

Equality, Diversity and Inclusion Conference 2020

17-19 March 2020, Radisson Blu, Edinburgh City Centre

# Conference Programme

This document provides a breakdown of the programme for Advance HE’s Equality, Diversity and Inclusion Conference 2020.

The conference will take place between Tuesday 17th and Thursday 19th March 2020 at the Radisson Blu Hotel, Edinburgh City Centre in Edinburgh, UK.

Each day will follow a similar format, starting with a welcome address and keynote speakers, followed throughout the day by panel sessions, workshops and oral presentations scheduled into parallel sessions. Each day will close with a brief plenary session.

Lunch and refreshments will be provided each day for delegates at the conference and will be served in the St Giles Suite.

# Day 1 Programme, 17 March 2020

Registration for Day 1 is open from 09:00 in the morning. The registration desk is in the foyer in front of the Dunedin Room, which is our main plenary room. Teas and coffee will be available in the St Giles Suite between 09:00 and 10:00.

## Main Plenary Session

The main plenary session for Day 1 will be held in the Dunedin Room and commences at 10:00.

This session will feature an opening welcome from Alison Johns, Chief Executive of Advance HE and will be followed by a short address from Richard Lochhead MSP, Minister for Higher Education, Further Education and Science, Scotland and two 25-minute keynote speeches by Jackie Galbraith, Principal and Chief Executive, West Lothian College and Professor Peter Mathieson, Principal and Vice-Chancellor, University of Edinburgh.

There will be opportunities for questions from the audience following each of these speeches.

The session will end with a briefing to the whole conference about a co-creation initiative that will be running throughout the conference, entitled ‘The big conversation: Who are we?’, facilitated by Ivana Vasic Chalmers, EDI Researcher and Advocate and Jess Moody, Senior Adviser, Advance HE.

The plenary session will finish at 11.15.

## Refreshment break

The morning refreshment break will take place in the St Giles Suite between 11:20 and 11:35. In addition to refreshments, delegates will have the opportunity to view posters created for the conference and begin thinking about and discussing the co-creation initiative.

There will also be a variety of exhibition stands positioned around the room where delegates can discuss and find information about the Scottish race project, the Advance HE thematic series feedback, Advance HE charters (the Race Equality Charter and Athena SWAN), the EDI network in Scotland, the latest EDI research undertaken by Advance HE, Women in Games and the co-creation initiative, ‘The big conversation: Who are we?’.

## Parallel Session 1

In parallel session 1, three sessions will run simultaneously between 11:35 and 12:35. Delegates should select one, hour-long session to attend.

Parallel session 1 consists of the following three sessions:

### Panel session 1.1

This session will take place in the Dunedin Room between 11:35 and 12:35 and aligns with the theme ‘Positive action’.

**Session title:** Positive action: Addressing underrepresentation and inequality through targeted initiatives.

**Presenters:** Professor Ruth Falconer, Abertay University; Marie-Claire Isaaman, Women in Games; Dr Ross Woods, Higher Education Authority; and Dr Angie Pears, University of Leicester.

**Summary abstract:** This panel session will give a brief overview of some recent initiatives where positive action has succeeded in addressing underrepresentation and inequality followed by a Q&A session from the audience and a wider discussion on positive action. It will include: how the not-for-profit organisation Women in Games, partnering with industry and HEIs across the UK and abroad, has raised the profile of women in the heavily male-dominated area of games programmes; how the Senior Academic Leadership Initiative (SALI) launched in Ireland aims to accelerate gender balance at senior levels of Irish HEIs; and how the University of Leicester have implemented a Positive Action in Recruitment initiative to address the unequal ratio of BAME staff to students.

### Interactive breakout session 1.2

This session will take place in Canongate 1 between 11:35 and 12:35 and aligns with the theme ‘Breaking the taboo’.

**Session title:** Spilling the T on my degree: The student experience through a race lens.

**Presenters:** Sherry Iqbal and Ahmed Ali, Leeds Beckett Students' Union.

**Summary abstract:** Through open, honest conversation with BAME students, we aim to take participants on a journey through the real, lived experience of BAME students in higher education. The objectives of this session will be to highlight and draw attention to the struggles faced by BAME students at university, identify ways in which universities can improve the student experience and seek commitment from higher education colleagues to shoulder some of the emotional labour experienced daily by BAME students.

### Interactive breakout session 1.3

This session will take place in Canongate 2 between 11:35 and 12:35 and aligns with the theme ‘Breaking the taboo’.

**Session title:** Care experience: Exploring the web of connections.

**Presenters:** Fiona Morrison and Dawn Clark, Fife College.

**Summary abstract:** If you work with care-experienced students then this workshop should be top of your list! Prepare to have your perceptions around the life of a care-experienced student challenged, and to explore the barriers and stigma that they deal with on a daily basis. This workshop aims to provide you with a deeper understanding and enhanced awareness of how your professional practice can impact positively – or negatively – on a student. Bring a tissue – you might need it!

## Lunch break

The lunch break will take place in the St Giles Suite between 12:35 and 13:30.

## Parallel Session 2

In parallel session 2, three sessions will run simultaneously between 13:30 and 14:30. Delegates should select one, hour-long session to attend.

Parallel session 2 consists of the following three sessions:

### Panel session 2.1

This session will take place in the Dunedin Room between 13:30 and 14:30 and aligns with the theme ‘Breaking the taboo’.

**Session title:** Hidden gender inequalities.

**Presenters:** Melissa Highton, University of Edinburgh; Ruth Cochrane, Edinburgh Napier University; Andrea Cameron, Abertay University; Dr Emma Watson; and Victoria Murphy, Imperial College London.

**Summary abstract:** This panel session aims to break taboos around the hidden gender inequalities of maternity, breastfeeding, period poverty and menopause, with a summary of current initiatives in this area followed by Q&A and a wider discussion on the subject. It will include details of: a collaboration between Hey Girls, Wire Media and Edinburgh Napier University that responded to the Scottish Government initiative to provide free, accessible sanitary products for all girls and women in Schools, Colleges and Universities; how the University of Edinburgh and Imperial College London are attempting to promote menopause-friendly workplaces and address the impact this has on women staff; and how university policy at practice at Abertay around student pregnancy has been informed by the narratives that emerged when investigating the student experience of the perinatal period.

### Interactive breakout session 2.2

This session will take place in Canongate 1 between 113:30 and 14:30 and aligns with the theme ‘Positive action’.

**Session title:** Using positive action to bring about a step change in race equality.

**Presenter:** Aloma Onyemah, University Hospitals of Leicester.

**Summary abstract:** This session is essential for HEI and FE college delegates who would like to implement innovative, high-impact positive action interventions to address racial disparities in their workforce. The objectives of the session are: to identify how positive action can enhance your workforce race equality objectives; to explore the legal measures which underpin positive action; and to evaluate case study examples of positive action interventions and their application to your own institutional context.

### Interactive breakout session 2.3

This session will take place in Canongate 2 between 13:30 and 14:30 and aligns with the theme ‘Leading change’.

**Session title:** Harnessing diversity in governance: A multi-dimensional model.

**Presenter:** Clare Fraser, West College Scotland.

**Summary abstract:** Gender is one of the many attributes that contribute to the perspective that a director brings to the boardroom. Traditional approaches to board recruitment have tended to focus on one or two specific variables at a time. This workshop presents how West College Scotland benefited from a more holistic, multi-dimensional view. This approach acknowledges that a wide range of perspectives is critical to effective corporate governance and allows the Board to better anticipate and consider the diverse perspectives of stakeholders.

## Transition

There will be a short break following parallel session 2, between 14:30 and 14:35 for delegates to make their way back to the Dunedin Room for the Ignite session which will commence at 14:35.

## Ignite session

The ignite session will be held in the Dunedin Room between 14:35 and 15:20.

This session will consist of a number of rapid-fire, 5-minute presentations, where 20 slides, each one timed to progress after 15 seconds, dictate the presenter’s oral delivery.

During this session, the following 5-minute presentations will be delivered:

### Ignite IG1a

**Session title:** Associate student project: Facilitating Computing students’ transition to higher education.

**Presenters:** Dr Ella Taylor-Smith, Dr Khristin Fabian and Debbie Meharg, Edinburgh Napier University.

**Summary abstract:** The Associate Student (ASP) project supports Computing students who study two years at a Further Education college (achieving an HND) then transfer directly into third year, studying for two more years to complete an honours degree (BSc or BEng). Students have access to university facilities throughout the four years (online and offline), plus workshops, lectures, and events to get them ready for university, and through their degree. The first associate students started in 2014 and we can now present quantitative and qualitative results that indicate the success of the project, including degree outcomes, students’ perceptions, and graduates’ experience.

### Ignite IG1b

**Session title:** Intersectionality: Targeting men from deprived areas in Scotland.

**Presenter:** Anne Farquharson, The Open University in Scotland.

**Summary abstract:** Analysis of our student data indicated a significant proportion of men from the most deprived areas in Scotland have an interest in computing courses. We developed a marketing campaign to target this audience using paid social media.

### Ignite IG1c

**Session title:** Intersectionality: Targeting women with caring responsibilities.

**Presenter:** Anne Farquharson, The Open University in Scotland.

**Summary abstract:** The Open University in Scotland (OU in Scotland) created a campaign to increase the number of students recruited onto degree programmes directly from Further Education colleges in Scotland. Many of these students are women with caring responsibilities, who are unable or unwilling to travel due to these commitments. By increasing our recruitment of these students, we would help the OU in Scotland meet its Outcome Agreement targets for widening access both in relation to articulation (students utilising the credit from their HND/C) and recruitment of students from SIMD20/40 (most and second most deprived areas).

### Ignite IG1d

**Session title:** Study Smarter with Technology for All.

**Presenter:** Portia Bentley, Staffordshire University.

**Summary abstract:** Study Smarter with Technology is an online resource available to all students and staff at Staffordshire University. It provides information about useful digital tools that enable the individual to use technology to study more effectively. Information relating to a range of existing institutional digital tools is provided together with guidance on how to maximise their use. All recommended software is available on Student PCs, as a free download or as a mobile phone app. Free access is available by following this link: <http://libguides.staffs.ac.uk/studysmarter>.

### Ignite IG1e

**Session title:** Advocacy in Action: How a university shared reading project reaches homeless readers in Scotland.

**Presenter:** Avril Gray, Edinburgh Napier University.

**Summary abstract:** This paper provides genuine insight into the rationale for an approach to inclusivity that penetrates to the very edges of society. It underpins the need to find better methods to reach readers beyond the boundaries, for whom “books are more important than food”. Working with 28 organisations supporting homeless people, and connecting with charitable trusts, community projects, government bodies, and industry, this paper explores how a university shared reading initiative moved beyond the campus onto the streets to make a concentrated commitment to diversity and inclusion with some of society’s most vulnerable, yet challenging, human beings. The initiative has attracted institutional partners across Scotland and as far afield as Australia.

## Refreshment break

The afternoon refreshment break will take place in the St Giles Suite between 15:20 and 15:45. In addition to refreshments, delegates will have the opportunity to view, and discuss with presenters, posters created for the conference and continue discussing the co-creation initiative.

There will also be a variety of exhibition stands positioned around the room where delegates can discuss and find information about the Scottish race project, the Advance HE thematic series feedback, Advance HE charters (the Race Equality Charter and Athena SWAN), the EDI network in Scotland, the latest EDI research undertaken by Advance HE, Women in Games and the co-creation initiative, ‘The big conversation: Who are we?’.

## Parallel Session 3

In parallel session 3, three hour-long sessions will run simultaneously between 15:45 and 16:45. Each of these hour-long sessions consists of three 20-minute oral presentations. Delegates should select one, hour-long session to attend and, where possible, remain in that room until all three presentations have been delivered. There will be opportunities for questions following each presentation.

Parallel session 3 consists of the following sessions:

### Oral presentations 3.1

This session will take place in the Dunedin Room between 15:45 and 16:45 and aligns with the theme ‘Breaking the taboo’.

### Oral presentation 3.1a

This is the first of three presentations within this hour-long session.

**Session title:** Bye, bye taboo? Hello, LGBT+ inclusive learning spaces: An Ayrshire approach.

**Presenter:** Sara Turkington, Ayrshire College.

**Summary abstract:** Section 28 is gone. But, for some, it still looms large, dictating the openness of conversations in the classroom. The classroom is now meant to be an inclusive learning space, no matter what sexual orientation or gender identity, yet at the same time, these still matter in regards to educational experiences and attainment. In response to this, Ayrshire College and East Ayrshire Council created the Ayrshire LGBT+ Education Network. The Network remains the only one of its kind in Ayrshire, if not in Scotland, and has been praised by many high profile organisations including LGBT Youth Scotland. This session will provide an overview of the creation, development and facilitation of the Network and reviews its successes and impact.

### Oral presentation 3.1b

This is the second of three presentations within this hour-long session.

**Session title:** Normalising the discourse about race and racism at the University of Cambridge.

**Presenter:** Dr Joanna Jasiewicz, University of Cambridge.

**Summary abstract:** This presentation focuses on the journey that is being undertaken at the University of Cambridge to sustain institutional change through normalising the discourse on race, racism and whiteness. This process involves an ongoing negotiation over the language used and the degree of institutional openness about race and racism. It also involves creative attempts at shifting the narrative to focus the institutional attention on the harm made to BAME people as well as on the advantages afforded to white people.

### Oral presentation 3.1c

This is the third of three presentations within this hour-long session.

**Session title:** STEM Equals: Creating more inclusive STEM communities.

**Presenters:** Dr Jessica Gagnon and Dr Marco Reggiani, University of Strathclyde.

**Summary abstract:** STEM Equals is a four-year, mixed-methods project at the University of Strathclyde. Funded by EPSRC within the Inclusion Matters initiative, the project focuses on working cultures, including better understanding and addressing systemic inequalities faced by women and LGBT+ people in STEM. This presentation will provide an overview of the project's aims, research, initiatives and activities. Additionally, it will outline the outreach and dissemination strategy of the project including social media (Twitter, Instagram, Facebook @STEMEquals) and the project website (www.stemequals.ac.uk) which showcases profiles, blog posts, podcasts and updates from the ongoing research.

### Oral presentations 3.2

This session will take place in Canongate 1 between 15:45 and 16:45 and aligns with the theme ‘Positive action’.

### Oral presentation 3.2a

This is the first of three presentations within this hour-long session.

**Session title:** Exploring female surgeons’ intersecting personal and professional identities: A case study of Black and Minority Ethnic (BME) surgical trainees.

**Presenter:** Dr Gozie Offiah, RCSI/UOD.

**Summary abstract:** While the general populations in Ireland and Scotland have grown increasingly diverse, the surgical workforce fails to reflect this diversity. Previous studies have illustrated a lower representation of female consultants in surgery compared with other specialities, plus a lower representation of racial, ethnic and gender minorities in some surgical sub-specialties (e.g. plastic surgery) compared with other surgical sub-specialties. While previous research has illustrated challenges and barriers for women in surgery, this current research explores perceptions of female surgeons, as well as female surgeons’ colleagues and patients. Indeed, the current work aims to provide multiple views on female surgeon identity constructs.

### Oral presentation 3.2b

This is the second of three presentations within this hour-long session.

**Session title:** Courageous Leaders: Promoting and supporting diversity in education leadership development.

**Presenter:** Dr Catherine Lee, Anglia Ruskin University.

**Summary abstract:** This presentation examines the effect of the UK's first LGBT School Leadership programme. Based on the values of authentic leadership, promoting inclusion, celebrating diversity, accepting difference, challenging the status quo, and achieving social justice, the Courageous Leaders programme provides mentoring, training and support for LGBT teachers aspiring to become leaders. Utilising social phenomenology as a methodological framework, the presentation considers the written reflections of a single cohort of ten lesbian and gay teacher participants, to reflect on the way in which Courageous Leaders affected their professional identities and behaviours and helped them secure promotion.

### Oral presentation 3.2c

This is the third of three presentations within this hour-long session.

**Session title:** Enhancing the employability of students with autism: A pilot initiative.

**Presenters:** Rachel Mulholland, Catriona Mowat and Danny Gallacher, Glasgow Caledonian University.

**Summary abstract:** It is recognised that students with autism face more barriers getting into graduate-level jobs than other groups. The Disability Service, in collaboration with GCU colleagues, students and external partners, designed and delivered a pilot development and work experience programme for students with autism. It aimed to prepare the students to successfully complete real-world work experiences. Initial evaluations indicate that increased confidence and understanding of their capabilities were evident. It also helped employers recognise the skills and strengths that the students brought to the workplace.

### Oral presentations 3.3

This session will take place in Canongate 2 between 15:45 and 16:45 and aligns with the theme ‘Positive action’.

### Oral presentation 3.3a

This is the first of three presentations within this hour-long session.

**Session title:** Diverse nursing workforce and being inclusive: Should nursing as a profession be much more inclusive and be actively recruiting students with a physical disability?

**Presenter:** Michelle Walters and Pamela Young, University of the West of Scotland.

**Summary abstract:** Over the past decade the nursing profession has striven to improve and strengthen the various roles that nurses undertake through differing career pathways. Yet nursing as a profession appears not to emulate the diversity of society. Acknowledging the valuable contribution nurses with disabilities can make to a modern workforce could enable nursing as a profession to be truly representative of a diverse and inclusive profession.

### Oral presentation 3.3b

This is the second of three presentations within this hour-long session.

**Session title:** Gender action plan: A student-centric approach.

**Presenters:** Anne Farquharson, The Open University in Scotland and Talat Yaqoob, Equate Scotland.

**Summary abstract:** Removing gender imbalance from subject areas including STEM and healthcare is one of the key objectives of The Open University in Scotland. Working closely with Equate Scotland, our approach is to consider the issue from the perspective of the overall student journey, looking at every touchpoints to identify the key areas of influence where we can really make a difference and ultimately meet the gender imbalance targets set by the Scottish Funding Council.

### Oral presentation 3.3c

This is the third of three presentations within this hour-long session.

**Session title:** Student mental health and wellbeing: A learning and teaching perspective.

**Presenters:** Stef Black, Student Partnerships in Quality Scotland and Kate Lister, The Open University.

**Summary abstract:** Student wellbeing is not just the responsibility of student support or counselling services. A whole-institution approach is required to have the most impact. This session will explore two new projects set up independently of one another, but with similar goals; one by sparqs and the other The Open University. Both look at student wellbeing through a learning and teaching lens, offering an alternative and new approach to addressing existing challenges around student wellbeing from within the curriculum. Delegates will have the opportunity to engage with some of the methods and approaches that each project has employed to gather data and develop interventions, as well as exploring the mini-projects that are being tested by departments and institutions as part of the work.

## Summative plenary session

The final plenary session of the day will be held in the Dunedin Room and commences at 16:45.

This session will be an overview of some of the trends in thought that have emerged from discussions and presentations during the day. It will also feature a round-up of the co-creation initiative and will be a chance to ask questions about any of the issues address during the day.

## Athena SWAN Round Table Session

Following the close of the formal proceedings on the conference, a round table discussion will be held in the Dunedin Room and commences at 17:00.

Following the Athena SWAN Impact Evaluation and the independent Steering Group review of Athena SWAN, Advance HE would like to take the opportunity to discuss and explore possibilities for the Charter’s future direction with member institutions. This round table discussion is aimed at UK institutional Athena SWAN leads and will be facilitated by members of Advance HE staff.

The session will finish at 18:00.

## Drinks reception, dinner and Question Time

For those delegates booked onto the evening’s Question Time event, the drinks reception will commence at 18:00 in the hotel restaurant. The formal dinner element will commence at 18:30. Once dinner service has finished, the Question Time session will commence. The question being addressed by our guest panel is ‘Is an approach to equality, diversity and inclusion that is structured around distinct protected characteristics out of date and in need of replacement?’

The session will be chaired by Gary Loke, Director of Knowledge, Innovation and Delivery at Advance HE and we are delighted to be joined by Emma Ritch, Director of Engender, Naira Dar, Equality, Diversity and Inclusion Manager, City of Glasgow College, Professor Rowena Arshad CBE, Chair in Multicultural and Anti-Racist Education and Co-Director of the Centre for Education for Racial Equality in Scotland and Robiu Salisu, Student Inclusion Officer, University of Bristol.

The evening will finish at 21:30.

# Day 2 Programme, 18 March 2020

Registration for Day 2 is open from 09:00 in the morning. The registration desk is in the foyer in front of the Dunedin Room, which is our main plenary room. Teas and coffee will be available in the St Giles Suite between 09:00 and 10:00.

## Main Plenary Session

The main plenary session for Day 2 will be held in the Dunedin Room and commences at 10:00.

This session will feature an opening welcome and will be followed by a keynote speech by Rachel Sandby-Thomas CB, Registrar at the University of Warwick.

There will be opportunities for questions from the audience following this speech.

Following the keynote, we will be holding a panel session on the theme of harassment, bullying and hate crime featuring a representative from the Scottish Funding Council and other guest panellists to be announced.

The session will end with a briefing to the whole conference about a co-creation initiative that will be running throughout the conference, entitled ‘The big conversation: Who are we?’, facilitated by Ivana Vasic Chalmers, EDI Researcher and Advocate and Jess Moody, Senior Adviser, Advance HE.

The plenary session will finish at 11.40.

## Refreshment break

The morning refreshment break will take place in the St Giles Suite between 11:40 and 12:00. In addition to refreshments, delegates will have the opportunity to view posters created for the conference and continue thinking about and discussing the co-creation initiative.

There will also be a variety of exhibition stands positioned around the room where delegates can discuss and find information about the Scottish race project, the Advance HE thematic series feedback, Advance HE charters (the Race Equality Charter and Athena SWAN), the EDI network in Scotland, the latest EDI research undertaken by Advance HE, Women in Games and the co-creation initiative, ‘The big conversation: Who are we?’.

## Parallel Session 4

In parallel session 4, five sessions will run simultaneously between 12:00 and 13:00. Delegates should select one, hour-long session to attend. There will be opportunities for questions following each presentation.

Parallel session 4 consists of the following five sessions:

### Interactive breakout session 4.1

This session will take place in Dunedin 1 between 12:00 and 13:00 and aligns with the theme ‘EDI and leadership’.

**Session title:** A taste of 'Fierce Conversations'.

**Presenter:** Dr Naomi Irvine, People Development Associates.

**Summary abstract:** In order to bring out lasting, meaningful culture change, leaders need to be developed to align with the target culture. Organisations need to use conversations about culture to underscore its importance. This 'Fierce Conversations' taster session will give attendees insights on how to ignite productive dialogue that interrogates reality, provokes learning, resolves tough challenges and enriches relationships. It’s the place to begin, the cornerstone of great leadership, healthy cultures, intelligent strategies and whole-hearted execution.

### Panel session 4.2

This session will take place in Dunedin 2 between 12:00 and 13:00 and aligns with the theme ‘Belonging and safe space’.

**Session title:** Race equality.

**Presenters:** Kaushika Patel, Professor Richard Hall and Chris Hall, De Montfort University and Dr Melanie Crofts, De Montfort University.

**Summary abstract:** This panel session will explore initiatives that have been successful in addressing underrepresentation of BAME students and staff and look to address the balance of race equality across institutions. It will include briefings on: How De Montfort University have focused on decolonising the university and moving towards an anti-racist university; key findings from the 'Freedom to Achieve' project, also undertaken at De Montfort University; and two recent projects at the University of Reading supporting BAME students in literature and language.

### Interactive breakout session 4.3

This session will take place in Canongate 1 between 12:00 and 13:00 and aligns with the theme ‘Bridging the gaps’.

**Session title:** Courageous conversations and the ethnicity pay gap in higher education.

**Presenter:** Dr Jenny Cook, Brunel University London.

**Summary abstract:** Universities are facing challenges in addressing gender and ethnicity pay gaps. Evidence-based actions are being published and implemented, yet the pay gaps are not reducing or set to reduce for a significant number of years. This workshop uses our data to highlight key issues, sector-wide challenges and asks where do courageous conversations need to happen if we are going to effectively approach the ethnicity pay gap faced by staff in higher education?

### Interactive breakout session 4.4

This session will take place in Canongate 2 between 12:00 and 13:00 and aligns with the theme ‘Thinking forward’.

**Session title:** Equality and diversity for students, by students.

**Presenter:** Dr Sammy Li, University of Birmingham.

**Summary abstract:** The Office for Students, Access & Participation Plan, the Teaching Excellence and Student Outcomes Framework, and the National Student Survey are some of the triggers contributing to the rising attention around student equality. The University of Birmingham will share their examples on embedding student equality on campus through a co-production and bottom-up model of “Equality and Diversity for Students, by Students”. From their student research for their Race Equality Charter application to the recent development of the E&D Student Ambassador programme in partnership with the University of Amsterdam, we will explore practices that utilise students’ lived experience for equality.

### Interactive breakout session 4.5

This session will take place in Holyrood between 12:00 and 13:00 and aligns with the theme ‘Skills building for EDI change agents’.

**Session title:** Challenging unconscious bias: Developing awareness and providing effective training regarding equality, diversity and inclusion in higher education.

**Presenters:** Stefanie Anyadi and Nicole Brown, University College London.

**Summary abstract:** In this interactive workshop, we present our approach to developing awareness of unconscious bias and providing training for equality, diversity and inclusion. Delegates will experience scenario-based learning to cover a range of different concerns and issues, such as those related to race, gender, class, disability and faith. After a brief introduction highlighting the issues with commonly applicable EDI training formats, delegates will work in groups discussing a selection of our scenarios. The subsequent plenary will have the dual purpose of talking through the individual scenarios used, and to reflect on the wider learning process and applicability of this approach.

## Lunch break

The lunch break will take place in the St Giles Suite between 13:00 and 13:45.

## Parallel Session 5

In parallel session 5, five sessions will run simultaneously between 13:45 and 14.45. Delegates should select one, hour-long session to attend.

Parallel session 5 consists of the following five sessions:

### Interactive breakout session 5.1

This session will take place in Dunedin 1 between 13:45 and 14.45 and aligns with the theme ‘Bridging the gaps’.

**Session title:** Quantitative intersectionality, or: What does the language of Mathematics have to say about diverse lived experiences?

**Presenter:** Dr Harriet Grigg, Newcastle University.

**Summary abstract:** The intersectional perspective has come to enjoy an increasing prominence in the critical and feminist discourse in recent years. Recent Advance HE guidance reflects these trends. On the other hand, relatively little attention has been given to date in terms of how to evaluate and present the data corresponding to these phenomena in the context of EDI. How can we make progress? We present a project that applies Advance HE recommendations to EDI data, focusing on the intersection of BME status and binary gender. Attention is given to addressing the problem of low declaration rates from a technical perspective. A range of solutions are benchmarked, and a first suggestion for "good practice" is made as a starting point for discussion, seeking consensus and improvement.

### Panel session 5.2

This session will take place in Dunedin 2 between 13:45 and 14.45 and aligns with the theme ‘Skills building for EDI change agents’.

**Session title:** Embedding EDI.

**Presenters:** Dr Rachel Van Duyvenbode, The University of Sheffield and Zey Suka-Bill, London College of Communication; Professor David Webster, Dom Jackson-Cole and Ben Mason SOAS, University of London; and Dr Graeme Pedlingham and Dr Katherine Kruger, University of Sussex.

**Summary abstract:** In this interactive workshop, we present our approach to developing awareness of unconscious bias and providing training for equality, diversity and inclusion. Delegates will experience scenario-based learning to cover a range of different concerns and issues, such as those related to race, gender, class, disability and faith. After a brief introduction highlighting the issues with commonly applicable EDI training formats, delegates will work in groups discussing a selection of our scenarios. The subsequent plenary will have the dual purpose of talking through the individual scenarios used, and to reflect on the wider learning process and applicability of this approach.

### Interactive breakout session 5.3

This session will take place in Canongate 1 between 13:45 and 14.45 and aligns with the theme ‘EDI and leadership’.

**Session title:** How are we doing and when will we know we are there?

**Presenter:** Dr Caroline Wilson, Coventry University.

**Summary abstract:** Curriculum 2025 is a course enhancement team that works in collaboration with academic course teams to refresh the Coventry University offering to our students to ensure it is modern, robust, innovative, flexible and inclusive. This enhancement project has been initiated to ensure that all courses within the Coventry University Group can meet the changing needs and expectations of future students. At the time of this conference, Curriculum 2025 will be six months into its delivery phase. We’ll have experience of what has worked and what is still challenging. We’d like to share with other institutions tackling similar themes both what we’ve learned and what we’ve still got to learn. One particular evaluation question is how to assess when such themes can be considered to be ‘achieved’.

### Interactive breakout session 5.4

This session will take place in Canongate 2 between 13:45 and 14.45 and aligns with the theme ‘Thinking forward’.

**Session title:** Earn as you learn: Widening participation through apprenticeship as debt-free degrees.

**Presenters:** Dr Ella Taylor-Smith, Professor Sally Smith and Debbie Meharg, Edinburgh Napier University.

**Summary abstract:** Apprenticeship Degrees provide opportunities to study for a degree without incurring debt. Collaborations between employers and HEIs enable new or established employees to earn while they learn, with their fees paid. This facilitates people to study for a degree who could not have considered a traditional degree, especially due to their job or financial outlook. Help us to explore strategies to realise this opportunity to widen participation. We present our research with apprentices in Scotland, sharing their perspectives and contexts. We will then facilitate discussions around challenges and strategies for involving more people, and supporting them to achieve good degrees.

### Interactive breakout session 5.5

This session will take place in Holyrood between 13:45 and 14.45 and aligns with the theme ‘Belonging and safe space’.

**Session title:** There is a place for everyone... so long as everyone is kept in their place: Exploring belongingness in higher education.

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

**Summary abstract:** This workshop will provide delegates with a safe space to discuss, debate and evaluate the challenging concept of belongingness, within higher education environments. In today’s diverse and disparate communities of learning and practice there is a need to challenge taken-for-granted notions of inclusivity resulting in tokenism and marginalisation through unconscious bias. Issues to be explored include the language of equality, diversity and inclusivity. The phraseology, custom and practice commonly used in relation to inclusion, will be analysed to show how it often leads to practice which is disempowering, divisive and exclusive.

## Transition

There will be a short break following parallel session 5, between 14:45 and 14:50 for delegates to make their way to appropriate rooms for sessions in parallel session 6.

## Parallel Session 6

In parallel session 6, five hour-long sessions will run simultaneously between 14:50 and 15:50. Each of these hour-long sessions consists of three 20-minute oral presentations. Delegates should select one, hour-long session to attend and, where possible, remain in that room until all three presentations have been delivered. There will be opportunities for questions following each presentation.

Parallel session 6 consists of the following sessions:

### Oral presentations 6.1

This session will take place in Dunedin 1 between 14:50 and 15:50 and aligns with the theme ‘EDI and leadership’.

### Oral presentation 6.1a

This is the first of three presentations within this hour-long session.

**Session title:** The Curriculum Inclusivity Assessment Toolkit: Developing a comprehensive approach to EDI in HE.

**Presenter:** Dr Alys Einion-Waller, Swansea University.

**Summary abstract:** The CIAT directly and actively embeds equality, diversity and inclusivity (EDI) across all curricula and teaching and learning activities and resources. A comprehensive toolkit was developed with three levels of engagement and six domains of assessment, covering all nine protected characteristics and other aspects of diversity. CIAT is based on the concept of relational approaches to inclusive pedagogy. This presentation reviews the development and piloting of the CIAT in one institution and the challenges emerging from embedding EDI across the HE landscape.

### Oral presentation 6.1b

This is the second of three presentations within this hour-long session.

**Session title:** Athena SWAN: One for all and all for one.

**Presenter:** Dr Ismini Vasileiou, De Montfort University.

**Summary abstract:** This presentation will look into HE organisations going through the Athena SWAN submission, the outcomes and the impact it has had. EDI aspects tend to sit separately from anything else across many HE institutions. Governance and responsibility are key aspects of any successful Athena SWAN application, its future and its impact.

### Oral presentation 6.1c

This is the third of three presentations within this hour-long session.

**Session title:** Closing the ethnicity attainment gap in higher education institutions: Courageous leadership in instigating and embedding institutional change.

**Presenter:** Dr Kenisha Linton, University of Greenwich.

**Summary abstract:** Closing the ethnicity attainment gap in UK Higher education institutions (HEIs) will require a variety of initiatives and approaches to address entrenched racial inequalities. Through a mixed-methods approach, the leadership practices of three UK higher education institutions are comparatively evaluated in this paper. The research provides evidence of courageous leadership through a range of initiatives in their institutions that have led to reductions in the ethnicity attainment gap. The paper suggests that, without courageous leadership and staff ‘readiness’ and commitment, institutional and environmental factors (e.g. policy or legislation) are limited in reducing the ethnicity attainment gap.

### Oral presentations 6.2

This session will take place in Dunedin 2 between 14:50 and 15:50 and aligns with the theme ‘Belonging and safe space’.

### Oral presentation 6.2a

This is the first of three presentations within this hour-long session.

**Session title:** Giving voice to, and institutional action derived from, the student narratives of navigating the perinatal period.

**Presenter:** Andrea Cameron, Abertay University.

**Summary abstract:** The dearth of literature that relates to ‘pregnancy/maternity and the student’ could suggest that this is an over-looked protected characteristic within the higher education landscape. Within the limited existing research a ‘problematisation’ of pregnancy dialogue appears. Students are not supported by the contractual requirements that come with being a university employee – yet, within a more diverse student community the requirements of this group need also to be heard and actioned. This session will explore the narratives that emerged when investigating the student experience of the perinatal period and how capturing this voice is informing one institution’s skillsets, policy and practice.

### Oral presentation 6.2b

This is the second of three presentations within this hour-long session.

**Session title:** Bloody Big Project: Tackling period poverty with Design.

**Presenter:** Ruth Cochrane, Edinburgh Napier University.

**Summary abstract:** The Bloody Big Project used Design Thinking to tackle period poverty. In collaboration with industry partners, Hey Girls and Wire Media, Edinburgh Napier University created a range of work-based learning opportunities for students to respond to the Scottish Government initiative to provide free, accessible sanitary products for all girls and women in schools, colleges and universities. The project aimed to investigate how the government pledge was delivered and sustained, explore whether the initiative was reaching those in need and break the taboo around discussing menstruation.

### Oral presentation 6.2c

This is the third of three presentations within this hour-long session.

**Session title:** Talking Taboos: Menopause in the workplace.

**Presenters:** Dr Emma Watson and Victoria Murphy, Imperial College London.

**Summary abstract:** Every woman will go through the menopause, and as the percentage of working women at menopausal age increases, the impacts can be felt not just by the individual but by the organisation. Of the women of menopausal age at Imperial College London, statistics predict that 20 per cent will take time off for symptoms, and 10 per cent will retire from work because of the menopause. How can we ensure inclusivity in higher education employment? What is the Department of Earth Science doing to support women to thrive? Discuss the impact of menopause in the workplace and ideas to support good practice.

### Oral presentations 6.3

This session will take place in Canongate 1 between 14:50 and 15:50 and aligns with the theme ‘Bridging the gaps’.

### Oral presentation 6.3a

This is the first of three presentations within this hour-long session.

**Session title:** The 'holistic' student: Approaches to support mental health and increase resilience and life chances.

**Presenters:** Michelle Low and Gemma Reynolds, West Lothian College.

**Summary abstract:** Our Student Association award-winning Re-Charge initiative is a self-referral scheme open to all students. Students can self-refer to the Student Association for health and wellbeing support, including free personal care products; gym membership, hair and massage/beauty appointment and a guidance and self-support resource toolkit. The scheme considers the “holistic” student and the importance of looking after all aspects of the person in ensuring equal opportunities for success during their study. Warm in Winter involves the collection and distribution of donated warm coats, hats, scarves and gloves for students in need who may suffer in the colder weather.

### Oral presentation 6.3b

This is the second of three presentations within this hour-long session.

**Session title:** Black, depressed and on the brink of death.

**Presenter:** Lynette Nabbosa, Bloomsbury Institute London.

**Summary abstract:** The causes of the Black attainment gap are countless. Some barriers are systemic, while others play out as personal hidden challenges. Lynette Nabbosa, a Senior Lecturer and Chair of the Widening Participation Forum at Bloomsbury Institute London, will share her experience of balancing work, mental ill health and an illness which almost had catastrophic consequences, all while trying to keep up with the Russell Group standard. This session aims to show how Lynette is using model leadership and the Widening Participation Forum as platforms for her personal narrative to be used for change.

### Oral presentation 6.3c

This is the third of three presentations within this hour-long session.

**Session title:** Examining the intersection between sexual orientation and gender identity and LGBTQ mental health.

**Presenter:** Stuart McKenna, Manchester Metropolitan University.

**Summary abstract:** The intersection between sexual orientation and gender identity and mental health is well established. Evidence suggests people identifying as LGBT are at higher risk of experiencing poor mental health. The reasons for this link are complex and are related to a variety of factors such as internalised homophobia, bullying, harassment and discrimination (in particular, that which occurs within communities, both in LGBTQ spaces and online), addiction and the impact of hate crime. This presentation will examine some of the issues in this space and look at some strategies being employed to raise awareness and address the inequality.

### Oral presentations 6.4

This session will take place in Canongate 2 between 14:50 and 15:50 and aligns with the theme ‘Thinking forward’.

### Oral presentation 6.4a

This is the first of three presentations within this hour-long session.

**Session title:** Quality management and gender equality in professorial recruitment. The case of a Swiss university.

**Presenters:** Dr Nina Jakoby, Office for Gender Equality and Diversity.

**Summary abstract:** The University of Zurich (Switzerland) works with the OTM-R toolkit which is a component of the HR Strategy for Researchers (HRS4R) issued by the European Commission (European Research Area, ERA) to increase the share of female professors. OTM-R is one of the pillars of the European Charter for Researchers and in particular of the Code of Conduct for the recruitment of researchers, launched in 2005. The concept of OTM-R is based on the promotion of quality assurance, professionalisation and gender equality for all phases of the recruitment process. It also includes a shift towards a more qualitative assessment of merit in line with DORA. In this presentation, the implementation of OTM-R at the University of Zurich will be presented and discussed.

### Oral presentation 6.4b

This is the second of three presentations within this hour-long session.

**Session title:** Measuring and correcting inequality in opportunity in higher education: Insights from an equality audit of a single academic department.

**Presenter:** Professor Denise Hawkes, University of Greenwich.

**Summary abstract:** Challenging inequality of opportunity within academia is likely to be more effective if driven by individual Heads of Departments rather than through EDI strategies at university level. This presentation explores the journey of a collaboration between an academic department and the central university equality officer and HR, to identify the scale and scope of gender and race inequality within the department, attempt to identify the causes and plan a departmental response to support a change in culture so all can achieve their best. This presentation will share the highs and lows of this process and seek to inspire other HoDs to challenge and correct inequality within their own settlings.

### Oral presentation 6.4c

This is the third of three presentations within this hour-long session.

**Session title:** How to create career ceilings: Conflicting logics and gender equality in the British and German public sector.

**Presenter:** Stuart McClure, Queen's University Belfast.

**Summary abstract:** In this presentation we will discuss how views and experience regarding gender and work affect the implementation of gender equality HRM in public sector organisations in Germany and the UK. We suggest that HR and line managers have some discretion when implementing HRM policies, and explore how they conceptualise, navigate and prioritise different, possibly conflicting, logics around gender and work when implementing gender equality policies. Using qualitative case study interview data, we found that women are still considered the primary carers and that the public sector offers opportunities to accommodate this, but that senior career jobs are excluded from such arrangements.

### Oral presentations 6.5

This session will take place in Holyrood between 14:50 and 15:50 and aligns with the theme ‘Skills building for EDI change agents’.

### Oral presentation 6.5a

This is the first of three presentations within this hour-long session.

**Session title:** Social class: The elephant in the (class)room.

**Presenters:** Karen Arm, Solent University.

**Summary abstract:** Whilst there has been a great deal of emphasis on getting individuals from lower social groups into university, less is known about how class shapes their experience once there. There is still an implicit assumption operating in HE, that students from different social backgrounds experience university on par. Yet research provides compelling evidence to the contrary. This session tackles the thorny issue of social class head-on; examining why we don’t talk about class in learning and teaching and why we should.

### Oral presentation 6.5b

This is the second of three presentations within this hour-long session.

**Session title:** Tackling sexual violence - whole university approach.

**Presenter:** Ana Miguel Lazaro, University of the West of England.

**Summary abstract:** This session will show the work that UWE has been doing around sexual violence. It has been a collaborative and creative problem solving to address the challenges students face in Bristol in relation to sexual and domestic violence. It will be evidence-based and it will provide some of the key tools about how to intervene using the bystander approach and the work that we have been doing with students' leaders. Our aim is to create an inclusive campus where diversity is celebrated, antisocial attitudes and behaviours are challenged and any type of harassment, assault and discrimination aren't acceptable.

### Oral presentation 6.5c

This is the third of three presentations within this hour-long session.

**Session title:** Exploring the academic resistance towards attempting to decolonise the curriculum.

**Presenter:** Danielle Chavrimootoo, Kingston University.

**Summary abstract:** This presentation sheds light on the barriers and academic resistance towards attempts to decolonise the undergraduate history curriculum in one institution. The purpose of the research was to explore a number of discourses which construct how academics challenge and resist plans to attempt to decolonise the curriculum. The article has been written from an Academic Developers perspective to further understanding around facilitating curriculum change and, considers the practicalities of attempting to decolonise the curriculum. The study employed mainly a qualitative research design which sought the perspectives of 27 academic staff through a self-completed online questionnaire complemented by one-to-one qualitative in-depth interviews with key personnel to provide insight on academic resistance.

## Refreshment break

The afternoon refreshment break will take place in the St Giles Suite between 16:50 and 16:10. In addition to refreshments, delegates will have the opportunity to view, and discuss with presenters, posters created for the conference and continue discussing the co-creation initiative.

There will also be a variety of exhibition stands positioned around the room where delegates can discuss and find information about the Scottish race project, the Advance HE thematic series feedback, Advance HE charters (the Race Equality Charter and Athena SWAN), the EDI network in Scotland, the latest EDI research undertaken by Advance HE, Women in Games and the co-creation initiative, ‘The big conversation: Who are we?’.

## Ignite and Soapbox session

The ignite and soapbox session will be held in the Dunedin Room between 16:10 and 17:10.

This session will consist of a number of ignite sessions: rapid-fire, 5-minute presentations, where 20 slides, each one timed to progress after 15 seconds, dictate the presenter’s oral delivery; and soapbox sessions: 5-minute presentations delivered without slides where presenters ‘get on their soapbox’ to talk about an issue or initiative that they are passionate about

During this session, the following presentations will be delivered:

### Ignite IG2a

**Session title:** Making the invisible visible: Stammering at university.

**Presenters:** Professor Deborah Johnston, SOAS University of London and Dr Naheem Bashir British Stammering Association.

**Summary abstract:** Stammering affects 3% of adults in the UK, equating to approximately 69,000 students and 12,000 staff in UK higher education. The experience of stammering at university can involve isolation, detachment, missed opportunities and minimal engagement due to environmental barriers which prevent fair and equal opportunity for people who stammer. In this session, participants will gain an understanding of the experience of stammering and its impact in the teaching and learning environment. Participants will be introduced to strategies to create a communication-friendly environment, of benefit to both staff and students who stammer and those with other types of invisible disability.

### Ignite IG2b

**Session title:** A different hue of blue: Critical reflections of responsive interventions.

**Presenter:** Diana Ashley-Donaldson, University of the Arts, London: Central Saint Martins and London College of Fashion.

**Summary abstract:** A Different Hue of Blue exposes the realities of embedding diversity and inclusivity within the curriculum from the perspective of an educator of colour. I use the curriculum and constructive alignment to instigate a deeper enquiry-based journey and questioning of perceived differences for the enhancement of students' academic, personal and professional development. My interventions begin in the classroom and become a pedagogic tool of great efficacy. Sharing the narratives encourages an open and truthful discussion with my students around sensitive subject matters related to race and stereotyping whilst tackling assumptions and fears. It provoked a sense of curiosity for ‘other’ diverse perspectives and motivated students to reflect critically on their own belief systems.

### Ignite IG2c

**Session title:** Measuring and correcting inequality in opportunity in higher education: Insights from an equality audit of a single academic department.

**Presenter:** Professor Denise Hawkes, University of Greenwich.

**Summary abstract:** Challenging inequality of opportunity within academia is likely to be more effective if driven by individual Heads of Departments rather than through EDI strategies at university level. This presentation explores the journey of a collaboration between an academic department and the central university equality officer and HR, to identify the scale and scope of gender and race inequality within the department, attempt to identify the causes and plan departmental response to support a change in culture so all can achieve their best. This presentation will share the highs and lows of this process and seek to inspire other HoDs to challenge and correct inequality within their own settlings.

### Soapbox SB2a

**Session title:** What is a university education for?

**Presenter:** Aranee Manoharan, Kingston University.

**Summary abstract:** This soapbox session will challenge delegates to consider what a university education is for in today’s world. There is a lot of lamenting within HE about the move towards a focus on employability and outcomes, arguing that the value of learning is intrinsic. This session will make the case that this position illustrates the privilege found within the Academy and a lack of empathy with the increasingly diverse student population entering UK HE. It will encourage delegates to recognise the lived experiences of students from various backgrounds and ask themselves whether the move towards integrating employability within learning and teaching is such a dilemma.

### Soapbox SB2b

**Session title:** Resistance, intolerance and privilege: The absence of Black staff in senior leadership in higher education.

**Presenter:** Annette Hay, Coventry University.

**Summary abstract:** Higher education institutions (HEIs) are increasingly recognising the importance, duty and responsibility for creating more inclusive working environments and practices, fit for the 21st Century and beyond. Even in institutions declaring successful widening participation programmes and high or increasing numbers of staff and students from BME backgrounds, there continues to be a complete and indefensible absence of Black staff in senior leadership positions. This session will provide an opportunity to discuss and analyse why Black staff remain excluded from ‘the top’, explore whether change should be ‘evolutionary’ or ‘revolutionary’ and identify what needs to be done to force change.

### Soapbox SB2c

**Session title:** The Company: A student-staff partnership activity.

**Presenter:** Dr Eirini Bazaki and Reem Alasadi, University of Southampton.

**Summary abstract:** ‘The Company’ is a student-staff partnership activity that aims to promote equality, diversity and democratisation of the higher education sector. The Company is a collaborative, cross-programme, cross-disciplinary activity that we have successfully run at the University of Southampton and gives staff and students a simulated experience of working in a real company environment. The session will a) discuss ways to create an empowering and engaging experiential learning environment, b) present ‘The Company’ example, c) identify key challenges along the way, d) share best practice, and e) develop the potential for future collaborations.

### Soapbox SB2d

**Session title:** Black, depressed and on the brink of death.

**Presenter:** Lynette Nabbosa, Bloomsbury Institute London.

**Summary abstract:** Causes of the Black attainment gap are countless. Some barriers are systemic, while others play out as personal hidden challenges. Lynette Nabbosa, a Senior Lecturer and Chair of the Widening Participation Forum at Bloomsbury Institute London, will share her experience of balancing work, mental ill health and an illness which almost had catastrophic consequences, all while trying to keep up with the ‘Russell Group’ standard. This session aims to show how Lynette is using model leadership and the Widening Participation Forum as platforms for personal narrative to be used for change.

## Summative plenary session

The final plenary session of the day will be held in the Dunedin Room and commences at 17:10.

This session will be an overview of some of the trends in thought that have emerged from discussions and presentations during the day. It will also feature a round-up of the co-creation initiative and will be a chance to ask questions about any of the issues address during the day.

## Athena SWAN Round Table Session

Following the close of the formal proceedings on the conference, a round table discussion will be held in the Dunedin Room and commences at 17:25.

Following the Athena SWAN Impact Evaluation and the independent Steering Group review of Athena SWAN, Advance HE would like to take the opportunity to discuss and explore possibilities for the Charter’s future direction with member institutions. This round table discussion is aimed at UK institutional Athena SWAN leads and will be facilitated by members of Advance HE staff.

The session will finish at 18:25.

## Drinks reception, dinner and entertainment

For those delegates booked onto the evening’s dinner, the drinks reception will commence at 18:00 in the St Giles Suite. The formal dinner element will commence at 19:00. Once dinner service has finished, the evening’s entertainment will commence.

The evening will finish at 22:00.

# Day 3 Programme, 19 March 2020

Registration for Day 3 is open from 09:00 in the morning. The registration desk is in the foyer in front of the Dunedin Room, which is our main plenary room. Teas and coffee will be available in the St Giles Suite between 09:00 and 10:00.

## Main Plenary Session

The main plenary session for Day 3 will be held in the Dunedin Room and commences at 10:00.

This session will feature an opening welcome and will be followed by a keynote speech by Professor Nishan Canagarajah, Vice Chancellor, University of Leicester.

There will be opportunities for questions from the audience following this speech.

The session will end with a briefing to the whole conference about a co-creation initiative that will be running throughout the conference, entitled ‘The big conversation: Who are we?’, facilitated by Ivana Vasic Chalmers, EDI Researcher and Advocate and Jess Moody, Senior Adviser, Advance HE.

The plenary session will finish at 11:10.

## Refreshment break

The morning refreshment break will take place in the St Giles Suite between 11:10 and 11:30. In addition to refreshments, delegates will have the opportunity to view posters created for the conference and continue thinking about and discussing the co-creation initiative.

There will also be a variety of exhibition stands positioned around the room where delegates can discuss and find information about the Scottish race project, the Advance HE thematic series feedback, Advance HE charters (the Race Equality Charter and Athena SWAN), the EDI network in Scotland, the latest EDI research undertaken by Advance HE, Women in Games and the co-creation initiative, ‘The big conversation: Who are we?’.

## Parallel Session 7

In parallel session 7, five sessions will run simultaneously between 11:30 and 12:30. Delegates should select one, hour-long session to attend. There will be opportunities for questions following each presentation.

Parallel session 7 consists of the following five sessions:

### Panel session 7.1

This session will take place in Dunedin 1 between 11:30 and 12:30 and aligns with the theme ‘Belonging and safe space’.

**Session title:** Storytelling and courageous conversations.

**Presenters:** Martell Baines, Leeds Arts University; Dr Rachel Forsyth and Professor Claire Hamshire, Manchester Metropolitan University; and Leza Soldaat and Dr Danielle Fontaine-Rainen, University of Cape Town.

**Summary abstract:** This session will focus on collective narratives from students, staff and practitioners allowing for a more personal view of EDI issues, and in particular some of the barriers we need to overcome. The session will include a practitioner research study from Leeds Arts University on widening participation, underpinned by the findings of the Children’s Commissioners ‘Vulnerability’ Report (2018); examples from the creative and voluntary sector of feminist interventions that used personal narratives to support vulnerable women working for change; and comparisons of staff perceptions of first generation at Manchester Metropolitan University and the University of Cape Town.

### Panel session 7.2

This session will take place in Dunedin 2 between 11:30 and 12:30 and aligns with the theme ‘Bridging the gaps’.

**Session title:** Parental equality and working flexibly.

**Presenter:** Dr Katie Thirlaway, Cardiff Metropolitan University; Clare Matysova, London School of Hygiene and Tropical Medicine; Dr Angharad Davies, Swansea University; and Dr David Brown, Cardiff Metropolitan University.

**Summary abstract:** In this session we will be discussing issues around parental responsibilities and equity across the family unit, alongside flexible working policies that can help to support families. We will hear about an initiative at Cardiff Metropolitan University around equal benefits for maternity, shared parental and adoption leave; how shared parental leave, having been available since 2015, has not impacted significantly on the number of women taking the main caring responsibilities in the home; how the NHS still falls behind the HE sector in its treatment of maternity leave; and a study by Cardiff Metropolitan University looking at how immediate line managers impact on the uptake of flexible working hours.

### Interactive breakout session 7.3

This session will take place in Canongate 1 between 11:30 and 12:30 and aligns with the theme ‘Belonging and safe space’.

**Session title:** Approaches to addressing inequitable outcomes for students from black African and black Caribbean backgrounds.

**Presenters:** Wendy Fowle, Dr John Butcher and Darren Gray, The Open University.

**Summary abstract:** This workshop will present an approach to challenges in addressing gaps in outcomes for black African and black Caribbean students within a distance learning HE environment. It focuses on curriculum design and assessment. Literature was reviewed and interviews undertaken with students, in order to elicit the student voice. The workshop will present delegates with the opportunity to engage in debate in relation to the issues that the project identified with a view to informing future practice. They will also engage in a practical activity to apply the ‘inclusive curriculum tool’ developed to be embedded within curriculum design at the case study institution.

### Interactive breakout session 7.4

This session will take place in Canongate 2 between 11:30 and 12:30 and aligns with the theme ‘Thinking forward’.

**Session title:** Finding the Missing Pieces of my History to Find Myself

**Presenter:** Dr Nighet Riaz, Advance HE

**Summary abstract:** Imposter syndrome can affect a person’s sense of identity and belonging (Clance and Imes, 1978, p. 241). The presenter shares her experiences as an older Black Asian and Minority Ethnic (BAME) Muslim female early career researcher in Higher Education struggle with fitting in, being included, dealing with racism, patriarchy and not ‘being good enough’.

Nighet discusses why a decolonised curriculum can, by examining BAME histories and their intersections with Europe and the UK, support opportunities for BAME educators and students in teaching and learning and help them to understand who they are, and why they are here, and the feelings of displacement.

### Interactive breakout session 7.5

This session will take place in Holyrood between 11:30 and 12:30 and aligns with the theme ‘Skills building for EDI change agents’.

**Session title:** The role of the tempered radicals: Experiences of making changes in our organisation.

**Presenters:** Melissa Highton and Dr Dominique Green, University of Edinburgh.

**Summary abstract:** ‘Tempered radicals’ are individuals who are committed to and identify with the organisations in which they work and yet are also committed to a cause or ideology which is fundamentally at odds with the dominant culture in that workplace. Debra Meyerson has written about how these change agents make tactical decisions to effect change without making trouble (Debra E. Meyerson, 2008; Debra E. Meyerson & Kolb, 2000; D. Meyerson & Scully, 1995). If you think you too may be a tempered radical, this is the session for you.

## Lunch break

The lunch break will take place in the St Giles Suite between 12:35 and 13:20.

## Parallel Session 8

In parallel session 5, five sessions will run simultaneously between 13:20 and 14.20. Delegates should select one, hour-long session to attend.

Parallel session 5 consists of the following five sessions:

### Panel session 8.1

This session will take place in Dunedin 1 between 13:20 and 14.20 and aligns with the theme ‘EDI and leadership’.

**Session title:** Institutional approaches to EDI.

**Presenters:** Paul Neville, Trinity Laban Conservatoire of Music and Dance; Marcellina Fogarty and Rory Carey, University College Dublin and Dr Miriam Lynn, University of Cambridge.

**Summary abstract:** This panel session explores some of the initiatives currently being used in HEIs to completely embed EDI into policies and practice. We will hear about a strengths-based approach employed by Trinity Laban to promote its new Equality Objectives; how University College Dublin believe that the elimination of discrimination and promotion of EDI is central to decision-making and policy/process development; how the University of Cambridge are breaking the silence and speaking out against harassment and sexual misconduct; and how University College London are no longer shying away from the need to work intersectionally and tackle attitudes to effect everyday change.

### Round table session 8.2

This session will take place in Dunedin 2 between 13:20 and 14.20 and aligns with the theme ‘Thinking forward’.

**Session title:** Athena SWAN round table session.

**Presenters:** Ruth Gilligan and Kathryn Harrison-Graves, Advance HE.

**Summary abstract:** Following the Athena SWAN Impact Evaluation and the independent Steering Group review of Athena SWAN, Advance HE would like to take the opportunity to discuss and explore possibilities for the Charter’s future direction with member institutions. These round table discussions are aimed at UK institutional Athena SWAN leads and will be facilitated by members of Advance HE staff. Places may be limited to one per member institution.

### Interactive breakout session 8.3

This session will take place in Canongate 1 between 13:20 and 14.20 and aligns with the theme ‘Bridging the gaps’.

**Session title:** Listening matters and listening works: Effective and meaningful institutional change through friendship conversations and democratic decisions. An exploration of two methods.

**Presenter:** Dr Emma Heron and Helen Parkin, Sheffield Hallam University.

**Summary abstract:** After a brief background explaining the two qualitative, complementary methods of Listening Rooms and Round Table Analysis, participants will be given an opportunity to experience both methods in real time with the aim of revealing how institutional change can be brought about through key values. By the end of the session, participants will be able to understand how qualitative methods used in higher education can bring about meaningful change to the lives of students and staff, and how the methods in and of themselves bring about a positive and transformative experience.

### Interactive breakout session 8.4

This session will take place in Canongate 2 between 13:20 and 14.20 and aligns with the theme ‘Belonging and safe space’.

**Session title:** Persistent inequalities: Tackling the negative experiences of LGBTQ+ students in higher education.

**Presenters:** Amy Norton and Dr Gary Downing, Office for Students.

**Summary abstract:** Inequalities persist for LGBTQ+ students in HE, negatively affecting their ability to negotiate and achieve successful outcomes. This OfS-led workshop will explore the challenges faced by LGBTQ+ students in HE environments, and the impacts of these challenges across the lifecycle.

### Interactive breakout session 8.5

This session will take place in Holyrood between 13:20 and 14.20 and aligns with the theme ‘Skills building for EDI change agents’.

**Session title:** How culturally competent are our students? Exploring cultural awareness, knowledge and sensitivity through inclusive conversations.

**Presenters:** Rhianne Sterling-Morris, Dr Mark Smith and Lauryn Tamou, University of Lincoln.

**Summary abstract:** Cultural competence is a critical, yet under-represented, skill in student development. Needed by all students, we have a role to play in preparing learners for careers and citizenship in a diverse society. To start this journey, cultural awareness, knowledge and sensitivity must be woven into our conversations. This workshop aims to evoke these and act as a catalyst for change. By growing awareness of cultural competence, our position amongst one another, and how students of the past may be different to those of the future, we will reflect on our own views to explore cultural competence within practice.

## Transition

There will be a short break following parallel session 8, between 14:20 and 14:25 for delegates to make their way to appropriate rooms for sessions in parallel session 9.

## Parallel Session 9

In parallel session 9, five hour-long sessions will run simultaneously between 14:25 and 15:25. Each of these hour-long sessions consists of three 20-minute oral presentations. Delegates should select one, hour-long session to attend and, where possible, remain in that room until all three presentations have been delivered. There will be opportunities for questions following each presentation.

Parallel session 9 consists of the following sessions:

### Oral presentations 9.1

This session will take place in Dunedin 1 between 14:25 and 15:25 and aligns with the theme ‘EDI and leadership’.

### Oral presentation 9.1a

This is the first of three presentations within this hour-long session.

**Session title:** Anti-racist pedagogy and practice in higher education.

**Presenter:** Dr Anil Awesti and Dr Meleisa Ono-George, University of Warwick.

**Summary abstract:** Various reports on student attainment and experience in higher education have shown a clear and substantial difference in the attainment, progression and overall experience of students who identify as Black, Asian and Minority Ethnic (BAME) compared to those who identify as White. In 2018 an ‘Anti-Racist Pedagogy and Process in Higher Education Learning Circle’ was established at the University of Warwick which aimed to inform institutional deliberations on issues of BAME student experience and attainment. In this session, we will present the work, successes and challenges, of the Learning Circle including the process of developing an institutional training course focused on anti-racist pedagogy for academic and professional services staff.

### Oral presentation 9.1b

This is the second of three presentations within this hour-long session.

**Session title:** ‘We're in a real bind here': Elite women Humanities and Social Science scholars’ experiences of higher education policy interventions.

**Presenter:** Anna Bradshaw, The British Academy.

**Summary abstract:** Higher education and research policy increasingly involves large interventions that emphasise measurement, audit, transparency and technicality, like the REF, TEF and KEF, and the Athena SWAN Charter. While there is significant scholarship looking at how these kinds of ‘new managerialist’ approaches can be gendered in the public sector, there has been less scholarship looking at universities. This session will present the findings from new qualitative research into how elite women scholars in the Humanities and Social Sciences experience these kinds of interventions, and will make recommendations for policy and practice based on the findings.

### Oral presentation 9.1c

This is the third of three presentations within this hour-long session.

**Session title:** Going for Stonewall: Developing LGBT+ inclusivity at BCU.

**Presenter:** Ross Strong and Dr Andrew Hollyhead, Birmingham City University.

**Summary abstract:** This presentation will be led by Ross Stone, the newly appointed Project Manager for our Going for Stonewall Project. In this talk we discuss the context for accreditation, both in terms of time and place, with specific regards to the recent issues experienced regarding LGBT+ teaching in Birmingham schools. We reflect upon the importance of the Stonewall Workplace Equality Index and conclude with a group discussion identifying the key stakeholders who need to be engaged.

### Oral presentations 9.2

This session will take place in Dunedin 2 between 14:25 and 15:25 and aligns with the theme ‘Belonging and safe space’.

### Oral presentation 9.2a

This is the first of three presentations within this hour-long session.

**Session title:** An exploration of the views of lesbian, gay, bisexual, transgender and queer (LGBTQ) UK business leaders and their experiences of glass ceilings and career progression.

**Presenter:** Richard Dunston Brady, University of Huddersfield.

**Summary abstract:** This presentation will challenge the assumption that people who identify as being LGBTQ holding leadership positions have been treated fairly and equitably in terms of their employment and career opportunities and the impact of glass ceilings on their career trajectory. A group of leaders from the public, private and SME sectors based in the UK were interviewed. How does a leader negotiate internal and external political factors and break through the glass ceiling? How does intersectionality and being an LGBTQ leader, impact the glass ceiling. Initial findings suggest that the culture of the organisation must tangibly demonstrate their support for LGBTQ people.

### Oral presentation 9.2b

This is the second of three presentations within this hour-long session.

**Session title:** On difference and the Academy: A cabaret.

**Presenter:** Dr Kieran Fenby-Hulse, Teesside University.

**Summary abstract:** In this performative paper, I explore notions of critical race theory (Collins, 1999), outsider theory (Eburne, 2018), and queer theory (Ahmed, 2006, 2012) to question current approaches to equality, diversity and inclusion within higher education (Smith, 2015). Drawing on my own lived experience as a researcher-practitioner working in the area of inclusivity in research, this interactive cabaret seeks to dismantle some of the mythology that surrounds diversity work. I will explore the role individuals, leaders and institutions can play in fostering more inclusive research environments and argue that for the academy to become inclusive, it must be driven by difference.

### Oral presentation 9.2c

This is the third of three presentations within this hour-long session.

**Session title:** Do rainbow lanyards make a difference? Findings from a study in an academic setting.

**Presenter:** Dr Nuno Nodin, Royal Holloway, University of London.

**Summary abstract:** Members of staff in many industries use rainbow lanyards to display openness and support to lesbian, gay, bisexual, transgender, and other sexual minorities (LGBT+). Despite the increased uptake of these symbols of inclusivity across many environments, including in many universities in the UK, there is limited evidence about the impact of such initiatives. This project aimed to determine to what extent introducing rainbow lanyards and providing guidance to staff about how to support sexual minority students in an academic department had an impact on perceptions about openness and confidence in addressing student questions about sexuality and sexual identity.

### Oral presentations 9.3

This session will take place in Canongate 1 between 14:25 and 15:25 and aligns with the theme ‘Bridging the gaps’.

### Oral presentation 9.3a

This is the first of three presentations within this hour-long session.

**Session title:** ‘Reverse' mentoring: A knowledge sharing study between BME Psychology students and senior university leaders.

**Presenters:** Dr Kathryn Waddington, Dr Deborah Husbands and Bryan Bonaparte University of Westminster.

**Summary abstract:** This presentation will discuss the findings of a pilot ‘reverse’ mentoring scheme involving five black and minority ethnic (BME) Psychology students who mentored five senior leaders - including the University’s Vice Chancellor and Chief Operating Officer. Apostrophes are used to draw attention to potentially problematic aspects of reverse mentoring as it currently appears in the literature. The pilot scheme used Nancy Kline’s Thinking Environment™ model, which places value upon diversity and the concept of ‘equal thinking partnerships’. The presentation will report on evaluation of the scheme, and relevance of Forward Mentoring as a means of enabling courageous conversations and institutional change.

### Oral presentation 9.3b

This is the second of three presentations within this hour-long session.

**Session title:** Re:Tension: Using film and the aftermath debate to tackle racism in higher education.

**Presenter:** Syra Shakir and Ricardo Barker, Leeds Trinity University.

**Summary abstract:** Using Film and The Aftermath Debate to Tackle Racism in Universities. The first step is accepting there are problems, then doing something about it. This training toolkit is to be used alongside the film 'Re:Tension'. It clearly outlines the role and responsibility of peers in accepting the existence of racism, then acting on this because they know it is wrong and challenging others who perpetrate discrimination and enforce the silence upon individual people of colour in not speaking out about their experiences. The poem is used immediately after the screening of the film and captures key themes emerging.

### Oral presentation 9.3c

This is the third of three presentations within this hour-long session.

**Session title:** Inclusive nepotism: UCL’s experience of creating a positive action sponsorship programme for BME staff.

**Presenter:** Vicki Baars and Ash Talwar, University College London.

**Summary abstract:** Inclusive Advocacy is a UCL institution-wide positive action sponsorship programme for BME staff at Grade 7 (research/teaching fellow/coordinator) and Grade 8 (lecturer/manager) and is open to professional services, early career researchers and academic staff. UCL’s Race Equality Charter application highlighted a plethora of issues around BME staff promotion, progression and satisfaction with career support. Inclusive Advocacy is driven by evidence-based research, which shows that the daily experiences of working relationships and managerial support and encouragement are significant matters for career advancement (Mullins, L.J., 2007). This presentation will highlight how the programme was established and how it is progressing through a two-year pilot.

### Oral presentations 9.4

This session will take place in Canongate 2 between 14:25 and 15:25 and aligns with the theme ‘Thinking forward’.

### Oral presentation 9.4a

This is the first of three presentations within this hour-long session.

**Session title:** Generating EDI dialogue between research and practice in the Humanities, Arts and Social Sciences.

**Presenters:** Megan Todman and Samantha Aceto, Newcastle University, Dr Gretchen Larsen, Durham University and Dr Rachel Carroll, Teesside University.

**Summary abstract:** This session explores the opportunities and challenges in generating dialogue between research in Humanities, Arts and Social Sciences and EDI practice, in interdisciplinary, intersectional and inter-organisational spaces. We will explore the role of collaborative networks, how to translate research into activism, ‘calling in’ non-engagers, developing research-led curriculum content and anything else that participants choose to highlight. The session will be hosted by members of HAStEN (Humanities, Arts and Social Sciences: The Equalities Network), a real-world and virtual network of academic and professional colleagues committed to contributing our discipline-specific expertise and insights to enrich the equalities landscape in universities.

### Oral presentation 9.4b

This is the second of three presentations within this hour-long session.

**Session title:** TechUP Women: Our journey.

**Presenter:** Professor Alexandra Cristea and Professor Sue Black, University of Durham.

**Summary abstract:** The TechUP programme takes 100 women from the Midlands and North of England, particularly from under-represented communities, with degrees or experience in any subject area, re-trains them in technology and then gives them the opportunity to interview with a company for an internship/apprenticeship/job. The re-training programme, developed by the partner universities in conjunction with industrial partners, has modules at level 6/7 and includes: Technology: coding, data science, cyber security, machine learning, agile project management, and Workplace readiness skills: public speaking, clear communication, working as a team. The session will discuss the successes we have had so far and the overall lessons learned.

### Oral presentation 9.4c

This is the third of three presentations within this hour-long session.

**Session title:** The power of networks for equality: Creating influence through collectives.

**Presenter:** Jordan Kirkwood, Aston University and Dr Sammy Li, University of Birmingham.

**Summary abstract:** The LGBT+ Network of Networks in Higher Education was created in 2017 as a means of sharing best practice between 220+ members from LGBT+ staff networks and E&D teams of about 90 universities and research institutions in the UK. This session will reflect on the journey of establishing a national network for empowering EDI change agents to broaden their reach and collective power in the HE sector. We will explore the opportunities and challenges faced by such a peer-support model and aim to open up a wider conversation about super-networking of other protected characteristics.

### Oral presentations 9.5

This session will take place in Holyrood between 14:25 and 15:25 and aligns with the theme ‘Skills building for EDI change agents’.

### Oral presentation 9.5a

This is the first of three presentations within this hour-long session.

**Session title:** Let's talk about race: Exploring race, culture and identity through literature.

**Presenters:** Dr Karen Lipsedge, Kingston University.

**Summary abstract:** The Kingston University Reading Group was created as a means of facilitating discussion on culture and identity to promote race equality and enhance the University’s work to embed EDI at the heart of our institution. Our session will demonstrate how our initiative is expanding its work to equip our staff to recognise the value of a diverse student population and honour and promote cultural competence and inclusivity in their teaching and learning. Talking about race, equality and identity is challenging. Our session will reveal how reading groups can provide a safe, informal space, in which to have courageous conversations about race and disrupt dominant narratives.

### Oral presentation 9.5b

This is the second of three presentations within this hour-long session.

**Session title:** BME students’ lived experience at Roehampton Business School.

**Presenters:** Dr Jan Moorhouse, University of Roehampton.

**Summary abstract:** This session will explore the lived experience of BME students. Our research identifies the problems of BME commuter students who are predominantly first generation in family that current Roehampton Business School undergraduate programmes fail to address and we suggest micro- and meso-level changes. Using Alvesson’s concept of grandiosity (Alvesson, 2013) and Ritzer’s notion of disenchantment (Ritzer, 1999) we posit that the problems BME students encounter have their roots in the marketised expansion of HE as a positional good. We argue that we need to re-engage more authentically with BME students to help them navigate through and beyond a world of imagology to a genuinely emancipatory university education (Freire, 1970 (1993)).

### Oral presentation 9.5c

This is the third of three presentations within this hour-long session.

**Session title:** Walking the talk: The University of Sheffield’s Student Anti-Racism Training Programme.

**Presenters:** Dr Rachel van Duyvenbode and Santhana Gopalakrishnan, The University of Sheffield and Albert Attom, University of Loughborough

**Summary abstract:** The University of Sheffield launched its first ever institution-wide student anti-racism training programme in September 2019, reaching more than 3000 newly arriving students across 52 timetabled sessions during intro week. The talks, delivered by trained Race Equality Student Champions, with the support of staff co-facilitators, constitutes the first phase of our collaborative approach to working with students to develop the content and pedagogy of race equality training. In this presentation, we will discuss how and why we developed our programme at Sheffield; share findings from the student evaluation of anti-racism training; and offer insights from the project team about the challenges, risks and rewards of putting into practice effective anti-racism student training.

## Refreshment break

The afternoon refreshment break will take place in the St Giles Suite between 15:25 and 15:45. In addition to refreshments, delegates will have the opportunity to view, and discuss with presenters, posters created for the conference and continue discussing the co-creation initiative.

There will also be a variety of exhibition stands positioned around the room where delegates can discuss and find information about the Scottish race project, the Advance HE thematic series feedback, Advance HE charters (the Race Equality Charter and Athena SWAN), the EDI network in Scotland, the latest EDI research undertaken by Advance HE, Women in Games and the co-creation initiative, ‘The big conversation: Who are we?’.

## Ignite session

The ignite session will be held in the Dunedin Room between 15:45 and 16:45.

This session will consist of a number of ignite sessions: rapid-fire, 5-minute presentations, where 20 slides, each one timed to progress after 15 seconds, dictate the presenter’s oral delivery; and soapbox sessions: 5-minute presentations delivered without slides where presenters ‘get on their soapbox’ to talk about an issue or initiative that they are passionate about

During this session, the following presentations will be delivered:

### Ignite IG3a

**Session title:** Mind the gap: Tackling the BTEC attainment gap in higher education.

**Presenters:** Dr Hannah Holmes, Manchester Metropolitan University.

**Summary abstract:** This session outlines a project at Manchester Metropolitan University incorporating targeted support for students from feeder colleges with the largest number of vocational entrants by programme who currently do not succeed in line with non-vocational students, to improve their transition experience, leading to better progression. The aim is to report initial findings to inform broader practices, behaviours, and informed adaptations across the sector. The objectives are to inform curriculum (re)designs, improve understanding of the prior learning experiences of future students, meet the transition needs of this significant class of our future intake, and help institutions to deliver transformational impact.

### Ignite IG3b

**Session title:** From the sticky floor to the glass ceiling and everything in between: Preliminary results from a systematic review and qualitative study of (gender) inequality in clinical academic careers.

**Presenters:** Jennifer Brown, Centre for Reviews & Dissemination, University of York and Professor Gabrielle Finn, Hull York Medical School.

**Summary abstract:** In academic medicine and dentistry, women are more likely than men to be “stuck to the floor” and struggle to get their careers up and running. When they build a career, they often hit the “glass ceiling” and find themselves unable to progress beyond a certain point. We will present preliminary findings from a systematic review and qualitative interviews into enablers and barriers faced by women and minorities wishing to pursue a clinical academic career. We hope to engage with participants to brainstorm potential interventions to address issues identified and to explore and confirm key dissemination channels and strategies.

### Ignite IG3c

**Session title:** Behaviourally informed interventions to improve attainment.

**Presenter:** Ms Vanessa Todman, King's College London.

**Summary abstract:** Using a cutting-edge project combining robust evaluation methods with behavioural insights we will show how psycho-social factors which can affect attainment, such as sense of belonging and social capital, can be positively influenced to help close attainment gaps.

### Ignite IG3d

**Session title:** Queer STEM: Systems engineering as queer pedagogy in Railway Engineering education.

**Presenter:** Dr Holly Foss, The University of Birmingham.

**Summary abstract:** The term queer is now widely accepted across multiple levels of society and scholarship. In the context of education this has been adopted within the concept of queer pedagogy, referring to inclusive practice that reconsiders normativities of both content and method. Promoting ambiguity, disruption, and questioning in and through education poses a particular challenge within STEM subject areas. This session considers how systems engineering and engineering habits of mind intersect with queer pedagogy to facilitate inclusive teaching and learning activities, in both classroom practice and curriculum design.

### Ignite IG3e

**Session title:** Creating an inclusive environment for first years where all can flourish.

**Presenters:** Dr Roselina Alrehi and Dr Anthony Rossiter, University of Sheffield.

**Summary abstract:** The authors will present an overview of the induction and delivery practices that have been pioneered in their department over a period of about 10 years. These are of particular interest because, out of all the departments in their faculty and indeed, contrary to national trends, in the authors’ department black and ethnic minorities (BAME) have been slightly over-performing for each of the last five years, rather than under-performing. The consistency of this statistic suggests that the good practice being adopted has significant factors which could be useful elsewhere and thus are worth disseminating and discussing. These include a strategic approach to pastoral support, induction, and mentoring, presented as a coherent single framework.

## Summative plenary session

The final plenary session of the conference will be held in the Dunedin Room and commences at 16:45.

This session will be an overview of some of the trends in thought that have emerged from discussions and presentations over the duration of the conference. It will also feature a round-up of the co-creation initiative and next steps for this work.

## Close

The conference will end at 17:00.

# Poster presentations

Throughout the conference, posters will be on display in the St Giles Suite and will be available for viewing during registration, refreshment breaks and lunch time. The presenters of these posters will be present during the afternoon refreshment break each day to discuss their work with delegates.

Abstracts for the poster presentations are below.

## Day 1 Poster abstracts

### Poster P1a

**Session title:** Diverse nursing workforce and being inclusive: Should nursing as a profession be much more inclusive and be actively recruiting students with a physical disability?

**Presenters:** Michelle Walters and Pamela Young, University of the West of Scotland.

**Summary abstract:** Over the past decade the nursing profession has striven to improve and strengthen the various roles that nurses undertake through differing career pathways. Yet nursing as a profession appears not to emulate the diversity of society. Acknowledging the valuable contribution nurses with disabilities can make to a modern workforce could enable nursing as a profession to be truly representative of a diverse and inclusive profession.

### Poster P1b

**Session title:** Teachers’ research undertaking in higher education: Perils and promises to success in research productivity.

**Presenter:** Dr Endalew Kufi, Arsi University.

**Summary abstract:** The purpose of the study is to identify the extent of staff involvement in research, to underline the nature of communication among the existing staff through research (academic and administrative), and mark the extent to which research serves the transformative vision vested in the Ethiopian universities, in line with the higher education proclamation 650/2009. The findings denoted that, though the staff had enormous research skills and considerable long years of services, they did not produce research owing, largely, to lack of initiative at institutional level, heavy task-load to some extent, and lack of good incentives and initiation to the most.

## Day 2 and 3 Poster abstracts

### Poster P2a

**Session title:** Tackling sexual violence - whole university approach.

**Presenter:** Ana Miguel Lazaro, University of the West of England.

**Summary abstract:** This poster will show the work that UWE has been doing around sexual violence. It has been a collaborative and creative problem solving to address the challenges students face in Bristol in relation to sexual and domestic violence. It will be evidence-based and it will provide some of the key tools about how to intervene using the bystander approach and the work that we have been doing with students' leaders. In order to create an inclusive campus where diversity is celebrated, antisocial attitudes and behaviours are challenged and any type of harassment, assault and discrimination aren't acceptable.

### Poster P2b

**Session title:** Collective power: Bringing about change in the STEM landscape.

**Presenter:** Dr Candice Majewski, The University of Sheffield.

**Summary abstract:** Research council funding plays a key role in academia, determining which areas are investigated in the most detail as well as having a major influence on individuals’ careers. The processes and mechanisms through which this funding is allocated must therefore be fair and transparent in order to achieve a diverse and inclusive research community. TIGERS is a group of STEMM professionals and students who came together through a belief that current processes have inherent biases which prevent fair and equal access to research funding. This session will cover things we’ve achieved (including successfully instigating a Commons STC investigation in this area), data we’ve received so far (and what we think of it) and ways to get involved if you’re interested.

### Poster P2c

**Session title:** The emergence of the ‘learning family’ at the intersection of home space and HE study.

**Presenter:** Dr Joanne Smith, University of Bolton.

**Summary abstract:** Widening Participation and increasing access to those who might be considered non-traditional learners is challenging. Learners often combine different commitments and identities, meaning the student identity is submerged by other roles. However, as women undertaking work based learning programmes merged spaces and roles to complete their degree they became important role models to their family. As Evans et al. (2006) identified the learning workplace whereby employees engaging in learning become positive role models for others, the ‘learning family’ reflects similar processes, whereby children find interest and inspiration from the study of their mothers and are increasingly likely to engage in learning.

### Poster P2d

**Session title:** Generating EDI dialogue between research and practice in the Humanities, Arts and Social Sciences.

**Presenters:** Dr Gretchen Larsen, Durham University, Samantha Aceto, Newcastle University, Dr Rachel Carroll, Teesside University and Megan Todman, Newcastle University.

**Summary abstract:** This poster explores the opportunities and challenges in generating dialogue between research in humanities, arts and social sciences and EDI practice, in interdisciplinary, intersectional and inter-organisational spaces. We will explore the role of collaborative networks, how to translate research into activism, ‘calling in’ non-engagers, developing research-led curriculum content and anything else that participants choose to highlight. The poster is created by members of HAStEN (Humanities, Arts and Social Sciences: The Equalities Network), a real-world and virtual network of academic and professional colleagues committed to contributing our discipline-specific expertise and insights to enrich the equalities landscape in universities.

### Poster P2e

**Session title:** Diversity training for medical students: Evaluating impact.

**Presenter:** Dr Julia Miah, Doctors.net.uk.

**Summary abstract:** There is a recognised need to improve diversity education in medicine, but the literature is sparse in evaluating diversity teaching. We used a mixed-methods approach to analyse medical students’ views, attitudes and learning following a novel diversity-focused teaching day implemented in Year 3 at Manchester Medical School. We analysed qualitative and quantitative data from the diversity day (223 student evaluations and a focus group consisting of 5 students). Students rated the session positively (75%), reporting an intended change to future practice, being more aware of their own values and able to discuss their views in a safe space.

### Poster P2f

**Session title:** Sense of belonging: The experiences of racially minoritised undergraduate students in UK universities.

**Presenter:** Emelie Helsen, Ravensbourne University.

**Summary abstract:** Students' sense of belonging contributes to students’ overall success. Evidence shows that racially minoritised students not only interpret their sense of belonging differently in comparison to white students, but also have a lower sense of belonging to the university community. This poster examines qualitative and quantitative data on sense of belonging and race from other researchers’ studies (US and UK), in addition to statistical info from the HE sector. This poster uses various theoretical frameworks to explain how universities should be adapting their ways of working to enhance the sense of belonging for racially minoritsed students.

### Poster P2g

**Session title:** Supporting students' inclusive transition to practice placement.

**Presenters:** Dr Paty Paliokosta and Mari Jo Valentine, Kingston University.

**Summary abstract:** This is an ongoing KU multi-disciplinary project on ‘inclusive transitions to practice placements’. This project is in line with the institution's commitment to provide accessible perspectives to all students respecting diverse learning styles; encourage students to co-create aspects of the curriculum by sharing knowledge and experiences; and equip students to work in a global and diverse world, by enabling them to succeed in a working environment, despite their learning differences.

The contextual, theoretical and legislative background will be presented, as well as the co-production element of the project to inform a discussion on transferable pedagogical gains at a joint faculty of Health Social Care and Education and beyond.

### Poster P2h

**Session title:** Looking at diversity from a different angle: The use of art to engage the in issues of equality and diversity.

**Presenter:** Professor Nadja Reissland, Durham University.

**Summary abstract:** Jewels in the Dark is a multimedia installation combining video art, music and language. It was commissioned by the Psychology Department of Durham University. In using an art installation to encourage reflection upon themes of equality and diversity, the organisers hoped to move the debate beyond written commitments and instead integrate it fully into the experience of being in the Department. Thereby it supports the central tenets of the Athena SWAN Charter, but in a thought-provoking and interactive manner that can build on the efforts of previous, more educational, initiatives.

### Poster P2i

**Session title:** Measuring the impact of a mentoring scheme for women academics at the individual and institution level - 5 years on.

**Presenters:** Professor Nicola Woodroofe, Cherry Usborne and Professor Ann Macaskill, Sheffield Hallam University.

**Summary abstract:** In 2013 Sheffield Hallam University launched a women only mentoring scheme "Aspire" for academics aiming to become professors. This was instigated by the Women Professors group to improve the under-representation of women. Five cohorts comprising 110 women have been mentored (including 20 in progress). Both male and female professors are mentors. The impact has been assessed quantitatively and qualitatively. Fifteen women have progressed to Professor and six to Reader in this period. Reported benefits based on surveys and interviews with mentees indicate increased self-confidence, improved workload management strategies and career progression. Future development needs to consider applying what we have learnt to support BAME academics.

### Poster P2j

**Session title:** BME students’ lived experience at Roehampton Business School.

**Presenter:** Dr Jan Moorhouse, University of Roehampton.

**Summary abstract:** We explore the lived experience of BME students. Our research identifies the problems of BME commuter students who are predominantly first generation in family that current RBS UG programmes fail to address and we suggest micro- and meso-level changes. Using Alvesson’s concept of grandiosity (Alvesson, 2013) and Ritzer’s notion of disenchantment (Ritzer, 1999) we posit that the problems BME students encounter have their roots in the marketised expansion of HE as a positional good. We argue that we need to re-engage more authentically with BME students to help them navigate through and beyond a world of imagology to a genuinely emancipatory university education (Freire, 1970 (1993)).

### Poster P2k

**Session title:** Is my methodology and method of training actors in good faith an impossibility? To what extent can a white, middle-aged man teach actors the theory and practice of rebellion through radical freedom?

**Presenter:** Dr James Palm, Bird College.

**Summary abstract:** Is it possible for a white, middle-aged, male pedagogue, to practice the pedagogy, actions and dramaturgy of radical freedom in the current social and political climate; is my methodology and method an impossibility due to it being practiced by me?