



# HOW TO BE AN ALLY

## ALLY = ACTION

Being an ally means standing with people who need your help and support. It isn't just saying "I'm not racist, homophobic etc.", it means acting when witnessing injustice.



## OWN YOUR PRIVILEGE

This isn't about dismissing your own issues and hardships; we all have our struggles. Being privileged doesn't mean you are a bad or ignorant person, it just means that you may have different tools accessible to you that others may not. You can use these tools to champion people who need it. This is a good thing!

## YOU DON'T HAVE TO UNDERSTAND, BUT YOU SHOULD RESPECT

The world can feel confusing at times and you may feel stressed about doing the right thing. Those feelings are completely understandable. Remind yourself that people genuinely appreciate being listened to and respected. If you can commit to that, you're on the right track.

## DON'T BE AFRAID TO SAY THE WRONG THING

You will make mistakes and may accidentally offend people as you learn, but it's ok. Apologise and be patient with yourself (and others).



## REMAIN CALM

As an ally, it can be upsetting to witness blatant disrespect and prejudice. To issue the best defence, avoid being condescending when trying to get your point across. Understand the difference between **speaking up** and **speaking for**.



## EDUCATE YOURSELF

Avoid generalisations and stereotypes as much as possible. There is no one experience that perfectly represents neurodiversity, disability, race etc., so the more perspectives you can get, the better!

**Scan the QR Code to check out our student-made masterdoc with loads of recommendations and resources - find among them a new favourite movie/book/artist and more!**



# The Meaningfulness of a Diverse Teaching Force

A blog written by **Cathleen Joyce** for the **Trinity Inclusive Curriculum Project**

Throughout my studies, I did not see myself represented in the university in terms of teaching staff or fellow students.

I was the only Traveller student in my class, and there was only one person from an ethnic minority among the staff.

Here I want to talk about **how important this one person having to represent me and be a role model for someone like me was.**



There are few spaces where I feel I belong and, in many spaces, I feel afraid to speak out because I fear I will be discriminated against.

I do not mean that women, or people from ethnic minorities or with disabilities, should be added to staff as tokens for diversity, but that the College should make more of an effort to support such individuals and communities.

Early on in my college days, I remember a class led by a staff member from an ethnic minority. There was a debate related to the Travelling Community. At that time, I wasn't confident to speak up for myself.

However, in observing her and with her encouragement, I gradually found my voice and learned how to use it to assert myself.

We all like to see ourselves wherever we go, to know we fit in, that we belong. If I saw someone from my background, or who came from a similar background, I wouldn't have felt so alien. It goes beyond words... I cannot express how big a deal it was for me to meet a fellow Traveller who was a primary school teacher. I had never met a Traveller who was a teacher before. To see myself represented in such a profession was so uplifting.

**I call upon Trinity – and all universities – to continue to work towards a more diverse and all-inclusive teaching body.**

“Lecturers talking about how young students are and how they have a long future ahead of them is difficult to hear when you are a middle-aged student”

The digital resources available online from the library were very useful.”

“Flexible deadlines for mature students would make a massive difference in managing the workload”

“As a parent, I might miss a lecture due to unavoidable family commitments. It's next to impossible to catch up if it's not recorded and it's completely impossible if there is no presentation to go over.”

The reality as a mature student is that you have to work, some weeks more hours than others. Hence you cannot be on campus all the time.

“Videos are great way of explaining course materials instead of so many readings”

“My course was attendance checked but the tutor was available to help if I needed to miss a lecture because of any particular issue with my kids (parent/teacher meetings!)”

“As always, a more nuanced approach is always possible, improved teaching will result from recognising specific needs of mature students”

**“The best lectures are the ones where the lecturer talks with the students and not at us”**

“A student loan scheme would've helped to alleviate a lot of the pressures that I face to allow me to concentrate on College work only.”

“Most lecturers direct their talk towards younger students. It's as though you are just there for the novelty of education”



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TCD Mature Student Survey carried out by Jimi Donohoe and Martin Doolan in July-Aug 2021 for the Trinity Inclusive Curriculum Summer Student Partner Programme.

# INCLUSIVE TEACHING IN STEM

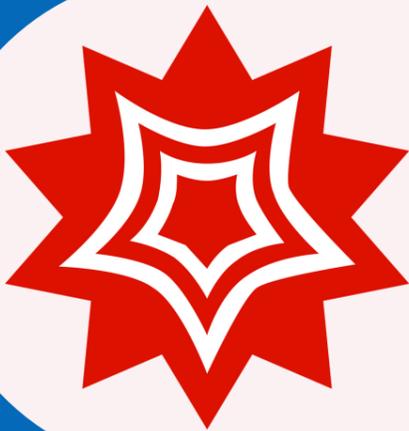


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## YOUR TEACHING MATERIAL

### LECTURE PRESENTATION?

Use one of the standard Trinity PowerPoint templates as they are clear and accessible. Upload your slides to Blackboard so students can access them outside of lectures.

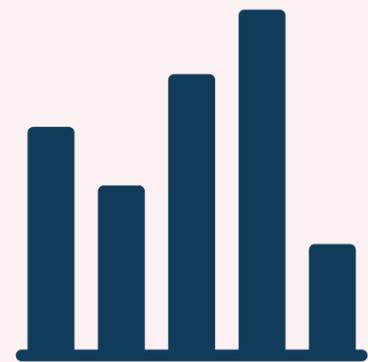


### EQUATIONS?

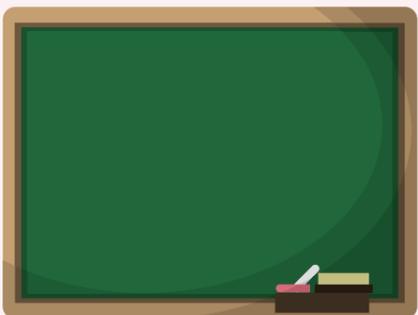
For legibility and accessibility, use an equation editor like Mathematica or Microsoft Equation Editor. Both are free and available to Trinity staff and students. Avoid handwritten sums and equations.

### CHARTS AND GRAPHS?

Graphs should be legible. There should be a secondary information source, such as a table for any graphs or charts with important figures.



## IN THE LECTURE THEATRE



### WORKING THROUGH A CONCEPT/ DIAGRAM?

Consider using the document scanner or using an application like Microsoft Whiteboard. This allows for easier uploading of material after lectures. This also means students at the back will be able to see what you are doing!



#inclusiveTrinity

This poster was developed as part of the Inclusive Teaching in Engineering Initiative for the Trinity Inclusive Curriculum Project



## HELPING STUDENTS WITH HIDDEN BURDENS

Many might think of deadlines and assessments as fair for all students, non-discriminating, and integral to how we assess them. Yet this is not always true as many students have 'hidden burdens' which stop them from fully participating in college (both academically and socially). There is much room to improve accessibility and inclusion for these students.

### IMPROVING DEADLINES

### ONLINE EXAMS

- Consider your students' overall workload
- Don't just base it on how long the assessment 'should' take to do
- Give students flexibility if the deadline isn't based on a learning outcome
- Encourage students to reach out to you if they have an issue
- Offer the chance for students to give feedback in a meaningful way, and do your best to implement it



- Give students more time to complete your exam
- Consider alternative assessments for students
- Talk to your students about what works for them in terms of format
- Always remember, not every student has the environment to sit an exam in the 'traditional' manner



### WHY?

- Some students have 'hidden burdens' that can be hard to work around, such as
  - Childcare responsibilities
  - Part-time work
- Tight deadlines may be seen as a 'motivation' but can cause unnecessary stress and can leave the student prioritising just 'getting the work done' over doing good work
- Flexibility and more time (where practical) shouldn't impact the academic integrity of exams or assignments



By actively listening to student needs and feedback, we can work together to make college more accessible and inclusive!

“Walking into a lecture hall, there were definitely preconceived ideas that most people, including the lecturer, had about me as a Black person and groups of Black people as well and even me as a Black Muslim woman... I just know I’m being perceived a certain way even before I open my mouth and say anything”

“I feel like lecturers have a really big impact on student experience in university. So I feel like if the lecturers can look within themselves and try to notice any of these things...”

**“I’d rather not feel like I’m different.”**



# INCLUSIVITY IN TRINITY

PODCAST BY AMIRAH & ZAINAB

“I haven’t felt particularly included in Trinity unless it’s within my own group of friends who are predominantly Black.”

“I just want to be there and to just be seen for who I am and to just be treated the way everyone else is treated. To just be treated equally. To not have stereotypes placed upon me just because I’m black, or just because I’m Muslim, or just because I’m black, I’m Muslim and I’m a woman.



Scan to listen  
to the  
podcast



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# SCHOOL OF MEDICINE INCLUSIVE TEACHING PRACTICES: A FINAL YEAR STUDENTS' PERSPECTIVE

Trinity Inclusive Curriculum Project: William Reynolds (Student Partner)

## Inclusive Teaching

- Lecture slides available online in pdf format
- Most lectures available as online recordings with auto generated panopto captions
- Clear list of learning objectives and/ or reading lists provided in most modules
- Practicals, bedside tutorials, role playing sessions etc. which seek to link theory and practice
- Student feedback gathered at end of modules and always at the end of the year
- New school of medicine student welfare officer for 2023/24

## Inclusive Curriculum

- Lectures address the epidemiology of diseases
- Mixture of practical and written exams, with various written assessment methods used
- Efforts made to diversify examples of how conditions present, not just the white heterosexual male
- Ample placement opportunities enable students to apply the theory they have learnt as well as to learn in a different style
- Lectures to address LGBT healthcare with a further special focus on trans healthcare issues in later years

## Recommendations

- Availability of lecture recordings and timetables can be improved
- Students with exam accommodations should receive them for practical exams
- Further diversification of patient examples particularly in areas like skin colours in dermatology
- Earlier introduction of LGBT healthcare with a further focus and more material on trans healthcare
- Financial assistance for placement particularly outside of Dublin
- More structure provided in placement settings, students can feel isolated



# Exploring Student Inclusion using a Mid-Term Module Evaluation Form

Suggested by Navika Mehta for the Trinity-INC Student Partner Programme

Students do not have a stake in filling out end-of-module surveys – often resulting in low uptake

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input checked="" type="radio"/>	Strongly agree					

End-of-module feedback leaves it too late for lecturers to change anything that could make a huge difference to some students during the module

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input checked="" type="radio"/>	Strongly agree					

A mid-term module evaluation process provides lecturers with insights into the inclusivity needs of students in real time

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input checked="" type="radio"/>	Strongly agree					

The format of the evaluation process is up to the lecturer:  
From a quick online checklist or open-ended questions, to small focus groups conducted by TAs

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input checked="" type="radio"/>	Strongly agree					

# BUILDING A MATHEMATICAL FOUNDATION FOR ENGINEERS

Approved by:

Trinity INC Student

Partner Program

Institution:



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Student:

Ryan McGowan

## THE PROBLEM:

Service teaching in mathematics, in Engineering for example, faces a couple of major challenges such as:

1. **Retention of knowledge** — students forget the information after only a few months.
2. **Transfer of knowledge** — students may know the techniques but not how to translate it into the context of their discipline.

## THE GOAL:

We wish to create a Blackboard content area for each first-year service module with examples of how material gets applied in future modules. This will hopefully:

1. **Highlight the importance of mathematics** for students to encourage retention for future use.
2. Show how the **concepts they study can be transferred into their discipline** within relevant contexts.

The content area will be ready in advance of Michaelmas term for incoming students to try it out.

## OUR SOLUTION:

We began with MAU11E01: Engineering Mathematics I. After examining the engineering curriculum, we:

- **Contacted lecturers** in the School of Engineering.
- **Collated online resources** highlighting applications.
- **Found examples of how the mathematics is applied** in future modules, such as exam questions.
- **Created an interactive flowchart** which shows how the mathematics weaves through the course.

**EXAMPLE: THE MATHS BEHIND A CAPACITOR**

$C \frac{dV}{dt} + \frac{V}{R} = 0$

How do I solve this differential equation?

How do I evaluate this integral?

$$\int \frac{dV}{V} = - \int \frac{dt}{RC}$$

What does the voltage look like?

$V(t) = V_0(1 - e^{-\frac{t}{RC}})$

# MIND THE GAP!

“This year as part of my clinical teaching, I noticed that I was not taught how certain conditions would appear on dark skin.

I, like others in my class, wondered how I would be able to detect the conditions on my own skin type.

There was a GAP in my knowledge”  
- *Trinity Health Sciences Student*

## HOW CAN WE FILL THE GAP?

1. Start the conversation
2. Discuss how conditions present on various skin tones
3. Direct students to resources ↓



## WHAT HAPPENS IF WE DO NOTHING?

- ✗ Symptoms overlooked due to lack of understanding
- ✗ Flawed beliefs about biological difference between different ethnicities
- ✗ Incorrect or misdiagnoses due to lack of knowledge
- ✗ Mistrust between patients from ethnic minorities and the healthcare professionals, resulting in low compliance to medication and treatment



Can you recognise these clinical features?

## USEFUL RESOURCES:

- Mind the Gap, Clinical handbook by Malone Mukwende
- <https://www.blackandbrownskin.co.uk/about-mentor>



# Making Trinity College Dublin a diverse, equal and inclusive place for everyone – a student's perspective

- This handbook (scan QR code below!) was created by a student involved with the Trinity Access Programme and the Disability Service. The aim is to help guide **teachers and staff** on different actions that can be taken to **enhance** different aspects of student learning.
- The advice draws on the **Universal Design for Learning Framework (AHEAD 2017)**, explored within the Trinity Inclusive Curriculum Summer Student Partner Programme.
- Connections can be noted throughout!

## Key suggestions:

### Move away from the Traditional 50min PowerPoint Lecture:

Questions on assigned readings, Open discussions, Student presentations, Guest speakers,  
→ Helping students engage, connect and participate in their own learning

### Introduce Different Learning Resources:

Podcasts, YouTube videos, Activity and/or Summary Sheets  
→ Helping students understand, analyse, and interpret key concepts, ideas and topics.

### Provide Students Choice in Assessments

Alternative formats – e.g. video, essay – or choice of topic  
→ Helping students better demonstrate their learning, reducing stress around assessments, increasing engagement and enthusiasm

### Support Diverse Needs

Lecture recordings and/or class notes, holding additional office hours  
→ Helping students with complex lives, feel seen and encouraged to remain engaged and focused on their College work

### Seek Feedback, Feedback, Feedback!

Regular feedback sessions and/or feedback forms.

→ Students can share issues, concerns and ideas for their classes and tutorials, assignments and submissions, lecturers/TAs or on admin/ content in general they may not feel confident to approach you about directly.



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## Trinity Inclusive Curriculum Project Student Partner Programme

Trinity-INC works across the College community to promote an inclusive teaching and learning culture.

The Trinity-INC Student Partner Programme is a student-as-partner initiative which prioritises student voice.

We run **ongoing consultations** with students – UG and PG – to learn of their experiences of inclusion and exclusion within the teaching and learning space in Trinity.  
**Get in touch to share your experience.**

Our **Student Partner Committee** is made up of students from our key groups (nine grounds of equality and other communities). Our **Student Partners** work with us to inform the direction of our project, co-creating content and co-facilitating training. In turn, they receive training on key inclusivity issues and are paid for their involvement.

**Interested in joining us or finding out more?**  
Contact Seán Adderley, Student Partner Liaison,  
[sean.adderley@tcd.ie](mailto:sean.adderley@tcd.ie)

### Ethos:

An Inclusive Curriculum can only be achieved with the involvement of students from communities underrepresented in Higher Education and/or who often face the most barriers to their learning.

Monthly  
Committee  
Meetings

Workshops  
/ Training

Trinity-INC  
Student Partner  
Committee

Paid  
Involvement

Flexible  
Model (opt  
in/out)

For more information visit the Trinity-INC website:  
<https://www.tcd.ie/equality/projects/inclusive-curriculum>



Developed for the Trinity-INC Student Partner Programme in partnership with students from the Trinity Centre for People with Intellectual Disabilities (TCPID)

'Feeling like a welcomed and valued member of the community.'

'Being included means being part of a group.'

'Choice and control over decisions that affect me.'

'Being together with people from different counties/places.'

What does inclusion mean to me?

'Going to the Buttery, meeting up with friends.'

'Understanding you are a person like everyone else.'

'Feeling like you are heard.'

'Taking the time to listen to others in order to understand their needs/experiences'

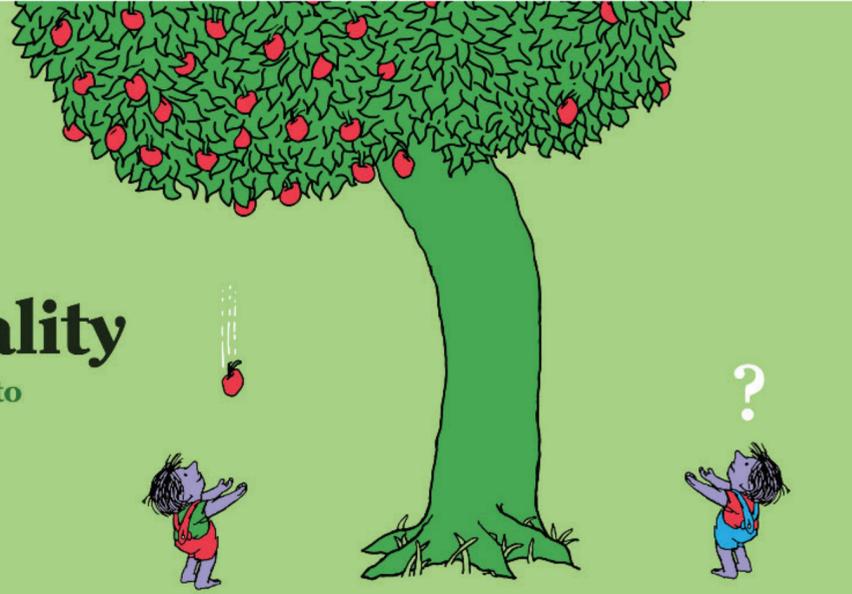




# Fair is not always equal

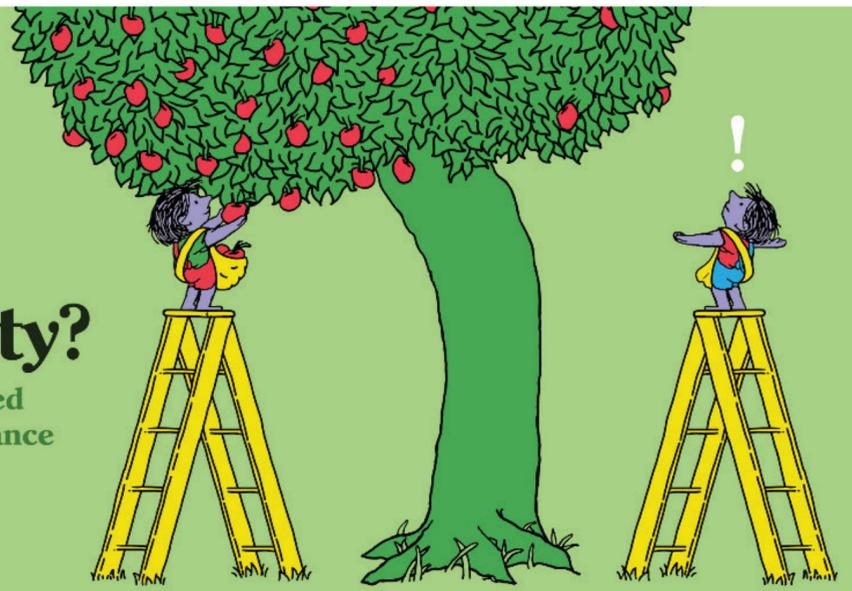
## Inequality

Unequal access to opportunities



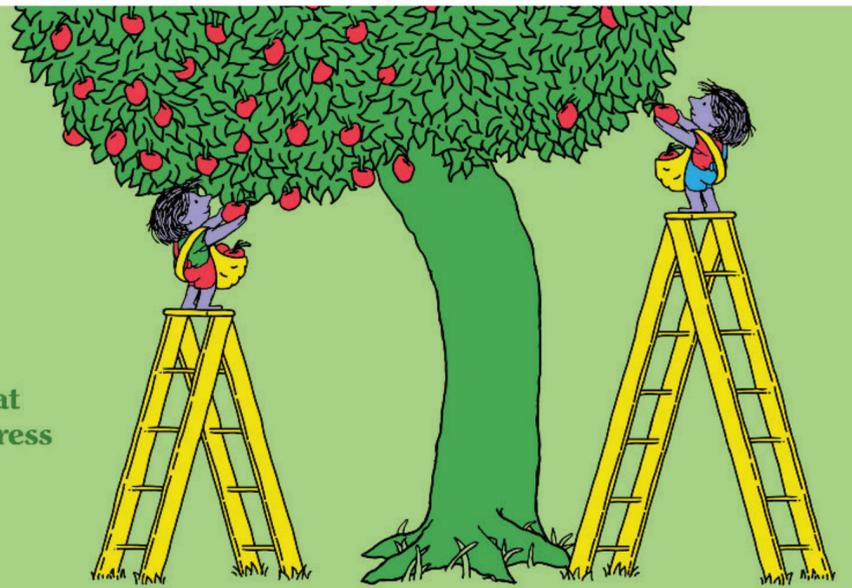
## Equality?

Evenly distributed tools and assistance



## Equity

Custom tools that identify and address inequality



## Justice

Fixing the system to offer equal access to both tools and opportunities

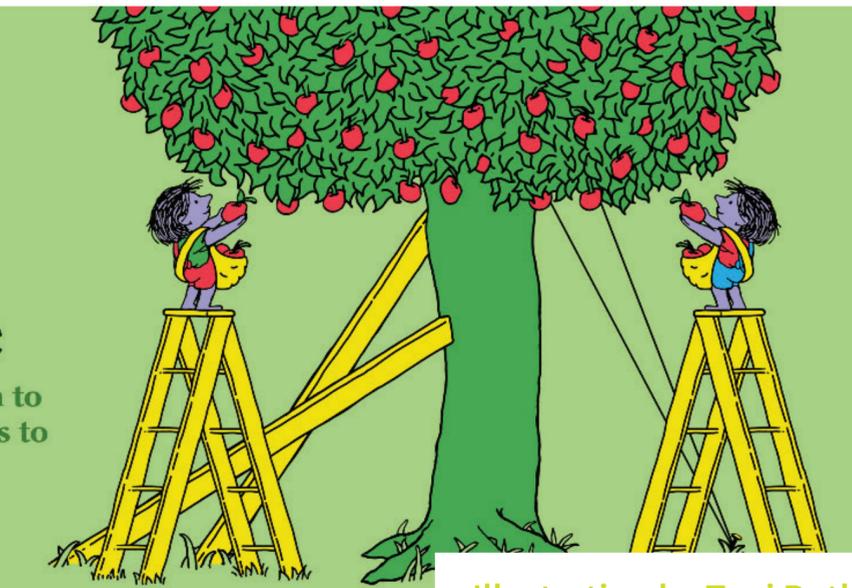


Illustration by Toni Ruth  
@lunchbreath

An inclusive Trinity strives to provide appropriate accommodations to meet the differing needs of students

# How to be a Trans\* ally in the classroom

## WHAT DOES TRANS\* MEAN?

- A person whose gender differs from the sex they were assigned at birth
- This includes trans men, trans women and people who do not fit into this gender binary
- It is a natural part of the human experience and should never be treated as an illness

## APPROPRIATE LANGUAGE

- Use trans\* or transgender to refer to transgender people
- 'Transgender' is an adjective - do not use it as a verb or noun
- Avoid gendered language as much as possible - use "everyone", not "ladies and gentlemen"

## INAPPROPRIATE QUESTIONS

- Do not ask for their "real name" - the name they give you is their real name
- Trans people do not owe more details about their life than non-trans people
- Ask yourself if you would ask a non-trans person the same question

## JUST ASK (ABOUT PRONOUNS)

- Make it a habit to ask your students what pronouns they wish to use
- Practice using pronouns, especially ones you may be unused to
- If you make a mistake, say sorry, correct yourself and move on - it's not about you

## COMING OUT

- If students come out to teaching staff to let them know their name is different from their legal name, make sure to use the right name
- Do not out students in front of other students or other teaching staff
- If you make a mistake, same as with pronouns, just say sorry and move on



For alternative formats and more resources, scan here! or go to [https://linktr.ee/further\\_resources](https://linktr.ee/further_resources)



