

# Advance HE EDI Conference 2020

Courageous conversations and adventurous approaches: Creative thinking in tackling inequality

17 - 19 March 2020  
The Radisson Blu, Edinburgh, UK

## Poster abstracts

For ease of reference to the session abstracts, simply click on the title of the session you wish to view and you will be automatically taken to the abstract in this document.

### Poster presentations (17 March 2020: 11.20 – 11.35)

- [Diverse nursing workforce and being inclusive: Should nursing as a profession be much more inclusive and be actively recruiting students with a physical disability?](#), Michelle Walters and Pamela Young, University of the West of Scotland
- [Teachers' research undertaking in higher education: Perils and promises to success in research productivity](#), Dr Endalew Kufi, Arsi University

### Poster presentations (18 March: 12.00 – 15.50 and 19 March: 15.25 – 15.45)

- [Tackling sexual violence - whole university approach](#), Ana Miguel Lazaro, University of the West of England
- [Collective power: Bringing about change in the STEM landscape](#), Dr Candice Majewski, The University of Sheffield
- [The emergence of the 'learning family' at the intersection of home space and HE study](#), Dr Joanne Smith, University of Bolton
- [Generating EDI dialogue between research and practice in the Humanities, Arts and Social Sciences](#), Megan Todman and Samantha Aceto, Newcastle University
- [Diversity training for medical students: Evaluating impact](#), Dr Julia Miah, Doctors.net.uk
- [Sense of belonging: The experiences of racially minoritised undergraduate students in UK universities](#), Emelie Helsen, Ravensbourne University
- [Supporting students' inclusive transition to practice placement](#), Dr Paty Paliokosta and Mari Jo Valentine, Kingston University
- [Looking at diversity from a different angle: The use of art to engage the in issues of equality and diversity](#), Professor Nadja Reissland, Durham University
- [Measuring the impact of a mentoring scheme for women academics at the individual and institution level - 5 years on](#), Professor Nicola Woodroffe Cherry Osborne and Ann Macaskill, Sheffield Hallam University
- [BME students' lived experience at Roehampton Business School](#), Dr Jan Moorhouse, University of Roehampton College

### **Session P1a: Diverse nursing workforce and being inclusive: Should nursing as a profession be much more inclusive and be actively recruiting students with a physical disability?**

Michelle Walters and Pamela Young, University of the West of Scotland

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.

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### **Session P1b: Teachers' research undertaking in higher education: Perils and promises to success in research productivity**

Dr Endalew Kufi, Arsi University

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.

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### **Session P2a: Tackling sexual violence - whole university approach**

Ana Miguel Lazaro, University of the West of England

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.

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### **Session P2b: Collective power: Bringing about change in the STEM landscape**

Dr Candice Majewski, The University of Sheffield

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 STEM 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.

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### **Session P2c: The emergence of the 'learning family' at the intersection of home space and HE study**

Dr Joanne Smith, University of Bolton

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.

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### **Session P2d: Generating EDI dialogue between research and practice in the Humanities, Arts and Social Sciences**

Dr Gretchen Larsen, Durham University, Samantha Aceto, Newcastle University, Dr Rachel Carroll, Teesside University and Megan Todman, Newcastle University

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.

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### **Session P2e: Diversity training for medical students: Evaluating impact**

Dr Julia Miah, [Doctors.net.uk](#)

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.

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### **Session P2f: Sense of belonging: The experiences of racially minoritised undergraduate students in UK universities**

Emelie Helsen, [Ravensbourne University](#)

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 minoritised students.

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### **Session P2g: Supporting students' inclusive transition to practice placement**

Dr Paty Paliokosta and Mari Jo Valentine, [Kingston University](#)

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.

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### **Session P2h: Looking at diversity from a different angle: The use of art to engage the in issues of equality and diversity**

Professor Nadja Reissland, [Durham University](#)

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.

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### **Session P2i: Measuring the impact of a mentoring scheme for women academics at the individual and institution level - 5 years on**

Professor Nicola Woodroffe, [Cherry Osborne](#) and Professor Ann Macaskill, [Sheffield Hallam University](#)

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.

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## **Session P2k: BME students' lived experience at Roehampton Business School**

Dr Jan Moorhouse, University of Roehampton

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 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)).

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