

CASE STUDY FOR GROUP 3: NON-ACADEMIC STAFF
Administration Grade: Senior Executive Assistant

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Introduction

Title of your job and brief summary of your work

Research Support Services Administrator

The role is situated within the research funding administration team which delivers a high-quality administrative service to UCC's research community. The role also has a particular focus on the delivery of an administrative service supporting UCC's engagement with the Horizon 2020 and Horizon Europe funding programmes, and related European Commission funding schemes. Main responsibilities include a) provision of administrative support for research funding proposal development and submission, and post-award administration and contract execution, liaising with the relevant central administrative offices as required b) provision of financial advice on costing proposals and sign-off, liaising with the Finance office as required, as well as the Office of Corporate and Legal Affairs and Technology Transfer Office. Other duties as assigned as required.

Name of Department, Section, Centre or School

Research Support Services,
Office of the Vice President for Research and Innovation,
University College Cork.

Description of the work of your Department, Section, Centre or School

UCC Research Support Services (RSS), a constituent office of the Office of the Vice President for Research & Innovation (OVPRI). It is operationally responsible for identifying research funding opportunities, providing the necessary support to ensure that these opportunities are exploited to the full, and working closely with the university research community to support all elements of the UCC Research & Innovation Strategy.

UCC RSS also provides post-award support to researchers and has an important role in the publicity and promotion of UCC research and ensuring effective internal and external communications relating to the research agenda of the institution. The office also has responsibility for the development and implementation of policy and strategy as it pertains to the research function of the university.

How do you plan to incorporate Global Citizenship and Development Education into your organisation?

As a non-academic staff member, my pathway for engagement in GCDE praxis is non-linear. I am approaching GCDE praxis in different ways: firstly, as a staff member of University College Cork and secondly as a member of the farming community in North Cork.

I joined the RSS team recently and it is not yet apparent how GCDE praxis can be integrated into the OVPRI. However, as a staff member of UCC, I am afforded the opportunity to engage *voluntarily* with *extracurricular activities* within the university organisation:

- Bus Stop Chats
- Book Club, and
- CATCH project.

I aim to introduce GCDE praxis into these extracurricular activities over the next 12 months through dialogue with other people (i.e. colleagues, family, friends, and local community) and action by:

- Influencing and leading by example.
- Promoting GCDE topics and introducing different perspectives into conversations.
- Demonstrating GCDE by taking actions that make a difference.

The Praxis project is funded through Irish Aid, Ireland's Department of Foreign Affairs. They have identified key areas that Development Education addresses which includes a wide range of themes and issues. Global Citizenship and Development Education (GCDE) coined by Dr. Gertrude Cotter and the UCC Praxis Community areas aims to introduce it into the university curriculum and university values.

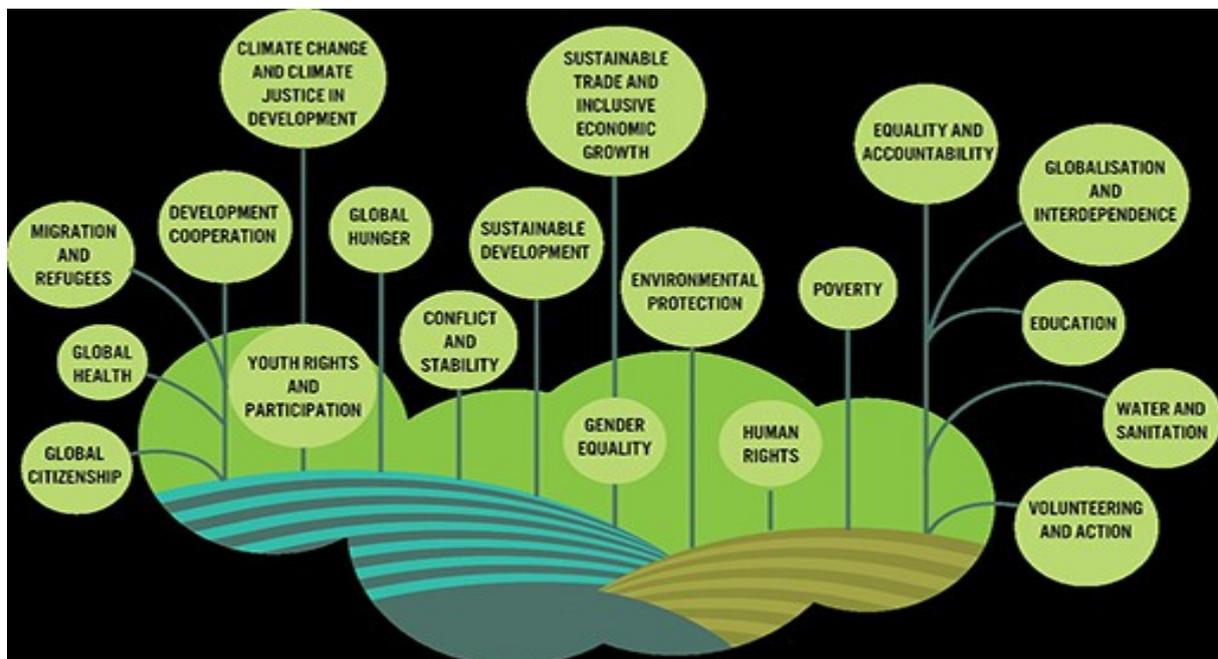


Figure 1. Development education addresses a wide range of themes and issues.¹

¹ <https://www.irishaid.ie/what-we-do/who-we-work-with/civil-society/development-education-funding/>

<u>Deliverables</u>	<u>Actions</u>	<u>Targets</u>
Influencing and leading by example.	Continue to volunteer administrative support to the Bus Stop Chats initiative for the academic year 2021-22.	Facilitate two Bus Stop Chats during the academic year 2021-22.
	Continue to be a member of the UCC Book Club for the academic year 2021-22.	Discuss two books with a focus on GCDE matters and discuss at the UCC Book Club during the academic year 2021-22.
	Continue with the UCC PRAXIS project and undertake a digital badge in Global Citizenship & Development Education.	Promote the PRAXIS digital badge and encourage at least two other colleagues to take up the Praxis project for the academic year 2022-23.
	Support the UCC CATCH tree project.	Volunteer to host a tree planting ceremony to promote the CATCH project on home farm.
Promoting GCDE topics through open dialogue by introducing different perspectives into conversations.	Become more informed about global news through different communication mediums – Radio, TV, Social Media and bring this knowledge into the Bus Stop Chats.	Organise two Bus Stop Chats with GCDE themes for Academic and Non-Academic Staff e.g. sustainable development, climate change, volunteering and action, geopolitics, and social justice issues.
	Discuss Praxis with the UCC Book Club Coordinators and ask for their support by including two books relating to GCDE topics during the next academic year 2021-22.	Read two books (e.g. Hannah Arendt “Eichmann in Jerusalem”/Virginia Woolf “A Room of One’s Own”) relating to GCDE topics and discuss openly at the monthly meetings.
	Discuss the health and biodiversity benefits of tree planting with colleagues, family, and friends.	Create an e-Book reflecting on the native woodland project – highlighting the benefits of the tree planting to the environment locally and globally.
Demonstrating GCDE actions outside of the	Participate in Cork Community Week 2022 - internal	Together with the Bus Stop Chat & Book Club

organisation.	collaboration between UCC Bus Stop Chats and Book Club.	Coordinators deliver one virtual conversation about a GCDE topic with a community library group – external to UCC.
	Sign up for the native woodland establishment scheme managed by Teagasc, Irelands Agriculture and Food Development Authority.	Plant c.10 acres of native trees by February 2022.

About UCC Bus Stop Chats

In response to a call out from [Dr. Gertrude Cotter](#) to university staff asking for expressions of interest to start a new cross faculty forum, I answered this call¹. (See appendix 1. Emails) I was drawn to the idea of synergy between academic and non-academic staff - coming together from different disciplines, roles, and perspectives. I was curious how this would work, and I offered to volunteer administrative support to Dr. Cotter to establish the forum.

The UCC Cross Faculty Forum was later renamed to UCC Bus Stop Chats which aims to be an inclusive space for both academic and non-academic staff – where groups/communities come together in regular dialogue to look at important current discourses, debates and so on, from different perspectives and disciplines. The core group comprises of two academics (Dr. G Cotter and Dr. B Turner) and one administrator (Ms. M Phelan) with guest moderators and speakers depending on the conversation themes and discipline areas. The role of moderator is rotated; and usually forums are held monthly or bimonthly during the academic year. (See appendix 2. BSC concept and rules of engagement).

About UCC Book Club

In March 2020, the UCC Book Club was initiated by the UCC Sports and Social Club of which I am a member. This was a timely initiative given the emergence of the Covid19 flu virus which effectively shut down societies – it instigated remote working for many staff at the university. The Book Club was a fantastic idea because it brought staff together ‘virtually’-through Teams on a monthly basis which maintained connectedness between the university and staff; and reduced feelings of isolation and separateness that some staff may have been feeling. The Book Club Coordinators are M Whyte and A Dowling – their commitment sustains the club as well as their skill set as moderators which enhances the book club experience. The structure started out with three sessions – Wednesdays, Thursdays and Fridays and has since been reconfigured to Thursdays and Fridays, 1-2pm on the last week of each month. (See appendix 4 for a list of books read to date.) The group is becoming more familiar with one another and sometimes conversation topics broaden to societal topics outside of the books.

About CATCH Project

CATCH stands for Communication and Action through Tree-planting for Climate-Health and is a project being run within the School of Public Health and the Environmental Research Institute at University College Cork. “The project aims to communicate climate change and its impact on human health and wellbeing. It is important to consider climate actions that have co-benefits for the environment, health, and societyⁱⁱ. Through an online event (See appendix 5), local community tree-planting and the production of a short animation film, the CATCH project aims to communicate these aspects. Dr Christie Godsmark co-ordinates the CATCH project; Christie is a Lecturer in the School of Public Health and affiliated with the Environmental Research Institute at University College Cork.”²

As a supporter of the CATCH project, I was influenced by the initiative and wanted to play an active role in playing my part in climate change. I admire and respect trees and the benefits they bring to the environment. The idea of initiating a tree planting project on the home farm was something achievable. With the support of my husband, we approached our local Teagasc Forestry Advisor, J Casey and explored the Native Woodland Est. Scheme which involves giving a lifetime commitment for use of the land to forestry. It is hoped that this home project will coincide with CATCH tree planting projects in 2022.

² <https://www.ucc.ie/en/catch/>

A. Global Citizenship and Development Education Objectives

(e.g. effecting change in policy, developing projects, organising events, purchasing considerations, grounds work, pastoral care, etc.).

Bus Stop Chats	To facilitate two BSC sessions ⁱⁱⁱ during the academic year 2021-22, one during semester one and the other in semester two.
Book Club	To promote and encourage readings about GCDE topics e.g. Genocide; Health Matters; Gender Equality, Sustainability, Wildlife Habitat Destruction, Climate Change.
CATCH	To encourage students to get involved in the native woodland on the farm.

B. Values / Ethics: What GCDE values or ethical approaches underpin these plans?

Bus Stop Chats	Respect for the Other; active listening; engagement; participation, and a growth mindset.
Book Club	Respect for the Other; active listening; engagement; participation, and a growth mindset.
CATCH	Respect for nature; understanding and appreciating rural and urban environments; connectedness with nature, appreciation of trees and the benefits they bring to the ecosystem and human health.

C. Local/Global: how can you make local and global connections, from a global justice perspective, within this work plan?

Bus Stop Chats	Encourage academic and non-academic staff to discuss GCDE issues from a local and global perspective through different conversation themes. Broaden conversations to link with similar historical and/or current events to draw parallels or make comparisons.
Book Club	Reading a book with purpose – through a GCDE lens to identify any local or global topics that may arise from a book and bring it to the book club meetings to discuss collectively.
CATCH	Calculate the carbon sequestration benefits to Ireland/County Cork from planting a small native woodland. Assess the benefits of the native woodland to the ecosystem – what are the benefits to the local biodiversity?

D. Content: what GCDE themes or knowledge will you address in your organisation?

Bus Stop Chats	Inclusion and diversity - by creating a space for academic and non-academic staff to get to know one another, break down hierarchical barriers that may exist, listen to the Other’s perspective; and discuss issues without judgement.
Book Club	Discuss all GCDE themes as they arise in books.
CATCH	Climate Change, Environment (Biodiversity, Ecosystem, Water) and Human Health.

E. Methodologies: What GCDE methodologies will you use to implement your plan?

Bus Stop Chats	Facilitation.
Book Club	Dialogue.
CATCH	Partnership and collaboration.

F. Framing/Positioning: what GCDE theories, philosophical underpinning or framing will influence this work?

Bus Stop Chats	<p>I will draw from various source thinkers, educators, scholars to support and implement GCDE actions. Some ideas include the following:</p> <ul style="list-style-type: none"> • Stephen McCloskey on Development Education. • Douglas Bourn on Development Education. • Michel Foucault on Post Development theory. • Carol Dweck on Mindsets. • Hannah Arendt on Judgement/Making Decisions. • Dorothy Sayers on Discernment. • Robert Keegan on Change. • R.G. Collingwood on Question & Answer. • John Caputo on Hermeneutics – theory of interpretation. • UN SDGs. • Transdisciplinarity - methodologies for dialogue between disciplines -Jean Piaget on TD, Basarab Nicolescu on TD, Paul Gibbs on TD. • SHAPE-ID Project on Interdisciplinary approaches to bridging communications between AHSS and STEM. • Martin Heidegger on Thinking Education – a way of thinking, of learning and of questioning. • Aidan Seery on Educational Philosophy - the idea that education and
Book Club	
CATCH	

	<p>language as a process of self-formation and transformation through the process of others.</p> <ul style="list-style-type: none"> • Tina Lynn Evans on Sustainability Competencies/Education. • Marco Rieckmann et al., on Sustainability Competences/Education.
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G. Action: thinking of the change you wish to make, what action/s will you or others engage with as part of or because of this work?

Bus Stop Chats	By introducing GCDE themes, the BSC group aims to encourage further engagement between non-academic and academic staff to come together to discuss universal topics that impact on us all as representatives of University College Cork, members of the local community, citizens of Ireland and our planet.
Book Club	By introducing GCDE themes, the aim is to dive deeper into GCDE topics within a smaller group through dialogue and act on one aspect that might positively contribute to someone else’s life.
CATCH	Planting a native woodland will increase biodiversity and contribution to Ireland’s carbon sequestration. The project will reflect our commitment to climate change that will continue to contribute beyond our lifetime. Our goal is to instil the passion and respect for trees and nature to students/people who share similar values.

H. Skills: What skills do you or your participants need to achieve your GCDE work objectives? How will you develop these skills?

Bus Stop Chats	<p>The art of dialogue.</p> <p>Develop and hone facilitation skills – learn more about open questioning to enable a deeper dive into conversations.</p>
Book Club	Develop a methodology for close reading to improve memory recall from the books read; and bring key points for discussion to the book club sessions.
CATCH	Horticulture skills – woodland maintenance – crop husbandry, pruning, weeding.

I. Practical considerations: e.g. what resources do you need? How much time do you have for this work? What is realistic in this timeframe?

Bus Stop Chats	Limited time but I'm committed to volunteering administrative support and facilitating two sessions during the academic year 2021/22.
Book Club	Limited time but I'm a committed member to the UCC Book Club.
CATCH	<p>20% of time is allocated to home farming.</p> <p>Ideally, it would be great to have interested secondary (TY students) or horticulture/environment (vocational students) involved in the maintenance of the native woodland. In addition, we would welcome third level students (undergraduate/postgraduate) to:</p> <ul style="list-style-type: none"> i) conduct surveys/assessments (a baseline survey to begin with) on the farm biodiversity to observe the changes over time. ii) conduct a carbon sequestration project.

Appendices

Appendix 1. Emails from G Cotter inviting staff to New Cross Faculty Forum and renamed UCC Bus Stop Chats.

Cotter, Gertrude
Thu 03/09/2020 00:43

To: Circulation List (Formerly AEU list)

Dear all,

I realise people are very busy just now and are coming to terms with new realities, but perhaps that is why I am asking this question. Can anyone direct me to a conversation (with real people even if online) where UCC staff (and any other groups/communities) come together in a regular dialogue to look at important current discourses, debates and so on, but from different perspectives and disciplines? If there is not such a forum, is anyone interested in creating one?

Gertrude

Kindest Regards
 Dr. Gertrude Cotter, Lecturer
 Academic Coordinator of Praxis - UCC Development and Global Citizenship Education Project.

“From: Cotter, Gertrude <gertrude.cotter@ucc.ie> on behalf of Cross faculty discussion forum for all UCC staff. <CrossfacultydiscussionforumforallUCCstaff@uccireland.onmicrosoft.com>

Sent: Monday 14 September 2020 10:58

To: Cotter, Gertrude <gertrude.cotter@ucc.ie>; Cross faculty discussion forum for all UCC staff.

<CrossfacultydiscussionforumforallUCCstaff@uccireland.onmicrosoft.com>

Cc: Circulation List (Formerly AEU list) <circulationlist@ucc.ie>;

Subject: Reminder Cross faculty forum - first meeting- all welcome today 1pm

When: Monday 14 September 2020 13:00-14:00.

Dear all,

If you are interested in joining a new cross-faculty discussion forum for all staff, please join us for the first planning meeting next Monday 14th September 2020 at 1PM-2PM.

This is very much at an initial stage and the meeting aims to share ideas we might have regarding the value, purpose and possible modus operandi of such a discussion forum.

The agenda for this meeting will be as follows:

1. Introductions
2. Contribution from each participant on their interest in and vision for a forum of this nature
3. Broad agreement on a possible way forward
4. Agreement on any follow up actions required and on a time for the next meeting

Please note that this is intended to be an enjoyable and relaxed dialogue group. The emphasis will be on exchange of experience and ideas from different perspectives on issues of interest to the participants. There will most likely be a focus on one or two topics at each meeting with a reflection on this topic from the perspective of different disciplines. How this will work happen will be discussed in detail at our first meeting on Monday.

Virtual lunch is to be encouraged!

I look forward to meeting you next week.

Dr. Gertrude Cotter, Lecturer

Centre for Global Development UCC”

[Join Microsoft Teams Meeting](#)

[Learn more about Teams](#) | [Meeting options](#)

“From: Phelan, Martha

Sent To: Cotter, Gertrude **Mon 14/09/2020 11:50**

Dear Gertrude,

I haven't clicked the 'yes' button to join the meeting because I wanted to check in with you first.

<...> Although I'm not an academic, I'm interested in the areas of internationalisation and cross-disciplinary education.

I can offer my administrative skills to the Forum <...>.

Many thanks,

Martha”

Martha Phelan BA; BSc; PGDip | Remote Office P51E7R0 | International Office (Strategy) |
University College Cork | M: +353 (0)87 6996882 | E: marthaphelan@ucc.ie |
W: <https://www.ucc.ie/en/international/>

Appendix 2. BSC Concept developed by the Bus Stop Chat Group – Rules of Engagement.**BSC Concept**

According to B Turner, if you were to meet somebody at a Bus Stop, a random stranger and explain your research and discuss it, that's what we're aiming for.

The subject matters that we've dealt with to date have been quite topical, broad, and easily transferable across disciplines, that people from various disciplines can have a perspective on it.

What we don't want.

We don't want someone taking the opportunity to present their research and getting feedback on it; they can do that at a departmental level.

This is supposed to be a Cross Faculty Forum-that's how it was set up.

According to G Cotter, we don't want a seminar style session however this is difficult to get right; it should be like going to lunch with friends. It's like telling people what you're doing and seeing and chatting about it and asking oneself how I would respond to this other person's perspective?

Different Styles of Approach

- Asking questions.
- Chat in 'the general' rather 'the particular'.
- A story telling approach.
- How do we get a speaker into the mindset of a conversational space?
- How do we get that conversational approach across to the speaker?
- Moderator talks first. Who are you? What led you to this area?
- Moderator talks to the speaker on a one-to-one in advance of the session.
- The topic will dictate the direction of the conversation.
- The topic needs to be made attractive to everybody.
- Accessible not disciplinary jargon. Use of language is important.
- Relatable and relevant.
- The Parental Test - if I was talking to my parent/guardian about this how would I explain it.

The moderator needs to get across to the speaker, this is what we want you to think about, if you were to explain this to somebody that has no idea of engineering or physics or creative writing, how would you talk to them about it. This is quite a different skill set from what they might be used to in an academic sense.

How do facilitate it? A question and answer approach might be preferred over story telling.

Caution that it doesn't turn into an interview style!

Appendix 3. BSC thematic conversations for AY2020-21

Bus Stop Chats	Conversation Details
September	14/09/2020, 1-2pm
Theme/Title	<i>Welcome</i>
Guest Speaker/Academic³	Gertrude Cotter
Faculty	Centre for Global Development
Moderator	Gertrude Cotter
September	22/09/2020, 1-2pm
Theme/Title	<i>Alienation: "A Sense of Belonging"</i>
Guest Speaker/Academic	Brendan O'Sullivan
Faculty	Centre for Planning Education & Research
Moderator	Paul Bolger
October	19/10/2020, 1-2pm
Theme/Title	<i>Education: "The role of the University and third level education"</i>
Guest Speaker/Post Doc Researcher	Rory Scarrott
Faculty	Department of Geography, ERI, MaREI
Moderator	Rory Scarrott/Gertrude Cotter
November	9/11/2020, 1-2pm
Theme/Title	<i>Statistics/Gender: Statistical Competition "Best Graphic to Share and Connect with Statistics"</i>
Guest Speaker/Academic	Maria Teider

³ Academic ~ a lecturer/educator at the university

Faculty	School of Mathematical Sciences, College of Science, Engineering and Food Science & Tyndall National Institute
Moderator	Maria Teider/Gertrude Cotter
December	7/12/2020, 12-1pm
Theme/Title	<i>"Loop Learning: "There's a Crack in Everything. That's How the Light Gets in."</i>
Guest Speaker/Academic	Daniel Blackshields
Faculty	Department of Economics, College of Business & Law
Moderator	Brian Turner
February	1/2/2021, 1-2pm
Theme/Title	<i>The meaning of Poetry - celebrating St. Brigid's Day</i>
Guest Speakers/Academic	Olive Broderick; Catherine Anne Cullen; Ailbhe Ní Ghearbhuigh; Jools Gilson; Nita Mishra
Faculty	Queen's University Belfast & University College Cork
Moderator	Gertrude Cotter
February	15/2/2021, 1-2pm
Theme/Title	<i>"The Meaning of Music"</i>
Guest Speakers/Non-Academic⁴	Anne Foley (&Musician); Niall Connolly (UCC Alumnus & living in the USA)
Faculty	Boston Scientific Health Science Library
Moderator	Brian Turner
March	15/3/2021, 1-2pm
Theme/Title	<i>"Alt-Right (xenophobia and ethnonationalism)"</i>
Guest Speaker/Academic	Piarras MacEinri

⁴ Non-Academic ~ someone other than a lecturer/educator at the university.

Faculty	Geography, College of Arts, Celtic Studies & Social Sciences
Moderator	Gertrude Cotter
May	10/5/2021, 1-2pm
Theme/Title	<i>"AI Deployment and Customer Service."</i>
Guest Speaker/Ph.D. Candidate	Stephen Hegarty
Faculty	Food Business and Development, CUBS, College of Business & Law
Moderator	Brian Turner
May	24/5/2021, 1-2pm
Theme/Title	<i>"How can electrical engineering play a role in animal welfare/cows and agri-food production?"</i>
Guest Speaker/Ph.D. Candidate	Ana Claudia Ferreira Rodrigues
Faculty	Engineering, College of Science, Engineering and Food Science & Tyndall National Institute
Moderator	Martha Phelan

Appendix 4. UCC Book Club Reading List 2020-21 (April 2020 to July 2020)Reading List

- Barbery, M. (2008). *The Elegance of the Hedgehog* [Translation of *L'Élégance du Hérisson*]. Éditions Gallimard Paris.
- Bennet, B. (2020). *The Vanishing Half*. USA: Riverhead Books.
- Conlon-McKenna, M. (2020). *The Hungry Road*. Transworld Ireland Publishers - Penguin Random House.
- Evaristo, B. (2019). *Girl, Woman, Other*. Hamish Hamilton.
- Ghríofa, D. N. (2020). *A Ghost in the Throat*. Tramp Press.
- Kavanagh, Ú.-M. (2019). *Anseo*. New Island Books - Publishing Ireland.
- Obama, B. (2020). *A Promised Land*. New York: Crown - Penguin Random House.
- Owens, D. (2018). *Where The Crawdads Sing*. USA: GP Putnam's Sons.
- Rooney, S. (2018). *Normal People*. London UK: Faber & Faber Ltd.
- Ryan, D. (2020). *Strange Flowers*. London: Transworld Publishers Penguin Random House.
- Ryan, E. (2021). *Holding her breath*. Sandycove - Penguin Random House.
- Shamsie, K. (2017). *Home Fire*. UK: Bloombury Publishing.
- Strout, E. (2008). *Olive Kitteridge*. Great Britain: Simon & Schuster UK Ltd.

Appendix 5. CATCH Project Online Event 13th May 2021

Online Event

Date: Thursday 13th May 2021

Time: 10:00 – 13:00

Venue: MS Teams

-
- 10:00 | **Welcome**
Dr Christie Godsmark
[School of Public Health, Environmental Research Institute, UCC]
- 10:05 | **The importance of trees in our society**
Éanna Ní Lamhna
[President of the Tree Council of Ireland]
- 10:10 | **Climate change: an environmental, societal and public health issue**
Dr Christie Godsmark
[School of Public Health, Environmental Research Institute, UCC]
- 10:30 | **Combatting climate change with trees**
Dr Eoin Lettice
[School of Biological, Earth and Environmental Sciences, Environmental Research Institute, UCC]
- 10:45 | **Green spaces and human health**
Dr Annalisa Setti
[Applied Psychology, Environmental Research Institute, UCC]
- 11:00 | **Trees and the benefits to public health**
Dr Riona Walsh
[Irish Doctors for the Environment]
- 11:15 | **Comfort break**
- 11:30 | **Thoughtful tree-planting**
Dr Christie Godsmark
[School of Public Health, Environmental Research Institute, UCC]
- 11:50 | **Suitable Trees for Cork**
Ted Cook
[Macroom District Environmental Group]
- 12:10 | **The right tree in the right place**
Dr Darren Reidy
[Acting Sustainability Officer, UCC]
- 12:25 | **Green spaces in our local communities**
Maria Young
[Green Spaces Cork]
- 12:40 | **Open Discussion and Participant Q&A**
Moderator: Dr Christie Godsmark
[School of Public Health, Environmental Research Institute, UCC]
- 12:55 | **Details of your Irish native tree to plant & Closing**
Dr Christie Godsmark

www.ucc.ie/en/catch

Funding received from the Irish Research Council New Foundations


 School of
Public Health


Endnotes

ⁱ I believed it would be a beneficial learning experience which would enhance my understanding of higher-level education relevant to the M.Ed. Critical Perspectives on Education programme at TCD which I am currently undertaking part-time, until 2023.

ⁱⁱ A large focus of the project is on local climate action and particularly the benefits of green spaces and trees. High quality green spaces can offer a 'triple win': providing benefits to the environment, to human health, and to society (European Environment Agency, 2020). Through the CATCH project, twenty participants from the local community will have an opportunity to plant their own native Irish tree. (I am one of the twenty participants that will plant a native Irish tree and host a tree planting event later in the year.)

ⁱⁱⁱ The two themes may include, for example:

- 1) **Books and Education – Why read? How do you read? How do you recall what you've read? Reading for Change Idea** – how to read, what is thinking, and how to talk about GCDE from different perspectives.
- 2) **Sustainability-oriented thinking and action** – How to foster this mindset in UCC students? (i.e. invite Green Campus & ERI guest speakers.)