Session 1.1
Listening to and learning from Black students: The Personal Learning Advice Service at The Open University
Dr Deborah Peat, Dr Jennifer Hillman, Olivia Purcell and Alison Mortiboy, The Open University

Embracing the voices of minoritised and marginalised people in our approach to institutional change

Interactive workshop
In her work on trauma among Australian Indigenous peoples, Judy Atkinson describes the “deep listening” (dadirri) necessary for hearing the voices of the oppressed and formulating a “purposeful plan to act” (Atkinson, 2000: 16; Manathunga, 2020). In offering this workshop, we aim to provide an opportunity for participants to share experiences on how higher education institutions can effectively and purposefully “embrace the voices of the minoritised and marginalised.” By sharing practices from the Personal Learning Advice Service at The Open University – a service offering coaching and mentoring to students from underrepresented groups - we will explore how “deep listening” might translate to the context of HE (de Sousa Santos, 2018).

Session 1.2
Professional learning: Students as colleagues
Christopher Simmonds and Angela Macfarlane, Northumbria University

Humble learning
Interactive workshop
This interactive workshop will explore the presenters’ experiences of humble learning by advancing the concept of the student as a colleague within the classroom. The session will draw on a range of professional training experiences, encompassing the provision of continuing professional development (CPD) programmes for qualified professionals through to the delivery of programmes of study for apprentices starting their journeys within the professional workplace, as well as undergraduate and postgraduate study. Participants will be invited to consider their own approaches using a range of activities and group discussions.

Session 1.3
A management workshop for personal tutor leadership: Networking your information
Katherine Leopold and Ron Gibson, University of Greenwich

The change agent’s tool kit
Interactive workshop
A recurring theme in the literature is how to ensure personal tutoring is genuinely inclusive. How do we reach the students who have the greatest need but who are often the most separated from support structures? At the Greenwich Business School, we have effectively implemented a low-cost, high-impact, survey-based and networked analysis tool which enables large cohorts of diverse students to express their needs. In this workshop, we will demonstrate how this was achieved, and help you design your own way of doing it, ready to begin implementation.

Session 1.4a
A cultural intelligent leadership in Architecture and the Built Environment
Professor Elena Marco, Andrew Bourne and Kimberly Scott, UWE Bristol

Reshaping EDI leadership
Oral presentation
Inequalities and the attainment gap persist in higher education, while transforming the diversity of the Construction Industry could take up to 200 years. This study examines the authentic development of a culturally intelligent leadership in Architecture and the Built Environment at UWE Bristol. Interventions include improving the quality of conversations on race and racism, building an intercultural understanding, co-creating awareness of bias through student-led networks and transforming staff diversity. This strong new leadership has made a demonstrable change to staff and student cultures that is already addressing inequalities and the attainment gap. The lessons learned are being implemented institutionally.

Session 1.4b
Education for all: An innovative institutional synergistic approach to raising awareness and embedding equality, diversity, accessibility and inclusion into education practice
Vanessa Mar-Moliner and Dr Helen Carmichael, University of Southampton

Reshaping EDI leadership

Oral presentation

This presentation will discuss the "Education for all" project at the University of Southampton and will examine the project's aims, deliverables, and lessons learnt from a focused educational perspective. Emphasis will be placed on the synergistic approach of bottom-up and top-down collaboration across the institution. We will review how the labyrinthine network of overlapping activity, with shared aspirations already taking place, was brought together to create a coherent contextualised support package and strategy to develop an innovative, bespoke staff assessment tool that maps and evaluates the awareness and development of staff and students to the University of Southampton inclusivity, diversity and accessibility maturity model.

Session 1.4c

Leading change: Towards an inclusive and accessible department

Dr Jennifer George, Goldsmiths, University of London

Reshaping EDI leadership

Oral presentation

University cultures and practices can be challenging to penetrate with change that comes with new initiatives. This session will share findings from the exploratory work carried out across Goldsmiths, University of London to identify any existing work done in Equality, Diversity and Inclusion; the three-year plan agreed for the Department of Computing with a focus on disability; and the implementation, feedback and impact on the work that has already been carried out.

Session 1.5a

Making sense of belonging: A critical exploration of meanings of belonging and community in higher education across underrepresented student groups

Charlotte Boulton and Professor Alison Shaw, Newcastle University

The future is intersectional

Oral presentation

Many universities agree that 'sense of belonging' is important to their students, yet there is a lack of shared understanding of what 'belonging' and 'community' mean and how they can affect students' social and academic experiences. This session aims to clarify these concepts, how they impact on students from different underrepresented groups, and how universities can foster belonging across intersectional student identities and academic experiences. Combining critical analysis of contemporary literature on identity and belonging with key recommendations to put the research into action, the session offers insights to make meaningful contributions to the discourses of belonging and intersectionality.

Session 1.5b

Identifying the barriers to inclusion and belonging experienced by students from all ethnic backgrounds at King's College London

Theofanis Freiderikos and Gilda Spaducci, King's College London

The future is intersectional

Oral presentation

A study was conducted at King's College London seeking to explore the experiences of inclusion from all ethnic backgrounds, and to understand how to improve the inclusion of students who are minoritised because of their race and/or ethnicity. An intersectional approach was adopted, and a mixed-method design was used, including a survey and focus groups. In our session we will present the findings of our study on the following thematic categories: students' sense of belonging, attitudes towards the curriculum, experiences of microaggressions and recommendations to improve future workshops and interventions seeking to decolonise the curriculum and reduce barriers to inclusion.

Session 1.5c

Who is getting hurt online? Fostering digital citizenship in higher education

Dr Victoria Madden and Dr Melissa Highton, University of Edinburgh

The future is intersectional

Oral presentation

Digital safety is a topic that demands an intersectional approach, especially as threats such as online harassment disproportionately affect students with protected characteristics. Although most institutions have support mechanisms for students and staff who experience incidents on campus, Student Services and Wellbeing staff may be less familiar with the nature of online threats. This session will share some of the University of Edinburgh's work on promoting digital safety and citizenship, including findings from a Principal's Teaching Award-funded research project gauging student perceptions of digital citizenship. Participants will be invited to share best practice for how universities can better support our communities online.

Session 1.6a

The broader view: An interprofessional approach to a more inclusive curriculum

Dr Aengus Kelly and Molly Langford, University of Plymouth

Embracing the voices of minoritised and marginalised people in our approach to institutional change
Oral presentation

This session aims to discuss how to integrate marginalised voices into a health professional curriculum. A pilot workshop is described where dental academics work with undergraduate students from Acting and Dental Therapy programmes to navigate interpersonal communication in an EDI-focused clinical scenario involving role-play. The impact on staff and students is outlined, including enhanced management of sensitive clinical interaction, and facilitation of simulated patient communication workshops. The value of highlighting this often-hidden aspect of the curriculum is discussed, with a consideration of how an interprofessional approach to learning about inclusivity may consolidate its place more broadly in an institutional curriculum.

Session 1.6b
Inclusive pronoun practices, implementing practical changes and building trust
Eleanor Farrington, Newcastle University

Embracing the voices of minoritised and marginalised people in our approach to institutional change

Oral presentation

Inclusive Pronoun Practices at Newcastle University goes beyond using correct names and pronouns and aims to respond positively to behaviours and evolving language around gender and identity through collaborative engagement, close consultation and allyship. This presentation will help the audience explore some of these components and share ways to strengthen the voices of Trans, non-binary and gender-diverse colleagues and students in the development of safe, inclusive university spaces.

Session 1.6c
Shall we talk? Normalising EDI conversations on campuses
Dr Sammy Li and Peter Collins, University of Birmingham

Embracing the voices of minoritised and marginalised people in our approach to institutional change

Oral presentation

Campuses are a shared environment with members coming from different communities and countries who have a diverse understanding of EDI. Thus, normalising conversations about EDI among and between students and staff is not easy and often requires icebreakers. The University of Birmingham’s Student EDI developed an online course to support students and staff to unpick social inequalities and to discuss EDI issues that are relatable to the university experience. The resources are tremendously welcomed across the University and logged over 80,000 views in its first year. The team will share their insights and reflection on facilitating dialogues for culture change.
Session 2.1  
Going beyond the difficult conversation in decolonising pedagogy  
Dr Hannah Bartlett, Dr Carlene Wynter, Dr Bahar Kazmi and Dr Lauren Traczykowski, Aston University  
Embracing the voices of minoritised and marginalised people in our approach to institutional change  
Interactive workshop  
How should we decolonise curricula? Students, faculty, staff, and Executives maintain divergent views about the definition of decolonisation, and why and how should we engage with it. We have found that provision of safe spaces for discussion is among the most effective ways of ensuring that all voices and perspectives are heard. In this workshop, we will demonstrate how engaging staff and students in answering key questions about their own learning environments, supports them in contextualising the process of decolonising the curricula, regardless of discipline. Our experience is that embedding individual engagement is a key step towards institutional culture change.

Session 2.2  
The Equality Project: Creating change through intersectionality and diverse leadership  
Dr Amy Reeve, Louise Wright, Dr Damian Parry and Cristina Newell, Newcastle University  
Reshaping EDI leadership  
Interactive workshop  
The most effective way to embed EDI within a Faculty and drive cultural change is to ensure all voices are heard. To support these aspirations and allow an intersectional approach covering all protected characteristics, we developed the Equality Project. With this we have challenged conventional leadership approaches to empower these voices and give them exposure at the highest levels. This workshop will showcase our undergraduate workstream lead, who carries the voices of the student community and is already creating systemic, cultural change. Our Equality project with its diversified and collaborative leadership approaches will make great strides in our EDI work.

Session 2.3  
Oops! Was that offensive? Inclusivity for the non-politically correct  
Associate Professor Nick Gee and Dr Barbara Howard-Hunt, Birmingham City University  
The future is intersectional  
Interactive workshop  
This energetic, straight-talking workshop will provide delegates with a safe and supportive space to discuss, debate and evaluate of the concept of inclusivity within higher education environments. In today’s diverse and disparate community of learning there is a need to challenge ‘taken for granted’ notions of inclusion and equality that result 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.

Session 2.4a  
The ABCs of the LGBTQ+s: Raising awareness of LGBTQ+ issues and the need for an inclusive curriculum  
Dr Andrew Moran, Dr James Hunting and Dr Brian Tutt, London Metropolitan University  
Humble learning  
Oral presentation  
This presentation will focus on the content and outcomes of an LGBTQ+ workshop held at London Metropolitan University in the Summer of 2020. The workshop focused staff on the importance of attending to issues faced by LGBTQ+ people, raising awareness of them, and the implications for Learning and Teaching practice. It was designed to develop guidance on best practice for a LGBTQ+ inclusive curriculum, informed by both the experiences of staff and students and developments in pedagogy and was aimed particularly at staff who might be unfamiliar with an LGBTQ+ inclusive approach or who might lack confidence.

Session 2.4b  
Decolonising teaching and research: A collaboration with Hope Africa University  
Dr Louise Taylor Bunce, Oxford Brookes University  
Humble learning  
Oral presentation  
Oxford Brookes University has introduced an innovative buddy system for Social Work students with those at Hope Africa University, Burundi, with the aim being for them to learn about Social Work in another culture. Students meet virtually once a month in small groups to co-produce a resource for future Social Work trainees to understand cultural differences. The project evaluation is based on the Burundian principle ‘Ikibiri’ (working together) and the African principle ‘Ubuntu’ (I am because we are) (Mutsonziwa, 2020). This talk will share lessons learned from decolonising teaching and research, and equip and inspire others to do the same.

Session 2.4c
Advocacy in action
Kathryn Leighton and Dr Anjali Shah, University of Chester
Humble learning
Oral presentation
Following the events of May 2020, the University of Chester established a Race Equality Challenge Group led by our Vice-Chancellor to examine the University through a race-equality lens. Our desire to foreground the student voice in this work led to establishing the role of Student Race Advocate, to take an active part in the university’s race equality change journey. This role was intentionally not for willing volunteers – this was structured, mentored, enabled and, most importantly, paid. We wanted to formally recruit committed, contracted and engaged individuals and empower them to make a difference to the university and the community.

Session 2.5a
Don the flip-flop: The role of public partners in reverse mentoring for academics
Dr Anne Johnson, Sarah Todd and Tanya Vasquez, UWE Bristol
The change agent’s tool kit
Oral presentation
The notion of ‘mentor’ first appeared in Homer’s book the Odyssey to refer to his old and trusted friend. Nowadays, a mentor may be considered as a trusted adviser, teacher, supporter and wise counsel to others. The mentor is usually an expert adviser, which in terms of higher education, might be someone with years of experience who is prepared to share this with a less experienced colleague. Here the role of the ‘expert adviser’ has been flipped and is taken by Public Partners to support impactful student learning. This approach supports an inclusive culture of learning and meaningful public allyship.

Session 2.5b
Women in Supramolecular Chemistry: Agents of change and champions for inclusivity
Dr Jennifer Leigh and Dr Jennifer Hiscock, University of Kent
The change agent’s tool kit
Oral presentation
WISC is an international network supporting the retention and progression of women and other marginalised groups within Supramolecular Chemistry. WISC has a unique strategy combining the “calling in” of the community with qualitative research to address equality, diversity and inclusion (EDI) issues. WISC believes that change only comes through the inclusion and education of people of all genders and groups, as all these factors are intersectional. Here, we share our framework and model as an example of how community change can be driven from within and embrace the voices of those who are marginalised to shape institutions and affect change.

Session 2.5c
Using Lego Serious Play to surface anxieties about embedding equality, diversity and inclusion in Business Schools’ curricula
Dr Christina Schwabenland and Dr Alexander Kofinas, University of Bedfordshire
The change agent’s tool kit
Oral presentation
Our paper will present the results of a year-long project funded by the Chartered Association of Business Schools (CABS) to develop a series of workshops aiming to surface participants’ concerns, dilemmas and paradoxes surrounding the embedding of equality, diversity and inclusion in Business School curricula. This paper discusses observations from both the development and the implementation of these workshops. It examines the issues raised by participants, some of which challenge conventional thinking that presents ‘EDI’ as relatively unproblematic, and as ‘a’ topic that does not require specialist skills.

Session 2.6a
Reciprocal mentoring
Clare Peterson and Lianna Williams, University of Gloucestershire
Embracing the voices of minoritised and marginalised people in our approach to institutional change
Oral presentation
In 2017/18 the University pioneered a pilot Reciprocal Mentoring Scheme. A ‘positive action’ targeting BAME students. Its aims were twofold: to expand the level of cultural awareness of the university leadership by students sharing their lived experiences; to improve BAME students’ experiences by creating a sense of belonging. The rationale was to position the student voice as central to learning for university leadership who would then implement impactful change at an institutional level. In return students benefitted from employability skills. This dyadic partnership would see each taking turn as mentor and mentee, learning from each other.

Session 2.6b
Let’s Talk: How the co-creation of a safe space can lead to real and meaningful policy change
Professor Janice Kay and Tina Verhaeghe, University of Exeter
Embracing the voices of minoritised and marginalised people in our approach to institutional change
Oral presentation
During this session Janice and Tina will highlight some of the key areas of change, alongside sharing how co-creation truly has helped start the journey of changing culture at Exeter, ensuring real progress via collective action and the assurance every voice can be heard.

Session 2.6c
Taking a cultural perspective on teaching and learning about customer behaviour
Dr Terry O’Sullivan and Dr Carmen Mal, The Open University
Embracing the voices of minoritised and marginalised people in our approach to institutional change
Oral presentation
In this presentation, we will discuss our project investigating how differences in students’ cultural identity (BAME versus non BAME students) might reveal preferences about learning and assessment which may help explain awarding gaps, and guide more inclusive learning design in future. Our methodology embraces ‘the voices of minoritised and marginalised people in our approach to institutional change’, casting students as active research participants. Following McCracken’s (1988) technique of ‘auto driving’ interviews, a balanced sample of BAME and non-BAME students will select and discuss learning material and assessment based on their preferences within the module, allowing them to steer the research agenda, and shape future learning design.
**Session IG1.1**

**Are UK HEIs doing enough to support breastfeeding mothers?**

Dr Anjali Raj Westwood and Dr Ernestine Gheyoh Ndzi, York St John University

Embracing the voices of minoritised and marginalised people in our approach to institutional change

*Ignite*

Not many UK HEIs have a policy on breastfeeding in the workplace or provide adequate facilities for breastfeeding mothers. Women tend to stop breastfeeding prematurely on return to work despite several benefits of breastfeeding for the child and the mother. How can this problem be addressed? In this 5-minute talk, I will highlight clear steps UK HE can take to stop failing breastfeeding mothers. This talk is aimed at EDI practitioners, Senior Managers with responsibility for EDI policy, Heads of Departments, Programme Leaders, HE Lecturers, Student Support staff and researchers with a focus on EDI.

**Session IG1.2**

**Our many faces of Science and Engineering: A highly visual multimedia campaign to showcase diversity and raise aspirations in a large civic modern university**

Professor Fiona Saunders, Samie Boyd, Bath Dawson and Andrew Lenehan, Manchester Metropolitan University

Embracing the voices of minoritised and marginalised people in our approach to institutional change

*Ignite*

In this highly visual session, we will share with delegates our Many Faces of Science and Engineering multimedia campaign at Manchester Metropolitan University. The aim of the ongoing campaign is to showcase the diversity of talent across the Faculty of Science and Engineering. The “Faces” are mostly Manchester Met students, staff or alumni with a couple of more well-known individuals thrown in too. Through the Many Faces campaign, we are inspiring our students, helping to raise aspirations and confidence and show everyone that they belong in our Faculty, no matter what their ethnicity, disability, gender, sexuality or background.

**Session IG1.3**

**Hidden histories in a Foundation Mathematics curriculum**

Rachael Addy, University of Lincoln

Embracing the voices of minoritised and marginalised people in our approach to institutional change

*Ignite*

During the 2020-21 academic year, Mathematics modules run by the University of Lincoln’s Foundation Studies Centre highlighted ‘hidden histories’ of scholars from diverse and underrepresented backgrounds by integrating ‘In the Spotlight’ into seminar sessions. The benefits of providing diversity of voices will be discussed, including student feedback and the future of the project.

**Session SB1.5**

**Is too much focus placed on the variety of assessment rather than the individualisation of assessment?**

Dr Meryl Dickinson, Brunel University London

Humble learning

*Soapbox*

As the demand for higher education has increased, so too has the standardisation and conformity of expectations from students through assessment. Though a large amount of attention has been focused more recently on varying methods of assessment in order to address equality, diversity and inclusion, I argue this misses the point of the diversity of our learners, and their experiences. Instead we need to focus our attention on tailoring choice within our assessments in order to approach our learners as individuals and allow inclusivity through their ability to choose.

**Session SB1.6**

**The Year of Learning**

Zoe Kennedy, King’s College London

Humble learning

*Soapbox*

Structural change won’t happen without those within the structure also changing. The Year of Learning encourages everyone in the faculty to embark on a personal journey of reflection that empowers them to talk more confidently about race. Each month, participants look for ways to experience something that helps them grow and explore their relationship to race and ethnicity and how it intersects with other protected and individual characteristics in the UK and around the world. Whilst it may feel that small moments of individual learning and reflection won’t solve structural racism, collectively they will create and lead to monumental change.

**Session SB1.7**

**Autism law and inclusive employability**

Dr Max Lowenstein, Bournemouth University
The change agent's tool kit
Soapbox
Autism employability statistically shows significant challenges are faced by autistic (neuro-diverse) people seeking and staying in employment. To assist, this oral presentation discusses the legal negotiation skills required to navigate reasonable adjustments and how to become a change agent for DEI policy implementation.

Session IG2.1
Why your emotions might be stopping you from becoming the antiracist you want to be
Elizabeth Wynn, Babraham Institute
Humble learning
Ignite
For white people, learning about the realities of racism and the benefits it confers brings up negative emotions like guilt and shame. These painful feelings can be debilitating, but we need to learn how to transform guilt into action. This talk will highlight the importance of incorporating the emotional aspect in learning and teaching about racism.

Session IG2.2
‘Ikibiri’: Working together to decolonise our teaching and research
Dr Louise Taylor Bunce, Oxford Brookes University
Humble learning
Ignite
‘Ikibiri’ is a philosophy from Burundi in East Africa, meaning bringing people together to support advancement of a community. The higher education community urgently needs to utilise this philosophy and work together to address degree outcome gaps and quality of student experience gaps for Black, Asian and other minoritised ethnic groups. In this ignite presentation I will discuss why we need to come together to decolonise our teaching and research, and offer some practical suggestions of how we can begin to do this based on my own learning and experience.

Session IG2.3
Moving from a non-racist to an anti-racist university: Our Cardiff Met journey
Dr Susan Davis, Chantelle Haughton, Dr Aylwin Yafele, Alysean Banks and Martin Smith, Cardiff Metropolitan University
Humble learning
Ignite
This Ignite presentation will engender a thought-provoking representation of our journey thus far using a Moving picture show - Time-lapse/Zoetrope, which will include snapshots of our personal and professional journeys. It will include an homage to our ancestors and other black and brown change makers. We will channel the ethos and spirit of Hunhu or Ubuntu which emphasises the importance of a group or community in this process and learning journey.

Session IG2.4
Brave spaces to lay your cards: Facilitating conversations about equality, diversity and inclusion using a card resource
Amanda Clark, University of Hertfordshire and Dr Matthew Sillence, University of East Anglia
The change agent's tool kit
Ignite
This talk introduces a resource we are using at two universities to facilitate discussions about EDI issues. The resource is a set of 18 topic cards with terms and illustrations, such as prejudice, bias, equity and inclusion, chosen by students and staff. The aim is to enable challenging conversations to foster greater empathy and positive action to address issues. It is necessary to create ‘brave spaces’ to engage in these conversations and we will share ideas from the booklet we have created to support this process. The booklet and cards will be available to delegates as free downloads.

Session SB2.4
The Herschel Programme: Supporting women in technical leadership
Lucy Williams and Denise McLean, University of Nottingham
The change agent's tool kit
Soapbox
This session will introduce delegates to the MI TALENT Herschel Programme for Women in Technical Leadership, a dedicated leadership development programme creating a space for current or aspiring women technical leaders to gain experience, a national network and new skills. MI TALENT has curated the content and is delivering this brand new programme. The presentation will share the approach to creating it and insights gained from our first cohort of participants.

Session SB2.5
The new digital leaders: Progressing EDI leadership in HE through Facebook activism
Dr Kelly Pickard-Smith and Dr Amy Bonsall, Women in Academia Support Network
Reshaping EDI leadership
Soapbox
Facebook’s 2.89 billion active users have 70 million community managers leading groups often larger than the towns and institutions in which they live and work. Facebook groups influence lives in a space that counters cultural norms; existing outside of traditional power structures. We discuss Women in Academia Support Network’s experience of being selected as one of only 300 out of 44k applicants on the Facebook Accelerator programme to become global digital leaders influencing EDI change from a grass roots collective to a critical mass of voices. We argue digital community managers are the new leaders in a digital world.
Session P1.1
How language can influence change: Lessons learnt at Swansea University Medical School
Dr Anna Seager, Swansea University
The change agent’s tool kit
Poster presentation
When thinking about EDI and driving cultural change within our institutions many buzzwords spring to mind such as "gaining buy in", "low hanging fruit", "change champions", "vision/mission", and so on. These overused terms are often related to the change management trend of the moment. Yet language is a key component for initiating change, and using the right language at the right time can influence implementation of ideas, promotion of behavioural change and cultural shifts. Our experience and journey of working on Athena SWAN at Swansea University Medical School has shown us the influence of language on achieving our EDI goals.

Session P1.2
Developing a Black Leadership Programme: Lessons learned from co-production with students
Dr Berenice Golding, Publa Antwi, Rebecca King-Asata and Dr Georgina Blakeley, University of Huddersfield
The future is intersectional
Poster presentation
Leadership in higher education does not always reflect the diversity of the student body. Moreover, routes into leadership, for students from Black/Black mixed-race backgrounds, are somewhat limited both within, and outside of the academy. This paper will discuss the development of a School-based pilot Black Leadership Programme designed to enhance existing leadership skills and to strengthen students’ confidence and competencies. We will share some of the lessons learned from co-producing the programme with two Student Advisers. The focus will be on the value of including the student voice during its development and roll out.

Session P1.3
How co-production and delivery of EDI teaching by students can improve engagement and agency
Dr Kate Williams, University of Leicester
Embracing the voices of minoritised and marginalised people in our approach to institutional change
Poster presentation
This project evolved from Medical students’ lived experiences and was co-produced by members of the Medical School teaching team and the College of Life Sciences EDI team as part of our MedRACE working group. Over the past 18 months, we have developed further induction materials for pre-clinical Medical students, introduced active bystander training for clinical Medical students and co-delivered these to more than 690 students. MedRACE (Raising Awareness Celebrating Excellence) is a student/staff group at Leicester Medical School, active in delivering positive change, working to progress the BMA Charter to prevent and address racial harassment.

Session P1.4
Drawing is contagious
Kimberly Hall, University of Gloucestershire
Humble learning
Poster presentation
In her experimental teaching journal *Syllabus: Notes from an Accidental Professor*, Lynda Barry asks if “creative concentration is contagious”. Is it? Drawing images is a different way of transferring knowledge from one person to another. Images move directly through the eyes, and as Scott McCloud says in his seminal book on comics, it is perceived knowledge. Unlike reading, which is received knowledge that you must be trained to understand, drawing connects immediately. This poster aims to strengthen skills and build knowledge in alternate forms of communication to explore creative ways of connecting to students. Delegates will learn how their hands and bodies can be used as tools for thinking and feeling, with the broader goal of learning new ways to directly communicate thoughts and ideas.

Session P1.5
Global Citizenship: Co-creating a culture of equality and inclusion through celebrating diversity
Alexandra Leila Neshat Mokadem, Robert Gordon University
Embracing the voices of minoritised and marginalised people in our approach to institutional change
Poster presentation
Global Citizenship is an ethos created from student lived experiences, to cultivate a culture of equality, diversity, inclusion and sustainability, and helping minority groups to succeed, build resilience, strengthen their sense of belonging and be inspired as future leaders. The programme involves, a ‘connect’ talk series, as a safe space for leaders from minority groups, staff and students. The programme involves a mentorship scheme and skills for success series, developed around
assessments. Global citizenship is the umbrella term for the 3 Cs - Connect, Create, Celebrate - to encourage students to bring ‘their whole self’ to university.

Session P1.6
Voices of women in Mathematics: What are the barriers to an academic career?
Dr Laura Wadkin, Newcastle University
Embracing the voices of minoritised and marginalised people in our approach to institutional change

Poster presentation

Women are still underrepresented in academic Mathematics with only 20% female PhD students and 6% female professors in the UK (London Mathematical Society's Good Practice Report). I will present the results from a systematic scoping review which explores the reasons for this gender disparity in UK universities. The included studies use qualitative techniques to best explore the barriers to progression and retention for women in Maths academia by directly asking women at different career stages to discuss their thoughts, feelings and experiences, allowing the identification of the key perceived barriers from their own perspectives.

Session P1.7
An intervention-led approach to inclusive technical workforces in UK higher education and research
Lucy Williams, University of Nottingham

The change agent’s tool kit

Poster presentation

This poster presentation will highlight the practical ways that MI TALENT is responding to EDI challenges in the UK technical workforce in higher education and research. Using the evidence base for the demographics of the technical community, MI TALENT has designed and implemented a number of interventions including an inclusive recruitment checklist and a new leadership programme for women in technical roles. This poster will share insights into the evidence base and the approach the MI TALENT has taken to address these issues, alongside practical tips and ideas for doing this successfully within the sector.

Session P1.8
Moving from a non-racist to an anti-racist university: Our Cardiff Met journey
Dr Susan Davis, Chantelle Haughton, Dr Aylwin Yafele, Alysean Banks and Martin Smith, Cardiff Metropolitan University

Humble learning

Poster presentation

This poster presentation will engender a thought provoking visual representation of our journey thus far using a Moving picture show - Time-lapse/Zoetrope, which will include snap shots of our personal and professional journeys. It will include an homage to our ancestors and other black and brown change makers. We will channel the ethos and spirit of Hunhu or Ubuntu which emphasises the importance of a group or community in this process and learning journey.
**Session 3.1**  
**Staff networks as powerful and democratic forces for change: Case study exploring how the National Association of Disabled Staff Networks (NADSN) and the NADSN STEMM Action Group progress disability inclusion in higher education institutions and beyond**  
Dr Julia Sarju, University of York, Dr Hamied Haroon, University of Manchester and The National Association of Disabled Staff Networks (NADSN)  
Embracing the voices of minoritised and marginalised people in our approach to institutional change  
*Interactive workshop*  
Ableism, discrimination against disabled people, is endemic in academia. Up to 30% of the general population are thought to have a disabling condition recognised by the 2010 Equality Act, however, less than 4% of academic staff declare a disabling condition. NADSN has empowered disabled peers to inform and lead change. Recently the NADSN STEMM Action Group has shared intersectional recommendations to address barriers faced by disabled people in STEMM. Given the widespread underrepresentation of disabled people at senior levels, it is vitally important that staff networks are supported to ensure that diverse and minoritised voices inform decision-making.

**Session 3.2**  
**Change-makers: Working together to achieve institutional change. A collaborative approach to embedding inclusive practice at Leeds Beckett University, engaging staff and student voices to create change**  
Bernie Albert, Latoyah Wong, Belinda Cooke and Alan Smith, Leeds Beckett University  
*The change agent’s tool kit*  
*Interactive workshop*  
This workshop explores how staff and students are working together to embed inclusive practice to drive institutional change. The workshop will share examples of the work of the Centre for Learning and Teaching (CLT) Associates and Student Associates. This session offers practical examples of activity, focussing particularly on Equality, Diversity and Inclusion. Our CLT Associates and Student Associates will share examples of work already undertaken, explaining how collaboration, emerging synergies and student partnerships can accelerate change and demonstrate significant impact. Workshop participants will be invited to consider their practice and if these might be effective in their own institutions.

**Session 3.3**  
**Listen up! Understanding complexity and challenge of intersectionality through Abantu**  
Dr Iwi Ugiagbe-Green, Manchester Metropolitan University and Dr Kendi Guantai, University of Leeds  
*The future is intersectional*  
*Interactive workshop*  
This session seeks to provide a safe exploratory space of enquiry and critique of the use of protected characteristics in identifying individuals within communities of practice. Through active participation and reflection, we encourage participants to evaluate the complexity of identity and the ways in which well-intentioned labelling of this kind, can further disempower and marginalise the very individuals, that EDI work positively seeks to support. We propose Ubuntu and listening techniques as a good starting point in understanding that intersectionality is not additive, but reconstitutive (Crenshaw, 2020). Ubuntu is a Zulu word meaning that ‘a person is a person through other people.’ Describing the shared philosophy of the Bantu speaking people of Sub-Saharan Africa, it emphasises our shared humanity as Abantu (human beings), and is an affirmation of one’s humanity through recognition of the ‘other’ in his or her uniqueness and difference.”

**Session 3.4a**  
**The anti-racist curriculum: Wider lessons for truly developing the inclusivity agenda**  
Jill Childs, Oxford Brookes University  
*Reshaping EDI leadership*  
*Oral presentation*  
Oxford Brookes’ Social Work programme attracts a number of black and minority ethnic students and the teaching team have, over a number of years, noted a marked disparity in attainment and outcomes between black and white student counterparts. Although this observation was drawn specifically from our courses, Oxford Brookes was seeing similar patterns across a range of provision, and it is likely that this pattern is repeated across the wider HE sector. Our ambitious and challenging aim has been to tackle this disparity and to innovate to create a new paradigm that supports achievement for students from diverse backgrounds. That paradigm is called ‘Creating a place to inhabit’ Mmbembe (2016) and sits within the context of the decolonisation of our curriculum.

**Session 3.4b**  
**Shared parental leave and breastfeeding policies in UK HEIs: Current situation, it’s impact and need for change**  
Dr Ernestine Gheyoh Ndzi and Dr Anjali Raj Westwood, York St John University  
*Reshaping EDI leadership*  
*Oral presentation*
The key role that women play in the labour market, triggered the need for equality in the workplace. However, this could only be achieved with the right policies and practices. While the introduction of shared parental leave signalled policymakers' interest in equality in the workplace, the lack of a national policy on breastfeeding in the workplace put shared parental leave policy at odds with the 'natural law' of breastfeeding. We explore accessibility of policies, resources, support, number of mothers taking shared parental leave/going on maternity leave and we analyse mothers’ experiences of continuing breastfeeding once back in the workplace.

Session 3.4c  
**Student-staff partnership to decolonise the curriculum: Grassroots versus the institutional approach**  
Dr Vy Rajapillai, Dr Vedrana Velickovic and Dr Heba Youssef, University of Brighton  
*Reshaping EDI leadership*  
*Oral presentation*  
In this session we will reflect on both the grassroots approach to student-staff partnership to decolonise the curriculum and the formalised institutional approach to the same at the School of Humanities, University of Brighton. We will analyse the philosophy, aims, and outcomes of both these approaches by taking Schools of Humanities and Social Sciences as case studies, to present our experience of being involved in the grassroots initiative and institution's Inclusive Practice Partnership scheme as Academic institutional and school leads for the scheme. We will question whether the top-down approach taken by the university is conducive or restrictive to decolonial activity.

Session 3.5a  
**Did three months make a difference? Exploring the impact of Covid-19 on disabled students’ experiences**  
Hannah Borkin, Advance HE/Disabled Students' Commission  
*Embracing the voices of minoritised and marginalised people in our approach to institutional change*  
*Oral presentation*  
In July 2020, the Disabled Students' Commission published a report called Three Months to Make a Difference. At the time of publication, there were just three months ahead of the new academic year and it was vital that the disabled student experience was addressed by institutions and policy makers as campuses re-opened. Over a year later, and following research carried out by the DSC investigating the impact of Covid-19 on disabled student experiences, was it the case that recommendations were followed up? This session will outline the findings from the mixed-methods research and what actions still need to be taken.

Session 3.5b  
**Embracing the voices of the marginalised learners with a declared mental health disability to better understand why there is an attainment gap for Design modules at Open University.**  
Muriel Sippel and Dr Nicole Lotz, The Open University  
*Embracing the voices of minoritised and marginalised people in our approach to institutional change*  
*Oral presentation*  
We are aware of persistent low pass rates for students with declared mental health disabilities, particularly across the Design qualification at The Open University. We report on a scholarship project that embraced the voices of these marginalised learners to understand how their health impacts on their study experience and attainment. We discuss how the insights gained from deep qualitative data inform the development of a more innovative and inclusive practice for developing new curriculum and improving teaching practice in creative disciplines and beyond. It is foreseeable that this work will create a safe and trustworthy online learning space that enables marginalised learners to succeed with confidence and resilience.

Session 3.5c  
**Embracing the voices of autistic students: A participatory action research study**  
Keren Coney, Liverpool John Moores University  
*Embracing the voices of minoritised and marginalised people in our approach to institutional change*  
*Oral presentation*  
A recent study of the destinations of graduates found that of all disabled graduates, those with autism are least likely to employed (Allen & Coney, 2021). Unfortunately, these findings are widely recognised in literature (Vincent, 2020; Van Hees et al., 2015). But what can be done to support autistic students to successfully progress to employment when they graduate? In this session, a careers practitioner will outline how she recruited autistic student consultants to co-design careers-related activities and to co-analyse the effectiveness of these, resulting in insights into what universities can do to increase the likelihood of positive outcomes for autistic graduates.

Session 3.6a  
**Realising an institutional approach to inclusive curricula: Co-design and cross-cutting themes**  
Dr Emily McIntosh, Dr Deeba Gallacher, Middlesex University and Dr Helen May, Independent Practitioner  
*The change agent’s tool kit*  
*Oral presentation*
This oral presentation will provide an overview of the development of an institutional approach to inclusive curricula. It will cover the development of an inclusive curriculum framework, the methods for drawing upon institutional and sector-wide expertise in inclusive learning and teaching and working with key stakeholders on the design, scoping and implementation. The presentation will highlight some key insights into the factors and themes involved in developing an approach which values intersectionality, evaluation and scaling of best practice.

**Session 3.6b**
**Pedagogic phenomenography for evidence-based decision making**
Francoise McKay, Nottingham Trent University

*Oral presentation*
Seeking to improve the ‘inclusivity’ of curricula is increasingly prioritised by HEIs, but there is limited scope to consider inclusivity critically: in what ways inclusive? and who has the authority to judge a curriculum an inclusive success? By employing a phenomenographic approach NTU will generate robust insights into features which may characterise an inclusive curriculum from the perspectives of the stakeholders: students that fall into one or more of the institution’s Success for All (SfA) primary beneficiary groups, or APP target groups, and support and teaching staff that regularly engage with curriculum design and in-action.

**Session 3.6c**
**Embracing diversity: Addressing intersectionality within EDI interventions: The value of ‘Bystander Intervention Training’**
Dr Joanna Semlyen, Dr Abimbola Ekerin, Bhairavi Hariharan, Dr Benz Josiah and Dr Kaobimdi Okongwu, University of East Anglia

*Oral presentation*
Critical steps are needed to challenge discrimination and dismantle inequalities for minoritised populations. This session will introduce Bystander Intervention Training (BiT), an innovative role-play based training programme, creating an opportunity to develop active allyship and across intersectional identities. BiT addresses covert and overt discrimination including microaggressions, with a flexible toolkit that can be used to empower HE students, staff and wider contexts. This session will cover a background to the topic, an interactive demonstration of BiT (includes role play) and an opportunity for discussion focusing on wider intervention development and on addressing intersectionality within EDI activity.

**Panel session 1**
**Navigating Freedom of Speech and Protection from Harm**
Free speech, rigorous debate and academic freedom are at the heart of higher education, alongside diversity and inclusion between different groups. Currently attention is being given to the tensions between these responsibilities as the obligations around protecting and upholding freedom of speech and fostering good relations between different groups can sometimes seem to compete. However, both are core to the values and success of our institutions.

This panel discussion will explore these tensions and identify ways in which they can be overcome, ensuring freedom of speech is protected and that we continue to develop university environments that encourage debate and the free exchange of ideas and protecting academic freedom, whilst preventing harassment and fostering mutual respect and inclusion.