**To deliver on its sustainability commitments, UL established a cohesive governance structure to guarantee clear and consistent leadership, responsibility, open accountability and agility, which will enable us to learn as we go and adapt to a complex, ambiguous and fluid reality.**

## COMMITMENT TO SUSTAINABILITY

The President at UL provides leadership, commitment and support for the UL Sustainability Framework 2030 (UL's system-wide approach to becoming a sustainable university). The framework is UL's targeted response to the UN SDGs.

The Chief Finance and Performance Officer (CFPO) and UL's Executive Committee (EC) have overall responsibility for sustainability at UL. The governance structure for the implementation of the sustainability agenda centres around the UL Sustainability Framework 2030.

## UL'S SUSTAINABILITY FRAMEWORK 2030

The framework takes a mission-based approach. A mission-based approach requires the identification of clear metrics against which we can measure our progress. UL's Sustainability Framework 2030 was co-designed and developed by the UL community with active senior support and leadership.

The framework sets out a UL system-wide approach to sustainability and articulates our commitment to successfully implementing 21 missions, all of which are aimed at realising our ambition of becoming a sustainable university.



# UL Mission-based Sustainability Framework 2030

 UNIVERSITY OF  
LIMERICK  
Ollscoil Lúimnigh

Download  
Framework





# Mission Lab

## **The Mission Lab is responsible for leading the orchestration and progression of the mission portfolio.**

At its core, a mission-based approach affords UL the time and space to build a bespoke innovation engine; one that will enable increased organisational agility and responsiveness as it matures. It will require the development of a strong governance model that ensures collective accountability and responsibility, all while enabling experimentation and informed risk-taking.

Engaging students in the work of the Mission Lab is crucial for the progression of the mission portfolio and the university's transition to sustainability. As members of the campus community and future leaders, students bring fresh perspectives, creativity, and enthusiasm to problem-solving. By involving students as co-designers of solutions, we not only foster a sense of ownership and commitment to the sustainability missions but also tap into

their unique experiences, knowledge, and talents. This collaborative approach enables the development of innovative, effective, and contextually relevant solutions that address the challenges faced by the university. Furthermore, engaging students in the Mission Lab's efforts helps cultivate a culture of sustainability and environmental stewardship within the campus community, empowering students to become agents of change in their own lives and beyond.

As a new entity, the Mission Lab will be operated by a dedicated team with the mandate to fulfil the following roles:

- Orchestrate and manage the mission portfolio
- Act as cross-pollinators between mission teams
- Provide resources and support to mission teams
- Develop novel mission-based methods and tools
- Capture and disseminate ongoing learning
- Leverage funding for effective investment
- Build new connections and increase momentum



The image shows a modern, two-story building with a dark, vertically-slatted facade. The top story features a large, illuminated green logo consisting of three stylized vertical bars of varying heights, followed by the text "Mission Lab" in a clean, sans-serif font. The building is surrounded by lush greenery, including large trees and a rooftop garden with solar panels. In the foreground, a paved plaza with a grid pattern is populated by several people. Some are standing near an informational display board, while others are in small groups, engaged in conversation. The overall atmosphere is one of a sustainable, community-oriented space.

# Mission Lab

Mission Lab  
the Mission  
Change.

the Mission  
Change.

the Mission  
Change.



# UL Sustainability Missions



Mission Lab

By 2030, UL's Mission Lab will have orchestrated and led its extended community to achieve the UL Mission Portfolio.



Earth Guild

By 2030, UL will have co-developed a trade school that supports the growth of sustainability-based vocations within local communities.



Transition Governance Framework

By 2030, UL will have piloted a sustainability-led governance model and have shaped HE policy within Ireland.



Open Loop University

By 2030, UL will provide access to the Mission Lab process and learning content to its alumni and offer them opportunities to engage with the mission portfolio.



Citizens Mission Council

By 2030, UL's Mission Lab will have fostered active citizenship through robust civic engagement and participatory innovation processes.



Active Mobility Campus

By 2030, UL will provide only sustainable forms of transport within and between campuses, with a focus on physical mobility where possible.



Digital Campus Commons

By 2030, UL will have transparently reported on and shared its sustainability journey through a university digital twin.



Student Livelearns

By 2030, UL will have built student accommodation that integrates the practices, behaviours and infrastructure of sustainable development into the everyday lives of students.



Fab Campus

By 2030, UL will act as a test bed for the development and scaling of circular production & consumption systems.



Agrihood Campus

By 2030, the majority of food consumed on the UL campus will be healthy and sourced from within the bioregion and/or from the university grounds.



Mission Impact Hub

By 2030, UL's start-up incubator will incorporate principles of sustainability into its start-up programmes and work to commercialise opportunities identified by the Mission Lab.



Biophilic Campus

By 2030, UL will have integrated nature and natural materials within all campus buildings and environments.



Campus  
Tribe

By 2030, UL will have fostered a place-based identity anchored in a program of nature-based rituals that embody a culture of connectedness.



Biodiverse  
Campus

By 2030, UL will have increased the biodiversity and volume of plant and animal life on campus and will maintain ecologically healthy levels.



Mission  
Driven  
Learning

By 2030, UL will have pioneered mission-driven curriculum to support the transition.



Revitalised  
River  
Shannon

By 2030, UL will have significantly contributed to the ecological health of the River Shannon and its associated natural ecosystems.



Egalitarian  
University

By 2030, UL will be the national leader in terms of embedding equality and inclusion in structures, opportunities and community.



Clean  
Water  
Campus

By 2030, UL will will have optimised campus water accessibility and water management & protection.



Self  
Powered  
Campus

By 2030, UL will act as a test bed for the development and scaling of sustainable energy systems.



Circular  
Campus

By 2030, UL will act as a test bed for the development of circular material flows and material usage.



Carbon  
Neutral  
Campus

By 2030, UL will have achieved carbon-neutral status.



# Speculative Campus Vision



STUDENT LIVE-LEARNS

REVITALISED RIVER SHANNON

CAMPUS TRIBE

BIODIVERSE CAMPUS

EARTH GUILD

SELF-POWERED CAMPUS

MISSION IMPACT HUB

DIGITAL CAMPUS COMMONS

TRANSITION G...

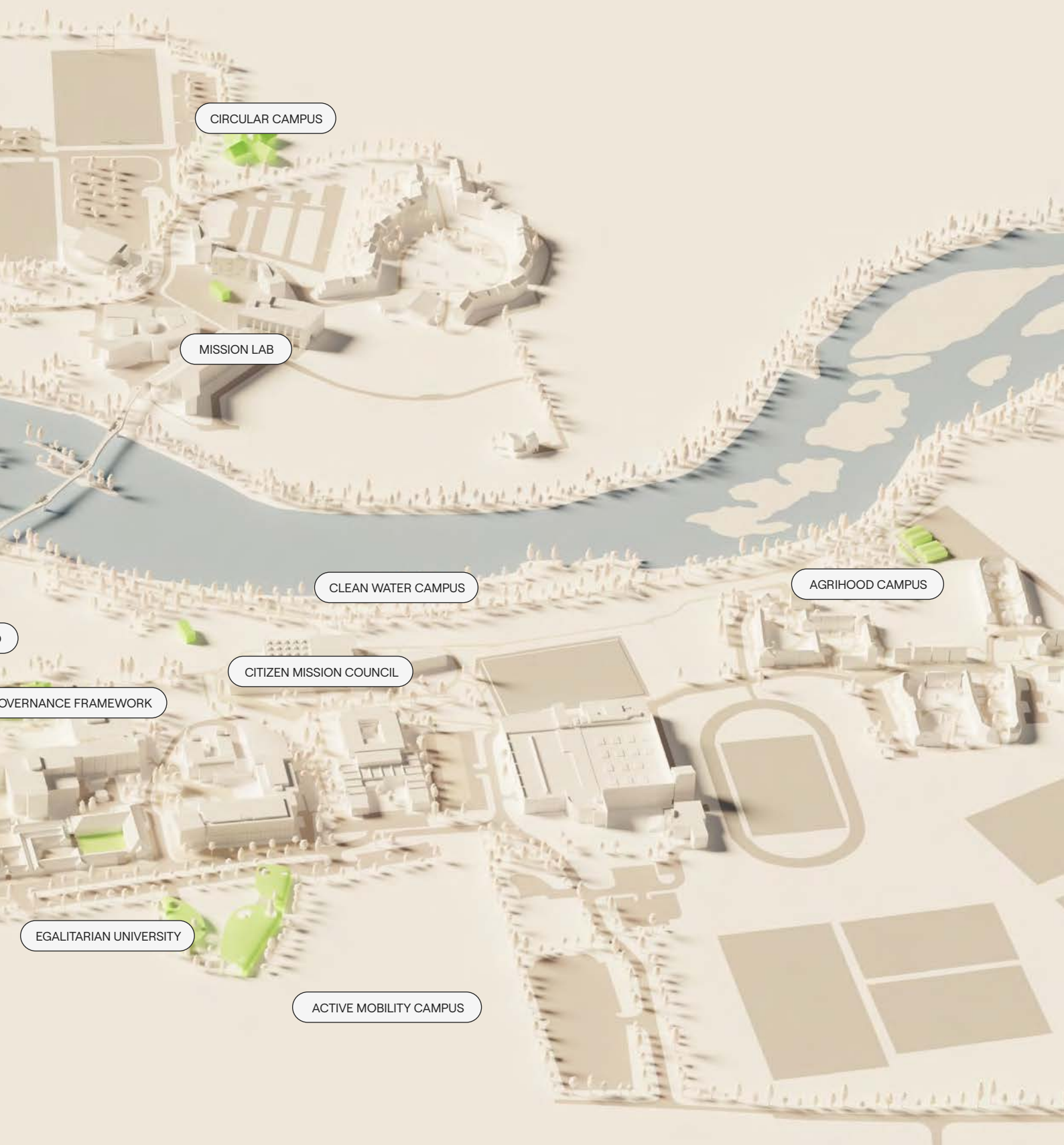
MISSION DRIVEN LEARNING

OPEN LOOP UNIVERSITY

FAB CAMPUS

BIOPHILIC CAMPUS

CARBON NEUTRAL CAMPUS



CIRCULAR CAMPUS

MISSION LAB

CLEAN WATER CAMPUS

AGRIHOOD CAMPUS

GOVERNANCE FRAMEWORK

CITIZEN MISSION COUNCIL

EGALITARIAN UNIVERSITY

ACTIVE MOBILITY CAMPUS



2. In which areas does the PRME Signatory Member or its governing parent institution set aspiration targets? Mark all that apply.

### Statement

**Title:** Other targets in the School's practice

**Description:** As part of the University's Climate Action Roadmap, the University committed to a series of influencing activities starting in 2023: As part of the University's Climate Action Roadmap, the University committed to the following influencing activities starting in 2023: (i) to a sustainability programme for staff and students to educate on sustainability and to identify sustainability projects (ii) a green campus week (iii) an online sustainability community (iv) a sustainability literacy libguide by the library (v) a sustainability challenge (vi) display energy certificates in buildings (vii) student sustainability workshops

**Date:** 10/07/2024

**Language:** English

**Sharing Rights:** PRME  
Community

**Relevant Stakeholders:** All  
stakeholder

**Purpose:** Institution's  
commitment to  
sustainability

**URL:**

- <https://www.ul.ie/news/climate-action-university-of-limerick-working-towards-carbon-neutrality-by-2030>
- <https://www.ul.ie/sustainability/sustainability-reports-0>



The University has published its [Climate Action Roadmap 2030](#), which charts a list of ambitious actions and projects to guide its progress towards becoming carbon neutral.

The plan also outlines UL's commitment to becoming a sustainable university, an absolute alignment with the UN sustainable development goals (SDGs) and the underpinning of sustainability in all its forms across all aspects of the university and its campuses.

The commitments outlined in the plan include the retrofit of university buildings to upgrade heat, lighting, and energy sources; sustainable forms of transport only to be in place within and between campuses, with a focus on physical mobility where possible; and the sourcing of the majority of food consumed on the UL campus from within the bioregion and/or from university grounds.

Speaking about the UL Climate Action Roadmap 2030 at the Annual Presidents Dinner this weekend UL President Professor Kerstin Mey said: "The rapid pace of societal growth has caused us to exceed many of Earth's planetary boundaries. We are now living in a deficit – consuming resources at a rate at which they cannot be replenished. The defining challenge of the 21<sup>st</sup> century will be to balance social progress and environmental boundaries.

"To become a sustainable university, we must first acknowledge that true sustainability will require permanent adaptive responsiveness to on-going change. At UL we intend to go beyond traditional curricula and research programmes, and actively explore change within our own ethos, practices, and operations."

Some of the tangible projects outlined in the Climate Action Roadmap include:

- The development of an Earth Guild trade school offering upskilling programmes in sustainability practices for trade professionals
- A self-powered campus – UL will act as a testbed for the development and scaling of sustainable energy systems including on campus wind turbines and solar panels
- Retrofitting of university buildings to upgrade heat, lighting and energy sources
- The development of green houses and a campus farm to foster self-sufficiency practices
- Further rewilding and biophilic projects to integrate the campus community and the natural environment
- The development of a digital twin or digital model of the university campus infrastructure to allow for simulation and testing various scenarios and progress monitoring
- Sustainability programmes for both students and staff
- A mapping of UL research, education and policies to the UN SDGs
- By 2030 the majority of food consumed on the UL campus will be healthy and sourced from within the bioregion and/or from university grounds.
- By 2030 UL will only provide sustainable forms of transport within and between campuses, with a focus on physical mobility where possible.
- By 2030 UL will have piloted a sustainability led governance model and have shaped HE policy within Ireland.



Greenhouse gas emissions

## Statement

**Title:** Other targets in the School's practice

**Description:** As part of the University's Climate Action Roadmap, the University committed to a series of influencing activities starting in 2023: As part of the University's Climate Action Roadmap, the University committed to the following influencing activities starting in 2023: (i) to a sustainability programme for staff and students to educate on sustainability and to identify sustainability projects (ii) a green campus week (iii) an online sustainability community (iv) a sustainability literacy libguide by the library (v) a sustainability challenge (vi) display energy certificates in buildings (vii) student sustainability workshops

**Date:** 10/07/2024

**Language:** English

**Sharing Rights:** PRME Community

**Relevant Stakeholders:** All stakeholder

**Purpose:** Institution's commitment to sustainability

**URL:**

- <https://www.ul.ie/news/climate-action-university-of-limerick-working-towards-carbon-neutrality-by-2030>
- <https://www.ul.ie/sustainability/sustainability-reports-0>

University of Limerick has unveiled a new plan to reach carbon neutrality by 2030.

The University has published its [Climate Action Roadmap 2030](#), which charts a list of ambitious actions and projects to guide its progress towards becoming carbon neutral.

The plan also outlines UL's commitment to becoming a sustainable university, an absolute alignment with the UN sustainable development goals (SDGs) and the underpinning of sustainability in all its forms across all aspects of the university and its campuses.

The commitments outlined in the plan include the retrofit of university buildings to upgrade heat, lighting, and energy sources; sustainable forms of transport only to be in place within and between campuses, with a focus on physical mobility where possible; and the sourcing of the majority of food consumed on the UL campus from within the bioregion and/or from university grounds.

Speaking about the UL Climate Action Roadmap 2030 at the Annual Presidents Dinner this weekend UL President Professor Kerstin Mey said: "The rapid pace of societal growth has caused us to exceed many of Earth's planetary boundaries. We are now living in a deficit – consuming resources at a rate at which they cannot be replenished. The defining challenge of the 21<sup>st</sup> century will be to balance social progress and environmental boundaries.

"To become a sustainable university, we must first acknowledge that true sustainability will require permanent adaptive responsiveness to on-going change. At UL we intend to go beyond traditional curricula and research programmes, and actively explore change within our own ethos, practices, and operations."

Some of the tangible projects outlined in the Climate Action Roadmap include:

- The development of an Earth Guild trade school offering upskilling programmes in sustainability practices for trade professionals
- A self-powered campus – UL will act as a testbed for the development and scaling of sustainable energy systems including on campus wind turbines and solar panels
- Retrofitting of university buildings to upgrade heat, lighting and energy sources
- The development of green houses and a campus farm to foster self-sufficiency practices
- Further rewilding and biophilic projects to integrate the campus community and the natural environment
- The development of a digital twin or digital model of the university campus infrastructure to allow for simulation and testing various scenarios and progress monitoring
- Sustainability programmes for both students and staff
- A mapping of UL research, education and policies to the UN SDGs
- By 2030 the majority of food consumed on the UL campus will be healthy and sourced from within the bioregion and/or from university grounds.
- By 2030 UL will only provide sustainable forms of transport within and between campuses, with a focus on physical mobility where possible.
- By 2030 UL will have piloted a sustainability led governance model and have shaped HE policy within Ireland.

## Targets for greenhouse gas emission reductions

### Impact Purpose

University of Limerick's commitment to a 51% reduction in GHG emissions by 2030

### Impact Statement

The Public Sector Climate Action Mandate 2023 commits the University to a 51% reduction in GHG emissions by 2030. The University Climate Action Roadmap 2030 has a target of a carbon neutral campus by 2030. The University is required to report annual energy consumption and fossil CO2 emission data to a Government body.

**Date published**  
June 26, 2024

**Applicable Date Range**  
Oct. 1, 2023 - Dec. 31, 2029

**Owner**  
Sheila Killian

**Sharing rights**  
PRME Community

**Language**  
English

**Country**  
Ireland

**Subjects**  
Eco-design



Buildings/real estate

## Statement

Date: 10/07/2024

Title: Other targets in the School's practice

Language: English

**Description:** As part of the University's Climate Action Roadmap, the University committed to a series of influencing activities starting in 2023: As part of the University's Climate Action Roadmap, the University committed to the following influencing activities starting in 2023: (i) to a sustainability programme for staff and students to educate on sustainability and to identify sustainability projects (ii) a green campus week (iii) an online sustainability community (iv) a sustainability literacy libguide by the library (v) a sustainability challenge (vi) display energy certificates in buildings (vii) student sustainability workshops

Sharing Rights: PRME Community

Relevant Stakeholders: All stakeholder

Purpose: Institution's commitment to sustainability

URL:

- <https://www.ul.ie/news/climate-action-university-of-limerick-working-towards-carbon-neutrality-by-2030>
- <https://www.ul.ie/sustainability/sustainability-reports-0>

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- By 2030 UL will only provide sustainable forms of transport within and between campuses, with a focus on physical mobility where possible.
- By 2030 UL will have piloted a sustainability led governance model and have shaped HE policy within Ireland.



# Baseline assessments on building-related emissions

## Impact Purpose

Progress on buildings-related emissions

## Impact Statement

Baseline assessments were undertaken of building related emissions and mission projects were identified to reduce GHGs. Buildings account for 17% of GHG emissions.

**Date published**

Aug. 31, 2024

**Applicable Date Range**

Oct. 1, 2023 - Dec. 31, 2029

**Owner**

Sheila Killian

**Sharing rights**

Private

**Language**

English

**Country**

Ireland

**Subjects**

Sustainable  
Development



Student equity, diversity, inclusion



Employee equity, diversity, inclusion

## Statement

**Title:** Policies on employee (including faculty) equity, diversity, inclusion

**Description:** University of Limerick Human Rights EDI Strategy

**Date:** 26/06/2024

**Language:** English

**Sharing Rights:** PRME  
Community

**Relevant Stakeholders:** All  
stakeholders of the  
School particularly staff

**Purpose:** The University's  
Human Rights EDI  
Strategy



# Human Rights EDI Strategy



University of Limerick Human  
Rights EDI Strategy 2023 – 2027



This strategy has been developed and approved by the **University of Limerick's Human Rights, Equality Diversity and Inclusion Committee** using templates developed by the Irish Universities Association. The development & stakeholder consultation was facilitated by **Niall Crowley of Value Labs**. Document was designed in conjunction with **Saol**.

The electronic version of this document on the UL Human Rights, Equality Diversity website is the latest version.  
Contact [edi@ul.ie](mailto:edi@ul.ie)



[www.ul.ie/sustainability](http://www.ul.ie/sustainability)

**Human Rights,  
Equality Diversity and  
Inclusion Committee**

[www.ul.ie/equality-diversity-inclusion](http://www.ul.ie/equality-diversity-inclusion)



[www.values-lab.ie](http://www.values-lab.ie)

**Saol**

[www.studiosaol.com](http://www.studiosaol.com)

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# 01 Introduction









“I am delighted to formally launch the institution’s Human Rights, Equality, Diversity and Inclusion Strategy 2023 - 2027.”



**Professor Kerstin Mey**  
President  
University of Limerick

## Foreword from the President, University of Limerick - Professor Kerstin Mey

I am delighted to formally launch the institution's Human Rights, Equality, Diversity and Inclusion Strategy 2023 – 2027.

University of Limerick (UL) is a Higher Education Institution (HEI) committed to ensuring equal opportunities and outcomes in rights, respect, representation, recognition and resources for all its students and university staff. Grounded in values such as social justice, agency, inclusivity, empowerment, and respect, this university actively seeks to dismantle barriers and biases in every facet of our work, from admissions and academia to staffing and governance.

By embedding a commitment to goals of equality and inclusion within our structures, procedures and practices, the university fosters an environment where diverse identities are celebrated and accommodated and thrive across all the grounds of gender, civil status, family status, age, disability, sexual orientation, race, religion, membership of the Traveller community, and socio-economic status.

The Irish Human Rights and Equality Commission Act 2014 (Section 42 (1)) mandates that a public body like UL must take measures to eradicate discrimination, foster equality of opportunity and fair treatment. The university must safeguard the human rights of our community, encompassing members, staff, students, and those who we provide services to.

In UL, we aim to surpass the basic requirements of the duty by aligning our objectives in human rights, equality, diversity and inclusion with our overarching strategic and sustainability goals. In doing so, we ensure that our five core values serve as the driving force behind our organisational culture. I firmly believe that adopting a values-led approach enhances and builds on the strong traditions and principles deeply ingrained within our institution. As the leader of this remarkable institution, I take

immense pride in our accomplishments so far. UL has set a significant milestone in Irish Higher Education by being awarded with the prestigious Silver Athena Swan Institution award in March 2023, a remarkable achievement as the first institution in the sector and internationally outside of the UK to achieve such an accolade. This accomplishment reflects not only our enduring dedication to the promotion of gender equality across our institution but also our successful implementation of initiatives that have produced meaningful results within the broader Human Rights – EDI (Equality, Diversity and Inclusion) framework.

My vision for UL is to rebalance social progress within environmental constraints and become a truly egalitarian university. Within our Sustainability Framework, which can be accessed at [www.ul.ie/sustainability](http://www.ul.ie/sustainability), we have set out our commitment to becoming an egalitarian university by 2030. An Egalitarian University is one that is fully dedicated to guaranteeing equity in terms of rights, respect, representation, recognition for all its students and university staff.

Our mission of egalitarianism is dedicated to advocating for equal opportunities, rights and representation across all levels of our institution. We are unwavering in our commitment to celebrating diversity and fostering an environment where every member can thrive, regardless of their backgrounds. Our core values of social justice, inclusivity, agency, respect and empowerment serve as the foundation for our actions. The university diligently adheres to the Public Sector Equality and Human Rights Duty, engaging in continuous assessment, taking action and transparently reporting our progress as we work towards these goals. With thanks to the support of our Governing Authority in its approval for this strategy, we commit to regularly reporting the progress of this work and the implementation of Duty.

Finally, on behalf of the governance bodies within UL I am personally committed to fully integrating Human Rights, Equality, Diversity and Inclusion into our structures and policies, procedures and processes, actions, and culture and to dedicating resources to achieve this pivotal goal.

**Head of Athena Swan Ireland presents the Athena Swan Silver award**

Sarah Fink presents the Athena Swan Silver Award to President Kerstin Mey and Dr Marie Connolly, Director of Human Rights, Equality, Diversity and Inclusion and leader of the institution application.

**Pride Month**

The Pride Flag raised outside Plassey House to highlight Pride Month across the campus.



**Public signing of HEA's Anti Racism Principles**

Dr Jennie Rothwell, Head of the HEA Centre of Excellence for EDI, President Kerstin Mey and Laura Austin, Senior Executive Officer, HEA Centre of Excellence for Equality, Diversity and Inclusion.

**Consent Orientation Stand Sept 2023**

Maria Healy, UL's Sexual Harassment & Sexual Violence Prevention and Support Officer at Orientation week for new UL undergraduate students



## Foreword from the Director of Human Rights, Equality, Diversity & Inclusion - Dr. Marie Connolly

I am honoured to join President Professor Kerstin Mey in presenting the University of Limerick's (UL) Human Rights, Equality, Diversity, and Inclusion (HREDI) Strategy for the years 2023-2027. This strategic document outlines UL's commitment to upholding the principles of Human Rights and EDI for our staff, students, visitors, and service users within the higher education community. Building upon the foundation laid by our previous Equality and Human Rights Strategy (2019-2022), this new strategy delineates our vision and objectives for HREDI over the next three years. It also underscores our dedication to creating a workplace and learning environment grounded in five fundamental values: Social Justice, Empowerment, Inclusivity, Agency, and Respect. These values underpin our mission to promote equality and human rights, dismantle barriers, and engage in positive actions in the realms of employment, education, and learning provision, especially for the identified groups. Our approach builds upon the deep-rooted values and traditions inherent in our institution.

The establishment of the Human Rights, Equality, Diversity, and Inclusion Office in March 2021 marked a pivotal moment in our commitment to HREDI. We identified four key pillars for implementing HREDI within the institution: Gender Equality, Universal Design for Learning/Accessibility; Diversity & Inclusion; and Sexual Health & Wellbeing. To ensure comprehensive coverage, we formed numerous working groups under each of these pillars, aligning their efforts with the overarching HREDI focus. We strived to include representation from each group on the HREDI Steering Committee. For any pillars lacking working groups, new ones were established to address those gaps.

In January 2022, we restructured the HREDI Steering Group, nominating the Provost/Deputy President as the chair and my role as the co-chair. This restructuring aimed to ensure that all key decision-makers within the institution played an

active role. In January 2023, a HREDI Working Group was established within this committee, further ensuring representation from all identified groups. This extensive collaboration and consultation with the stakeholders and working groups have been instrumental in shaping what I believe is a robust strategy. This strategy will undergo continuous review throughout its lifespan to maintain flexibility and responsiveness to evolving needs, aligning with our responsibilities as a public sector entity under the requirements of the Irish Human Rights and Equality Commission Act 2014 Section 42 (1), "Assess, Address, and Report."

As President Mey has articulated, UL's overarching goal is to become a truly egalitarian university by 2030. We are firmly committed to providing equal opportunities and outcomes in rights, respect, representation, recognition, and resources for all students and university staff. Grounded in values such as social justice, agency, inclusivity, empowerment, and respect, this university actively seeks to dismantle barriers and biases across all aspects, from admissions and academia to staffing and governance (UL's HREDI Mission). This strategy is a fundamental part of our commitment to achieving the institution's Sustainability Goals as outlined in the UL Sustainability Framework 2030 and aligns with the United Nations' Sustainable Development Goals (SDGs) of Gender Equality (Goal 4), Reduced Inequalities (Goal 10), and Peace, Justice, and Strong Institutions (Goal 16). I would like to personally express my gratitude to the members of the HREDI Office, the HREDI working group members (listed on page 54), and all those who contributed significantly to the development of this strategy. I extend a special thanks to Mr. Niall Crowley of Values Lab, whose expert guidance was invaluable in shaping this strategy. Niall's extensive knowledge and experience as an HREDI consultant greatly enriched this process. My sincere thanks also go to the team at Studio Saol, our strategic design partners, whose support was generously provided through the Centre for Sustainable Futures and Innovation.

# Egalitarian University

is a HEI committed to ensuring equal opportunities and outcomes in rights, respect, representation, recognition and resources for all its students and university staff. Grounded in values such as social justice, agency, inclusivity, empowerment, and respect, this university actively seeks to dismantle barriers and biases in every facet, from admissions and academia to staffing and governance.

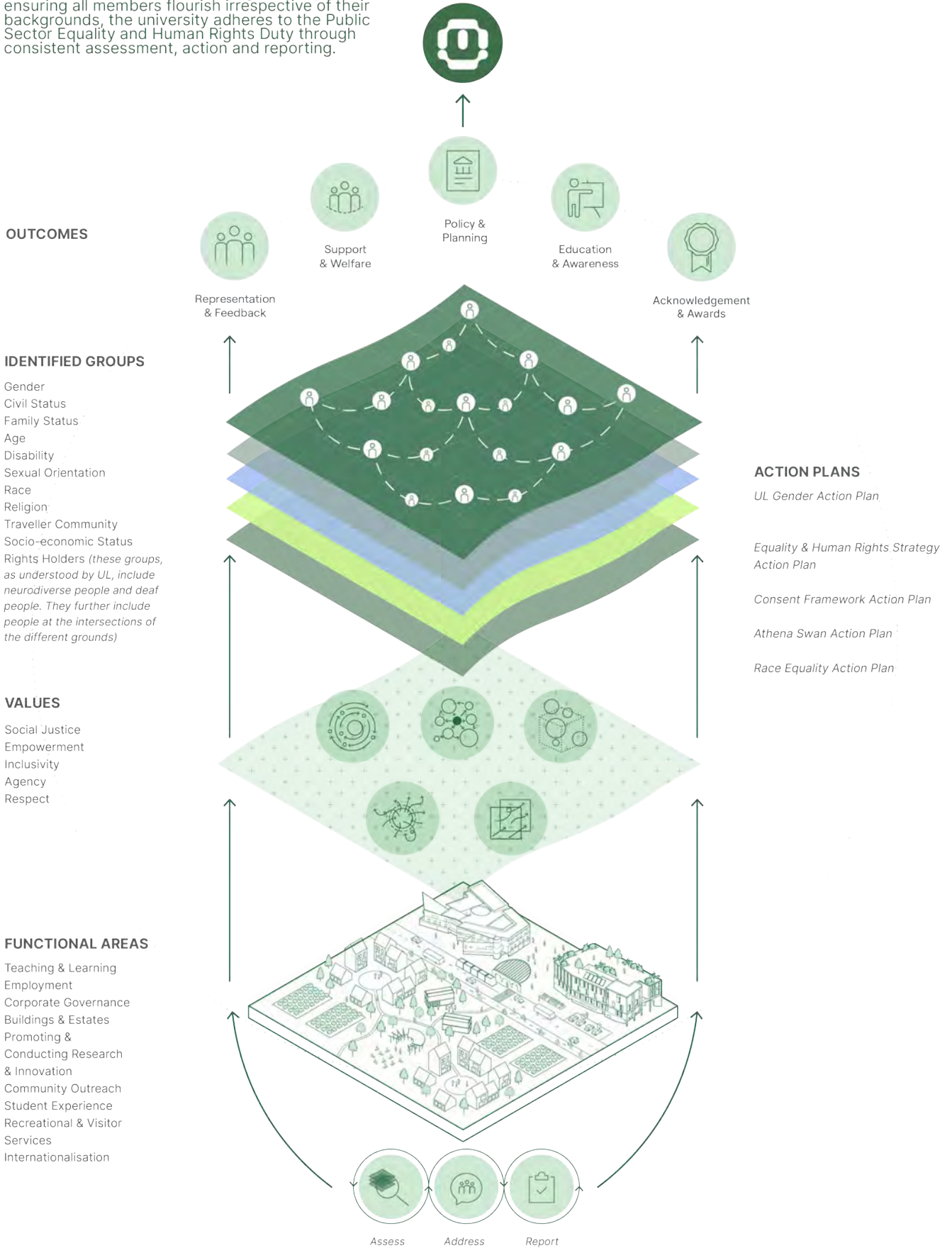
By embedding a commitment to goals of equality and inclusion within its structures and practices, the university fosters an environment where diverse identities are celebrated and accommodated and thrive across all the grounds of gender, civil status, family status, age, disability, sexual orientation, race, religion, membership of the Traveller community, and socio-economic status.

Adhering to the Public Sector Equality and Human Rights Duty, through a process of assessment, addressing and reporting, UL aspires to embed ambitions, systems and practices for equality and human rights across the entire institution driven by the mission of becoming an egalitarian university by 2030.

# Egalitarian University

Rooted in the values of social justice, inclusivity, agency, respect and empowerment, UL's Egalitarian University mission champions equal opportunities, rights and representation across all levels while actively addressing barriers in admissions, academia and governance.

With a commitment to celebrating diversity and ensuring all members flourish irrespective of their backgrounds, the university adheres to the Public Sector Equality and Human Rights Duty through consistent assessment, action and reporting.





# Implementation of the Duty: Introduction

This implementation plan establishes the ambition and approach of University of Limerick to implementing the public sector equality and human rights duty (the Duty), and is compliant with Section 42 of the Irish Human Rights and Equality Commission Act 2014: the public sector equality and human rights duty (the Duty).

The Duty requires public bodies to have regard to the need to eliminate discrimination, promote equality of opportunity, and protect human rights for service users, policy beneficiaries, and employees, across all their functions.

## **Section 42.1 of the Irish Human Rights and Equality Commission Act 2014 sets out the Duty:**

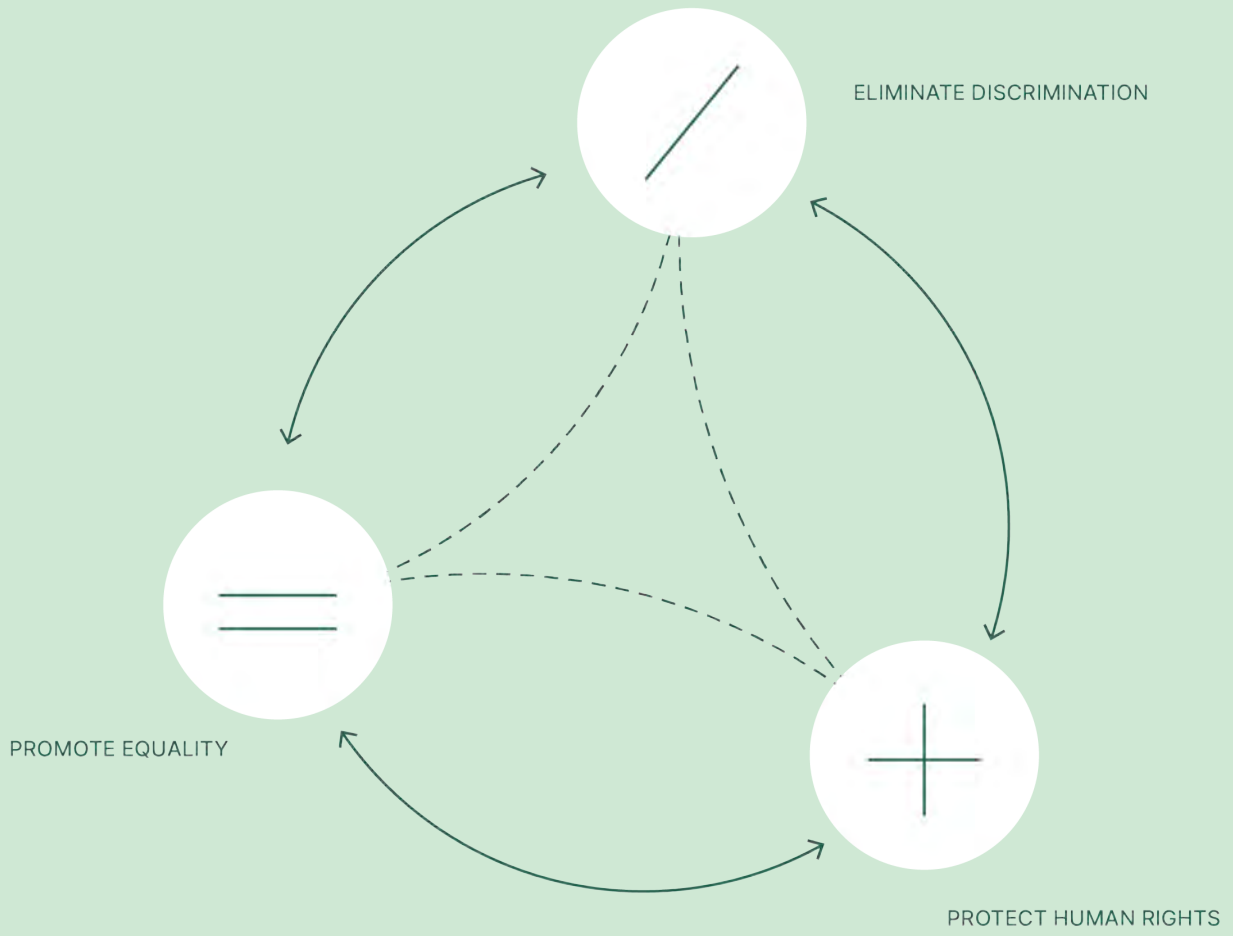
A public body shall, in the performance of its functions, have regard to the need to:

- Eliminate discrimination;
- Promote equality of opportunity and treatment of its staff and the persons to whom it provides services; and
- Protect the human rights of its members, staff and the persons to whom it provides services.

To give effect to the Duty, public bodies are required to: undertake an assessment of the equality and human rights issues facing the identified groups for the Duty that would have a relevance for the functions of that public body; identify the steps being taken or proposed, to address the issues as assessed; and report annually on the progress in addressing these issues and implementing the Duty.

## **S42.2 lays out the three key steps that public bodies should follow, in regard to giving effect to the Duty:**

- Set out in a manner that is accessible to the public in its strategic plan (howsoever described) an **assessment** of the human rights and equality issues it believes to be relevant to the functions and purpose of the body and the policies, plans and actions in place or proposed to be put in place to **address** those issues, and
- **Report** in a manner that is accessible to the public on developments and achievements in that regard in its annual report (howsoever described).



# Identified Groups and Functional Areas

The **identified groups** for Implementing the Public Sector Equality and Human Rights Duty are those covered under equal treatment legislation.

These groups, as understood by UL, include neurodiverse people and deaf people. They further include people at the intersections of the different grounds.

The Duty covers the grounds of:

- gender (defined under the Acts as being male or female and understood by UL to include gender identity, gender expression and intersex status (The European Court of Justice has held that discrimination against a transsexual person constitutes discrimination on the ground of sex);
- civil status (defined under the Acts as being single, married, separated, divorced, widowed, or in a civil partnership);
- family status (defined under the Acts as being pregnant or having responsibility as a parent in relation to a person under 18 years, or as a parent or the resident primary carer in relation to an adult with a disability who needs care or support on a continuing, regular or frequent basis);
- age (defined under the Acts as applying to everybody over 18 (except in relation to the provision of motor insurance to drivers aged under 18));
- disability (defined under the Acts as covering a wide range of impairments, all physical, sensory and intellectual disabilities, as well as illnesses),
- sexual orientation (defined under the Acts as being heterosexual, homosexual or bisexual, and understood by UL to include the full spectrum of sexual orientations);
- race (defined under the Acts as including race, colour, nationality or ethnic or national origins);
- religion (defined under the Acts as having religious beliefs or having none; where 'religious belief' includes religious background or outlook);
- membership of the Traveller community (defined under the Acts as people who are commonly called Travellers, who are identified by both Travellers and others as people with a shared history, culture and traditions, identified historically as having a nomadic way of life on the island of Ireland).

The Irish Human Rights and Equality Commission has established two further identified groups for the Duty in relation to:

- socio-economic status (understood as those people at risk of or experiencing poverty and exclusion); and
- rights holders under the various human rights instruments.

The full range of functions of University of Limerick encompasses:

- teaching and learning
- employment
- corporate governance
- buildings and estates
- promoting and conducting research and innovation
- community outreach
- student experience
- recreational and visitor services
- internationalisation.

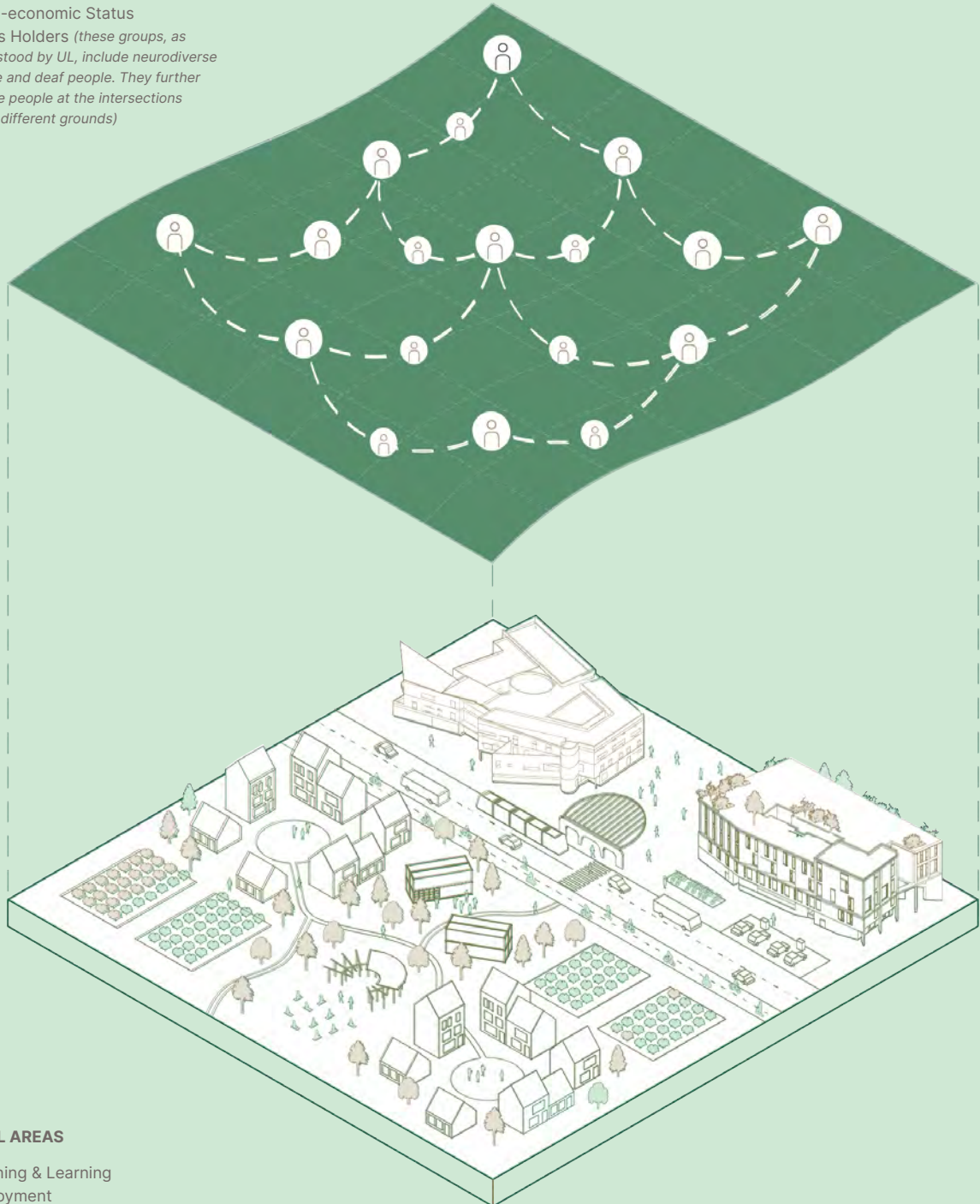
## Reference

<https://www.ihrec.ie/our-work/public-sector-duty>



## IDENTIFIED GROUPS

Gender  
Civil Status  
Family Status  
Age  
Disability  
Sexual Orientation  
Race  
Religion  
Traveller Community  
Socio-economic Status  
Rights Holders *(these groups, as understood by UL, include neurodiverse people and deaf people. They further include people at the intersections of the different grounds)*



## FUNCTIONAL AREAS

Teaching & Learning  
Employment  
Corporate Governance  
Buildings & Estates  
Promoting & Conducting Research & Innovation  
Community Outreach  
Student Experience  
Recreational & Visitor Services  
Internationalisation

# 02 Values Statement









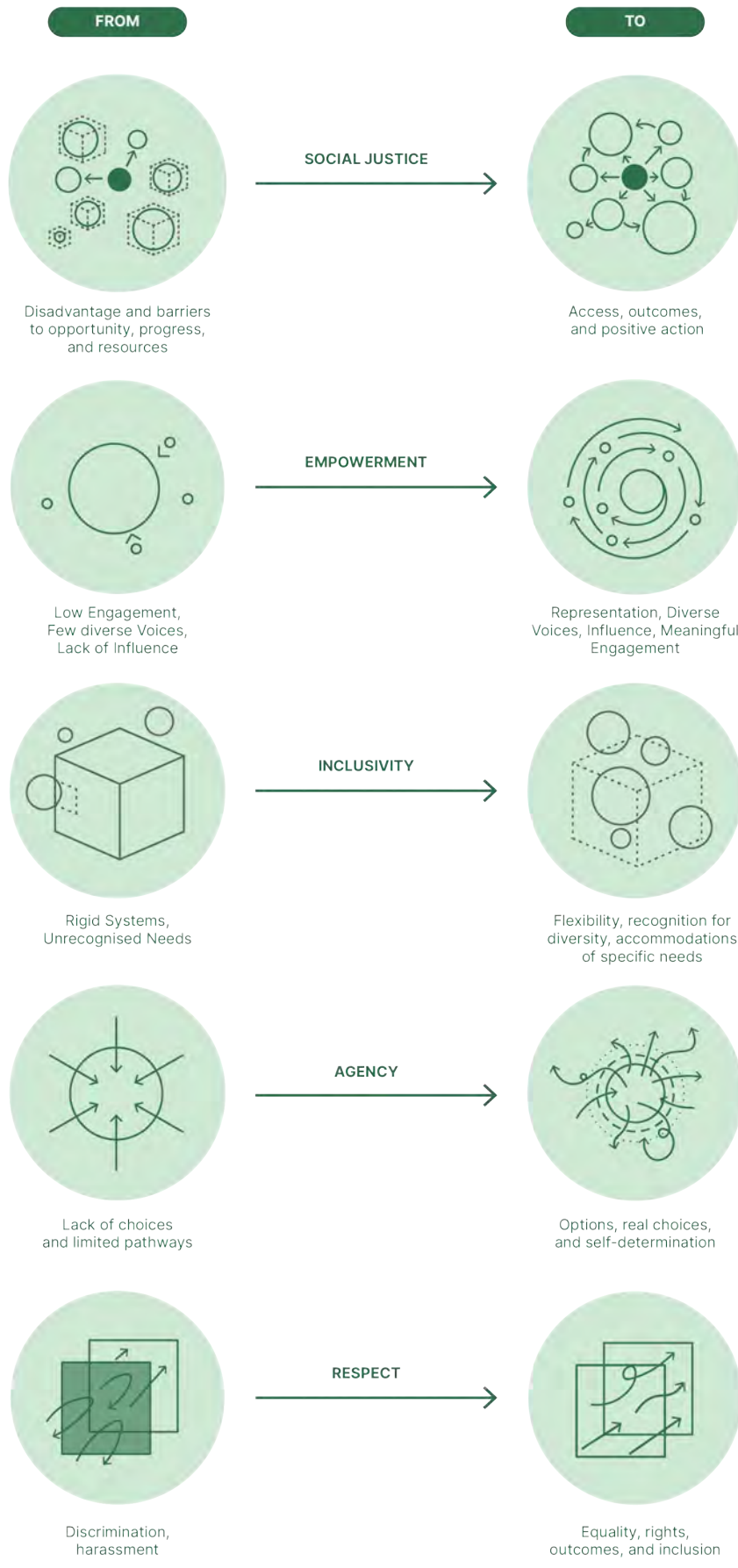
# Introduction

This equality and human rights values statement has been developed to provide a frame within which to implement the Duty and to set out benchmarks that capture our ambition for implementing the Duty and this equality and human rights mainstreaming strategy. It enables a comprehensive approach to the Duty and serves to support an ongoing alignment with our ambitions for the Duty. It draws from and is coherent with our wider corporate values.

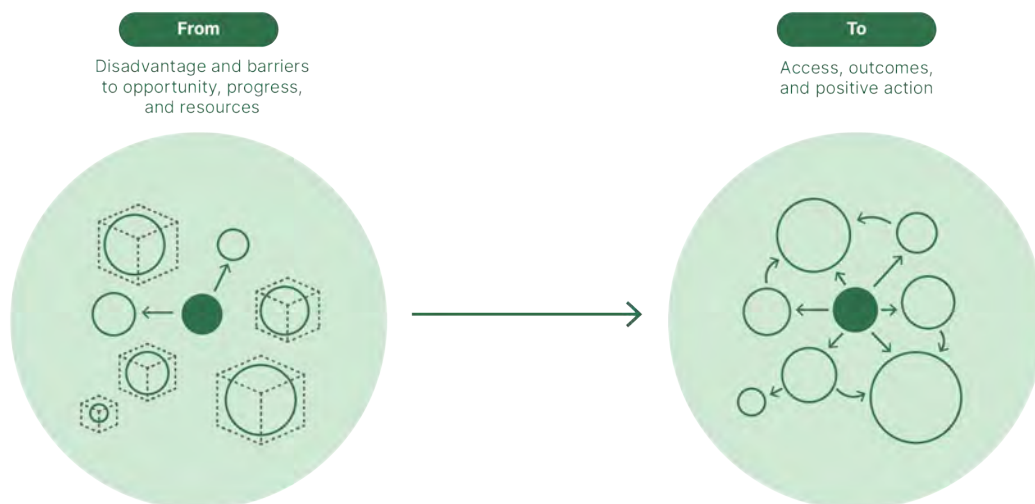
The values identified in this statement are those that motivate our concern for equality and human rights. Five core values are identified: social justice; empowerment; inclusivity; agency; and respect.

For each of these values a brief shared understanding of this value is set out along with two benchmarks:

a statement of outcome: the implications of the value for the change sought and priorities pursued by the university across its various functions; and  
a statement of process: the implications of the value for the way the university works in pursuing this change and its various priorities.



# Social Justice



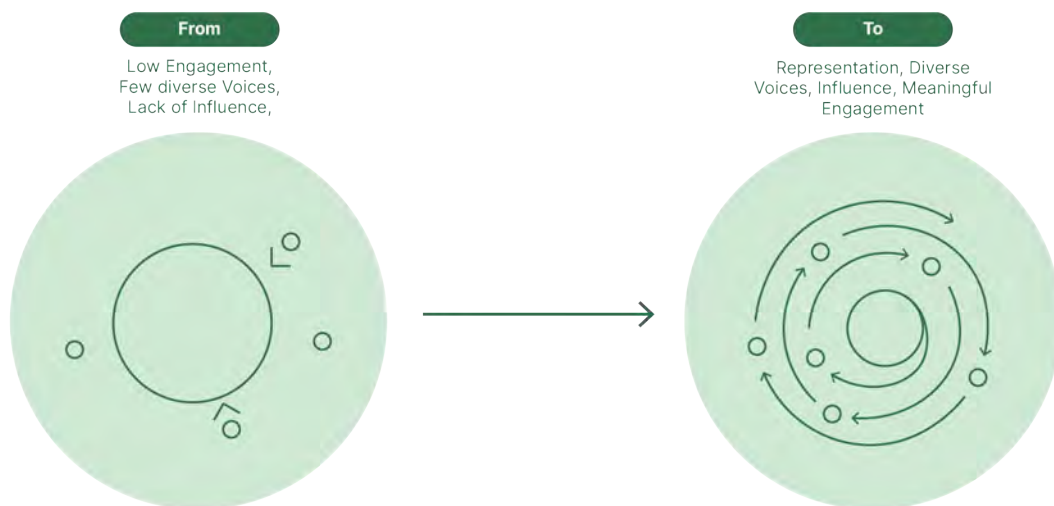
Social Justice is about resources, opportunities and capabilities to flourish, involving action to enable achievement of outcomes.

**STATEMENT OF OUTCOME:** This university will: enable greater access to, retention in, and outcomes from higher education for the identified groups; offer employment opportunities and enable their career progression within the sector; and contribute to a wider societal achievement of such goals by challenging injustice, building a knowledge base on the issues, and promoting innovation in addressing equality and human rights issues in society.

**STATEMENT OF PROCESS:** This university will: remove barriers and engage in positive action for new outcomes in employment, education and learning provision for the identified groups; and work with communities and individuals from the identified groups to lead a societal and institutional conversation on equality and human rights issues and ambitions.



# Empowerment

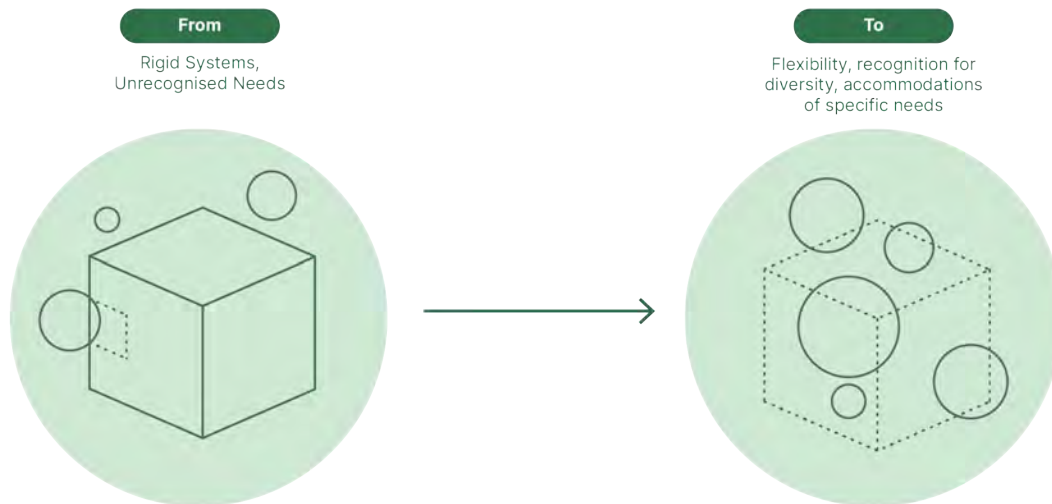


Empowerment is about engaging with and enabling a diversity of voices at the level of the collective, involving this diversity being listened to and heard, with positive attention to their different viewpoints, and having influence and a meaningful engagement in decision-making processes.

**STATEMENT OF OUTCOME:** This university will: ensure adequate representation at decision-making tables, and within structures that influence and inform policy and plans for the identified groups; and ensure the voice of the diversity of staff and students is heard and has meaningful impact and influence in driving change.

**STATEMENT OF PROCESS:** This university will: work in partnership with relevant organisations and groups that bring forward the perspective of the identified groups; take participatory approaches across our work, including in research; empower relevant staff networks and student associations; and consult with the identified groups and act on their feedback.

# Inclusivity

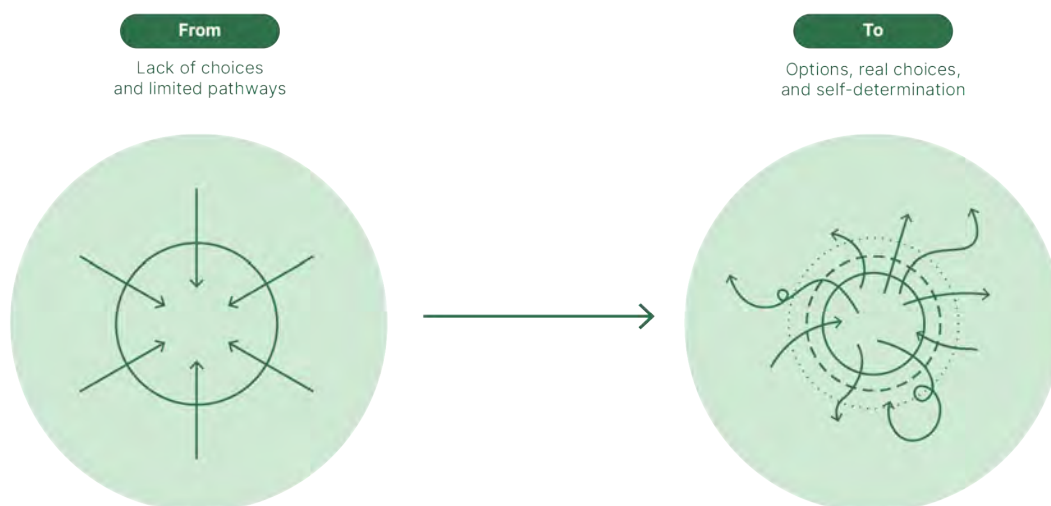


Inclusivity is about valuing and respecting diversity, achieving a sense of belonging, and being person-centred, involving proactive and mainstream processes of universal design and recognition for and flexibility in addressing specific needs and in recognising specific strengths.

**STATEMENT OF OUTCOME:** This university will innovate to develop and operationalise models of good practice in mainstreaming a focus on diversity, thus ensuring our general provision and systems address the specific needs of people from across the identified groups and accommodate the particular needs that arise from their diversity.

**STATEMENT OF PROCESS:** This university will implement systems that are flexible in valuing and taking account of diversity, for staff and students, and that enable and support their full and effective participation, and that engender a sense of belonging, where people can give full expression to their different identities while progressing their aspirations to full effect.

# Agency



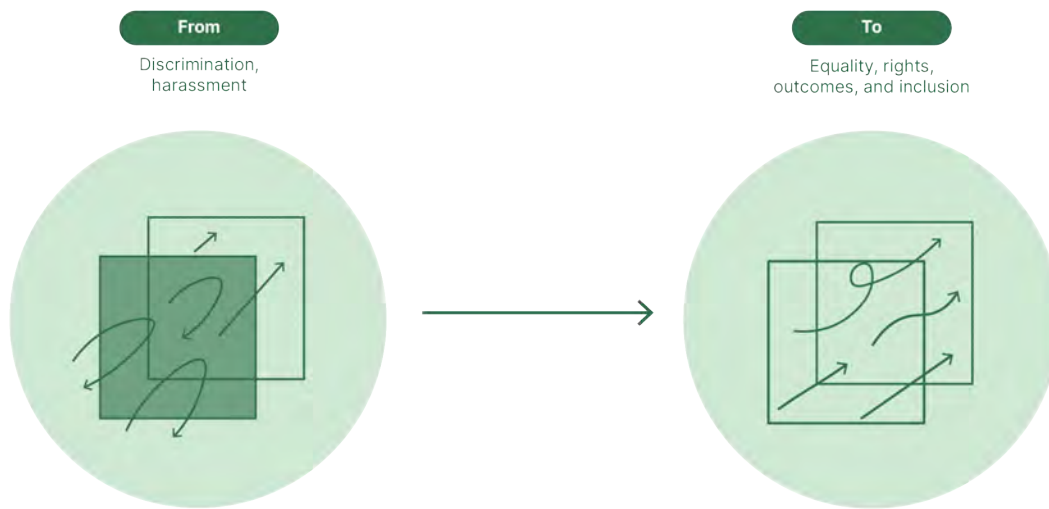
Agency is about autonomy, choice, and self-determination at the level of the individual, involving availability of, and access to a range of options to enable this.

**STATEMENT OF OUTCOME:** This university will offer options that enable real choice for people across the identified groups, in particular, pathways into and within higher education, and employment pathways and career progression.

**STATEMENT OF PROCESS:** This university will enable and empower informed choices by people from the identified groups, remove barriers to the making and realisation of these choices, and ensure processes of assessment that include for real choices in the pathways they open up for them.



# Respect



Respect is about dignity, human worth, and care, involving fair treatment, a safe environment, fulfilling the right to privacy, and valuing people.

**STATEMENT OF OUTCOME:** This university will: establish an organisational culture of equality and human rights; form a community based on respect, fairness and a valuing of diversity; enable relationships of integrity based on collaboration and co-design; and offer societal leadership, knowledge and innovation in protecting human rights and preventing and addressing all forms of discrimination.

**STATEMENT OF PROCESS:** This university will: create safe environments for work and study and build trust, transparency and accountability in these environments; and implement and operate effective and fair systems to deal with all forms of discrimination, harassment, and human rights violations that might arise.







# 03 Assessment







# Introduction

The assessment identifies the issues that face the different groups, that are covered by the Duty and that are relevant to the functions of University of Limerick. **This assessment is not an assessment of University of Limerick nor its performance.** It serves as a tool to implement the Address step of the Duty. The equality and human rights issues assessed as relevant to UL, encompass: issues that are directly actionable by the university; issues that need to be taken into account in the work of the university; and issues that need to be a focus for UL in its role as a voice for change in its wider society.

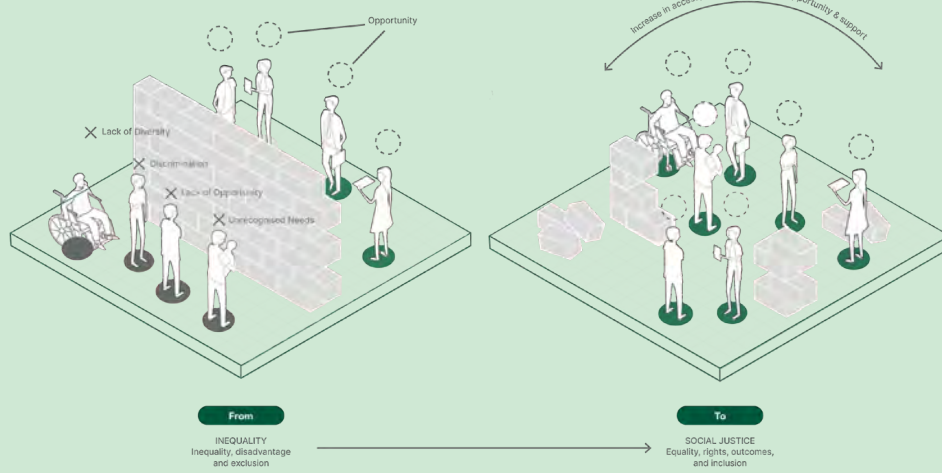
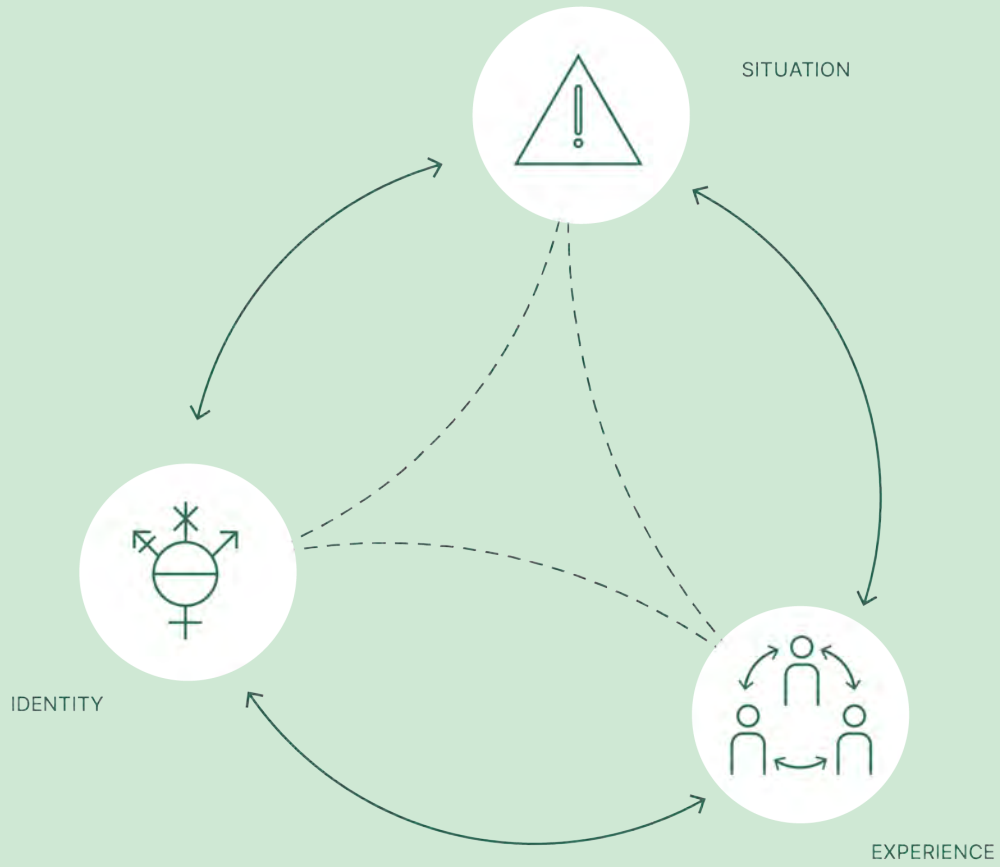
These issues relate to the:

**Situation** of the group in terms of their access to resources and any particular disadvantage they experience;  
**Experience** of the group in terms of the quality of their interaction with employers and service providers and the wider society; and  
**Identity** of the group in terms of how they choose to give expression to their identity and addressing the specific needs that arise from this.

and specifically when preparing a University of Limerick Strategic Plan. Updates will be based on new data/information becoming available on the situation, experience and identity of the relevant groups, in particular through research initiatives and feedback from stakeholders. Our equality and human values are used as a framework to set out our assessment of the equality and human rights issues relevant to our functions.

This assessment has been compiled from an evidence base of current equality and human rights research and reports from relevant Irish sources. This evidence base is held in a separate document that identifies the specific sources used, and provides key relevant data from each of these sources. This assessment will be updated periodically,

**The equality and human rights issues assessed below relate to all of the identified groups unless otherwise indicated.** They are presented in the form of an overarching issue that applies across the identified groups, which are then further illustrated with a series of bullet points drawn from the evidence base that are specifically group-focused.





# Respect

Respect is about dignity, human worth, and care, involving fair treatment, a safe environment, fulfilling the right to privacy, and valuing people.

The equality and human rights issues to be addressed in implementing the Duty, relevant to the functional areas of University of Limerick, are:

1. Discrimination of staff and students across the identified groups in accessing and participating in employment and services, with the evidence gathered pointing specifically to:
  - Comparatively higher levels of discrimination, at the point of recruitment to employment, against negatively racialised people\* including Travellers, religious minorities, disabled people, transgender and non-binary people, and older people.
  - Comparatively higher levels of in-work discrimination (e.g. in promotion and other career opportunities) against women, pregnant people, disabled people, negatively racialised people, people from religious minorities, and transgender and non-binary people.
  - Comparatively higher levels of discrimination in accessing and participating in services, including education, experienced by: Travellers, disabled people, lone parents, people from religious minorities, and transgender and gender non-binary people.
  - Comparatively higher levels of being treated as less smart or less capable than others

because of who they are, experienced by female students compared to male students. Younger students also appear to experience this more than older students.

2. Systemic institutionalisation of negative treatment on the basis of identity: ableism; ageism; racism; sexism; sectarianism; homophobia; biphobia; transphobia.
3. Identity-based violence, abuse and harassment of staff and students across the identified groups, which prevents access to and participation in employment and key services, including education, and diminishes engagement in campus spaces and education settings, with the evidence gathered pointing specifically to:
  - Comparatively higher levels of identity-based harassment and bullying by peers, experienced in education settings by LGBTQIA+ and Traveller students and staff.
  - Micro-aggressions and more direct forms of identity-based harassment experienced in the workplace by LGBTQIA+ people, Travellers, and other minority ethnic groups.
  - Significant levels of racism experienced in public spaces by negatively racialised people, particularly Travellers, Roma and Muslim women.
  - Comparatively higher levels of gender-based violence and abuse experienced by women of all ages, including: intimate partner violence and abuse; sexual harassment and assault; and stalking.
  - In education settings, comparatively higher numbers of female students report that they have experienced sexual harassment at some

point, compared with male students. Female students are more likely to feel unsafe or very unsafe walking alone in their neighbourhood and on campus than male counterparts.

- Abuse and neglect of older people.

4. Misportrayal of discrimination, sexual harassment, sexual violence and harassment due to stereotyping and bias across the identified groups to the extent that blame is misdirected, including onto those who are a target for such

5. Hostile working and learning environments and cultures for staff and students across the identified groups, with the evidence gathered pointing specifically to:

- Stigmatisation of people on the basis of: their ethnic background; their religious background; their sexual orientation; their minority gender status; their disability; their social background; their neurodiversity.
- Stereotyping of groups, including: gender stereotypes that restrict subject choice and career routes for girls and boys; stereotyping of students with a disability and Traveller students, resulting in low expectations from teaching staff; stereotyping of older people as being non-contributors to society and lack of opportunities for intergenerational learning.
- Unconscious bias informing decision-making and serving to make the articulation of discrimination more difficult.
- Low expectations of the potential of disabled students and Traveller students.
- Limited understanding and/or capacity of employers and service providers, and of employees and service-users, with regard to equality and human rights issues, including addressing identity-based discrimination, harassment and abuse.
- Negative impact of identity-based bullying, harassment, and abuse (including gender-based violence) including: poor physical and mental health and wellbeing; absence from/being forced to leave education and employment; and self-limiting participation in public and the wider community to avoid victimisation.

6. Inappropriate and problematic nomenclature or categorisation used for the identified groups and lack of definition for an agreed nomenclature that reflects the perspective of the identified groups.

7. Under-reporting of discrimination, sexual harassment, harassment and bullying across the identified groups, including in work and in learning environments, due to fears and issues of victimisation, inadequate procedures for receiving and addressing complaints, and lack of information on reporting systems.

8. Lack of knowledge of rights under legislation and capacity to exercise these rights across the identified groups, and lack of meaningful ways to seek redress where these rights are violated, including adequate policies and accessible reporting processes.

9. Lack of preventative measures and inadequate protection for the identified groups from incidents of discrimination, sexual harassment, harassment and bullying.

10. Limited or inadequate response, from service providers and employers, to discrimination, sexual harassment, harassment and bullying, including lack of or inadequate complaints/investigation mechanisms, failure of or inadequate implementation of these where in place, and lack of accountability for those found to have perpetrated such incidents.

\* The term 'negatively racialised people' is used as the preferred terminology to identify those covered under the equality legislation by the ground of race who experience discrimination and racism, including Travellers, who are covered by a distinct ground of membership of the Traveller community. The terminology recognises racialisation as a social process used to establish hierarchical differences, with oppressive impact for those groups that are 'negatively racialised'. It reflects that this process is driven by dominant social groups and that these groups are themselves racialised (self-racialised), but as embodying 'positive' racialised characteristics, which usefully alerts that 'whiteness' is also a racial category and a product of this social process of racialisation

# Inclusivity

Inclusivity is about valuing and respecting diversity, achieving a sense of belonging, and being person-centred, involving proactive and mainstream processes of universal design and recognition for and flexibility in addressing specific needs and in recognising specific strengths.

The equality and human rights issues to be addressed in implementing the Duty, relevant to the functional areas of University of Limerick, are:

1. Failure to provide reasonable accommodation for diversity and lack of Universal Design for Learning. This includes failure to address specific needs and preventing access to and participation in education, training and employment by staff and students across the identified groups, with the evidence gathered pointing specifically to:

- For disabled people: lack of flexible work arrangements; need for modified tasks, wage subsidy, transport/parking, human support, and assistive technology or physical adjustments; inaccessible buildings and public spaces; inaccessible communication channels; and limited understanding and application of the social model of disability and universal design.
- For deaf people: lack of statutory provision

for ISL interpreting for employment; and ISL interpreters insufficiently prepared to interpret in employment fields with many specialist concepts and terminology.

- For negatively racialised groups: lack of recognition for cultural difference and its practical implications, and, in particular for migrants, refugees, and asylum seekers: the uncertainty or short-term nature of their visa or residential status; the lack of recognition of their existing qualifications; lack of information about how to access education; ineligibility to access bursaries and other schemes to assist with fees; language barriers, lack of translation and interpretation, and limited availability of English language classes.
- For Travellers: potential loss of income supports (such as the medical card) upon take-up of employment; a lack of networks and connectors (as exist for settled community) to assist them in getting into employment; removal of targeted education supports at primary and post-primary level (such as the visiting Teacher); limited financial and other resources (broadband, devices, study space etc.) to participate in education (the latter was exacerbated during COVID-related school/college closures).
- For people with caring responsibilities, including lone parents and some carers: inadequate family leave provision and lack of flexible working arrangements; potential loss of income supports; lack of affordable, accessible childcare and care services for older people; and impact of unequal sharing of caring responsibilities on women's ability



to take up full-time employment and on their promotion and other career opportunities.

- For people subjected to gender-based violence: lack of appropriate support provided to, leave arrangements made available for, and flexibility afforded to employees exposed to and dealing with issues of gender-based violence.
- For older people: lack of gradual retirement options and early retirement, and lack of opportunities to participate in teaching and research initiatives.
- For LGBTQIA+ people: lack of provision that acknowledges same-sex relationships and that enables people transitioning their gender in the workplace or education setting.
- For religious minorities: lack of provision and flexibility to enable religious observance and other religious imperatives.
- For people who are homeless or at risk of becoming homeless: unstable housing situation interrupting or delaying young people's engagement with education and/or employment.
- For former or current prisoners: lack of supports and Garda vetting procedures as a barrier to education and employment.

2. Invisibility for diversity, a culture of invisibility for diversity within an organisation, and a mono-cultural group dynamic, for staff and students across the identified groups, with the evidence gathered pointing specifically to:

- An absence of data on many of the identified groups in regard to their access to, participation in, and outcomes from employment, education and other key services.
- Fear of self-expression or disclosure of authentic self, in particular Travellers, LGBTQIA+ people, and people with 'hidden disabilities' feeling compelled to hide their identity in employment and education settings in order to avoid discrimination, harassment, and abuse.
- Learning and working environments that do not adequately or positively reflect the culture and identity of diverse groups, including negatively racialised groups

including Travellers, and LGBTQIA+ people.

- Attitudes and behaviours that present barriers, isolate and exclude staff and students, including disabled people, LGBTQIA+ people, older people, and negatively racialised people.

3. Failure to acknowledge and respond to intersectionality across the identified groups, with the evidence gathered pointing specifically to:

- Specific needs for those groups at the intersections between the grounds.
- Experiences of multiple and compounding discrimination and inequality.
- Intersection of socio-economic disadvantage with identity-based inequality (in particular for: lone parents, Travellers and other minority ethnic groups, disabled people, older people, and transgender and non-binary people).

4. Limited understanding and/or capacity of employers and service providers with regard to equality and human rights issues, including understanding and responding to diversity.

5. Social isolation and social exclusion of staff and students across the identified groups, with the evidence gathered pointing specifically to:

- Particularly high degree of social exclusion experienced by negatively racialised people including Travellers, migrants, and disabled people.
- Rural isolation, in particular where people have limited access to transport.
- Social isolation of older people living alone; disabled people whose access to the community is limited, including those in congregated settings; lone parents; and people in Direct Provision.

# Social Justice

Social Justice is about resources, opportunities and capabilities to flourish, involving action to enable achievement of outcomes.

The equality and human rights issues to be addressed in implementing the Duty, relevant to the functional areas of University of Limerick, are:

1. Poverty and material deprivation, including in a context of increased cost of living, across the identified groups, with the evidence gathered pointing specifically to:

- Comparatively higher levels of poverty experienced by: lone parents, Travellers, non-Irish nationals, disabled people, and transgender and gender non-binary people.
- The prohibitive financial cost of participating in HE, in particular, for: lone parents, Travellers, migrants, refugees, and asylum seekers, and disabled people.
- Lack of flexibility in the payment options for HE fees.
- A significant level of the total student population say that they are experiencing serious (or very serious) financial problems.
- Reliance on inadequate public transport to access education/employment for people living in poverty and those living in rural areas.
- Lack of access to affordable accommodation.
- Unequal impact of climate change and failure to address issues of environmental justice.
- Absence of gender-proofing and wider equality-proofing of national anti-poverty measures.

2. Unequal outcomes for those across the identified groups in regard to key resources (in particular income, education, and employment), with the evidence gathered pointing specifically to:

- Low income, across the grounds, with particular regard to:
  - underemployment among migrants, due to issues of recognition of qualifications.
  - underemployment among deaf graduates compared to their hearing peers.
  - concentration of women in low-paid, part-time work, caring roles and voluntary unpaid roles.
  - precarious work, including insecurity of income and uncertain employment for people (predominantly women and minority ethnic migrants) on employment contracts with unspecified hours of work ('zero hour' contracts)
  - extra day-to-day spending costs associated with having a disability.
  - the gender pay gap and gender pension gap.
  - the ethnic pay gap in Irish HEIs.
  - dependence on social welfare supports, in particular for: some carers, lone parents, and Travellers.
- Poor education outcomes and/or low skills status, across the identified groups, with particular regard to:
  - lack of access to and outcomes from education, in particular for: young people from lower socio-economic groups and those from less affluent postcodes; Travellers; Roma; disabled people; some migrants; young women parenting alone; and current or former prisoners.
  - lower level of education outcomes

- associated with particular types of disability, in particular for: people with sensory disabilities; people with speech impediments; and people with an intellectual or learning disabilities,
- difficulty for disabled children, particularly those with a lower socio-economic status, in accessing mainstream education provision,
- lack of progression from training and education into employment for Travellers and disabled people.
- Barriers to employment, across the identified groups, with particular regard to:
  - high levels of unemployment for Travellers, Roma, disabled people, and African nationals.
  - lack of recognition for qualifications of migrant people.
  - lack of diversity in regard to employees across many sectors, including HE.
- Lack of in-work progression, across the identified groups, with particular regard to:
  - lack of women in management positions.
  - gender imbalance in HEIs with fewer women holding senior academic posts.
  - barriers to promotion for negatively racialised employees.
  - lack of life-long learning opportunities for older people.
  - lack of diversity at management and Board level.

3. Digital inequality, including lack of access to equipment, infrastructure and skills, an issue exacerbated during the COVID-19 pandemic, across the identified groups.

4. 'Soft-barriers' of participation in employment and education for staff and students across the identified groups, with the evidence gathered pointing specifically to:

- Gendered concentration of men and women in certain education fields.
- Significant gender differences in the selection of science subjects at Leaving Certificate leading to under-representation

of women in STEM courses and in the STEM workforce, and under-representation of men in areas such as nursing & midwifery.

5. Unequal health status across the identified groups, which impacts negatively on people's ability to access and fully participate in employment and education, with the evidence gathered pointing specifically to:

- Impact of economic deprivation and disadvantage on the health, wellbeing, and life chances of children and adults.
- Mental health issues across the identified groups, and in particular for young people, Travellers, disabled people, and LGBTQIA+ people.
- Negative impact on people's physical and mental health and wellbeing of being homeless or at risk of homelessness or living in unsuitable accommodation.
- High levels of self-harm and suicide in the Traveller community and among young LGBTQIA+ people.
- Absence of opportunities for older people to live full and intellectually rewarding lives diminishes wellbeing and reduces quality of life.
- Limited availability of and access to mental health supports and services for young people.



# Empowerment

Empowerment is about engaging with and enabling a diversity of voices at the level of the collective, involving this diversity being listened to and heard, with positive attention to their different viewpoints, and having influence and a meaningful engagement in decision-making processes.

The equality and human rights issues to be addressed in implementing the Duty, relevant to the functional areas of University of Limerick, are:

1. Lack of access to decision-making structures and systems and lack of influence on decision-making for staff and students across the identified groups, with particular regard to young people.
2. Lack of diversity of staff and students across the identified groups on governance structures of institutions.
3. Lack of adequate and appropriate feedback structures from those in leadership or management positions available to staff and students across the identified groups.
4. Lack of participation in research and research methodologies, across the identified groups, and over targeting of individuals from particular identified groups in specific research areas.
5. Lack of potential for staff and students across the identified groups for meaningful engagement with governance structures, decision-making, feedback systems and research, including tokenism.
6. Disempowerment of staff and students across the identified groups due to a lack of sufficient support and information to impact decision-making and a sense of being powerless and lacking influence and voice leading to discouragement.

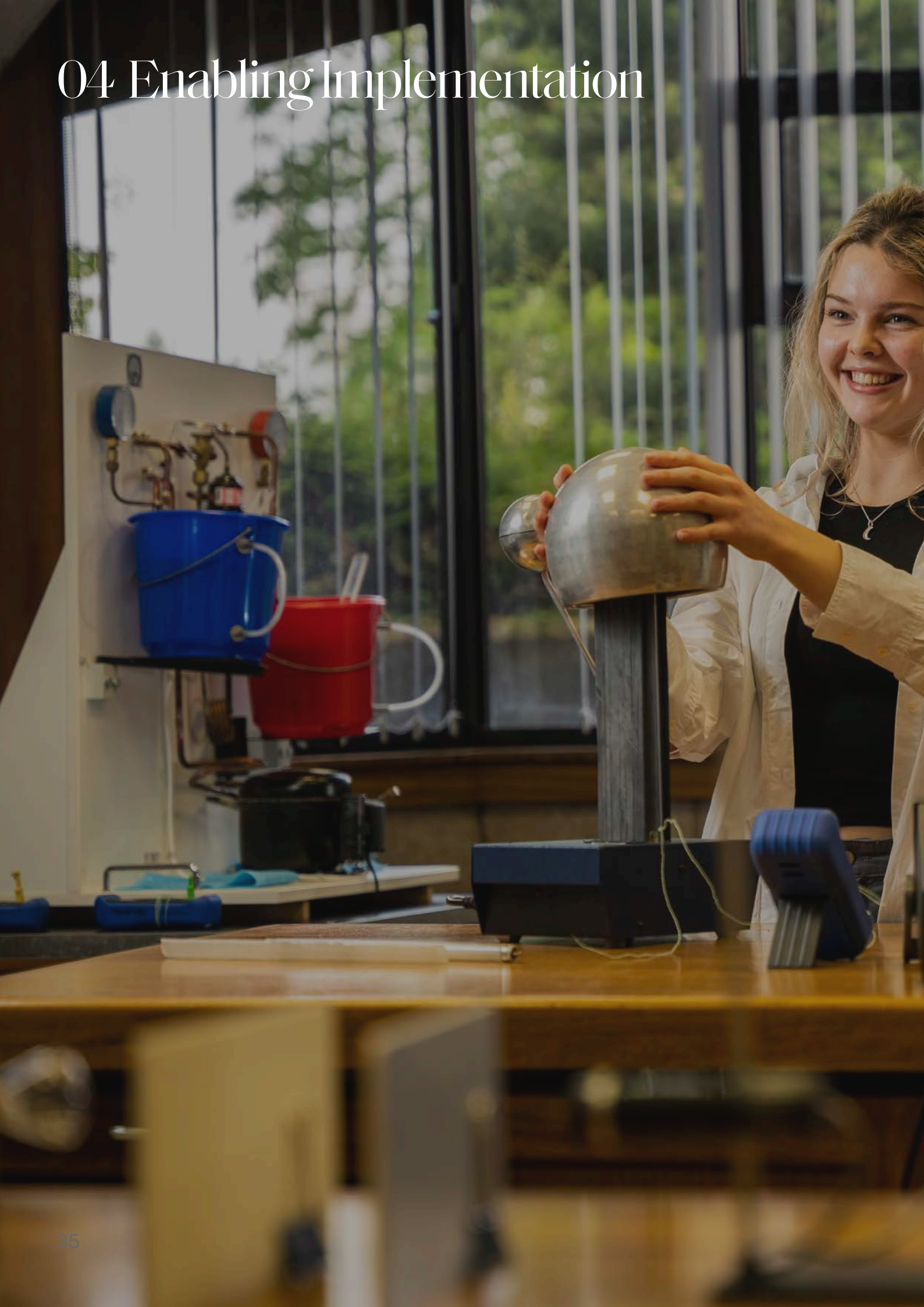
# Agency

Agency is about autonomy, choice, and self-determination at the level of the individual, involving availability of and access to a range of options to enable this.

The equality and human rights issues to be addressed in implementing the Duty, relevant to the functional areas of University of Limerick, are:

1. Lack of real and accessible options to allow for a suitable range of choices for staff and students across the identified groups.
2. Lack of independence due to inadequate resources, legal status, lack of appropriate visa, or inadequate supports for staff and students across the identified groups.
3. Lack of access to appropriate and accessible information and support to enable informed choices to be made by staff and students across the identified groups.

# 04 Enabling Implementation







# Leadership

Leadership for the implementation of the Duty will be the responsibility of the Governing Authority, the Executive Committee, the Management Council and the HREDI Steering Committee.

Familiarisation sessions on the Duty and this implementation plan will be facilitated for the Governing Authority, the Executive Committee, and the Management Council.

The Governing Authority will receive and consider the annual report on the progress made in implementing the Duty and addressing the equality and human rights issues.

The Executive Committee will include the Duty as a regular item on its agenda and take and consider reports on the progress being made to inform its discussions.

The Management Council will include the Duty as a regular item on its agenda and take and consider reports on the progress being made to inform its discussions.

The HREDI Steering Committee is responsible for this equality and human rights mainstreaming framework strategy and its annual action plans, monitoring their implementation and updating them as required. At its meetings, the HREDI Steering Committee considers ongoing reports on progress made under these plans. In doing so, it ensures a coherent approach to equality and human rights across all UL strategies, policies, plans and programmes. The HREDI Steering Committee keeps under review the implementation of the Duty and of the annual action plans by those responsible for the mainstreaming points and for the enabling actions. The HREDI Steering Committee highlights potential risks in this field for UL to be considered for inclusion in its risk register.

## Implementation Group:

A sub group/working group for the Duty will continue to be convened to drive its implementation. The working group will:

- prepare an annual implementation plan for the Duty with key moments identified and enabling actions prioritised;
- track implementation of the Duty and the annual implementation plan by those responsible for the key moments and for enabling actions, providing or securing support as required;
- ensure progress made on implementing the Duty and addressing the equality and human rights issues is tracked adequately and holding records in this regard; and
- prepare an annual report on steps and progress made and, on the basis of this report, organise a reflection within UL on the progress & achievements made in implementing the Duty and addressing the equality and human rights issues. In addition, undertake reviews, as required, of specific elements of the implementation of the Duty.

# Capacity

## Training and Awareness:

- Staff induction will include a focus on the Duty and this implementation plan.
- The 'First seven weeks' programme with students will include a focus on the Duty and this implementation plan.
- Briefing videos and training sessions will be developed and provided to staff on a rolling basis.

## Training and Skills:

- Training on the Duty and its requirements, with a particular focus on the Address step, will be provided to those responsible for the development and review of plans, policies, programmes and strategies, to ensure a common and high standard in the implementation of the Duty.

# Monitoring progress

Steps will be taken to keep under review and strengthen equality data systems to better monitor progress made under the Duty.

Output and outcome indicators, with associated targets, will be developed to monitor progress on the steps taken to implement the Duty.

Performance indicators related to the equality and human rights issues' as assessed, will be developed and monitored by those responsible for the Address step of the Duty. The measurement of these will be reported annually to the HREDI Working Group for consideration in preparing the annual report on achievements in implementing the Duty.

Failure to implement the Duty will be included and tracked in the university risk register.

# Communication

We will integrate the Duty, our ambition for it, the implementation process, and the equality and human rights values statement:

- as an ongoing focus across all internal and external communications; and
- in our marketing and communication strategy.

In particular, this includes UL Connect and the UL website.

# Linkages for coherence & collaboration

Effective links will be created and operationalised on an ongoing basis to associate UL's Athena Swan work and Race Equality Action Plan with the work of implementing the Duty.

This will include an engagement with the local committees in place across the departments for briefing and exchange to ensure coherence and collaboration.

The HREDI Strategy will be a standing item on the agenda of department meetings, alongside discussion of Athena Swan and the Race Equality Action Plan. This will encompass professional and support departments as well as academic departments.



# Theory of Change

## INPUTS

### IDENTIFIED GROUPS

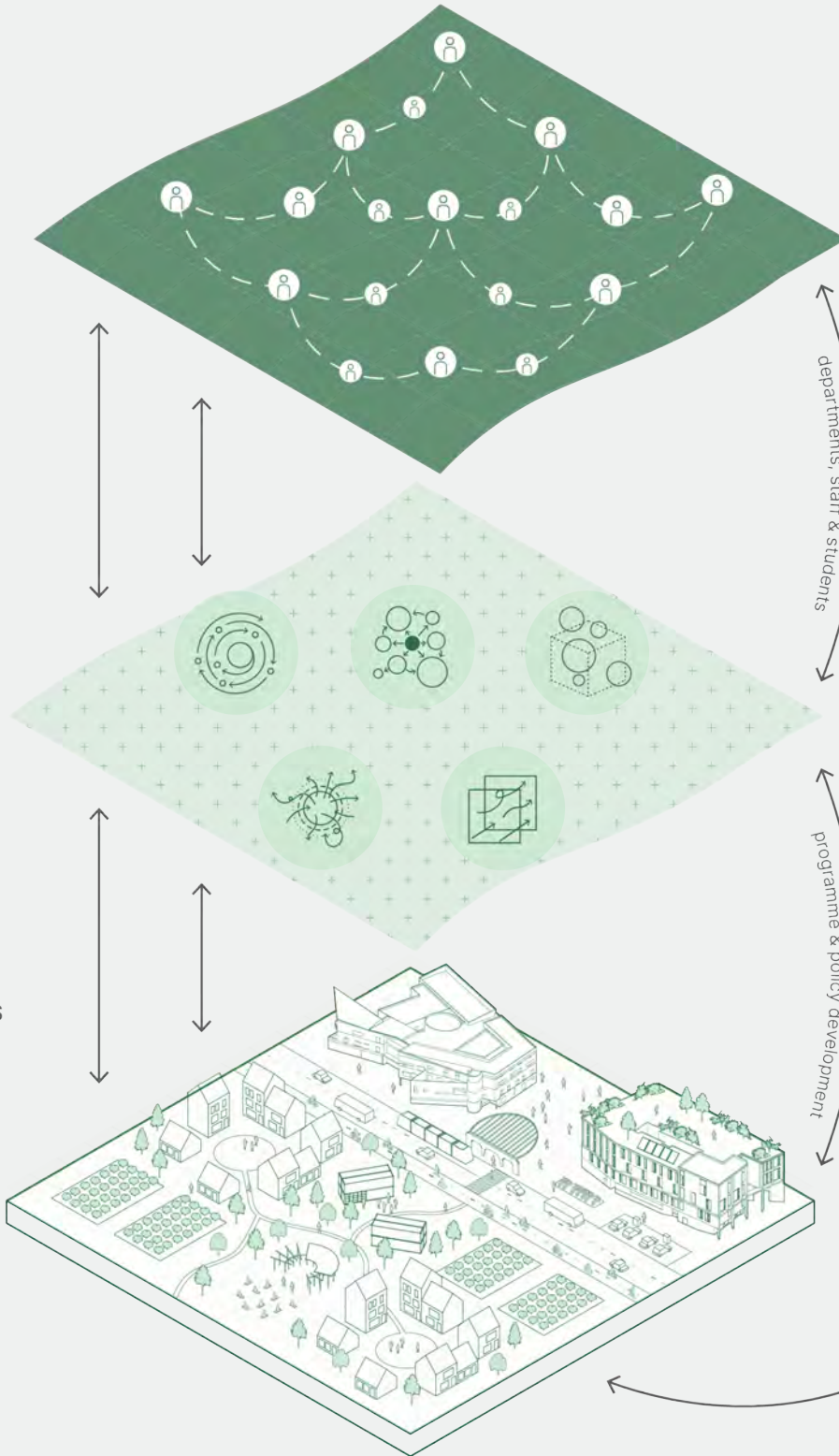
Gender  
 Civil Status  
 Family Status  
 Age  
 Disability  
 Sexual Orientation  
 Race  
 Religion  
 Traveller Community  
 Socio-economic Status  
 Rights Holders (*these groups, as understood by UL, include neurodiverse people and deaf people. They further include people at the intersections of the different grounds*)

### VALUES

Empowerment  
 Social Justice  
 Inclusivity  
 Agency  
 Respect

### FUNCTIONAL AREAS

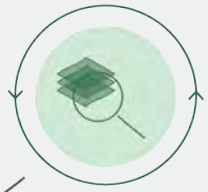
Teaching & Learning  
 Employment  
 Corporate Governance  
 Buildings & Estates  
 Promoting &  
 Conducting Research & Innovation  
 Community Outreach  
 Student Experience  
 Recreational & Visitor Services  
 Internationalisation



participation and feedback from departments, staff & students

Resources for training, infrastructure programme & policy development

Assessment through values framework



Assess

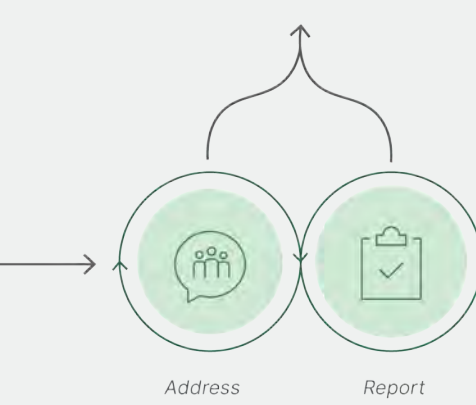
## ACTIONS

- Implement
- Gender
- Equality
- Consent
- Athen
- Race

## ASSUMPTIONS

S  
 ation of Duty and UL's Action Plans  
 er Action Plan  
 ty & Human Rights Strategy Action Plan  
 ent Framework Action Plan  
 a Swan Action Plan  
 Equality Action Plan (2023 - 2027)

- DATA & INFORMATION GATHERING
- ANALYSIS & EVALUATION
- PLANNING & STRATEGY DEVELOPMENT
- REPORTING & RECOMMENDATION
- COMMUNICATION & ENGAGEMENT
- EDUCATION & TRAINING
- PROMOTING & ADVOCACY



**OUTCOMES**



**ACHIEVEMENT**

Effective response made to equality and human rights issues identified with positive outcomes for students, faculty and staff from across the identified groups, and full and effective implementation of the Action Plans



**PLANS, POLICIES, & PROCEDURES**

All university plans, policies and procedures reviewed or developed include an adequate and appropriate response to the equality and human rights issues identified as relevant



**AWARENESS & SKILLS**

Equality and human rights training provided, capacity and commitment to implement the Duty and the Action Plans strengthened



**REPRESENTATION & FEEDBACK**

Champions, Focus Groups, Membership, Increased Representation from across the identified groups, Increase in reporting and feedback



**RESPECT & WELFARE**

Safety, Belonging, Empowerment and Self-determination for students, faculty and staff across the identified groups

**IMPACT**



**EGALITARIAN UNIVERSITY**

By 2030 University of Limerick will emerge as a national leader in achieving equality and fulfilling human rights, becoming a fully accessible, inclusive, and diverse institution

**INDICATORS**

- Increased diversity and inclusivity metric in presence and outcomes for students, faculty, staff in all functional areas
- Five values – social justice, empowerment, inclusivity, agency & respect – embedded throughout institutional practices and communications
- Address step of the Duty consistently and effectively implemented
- Consistent, robust reporting on progress and achievements
- Action plans effectively implemented and evaluated
- Constant feedback loops



# 05 Implementation









# Address Step

The Address step of the HREDI Strategy incorporating the Duty is an ongoing obligation of the organisation and is implemented as an integral part of the development and review of plans, policies, strategies, programmes and projects. It involves **targeted** actions specifically designed to directly address a number of specific priority equality and human rights issues identified. These actions are set out in our ground-specific targeted action plans.

The Address step involves mainstreaming actions to ensure that all plans, policies, strategies, programmes and projects being developed or reviewed address the relevant equality and human rights issues adequately and appropriately. This involves including the following four steps as part of the development or review process:

1. At the commencement of the development/review process:

- Review the assessment of equality and human rights issues to establish those equality and human rights issues that are relevant to the particular plan, policy, strategy, programme or project.
- Gather the data and information available in relation to the equality and human rights issues identified as relevant.
- Review the equality and human rights values statement to extract the statements of outcome or statements of process that are relevant.
- Include this material in any brief for the development/review process.

2. In implementing the development/review process:

- Include an examination of the relevant equality and human rights issues in any evaluation or contextual review conducted for the plan, policy, strategy, programme or project.
- Transmit the obligations under the Duty to

any external consultants contracted and ensure they are fully briefed in this regard.

- Track the relevant equality and human rights issues to ensure they are addressed and the values benchmarks to ensure they are respected during the development/review process.

3. At the final draft stage of the development/review process:

- Convene a meeting of relevant staff to check:
  - Does the draft adequately and appropriately take up and address each of the equality and human rights issues identified as relevant?
  - Does the draft adequately and appropriately reflect the statement of priority/statement of process for each of the values?
  - Does the draft include any provision that might run counter to our equality and human rights values or to an effective response to the equality and human rights issues identified as relevant?
- Conduct a participative exercise, for initiatives of scale, with the working group for the Duty and, possibly, with associations/networks representative of the identified groups to check that the equality and human rights issues are adequately and appropriately identified and addressed.

4. After the development/review process:

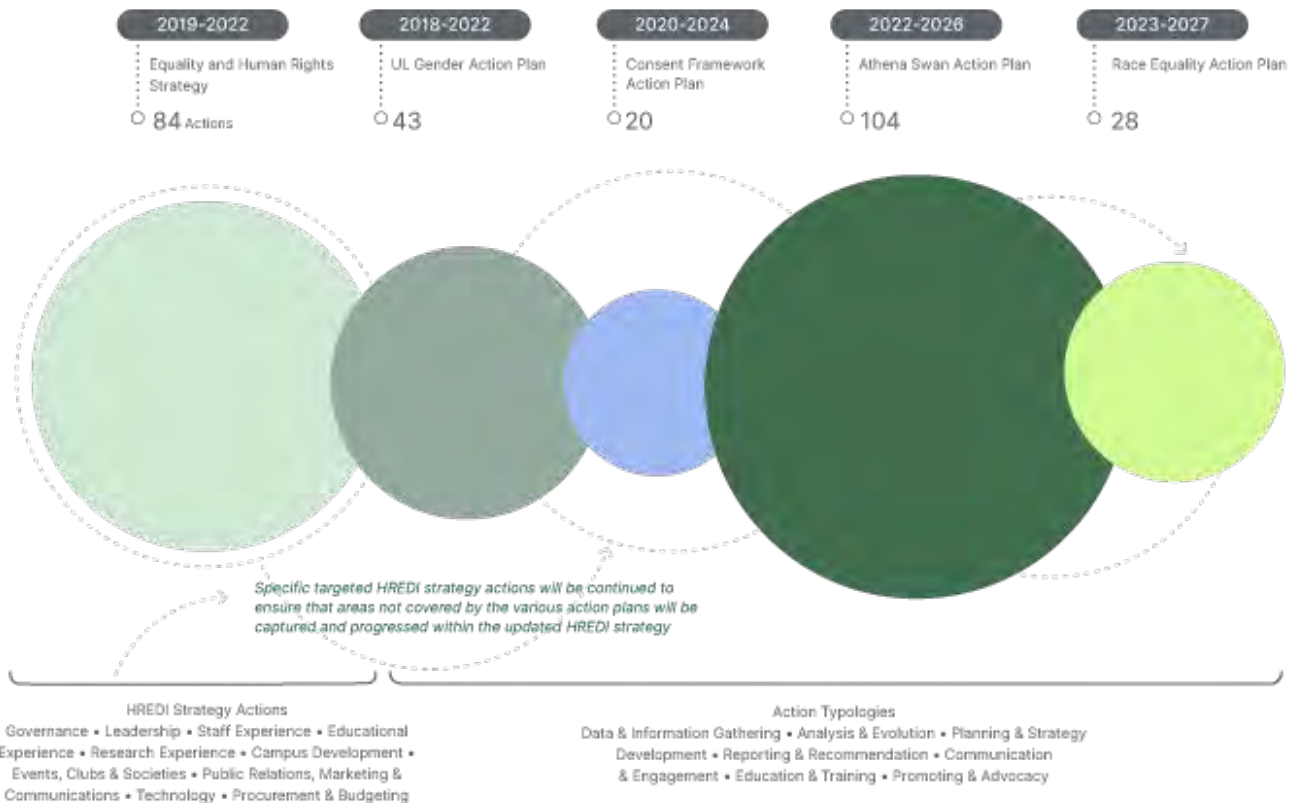
- Establish and/or use existing monitoring systems to track progress on the equality and human rights issues identified as relevant.
- Report annually on progress made in addressing the equality and human rights issues and advancing the statement of priority/statement of process for each of the equality and human rights values.
- Use this report to reflect on this progress and to strengthen the plan, policy, strategy, programme or project, as found to be necessary.

# Targeted Actions

Effective governance in higher education is essential for campus development, leadership, and improving staff and student experiences. This, in turn, enhances customer satisfaction and strengthens public relations.

Targeted action to implement the existing strategies (including Athena Swan Action Plans, Gender Action Plan, Consent Framework Action Plan, Race Equality Action Plan and our Access and Widening Participation Policy 2023.

Any future targeted action plans that may be needed will be aligned with the value statements and will address issues identified through the implementation of this strategy.





# Portfolio of Actions

## YEAR OF INITIATING ACTION

2018

15 Specific actions

2019

12

2020

13  
9

2021

8  
8

2022

3  
3

2023

71  
12

2024

25  
15

2025

8  
1

## ACTION TYPOLOGIES

### DATA & INFORMATION GATHERING

- Data Collection
- Survey
- Case Study

### ANALYSIS & EVALUATION

- Analyse
- Review
- Assess
- Monitor
- Identify

### PLANNING & STRATEGY DEVELOPMENT

- Plan
- Strategy
- Framework
- Implementation

### REPORTING & RECOMMENDATION

- Report
- Recommendation
- Policy

### COMMUNICATION & ENGAGEMENT

- Awareness
- Information
- Engage
- Forum
- Focus Group

### EDUCATION & TRAINING

- Training
- Workshop

### PROMOTING & ADVOCACY

- Campaign
- Event
- Support
- Opportunity

## ACTION PLANS

UL Gender Action Plan

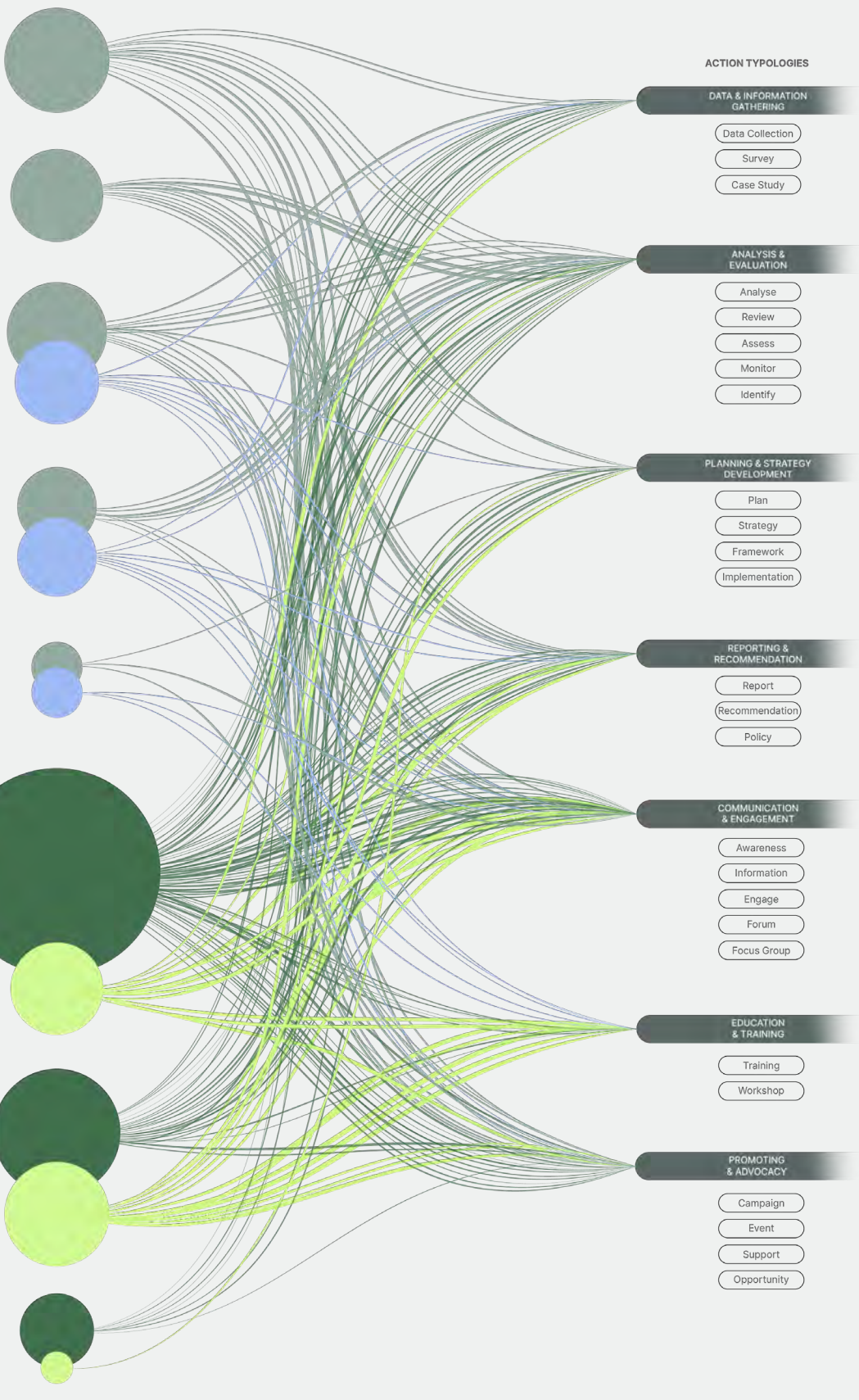
Consent Framework Action Plan

Athena Swan Action Plan

Race Equality Implementation Plan

## VALUES OBSERVED BY LINE WEIGHT

1 Value    2 Values    3 Values    4 Values    5 Values



# Mainstreaming Equality & Human Rights

The Strategic Plan of University of Limerick will include a link to the assessment of equality and human rights issues and to the implementation plan for the HREDI Strategy/Duty, alongside specific commitments to equality and human rights that respond to the issues.

Key moments that would be a focus for implementing the Address step of the Duty will be the development or review of:

- Governance standards and documents.
- University strategies such as the Research Strategy (Wisdom for Action 2022–2027), Learning, Teaching and Assessment Strategy (Action for Wisdom 2022–2027), quality strategy, internationalisation strategy and sustainability strategy.
- Faculty strategies and annual action plans.
- Operational strategies, such as campus development plan, PCC strategy, communication strategy.
- All future policies and procedures.
- Annual review of health and safety statement.
- Quality reviews, and inclusion of guidance

and direction on implementing the Duty in University of Limerick document for the quality review process.

- Internal policies and procedures through the policy hub:
  - A set of policies will be identified each year for review for compliance with the Duty,
  - The policy framework document will be reviewed to guide and direct implementation of the Duty in relation to all future policies and procedures.
- Accreditation process.

The Address step of the Duty will also be implemented through:

- Procurement procedures, where we pass on, in a relevant format, the Duty to contractors.
- Budgeting and financial statements.
- Performance and Development Review System (PDRS), where we include a focus on implementing the Duty and living out our equality and human rights values.

An annual implementation plan will identify the key moments and key procedures to be addressed each year.

## Reporting

A report on the implementation of the HREDI strategy and progress achieved on foot of this will be included in our annual report, which will be presented to the HREDI Steering Committee, the Executive Committee and the Governing Authority.

As part of the preparation of this review the working group will convene and facilitate a session or a process for relevant staff to reflect on the

progress made and any steps that might need to be taken to strengthen the implementation plan. In the lead up to the development of our future strategic plans, we will review and update the assessment of equality and human rights issues and this implementation plan.



# 06 Appendices

A close-up photograph of a green plant with serrated leaves and clusters of small flowers. A dragonfly is perched on a leaf on the right side.





# Action Plans, Strategies and Policies

| <b>Item</b>  | <b>Link</b>                       |
|--|-----------------------------------|
| Athena Swan Institution Action Plan                                    | <a href="#"><u>Click Here</u></a> |
| University of Limerick Gender Action Plan                              | <a href="#"><u>Click Here</u></a> |
| Consent Framework Action Plan  | <a href="#"><u>Click Here</u></a> |
| Race Equality Action Plan  | <a href="#"><u>Click Here</u></a> |
| Access & Widening Participation Policy                                 | <a href="#"><u>Click Here</u></a> |
| Research Strategy 2022-2027 Wisdom for Action                          | <a href="#"><u>Click Here</u></a> |
| Learning, Teaching and Assessment Strategy 2022-2027 Action for Wisdom | <a href="#"><u>Click Here</u></a> |







# HREDI Committee

## Membership & Working

### Group Membership

#### Human Rights, Equality, Diversity and Inclusion Committee Members

| <b>Name</b>           | <b>Title</b>                             | <b>Area Represented</b>                                    |
|-----------------------|--|--|
| Dr Ross Anderson      | Associate Vice President                 | Academic Affairs   |
| Prof Sean Arkins      | Dean                                     | Faculty of Science & Engineering                           |
| Gary Butler           | Chief Financial & Performance Officer    | Finance & Performance                                      |
| Dr Marie Connolly     | Director                                 | Office of Human Rights, Equality,<br>Diversity & Inclusion |
| Roger Dsilva          | President                                | UL Postgraduate Student Union                              |
| Karen Fanneran        | Employee Relations Manager               | Human Resources  |
| Dr Mary Fitzpatrick   | Head                                     | Centre for Transformative Learning                         |
| Andrew Flaherty       | Chief Commercial Officer                 | Chief Commercial Officer                                   |
| Prof Nigel Healey     | Professor                                | Vice President Global & Community Engagement               |
| Alex Hodgers          | Co-Chair EqUL: Staff LGBTQIA+<br>Network | EqUL   |
| Dr Sandra Joyce       | Dean                                     | Faculty of Arts, Humanities and Social Sciences            |
| Caolinn Kennedy       | Disability Officer                       | Student Disability Services                                |
| Dr Norelee Kennedy    | Vice President                           | Research   |
| Prof Shane Kilcommins | Committee Chair                          | Office of Provost & Deputy President                       |
| Prof Ann Ledwith      | Director                                 | HCI (Human Capital Initiative) UL@Work                     |

| <b>Name</b>         | <b>Title</b>  | <b>Area Represented</b>   |
|---------------------|---|---|
| Deirdre McGrath     | Dean  | Faculty of Education & Health Sciences                                  |
| Dr Anca Minescu     | Assistant Dean International                          | Sanctuary Committee   |
| Dr Mairead Moriarty | Vice President Global & Community Engagement (Acting) | Global & Community Engagement   |
| Dr Finbarr Murphy   | Dean  | Kemmy Business School   |
| Dr Aoife Neary      | Assistant Dean  | Equality, Diversity & Inclusion, Faculty of Education & Health Sciences |
| Michael O'Brien     | Projects Officer                                      | Office of Human Rights, Equality, Diversity & Inclusion                 |
| Bobby O'Connor      | Director  | HR  |
| Liam O'Reilly       | Director  | ITD   |
| Robert Reidy        | Director  | Buildings & Estates   |
| Laura Ryan          | Director  | Marketing, Communications & Public Affairs                              |
| Dr Patrick Ryan     | Associate Vice President Director                     | Student Engagement  |
| Dr. Patrice Twomey  | Director  | Cooperative Education & Careers Division                                |

## HREDI Strategy Working Group

| <b>Name</b>                 | <b>Title</b>                                    | <b>Area Represented</b>  |
|-----------------------------|---|--|
| Dr Lydia Bracken            | Assistant Dean                                  | Equality, Diversity & Inclusion, Faculty of Arts, Humanities and Social Sciences |
| Dr Marie Connolly           | Director and Chair HREDI Strategy Working Group | Equality, Diversity & Inclusion  |
| Laura Corcoran/Katie Martin | Student Communities Officers (22/23 - 23/24)    | Student Life / Students' Union   |
| Paul Dillon                 | Director, Technology Transfer Office            | Research Office Nominee  |
| Cliona Donnellan            | Buildings & Estates                             | Member of Staff DisAbility Forum   |

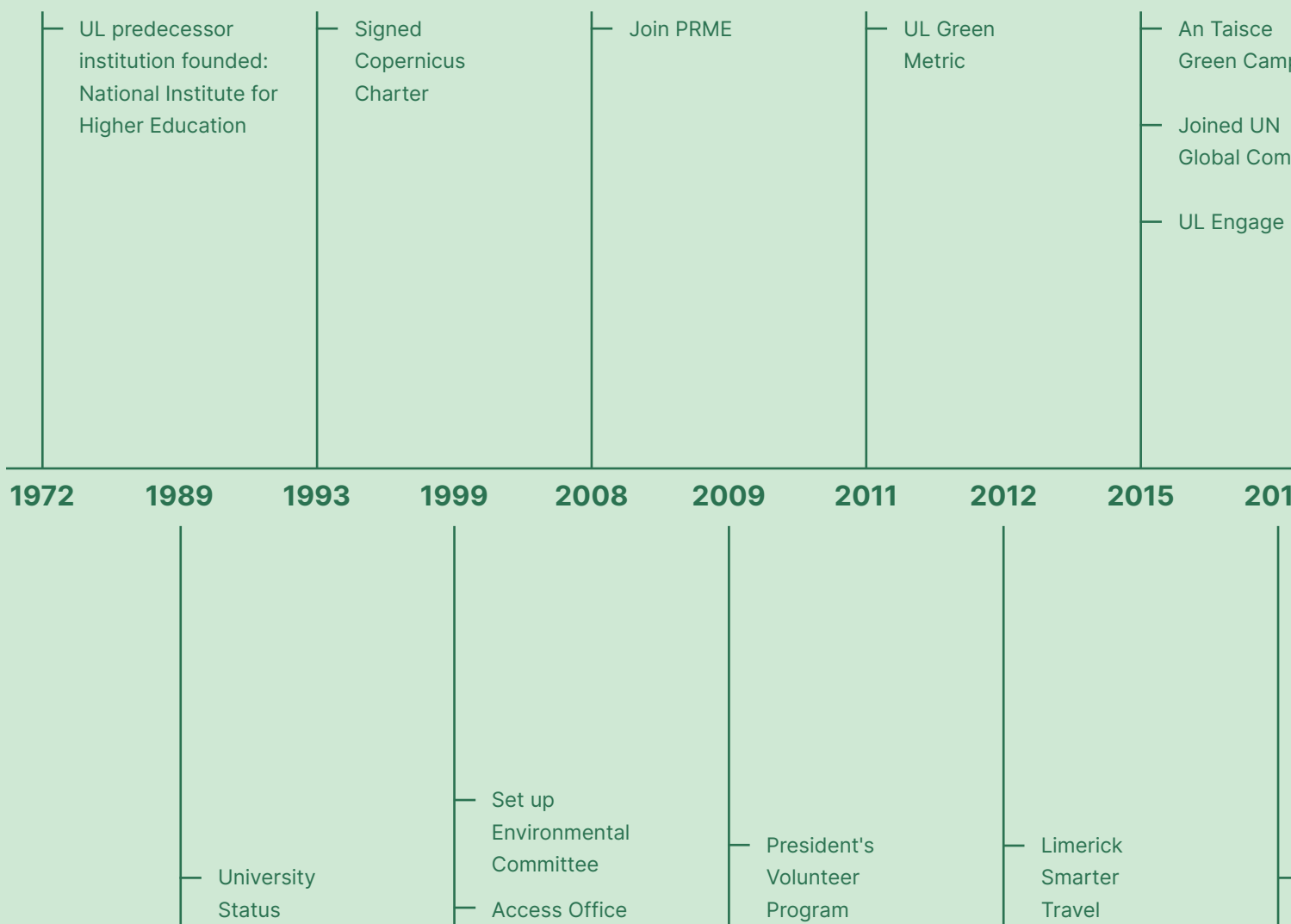
## HREDI Strategy Working Group (continued)

| <b>Name</b>            | <b>Title</b>   | <b>Area Represented</b>  |
|------------------------|--|--|
| Mary Dundon            | Librarian  | Library Nominee  |
| Karen Fanneran         | Employee Relations Manager                                     | HR Nominee-Member Consent Framework Policy Review Group                          |
| Dr Joachim Fischer     | Associate Professor  | Age Friendly University Working Group  |
| Edel Gissane           | IT QMS Manager & Quality Officer                               | ITD Nominee  |
| Dr Sindy Joyce         | Assistant Professor  | Lecturer in Traveller Studies  |
| Maureen Keogh          | Senior Administrator   | Office of Human Rights, Equality, Diversity & Inclusion                          |
| Dr Caroline Lane       | Disability Support Services Manager                            | DisAbility Committee   |
| Rhona McCormack        | Interim Director   | Student Affairs  |
| Dr Caroline Murphy     | Associate Professor  | Co-Chair, Kemmy Business School Equality, Diversity and Inclusion Committee      |
| Dr Yoga Nathan         | Associate Professor A in Medical Education, School of Medicine | Chair, Ethnic Diversity Forum  |
| Dr Aoife Neary         | Assistant Dean   | Equality, Diversity & Inclusion, Faculty of Education & Health Sciences          |
| Dr David Newport       | Assistant Dean   | Area Represented to EDI & Internationalisation, Faculty of Science & Engineering |
| Michael O'Brien        | Projects Officer   | Office of Human Rights, Equality, Diversity & Inclusion                          |
| Ber O'Connell          | Finance Systems Manager  | Finance Nominee  |
| Dr Michelle O'Donoghue | Assistant Professor, School of Allied Health                   | Co-Chair, UL Autism Special Interest Group (SIG)                                 |
| Thomas O'Shaughnessy   | Educational Assistive Technology Manager                       | Chair, Web Accessibility Subgroup  |
| Niamh O'Sullivan Walsh | Equality Officer   | UNITE  |
| Carol Jane Shanley     | Accommodation Administrator                                    | PCC Nominee  |
| Dr Cristiano Storni    | Associate Professor  | Co-Chair, UL Autism Special Interest Group (SIG)                                 |



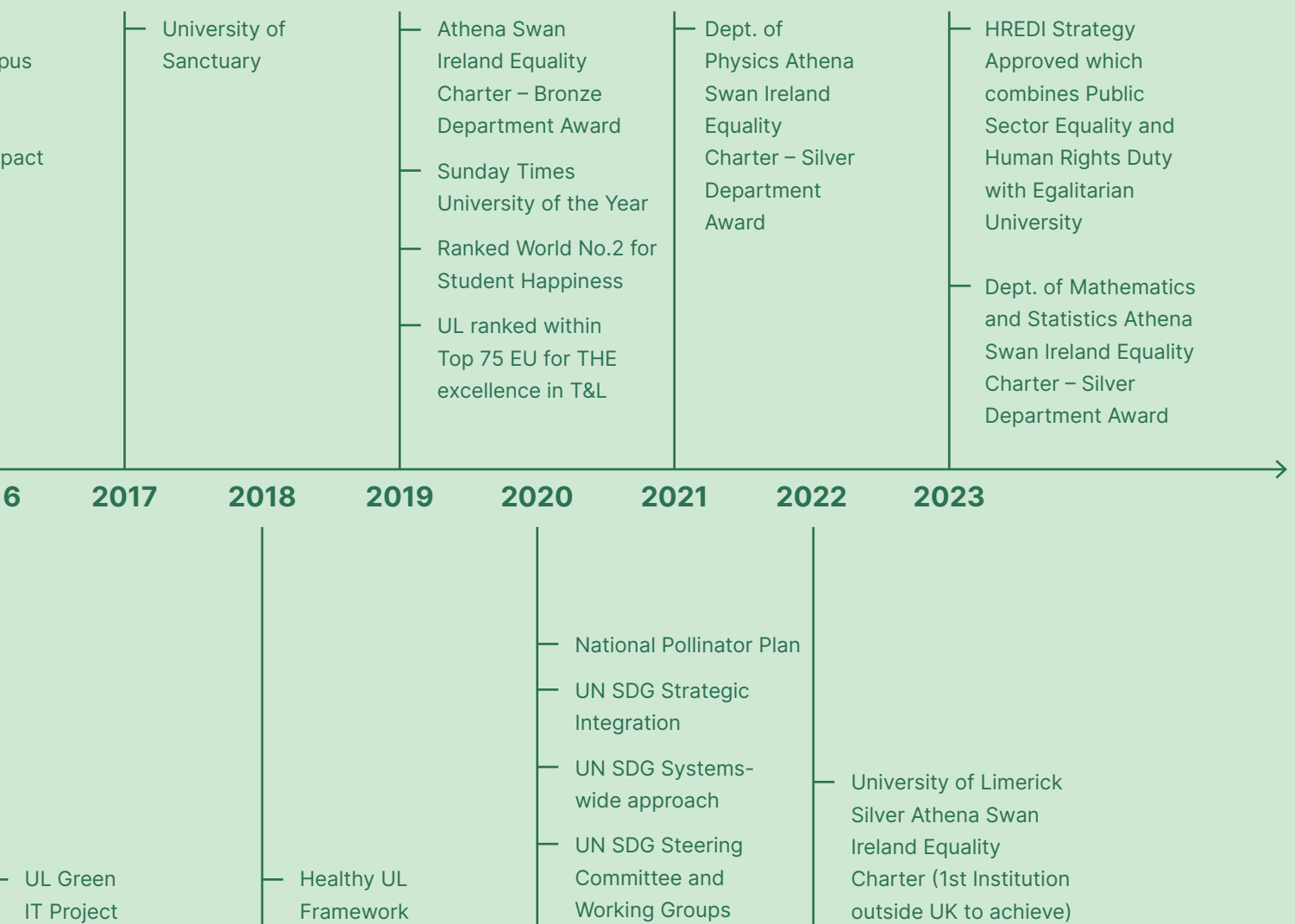


# UL Sustainability Journey to Date





The following is a historic timeline of the key sustainability milestones UL has reached to date. We have always aspired to creating positive social and environmental impact; each milestone conveys how our commitment to sustainable development has grown over time.





# UN Sustainable Development Goals

**The United Nations Sustainable Development Goals (2015) provide “a shared blueprint for peace and prosperity for people and the planet, now and into the future”. At their heart, the 17 SDGs are an urgent call for action by all countries in a global partnership. They acknowledge that eliminating poverty and human deprivations must go hand-in-hand with improving access to quality health and education, reducing social and financial inequality, and raising economic prosperity – all while tackling climate change and working to preserve the health of the natural world.**

One way of understanding the SDGs is to see them as an acknowledgment of the gravity of our collective situation – by mere virtue of the number of goals that need to be met. Another perspective is to use them as a mechanism to reflect on how we arrived at our current situation across each identified dimension of planetary life. Irrespective of the many ways in which they can be interpreted, the one aspect that cannot be ignored is the interconnected, interdisciplinary, cross-boundary and cross-cultural nature of what must be made operational to address them.

The implications on the role of learning and education across society are central to any

meaningful conversation relating to societal and environmental change; specifically, the implications on the institutions and individuals who serve these social and natural functions. For higher education institutions (HEIs), as producers of both knowledge and talent, there is a transversal infrastructural responsibility that must be met.

To meet this great need, HEIs will need to play three interdependent roles:

- Foster change agents that can act to realise transformation towards the complex sustainability challenges of the 21st century.
- Develop sustainability-based research and knowledge to guide the transition of our societal institutions and structures.
- Transform higher education institutions into pioneering exemplar models of sustainable development.

The complexity of transitioning to a sustainable world means no single institution or sector can complete this journey in isolation. Our societal challenges are fundamentally a collective action problem – their resolution will be characterised by the recognition and realisation of our deep interdependence, with place and within our communities.

“Global problems are systemic problems. They are all interconnected and interdependent. Therefore, the Sustainable Development Goals also need to be seen as a systemic set which is interconnected and interdependent. You can’t deal with them in isolation.”  
– Fritjof Capra



# Becoming a Sustainable University

**“The challenge of creating a more sustainable future for Ireland is a collective responsibility on all of us” (Project Ireland 2040, 2019). It is our responsibility as a HEI to contribute to the transition toward a sustainable society and become a ‘Sustainable University’.**

To become a Sustainable University, we must start by acknowledging that true sustainability will require permanent adaptive responsiveness to ongoing change. The prerequisite of adaptability and responsiveness is embodiment. It ensures ideas and intentions are rooted in action. Consequently, embodiment can be seen as the central characteristic of a Sustainable University; a title for institutions that go beyond traditional curricula and research programmes, and actively explore change within their own ethos, practices and operations.

A sustainable world is not a foregone conclusion – our actions today will determine the future we manifest. The gravity of this responsibility necessitates that we do not drift along with the tides of change. Instead, we are called to

intentionally open our mind, heart, and hands to the possibilities that can only be revealed by moving bravely into the unknown. If we become trapped by dogma and incremental innovation, we will find ourselves sustaining a world characterised by the faults of the present. The success of our collective transition will largely depend on the degree to which HEIs claim a role in advancing the critical gaps in our knowledge and nurturing the vital shifts in our culture. To fully leverage the potential for change that HEIs hold, this role must play out across all aspects of our institutions: from boardrooms and lecture halls to campus grounds

As a result, UL recognises that success is to be found in the union between the thoughtful reimagination of both the tangible aspects (e.g. educational spaces) and intangible aspects (e.g. governance models) of our institution. To do so requires a whole university approach, underpinned by a model that takes the main areas of the modern university into account. These areas provide platforms for experimentation – and ultimately transformation – in service of the journey toward becoming a Sustainable University.



Deep sustainability is radically a learning process that means 'permanent adaptive responsiveness to a permanently changing, ever-emergent set of circumstances.'  
 - John Foster



**Diagram Reference**

Inspired by UNEP - UN Environment Programme (2022)

# Sustainability Framework 2030

**To deliver on its sustainability commitments, UL established a cohesive governance structure to guarantee clear and consistent leadership, responsibility, open accountability and agility, which will enable us to learn as we go and adapt to a complex, ambiguous and fluid reality.**

## **COMMITMENT TO SUSTAINABILITY**

The President at UL provides leadership, commitment and support for the UL Sustainability Framework 2030 (UL's system-wide approach to becoming a sustainable university). The framework is UL's targeted response to the UN SDGs.

The Chief Finance and Performance Officer (CFPO) and UL's Executive Committee (EC) have overall responsibility for sustainability at UL. The governance structure for the implementation of the sustainability agenda centres around the UL Sustainability Framework 2030.

## **UL'S SUSTAINABILITY FRAMEWORK 2030**

The framework takes a mission-based approach. A mission-based approach requires the identification of clear metrics against which we can measure our progress. UL's Sustainability Framework 2030 was co-designed and developed by the UL community with active senior support and leadership.

The framework sets out a UL system-wide approach to sustainability and articulates our commitment to successfully implementing 21 missions, all of which are aimed at realising our ambition of becoming a sustainable university.

# UL Mission-based Sustainability Framework 2030



UNIVERSITY OF  
**LIMERICK**  
Ollscoil Lúimnigh

Download  
Framework





# Mission Lab

## **The Mission Lab is responsible for leading the orchestration and progression of the mission portfolio.**

At its core, a mission-based approach affords UL the time and space to build a bespoke innovation engine; one that will enable increased organisational agility and responsiveness as it matures. It will require the development of a strong governance model that ensures collective accountability and responsibility, all while enabling experimentation and informed risk-taking.

Engaging students in the work of the Mission Lab is crucial for the progression of the mission portfolio and the university's transition to sustainability. As members of the campus community and future leaders, students bring fresh perspectives, creativity, and enthusiasm to problem-solving. By involving students as co-designers of solutions, we not only foster a sense of ownership and commitment to the sustainability missions but also tap into

their unique experiences, knowledge, and talents. This collaborative approach enables the development of innovative, effective, and contextually relevant solutions that address the challenges faced by the university. Furthermore, engaging students in the Mission Lab's efforts helps cultivate a culture of sustainability and environmental stewardship within the campus community, empowering students to become agents of change in their own lives and beyond.

As a new entity, the Mission Lab will be operated by a dedicated team with the mandate to fulfil the following roles:

- Orchestrate and manage the mission portfolio
- Act as cross-pollinators between mission teams
- Provide resources and support to mission teams
- Develop novel mission-based methods and tools
- Capture and disseminate ongoing learning
- Leverage funding for effective investment
- Build new connections and increase momentum



The image shows a modern, two-story building with a dark, vertically-slatted facade. The top story features a large, illuminated green logo consisting of three stylized vertical bars of varying heights, followed by the text "Mission Lab" in a clean, sans-serif font. The building is surrounded by lush greenery, including large trees and a rooftop garden with solar panels. In the foreground, a paved plaza with a grid pattern is populated by several people. Some are standing near an informational display board, while others are engaged in conversation. The overall atmosphere is one of a sustainable, community-oriented space.

# Mission Lab

Mission Lab  
the Mission  
Change.

the Mission  
Change.

the Mission  
Change.



# UL Sustainability Missions



Mission Lab

By 2030, UL's Mission Lab will have orchestrated and led its extended community to achieve the UL Mission Portfolio.



Earth Guild

By 2030, UL will have co-developed a trade school that supports the growth of sustainability-based vocations within local communities.



Transition Governance Framework

By 2030, UL will have piloted a sustainability-led governance model and have shaped HE policy within Ireland.



Open Loop University

By 2030, UL will provide access to the Mission Lab process and learning content to its alumni and offer them opportunities to engage with the mission portfolio.



Citizens Mission Council

By 2030, UL's Mission Lab will have fostered active citizenship through robust civic engagement and participatory innovation processes.



Active Mobility Campus

By 2030, UL will provide only sustainable forms of transport within and between campuses, with a focus on physical mobility where possible.



Digital Campus Commons

By 2030, UL will have transparently reported on and shared its sustainability journey through a university digital twin.



Student Livelearns

By 2030, UL will have built student accommodation that integrates the practices, behaviours and infrastructure of sustainable development into the everyday lives of students.



Fab Campus

By 2030, UL will act as a test bed for the development and scaling of circular production & consumption systems.



Agrihood Campus

By 2030, the majority of food consumed on the UL campus will be healthy and sourced from within the bioregion and/or from the university grounds.



Mission Impact Hub

By 2030, UL's start-up incubator will incorporate principles of sustainability into its start-up programmes and work to commercialise opportunities identified by the Mission Lab.



Biophilic Campus

By 2030, UL will have integrated nature and natural materials within all campus buildings and environments.





Campus  
Tribe

By 2030, UL will have fostered a place-based identity anchored in a program of nature-based rituals that embody a culture of connectedness.



Biodiverse  
Campus

By 2030, UL will have increased the biodiversity and volume of plant and animal life on campus and will maintain ecologically healthy levels.



Mission  
Driven  
Learning

By 2030, UL will have pioneered mission-driven curriculum to support the transition.



Revitalised  
River  
Shannon

By 2030, UL will have significantly contributed to the ecological health of the River Shannon and its associated natural ecosystems.



Egalitarian  
University

By 2030, UL will be the national leader in terms of embedding equality and inclusion in structures, opportunities and community.



Clean  
Water  
Campus

By 2030, UL will will have optimised campus water accessibility and water management & protection.



Self  
Powered  
Campus

By 2030, UL will act as a test bed for the development and scaling of sustainable energy systems.



Circular  
Campus

By 2030, UL will act as a test bed for the development of circular material flows and material usage.



Carbon  
Neutral  
Campus

By 2030, UL will have achieved carbon-neutral status.

# Speculative Campus Vision



STUDENT LIVE-LEARNS

REVITALISED RIVER SHANNON

CAMPUS TRIBE

SELF-POWERED CAMPUS

MISSION IMPACT HUB

MISSION DRIVEN LEARNING

CARBON NEUTRAL CAMPUS

DIGITAL CAMPUS COMMONS

FAB CAMPUS

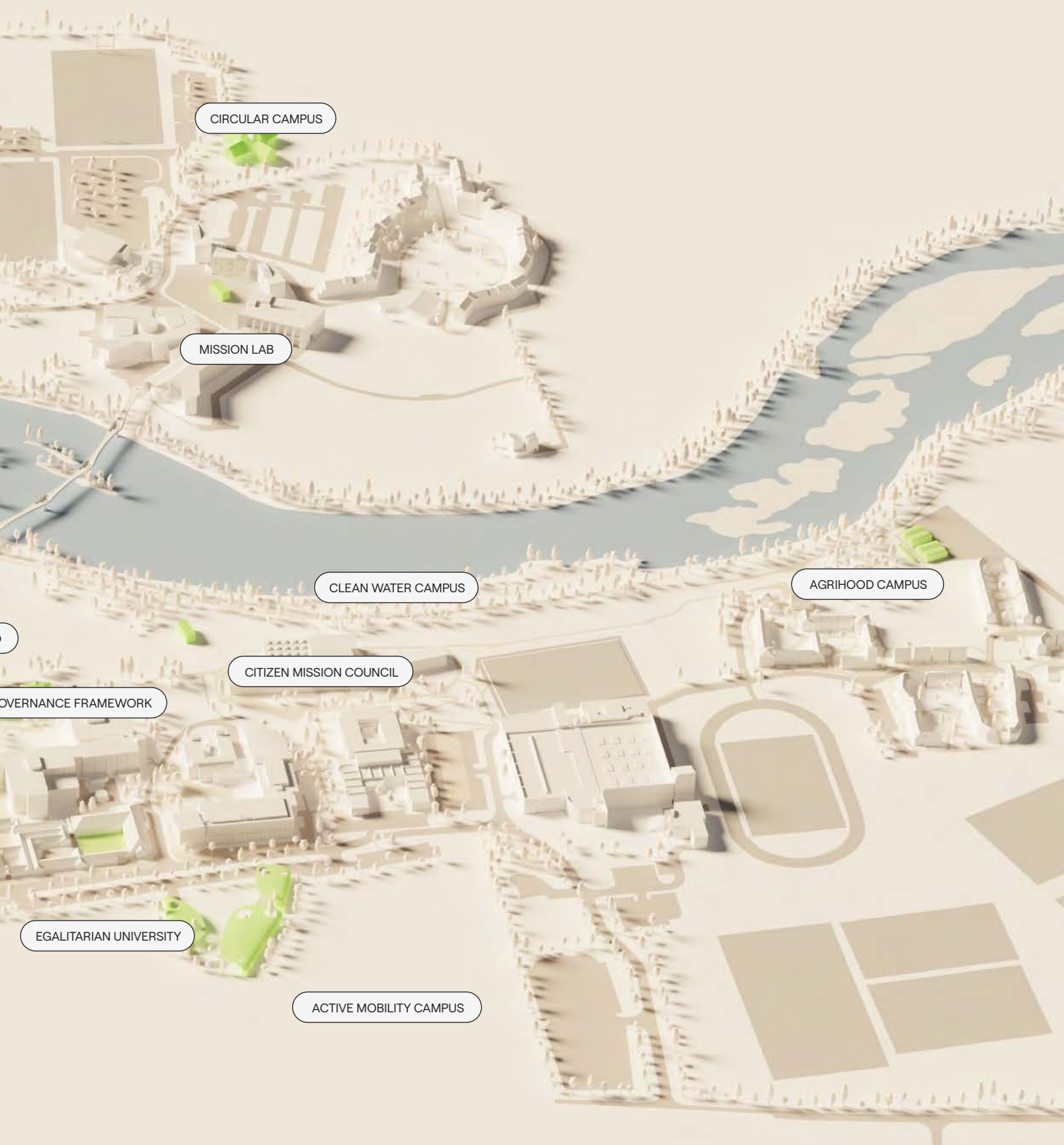
BIODIVERSE CAMPUS

EARTH GUILD

TRANSITION G

OPEN LOOP UNIVERSITY

BIOPHILIC CAMPUS



CIRCULAR CAMPUS

MISSION LAB

CLEAN WATER CAMPUS

AGRIHOOD CAMPUS

GOVERNANCE FRAMEWORK

CITIZEN MISSION COUNCIL

EGALITARIAN UNIVERSITY

ACTIVE MOBILITY CAMPUS





1. Does the PRME Signatory Member disclose its performance on policies related to RME, including its successes and failures?



Yes, with full transparency (e.g. school website, sustainability report, multi-stakeholders panel)

### Public Media

**Title:** Website of disclosure of performance

**Description:** KBS disclosures of SIP reports on website

**Date:** 20/06/2024

**Language:** English

**Sharing Rights:** PRME  
Community

**Author:** PRME Committee  
in KBS

**Published Date:** 20/06/20  
24

**Degree Of Recognition:** int  
ernational

**Media Name:** School  
website

**Media Type:** dedicated  
section of School website

**Duration:**

The most recent 5 SIPS  
are available as pdf  
downloads. They vary in  
length

**URL:**

• [https://www.ul.ie/business/  
community-engagement/kbs-  
and-prme](https://www.ul.ie/business/community-engagement/kbs-and-prme)

**PRiME**  
SIGNATORY MEMBER

Kemmy Business School

University of Limerick, Limerick, Sreelane,  
Ireland

[prmecommons.org](http://prmecommons.org)