Welcome to the Equality Fund Showcase

www.tcd.ie/equality/projects/equality-fund
@TCDEquality
www.facebook.com/TrinityEquality
What is the Equality Fund?

- Supports staff / student initiatives promoting equality
- Small grants (typically max €1,000, given as reimbursements)
- Selected by a subcommittee of the Equality Committee
- Awarded in November, projects to be completed by June
What does it fund?

- Projects promoting equality in Trinity (may also have an impact on wider society)
- Projects by staff and/or students (joint projects are favoured)
- Any kind of project! e.g. events, publications, services, artworks, videos, campaigns, facilities, training...
- Projects relating to the ten grounds & the priority themes are prioritised
Ten Grounds

- Age
- Civil status
- Disability
- Ethnicity / Nationality
- Family status
- Gender
- (Housing Assistance)
- Religion
- Sexual Orientation
- Traveller Community
Priority Themes 2018/19

– Welcome to Trinity
– Age-Friendly Trinity
– Human Rights and Equality
– Sharing Beliefs
– Trinity and the Traveller Community
Selection Criteria

- Relevance to the selected theme(s) / equality ground(s) (20%)
- **Expected benefit (impact) for Trinity** (30%)
- Expected benefit (impact) for wider society (10%)
- Originality and creative approach (20%)
- Value for money (20%)
Tips for Your Application

– Read the Equality Fund webpages before you start
– Have a realistic, detailed budget which considers value-for-money
– Be thorough; show that you’ve thought through the details
– Be concise; don’t repeat yourself and focus on key factual information
Further Information

- [www.tcd.ie/equality/projects/equality-fund](http://www.tcd.ie/equality/projects/equality-fund)

- Aoife Crawford  
  896 3282  
  equality@tcd.ie
Projects 2017/18 (1)

- 24hr Wheelchair Challenge
- Bold Girls
- Empowering Through Self-Help
- Get to Know Your Library
- I Can Be Anything When I Grow Up
- The Harmony Project
- Leaning In and Speaking Up?
Projects 2017/18 (2)

– Native Scientist
– Political Representation of People with Disabilities in Ireland
– Student Champions
– Trinity Women’s Review
– Women Should be Both Seen and Heard
– Your Best Media Self
BOLD GIRLS
Staff Students from the M.Phil. In Children’s Literature

Story Spinners celebrates Irish women who wrote and illustrated
What we Did

Summary of key activities

- Partnered with Children’s Books Ireland on BOLD GIRLS
- Curated “Story Spinners: Irish Women and Children’s Literature” an exhibition of books by Irish women for young readers
- Physical exhibition held in the Long Room
- Digital exhibition hosted by Google Cultural Institute
- Hosted launch event on International Women’s Day (March 8th 2018) with Prof Susan Cahill (Concordia University) and Dr Norah Patten (International Space University)
What we Achieved

Students
- Increased our students’ awareness of the diversity of Irish women’s writing for children
- Students developed new skills – archival work, curation, design

Public
- Brought our collections into the public eye
- Successful physical & online exhibition (still attracting views online!)
- Made a space for Irish women in the Long Room

- https://artsandculture.google.com/exhibit/
- University Times article
- Irish Times article
- Irish Examiner article
What we Learned

Advice for 2018/19 projects? Any future plans for your initiative?

- Develop new learning outcomes for M.Phil. Students
- New awareness of diverse material within our collections that can be used for teaching and research
- Incorporate online exhibitions in our MPhil programme for the future
- Develop new ways to share our research collections with a wide public audience
- Think about how research can make a positive impact on the community.
- Cultivate new opportunities for knowledge exchange, public engagement, and outreach
Get to Know Your Library

Geraldine Fitzgerald + Siobhán Dunne, Teaching & Research Support team, Library
Year 1 + Year 2 students of the Certificate in Arts, Science and Inclusive Applied Practice, 2017/18
Mary Ann O’Donovan, Assistant Professor in Intellectual Disability and Inclusion, School of Education
5 anxieties experienced by ASIAP students

1. navigating the physical library
2. interacting with service points
3. exiting security gates/triggering alarm
4. approaching staff at service desks
5. fear of not belonging

We wanted to investigate how we could resolve, or at least reduce, these anxieties

We invited the students to participate in some user experience research
### What we Achieved

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th April 2018</td>
<td>Focus group session 1 identified themes (known and unknown)</td>
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<tr>
<td>12th April 2018</td>
<td>Focus group session 2 further explored themes and developed scenarios through role play</td>
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<tr>
<td>18th &amp; 25th April 2018</td>
<td>Focus group session 3 and 4 assigned roles, script production &amp; rehearsals</td>
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<tr>
<td>1st May 2018</td>
<td>Filming (main video and reflective piece)</td>
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<tr>
<td>14th May 2018</td>
<td>Launch to participants, parents/guardians, staff and stakeholders</td>
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What we Learned

- Don’t do a solo run: learn from the staff or students you work with by walking in their shoes
- Design for diversity: further UX studies planned
- Joined up thinking & ‘different dialogue’
- Revised library orientation: task based + student mentoring
- Co authored student, library & academic staff journal articles

Search [YouTube] for students with intellectual disabilities

https://www.youtube.com/watch?v=kr5Wkq2-aOU&t=5s
Title of Project

I can be anything when I grow up
What we Did

Summary of key activities

- Introduced the children aged 2.5 – 4.5 years to visitors who do not conform to traditional gender roles.
  - A Female computer programmer – Linda Fagan (one of the first in Ireland).
  - A Male make up artist.
  - A Female cartoon animator.
  - A Male midwifery nurse.
- We established a baseline of children’s viewed professions.
- We had props during or after the visits
What we Achieved
Summary of key successes

– The baseline showed high levels of imagination with the child’s professions; some wanted traditional jobs (engineer) while other were more influenced by featured toys (e.g. my little pony).

– Children demonstrated high levels of engagement in pretend play and symbolic play using equipment which was reflective of the professions.

– Children learnt about other professions and processes involved e.g. programming is a language, how to listen to a baby’s in the womb, how cartoons look before they are coloured in and animated.
What we Learned

Advice for 2018/19 projects? Any future plans for your initiative?

– To ensure buy in from the child the visitors had to be reflective of their interests.

– The computer programmer interested the older children more. The make up artist interested the group as a whole.

– There was very high levels of engagement with the animator and the midwifery nurse as the children had an interest in cartoons and some children were due to become or had recently become big brothers / sisters.

– Following up using non-gendered toys helped to let them to explore the sessions further.
Native Scientist at TCD
Dr Francesca La Morgia
What we Did
3 Native Scientist Workshops

- Three Science labs for children from ages 6 to 12
- TCD scientists who are native speakers of foreign languages introduced their research though a hands on workshop
What we Achieved

Summary of key successes

- We reached over 60 children
- We showcased TCD research by providing science education for immigrant children/children of immigrant families
- We were the first in the country, with one coordinator (Italian language, La Morgia), and now there are 5 coordinators, so the project has grown in Dublin and beyond
What we Learned

Advice for 2018/19 projects? Any future plans for your initiative?

- More scientists in Ireland have embraced the project and will reach out to immigrant children speaking Spanish, French, German

- Main challenge: not having control over scientists and organisational rules of Native Scientist meant that initial plans had to be reassessed

“I believe there are a lot of misconceptions out there about languages and linguistics and I think being a Native Coordinator will allow me to disseminate relevant information to the wider community.”
Political Representation of People with Disabilities in Ireland

Vivian Rath
Student Champions

MSO and TAP, Catherine O’ Brien
What We Did

Summary of key activities

- Selected a range of mature undergraduates who had progressed into Trinity through the Mature Student Dispensation Route or TAP
- Created a short video of their stories
- Uploaded videos onto MSO and TAP websites, YouTube and Facebook
- Videographer was a former TAP student and recent graduate of Film Studies & English, Daniel McFarlane
What we Achieved

Summary of key successes

- 14 videos in the ‘student voice’
- Great examples of:
  - Empowerment
  - Role Models
  - Age-friendly Trinity
  - Diversity
  - Social Inclusion
  - Hope!
- Digital Archive for 20 years of TAP
- Open Days, Social media content
What we Learned

Advice for 2018/19 projects?

Any future plans for your initiative?

– Filming and editing is a long process!
– Videos are a great, reusable resource
– Advice for other projects using video:
  – Get written permission from Security to shoot on campus!
  – Upload to YouTube and use scheduled releases on social media
  – GO FOR IT!
“These women aren’t shy and unassuming (unless they are), nor are they screaming through the air, lunatic (unless they want to be). They are publishing in a time of cultural change, and into a new awareness, one that is fed by social media, acknowledged in print, supported by publishers and encouraged by festival curators. At least I hope they are. I hope we will finally sit side by side – in the newspapers, on the stage, up on the damn poster – men and women together. There is plenty of room.”

Anne Enright
Irish author and Trinity College Dublin alumnus
What we Did

- Opened a call for submissions for academic essays from any discipline on topics surrounding women’s issues or gender written by self-identifying women.
- Essays were edited, longlisted and shortlisted by an Editorial Board staffed entirely by women.
- 10 essays were published in a hard copy review.
- Hosted a launch in the science gallery and disseminated reviews all over campus.
What we Achieved

- Had an overwhelming amount of submissions from all across campus.
- Successful in publishing 10 academic essays from a range of disciplines including Science, Law, Art History amongst others.
- Hosted an event on campus which brought over 60 people together to launch review and celebrate the academic achievements of Trinity Women.
- Gave women a platform to publish their work and be represented
What we Learned

- Make a timeline for your dates; it may sound simple but having clear dates for key events in your project allows you to plan effectively.

- Ask for help. We introduced the initiative of an Advisory Board who were a group of Trinity Academics and past/current Trinity Students who we could turn to for advice.

- If you’re worried about anything or have any questions email the Equality Fund – their staff are more than happy to help.

- Also if anyone would like any advice feel free to email us at trinitywomensreview@gmail.com

- We are planning publishing a third volume of the review with an emphasis on encouraging submissions from Freshman years.
‘Seen and heard’ Seminar Series
Rebecca Amet, Women in Research Ireland
What we Did

Six seminars highlighting a range of topics

- Mentoring: How to establish a successful relationship. (Dr Patricia Eadie).
- A journey from Sicily to Ireland: how my passion for nanoscience changed my life. (Dr Valeria Nicolosci).
- Being clockwise! Harnessing our body clocks to achieve a successful research career. (Dr Annie Curtis)
- Discourse between feminism and pornography. (Caroline West).
- How science got women wrong (Angela Saini).
What we Achieved

– Held six highly attended seminars.
– Covered a wide range of topics that affect women in research.
– Expanded our committee and make connections with individuals and other groups.
What we Learned

– Dream big but also set realistic goals.
– Diversity is key.
– Sometimes you have to work a little harder to have more diverse speakers/themes but it is important.
– We plan to continue the series but also introduce quarterly workshops.
– Upcoming talks: Science heroes (Science week special).
– The struggles of a black academic in Ireland (Dr Ebun Joseph).
‘Best Media Self’
Gillian Barber, Treasurer

Women in Research Ireland
A workshop to teach women how to speak out

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<tr>
<th>Time</th>
<th>Session</th>
<th>Participants</th>
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<tr>
<td>12.30 - 1.00</td>
<td>Welcome</td>
<td>Greeting and Refreshments</td>
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<tr>
<td>1.00 - 1.40</td>
<td>Panel 1 - Print and Web Media</td>
<td>June Shannon – Digital Health Journalist Irish Heart Foundation</td>
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<td></td>
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<td>Fionnan Sheehan – Editor Irish Independent</td>
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<td>Dr Claire O’Connell – Science Writer Silicon Republic/The Irish Times</td>
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<tr>
<td>1.40 - 2.00</td>
<td>Lunch [provided]</td>
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<tr>
<td>2.00 - 2.20</td>
<td>Interval Act</td>
<td>Aine Gallagher - Comedian</td>
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<td>2.20 - 3.00</td>
<td>Panel 2 – TV and Radio</td>
<td>Samantha Burke – RTE Primetime</td>
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<td>Dr Lara Durgan – Presenter EcoEye/Newstalk</td>
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<td>Dr Shaun O’Boyle – Science Communicator and Producer</td>
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<td>Bureau/House of STEM</td>
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What we Achieved

Summary of key successes

– Hosted in the Science Gallery studios
– Fully booked out (50 attendees)
– Received advice from professionals working in media outlets
– Empowered women and promoted confidence in themselves and their work
– Attendees had the opportunity to network and connect with the speaker panels
– Raised 160 euro for Dublin rape crisis centre
What we Learned

- How to organise and cater for a half day workshop
- We received excellent feedback about the workshop and ideas for future workshops
- Get involved with the media! Your professional opinion counts!

**Advice for your event?**

Start planning early and contact venues and catering in plenty of time.

**Say YES! And worry later**
With thanks to..

- Equality Fund project organisers and committee
- The Science Gallery
- Women in Research Ireland committee
Acknowledgements

- Equality Fund project organisers
- Equality Fund subcommittee
- Equality Committee
- Global Room
Thank You

www.tcd.ie/equality/projects/equality-fund

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