

# AIB Research Centre on Inclusive and Equitable Cultures

*Newsletter, Sept-Dec 2021*

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*Theodolite: Rediscovered after the event known as The Great Pummelling, Kevin Cosgrove 120x100cm, Oil on Linen, 2021*

## Director's Welcome



Prof. Yvonne Galligan, *Director for Equality, Diversity and Inclusion*

Dear reader,

It is with great pleasure that I welcome you to the inaugural newsletter of the AIB Research Centre on Inclusive and Equitable Cultures (RINCE), located within the Directorate of Equality, Diversity and Inclusion, TU Dublin.

It has been a busy few months here at RINCE. The pages to follow offer a snapshot of some of our activities this semester. These include developments across our various research projects, details on our ongoing outreach work, as well as updates on our wider contributions to university life. We are also delighted to showcase some of the innovative work being undertaken by Staff Affiliates to the centre.

While wide-ranging, what unites the different activities detailed in this newsletter is their shared concern for enhancing equality, diversity, and inclusion. RINCE is committed to transforming unequal social structures, based on the conviction that everybody, regardless of background, should be able to learn, work, belong and succeed in our university and society.

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The cover page to this issue depicts an installation at TU Dublin, supported by the Directorate's 2021 EDI Fund. It is by artist Kevin Cosgrove, and is entitled *Theodolite: Rediscovered after the event known as The Great Pummelling*. In this installation, the theodolite is depicted after a human extinction event. In this imagined scenario, some humans have managed to cling on and survive but following the collapse, past technologies and social structures have been totally lost and forgotten. Objects from the olden times are occasionally uncovered by the surviving populations. When a theodolite is discovered it is seen as an elegant and mysterious object. Later, around the camp fire, the whole troop take turns suggesting its function and who would have used it in the time before The Great Pummelling. While observing the Theodolite installation, students and staff at TU Dublin are invited to re-imagine or re-set the limiting associations that become attached to objects in work and educational settings.

I draw attention to this installation as it points to the importance of imagination and to practices of 're-setting' that are at the heart of achieving equity and inclusion for all. I hope the updates to follow inspire you to imagine our world differently, and to continue the task of re-setting our structures and communities.

***Professor Yvonne Galligan***

Director of the AIB Research Centre on Inclusive and Equitable Cultures

## Research Projects

### Gender-EX



The GenderEX project: Offering great opportunities to Early-Stage Researchers at TU Dublin

Under the leadership of the project team at RINCE, the GenderEX project organised its first interdisciplinary Gender School on the integration of a sex and gender dimension in research content (27-31 October 2021). Targeted at Early- Stage Researchers (including MA, MSc and PhD students as well as postdoctoral researchers) it aimed to provide participants with the necessary knowledge and tools to explore how gender is relevant to their own research projects. Special attention was given to intersectional approaches, helping participants recognise and acknowledge the interaction of gender with race, class, religion, sexuality, disability and age and to avoid a binary understandings of gender categories. The course was designed to facilitate participation through a variety of interactive sessions, comprising a mix of keynotes, seminars, workshops, case-studies, advice clinics, peer-review sessions and networking exercises. The continuity of these networks will be facilitated by future project activities, such as further training events and exchange visits between GenderEX partner institutions: Kadir Has University (Turkey), Lund University

(Sweden), University of Genoa (Italy) and TU Dublin (Ireland).

The GenderEX project offers great opportunities to TU Dublin Early Stage Researchers interested in the integration of gender perspectives in research. The next GenderEX School will be held next summer 2022. TU Dublin Early- Stage Researchers are very welcome to become part of this European network. For more information, please contact Sara Clavero ([sara.clavero@tudublin.ie](mailto:sara.clavero@tudublin.ie)). More information about this project can be found [here](#).

### Gender Academy



After three years of amazing work, GE Academy presented its project results at its final event on 18 November 2021.

GE Academy is a Horizon 2020 project developing and implementing a high-quality capacity-building programme on gender equality in Research and Innovation and Higher Education. As the project ends, its legacy is truly remarkable, having delivered a staggering number of training sessions across a variety of formats, including:

- 28 in person/online training sessions
- 15 interactive participatory workshops
- 13 interactive webinars

- 3 summer schools
- 23 Train-the-trainers sessions
- 14 Open collaborative online course (DOOC) modules

In addition, the project has created a pan-European network of 52 trainers from 23 countries, including Ireland (there are 3 Ireland-based GE Academy trainers, one of whom at RINCE).

Last summer, RINCE successfully organised an international summer school, entitled “Gender Equality Plans and the Challenge of Intersectionality” (14-18 June 2021) which included an Athena Swan Conference on its first day. RINCE also contributed to the development of DOOC modules as well as other training sessions focused on intersectional approaches to Gender Equality Plan (GEP) design and implementation.

A training repository that includes training materials and resources to support GEP design and implementation is an important output from the project. You can access this at the project’s website [here](#).

## RESISTIRÉ



The RESISTIRÉ project team at RINCE (Dr Sara Clavero, Dr Alicja Bobek, Dr Sylvia Gavigan, Mark Ryan), along with the partners across Europe, has now finished the first cycle of the study. Findings from this cycle of the project

reveal that, despite some explicit provisions in a number of policies addressing victims of domestic, sexual and gender-based violence, gender+ issues were not prioritised in COVID-19 policy responses in Ireland. These policies mainly focused on the provision of socio-economic supports and prioritised businesses and employers over the needs of disadvantaged groups.

RESISTIRÉ (Responding to outbreaks through co-creative inclusive equality strategies and collaboration) is an EU-funded project gathering ten European partners and a wider network of researchers to analyse the impact of COVID-19 policies on gendered inequalities. The project is informed by a gender+ approach, recognising that the intersections of gender with age, race/ethnicity, class, disability and sexuality are particularly significant in the analysis of the impact on inequalities of policy responses to COVID-19.

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*... despite some explicit provisions in a number of policies addressing victims of domestic, sexual and gender-based violence, gender+ issues were not prioritised in COVID-19 policy responses in Ireland.*

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Since the start of the project in April 2021, the RESISTIRÉ team at RINCE has conducted a mapping of policy and civil society responses to Covid-19 in Ireland, together with a mapping of Rapid Assessment Surveys and interviews with members of vulnerable groups in the country. In addition, our team has conducted experts interviews and pan-European workshops exploring gender inequalities in leadership and decision-making processes since the start of the pandemic. It has also collaborated with stakeholders from policy, civil society and the non-profit sectors in processes of co-creative design of solutions to tackle these inequalities.

Every six months until March 2023, the project publishes up-to-date research reports, policy recommendations, and innovative pilot actions to foster a fairer social recovery. More information can be found [here](#). Results of the Irish research will also be published on the TU Dublin's EDI [website](#).

The RESISTIRÉ team at RINCE is now starting the second cycle of the project. During this new cycle, the team will focus on recovery policies, and will analyse, from a gender+ perspective, the content, process, and impact of Ireland's Recovery and Resilience Plan. The team will also conduct expert interviews and pan-European workshops on the theme of employment and access to work. We will keep you up to date with our new findings and recommendations!

## Outreach

### Informed Common Space



A new community of practice called the 'Informed Common Space' has started at TU Dublin. It was officially launched on Monday 22 November 2021. Spearheaded by RINCE staff and Affiliates Nóirín MacNamara, Margaret Fingleton, Melody Chinenyenga, Bríd Ní Chonail, and Seán Henry, the Informed Common Space is a participatory community of practice. It is a co-created space for conversation and action around issues of race and inequality. It aims to:

1. Deepen knowledge on dimensions of racism and on how to implement structural change
2. Foster a better understanding of intersectional dimensions of discrimination and abuse
3. Acknowledge harm and explore what healing from harm involves
4. Examine how knowledge is enacted in practice. It will explore measures that enable us to both survive within and transform existing systems and structures.

It has already held two community of practice sessions, the first on 'What is Critical Race Theory?' and the second on participatory approaches to race-related research.

Next semester, it will bring these discussions to a more practical level, focusing on two projects as a basis for discussion:

1. The 'Community Development and Youth Work Anti-Racism Placement' Training Resource
2. The 'Building Multi-Stories' Project, a project which aims to embed the library services in inclusive teaching and learning practices for a diverse curriculum (To be confirmed)

The Informed Common Space also plans to host an open workshop on 'Responses to Harm' in Semester Two.

## EUt+ International Conference on Equality in Higher Education



The European University of Technology (EUt+) hosted its first International Conference on Equality in Higher Education. It was held in Universidad Politécnica de Cartagena (UPCT) between 10 - 12 November.

TU Dublin leads the work on gender and equality in EUt+. The organising team, comprising UPCT and TU Dublin members, worked hard to create a programme of first-class speakers and panel experts from across Europe. This included Marcos Ros, a Member of the European Parliament speaking on EU Equality Policies, Catriona Graham from the European Women's Lobby in Brussels, and Santiago Fernández from the Men's Association for Gender Equality in Spain. RINCE's Assistant Project Management Administrator, Niamh Gorman, played a hugely important role in completing all logistical and travel arrangements for the team with perfection!

During the opening session, RINCE Director Professor Yvonne Galligan delivered a keynote speech on Equality, Diversity and Inclusion, RINCE Affiliate Professor Sarah Jane Delany participated in a panel discussion about Equality and STEM, and RINCE staff member Dr Nóirín MacNamara and Affiliate Melody Chinenyanga participated in a panel discussion about Equality and Organisational Culture in Higher Education, chaired by RINCE Deputy Director Dr Sara Clavero.

Finally, RINCE Affiliate Dr Deirdre McQuillan participated in the Plenary at the close of the conference with some concluding observations. The broad scope of speakers and participants brought into sharp focus the responsibility of everyone in working towards equality and in enhancing the participation of women across higher education. Deirdre emphasised the importance of solidarity in what can be a fragile, slow and sometimes regressive journey.

## Engagement with External Partners



RINCE's engagement with external stakeholders and partners continues. In September, members of the RINCE team (Prof Yvonne Galligan, Dr Sara Clavero, and Dr Seán Henry) met with colleagues from Allied Irish Bank (AIB) to progress possibilities for ongoing collaboration and exchange. In October, Yvonne and Seán met with the CEO of the Open Doors Initiative, Jeanne McDonagh, as well as with colleagues from Workday. Also in October, Seán collaborated with team members of AsIAM, Ireland's national autism charity, in arranging a training session for staff and students on neurodiversity and inclusion in the workplace. On Thursday 14 October 2021, Seán gave an invited seminar on the theme of academic freedom, conversation, and non-violence at the Centre of Philosophy of Education, University of Winchester. Yvonne participated in Intel's annual thought leadership lecture on Wednesday 24 November 2021 entitled: 'Leadership – From Awareness to Action: Creating an Inclusive World Together.' Yvonne engaged in this event in conversation with

Sinéad Burke, disability advocate and CEO of Tilting the Lens. Finally, Dr Seán Henry chaired the launch of RINCE's inaugural seminar series on Tues 7 December 2021, entitled 'Intersectional Perspectives on Disability, Inclusion, and Workplace Culture.' Panel participants included Caroline McGrotty (AHEAD), Fiona Ferris (AsiAm), Christabelle Feeney (Employers for Change, Open Doors Initiative), Dr Sinéad Matson (DCU/Maynooth University), and Dr Kevin Cahill (UCC).

## Upcoming Events



Dr Seán Henry, Post-Doctoral Researcher at RINCE, has led in the organising of a series of upcoming events to take place at RINCE in semester two. These include:

1. The 3rd Annual EDI Research and Practice Showcase, 27-28 January 2022.
2. Four seminars as part of the RINCE seminar series, to take place in February, March, April, and May 2022. This year's theme is 'Perspectives on Intersectional Change: Challenges and Possibilities.'

Confirmed speakers so far include:

- a) Prof. Kathleen Lynch (UCD) on intersectionality and care ethics
- b) Prof. Jennie Stephens (Northeastern University, Boston) on intersectionality and the climate crisis.
- c) Prof. Kath Browne (UCD), on social polarisation and heteroactivism.

3. A day-long conference scheduled for April 2022, designed for practitioners and policy makers to come together to progress thought leadership and best practice around EDI issues as we enter a new phase of the Covid-19 pandemic. More details to follow!

## RINCE Affiliates

### Building MultiStories at TU Dublin

Dr. Fionnuala Darby and Lindsay Dowling



*Building MultiStories* Graphic Recording designed by [Eimear Mc Nally](#) – a visual summary of our process.

The *Building MultiStories* project is a joint collaboration between staff and students that aims to diversify the curriculum at TU Dublin to reflect the diverse student cohort in our classrooms. Aligning our work with the [UN Sustainable Development Goals](#) (SDGs), in particular SDG 4 Quality Education, diversifying the curriculum plays a role in addressing racial inequalities in university education and promotes a sense of belonging to a racially diverse and inclusive higher education environment through teaching, learning, assessment and feedback initiatives.

Research skills and information literacy training was provided by Lindsay Dowling, the Assistant

Librarian at the Blanchardstown Campus, to students on a year three 'Diversity in the Workplace' business module delivered by Dr. Fionnuala Darby. The module provided the axis of enablement for students to unpack how certain knowledge has been omitted pedagogically from the curriculum. Students were placed in ethnically diverse teams and were required to identify and critically evaluate resources that they would recommend adding to their reading list. The students submitted a reflective piece on what it was like to work in a diverse team, why it is necessary to consider diverse knowledge sources and how they developed their diversity competence for the workplace, through an awareness and understanding of a race consciousness. A selection of resource recommendations by the students are included on reading lists and in the library's [Discover Diversity Collection](#), a living output of the project that continues to grow. Resources are identifiable as they are 'tagged' as being contextually aligned to the collection using a book plate.

In addition, seminars and training were organised, with [University College London](#) and [Goldsmiths College](#), both places themselves undergoing similar processes. It was an opportunity for us to learn from their experiences. All students and staff were invited to these events. A CPD accredited training session for teaching library staff was also achieved from this project.

We have developed a framework that supports colleagues in higher education to diversify the curriculum by following our 4-step model of planning ahead for inclusive content, developing research skills and information literacy, ensuring an inclusive classroom environment enabled by pedagogy and assessment and by sustaining diversity in the curriculum by committing to changes and sharing learnings. Our framework was

developed using a 'plus one' design approach, whereby adding, changing or adapting just one thing each year, a module can be gradually transformed to include greater awareness and new knowledge.

To sustain our endeavours *Building Multi-Stories* will continue and develop over the coming academic year, moving to different subject areas and driven by colleagues at the Tallaght campus, Zuzana Tesárová and Melody Chinenyanga. The process is a living, iterative undertaking that will evolve as its participants learn and as our students' needs develop and adapt.

Let's continue *Building Multi-Stories* at TU Dublin.

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### 3D Assist at TU Dublin

Robbie O'Connor, Lecturer, Department of Mechanical Engineering, TU Dublin Tallaght.



Costumes made by students at TU Dublin Tallaght for LauraLynn

Media production and digital arts students from TU Dublin Tallaght helped create and design Halloween costumes for children cared for by LauraLynn, the Irish Children's Hospice, this



Halloween, in collaboration with the School of Engineering, the charity 3D Assist, and a number of supporting companies. As part of the project, the students designed and made costumes for twelve children who use the services at LauraLynn. Their project emerged from a need to address the difficulties children who use wheelchairs face in sourcing and wearing Halloween costumes appropriate to their needs. TU Dublin Tallaght plans to continue this work with Level 8 Biomedical Design students next semester.

Their aim is to design a universal system that can allow parents to attach wheelchair costumes to all wheelchairs irrespective of their complexities.

### Research by Dr Aoife Connolly



*Albert Camus, author of unfinished semi-autobiographical novel, Le Premier Homme [The First Man]*

The *Journal of Camus Studies* recently published a research article by Dr Aoife Connolly (September 2021). The article explores the development of concepts of settler masculinity in Albert Camus's unfinished semi-autobiographical novel, *Le Premier Homme* [The First Man], published posthumously in 1994. Dr Connolly also had a book review published in the October edition of the *Irish Journal of French Studies* (October 2021). The review examines Joseph Ford's book on the Algerian Civil War of the 1990s: *Writing the*

*Black Decade: Conflict and Criticism in Francophone Algerian Literature* (Lanham, MD, Lexington Books, 2021). The book points to reductive accounts of the Algerian Civil War of the 1990s and sheds light on Algerian writers who are less well known in the Anglophone world, while illustrating the role that writing can play in entrenching or undermining stereotypes. Dr Connolly also attended the annual Albert Camus UK-USA conference (online, November 2021), which included diverse papers, from a discussion of Camus's novel *La Peste* [The Plague] (1947) and lessons it holds as regards reactions to COVID-19 in the American context, to a discussion of the moral dilemmas of colonialism that are evident in Camus's fiction.