

Equality, Diversity and Inclusion Conference 2023: The Shoulders of Giants: Listening, Learning and Improving our Practice

15-16 March 2023, Double Tree by Hilton, Hull

# Conference Programme

This document provides a breakdown of the programme for Advance HE’s Equality, Diversity and Inclusion Conference 2023.

The conference will take place between Wednesday 15th and Thursday 16th March 2023 at the Double Tree by Hilton, Hull, UK.

Both days will follow a similar format, starting with a welcome address and keynote speakers, followed throughout the day by workshops, lightning talks and oral presentations scheduled into parallel sessions, along with a scheduled time for poster viewing and discussions, and a closing panel session.

Lunch and refreshments will be provided each day for delegates at the conference in the Ballroom Foyer.

There will be a conference dinner and evening entertainment between the two conference days on 15th March.

# Day 1 Programme, 15 March 2023

Registration for Day 1 is open from 09:30 in the morning. The registration desk will be positioned in the Ballroom Foyer of the hotel, where we will also be serving refreshments as you arrive. You will also find the poster exhibition and stands in this area.

## Main Plenary Session

The main plenary session for Day 1 will be held in Ballroom 1 and 2 and will commence at 10:00.

This session will feature an opening welcome from David Bass, Director, EDI (Interim), Advance HE, and Lindy-Ann Blaize Alfred, Lead Consultant, EDI, Advance HE and will be followed by our opening keynote. There will be opportunities for questions from the audience at the end of the session.

**Session title:** Reflections, I’ve had a few…

**Keynote:** Dr Shaid Mahmood, Pro Vice Chancellor for Equality, Diversity and Inclusion, Durham University and Laura Curran, Student, Durham University.

**Summary abstract:** The keynote speech will reflect on the challenges and opportunities for EDI in the 2020s, framing the contribution in the context of the country’s education system, societal changes in our communities, poverty and inequality in our neighbourhoods and the case for continued cultural change in organisations to address significant challenges for the nation.

The keynote session will finish at 10.40.

## Refreshment break

The morning refreshment break will take place in the Ballroom Foyer between 10:40 and 11:00. Delegates will have the opportunity to network with colleagues, view posters created for the conference, and visit exhibition and sponsor stands.

## Parallel Session 1

In parallel session 1, six sessions will run simultaneously between 11:00 and 11:40. Delegates should select one, 40-minute session to attend.

Parallel session 1 consists of the following six sessions:

### Interactive workshop 1.1

This session will take place in Ballroom 1 between 11:00 and 11:40.

**Session title:** Say it Right: Linguicism

**Presenters:** Kaozara Oyalowo, Universities UK International

**Summary abstract:** This session will begin a conversation around pronouncing non-English sounding names. Attendees will gain an understand of linguistic discrimination in the Higher Education context. We will cover:

• The impact and legacy of colonialism

• Practical advice on how to pronounce names correctly

• How linguicism impacts students and staff

Attendees will take away practical actions that can be applied in everyday teaching and learning.

### Interactive workshop 1.2

The session taking place in Ballroom 2 between 11:00 and 11:40 has been cancelled.

### Interactive workshop 1.3

This session will take place in Ballroom 3 between 11:00 and 11:40.

**Session title:** Head of Equality, Diversity and Inclusion

**Presenters:** Amy Norton, Office for Students.

**Summary abstract:** In this session, Amy Norton from the OfS will take delegates through the proposals contained within their new consultation on harassment and sexual misconduct regulation. She will discuss the rationale, scope and definitions being put forward as well as highlighting particular provisions and potential options and their alternatives. She’s keen to take questions and listen to delegates’ points of view about the consultation.

### Oral presentation session 1.4

This session, comprising two, 20-minute presentations plus Q&A, will take place in Ballroom 4 between 11:00 and 11:40.

* + - 1. **Session 1.4a**

This is the first of two presentations within this 40-minute session.

**Session title:** Transformative, cross-collaborative EDI practices in the Irish Higher Education Sector: University College Galway, a case study

**Presenters**: Dr Laura Loftus, University of Galway, Ireland.

**Summary abstract:** The Irish higher education system is unique as it has a centralised body, the Higher Education Authority that has a statutory responsibility for the effective governance and regulation of HEIs. One of the HEA’s EDI Centre’s first actions was to link Athena Swan accreditation with HEI core funding. This decision, as well as the HEA's reports, and guidance facilitate feedback, benchmarking and cross-fertilisation across institutions and has been transformative to the sector. This presentation will use University of Galway (formerly known as NUI Galway) as a case study to illustrate the transformative potential of this kind of, governed, collaborative system.

* + - 1. **Session 1.4b**

This is the second of two presentations within this 40-minute session.

**Session title:** We need to talk about trans health inequality: Breaking through contentious divides

**Presenters**: Cassia Forty, De Montfort University.

**Summary abstract:** Trans healthcare is in a multifactorial crisis. There is no concrete requirement for healthcare workers to be familiar with the care considerations of this population. Historically, some educators have attempted to invite individuals with both lived experience and clinical knowledge to interact with their learners. However, this is a small pool of experts for a massive cohort of individuals. In this session, Cassia Forty will introduce and summarise the development and response to ‘We Need to Talk About Trans Health Inequality’, a pilot training series that attempts to answer: How can we improve our learners’ exposure to those with expertise?

### Oral presentation session 1.5

This session, comprising two, 20-minute presentations plus Q&A, will take place in the Venn Suite between 11:00 and 11:40.

* + - 1. **Session 1.5a**

This is the first of two presentations within this 40-minute session.

**Session title:** Embracing the diversity in the parenting experience as we change and re-shape policy

**Presenters**: Renita Barbour, Newcastle University.

**Summary abstract:** ‘For Families’ is an ambitious three-year project to transform Newcastle University into a visibly leading family-friendly institution, providing the very best support to all members of our community with caring responsibilities, and enable them to reach their full potential as they work with us. The project has actively embraced and listened to the diverse parenting experiences of our community, and with them, we have developed and implemented an extensive programme to address the key challenges we’ve identified; in particular, re-shaping our suite of family-friendly policies to make them fit for purpose and best in class. Our project stands out by shining the spotlight on being family-friendly, being inclusive in our approach, and proactively tackling a suite of interrelated issues.

* + - 1. **Session 1.5b**

This is the second of two presentations within this 40-minute session.

**Session title:** Innovations to enhance inclusion for academic staff who have caring commitments outside of the workplace

**Presenters**: Dr Collette Straughair and Dr Sue Jackson, Northumbria University.

**Summary abstract:** Across the United Kingdom, many individuals of working age are unpaid carers, experiencing challenges in balancing the demands of their employment with their caring commitments. As part of equality, diversity and inclusion enhancement activity, a study was conducted to explore the experiences of academics in a university in the North of England who had ongoing caring commitments outside of the workplace. This presentation aims to share the key findings of this study, identify implications for practice that have relevance and transferability to other similar individuals and contexts, and propose a range of innovations to facilitate and enhance inclusion practices.

### Oral presentation session 1.6

This session, comprising two, 20-minute presentations plus Q&A, will take place in the Morley Suite between 11:00 and 11:40.

* + - 1. **Session 1.6a**

This is the first of two presentations within this 40-minute session.

**Session title:** Virtual consultancy: An innovative, mutual learning experience

**Presenters**: Dr Caroline Derry and Catherine Comfort, The Open University.

**Summary abstract:** The Open University Faculty of Business and Law piloted a virtual consultancy programme employing students with lived experience of EDI issues. They were employed part-time for several months to evaluate the inclusivity of the curriculum in Business and Law and make recommendations for improvement. This paper will consider the motivations, experiences and outcomes of the project and its implications for future practice.

* + - 1. **Session 1.6b**

This is the second of two presentations within this 40-minute session.

**Session title:** To be announced Developing selection procedures that support student diversity in health professions education: Insights from the applicant perspective

**Presenter:** Suzanne Fikrat-Wevers, Erasmus MC

**Summary abstract:** 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.

## Transition break

From 11:40 to 11:45 there will be a short break to allow delegates to find their way to the appropriate rooms ahead of parallel session 2.

## Parallel Session 2

In parallel session 2, six sessions will run simultaneously between 11:45 and 12:25. Delegates should select one, 40-minute session to attend.

Parallel session 2 consists of the following six sessions:

### Interactive workshop 2.1

This session will take place in Ballroom 1 between 11:45 and 12:25.

**Session title:** Shape, space, and safety: How freedom school practices can be implemented into higher education institutions

**Presenters:** Rhianna Garrett, Iman Khan, Naomi Alormele and Dr Angela Martinez Dy Loughborough University.

**Summary abstract:** As EDI scholars and practitioners, we hold many events, discussions and interventions that aim to create equitable and inclusive spaces, but how much do we consider the equitability and inclusivity dynamics of the space itself? Based on activities performed at Loughborough University’s ‘Freedom School’, our workshop uses decolonial practices to promote ethical, safe spaces to openly share identities and knowledge. The workshop aims to encourage participants to actively reflect on their own EDI practices, and their approaches to equity within the institution. The workshop will explore individual perceptions of institutionalised practices and question what constitutes valuable knowledge and practices.

### Interactive workshop 2.2

This session will take place in Ballroom 2 between 11:45 and 12:25.

**Session title:** Professional climate: What is stopping us from becoming more inclusive?

**Presenters:** Dr Rabeya Khatoon and Asha Sahni, University of Bristol.

**Summary abstract:** Our institutions increasingly claim to foster inclusivity, which may or may not be experienced among the professional community. Sometimes we experience bias, either conscious or unconscious, and sometimes it has more to do with our perception and expectations. We might feel discriminated against because we belong to a particular (minority) group which can be in terms of our age, gender, ethnicity, or sometimes based on our job category. In this session, we hope to learn together a couple of reasons that might be at play behind our lack of inclusivity and explore potential solutions in the form of an action-learning setting.

### Lightning talks 2.3

This session will take place in Ballroom 3 between 11:45 and 12:25.

**Session title:** Listening and learning to colleagues who are parents or carers of autistic children

**Presenters:** Oliver Bell, Newcastle University.

**Summary abstract:** Being a parent and/or carer can be challenging and coupled with professional commitments, can potentially impact on wellbeing. At Newcastle University, we work closely with our EDI networks to develop a fully inclusive community. We recently launched a project in collaboration with our parents’ network to provide better support for parents and/or carers of autistic children. The project involved listening to sessions with parents and/or carers and online workshops where they shared their personal stories, which led to developing a peer-led group to share experiences. This session will focus on the approach we took and provides a framework for establishing peer-led groups.

### Oral presentation session 2.4

This session, comprising two, 20-minute presentations plus Q&A, will take place in Ballroom 4 between 11:45 and 12:25.

* + - 1. **Session 2.4a**

This is the first of two presentations within this 40-minute session.

**Session title:** Seeking social justice: What can be gained from involving autistic students as partners in the design of tailored employability provision?

**Presenters**: Keren Coney and Jack Fitzpatrick, Liverpool John Moores University.

**Summary abstract:** Recent studies on the destinations of graduates have found that of all disabled graduates, autistic individuals are least likely to be employed (Vincent, 2020) and are often under-employed (Pesonen, *et al.* 2021, Remington & Pellicano, 2019). The disappointing outcomes for autistic people highlight the way in which these individuals are marginalised; clearly something should be done. In this session, a careers practitioner and an autistic graduate and collaborator will outline an innovative participatory project conducted at a UK university over the past two years that explored how to provide effective careers and employability support for autistic students.

* + - 1. **Session 2.4b**

This is the second of two presentations within this 40-minute session.

**Session title:** Co-creating an inclusive prescribing curriculum with the Brandon Trust Adventurers

**Presenter**: Dr Ilhem Berrou and Deborah Moreno-Chamorro, University of the West of England.

**Summary abstract:** Professor Stephen Covey famously said, “Most people do not listen with the intent to understand; they listen with the intent to reply”. We wanted to listen to people with learning disabilities and autism (PWLDA) with the intent to understand where our student clinicians fall short when providing care for this patient group, and how we can make our training more inclusive, and better for people with PWLDA. In this session, we will report on our collaboration with the Brandon Trust, the outcomes of the project and the unlikely pathways for impact created through this partnership.

### Oral presentation session 2.5

This session, comprising two, 20-minute presentations plus Q&A, will take place in the Venn Suite between 11:45 and 12:25.

* + - 1. **Session 2.5a**

This is the first of two presentations within this 40-minute session.

**Session title:** Students as co-producers of a more diverse curricula: Students collaborate with convenors in enriching the context of learning through global and diversified voices

**Presenters**: Dr Barbara Adewumi and Rachel Gefferie, University of Kent.

**Summary abstract:** Diversity Mark is an award-winning initiative that centres on the student voice and creates ways for staff to become more culturally sensitive by directly challenging whiteness and the absence of global authorship in module curricula design. Our presentation on Diversity Mark provides an insight into student-led innovative and transformative success stories of convenors’ modules in the Centre for Journalism, School of Politics and in the School of Arts. Senior Diversity Mark officer, Rachel Gefferie will demonstrate how students support convenors to win the award and will share her reflections of the creative process, notions of belonging and innovative ideas for pedagogical change.

* + - 1. **Session 2.5b**

This is the second of two presentations within this 40-minute session.

**Session title:** ‘It was a eureka moment!’: Evaluating the efficacies of the ‘decolonizing the curricula toolkit’ for improving staff racial literacy and the educative experiences of students of colour in HE

**Presenters**: Dr Paul Campbell, University of Leicester.

**Summary abstract:** Utilising quantitative performance and qualitative interview data from 55 undergraduate students of colour (SOC), and 24 HE teachers, this presentation will report on the efficacy of an HE Decolonizing the Curricula Toolkit, as a pedagogical intervention designed to: foster a stronger sense of relevance between module content and SOC; improve racial literacy among teaching staff; reduce differences in assessment/award outcomes; and improve levels of course satisfaction among SOC. Results indicate the toolkit has high efficacy for improving levels of satisfaction and relevance of taught content for SOC and for improving staff racial literacy. Findings challenge the existence of a direct causal relationship between inclusive curricula and award outcomes and gaps.

### Oral presentation session 2.6

This session, comprising two, 20-minute presentations plus Q&A, will take place in the Morley Suite between 11:45 and 12:25.

* + - 1. **Session 2.6a**

This is the first of two presentations within this 40-minute session.

**Session title:** Promoting innovation and sense of belonging in a hospital research centre. A work in progress

**Presenters:** Dr Diego Herrera, The Research Institute of the McGill University Health Centre

**Summary abstract:** The Research Institute of the McGill University Health Centre (RI-MUHC) is the research arm of the McGill University Health Centre. Since 2021, the RI-MUHC started participatory consultations leading to an Equity, Diversity and Inclusion (EDI) Action Plan launched in 2022. We will present the lessons learned from conducting EDI actions among administrators, researchers, clinicians and students. We will focus on how to encompass scientific and managerial forms of knowledge to produce an institutional sense of belonging and to enhance innovation. We will explore how creating a more diverse taskforce, promoting more equitable work conditions, and opening spaces for the voice of marginalised groups enhance the RI-MUHC’s capacity to produce scientific advances relevant to Canadians’ health needs.

* + - 1. **Session 2.6b**

This is the second of two presentations within this 40-minute session.

**Session title:** Facilitating transnational approaches across postgraduate Media Production courses

**Presenters**: Dr Philip Mathews, Bournemouth University

**Summary abstract:** This session will discuss the steps taken to facilitate and enable six interconnected postgraduate Media Production courses to address diversity, inclusivity and decolonisation of the curriculum. We have a large multinational student cohort that need to work together effectively and supportively. This presentation will discuss the present approaches the teaching team have taken from small-scale interventions of teaching materials and theoretical and philosophical underpinning, such as the Ubuntu approach to collaboration through to embedding diversity within the intended learning outcomes of the unit specs and then into the unit briefs themselves. Industrial contexts are student oriented and not fixated on the global north.

## Lunch break

A buffet lunch will be served in the Ballroom Foyer from 12:25 and 13:15. In addition to lunch, delegates will have the opportunity to network with colleagues, view posters created for the conference, and visit exhibition and sponsor stands.

## Parallel Session 3

In parallel session 3, six sessions will run simultaneously between 13:15 and 13:55. Delegates should select one, 40-minute session to attend.

Parallel session 3 consists of the following six sessions:

### Interactive workshop 3.1

This session will take place in Ballroom 1 between 13:15 and 13:55.

**Session title:** Increasing institution-wide allyship in EDI initiatives

**Presenters:** Janet Cash, University of Wolverhampton.

**Summary abstract:** This workshop will take an action research approach to the barriers which may be encountered when building allies and advocates for essential EDI projects within higher education institutions. Beginning with empirical and anecdotal evidence of 'pushback' from stakeholders, participants will work in small groups using the change model introduced to create a plan for effectively engaging potential allies and advocates from all stakeholder groups, through removing barriers to action, providing consistent communication and the importance of motivation. Workbooks will be provided for each participant, to enable them to record ideas and peer feedback.

### Interactive workshop 3.2

This session will take place in Ballroom 2 between 13:15 and 13:55.

**Session title:** To be announced. Intersectionality – The friendly giant

**Presenters:** Dr Panagiota Sotiropoulou and Dr Hannah Griffin-James, Advance HE

**Summary abstract:** Do you hear the word ‘intersectionality’ a lot, but still feel like this is a blurry term for you? Do you want to learn more about intersectionality and how to implement it in practice in HE? Then this is your session! Come and join this interactive workshop to find out:

What intersectionality is and what it is not

What things we need to take into consideration when implementing intersectional approaches in practice

Some practical examples of how we can use intersectional approaches to better understand and plan for the HE experiences of different staff and student groups

### Oral presentation session 3.3

This session, comprising two, 20-minute presentations plus Q&A, will take place in Ballroom 3 between 13:15 and 13:55.

* + - 1. **Session 3.3a**

This is the first of two presentations within this 40-minute session.

**Session title:** Hidden giants: Communities of support amongst black women students

**Presenters**: Amira Samatar, Sheffield Hallam University.

**Summary abstract:** This presentation explores the conference subtheme of ‘developing giants’ through exploring the notion of communities of support or ‘sister circles’ (Allen, 2019) highlighted by Black women students. Through this presentation I will share excerpts from my qualitative study by inviting a discussion on expanding the ways we support the development of a racially diverse postgraduate research community. My presentation will push others to reflect on the ‘giants’ we recognise and those we don’t.

* + - 1. **Session 3.3b**

This is the second of two presentations within this 40-minute session.

**Session title:** Lived experience of black women pursuing STEM subjects in UK higher education

**Presenter**: Deborah Inyang, GKT Medical School, King's College London and Dr Jacob Wright, King’s College London.

**Summary abstract:** In comparison to other students, more black students are dropping out at all levels while pursuing careers in STEM subjects. Lack of realistic and approachable role models in UK higher education leadership may be one problem. Through surveys and interviews, this project examined the perspectives of ten Black women enrolled in STEM-related higher education, with a focus on diversity, representation, and presence of role models. 80% of respondents said they experienced issues unique to being a black woman, such as alienation, feeling neglected, and having to deal with unfavourable perceptions while, 70% thought about leaving a STEM-related career. Increasing team diversity, feeling heard, having supportive co-workers, and having access to mentoring are identified as key factors in promoting belonging.

### Oral presentation session 3.4

This session, comprising two, 20-minute presentations plus Q&A, will take place in Ballroom 4 between 13:15 and 13:55.

* + - 1. **Session 3.4a**

This is the first of two presentations within this 40-minute session.

**Session title:** Addressing the barriers to EDI engagement for leaders in research

**Presenters**: Kimberly O'Brien and Farhana Chowdhury, Newcastle University.

**Summary abstract:** We are building an online toolkit based on what leaders have told us about how they engage with equality, diversity and inclusion (EDI), and the perceived barriers to visibly leading on EDI issues. This will be a set of guidelines and resources with content tailored to build knowledge, confidence and empower leaders. Fostering a diverse and inclusive environment should be a priority for everyone, regardless of their role, but is particularly important for those who lead teams. Our project aims to empower leaders in research to visibly lead conversations and engage with EDI issues and promote an inclusive research culture.

* + - 1. **Session 3.4b**

This is the second of two presentations within this 40-minute session.

**Session title:** Lab handbooks: Evolving research culture through transparency and accountability

**Presenter**: Madeleine Welland and Benjamin Tendler, University of Oxford.

**Summary abstract:** When joining a research lab, members must navigate a new environment with unique goals. New members are typically inducted into the practicalities of their lab, but often left without a clear sense of expectations about work practices, what support they will receive, and how the lab aims to function as a community. In this session, we will describe WIN’s Lab Handbook initiative to support research groups by creating a document that outlines their culture, ethos and expectations. By explicitly increasing transparency on how their lab operates, lab handbooks support equitable research culture, improve clarity of communication, and provide opportunities for accountability for all members.

### Oral presentation session 3.5

This session, comprising two, 20-minute presentations plus Q&A, will take place in the Venn Suite between 13:15 and 13:55.

* + - 1. **Session 3.5a**

This is the first of two presentations within this 40-minute session.

**Session title:** Equity action plan: Breaking barriers and bridging leadership accountability and community voice

**Presenters**: Cassbreea Dewis, University of Victoria.

**Summary abstract:** Too often planning documents set aspirational goals but are not transparent about the ‘why’ behind the aspirations. The basis of every ‘equity’ or ‘inclusivity’ goal are the voices of the most marginalized. And yet institutional plans do not acknowledge these voices. Using equity-centred design, the UVic equity action plan sought to centre those that are most impacted at each phase of the design process. To succeed, this meant engaging in reciprocal learning between the university community and senior administrative leadership. This presentation will discuss the challenges in breaking the barriers between leadership accountability and community voice to design an actionable institutional plan.

* + - 1. **Session 3.5b**

This is the second of two presentations within this 40-minute session.

**Session title:** How can we grow EDI leadership giants?

**Presenters**: Dr Chris Nightingale, University of East Anglia.

**Summary abstract:** This session will reflect on a review of the literature on inclusive leadership conducted to understand: primarily, whether inclusive leaders have impact on the equality, diversity and inclusion performance of an organisation; secondly, is there any evidence that other leadership styles and traits are equally effective; thirdly, how do we identify and measure inclusive leadership; and finally, how do we grow the EDI leadership giants of the future? This session will support delegates in reflecting on their own leadership attributes and discuss whether good EDI leadership can be learnt.

### Oral presentation session 2.6

This session, comprising two, 20-minute presentations plus Q&A, will take place in the Morley Suite between 13:15 and 13:55.

* + - 1. **Session 3.6a**

This is the first of two presentations within this 40-minute session.

**Session title:** Structurally unsound: Exploring structural and intersectional inequalities in UK society and the role of universities in tackling them.

**Presenters**: Dr Olivia Stevenson and Siobhan Morris, University College London.

**Summary abstract:** Universities are increasingly recognising the need to implement strategies and policies to tackle inequalities on the grounds of race, gender, disability, and sexual orientation. Despite good intentions, strategies are often focused on one area of inequality and change is slow. As a result, structural disadvantage persists throughout the sector. Our work on embedded inequalities and our report ‘Structurally Unsound’, shows that we cannot afford to shy away from the need to think and work intersectionally to effect structural change. No matter how challenging that work might be, it is work that is desperately needed.

* + - 1. **Session 3.6b**

This is the second of two presentations within this 40-minute session.

**Session title:** ‘Can you hear me?’: Empowering minoritised voices; opening up challenging conversations.

**Presenters**: Professor Udy Archibong, Dr Kath Bridger and Dr Kingsley Utam, University of Bradford.

**Summary abstract:** The University of Bradford’s ‘Can You Hear Me?’ online listening event series emerged during the Covid-19 pandemic in response to a need to maintain momentum in working in partnership with staff and students to empower minoritised voices, encourage openness and participation, and learning from diverse perspectives in working to deliver the university’s ambition to become an anti-racist institution. This session will provide an opportunity for delegates to learn how these ‘Can You Hear Me’ events have provided a safe space to foster dialogue and discuss challenging issues, to build knowledge, and increase capacity for leadership and progression in EDI university wide.

## Transition break

From 13:55 to 14:00 there will be a short break to allow delegates to find their way to the appropriate rooms ahead of parallel session 4.

## Parallel Session 4

In parallel session 4, six sessions will run simultaneously between 14:00 and 14:40. Delegates should select one, 40-minute session to attend.

Parallel session 4 consists of the following six sessions:

### Interactive workshop 4.1

This session will take place in Ballroom 1 between 14:00 and 14:40.

**Session title:** Reflecting on authenticity and representation in engaging students across protected characteristics: Lessons from Drag queen lecture time

**Presenters:** Phil Harper, Newman University Birmingham.

**Summary abstract:** This session aims to explore how being your authentic self can create immersive teaching experiences for learners, especially when teaching Equality, Diversity and Inclusion related topics. The session will evaluate how a lecture in drag did this and other ways to make teaching practices inclusive and engaging across different protected characteristics.

### Interactive workshop 4.2

This session will take place in Ballroom 2 between 14:00 and 14:40.

**Session title:** Nurturing belonging as a diverse community.

**Presenters:** Louise Banahene and Dr Bridgette Bewick, University of Leeds.

**Summary abstract:** Academic excellence is a polymorphous term and yet it’s very commonly applied with a profile and set of outcomes in mind. If we are to leave the academy in a better and more equitable place that we found it we must challenge, develop giants, and value diversity of expertise, leaders and practitioners. This session will outline the approach taken at the University of Leeds to do just that via the Access and Student Success strategy. Facilitating students’ sense of belonging, ensuring equity of experience so all students have opportunity to thrive, and making sure all students feel valued is at the heart of the strategy’s vision. Our approach is one of holistic integration of activity to achieve short, medium and long-term change.

### Interactive workshop 4.3

This session will take place in Ballroom 3 between 14:00 and 14:40.

**Session title:** Disability Inclusion: Scaling up disability inclusion at the institutional level.

**Presenters:** Professor Carol Evans, Cardiff University and Dr Xiaotong Zhu, University of Lincoln.

**Summary abstract:** In this session, we will explore how disability inclusion can be enhanced in higher education (HE). Derived from extensive international research and engagement with stakeholders, we will outline the key elements of the Disability Inclusion Institutional Framework (DIIF). This research-informed framework was developed to support an integrated and scaleable approach to disability inclusion within HE. How to apply the DIIF will be explored through use of a toolkit that identifies the potential of ‘big ticket items' to make a significant contribution to enhancing opportunities for disabled students and staff by creating more genuinely inclusive contexts within and beyond higher education.

### Lightning talks 4.4

This session will take place in Ballroom 4 between 14:00 and 14:40.

**Session title:** Knowledge is not owned by anyone: Taking a multi-pronged approach to tackling the issues of inequality.

**Presenters:** Dr Adeela Shafi, Acheampong Afriyie and Samuel Copland, University of Gloucestershire.

**Summary abstract:** This presentation will outline the approach which the University of Gloucestershire is taking towards decolonising the curriculum, within the framework of our overall strategy to promote equality, diversity and inclusion (EDI) across the organisation. Our aim has been to move beyond our current dependency on the personal commitment of individuals and make this everybody’s business. We want to “give permission” to engage actively in collective and systematic change. We want to give confidence that people can and should speak up and engage, because fear of giving offence or saying the wrong thing is constraining the discussion we need to have.

### Oral presentation session 4.5

This session, comprising two, 20-minute presentations plus Q&A, will take place in the Venn Suite between 14:00 and 14:40.

* + - 1. **Session 4.5a**

This is the first of two presentations within this 40-minute session.

**Session title:** Exploring employees’ perceptions of inclusion: A case study of an Irish higher education institution.

**Presenters**: Monica Moisuc, Munster Technological University.

**Summary abstract:** Capturing employees’ perceptions of inclusion is a key first step in assessing inclusion in the workplace, prior to implementing inclusion strategies, policies, and initiatives. Aimed at all EDI practitioners in higher education (HE) and beyond, this paper presents key findings from a single case study, while showcasing a set of practical tools and metrics that can be used to obtain a holistic view of perceptions of inclusion in the workplace. The paper will present both theoretical and practical concepts including: the difference between diversity management and inclusion, the Granter Inclusion Index, factors contributing to inclusion, and inclusion in practice.

* + - 1. **Session 4.5b**

This is the second of two presentations within this 40-minute session.

**Session title:** Decolonizing the Science curriculum

**Presenters:** Dr Tippu Sheriff, Queen Mary University of London

**Summary abstract:** In this session, we will describe the results of an online survey of 185 secondary school/college teachers and students (>18 y) and, separately, 79 members of the public (all ages) in the UK on their knowledge of historical chemists and scientists. Almost 90% of the respondents to our online survey said that the contributions of BAME scientists are not highlighted adequately in the UK national curriculum; >85% said the national curriculum should be modified to include the contributions of under-represented scientists. We describe how we addressed this by creating teacher resources to highlight the contributions of under-represented scientists and the feedback received.

### Oral presentation session 4.6

This session, comprising two, 20-minute presentations plus Q&A, will take place in the Morley Suite between 14:00 and 14:40.

* + - 1. **Session 4.6a**

This is the first of two presentations within this 40-minute session.

**Session title:** Reverse mentoring - learning from, within and across difference.

**Presenters**: Dr Jenni Jones, University of Wolverhampton.

**Summary abstract:** The aims of this session are to share the learning from our pilot reverse mentoring programme, where we gave both students and staff from a Global Majority background a direct opportunity to share their lived experiences with those in a senior position to make changes at the university who are not from a similar background. This gave a real chance to have different voices heard, supported and ideas shared within the wider university decision-making processes going forward. Feedback, learning and outcomes from both parties will be shared and ideas for factors that have helped, and hindered success will be discussed, for those thinking of embarking on a similar initiative.

* + - 1. **Session 4.6b**

This is the second of two presentations within this 40-minute session.

**Session title:** Words and action: Delivering a project to define and challenge Islamophobia.

**Presenters**: Karla Inniss and Dr Simon Lee-Price, Buckinghamshire New University.

**Summary abstract:** A University of Birmingham (2022) survey shows that one in four people in Britain feel negative towards Muslims. Furthermore, Islamophobia might contribute to the awarding gap, with less than two-thirds of Muslim students obtaining a first or 2:1 (Advance HE, 2020). The provision of a clear and well-understood definition of Islamophobia is essential if anti-Muslim hatred is to be challenged. This presentation will discuss the process of introspection, self-education, consultation, and dialogue that was undertaken at Buckinghamshire New University in creating and adopting a tailored definition of Islamophobia. The project engaged a diversity of stakeholders and fostered substantial learning across differences.

## Refreshment break and poster viewing

The afternoon refreshment break will take place in the hotel lobby/exhibition area between 14:40 and 15:05. In addition to refreshments, delegates will have the opportunity to view, and discuss with presenters, posters created for the conference.

There will also be a variety of exhibition stands positioned around the room where delegates can discuss and find information about Advance HE, the Athena Swan and Race Equality Charters and talk to our conference sponsors and exhibitors.

## Posters on display

In today’s poster session the following posters will be displayed, and presenters of these posters will be available for informal discussion and questions. You may also view any posters displayed ahead of Day 2 of the conference, but these presenters may not be available for questions today.

### Poster P1.1

**Poster title:** UWE Bristol equity programme: Transforming Black Asian and Minority Ethnic student experience.

**Presenter:** Jaya Mistry, Jamie Darwen and Bec Rengel, University of the West of England.

**Summary abstract:** The Equity programme is a coaching and leadership development programme at UWE Bristol for Black, Asian and Minority Ethnic students, which supports them to feel part of the UWE community, to be themselves, and to succeed and flourish during their student journey and into their chosen career.  This session will present Equity as a case study of a positive action approach to improving the experience and outcomes for particular groups of students, and how a centrally organised core programme has informed and stimulated a whole university approach which contributes to UWE’s strategic aim of eliminating awarding gaps.

### Poster P1.2

**Poster title:** Reasonable adjustment, unfair advantage or optional extra? Teaching staff attitudes towards reasonable adjustments for students with disabilities.

**Presenters:** Dr Christopher Little, Manchester Metropolitan University and Dr Abigail Pearson and Karl Gimblett, Keele University.

**Summary abstract:** This project aimed to explore current levels of teaching staff awareness concerning implementing reasonable adjustments for students with disabilities at a higher education institution. A small-scale study was conducted, gaining data from 38 staff members across one HE provider. The data reveals staff were committed to assisting students to access education but that there are also high levels of anxiety around reasonable adjustments. Significantly, the data also indicated a lack of understanding of the requirement to make reasonable adjustments as a legal obligation and duty as a means of combatting discrimination and exclusion.

### Poster P1.3

**Poster title:** Student satisfaction and campus diversity.

**Presenter:** Dr Laura Harvey, University of East Anglia.

**Summary abstract:** The National Student Survey (NSS) is a key metric by which universities are ranked as we well as being an important tool for prospective students in their application decisions. Alongside this, there has been a growth in the number of students from widening participation backgrounds accessing higher education. Using the Student Academic Experience Survey (SAES), this presentation will look at the relationship between increasing campus diversity across higher education institutions and overall student satisfaction. We find that there is a positive relationship between student satisfaction and campus diversity.

### Poster P1.8

**Poster title:** Decolonizing the Science curriculum.

**Presenters:** Dr Tippu Sheriff, Queen Mary University of London.

**Summary abstract:** In this poster, we will describe the results of an online survey of 185 secondary school/college teachers and students (>18 y) and, separately, 79 members of the public (all ages) in the UK on their knowledge of historical chemists and scientists. Almost 90% of the respondents to our online survey said that the contributions of BAME scientists are not highlighted adequately in the UK national curriculum; >85% said the national curriculum should be modified to include the contributions of under-represented scientists. We describe how we addressed this by creating teacher resources to highlight the contributions of under-represented scientists and the feedback received.

### Poster P1.16

**Poster title:** University-led sports coaching academy: developing student success, widening participation and social capital.

**Presenters:** Gareth Barrett, Staffordshire University.

**Summary abstract:** In perspective of the latest shifts within the higher education (HE) sector to improve the student experience, a larger emphasis has been assigned upon widening participation to deliver student success (Department for Education, 2020). This action research project explores innovative and effective pedagogy to promote active student engagement through situated learning and a connected curriculum driven to create sustainability for a continuum of student success. This framework of activity further aims to support students by providing access to cutting-edge technology, training, and skills, enabling them to challenge accepted wisdom and create alternative solutions to real-life issues as research scientists.

### Poster P1.21

**Poster title:** Facilitating transnational approaches across postgraduate media production courses.

**Presenter:** Dr Philip Mathews, Bournemouth University.

**Summary abstract:** This poster will discuss the steps taken to facilitate and enable six interconnected postgraduate Media Production courses to address diversity, inclusivity and decolonisation of the curriculum. We have a large multinational student cohort that need to work together effectively and supportively. This presentation will discuss the present approaches the teaching team have taken from small-scale interventions of teaching materials and theoretical and philosophical underpinning, such as the Ubuntu approach to collaboration through to embedding diversity within the intended learning outcomes of the unit specs and then into the unit briefs themselves. Industrial contexts are student oriented and not fixated on the global north.

### Poster P1.23

**Poster title:** Knowledge is not owned by anyone: Taking a multi-pronged approach to tackling the issues of inequality.

**Presenters:** Dr Adeela Shafi, Acheampong Afriyie and Samuel Copland, University of Gloucestershire.

**Summary abstract:** This presentation will outline the approach which the University of Gloucestershire is taking towards decolonising the curriculum, within the framework of our overall strategy to promote equality, diversity and inclusion (EDI) across the organisation. Our aim has been to move beyond our current dependency on the personal commitment of individuals and make this everybody’s business. We want to “give permission” to engage actively in collective and systematic change. We want to give confidence that people can and should speak up and engage, because fear of giving offence or saying the wrong thing is constraining the discussion we need to have.

### Poster P1.25

**Poster title:** Promoting innovation and sense of belonging in a hospital research centre. A work in progress.

**Presenters:** Dr Diego Herrera, The Research Institute of the McGill University Health Centre.

**Summary abstract:** The Research Institute of the McGill University Health Centre (RI-MUHC) is the research arm of the McGill University Health Centre. Since 2021, the RI-MUHC started participatory consultations leading to an Equity, Diversity and Inclusion (EDI) Action Plan launched in 2022. We will present the lessons learned from conducting EDI actions among administrators, researchers, clinicians and students. We will focus on how to encompass scientific and managerial forms of knowledge to produce an institutional sense of belonging and to enhance innovation. We will explore how creating a more diverse taskforce, promoting more equitable work conditions, and opening spaces for the voice of marginalised groups enhance the RI-MUHC’s capacity to produce scientific advances relevant to Canadians’ health needs.

### Poster P1.26

**Poster title:** ‘Belonging’; collaborative practices to embed EDI strategies in the academic community of a widening participation university.

**Presenters:** Dr Fiona Factor, Dr Lana Burroughs, Dr Sambulewwe Sibanda and Dr Nasreen Ali, University of Bedfordshire.

**Summary abstract:** Our Health and Social Science Faculty's Inclusivity Project (FIP) was established in 2020 to explore inclusive education. The first phase was focussed on Black, Asian and Minority Ethnic students, in an attempt to bridge the awarding gap. The FIP has since developed a range of wider inclusivity strategies including our student-facing Belong@Beds initiative. Using ‘belonging’ as a framework, Belong@Beds supports the university’s key performance indicators focusing on retention, the awarding gap and graduate outcomes and its wider equality, diversity and inclusivity ambitions. This session will share the range of work underway in further developing our inclusive, academic community.

## Parallel Session 5

In parallel session 5, five sessions will run simultaneously between 15:05 and 15:45. Delegates should select one, 40-minute session to attend.

Parallel session 5 consists of the following six sessions:

### Case studies 5.1

This session will take place in Ballroom 1 and 2 between 15:05 and 15:45.

**Session title:** Race Equality Charter and Athena Swan Charter Case Studies.

**Presenters:** Katherine Linehan, University of Nottingham, Iain Cameron, Glasgow Caledonian University and Mel Earnshaw and Rachel Archbold, University of Durham

**Summary abstract:** 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).

### Oral presentation session 5.3

This session, comprising two, 20-minute presentations plus Q&A, will take place in Ballroom 3 between 15:05 and 15:45

* + - 1. **Session 5.3a**

This is the first of two presentations within this 40-minute session.

**Session title:** Putting EDI into practice at the Open University library.

**Presenters**: Dr Ute Manecke and Hannah Woods, The Open University.

**Summary abstract:** The Open University Library is proactively embedding EDI in its work and helping to raise awareness of EDI amongst staff and students. There is a regular library-wide meeting and active Teams channel in which colleagues share learning and work on EDI in the library and wider university. Librarians have developed EDI learning resources that explore exclusionary practices in academic publishing and support students to research diverse sources and underrepresented voices. This presentation will provide an opportunity to hear about the role a library can play in supporting a higher education institution’s EDI agenda.

* + - 1. **Session 5.3b**

This is the second of two presentations within this 40-minute session.

**Session title:** Working together for more inclusive learning environments.

**Presenter**: Dr Leanne Freeman and Aimee Jones, Cardiff Metropolitan University.

**Summary abstract:** We met during the Cardiff 2015 Aurora cohort and after the programme we commiserated with each other over the loss of the supportive environment for women. In 2018 we founded the Cardiff Metropolitan University Women’s Staff Network on International Women’s Day. Since then, we have gone on to work with each other on several projects which have all had the aim of increasing support and diversity in the institution. In this paper we celebrate the change that friendship can lead to, while also acknowledging that part of our success comes from the unity of professional and academic staff.

### Oral presentation session 5.4

This session, comprising two, 20-minute presentations plus Q&A, will take place in Ballroom 4 between 15:05 and 15:45.

* + - 1. **Session 5.4a**

This is the first of two presentations within this 40-minute session.

**Session title:** ‘Belonging’; collaborative practices to embed EDI strategies in the academic community of a widening participation university

**Presenters:** Dr Fiona Factor, Dr Lana Burroughs, Dr Sambulewwe Sibanda and Dr Nasreen Ali, University of Bedfordshire

**Summary abstract:** Our Health and Social Science Faculty's Inclusivity Project (FIP) was established in 2020 to explore inclusive education. The first phase was focussed on Black, Asian and Minority Ethnic students, in an attempt to bridge the awarding gap. The FIP has since developed a range of wider inclusivity strategies including our student-facing Belong@Beds initiative. Using ‘belonging’ as a framework, Belong@Beds supports the university’s key performance indicators focusing on retention, the awarding gap and graduate outcomes and its wider equality, diversity and inclusivity ambitions. This session will share the range of work underway in further developing our inclusive, academic community.

* + - 1. **Session 5.4b**

This is the second of two presentations within this 40-minute session.

**Session title:** The supportive practice tool.

**Presenters**: Kevin Johnson, Newcastle University.

**Summary abstract:** Kevin will take you through the journey of development of 'The Supportive Practice Tool' and how it could be useful to you. The tool is an at-a-glance resource that aims to offer recommendations for disability inclusion in an accessible format. Kevin undertook a two-year research project to create the resource, including a literature review, student survey, and staff interviews. The findings have formed the basis of the tool which will be demonstrated in the session. Attendees will learn about the research journey, the tool, and how they could make use of the resource in their own environment.

### Oral presentation session 5.5

This session, comprising two, 20-minute presentations plus Q&A, will take place in the Venn Suite between 15:05 and 15:45.

* + - 1. **Session 5.5a**

This is the first of two presentations within this 40-minute session.

**Session title:** International student voice and academic advising: A demand-side analysis using machine learning and qualitative interviews.

**Presenter**: Dr Rabeya Khatoon and Claire Spencer, University of Bristol.

**Summary abstract:** Using machine learning and semi-structured interviews, we proposed a short survey to predict a couple of indices measuring the barriers to reaching out to academic advising services and the perception of academic advising of postgraduate (mainly international) students. Our analysis based on Lasso and random forest feature selection methods identified that English as a second language can act as a significant barrier for international postgraduate students to thrive in their short learning journey abroad. From the students’ voices, we confirmed the broad coverage of academic advising ranging from subject expertise to coaching that allows ways to overcome language and cultural barriers that diverse student bodies might face.

* + - 1. **Session 5.5b**

This is the second of two presentations within this 40-minute session.

**Session title:** Challenges and practical approaches for teaching in multicultural settings.

**Presenters**: Dr Gurmak Singh, University of Wolverhampton.

**Summary abstract:** As larger and ever-growing numbers of international students sit alongside their host counterparts, there is an increasing recognition that these multi-cultural classroom settings can provide a platform for developing the cross-cultural skills of future managers. Furthermore, multicultural management classrooms provide opportunities for students to experience a cross-cultural international environment. The purpose of this paper is to identify and examine the precursors to teaching and learning in culturally diverse classrooms. The study findings contribute to practice by providing a better understanding of the issues associated with effective teaching approaches that consider the interaction between international and domestic students and the teachers.

### Oral presentation session 5.6

This session is a 40-minute quite space will take place in the Morley Suite between 11:45 and 12:25.

## Refreshment break

The afternoon refreshment break will take place in the Ballroom Foyer between 15:45 and 16:05. Delegates will have the opportunity to network with colleagues, view posters created for the conference, and visit exhibition and sponsor stands.

## Panel session

The panel session will be held in Ballroom 1 and 2 and will take place between 16:05 and 16:50.

In this session will be inviting a number of guest speakers to address a topical issue. There will be an opportunity for questions and answers after the panellists have spoken.

**Session title:** Reflection, anticipation, preparation: Freedom of Speech and Higher Education

**Chair:** David Bass, Director, EDI (Interim), Advance HE

**Panellists:** Smita Jamdar, Partner & Head of Education, Shakespeare Martineau, Professor Alison Scott-Baumann, Professor of Society and Belief, SOAS University of London, Nick Hillman, Director, HEPI.

**Summary abstract:** The aim of this panel is to provide an opportunity to reflect on the journey that HE has been on in relation to Freedom of Speech/Academic Freedom over the last 2 years and to look forward to the challenges and opportunities that will exist in the future, particularly in relation to new legislation impacting primarily, but not only, on English HEIs. This year we want to take a wider view looking at the evolution of the debate and at what we can expect in relation to new legislation and regulatory interest.

## Summative plenary session

The final plenary session of the day will be held in the Ballroom 1 and 2 and commences at 16:50, following on directly from the panel session between 16:05 and 16:50

This session will be an overview of some of the trends and ideas that have emerged from discussions and presentations during the day. It will also will be a chance to ask questions about any of the issues address during the day.

This session will formally conclude the proceedings for Day 1 of the conference.

The session will finish at 17:00.

## Drinks reception, dinner and entertainment

For those delegates booked onto the conference dinner, the drinks reception will commence at 18:30 in the Ballroom Foyer. The formal dinner element will commence at 19:00 in Ballroom 1 and 2. Once dinner service has finished, the evening’s entertainment will commence.’

The evening will finish at approximately 21:30, but the bar and room will remain open until 23:00 if you would like to stay later and socialise.

# Day 2 Programme, 16 March 2022

Registration for Day 2 is open from 09:30 in the morning. The registration desk will be positioned in the Ballroom Foyer, where we will also be serving refreshments as you arrive. You will also find the poster exhibition and stands in this area.

## Main Plenary Session

The main plenary session for Day 2 will be held in Ballroom 1 and 2 and will commence at 10:00.

This session will feature an opening welcome from David Bass, Director, EDI (Interim), Advance HE and will be followed by our Day 2 keynote. There will be opportunities for questions from the audience at the end of the session.

**Session title:** 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.

**Keynote:** Professor Stephen Whittle, Professor of Equalities Law, Manchester Metropolitan University.

**Summary abstract:** 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.

The keynote session will finish at 10.40.

## Refreshment break

The morning refreshment break will take place in the Ballroom Foyer between 10:40 and 11:00. Delegates will have the opportunity to network with colleagues, view posters created for the conference, and visit exhibition and sponsor stands.

## Parallel Session 6

In parallel session 6, six sessions will run simultaneously between 11:00 and 11:40. Delegates should select one, 40-minute session to attend.

Parallel session 6 consists of the following six sessions:

### Interactive workshop 6.1

This session will take place in Ballroom 1 between 11:00 and 11:40.

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

**Presenters:** Sarah Clements, University of Surrey.

**Summary abstract:** 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.

### Interactive workshop 6.2

This session will take place in Ballroom 2 between 11:00 and 11:40.

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

**Presenters**: Dr Rees Andrews, Swansea University

**Summary abstract:** Female representation within Mechanical Engineering as a National Average is only 11.2%. The 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.

### Interactive workshop 6.3

This session will take place in Ballroom 3 between 11:00 and 11:40.

**Session title:** The great inclusive curriculum bake off!

**Presenters:** Dr Kate Evans, Laura Blundell and David Watson, University of Liverpool.

**Summary abstract:** 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).

### Oral presentation session 6.4

This session, comprising two, 20-minute presentations plus Q&A, will take place in Ballroom 4 between 11:00 and 11:40.

* + - 1. **Session 6.4a**

This is the first of two presentations within this 40-minute session.

**Session title:** LGBTQ+ leadership development in higher education.

**Presenters**: Professor Catherine Lee, Anglia Ruskin University.

**Summary abstract:** 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.

* + - 1. **Session 6.4b**

This is the second of two presentations within this 40-minute session.

**Session title:** LGBT+ culture in higher education.

**Presenter**: Dr Panagiotis Pentaris, Goldsmiths, University of London and Alan Dudley, University of Greenwich.

**Summary abstract:** 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.

### Oral presentation session 6.5

This session is a 40-minute quite space will take place in the Morley Suite between 11:45 and 12:25.

### Oral presentation session 6.6

This session, comprising two, 20-minute presentations plus Q&A, will take place in the Venn Suite between 11:00 and 11:40.

* + - 1. **Session 6.6a**

This is the first of two presentations within this 40-minute session.

**Session title:** Invisible but exposed: The lived experience of disabled academics.

**Presenter**: Dr Gayle Brewer, University of Liverpool.

**Summary abstract:** 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.

* + - 1. **Session 6.6b**

This is the second of two presentations within this 40-minute session.

**Session title:** Raising voices and learning from the best – a student-staff partnership to improve the learning experience for students with disabilities.

**Presenter**: Amanda Millmore and Sheldon Allen, University of Reading.

**Summary abstract:** 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.

## Transition break

From 11:40 to 11:45 there will be a short break to allow delegates to find their way to the appropriate rooms ahead of parallel session 7.

## Parallel Session 7

In parallel session 7, six sessions will run simultaneously between 11:45 and 12:25. Delegates should select one, 40-minute session to attend.

Parallel session 7 consists of the following six sessions:

### Interactive workshop 7.1

This session will take place in Ballroom 1 between 11:45 and 12:25.

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

**Presenters:** Associate Professor Nick Gee, Dr Elke Emmers and Dr Sibel Inci, Birmingham City University
**Summary abstract:** 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.

### Interactive workshop 7.2

This session will take place in Ballroom 2 between 11:45 and 12:25.

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

**Presenters:** Dr Lucy Peacock

**Summary abstract:** 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.

### Interactive workshop 7.3

This session will take place in Ballroom 3 between 11:45 and 12:25.

**Session title:** Creating meaningful dialogue and action: Translating commitments to EDI into practical, operational delivery.

**Presenters:** 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.

**Summary abstract:** 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.

### Oral presentation session 7.4

This session, comprising two, 20-minute presentations plus Q&A, will take place in Ballroom 4 between 11:45 and 12:25.

* + - 1. **Session 7.4a**

This is the first of two presentations within this 40-minute session.

**Session title:** A family-friendly learning environment? Examining support for students during pregnancy and beyond in UK universities.

**Presenter**: Dr Lucy Grimshaw, Dr Tom Disney and Justine Gallagher, Northumbria University.

**Summary abstract:** 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.

* + - 1. **Session 7.4b**

This is the second of two presentations within this 40-minute session.

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

**Presenter**: Dr Lucy Grimshaw, Claire Dosdale and Dr Ruth Lewis Northumbria University.

**Summary abstract:** 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.

### Oral presentation session 7.5

This session, comprising two, 20-minute presentations plus Q&A, will take place in the Venn Suite between 11:45 and 12:25.

* + - 1. **Session 7.5a**

This is the first of two presentations within this 40-minute session.

**Session title:** Student-led partnership for institutional change

**Presenters**: Professor Claire Hamshire, Manchester Metropolitan University.

**Summary abstract:** 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.

* + - 1. **Session 7.5b**

This is the second of two presentations within this 40-minute session.

**Session title:** The MedRACE inclusive curriculum project- Co-creation and delivery in the medical curriculum.

**Presenters**: Professor Kate Williams, University of Leicester.

**Summary abstract:** 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.

### Oral presentation session 7.6

This session is a 40-minute quite space will take place in the Morley Suite between 11:45 and 12:25.

## Lunch break

A buffet lunch will be served in the Ballroom Foyer from 12:25 to 13:15. In addition to lunch, delegates will have the opportunity to network with colleagues, view posters created for the conference, and visit exhibition and sponsor stands.

## Parallel Session 8

In parallel session 8, six sessions will run simultaneously between 13:15 and 13:55. Delegates should select one, 40-minute session to attend.

Parallel session 8 consists of the following six sessions:

### Interactive workshop 8.1

This session will take place in Ballroom 1 between 13:15 and 13:55.

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

**Presenters:** Dr Kathy-Ann Fletcher and Dr Luke Millard, Abertay University.

**Summary abstract:** 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.

### Interactive workshop 8.2

This session will take place in Ballroom 2 between 11:45 and 12:25.

**Session title:** Seeing more clearly: Expanding the lens of EDI.

**Presenters:** Dr Barbara Howard-Hunt and Associate Professor Nick Gee, Birmingham City University.

**Summary abstract:** 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.

### Oral presentation session 8.3

This session, comprising two, 20-minute presentations plus Q&A, will take place in Ballroom 3 between 13:15 and 13:55.

* + - 1. **Session 8.3a**

**Session title:** Decolonising the curriculum: A case study of Spanish at Strathclyde University.

**Presenter**: Vanesa Sabala and Dr Mar Parra, University of Strathclyde.

**Summary abstract:** 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.

* + - 1. **Session 8.3b**

This is the second of two presentations within this 40-minute session.

**Session title:** Indigenous students; Indigenous curriculum; Indigenous way of life: Reflecting on 6 years living and learning Indigenous studies at the University of Arizona.

**Presenter**: Dr Charlie Williams, University of East Anglia.

**Summary abstract:** 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.

### Oral presentation session 8.4

This session, comprising two, 20-minute presentations plus Q&A, will take place in Ballroom 4 between 13:15 and 13:55.

* + - 1. **Session 8.4a**

This is the first of two presentations within this 40-minute session.

**Session title:** To be announced.

**Presenters**: To be announced.

**Summary abstract:** To be announced.

* + - 1. **Session 8.4b**

This is the second of two presentations within this 40-minute session.

**Session title:** The power of narrative for engagement in dialogue about contentious issues of racism and white privilege.

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

**Summary abstract:** 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.

### Oral presentation session 8.5

This session, comprising two, 20-minute presentations plus Q&A, will take place in the Venn Suite between 13:15 and 13:55.

* + - 1. **Session 8.5a**

This is the second of two presentations within this 40-minute session.

**Session title:** Impact evaluation of a unique intervention to address the Black PhD leaky pipeline

**Presenters**: Dr Hannah Griffin-James, Advance HE

**Summary abstract:** 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.

* + - 1. **Session 8.5b**

This is the first of two presentations within this 40-minute session.

**Session title:** The Disabled Students Commission: Going forward and no going back

**Presenters**: Anne Rowan, Advance HE

**Summary abstract:** 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.

### Oral presentation session 8.6

This session is a 40-minute quite space will take place in the Morley Suite between 13:15 and 13:55.

## Transition break

From 13:55 to 14:00 there will be a short break to allow delegates to find their way to the appropriate rooms ahead of parallel session 9.

## Parallel Session 9

In parallel session 9, six sessions will run simultaneously between 14:00 and 14:40. Delegates should select one, 40-minute session to attend.

Parallel session 9 consists of the following six sessions:

### Interactive workshop 9.1

This session will take place in Ballroom 1 between 14:00 and 14:40.

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

**Presenters:** Rachel Horn, The University of Sheffield

**Summary abstract:** 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).

### Interactive workshop 9.2

This session will take place in Ballroom 2 between 14:00 and 14:40.

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

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

**Summary abstract:** 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.

### Interactive workshop 9.3

This session will take place in Ballroom 3 between 14:00 and 14:40.

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

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

**Summary abstract:** 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.

### Oral presentation session 9.4

This session, comprising two, 20-minute presentations plus Q&A, will take place in Ballroom 4 between 14:00 and 14:40.

* + - 1. **Session 9.4a**

This is the first of two presentations within this 40-minute session.

**Session title:** Embedding encompassing inclusivity in accessible curricula: How neurodivergent students & staff informed the development of an ‘enablist’ social pedagogy.

**Presenters**: Dr Penny Hyams, Arden University.

**Summary abstract:** 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.

* + - 1. **Session 9.4b**

This is the second of two presentations within this 40-minute session.

**Session title:** Collaborating with students on the spectrum: Positive changes through tutor and student conversations.

**Presenter**: Alison Taylor, Bishop Grosseteste University.

**Summary abstract:** 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.

### Oral presentation session 9.5

This session, comprising two, 20-minute presentations plus Q&A, will take place in the Venn Suite between 14:00 and 14:40./general.

* + - 1. **Session 9.5a**

This is the first of two presentations within this 40-minute session.

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

**Presenters**: Lilinaz Rouhani, University of Edinburgh

**Summary abstract:** 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.

* + - 1. **Session 9.5b**

This is the second of two presentations within this 40-minute session.

**Session title:** Podcasting for social justice: Storytelling in student: Staff partnerships.

**Presenters**: Dr Fatima Maatwk, Kyra Araneta and Dr Jennifer Fraser, University of Westminster.

**Summary abstract:** 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.

### Oral presentation session 9.6

This session, comprising two, 20-minute presentations plus Q&A, will take place in the Venn Suite between 14:00 and 14:40.

* + - 1. **Session 9.6a**

This is the first of two presentations within this 40-minute session.

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

**Presenter**: Rhianna Garrett and Naomi Alormele, Loughborough University.

**Summary abstract:** 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.

* + - 1. **Session 9.6b**

This is the second of two presentations within this 40-minute session.

**Session title:** A system wide transformation programme to diversify our research talent pipeline and promote inclusive research practice and culture.

**Presenter**: Professor Rachel Cowen, University of Manchester.

**Summary abstract:** 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.

## Refreshment break and poster viewing

The afternoon refreshment break will take place in the Ballroom Foyer between 14:40 and 15:05. In addition to refreshments, delegates will have the opportunity to view, and discuss with presenters, posters created for the conference.

There will also be a variety of exhibition stands positioned around the room where delegates can discuss and find information about Advance HE, the Athena Swan and Race Equality Charters and talk to our conference sponsors and exhibitors.

## Posters on display

In today’s poster session the following posters will be displayed, and presenters of these posters will be available for informal discussion and questions. You may also view any posters still on display from Day 1 of the conference, but these presenters may not be available for questions today.

### Poster P2.1

**Poster title:** Neurodiverse experiences of cognitive load in online education.

**Presenter:** Anne-Laure Le Cunff, King's College London.

**Summary abstract:** 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.

### Poster P2.3

**Poster title:** Mental health protocol in higher education.

**Presenter:** Dr Scott McLaughlin and Professor Martin Iddon, University of Leeds.

**Summary abstract:** 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.

### Poster P2.4

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

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

**Summary abstract:** 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.

### Poster P2.5

**Poster title:** The inclusive higher education framework: From good intentions to institutional change.

**Presenter:** Dr Katharine Hubbard and Paula Gawthorpe, University of Hull.

**Summary abstract:** 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.

### Poster P2.6

**Poster title:** Mentorship as a widening participation resource across Northern Ireland.

**Presenter:** Heynes Brown, Joana GC Rodrigues, Rohan Chikhal, Umme Alam and Lee Fernandes, In2MedSchool.

**Summary abstract:** 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.

### Poster P2.7

**Poster title:** Inclusion perception index in business administration and management students.

**Presenter:** 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.

**Summary abstract:** 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).

### Poster P2.15

**Poster title:** 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.

**Presenter:** Dr Ryan Prout, Cardiff University.

**Summary abstract:** 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.

### Poster P2.20

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

**Presenter:** John Boddy, University of Falmouth and Dr Frances Johnson, Applied Inspiration.

**Summary abstract:** 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.

### Poster P2.21

**Poster title:** Oral history as pedagogy: Reflecting on personal and community stories.

**Presenter:** Dr Alya Khan, London Metropolitan University.

**Summary abstract:** 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.

### Poster P2.22

**Poster title:** Lived experiences of female-identifying mathematics PhD students.

**Presenter:** Dr Laura Wadkin and Kaitlyn Ries, Newcastle University.

**Summary abstract:** 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.

### Poster P2.23

**Poster title:** Creative changemakers – recognising and rewarding the agency, power and impact of students.

**Presenter:** Melanie Welaratne and Zena Rashid, Nottingham Trent University.

**Summary abstract:** 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.

### Poster P2.24

**Poster title:** “That’s not my name” the importance of using a student’s name and pronouncing it correctly.

**Presenter:** Laura Maguire and Emma Tonks, Birmingham City University.

**Summary abstract:** 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.

### Poster P2.25

**Poster title:** Developing selection procedures that support student diversity in health professions education: insights from the applicant perspective.

**Presenter:** Suzanne Fikrat-Wevers, Erasmus MC.

**Summary abstract:** 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.

### Poster P2.26

**Poster title:** 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.

**Presenter:** Dr Julia Bohlmann, University of Glasgow and Dr Cameron Graham, Edinburgh Napier University.

**Summary abstract:** 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

In parallel session 10, five sessions will run simultaneously between 15:05 and 15:45. Delegates should select one, 40-minute session to attend.

Parallel session 10 consists of the following six sessions:

### Case studies 10.1

This session will take place in Ballroom 1 and 2 between 15:05 and 15:45.

**Session title:** Race Equality Charter and Athena Swan Charter Case Studies.

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

**Summary abstract:** 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).

### Oral presentation session 10.3

This session, comprising two, 20-minute presentations plus Q&A, will take place in Ballroom 3 between 15:05 and 15:45.

This is the first of two presentations within this 40-minute session.

* + - 1. **Session 10.3a**

**Session title:** Inclusive assessment: How do we involve students?

**Presenter**: Dr Cecilia Oyugi, London Metropolitan University

**Summary abstract:** 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.

* + - 1. **Session 10.3b**

This is the second of two presentations within this 40-minute session.

**Session title:** Addressing the inclusivity of assessment practice in HE: Addressing the educator deficit model.

**Presenters**: Dr Olatunde Durowoju, Liverpool John Moores University.

**Summary abstract:** 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

### Oral presentation session 10.4

This session, comprising two, 20-minute presentations plus Q&A, will take place in Ballroom 4 between 15:05 and 15:45.

* + - 1. **Session 10.4a**

This is the first of two presentations within this 40-minute session.

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

**Presenters**: Melanie Welaratne and Zena Rashid, Nottingham Trent University.

**Summary abstract:** 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.

* + - 1. **Session 10.4b**

This is the second of two presentations within this 40-minute session.

**Session title:** Are fitness to practise processes in Pre-Registration Nurse Education consistent and fair?

**Presenters**: Karen Chandler, City University of London

**Summary abstract:** 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 process 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.

### Oral presentation session 10.5

This session is a 40-minute quite space will take place in the Morley Suite between 11:45 and 12:25.

### Oral presentation session 10.6

This session is a 40-minute quite space will take place in the Morley Suite between 11:45 and 12:25.

Refreshment break

A short refreshment break will take place in the Ballroom Foyer between 15:45 and 16:05 before we move into the final plenary session of the conference. Delegates will have the opportunity to network with colleagues, view posters created for the conference, and visit exhibition and sponsor stands.

## Panel session

The final panel session will be held in Ballroom 1 and 2 and will take place between 16:05 and 16:50.

In this session will be inviting a number of guest speakers to address a topical issue. There will be an opportunity for questions and answers after the panellists have spoken.

**Session title:** 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.

**Summary abstract:** 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

## Summative plenary session

The closing session of the conference will be held in Ballroom 1 and 2 and commences at 16:50, following on directly from the panel session at 16.05 to 16.50.

This session will be an overview of some of the trends and ideas that have emerged from discussions and presentations throughout the conference. It will also be a chance to ask questions about any of the issues address over the past two days.

This session will formally conclude the conference proceedings.

The conference will end at 17:00.