

Advance HE EDI Conference 2021

Courageous conversations and adventurous approaches: Creative thinking in tackling inequality

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Athena SWAN: One for all and all for one?

Dr Ismini Vasileiou, De Montfort University

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.

Black, depressed and on the brink of death

Lynette Nabbosa, Bloomsbury Institute London

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.

Bloody Big Project: Tackling period poverty with Design

Ruth Cochrane, Edinburgh Napier University

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.

BME students' lived experience at Roehampton Business School

Dr Jan Moorhouse, University of Roehampton

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)).

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.

Do rainbow lanyards make a difference? Findings from a study in an academic setting

Dr Nuno Nodin, Royal Holloway, University of London

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.

Enhancing the employability of students with autism: A pilot initiative

Rachel Mulholland, Catriona Mowat and Danny Gallacher, Glasgow Caledonian University

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.

Exploring female surgeons' intersecting personal and professional identities: A case study of Black and Minority Ethnic (BME) surgical trainees

Dr Gozie Offiah, Royal College of Surgeons in Ireland/University of Dundee

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.

Gender action plan: A student-centric approach

Anne Farquharson, The Open University in Scotland and Laura Smith-Gulliver, Equate Scotland

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.

Generating EDI dialogue between research and practice in the Humanities, Arts and Social Sciences

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

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.

Giving voice to, and institutional action derived from, the student narratives of navigating the perinatal period

Andrea Cameron, Abertay University

The dearth of literature that relates to 'pregnancy/maternity and the student' could suggest that this is an overlooked protected characteristic within the higher education landscape. Within the limited existing research a 'problematization' 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.

Going for Stonewall: Developing LGBT+ inclusivity at BCU

Ross Strong, Birmingham City University

Ross Strong, the Project Manager for Birmingham City University's Going for Stonewall Project, will discuss the first 15 months of the two-year project evaluating LGBTQ inclusion for staff and students and developing a range of initiatives to embed best practice. These include: using the Stonewall Workplace Equality Index as a starting framework for good practice, developing staff training, supporting staff network development, developing an LGBTQ Allies Scheme and an LGBTQ Student Mentoring Scheme, and ensuring an LGBTQ inclusive student experience and curriculum.

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

Stuart McClure, Queen's University Belfast

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.

Inclusive Nepotism: UCL's experience of creating a positive action sponsorship programme for BME staff

Vicki Baars and Alison Forbes, University College London

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.

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

Professor Denise Hawkes, University of Greenwich

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 settings.

Normalising the discourse about race and racism at the University of Cambridge

Dr Joanna Jasiewicz, University of Cambridge

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.

Re:Tension: Using film and the aftermath debate to tackle racism in higher education

Syra Shakir and Ricardo Barker, Leeds Trinity University

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.

Reverse' Mentoring: A knowledge sharing study between BME Psychology students and senior university leaders

Dr Kathryn Waddington, Dr Deborah Husbands and Bryan Bonaparte, University of Westminster

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.

STEM Equals: Creating more inclusive STEM communities

Dr Jessica Gagnon and Dr Marco Reggiani, University of Strathclyde

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.

Talking Taboos: Menopause in the workplace

Dr Emma Watson and Victoria Murphy, Imperial College London

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.

TechUP Women: Our journey

Professor Alexandra Cristea and Professor Sue Black, University of Durham

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.

The Speak Up campaign-tackling harassment, discrimination and violence at UWE Bristol

Ana Miguel Lazaro, University of the West of England

This session will show one of the Equality, Diversity and Inclusivity key priorities at the University of West of England: the Speak Up Programme.

UWE Bristol's strategic 'Speak Up' programme is creating an inclusive campus where diversity is celebrated, antisocial behaviour is challenged in a safe way, and everyone understands that any type of harassment, assault or discrimination is not acceptable.

UWE Bristol continues to support students and staff to create an inclusive and safe community. Rolling out the 'Speak Up' programme to all staff and students, reinforces the importance of becoming active bystanders, allies and anti-racists in all that we do, challenging inappropriate behaviour in a safe way. Our main focus at the moment is tackling sexual misconduct and racial harassment following a whole-university approach.

Walking the Talk: The University of Sheffield's Student Anti-Racism Training Programme

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

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.