

Advance HE EDI Conference 2024

The future is now: Building EDI practice for the changing world of HE

Poster abstracts

Day 1 - 6 March 2024

Poster reference: D1P1 Practice Tutors' views on their readiness for supporting pre-registration nursing students from The Open University who require reasonable adjustments for clinical placement

Dr Liz King, The Open University

Pre-registration nursing students include those with a disability who require support to maximise achievement of clinical proficiencies i.e. reasonable adjustments. Similarly to research reporting on other relevant stakeholders, Practice Tutors could feel unprepared in supporting these students. Utilising a broad interpretivist paradigm, data was collected from focus groups involving ten nursing Practice Tutors. Three main themes were identified as 'it's complex', 'impact of engagement' and 'a cohesive approach' along with associated subthemes. Despite the obvious interest in helping their nursing students who require reasonable adjustments for clinical placement, Practice Tutors can be hindered by existing barriers.

Poster reference: D1P2

Removing barriers and creating supportive work opportunities for neurodivergent individuals

Helena French, University of Nottingham

Neurodiversity reflects the natural difference in our brains. Estimates suggest 15-20% of the population are part of neurominorities, (Doyle, 2020) such as autism and dyslexia. However, only 30% of autistic and 25% of individuals with severe or specific learning disabilities are in employment, compared to 83% of non-disabled working-age adults (Department for Work and Pensions, 2023). This poster focuses on the employment support programme being piloted in the Faculty of Science, University of Nottingham. Specifically sharing knowledge on; routes in place for recruitment, reasoning behind the structure of placements and support for participants and their line managers and teams.

Poster reference: D1P4

A STEP forward: Systemic targeted educational progress in decolonising the curriculum

Dr Kerri Akiwowo, Loughborough University

An integrative methodology for Systemic Targeted Educational Progress (STEP) examined ways to begin decolonising the curriculum in higher education. The STEP model offers a creative approach to learning and teaching from a decolonisation perspective within the study of textiles. British textile design curriculum traditionally overlook and under-represent the diversity of individuals who have contributed and continue to advance the discipline in academia and industry. One impact is students limited subject knowledge and comprehension including an awareness of global perspectives, diverse narratives and

alternative identities, thus creating an intelligence gap. A proactive STEP approach can be replicated across disciplines and institutions.

Poster reference: D1P6

Tackling under-representation in STEM communication

Dr Wayne Mitchell, Imperial College London

Where are the experts that look like me? For under-represented and minoritized groups it's an all too familiar questions; why are people that look like me not asked their experts opinions or are they not given the same opportunities? The IAO Media Academy provides media skills training for these groups to develop the competence, confidence and opportunity so that their voices are included in the conversation. We will outline the journey from inception to delivery, and share the insights gained and the tangible outcomes of those who have utilized the skills learnt from our initiative.

Poster reference: D1P7

Using digital pedagogy to tackle imposter syndrome in first-generation students

Natalie Quinn Walker, Birmingham City University

First-generation students may struggle with imposter syndrome which negatively impacts their experience. Imposter syndrome is when students question their ability and whether they fit within the university. It can be difficult for students to overcome without support. Thus, the need to incorporate new approaches into the classroom enhances the learning experience and provides encouraging support.

Poster reference: D1P8

Developing a framework for assessing curriculum inclusivity with student partners from multiple departments

Katie Stripe, Imperial College London

What if you had data on how representative your whole course is of certain minoritised demographics? What could you do with this information? Students from three STEM disciplines are working with staff to develop a framework that collects exactly that data. This presentation will share the preliminary questions that have been developed and early data from the collection phase. It will also share insights from the wider project in which this work is being done which is looking at inclusivity and representation in curricula and providing solutions to issues highlighted by the collection of the data being collected.

Poster reference: D1P9

Listening to marginalised student voices to better understand inequitable outcomes

Rehana Awan, Open University

Degree awarding gaps are a multifaceted and complex societal challenge, rooted in decade old persistent inequalities which disproportionately affect Black and Brown students. By listening to the student voice, we can better understand how Black and Brown students experience higher education and how barriers, whether perceived or actual, create inequitable outcomes. However, the voices of marginalized students are often silenced or unheard. This session draws on the early findings from my doctoral research to share the untold and hidden stories of Black and Brown students studying at the Open University, to enable delegates to reflect on their own settings.

Poster reference: D1P11

Black Professors in Business Schools: The journey from exclusion to inclusion, and the search for belonging.

Dr Olajumoke Okoya, University of East London and Professor Jonathan Passmore, Henley Business School

The university as a microcosm of the society sometimes mirrors some of the challenges experienced by Black people in UK society. This study focuses on the lived experiences and challenges faced by Black academics. This comparative study between the US and the UK business schools seeks to understand the journey of exclusion often experienced by Black academics from the apex of ivory tower of UK HEIs by engaging with multiple stakeholders (VC and Deans to leaders of business professional bodies and black academics) to co-create strategies to disrupt the status quo and bring about a sea change in the sector.

Poster reference: D1P13

Strategies for improving EDI in PhD recruitment: A case study from the ACCE Doctoral Training Partnership

Dr Rachael McLaughlin, University of Liverpool

Underrepresentation of minoritised groups is prevalent in PhD recruitment, and in environmental sciences. The environmental science focussed ACCE Doctoral Training Partnership undertook a project to empirically identify areas of underrepresentation in their recruited students and evaluate the potential impacts of implementing alternative recruitment processes to provide tailored recommendations for change. This presentation will present the methodologies used for identifying areas of underrepresentation; discuss strategies for improving equity, diversity, and inclusion in doctoral recruitment, including the associated complications; and report on the practical experiences and effectiveness of implementing changes designed to improve equity, diversity, and inclusion.

Poster reference: D1P15

Valuing marginalised voices: a co-creation approach to improving student experience

Dr Anthony Ogbuokiri, Dr Rebecca Gamble, Nottingham Trent University and Liz Hardie and Carol Edwards, Open University

By creating opportunities for learning from marginalised voices and experiences, working in collaboration with diverse students, we can better understand and address EDI challenges and co-create effective improvements to the student experience and curriculum. This presentation will share insights and evaluations from innovative co-creation activities with diverse students, including incentive-driven competitions, EDI celebratory events, and partnership work with EDI Student Ambassadors. This includes cross-departmental work within the School of Architecture, Design, and the Built Environment (ADBE) at Nottingham Trent University (NTU) and cross-institutional work with The Law School at the Open University (OU) and includes the students' perspective through video.

Poster reference: D1P23

Evolving evaluation: Using theory of change in the iterative evaluation of the ASPIRE programme to address the Black PhD leaky pipeline

Dr Florence Reedy, Advance HE

This session will outline the evaluation process of the ASPIRE programme, a unique intervention to address the Black PhD leaky pipeline. ASPIRE is a reciprocal teaching programme, designed to provide research mentorship and wellbeing to improve graduate outcomes and access to doctoral study for Black and Black heritage students. This session will explore the process and impact evaluation of the programme over three years and three cohorts of scholars and supervisors, sharing best practice in programme evaluation. The presentation will outline the Theory of Change (ToC) process, including the ways this fed into the evaluation of the ASPIRE programme.

Poster reference: D1P26

‘A place for Us’: Exploring the lived experience of disability in Law School

Dr Elisabeth Griffiths, Northumbria University, Jean Moore, Dr Elaine Gregersen, and Joss Barrowcliff, Northumbria University

This paper reports on the development of a learning and teaching enhancement project on disability in Law School. Research conducted with disabled Law students (Griffiths, 2021) revealed a complex student transition through Law School where identities are constructed and re-constructed on multiple occasions in different contexts. “A Place for Us” is a collaborative co-created project between Northumbria Law School, the Student Accessibility Team, the Technology Enhanced Learning team, and Law School students. Creating a 'Disability Toolkit' to address important questions about disability with a view to increasing student engagement, success, and improved wellbeing through increased disability awareness in staff.

Poster reference: D1P30

Addressing racial attainment gaps: The Holistic Attainment Gap Change Model (HAGCM) for equitable education

Dr Obehi Sule, Anglia Ruskin University

Explore the cutting-edge Holistic Attainment Gap Change Model (HAGCM), designed to bridge the racial attainment gap in UK higher education. This session delves deep into systemic issues, innovative curricular approaches, and transformative institutional strategies. Grounded in a rich blend of established theories and aligned with the United Nations' SDG 4, the HAGCM provides a comprehensive roadmap for institutions to foster an equitable educational environment. Join us to unveil actionable insights and progressive strategies, propelling institutions toward a future where every student, irrespective of racial background, has an equal chance to succeed.

Poster reference: D1P32

The EDI practitioner’s skillset to an inclusive classroom

Lour Nader, Canterbury Christ Church University

Ensuring effective learning is a top priority in teaching. To achieve this, we must address students' needs, making them feel included, respected, and celebrated. Join my session, where I'll shed light on vital EDI-related classroom issues, offering practical advice and real-life examples. Let's make education inclusive and effective together.

Poster reference: D1P35

Tackling Fashion industry representation: Enhancing the employability of black, brown, mixed-race and international students

April Kalu and Lisa Trencher, Manchester Metropolitan University

The challenges surrounding equality, diversity and inclusion within the Fashion industry are not new, but the current narrative puts these challenges at the top of the agenda within higher education, the workplace, and wider society. This is an opportune moment (arguably overdue) to ask; How can we support employability success for black, brown, and mixed-race students? As educators in the employability space, passionate about equality, our approaches are essential to this success. Undertaking a holistic approach (which also extends to support the employability of international students) we explore current university provision, industry perspectives and, most importantly, student and graduate voices.

Poster reference: D1P36

Decolonising higher education recruitment for international early career researchers

Dr Evi Viza, University of the West of Scotland, Dr Ronita Bardhan, University of Cambridge and Dr Farzana Rahman, Kingston University London

EDI in higher education has gained prominence since Athena SWAN was founded in 2005 to promote women in STEM, racial equality, EDI committees, and Decolonising the Curriculum in UK universities. Yet, efforts to increase diversity in recruitment through bias training, eliminating gendered language and geographical biases in reference letters is required to acknowledge background diversity which often disadvantages international and early-career candidates. The proposed workshop led by EPSRC Women in Engineering Society Ambassadors addresses this issue and shares best practices with international academics and recruitment panellists. The interactive session aims to improve UK academia's EDI and promote fairer recruitment.

Day 2 - 7 March 2024

Poster reference: D2P1

Making diagrammatic spaces with wise women

Dr Joanna Leah, Leeds Beckett University

Dr Joanna Leah facilitated co-creation for three Wise Women EDI-funded projects through artistic diagram making. Creating 'zones of conversation' that included calls to action, feminist quotes, objects, cutting-up text, poetic phrases in tabletop charts, persona placemats and floor diagrams, Leah shapes a strategic investigative model for women's lived experiences in higher education. This approach enabled an embodied and collective sense of agency whereby women were empowered to speak, write, identify obstacles, and propose alternative modes of support and policy in a playful and witty manner.

Poster reference: D2P2

Equalities and culture in Corporate Services: Designing and delivering an EDI survey for the University of Edinburgh's Corporate Services Group

Bethany Parsons, University of Edinburgh

The University of Edinburgh's Corporate Services Group (CSG) published its first EDI Plan in 2021, establishing a collaborative vision for EDI that responds to the changing nature of its staff population. Some of the plan's objectives could be evaluated through workforce statistics and pay gap data, but an essential impact metric was identified – the employee experience of our equality and inclusion efforts and workplace culture. This poster presents the journey from designing the CSG EDI Survey, to key considerations for delivery of the survey, to the headline findings – and how they're influencing the refreshed CSG EDI Plan.

Poster reference: D2P3

Transformative pedagogical initiatives: Enhancing social mobility of a diverse student body

Dr Karan Rana, Aston University

The attainment gap identifies minority students frequently underachieve when compared with their White counterparts. Consequently, they are devoid of vocational opportunities, in an ever-challenging job market. The aim of this session is to highlight key findings generated by analysing alumni data in conjunction with student-led focus groups investigating the great success Bioscience undergraduates have had in securing post-graduation work. This work highlights the integration of transferable skills, placement workshops and vocational skills training throughout the programme which have benefitted our students. The objective of the

session is to highlight areas which can better support students but equally praise good practice.

Poster reference: D2P4

Identifying barriers to education: A path towards inclusive practices in the UK

Iman Federico Awi, University of Leeds

This research explores barriers to education for black students in further and higher education in the UK. Examining the disparities in participation and attainment rates, the study delves into the root causes, such as socioeconomic status, systemic racism, and social exclusion. As the conference theme, "Responding to the changing nature of student and staff populations," emphasises evolving demographics, this research aligns by proposing actionable strategies to respond to the unique challenges faced by black students. It contributes to fostering diversity and inclusivity in education, offering a roadmap for institutions to create equitable learning environments for all students.

Poster reference: D2P6

Engage, Reflect, Transform: The role of personal narratives in disrupting the educational power dynamics

Laurel Chaproniere, Nottingham Trent University and Star Wilkes, The University of Wolverhampton

"Engage, Reflect, Transform" seeks to dismantle educational power dynamics, employing 'letters to self' as a reflective tool for educators to share personal educational journeys with students. Aiming to foster empathy and connectivity, this practice humanises educators, encouraging openness and dialogue. The narration of impactful educational experiences, and reflexive descriptions of desired insights we wished we had, we explore the transformative potential of personal narratives in education, gaining strategies to implement this empathetic approach in their own teaching, ultimately contributing to a more inclusive learning environment.

Poster reference: D2P8

Building an inclusive university through encouraging critical self-reflection

Frank Jordan, Ivna Reic and Claire Drakeley, The University of Northampton

The University of Northampton's sector-leading Cultural Inclusion Programme was designed and piloted in the 2020-21 academic year as a student-facing training programme. Its core aim was to help tackle the racialised award gaps through building an inclusive and supportive student community. Since then, the programme has evolved into an institution-wide initiative aimed at building a truly inclusive university through encouraging both staff and students to reflect critically on their own understanding of core EDI concepts and, especially, their own privileges. This session will report on the impact and value the programme has had at UON to date.

Poster reference: D2P13

Supporting staff and students: The evolving skills of an inclusivity champion

Dr Luke Norris and Dr Linda Greening, Hartpury University and Hartpury College

Increasingly, society is becoming more diverse, and this is being translated into HE. We have a civic duty to prepare our staff and students to engage fairly with those they encounter on a day-to-day basis. Conversations around inclusivity are historically limited by lack of confidence and knowledge around inclusivity-related issues. We aim to discuss the development of the Inclusivity Champions concept at Hartpury University and offer a safe space for colleagues to talk through inclusivity issues alongside our own case studies. It will

also provide practical implications of the continuous development of the EDI practitioner skillset for inclusivity champions.

Poster reference: D2P16

Capturing challenging educational experiences in privileged and marginalised undergraduate students in Engineering

Dr Neha Chandarana, University of Bristol

Ca-pow is a project funded by the Royal Academy of Engineering Diversity Impact Programme, and one of its central aims is to capture challenging educational experiences in UK-based Engineering students based on their (marginalised) intersectional social identities. The project is delivered through three workstreams (WS), which use co-creation as a core methodology to capture data about the experience of intersectionally disadvantaged undergraduate Engineering students, evaluate the impact of widening participation initiatives, develop training content for delivery to academic personal tutors, and to develop a framework of guidance for the equality officers of Engineering-related student societies.

Poster reference: D2P20

Wise Women Too

Dr Joanna Leah and Dr Alia Fadel, Leeds Beckett University

Dr Joanna Leah and Dr Alia Fadel will facilitate an interactive global café style workshop adapted for the Wise Women 2.0 project as part of the Leeds Beckett Wise Women programme, which aims to empower women in academia through collaborative and co-created events and outputs. Wise Women 2.0 aims to give voice to women's experiences of obstacles to progression at different stages in their careers. Thematic analysis of 20 semi-structured interviews informed the design of Place-mat Personas and Table-top charts to facilitate discussion and explore alternative strategies for fostering an EDI community of knowledge, collaboration, and targeted progression for women.

D2P21. 'A place for us': Exploring the lived experience of disability in law school

Dr Elisabeth Griffiths, Jean Moore, Dr Elaine Gregersen and Joss Barrowcliff, Northumbria University

Dr Elisabeth Griffiths is an associate professor, Northumbria Law School, Northumbria University. She is an employment lawyer with specific interest in equality law and disability legal studies. She is also a solicitor (non-practising). Her research interests focus on equality, disability, and legal education. She has a professional doctorate in Law on the lived experience of disability in law schools and has a particular interest in building inclusive professional cultures for disabled Law students as they transition from education into the legal profession.

Poster reference: D2P22

Emerging principles for EDI in Transnational education (TNE)

Sally Baden and Anne Moore, Advance HE and Joana Westphal, Universities UK-International

This interactive workshop session asks how EDI can be effectively embedded in UK transnational education (TNE), which is a growing part of many UK HEIs' international activity. In the session, presenters will share and facilitate discussion around principles developed and emerging good practice identified in a recent roundtable series on EDI in TNE in the Middle East, co-convened by Advance HE and Universities UK-International. The session aims to spark reflection among EDI leaders and practitioners on the challenges of,

as well as opportunities for, embedding EDI in transnational education, so that they can more effectively support their institutions' TNE work.

Poster reference: D2P23

Public Legal Information Clinics designed and delivered by law students to support Communities.

Siobhan Cullen, Open University/ Atlantic Technological University Donegal, Dr Bronagh Heverin, ATU Donegal

This paper explores public legal education based on the design and development of resources providing legal supports to LGBT+ communities as well as enhancing awareness of migrant rights, delivered by Open University and Atlantic Technological University (ATU). This objective of public legal education is to enable vulnerable communities to gain insight into their legal rights and reduce the elitism sometimes attributed to law. It also aims to promote interest in legal rights and duties in secondary school pupils, thus promoting good citizenship. The projects are co-designed between law students and community organisations and delivered in schools, thus promoting EDI.

Poster reference: D2P25

Doing EDI work in Higher Education: Knowledge, care, and emotions

Jess Moody, Loughborough University

An introduction to the academic research into the experiences of different 'EDI' workers in HE. Focusing on 'critical diversity scholarship', this overview will highlight issues such as: how EDI staff and students experience intersectional harms and unequal emotional labour; and the tensions of navigating activism, 'complicity', and fatigue. Informed by a doctoral literature review of emerging research, day-to-day experiences will be situated within the wider question as to the role of 'EDI' in authentically challenging inequity in HEIs. Attendees will be prompted to reflect on how this body of scholarship could inform their own EDI work.

Poster reference: D2P26

Driving transformative change: Becoming Black Lawyers (documentary); a catalyst for curriculum review

Professor Arad Reisberg, Brunel University London

Brunel Law School hosted the first screening/exclusive interview with the cast/filmmaker of the multi-award-winning documentary *Becoming Black Lawyers*. The screening of this painful/moving US documentary led to transformative activities and deeper understanding of deep-rooted racism policies/problem that were in place. It assisted making the environment more welcoming and hospitable for all students. It was also a catalyst to creating educational environment where openness, diversity of perspective and experience are valued. The presentation will explore the reflective activities developed, the practical and uneasy questions that needed to be addressed and provide a roadmap/signpost for activities elsewhere in the future.

Poster reference: D2P29

Decolonising 21st century curricula in the Law of Trusts

Matthew Carn, University of Salford

The promotion of EDI in higher education can produce extremely positive outcomes in traditional academic subjects. Within the discipline of law, the area of trusts has often been found wanting with respect to divergent pedagogical approaches while satisfying necessary learning outcomes. Decolonisation is an effective method of adapting existing curricula in trusts law and engaging with an increasingly diverse population of learners. The process can help to engage students who may otherwise feel marginalised and increase the relevance of

material. In addition, decolonisation provides an opportunity to make research more inclusive, furthering scholarship in this essential area of law.

Poster reference: D2P36

Developing university guidance for the socio-emotional needs of students with vision impairment: Findings from phase one

Dr Ifigeneia Manitsa, University of Birmingham

This is a one-year study funded by the Thomas Pocklington Trust that has initiated the development of university guidance for the socio-emotional needs of students with vision impairment in HE. All our activities aim to promote participatory research in the areas of vision impairment and HE with a focus on priority setting and co-production. Two advisory groups of students with vision impairment and professionals have been developed for the purposes of this study which has identified a lack of holistic and person-centred approaches to the socio-emotional needs of people with vision impairment wishing to attend HE in the UK.

Poster reference: D2P37

Research support during the early months of COVID-19: A comparative analysis of the impact on staff from SHU and USP

Dr Marjory Cristiany Da Costa Abreu, Sheffield Hallam University

This session will contribute to the ongoing discussion about the impact of the pandemic on higher education. By providing a detailed examination of the experiences of professional services and academic staff, it adds a human perspective to the broader narrative. The comparative aspect of the research allows for a nuanced understanding of how national context and institutional structure shape responses to crises. This can inform future crisis management strategies in higher education.