

Advance HE EDI Conference 2023

The Shoulders of Giants: Listening, Learning and Improving our Practice

Day 2 - 16 March 2023
Session abstracts

Keynote, 10:00 - 10:40

Daddy, what did you do in the great culture war? Listening to the voices of the past as higher education battles its way into an uncertain future.

Professor Stephen Whittle, Professor of Equalities Law, Manchester Metropolitan University
Critical thinking needs to be taught explicitly, rather than assumed to come along for the ride when thoughtful teachers run through complex material with students. (Jonathan Haber, 2/2/2020)

Just 8 weeks after Jonathan Haber wrote that, the UK went into the first lockdown, and education changed beyond recognition. The changes made throughout universities touched the lives of everyone involved in the teaching and research coalface. Academic and support staff threw their backs into developing new ways of teaching and the technology that would be used to deliver it. Somehow, 6 months later staff & students commenced the 2020-21 academic year with an entirely online curriculum, high levels of expertise in many new technologies, and new methods of engagement as we wondered if or when we would ever meet face to face.

We should question how that could possibly happen. For some time, Universities have been invoked as bastions of the bone idle, albeit thoroughly militant, lefty 'wokerati' who do nothing but teach critical thinking, rather than doing their job properly and teaching real skills. That reputation somehow co-exists with universities apparently being filled, for at least 20 years now, with snowflakes who require trigger warnings before anyone sneezes.

Regardless of the reality of what we do in universities, higher education has become one of the largest battlegrounds in the current tranche of culture wars.

In my own field, the culture wars have brought significant threats to aspects of law we had long thought of as sacrosanct, the notion of human and absolute rights; the right to challenge decisions of those in authority through the courts, the right to peaceful public protest, the right to withhold labour, and the right to claim asylum. All are high-stake issues.

It is into these debates that I want to bring one particular proposed piece of legislation: the Higher Education (Freedom of Speech) bill which threatens what I believe to be a keystone of academic freedom; the freedom of students to shout back. By considering the history of student protest, the freedoms we have afforded them to call out injustice and the roles academics have taken to support them in that (and sometimes to become shrinking violets) I want to consider what it means to defend 'academic freedom of speech' and the responsibilities it places on us all at this particular point in history.

Parallel session 6, 11:00 - 11:40

Session 6.1

Holistic support of disabled or neurodiverse students: What can healthcare teach us?

Sarah Clements, University of Surrey

Interactive breakout/workshop

The holistic approach has been an integral part of healthcare for more than 40 years and its benefits to service users are clear. In this interactive session, we will explore the idea of holism in the support for disabled students within an HEI setting across the subject spectrum. What added value could holistic support bring and what does it look like in practice? Through an interactive case study and peer discussion, delegates can expect to come away with greater understanding of the holistic approach and practical ways of applying it in the support of disabled students.

Session 6.2

50% for the Future | Proactively creating a strategy to enhance the female student population studying Mechanical Engineering

Dr Rees Andrews, Swansea University

Interactive breakout/workshop

Female representation within Mechanical Engineering as a National Average is only 11.2%. This creates an environment of dominant masculinity whereby female students suffer from low self-confidence, self-efficacy and experience of isolation. To address this issue, we have launched the project "50% for the future". The ambitious project funded by the Royal Academy of Engineering diversity impact programme, strives to develop a strategy via evidence-based, beneficiary defined interventions to increase the female representation within Mechanical Engineering. The presentation will outline the project activities and the results thus far to inform inclusive professional practice throughout academia and the wider mechanical engineering profession.

Session 6.3

The great inclusive curriculum bake off!

Dr Kate Evans, Laura Blundell and David Watson, University of Liverpool

Interactive breakout/workshop

We're bringing The Great Inclusive Curriculum Bake Off!* to Advance HE: Brace yourselves - it's Inclusivity week! Staff and students welcome. You'll get: a taste of our Bake Off! Format; an opportunity to (re)consider inclusivity in the curriculum; to develop inclusive curriculum best practice via a Bake Off! 'challenge'; to improve your understanding and knowledge; to experience staff-student partnership; and new ideas! Followed by Q&A and reflections on the format. This innovative, light-hearted format is a new take on the sometimes difficult curriculum conversations which staff and students need to have about Equality, Diversity and Inclusion, as part of curriculum co-creation. *(No actual baking required).

Session 6.4a

LGBTQ+ leadership development in higher education

Professor Catherine Lee, Anglia Ruskin University

Oral presentation

This presentation argues for the introduction of LGBTQ+ specific leadership development programmes in higher education. Drawing on lessons learned from a DfE funded project with LGBTQ+ aspiring school head teachers, the author argues that LGBTQ+ people interact with their educational work environment in distinct ways. Certain behaviours practised over time equip LGBTQ+ people with a set of skills that make them well placed to become effective

leaders in Education. There are skills that LGBTQ+ educators may have in abundance and these are: emotional intelligence; sensitivity to the inclusion of others; connecting with others and team-building; managing uncertainty; courage and risk-taking.

Session 6.4b

LGBT+ culture in higher education

Dr Panagiotis Pentaris, Goldsmiths, University of London and Alan Dudley, University of Greenwich

Oral presentation

Research reveals inequalities faced by sexually and gender diverse individuals in higher education, with at least 50% of LGBT+ staff in academia still facing derogatory and discriminatory language. This project explores LGBT+ culture in higher education and reports that over 80% of sexually and gender diverse staff have experienced or witnessed discrimination, oppression or other microaggressions at their workplace. The study reveals a distinct divide between younger and older academics, while university policies set action plans that celebrate inclusivity, but do not restore relationships with more experienced academics with negative experiences on the grounds of sexuality and gender diversity.

https://docs.gre.ac.uk/_data/assets/pdf_file/0035/297935/lgbt-culture-in-he-research-report-september-2022.pdf

Session 6.6a

Invisible but exposed: The lived experience of disabled academics

Dr Gayle Brewer, University of Liverpool

Oral presentation

Relatively few studies consider the experiences of disabled academics. In this present study, interviews were conducted with academics self-disclosing long-term energy-limiting conditions or conditions that impact on cognitive function. Academics discussed the impact of their condition, disclosure experiences, coping strategies, and the consequences of Covid-19. Interpretative Phenomenological Analysis identified six themes: Identity and the Concept of Disability; Dependence and Vulnerability; Legitimacy, Convention, and Conformity; Workload, Intensification, and Marketisation; Insecurity, Competition, and Comparison; and Perceptions, Othering, and Isolation. A number of recommendations are made directed at institutions and policy makers in order to address academic ableism.

Session 6.6b

Raising voices and learning from the best: A student-staff partnership to improve the learning experience for students with disabilities

Amanda Millmore and Sheldon Allen, University of Reading

Oral presentation

Our partnership of students with disabilities and long-term conditions, academics and a disability advisor was created during the Covid-19 pandemic to investigate the impact of blended learning upon our students with disabilities. Our aim was to raise their voices and learn from their experiences, but with a practical focus to make changes to our teaching practice to improve the experience for those students and the wider cohort. Our student-staff partnership is important as an exemplar of good partnership practice, and for the constructive recommendations that we put forward that were adopted and continue to be used in the longer term. Our students continue to raise their voices as they move on from this project.

Parallel session 7, 11:45 - 12:25

Session 7.1

From word to metaphor, from metaphor to practice, The interpretation of inclusion and diversity from an international perspective

Associate Professor Nick Gee, Dr Elke Emmers and Dr Sibel Inci, Birmingham City University

Interactive breakout/workshop

Teachers play a crucial role in inclusive education. However, their perceptions on inclusion may vary. They sometimes use inclusion and diversity interchangeably. This honest and dynamic workshop aims to create a shared language through collaboration using arts-based reflections on inclusion and diversity. "Thinking in metaphors" as a participatory research design, especially suited for these kinds of workshops, is based on the U theory. The proposed workshop will have five phases: observe, reflect, act, convene, and harvest. In the last phase of harvesting, these 'metaphors' serve as a source of inspiration for talks on inclusion and diversity from the teachers' perspectives.

Session 7.2

Fostering a cohesive campus respectful of religion and worldview diversity: Findings from the IDEALS UK project

Dr Lucy Peacock

Interactive breakout/workshop

How do we create a positive university climate for student engagement across religion and worldview diversity? The IDEALS UK project has adapted ground-breaking US research (Rockenbach et al. 2020), for the United Kingdom's higher education sector, exploring through survey and case study research how different university climates enable or impede positive relationships among students of different faiths and worldview perspectives. This interactive workshop will present project findings and explore how universities and religion and belief-focused organisation practitioners might enhance inter- and intra-faith relations among students, better equipping them to relate respectfully to those with a different outlook from their own.

Session 7.3

Creating meaningful dialogue and action: Translating commitments to EDI into practical, operational delivery

Laura Pacey, McGraw Hill and Dr Sandra Appiah, Middlesex University and Dr Yaz Osho, Westminster University and Eilidh Fraser, Abertay University and Dr Gelareh Roushan, Bournemouth University

Lightning Talk Session

With some EDI initiatives condemned as 'tokenistic' and treated as a compliance exercise by some higher education institutions, this Lightning Talk session will showcase meaningful initiatives in EDI and how to work with intention. With five case studies from Westminster University, Middlesex University, Abertay University, Bournemouth University and Education Solutions partner McGraw Hill, delegates should come away with practical recommendations to create inclusive cultures that take both student and staff voices into account.

Session 7.4a

A family-friendly learning environment? Examining support for students during pregnancy and beyond in UK universities

Dr Lucy Grimshaw, Dr Tom Disney and Justine Gallagher, Northumbria University

Oral presentation

The number of students at university who have caring responsibilities for children is increasing each year, as is the number of students who become pregnant. Evidence suggests these students are less likely to complete their degree compared to their non-parenting peers and are at greater risk of a variety of hardships that may engender significant precarity. Concurrently, extant literature suggests that the landscape of policy and practical support is uneven. This paper will discuss a project which aimed to examine pregnancy, maternity and parental policies and support provided to undergraduate students at universities across the UK.

Session 7.4b

Creating staff-student communities of activism: Experiences of staff working with students to change university campus cultures by campaigning against gender-based violence

Dr Lucy Grimshaw, Claire Dosdale and Dr Ruth Lewis, Northumbria University

Oral presentation

Research and media coverage indicates that gender-based violence is prevalent in universities affecting students' safety and wellbeing. Political actors, student organisations and university policy makers have highlighted the need for institutional and cultural change and yet scholarship points to the limitations of university responses and the intransigent

nature of gender-based violence. How do we change campus cultures within the current HE context? We will discuss a staff-student partnership aimed at raising awareness and understanding; building a community of well-informed students who will break the silence surrounding GBV by engaging in campus activism and developing a supportive group for their peers.

Session 7.5a

Student-led partnership for institutional change

Professor Claire Hamshire, Awo Abdi, Shuab Gamote and Yolande Sumbele, Manchester Metropolitan University

Oral presentation

This session offers reflections on a student-led collaboration between the university and Students' Union that was set up to facilitate the co-creation of solutions to awarding gaps. The Inclusive Learning communities project is a four-year strategic project designed to change how BAME students' experiences are considered and included within teaching practices, to enhance their sense of belonging, increase student satisfaction, and improve student achievement in terms of progression and degree outcomes. We will discuss the 'As I am Campaign' and the BAME Ambassador project that employs students across the institution to provide an authentic and meaningful voice to facilitate change.

Session 7.5b

The MedRACE inclusive curriculum project: Co-creation and delivery in the Medical curriculum

Professor Kate Williams, University of Leicester

Oral presentation

MedRACE (Raising Awareness, Celebrating Excellence) is a student-staff group at Leicester Medical School, working to create a more inclusive teaching and learning environment for all students. Its objective is to learn from students and implement meaningful student-led improvements in Medical Education. This session will outline a range of approaches taken at Leicester to identify areas for change in inclusive curriculum design, including student-selected component projects on developing a more racially inclusive curriculum, working with students to co-develop and co-deliver EDI and active bystander training, as well as delivering training to patient carer educators.

Parallel session 8, 13:15 - 13:55

Session 8.1

Co-creating the EDI vision for the curriculum: Building on decolonial and anti-racist approaches

Dr Kathy-Ann Fletcher and Dr Luke Millard, Abertay University

Interactive breakout/workshop

This interactive session will introduce the audience to the roadmap and process Abertay is developing for embedding EDI within its curriculum. The Abertay roadmap is focused on inspiring an accessible place of belonging for all staff and students through a process that incorporates influences from the wide and diverse range of voices in the Abertay community, internally and externally. The approach to co-creating an equitable curriculum and practice involves students and staff internally as well as local and global co-creators, in line with Abertay's community and international engagement practices. In the workshop, the audience will provide feedback on Abertay's roadmap and scenario plan methods for incorporating the development process within their own institutions.

Session 8.2

Seeing more clearly: Expanding the lens of EDI

Dr Barbara Howard-Hunt and Associate Professor Nick Gee, Birmingham City University

Interactive breakout/workshop

Can we clearly see all that we are looking for? Like 'Alice' we can find ourselves down the rabbit hole, rushing to what we thought was the way out only to collide with unanticipated challenges. We can be left unsure of what to do. Fear can set in, making it difficult to see the person at the centre. Rising to this challenge requires a bold approach, ensuring we do not fear the challenges of intersectionality but seek it out and embrace it. This dynamic workshop will facilitate participants in exploring brave approaches to address some of the challenges commonly encountered.

Session 8.3a

Decolonising the curriculum: A case study of Spanish at Strathclyde University

Vanesa Sabala and Dr Mar Parra, University of Strathclyde

Oral presentation

In response to widespread student mobilisation across UK universities, decolonisation has become a central point in curriculum development. The teaching of Spanish and Modern Languages in general has been monopolised by the European context. In this sense, we seek to challenge the reification of the European perspective in the Spanish classroom in order to underscore not only its global spread but also its cultural, social and linguistic heterogeneity. The key question is: how do we challenge the idea held by many students that there is a "proper" Spanish and "other" Spanish? As educators, it behoves us to expose and challenge extant stereotypes in society. We will discuss examples of activities from our first-year undergraduate course on the subject of race and Spanish in a global context.

Session 8.3b

Indigenous students; Indigenous curriculum; Indigenous way of life: Reflecting on 6 years living and learning Indigenous Studies at the University of Arizona

Dr Charlie Williams, University of East Anglia

Oral presentation

I lived in the USA for six years, studying and teaching in Tucson and researching in Alaska. I taught Indigenous and non-Indigenous students while teaching an Indigenous Studies curriculum. Yet, the experience was so much more than work, books, or theory. My families in Tucson and Alaska taught me what it means to embrace equality, diversity, and inclusion; to live an Indigenous way of life. Reflecting on six years living and learning Indigenous

Studies at the University of Arizona, this presentation will explore my experiences from an EDI perspective from three distinct viewpoints: Indigenous students; Indigenous curriculum; Indigenous way of life.

Session 8.4a

TBC

TBC

Oral presentation

TBC.

Session 8.4b

The power of narrative for engagement in dialogue about contentious issues of racism and white privilege

Dr Alison Purvis, Shirley Masterson-Ng, Prachi Stafford, Ifrah Salih and Mandy Cecchinato, Sheffield Hallam University

Oral presentation

In this session we will share with you the ways in which we used the power of narrative to discuss the insidious impact of white privilege and racism and the impact of people and organisations. Carefully chosen visual and written media were used as stimulus materials to support discussion around white privilege and racism which is prevalent but often unacknowledged in higher education and society. We will share the learning from our work and offer recommendations for how to engage and support colleagues in challenging conversations for positive outcomes.

Session 8.5a

Impact evaluation of a unique intervention to address the Black PhD leaky pipeline

Dr Hannah Griffin-James, Advance HE

Oral presentation

Research England commissioned Advance HE to provide a comprehensive evaluation of an innovative package for Black and Black heritage students to address the Black PhD pipeline. The programme is a reciprocal teaching programme, providing targeted packages of support and training for both students and academic staff based at Sheffield Hallam University or Manchester Metropolitan University. I will focus on sharing the insights from the impact evaluation on the student programme. Which provided research mentorship and wellbeing to improve graduate outcomes and access to doctoral study. The evaluation evidenced how the programme improved students' confidence, resilience, and work-readiness. Many thanks to Dr Francis Awolowo and Dr Iwi Ugiagbe-Green, Sheffield Hallam University and Manchester Metropolitan University, and the ASPIRE team.

Session 8.5b

The Disabled Students Commission: Going forward and no going back

Anne Rowan, Advance HE

Oral presentation

This session will provide an overview of the sector findings related to disability and the key objectives of the Disabled Student Commission (DSC) including an overview of the key outputs to date. The session will also discuss the Disabled Student Commitment, a call to the sector and its bodies to make the step change that is required to create a more inclusive environment.

Parallel session 9, 14:00 - 14:40

Session 9.1

Activities to build diversity confidence and introduce students to ED&I principles in Year 1, Semester 1

Rachel Horn, The University of Sheffield

Interactive breakout/workshop

This interactive workshop involves two short activities designed to build student and staff confidence in talking about diversity and encourage inclusive team working behaviours. These aim to contribute to developing a welcoming academic community by building understanding and appreciation of differences and similarities in peoples' identities (values, beliefs, behaviours, experiences and expectations), helping to think about how this can affect interactions with each other and in society, and encouraging students to be proactive in widening their networks. The Diversity Confidence in Engineering project is supported by the Royal Academy of Engineering under the Diversity Impact Programme - round 1 (Yr 2122).

Session 9.2

Reflecting on the experiential journey: Creating, developing and understanding leadership in Equality, Diversity and Inclusion within a Faculty

Dr Preethi Premkumar, Professor Calvin Moorley, Dr Sara Rye, Zoë Leadley-Meade and Dr Danny Clegg, London South Bank University

Interactive breakout/workshop

London South Bank University (LSBU) appointed equality, diversity and inclusion (EDI) leads in each of its Schools in 2021/22. The leaders' remit was to deliver and embed LSBU's EDI strategy cognisant of the uniqueness of the Schools. LSBU's pioneering EDI strategy has been recognised as a symbol of excellence and shortlisted for two national EDI awards. The composition of LSBU's academic senior management does not yet fully reflect the intersectional diversity of the organisation. Therefore, this session aims to share the experience of LSBU's EDI leads and facilitate discussion about the benchmarks for achieving leadership in EDI within a School.

Session 9.3

Becoming the beanstalk: A network to recognise, strengthen and celebrate the diversity of teaching-focused roles in (UK) HE

Professor Emmajane Milton, Cardiff University and Hannah Cobb, The University of Manchester

Interactive breakout/workshop

This conference asks us to consider the shoulders of giants ... what if we need more than that? Perhaps a beanstalk to support educational giants? Beanstalks are strong because they interweave multiple, divergent stalks together - analogous to the diverse journeys, experiences and expertise of our teaching-focused community. This interactive workshop intends to collaboratively shape and launch our National Network for Teaching Focused colleagues from across UK HE to form the foundation of our beanstalk. The session is predicated upon listening, learning and sharing inclusive practices that give voice to teaching-focused colleagues who can support transformation within HE.

Session 9.4a

Embedding encompassing inclusivity in accessible curricula: How neurodivergent students and staff informed the development of an 'enablist' social pedagogy

Dr Penny Hyams, Arden University

Oral presentation

Arden University supports a high number of neurodivergent students and staff. They have provided feedback to develop new ways of learning and teaching that are inclusive and accessible to all. We are developing a Postgraduate Certificate in Neurodiversity, open to all staff members and offered free to schools and colleges in the UK. Arden University positively

encourages applications from everyone seeking to pursue career and learning goals, positively endowing us with a highly neurodiverse student and staff base. Staff and student voices and inclusion preferences are crucial to the development of our nascent postgraduate programme in Neurodiversity.

Session 9.4b

Collaborating with students on the spectrum: Positive changes through tutor and student conversations

Alison Taylor, Bishop Grosseteste University

Oral presentation

This study uses principles of SENDI, reflective practice and action research, to support diverse learners on an undergraduate degree to participate, to belong and to achieve. The retention of autistic students is low compared to non-autistic students and so ways to gain insight through their perspectives are necessary so that positive changes can improve their university experience. This collaboration establishes comfortable channels of communication and invests time in both ongoing and extended conversations, through email or face to face, as chosen by the students. The individual perspective enables greater understanding of the barriers experienced and the adaptations to be made.

Session 9.5a

“Walking” with Giants: Using EDI data to understand and improve our institutions

Lilinaz Rouhani, University of Edinburgh

Oral presentation

Universities are shaped by people. Throughout the past years, much effort has gone into understanding student experiences - understanding how their backgrounds, experiences, and protected characteristics (and their intersections) are both shaped and affected by their university life and how we can use this understanding. Using a research project as an example, this session aims to apply the same philosophy to University staff, both academic and non-academic. This research has been conducted at university level in 2020, 2021, and 2022 to understand staff's experience of home and hybrid working and informs policy making to improve work experiences for all staff.

Session 9.5b

Podcasting for social justice: Storytelling in student-staff partnerships

Dr Fatima Maatwk, Kyra Araneta and Dr Jennifer Fraser, University of Westminster

Oral presentation

Learning together and from each other is an essential process we go through when building student-staff partnerships. Focusing on the podcast produced by the Pedagogies for Social Justice project at the University of Westminster, which features interviews with students and academics from all disciplines and across several HEIs in the UK and internationally, this talk will illustrate how building partnership relationships and using storytelling to learn from and with each other, can be utilised as methods of decolonising and creating socially-just educational spaces.

Session 9.6a

Imagined futures: Career trajectories of early career Black and Brown women in UK higher education.

Rhianna Garrett and Naomi Alormele, Loughborough University

Oral presentation

From a mixed-heritage, geographical perspective, PhD researchers Rhianna and Naomi question what motivates racialised minority early career researchers (ECRs) to pursue academic careers and examine their perceived sense of belonging within the space. Using preliminary survey and interview data, they present an examination of the experiences, perceptions, and motivations of racialised minority ECR's in multiple UK universities to

maintain an academic career trajectory, highlighting institutional and structural causes of inequality and staff underrepresentation along racial lines. They argue the importance of both present and future-orientated research, investigating intentions and imagined futures to predict racialised minority career patterns to come.

Session 9.6b

A system-wide transformation programme to diversify our research talent pipeline and promote inclusive research practice and culture

Professor Rachel Cowen, University of Manchester

Oral presentation

Prioritisation of EDI in Research and Innovation is more than a legal and moral imperative. Without diverse researchers and a responsible and inclusive research approach, we restrict research standards and quality, the societal relevance of research solutions and the global challenges we prioritise. This paper will highlight the progress and impact of a university-wide, inclusive research transformation programme to promote equity of research opportunity, build authentic and inclusive research leadership capacity, further our understanding of structural inequalities in our research ecosystem and promote inclusive research practice and culture fit for the future.

Poster session, 14:40 - 15:05

Session P2.1

Neurodiverse experiences of cognitive load in online education

Anne-Laure Le Cunff, King's College London

Poster

Co-designed in partnership with a research advisory board of neurodivergent students, this study used a qualitative comparison design with a sample of 14 neurotypical and 12 neurodivergent university students to compare and contrast their experiences of cognitive load in online education. While neurodivergent students reported many similar experiences compared to their neurotypical peers, some challenges were greater for neurodivergent students, causing additional stress and difficulties in effectively engaging with the educational content. The results of this study suggest there is a need to further explore the relationship between neurodiversity and cognitive load in online learning to ensure fully inclusive learning.

Session P2.3

Teaching composition in a flipped classroom

Dr Scott McLaughlin and Professor Martin Iddon, University of Leeds

Poster

Over the past ten years, the world of composition has changed radically: young composers are increasingly concerned with gender, race, and ability, questioning the centrality of craft or value, seeing no reason to avoid the 'popular', asking what connection they can have with a wider social sphere. They are less concerned with ideas of autonomy, or with being labelled 'composers' at all. This project, funded by the Leeds Institute of Teaching Excellence, sought to explore how this movement could be recognised and reflected in teaching at HE level, looking at how to bring the benefits of flipped classrooms to composition teaching at the University of Leeds.

Session P2.4

Reflecting on the experiential journey: Creating, developing and understanding leadership in Equality, Diversity and Inclusion within a Faculty

Dr Preethi Premkumar, Professor Calvin Moorley, Dr Sara Rye, Zoë Leadley-Meade and Dr Danny Clegg, London South Bank University

Poster

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Session P2.5

The inclusive higher education framework: From good intentions to institutional change

Dr Katharine Hubbard and Paula Gawthorpe, University of Hull

Poster

Inclusivity is essential for all students to make the most of higher education. However, lack of understanding of the breadth and depth of inclusivity 'on the ground' often lags behind the aspiration to be truly inclusive. This session will present the Inclusive Higher Education Framework and accompanying resources, developed at the University of Hull in partnership with six other institutions. The co-creation project relied on learning from the perspectives of diverse academics, senior leaders, professional services staff and students. Participants will explore what is meant by inclusive practice, and how all areas of an institution can make positive change.

Session P2.6

Mentorship as a widening participation resource across Northern Ireland

Heynes Brown, Joana GC Rodrigues, Rohan Chikhal, Umme Alam and Lee Fernandes, In2MedSchool

Poster

Despite 40% of the UK being working class, only 4% of UK doctors come from such backgrounds. This statistic is what In2MedSchool is trying to address by providing free 1:1 mentorship for widening participation pupils wishing to access higher education, with a focus on aspiring medical students. Mentorship allows networking with current medical students, something nearly 50% of schools struggle to facilitate as they've never had a single student apply to Medicine. In2MedSchool is the first initiative of its kind to purposefully include Northern Ireland in an inclusive, equal manner to other UK nations. We aim to discuss our reasons behind this decision and analyse our ongoing impact across the country.

Session P2.7

Inclusion perception index in Business Administration and Management students

Dr Montserrat Núñez Chicharro, Dr María Jesús Gutiérrez-Pedrero, Dr Marta Retamosa Ferreiro, Dr Marta Tolentino García-Abadillo, Dr Elena Merino Madrid, Dr María Jesús Ruíz Fuensanta and Dr Inmaculada Alonso Carrillo, Castilla - La Mancha University

Poster

A diagnosis of diversity and inclusion performance in universities requires the identification of possible attitude barriers. This can be discovered by studying the feeling of university students about educational inclusion, considering that they will become future business leaders who will have to operate in diverse and globalised environments. The aim of the study was to test the opinion of students of the degree in Business Administration and Management regarding different aspects of diversity and inclusion in their educational context. In our study, we have considered it suitable to use the scale perception of University Inclusion designed by Losada *et al.* (2022).

Session P2.15

Always more to learn; always more to do: A journey between the classroom, administration, volunteering and lived experience in the EDI practitioner's continuing professional development.

Dr Ryan Prout, Cardiff University

Poster

In this poster I will outline how teaching experience, formal EDI work, volunteering, and lived experience can be complementary both in developing the equality agenda and in one's continuing professional development as a practitioner. I will do this by briefly outlining my contribution to curriculum design, linking this to what I learned from discussion with giants of the corporate world as a volunteer at Europride's International Human Rights Conference (2022). I ask if individualised contributions to EDI goals can be introduced to HEIs and what must change if the contributions of neurodiverse employees are to be properly recognised and developed.

Session P2.20

Evaluating "belonging": Exploring student and staff experiences of cultivating diverse, inclusive and conscious approaches to creative practice

John Boddy, University of Falmouth and Dr Frances Johnson, Applied Inspiration

Poster

A collaboration between The Fashion and Textiles Institute at Falmouth University and Applied Inspiration, this session will outline findings of an evaluation of a Level 4 module entitled "Belonging", which aims at cultivating diverse, inclusive and conscious approaches to creative practice. We are looking forward to sharing findings from our creative research with students and staff, and to speaking of the design and origins of this module, and its location as part of institutional commitments to equality, diversity, and inclusion and as part of a broader context of anti-racist practice in this area.

Session P2.21

Oral history as pedagogy: Reflecting on personal and community stories

Dr Alya Khan, London Metropolitan University

Poster

This session will explore the innovative use of oral history methods in learning, teaching and research. It will draw on findings from a study conducted with students taking an undergraduate module on a Health and Social Care degree focusing on health care ethics and research in professional contexts. Connections and similarities between aspects of both oral history and critical pedagogy traditions and methods will be considered; and, the session will offer an interactive and participatory discussion on different ways both oral

history and critical pedagogy approaches might contribute to creating a decolonising social justice curriculum.

Session P2.22

Lived experiences of female-identifying Mathematics PhD students

Dr Laura Wadkin and Kaitlyn Ries, Newcastle University

Poster

Women (and other gender minorities) are still under-represented in academic Mathematics, with only 20% non-cis-male PhD students and 6% non-cis-male professors in the UK (London Mathematical Society's Good Practice Report). In this session we will present the results from a study at Newcastle University exploring the lived experiences of female-identifying Mathematics PhD students through a series of one-to-one interviews. We seek to understand the extent to which the participants feel their gender has impacted their experiences as Mathematics PhD students, including their relationships with supervisors, their view of role models, their identity as a mathematician, and their post-PhD choices.

Session P2.23

Creative changemakers: Recognising and rewarding the agency, power and impact of students

Melanie Welaratne and Zena Rashid, Nottingham Trent University

Poster

Creative Changemakers is a Nottingham Trent School of Art & Design competition which celebrates work that aims to generate an equitable creative community. The awards aim to inspire students to celebrate their heritage, explore diverse perspectives and incorporate inclusive practice and social justice into their projects. The competition recognises the agency, power and impacts each individual has to change the world we live in for the better.

Session P2.24

"That's not my name": The importance of using a student's name and pronouncing it correctly

Laura Maguire and Emma Tonks, Birmingham City University

Poster

In this session, name usage and the importance of pronouncing student's names correctly will be explored. Two elements around the use of names will be explored in depth: how students feel when addressed directly by their name by teaching staff, and how students feel when their name has been mispronounced or spelled incorrectly. The results will be shared, and areas of good practice and areas of improvement will be highlighted. Race Equality Matters 2020 found that 73% of respondents from 100 different organisations had their names mispronounced which resulted in them feeling not valued, not important, disrespected and frustrated. The results from this research will be used to implement changes in practice to promote equality, diversity and inclusion.

Session P2.25

Developing selection procedures that support student diversity in health professions education: Insights from the applicant perspective

Suzanne Fikrat-Wevers, Erasmus MC

Poster

Applicant perceptions of selection can influence applicant motivation, performance and withdrawal. Moreover, applicant perceptions are potentially relevant for student diversity; applicants from underrepresented backgrounds may be particularly susceptible to the effects of negative perceptions. This presentation will focus on our research on applicant perceptions of selection. We firstly investigated applicant perceptions of commonly used selection tools, the rationales behind these perceptions and subgroup differences in perceptions. Secondly, we examined what values applicants believe underlie a selection

procedure that does justice to applicants' potential and societal needs, and how these values can be translated to specific changes to the selection procedure.

Session P2.26

Unveiling barriers to interculturality in the international classroom: A collective critique of established conceptions to realise and develop effective strategies for inclusive intercultural student engagement.

Dr Julia Bohlmann, University of Glasgow and Dr Cameron Graham, Edinburgh Napier University

Poster

This poster will encourage delegates to identify and overcome barriers to interculturality in the international classroom. Delegates will be introduced to, and encouraged to reflect critically on, intercultural concepts, such as power distance (Hofstede 1986) and low/high context cultures (Hall, 1989). It will then introduce potential strategies to overcome communication impasses in teaching using current scholarship in intercultural pedagogy (Lee, *et al.* 2017; Page, 2021).

Parallel session 10, 15:05 - 15:45

Session 10.1

REC/Athena Swan Charters Case Studies

Shames Maskeen, Leeds Trinity University, Judith Rankin, Newcastle University and Camilla Gibson and Becky Oselmo University of Southampton

Case Studies

This session will be an opportunity to hear from recent Athena Swan and Race Equality Charter award holders as they share their experiences and outcomes of going through the charter processes. Topics covered include sharing on successful initiatives such as running a dedicated EDI fund and general approaches to, and advice on, advancing race and gender equality in their Institutions (eg, facilitating stakeholder buy in).

Session 10.3a

Inclusive assessment: How do we involve students?

Dr Cecilia Oyugi, London Metropolitan University

Oral presentation

This presentation will focus on student feedback obtained from a university-wide research project on Inclusive Assessment. A small sample of second and third year students were asked to reflect on their assessments from the previous academic year, and then respond to questions based on an internally drafted strategy framework. These students' responses form the basis of this presentation, and recommendations are made for consideration by Programme/Course teams when designing and implementing Inclusive Assessment.

Session 10.3b

Addressing the inclusivity of assessment practice in HE: Addressing the educator deficit model

Dr Olatunde Durowoju, Liverpool John Moores University

Oral presentation

This study explored the extent to which inclusivity is embedded in assessment design and the ways that academic staff support diverse student cohorts to succeed. Based on data collected from semi-structured interviews with 29 academics at a North-West university, the research findings indicate that only a few academic staff explicitly considered racial inclusivity when designing assessments and deciding the support opportunities offered to students. This highlights an educator deficit model which needs to be addressed. The presentation will highlight the perception and level of commitment academics show in their assessment design and support strategy towards differing student needs

Session 10.4a

Creative changemakers: Recognising and rewarding the agency, power and impact of students.

Melanie Welaratne and Zena Rashid, Nottingham Trent University.

Oral presentation

Creative Changemakers is a Nottingham Trent School of Art & Design competition which celebrates work that aims to generate an equitable creative community. The awards aim to inspire students to celebrate their heritage, explore diverse perspectives and incorporate inclusive practice and social justice into their projects. The competition recognises the agency, power and impacts each individual has to change the world we live in for the better.

Session 10.4b

Are fitness to practise processes in Pre-Registration Nurse Education consistent and fair?

TBC Karen Chandler, City University of London

Oral presentation

Fitness to Practise (FtP) is defined as 'one has the knowledge, skill, health and character to deliver safe and effective care'. FtP processes are used to respond to concerns in registered health care professionals and students on professional programmes. Although the student is not yet 'fit to practise', FtP processes are used to address concerns about student conduct/performance. There are reported concerns about systematic bias in registrant FtP processes; yet little is known about FtP in health and social care students. This poster will provide an overview of the literature and how we can ensure consistency.

Panel 16:05 - 16:50

Getting our sums right - Recognising social class and socio-economic status in our approach to EDI.

Chair: Charles Knight, Assistant Director Knowledge & Innovation, Advance HE

Panellists: Jess Moody, Doctoral Researcher, Loughborough University, Jamie Shaw, Head of Strategy, Planning and Governance, The Bar Council and Shames Maskeen, Lecturer in Developmental Psychology, Leeds Trinity University.

The panel will consider that persistent racialised inequity, particularly in Higher Education, has meant that there has been an increased attention by regulating bodies (Office for Students and others) to identify and implement changes which could mitigate and minimise these gaps. Many EDI practitioners have therefore had to respond to claims of losing focus on other areas of inequity, however is this really - as some academics position it - a zero sum game? Or is this as Guinier and Torres indicate an opportunity for us to use the 'canary in the mine' as an opportunity to deal with potential sites of inequity like social class and socioeconomics? We invite panellists and the audience to discuss ways in which we can approach inequity