Advance HE EDI Conference 2021

Courageous conversations and adventurous approaches: Creative thinking in tackling inequality

18 March 2021

Live Session 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.

Parallel session 5 (18 March 2021: 13.00 – 13.45)			
Belonging and safe space	Bridging the gaps	Belonging and safe space	Belonging and safe space
5.1 Panel session	5.2 Panel session	5.3 Interactive breakout	5.4 Interactive breakout
Storytelling and courageous conversations Dr Rachel Forsyth, Professor Claire Hamshire and Shuab Gamote, Manchester Metropolitan University Dr Karen Lipsedge, Kingston University	**Parental equality and working flexibly** Dr Katie Thirlaway and Dr David Brown, Cardiff Metropolitan University Clare Matysova, London School of Hygiene and Tropical Medicine Dr Angharad Davies, Swansea University	**Anti-racist pedagogy and practice in higher education** Dr Anil Awesti and Dr Meleisa Ono-George, University of Warwick	**The role of the tempered radicals: Experiences of making changes in our organisation** Melissa Highton and Dr Dominique Green, University of Edinburgh
Ignite and Soapbox session (18 March 2021: 15.45 – 16.45) Room: Dunedin			
IG3a: 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, Jennifer Brown, University of York and Professor Gabrielle Finn, Hull York Medical School **IG3b: Queer STEM: Systems engineering as queer pedagogy in railway engineering education**, Dr Holly Foss, The University of Birmingham **IG3c: Creating an inclusive environment for first years where all can flourish**, Dr Roselina Alerhi and Dr Anthony Rossiter, University of Sheffield			
Parallel session 6 (18 March 2021: 14.00 – 15.00)			
EDI and leadership	Thinking forward	Bridging the gaps	Belonging and safe space
6.1 Interactive breakout	6.2 Interactive breakout	6.3 Interactive breakout	6.4 Interactive breakout
Good governance leads to effective culture change Marcellina Fogarty and Rory Carey, University College Dublin	**Finding the missing pieces of my history to find myself** Dr Nighet Riaz, Advance HE	**Listening matters and listening works: Effective and meaningful institutional change through friendship conversations and democratic decisions. An exploration of two methods** Dr Emma Heron and Helen Parkin, Sheffield Hallam University	**Persistent inequalities: Tackling the negative experiences of LGBTQ+ students in higher education** Amy Norton and Josh Callander, Office for Students

Panel Session: Hot topic (18 March 2021: 15.15 – 16.15)

Janet Le Grand QC Hon, Chair of Court, University of Edinburgh
Katherine Trebeck, Wellbeing Economy Alliance
Alistair Pringle, Scotland and Corporate Delivery, EHRC
Sharan Virdee, Equality and Diversity Partner, Heriot-Watt University

Session 5.1: Storytelling and courageous conversations

Dr Rachel Forsyth, Professor Claire Hamshire and Shuab Gamote, Manchester Metropolitan University;
Dr Karen Lipsedge, Kingston University
Belonging and safe place
Panel session

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.

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Session 5.2: Parental equality and working flexibly

Dr Katie Thirlaway and David Brown, Cardiff Metropolitan University; Clare Matysova, London School of Hygiene and Tropical Medicine; Dr Angharad Davies, Swansea University; and
Dr David Brown, Cardiff Metropolitan University
Bridging the gaps
Panel session

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.

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Session 5.3: Anti-racist pedagogy and practice in higher education

Dr Anil Awesti and Dr Meleisa Ono-George, University of Warwick
Bridging the gaps
Interactive breakout session

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.

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Session 5.4: The role of the tempered radicals: Experiences of making changes in our organisation

Melissa Highton and Dr Dominique Green, University of Edinburgh
Skills building for EDI change agents
Interactive breakout session

'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.

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Session 6.1: Good governance leads to effective culture change

Marcellina Fogarty and Rory Carey, University College Dublin
EDI and leadership
Interactive breakout session

The mainstreaming of Equality, Diversity and Inclusion (EDI) is essential for EDI to be truly embedded within the fabric of an institution. University College Dublin regards EDI as everyone's business at all levels, where the elimination of discrimination and promotion of EDI is central to decision-making and policy/process development. UCD adopted a governance structure of shared leadership of EDI from the senior level through to Schools/Units. We believe the EDI structures in place has effected real change and we will demonstrate how these structures supported the development of the CIPD award winning Gender Identity and Expression policy.

Session 6.2: Finding the missing pieces of my history to find myself

Dr Nighet Riaz, Advance HE

Thinking forward

Interactive breakout session

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 struggling 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 to cope with the feelings of displacement.

Session 6.3: Listening matters and listening works: Effective and meaningful institutional change through friendship conversations and democratic decisions. An exploration of two methods

Dr Emma Heron and Helen Parkin, Sheffield Hallam University

Bridging the gap

Interactive breakout session

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. We will also discuss how the two methods have successfully moved to online to respond to COVID-19.

Session 6.4: Persistent inequalities: Tackling the negative experiences of LGBTQ+ students in higher education

Amy Norton and Josh Callander, Office for Students

Belonging and safe place

Interactive breakout session

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.

Panel session: Hot topic

Janet Le Grand, University of Edinburgh, Katherine Trebeck, Wellbeing Economy Alliance, Alistair Pringle, EHRC, Sharan Virdee, Heriot-Watt University

Panel session

In a panel that brings together professionals from within and outside the HE sector, this session will take a forward-thinking view of equality, diversity and inclusion within higher education. The panellists: the Chair of Court of the University of Edinburgh, an EDI partner at Heriot-Watt University, an Executive Director of the Equality and Human Rights Commission and the co-founder of the Wellbeing Economy Alliance will each be asked to offer their vision for the sector in five years' time and what should we be doing differently to achieve this.

Session IG3a: 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

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

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.

Session IG3b: Queer STEM: Systems engineering as queer pedagogy in Railway Engineering education
Dr Holly Foss, The University of Birmingham
Ignite and soapbox session
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.

Session IG3c: Creating an inclusive environment for first years where all can flourish
Dr Roselina Alrehi and Dr Anthony Rossiter, University of Sheffield
Ignite and soapbox session
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.