°°AdvanceHE

Equality, Diversity and Inclusion Conference 2022: Inclusive Institutions in Action

16-17 March 2022, Radisson Blu, Manchester Airport

Conference Programme

This document provides a breakdown of the programme for Advance HE's Equality, Diversity and Inclusion Conference 2022.

The conference will take place between Wednesday 16th and Thursday 17th March 2022 at the Radisson Blu Hotel, Manchester Airport, UK.

Both days will follow a similar format, starting with a welcome address and keynote speakers, followed throughout the day by workshops and oral presentations scheduled into parallel sessions, Ignite and Soapbox sessions, a scheduled time for poster viewing and discussions, and a closing panel session.

Lunch and refreshments will be provided each day for delegates at the conference in the hotel lobby/exhibition area.

There will be a conference dinner and evening entertainment between the two conference days on 16th March.

1. Day 1 Programme, 16 March 2022

Registration for Day 1 is open from 09:30 in the morning. The registration desk will be positioned in the lobby area of the hotel, where we will also be serving refreshments as you arrive. You will also find the poster exhibition and stands in this main lobby.

1.1 Main Plenary Session

The main plenary session for Day 1 will be held in the Manchester Suite and will commence at 10:00.

This session will feature an opening welcome from David Bass, Associate Director for Equality, Diversity and Inclusion, Advance HE and will be followed by our opening keynote. There will be opportunities for questions from the audience at the end of the session.

Session title: How institutional leadership comes from our individual journeys

Keynote: Professor Becky Huxley-Binns, Pro-Vice-Chancellor (Education), University of Hull

Summary abstract: In this presentation, I will explain my own background and the 'EDI' journey I have been on. I have reflected deeply on my own inclusive practices, and freely admit my journey is not over (is anyone's?). I celebrate my family, friends, colleagues and allies who have guided and navigated me, and also the University I help to lead, to embrace inclusivity. I will share how I have developed knowledge and confidence to sponsor positive action initiatives to create an inclusive framework and culture.

The keynote session will finish at 10.35.

1.2 Transition break

From 10:35 to 10:40 there will be a short break to allow delegates to find their way to the appropriate rooms ahead of parallel session 1.

1.3 Parallel Session 1

In parallel session 1, six sessions will run simultaneously between 10:40 and 11:40. Delegates should select one, hour-long session to attend.

Parallel session 1 consists of the following six sessions:

1.3.1 Interactive workshop 1.1

This session will take place in the Manchester Suite between 10:40 and 11:40 and aligns with the theme 'Embracing the voices of minoritised and marginalised people in our approach to institutional change'.

Session title: Listening to and learning from Black students: The Personal Learning Advice Service at The Open University.

Presenters: Dr Deborah Peat, Dr Jennifer Hillman, Olivia Purcell and Alison Mortiboy, The Open University.

Summary abstract: 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).

1.3.2 Interactive workshop 1.2

This session will take place in Brussels between 10:40 and 11:40 and aligns with the theme 'Humble Learning'.

Session title: Professional learning: Students as colleagues.

Presenters: Christopher Simmonds and Angela Macfarlane, Northumbria University.

Summary abstract: 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.

1.3.3 Interactive breakout session 1.3

This session will take place in Milano between 10:40 and 11:40 and aligns with the theme 'The change agent's tool kit'.

Session title: A management workshop for personal tutor leadership: Networking your information.

Presenters: Katherine Leopold and Ron Gibson, University of Greenwich.

Summary abstract: 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.

1.3.4   Oral presentation session 1.4

This session, comprising three, 15-minute presentations plus Q&A, will take place in Room 110 between 10:40 and 11:40 and aligns with the theme 'Reshaping EDI leadership'.

1.3.4.1   Session 1.4a

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

Session title: A cultural intelligent leadership in Architecture and the Built Environment.

Presenters: Professor Elena Marco, Andrew Bourne and Kimberly Scott, UWE Bristol.

Summary abstract: 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.

1.3.4.2   Session 1.4b

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

Session title: Education for all: An innovative institutional synergistic approach to raising awareness and embedding equality, diversity, accessibility and inclusion into education practice.

Presenters: Vanessa Mar-Molinero and Dr Helen Carmichael, University of Southampton.

Summary abstract: 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.

1.3.4.3   Session 1.4c

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

Session title: Leading change: Towards an inclusive and accessible department.

Presenter: Dr Jennifer George, Goldsmiths, University of London.

Summary abstract: 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.

1.3.5 Oral presentation session 1.5

This session, comprising three, 15-minute presentations plus Q&A, will take place in Dublin room between 10:40 and 11:40 and aligns with the theme 'The future is intersectional'.

1.3.5.1 Session 1.5a

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

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

Presenters: Charlotte Boulton and Professor Alison Shaw, Newcastle University.

Summary abstract: 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.

1.3.5.2 Session 1.5b

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

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

Presenters: Theofanis Freiderikos and Gilda Spaducci, King's College London.

Summary abstract: 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.

1.3.5.3 Session 1.5c

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

Session title: Who is getting hurt online? Fostering digital citizenship in higher education.

Presenters: Dr Victoria Madden and Dr Melissa Highton, University of Edinburgh.

Summary abstract: 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.

1.3.6 Oral presentation session 1.6

This session, comprising three, 15-minute presentations plus Q&A, will take place in Room 109 between 10:40 and 11:40 and aligns with the theme 'Embracing the voices of minoritised and marginalised people in our approach to institutional change'.

1.3.6.1 Session 1.6a

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

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

Presenters: Dr Aengus Kelly and Molly Langford, University of Plymouth.

Summary abstract: 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.

1.3.6.2 Session 1.6b

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

Session title: Inclusive pronoun practices, implementing practical changes and building trust.

Presenter: Eleanor Farrington, Newcastle University.

Summary abstract: 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.

1.3.6.3 Session 1.6c

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

Session title: Shall we talk? Normalising EDI conversations on campuses.

Presenters: Dr Sammy Li and Peter Collins, University of Birmingham.

Summary abstract: 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.

1.4 Refreshment break

The morning refreshment break will take place in hotel lobby/exhibition area between 11:40 and 12:00. Delegates will have the opportunity to network with colleagues, view posters created for the conference, and visit exhibition and sponsor stands.

Parallel Session 2

In parallel session 2, six sessions will run simultaneously between 12:00 and 13:00. Delegates should select one, hour-long session to attend.

Parallel session 2 consists of the following six sessions:

1.4.1 Interactive workshop 2.1

This session will take place in the Manchester Suite between 12:00 and 13:00 and aligns with the theme 'Embracing the voices of minoritised and marginalised people in our approach to institutional change'.

Session title: Going beyond the difficult conversation in decolonising pedagogy.

Presenters: Dr Carlene Wynter and Dr Lauren Traczykowski, Aston University.

Summary abstract: 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.

1.4.2 Interactive workshop 2.2

This session will take place in Brussels between 12:00 and 13:00 and aligns with the theme 'Reshaping EDI leadership'.

Session title: The Equality Project: Creating change through intersectionality and diverse leadership.

Presenters: Dr Amy Reeve, Louise Wright, Dr Damian Parry and Cristina Newell, Newcastle University.

Summary abstract: 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.

1.4.3 Interactive breakout session 2.3

This session will take place in Milano room between 12:00 and 13:00 and aligns with the theme 'The future is intersectional'.

Session title: Oops! Was that offensive? Inclusivity for the non-politically correct.

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

Summary abstract: 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.

1.4.4 Oral presentation session 2.4

This session, comprising three, 15-minute presentations plus Q&A, will take place in Room 110 between 12:00 and 13:00 and aligns with the theme 'Humble learning'.

1.4.4.1 Session 2.4a

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

Session title: The ABCs of the LGBTQ+s: Raising awareness of LGBTQ+ issues and the need for an inclusive curriculum.

Presenters: Dr Andrew Moran, Dr James Hunting and Dr Brian Tutt, London Metropolitan University.

Summary abstract: 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.

1.4.4.2 Session 2.4b

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

Session title: Decolonising teaching and research: A collaboration with Hope Africa University.

Presenter: Dr Louise Taylor Bunce, Oxford Brookes University.

Summary abstract: Oxford Brookes University has introduced an innovative buddying 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.

1.4.4.3   Session 2.4c

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

Session title: Advocacy in action.

Presenters: Kathryn Leighton and Dr Anjali Shah, University of Chester.

Summary abstract: 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.

1.4.5   Oral presentation session 2.5

This session, comprising three, 15-minute presentations plus Q&A, will take place in Dublin room between 12:00 and 13:00 and aligns with the theme 'The change agent's toolkit'.

1.4.5.1   Session 2.5a

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

Session title: Don the flip-flop: The role of public partners in reverse mentoring for academics.

Presenters: Dr Anne Johnson, Sarah Todd and Tanya Vasquez, UWE Bristol.

Summary abstract: 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.

1.4.5.2   Session 2.5b

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

Session title: Women in Supramolecular Chemistry: Agents of change and champions for inclusivity.

Presenters: Dr Jennifer Leigh and Dr Jennifer Hiscock, University of Kent.

Summary abstract: 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.

1.4.5.3   Session 2.5c

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

Session title: Using Lego Serious Play to surface anxieties about embedding equality, diversity and inclusion in Business Schools' curricula.

Presenters: Dr Christina Schwabenland and Dr Alexander Kofinas, University of Bedfordshire.

Summary abstract: 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.

1.4.6   Oral presentation session 2.6

This session, comprising three, 15-minute presentations plus Q&A, will take place in Room 109 between 12:00 and 13:00 and aligns with the theme 'Embracing the voices of minoritised and marginalised people in our approach to institutional change'.

1.4.6.1   Session 2.6a

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

Session title: Reciprocal mentoring.

Presenters: Clare Peterson and Lianna Williams, University of Gloucestershire.

Summary abstract: 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.

1.4.6.2   Session 2.6b

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

Session title: Let's Talk: How the co-creation of a safe space can lead to real and meaningful policy change.

Presenters: Tina Verhaeghe, University of Exeter.

Summary abstract: During this session 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.

1.4.6.3   Session 2.6c

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

Session title: Taking a cultural perspective on teaching and learning about customer behaviour.

Presenters: Dr Terry O'Sullivan and Dr Carmen Mal, The Open University.

Summary abstract: 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.

1.5   Lunch break

A buffet lunch will be served in the hotel lobby from 13:00 to 13:50. In addition to lunch, delegates will have the opportunity to network with colleagues, view posters created for the conference, and visit exhibition and sponsor stands.

1.6   Ignite and Soapbox Sessions

In this timeslot, 13:50 to 14:40, two Ignite and Soapbox sessions will run in parallel in the Manchester Suite and in Dublin. Each session comprises six, five-minute presentations – Ignite presentations accompanied by 20 slides progressing at 15-second intervals, Soapbox presentations providing presenters the opportunity to speak freely on a topic of their choosing. Delegates should select one 50-minute session to attend.

1.6.1   Ignite and Soapbox session 1

This session, comprising six, 5-minute presentations, will take place in the Manchester Suite between 13:50 and 14:40.

1.6.1.1   Ignite IG1.1

This is the first of six presentations within this 50-minute session.

Session title: Are UK HEIs doing enough to support breastfeeding mothers?

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

Summary abstract: 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.

1.6.1.2   Ignite IG1.2

This is the second of six presentations within this 50-minute session.

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

Presenter: Professor Fiona Saunders, Samie Boyd, Beth Dawson and Andrew Lenehan, Manchester Metropolitan University.

Summary abstract: 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.

1.6.1.3   Ignite IG1.3

This is the third of six presentations within this 50-minute session.

Session title: Hidden histories in a Foundation Mathematics curriculum.

Presenter: Rachael Addy, University of Lincoln.

Summary abstract: 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.

1.6.1.4   Soapbox SB1.6

This is the fifth of six presentations within this 50-minute session.

Session title: The Year of Learning.

Presenter: Zoe Kennedy, King's College London.

Summary abstract: 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.

1.6.2   Ignite and Soapbox session 2

This session, comprising six, 5-minute presentations, will take place in Dublin room between 13:50 and 14:40.

1.6.2.1   Ignite IG2.1

This is the first of six presentations within this 50-minute session.

Session title: Why your emotions might be stopping you from becoming the antirascist you want to be.

Presenter: Elizabeth Wynn, Babraham Institute.

Summary abstract: 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.

1.6.2.2 Ignite IG2.2

This is the second of six presentations within this 50-minute session.

Session title: 'Ikibiri': Working together to decolonise our teaching and research.

Presenter: Dr Louise Taylor Bunce, Oxford Brookes University.

Summary abstract: '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.

1.6.2.3   Ignite IG2.3

This is the third of six presentations within this 50-minute session.

Session title: Moving from a non-racist to an anti-racist university: Our Cardiff Met journey.

Presenters: Dr Aylwin Yafele, Alysean Banks and Martin Smith, Cardiff Metropolitan University.

Summary abstract: 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.

1.6.2.4   Ignite IG2.4

This is the fourth of six presentations within this 50-minute session.

Session title: Brave spaces to lay your cards: Facilitating conversations about equality, diversity and inclusion using a card resource.

Presenters: Amanda Clark, University of Hertfordshire and Dr Matthew Sillence, University of East Anglia.

Summary abstract: 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.

1.6.2.5   Soapbox SB2.4

This is the fifth of six presentations within this 50-minute session.

Session title: The Herschel Programme: Supporting women in technical leadership.

Presenters: Lucy Williams and Denise McLean, University of Nottingham.

Summary abstract: 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.

1.6.2.6   Soapbox SB2.5

This is the sixth of six presentations within this 50-minute session.

Session title: The new digital leaders: Progressing EDI leadership in HE through Facebook activism.

Presenters: Dr Kelly Pickard-Smith and Dr Amy Bonsall, Women in Academia Support Network.

Summary abstract: 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.

1.7   Refreshment break and poster viewing

The afternoon refreshment break will take place in the hotel lobby/exhibition area between 14:40 and 15:05. In addition to refreshments, delegates will have the opportunity to view, and discuss with presenters, posters created for the conference.

There will also be a variety of exhibition stands positioned around the room where delegates can discuss and find information about Advance HE, the Athena Swan and Race Equality Charters and talk to our conference sponsors and exhibitors.

1.8   Posters on display

In today's poster session the following posters will be displayed, and presenters of these posters will be available for informal discussion and questions. You may also view any posters displayed ahead of Day 2 of the conference, but these presenters may not be available for questions today.

1.8.1   Poster P1.1

Poster title: How language can influence change: Lessons learnt at Swansea University Medical School.

Presenter: Dr Anna Seager, Swansea University.

Summary abstract: 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.

1.8.2   Poster P1.2

Poster title: Developing a Black Leadership Programme: Lessons learned from co-production with students.

Presenters: Publa Antwi, Rebecca King-Asata and Dr Georgina Blakeley, University of Huddersfield.

Summary abstract: 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.

1.8.3 Poster P1.3

Poster title: How co-production and delivery of EDI teaching by students can improve engagement and agency.

Presenter: Dr Kate Williams, University of Leicester.

Summary abstract: 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.

1.8.4 Poster P1.4

Poster title: Drawing is contagious.

Presenter: Kimberly Hall, University of Gloucestershire.

Summary abstract: 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.

1.8.5 Poster P1.5

Poster title: Global Citizenship: Co-creating a culture of equality and inclusion through celebrating diversity.

Presenter: Alexandra Leila Neshat Mokadem, Robert Gordon University.

Summary abstract: 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.

1.8.6 Poster P1.6

Poster title: Voices of women in Mathematics: What are the barriers to an academic career?

Presenter: Dr Laura Wadkin, Newcastle University.

Summary abstract: 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.

1.8.7   Poster P1.7

Poster title: An intervention-led approach to inclusive technical workforces in UK higher education and research.

Presenter: Lucy Williams, University of Nottingham.

Summary abstract: 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.

1.8.8   Poster P1.8

Poster title: Moving from a non-racist to an anti-racist university: Our Cardiff Met journey.

Presenters: Dr Aylwin Yafele, Alysean Banks and Martin Smith, Cardiff Metropolitan University.

Summary abstract: 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.

1.9   Parallel Session 3

In parallel session 3, six sessions will run simultaneously between 10:40 and 11:40. Delegates should select one, hour-long session to attend.

Parallel session 3 consists of the following six sessions:

1.9.1   Interactive workshop 3.1

This session will take place in the Manchester Suite between 15:05 and 16:05 and aligns with the theme 'Embracing the voices of minoritised and marginalised people in our approach to institutional change'.

Session title: 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.

Presenters: Dr Julia Sarju, University of York, Dr Hamied Haroon, University of Manchester and The National Association of Disabled Staff Networks (NADSN).

Summary abstract: 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.

1.9.2   Interactive workshop 3.2

This session will take place in Brussels between 15:05 and 16:05 and aligns with the theme 'Embracing the voices of minoritised and marginalised people in our approach to institutional change'.

Session title: Decompartmentalising identity: Using dialogue to explore the lived experiences of marginalised groups and to guide the development of inclusive strategies

Presenters: Chiedza Ikpeh, University of Chester

Summary abstract: While pre- and post-Black Lives Matter, race data continues to reaffirm the lack of racial representation in senior positions and the disparities in ethnic attainment in HE institutions, there is need to consider the role of HE institutions in developing meaningful and sustainable interventions that promote racial justice within HE. The aim of the workshop is to advocate for the use of dialogue in understanding the lived experiences of marginalised groups and acknowledging the complexity of their identity. This dialogue is purposed to guide the development of inclusive strategies and to share good practise within educational settings.

1.9.3   Interactive breakout session 3.3

This session will take place in Milano room between 15:05 and 16:05 and aligns with the theme 'The future is intersectional'.

Session title: Listen up! Understanding complexity and challenge of intersectionality through Abuntu.

Presenters: Dr Iwi Ugiagbe-Green, Manchester Metropolitan University and Dr Kendi Guantai, University of Leeds.

Summary abstract: 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'

1.9.4   Oral presentation session 3.4

This session, comprising three, 15-minute presentations plus Q&A, will take place in Room 110 between 15:05 and 16:05 and aligns with the theme 'Reshaping EDI leadership'.

1.9.4.1   Session 3.4a

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

1.9.4.2   Session 3.4b

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

Session title: Shared parental leave and breastfeeding policies in UK HEIs: Current situation, its impact and need for change.

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

Summary abstract: 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 policymaker's 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.

1.9.4.3   Session 3.4c

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

Session title: Student-staff partnership to decolonise the curriculum: Grassroots versus the institutional approach.

Presenters: Dr Vy Rajapillai, Dr Vedrana Velickovic and Dr Heba Youssef, University of Brighton.

Summary abstract: 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.

1.9.5   Oral presentation session 3.5

This session, comprising three, 15-minute presentations plus Q&A, will take place in Dublin room between 13:05 and 14:05 and aligns with the theme 'Embracing the voices of minoritised and marginalised people in our approach to institutional change'.

1.9.5.1   Session 3.5a

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

Session title: Did three months make a difference? Exploring the impact of Covid-19 on disabled students' experiences.

Presenter: Professor Geoff Layer, University of Wolverhampton/Disabled Students' Commission.

Summary abstract: 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.

1.9.5.2 Session 3.5b

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

Session title: 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.

Presenters: Muriel Sippel and Dr Nicole Lotz, The Open University.

Summary abstract: 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.

1.9.5.3 Session 3.5c

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

Session title: Embracing the voices of autistic students: A participatory action research study.

Presenter: Keren Coney, Liverpool John Moores University.

Summary abstract: 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.

1.9.6 Oral presentation session 3.6

This session, comprising three, 15-minute presentations plus Q&A, will take place in Room 109 between 13:05 and 14:04 and aligns with the theme 'The change agent's tool kit'.

1.9.6.1 Session 3.6a

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

Session title: Realising an institutional approach to inclusive curricula: Co-design and cross-cutting themes.

Presenters: Dr Emily McIntosh, Dr Deeba Gallacher, Middlesex University and Dr Helen May, Independent Practitioner.

Summary abstract: 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.

1.9.6.2 Session 3.6b

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

Session title: Pedagogic phenomenography for evidence-based decision making.

Presenter: Francoise McKay, Nottingham Trent University.

Summary abstract: 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.

1.9.6.3   Session 3.6c

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

Session title: Embracing diversity: Addressing intersectionality within EDI interventions: The value of 'Bystander Intervention Training'.

Presenters: Dr Joanna Semlyen, Dr Abimbola Ekerin, Bhairavi Hariharan, Dr Benz Josiah and Dr Kaobimdi Okongwu, University of East Anglia.

Summary abstract: 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.

1.10 Transition break
From 16:05 to 16:10 there will be a short break to allow delegates to find their way to the appropriate rooms ahead of the panel session and closing plenary in the Manchester Suite.

1.11 Panel session
The panel session will be held in the Manchester Suite and will take place between 16:10 and 16:50.

In this session will be inviting a number of guest speakers to address a topical issue. There will be an opportunity for questions and answers after the panellists have spoken.

Session title: Navigating Freedom of Speech and Protection from Harm

Chair: Dr Arun Verma, Head of Race Equality Chater, Advance HE
Panellists: David Ruebain, Pro-Vice-Chancellor and Professorof Culture, Diversity and Inclusion, University of Sussex
Rachel Archbold, Head of Equality, Diversity and Inclusion, Durham University
Professor Geoff Layer, Vice-Chancellor, University of Wolverhampton
Leah Martindale, Equity Liberation and Access Officer, University of Bristol Students' Union

Summary abstract: 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.

1.12 Summative plenary session

The final plenary session of the day will be held in the Manchester Suite and commences at 16:50, following on directly from the panel session at 16:10.

This session will be an overview of some of the trends and ideas that have emerged from discussions and presentations during the day. It will also will be a chance to ask questions about any of the issues address during the day.

This session will formally conclude the proceedings for Day 1 of the conference.

The session will finish at 17:00.

1.13 Drinks reception, dinner and entertainment

For those delegates booked onto the conference dinner, the drinks reception will commence at 18:30 in the foyer of Dublin. The formal dinner element will commence at 19:00. Once dinner service has finished, the evening's entertainment will commence.'

The evening will finish at approximately 21:30, but the bar and room will remain open until 23:00 if you would like to stay later and socialise.

2. Day 2 Programme, 17 March 2022

Registration for Day 2 is open from 09:00 in the morning. The registration desk will be positioned in the lobby area of the hotel, where we will also be serving refreshments as you arrive. You will also find the poster exhibition and stands in this main lobby.

2.1 Main Plenary Session

The main plenary session for Day 2 will be held in the Manchester Suite and will commence at 09:30.

This session will feature an opening welcome from Alison Johns, Chief Executive of Advance HE and will be followed by our Day 2 keynote. There will be opportunities for questions from the audience at the end of the session.

Session title: Learning from disabled student expertise

Keynote: Mette Westander, Founding Director and CEO, Disabled Students UK

Summary abstract: Putting lived experience and an evidence-based approach at the heart of their mission to improve accessibility, Disabled Students UK has rapidly become the largest disabled student-led organisation in the UK. This talk by Founder Mette Westander draws on the testimonies of over 300 disabled students to describe the why and how of working with students with lived experience. Synthesising lessons learnt from mobilising disabled students, conducting research into the disabled student experience and advising institutions, Mette aims to provide concrete action points for how students and institutions can work together for truly inclusive Higher Education provision.

The keynote session will finish at 10.05.

2.2 Transition break

From 10:05 to 10:10 there will be a short break to allow delegates to find their way to the appropriate rooms ahead of parallel session 4.

2.3 Parallel Session 4

In parallel session 4, six sessions will run simultaneously between 10:10 and 11:10. Delegates should select one, hour-long session to attend.

Parallel session 4 consists of the following six sessions:

2.3.1 Interactive workshop 4.1

This session will take place in the Manchester Suite between 10:10 and 11:10 and aligns with the theme 'Embracing the voices of minoritised and marginalised people in our approach to institutional change'.

Session title: Am I supposed to be here? Do I fit?: Developing inclusive ways of working to enable Teaching and Scholarship colleagues to flourish for the benefit of all.

Presenters: Emmajane Milton and Dr Kathryn Jones, Cardiff University.

Summary abstract: Some HEIs have Teaching and Scholarship pathways and whilst positive, a lack of clarity persists in relation to the role and how it is enacted and valued. Developing shared and inclusive understandings around this pathway is essential to enable staff to flourish. It is also key to developing an intersectional HE sector that benefits from the alternate perspectives and experiences gained outside of traditional hierarchies that these colleagues bring to academic life and student

experience. This interactive workshop explores perspectives and understandings related to this pathway and aims to identify successes and barriers to help inform the development of these roles across our sector.

2.3.2   Interactive workshop 4.2

This session will take place in Brussels between 10:10 and 11:10 and aligns with the theme 'Humble Learning'.

Session title: Let's lift the lid on Equality, Diversity and Inclusion: A challenge for multi-agency educators.

Presenters: Gemma Williams, Acorns Children Hospices and Associate Professor Nick Gee, Birmingham City University.

Summary abstract: This interactive, immersive, and emotive workshop will equip participants with the skills and working practices to not only identify and acknowledge shared challenges around Equality, Diversity and inclusion, but also promote deeper emotionally intelligent and inclusive interactions to see beyond our local perspective and effect lasting, wide-reaching change. Topics covered will include stigma and assumption, socio-economic deprivation along with current market pressures and challenges of teaching and practising in the Covid era. We will consider how our perceptions (and misconceptions) shape our actions and influence our teaching and learning provision, highlighting impacts on service delivery and stakeholder experience.

2.3.3   Interactive breakout session 4.3

This session will take place in Milano between 10:10 and 11:10 and aligns with the theme 'The change agent's tool kit'.

Session title: Inclusive education at the institutional level: A framework for action.

Presenters: Dr Katherine Hubbard and Paula Gawthorpe, University of Hull.

Summary abstract: How can we achieve inclusive education across an entire institution? In this interactive session we will present an Inclusive Education Framework we have developed to help all members of the university understand the breadth and depth of inclusive practice, from effective tutorial support through to institutional quality processes. Our focus will be on tangible applications of the framework, and its ongoing impact in our institution. We will also signpost to resources we have developed for use across the sector. We will also use the framework to help delegates identify practical steps to improve inclusivity, whatever their role in the university.

2.3.4   Oral presentation session 4.4

This session, comprising three, 15-minute presentations plus Q&A, will take place in Room 110 between 10:10 and 11:10 and aligns with the theme 'The future is intersectional'.

2.3.4.1   Session 4.4a

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

Session title: A particular reality: Art/learning/anti-racism.

Presenters: Jo Addison and Dr Michelle Williams Gamaker, Goldsmiths, University of London

Summary abstract: An introduction to the activities of APR: a collective of students, alumni and educators from the Fine Art departments at Goldsmiths, University of London and Kingston School of Art, with a commitment to building creative learning environments upon the values of equity and care.

2.3.4.2   Session 4.4b

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

Session title: Intersectionality: Identities, struggle and voice.

Presenter: Audley Graham, London South Bank University.

Summary abstract: This paper explores narratives of experiences relating to the participation and career progression of British African Caribbean Males working in academia. Narrative interviews will be undertaken to: Explore the factors surrounding equal participation and career progression of British African Caribbean Males in academia in the spaces they occupy; and examine the interplay of intersectionality and career progression for BACMs in academia space negotiation. Data analysis will be undertaken using a combined framework of intersectionality and the silences framework to identify the intersectional impact of race, gender, and ethnicity on BACMs as a unique entity working in academia in England.

2.3.4.3   Session 4.4c

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

Session title: The importance of contextualising differential outcomes in student data.

Presenters: Dr Hannah Holmes and Freya Ernsting, Manchester Metropolitan University.

Summary abstract: Addressing award gaps from various approaches has become a high priority of higher education establishments nationwide, driving wide conversations and actions across the sector. This session outlines a mixed-method approach to data collection, access, and maintenance at Manchester Metropolitan University, emphasising the importance of an intersectional approach to contextualising student award and progression data with demographics, and the lived experiences of students, recognising that students are not impacted by single factors within higher education.

2.3.5   Oral presentation session 4.5

This session, comprising three, 15-minute presentations plus Q&A, will take place in Dublin room between 10:10 and 11:10 and aligns with the theme 'Embracing the voices of minoritised and marginalised people in our approach to institutional change'.

2.3.5.1   Session 4.5a

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

Session title: Building MultiStories: Diversifying the curriculum at TU Dublin.

Presenters: Dr Fionnuala Darby, Lindsay Dowling, Zuzana Tesárová and Melody Chadamoyo, TU Dublin.

Summary abstract: At this session we will share a framework to help you diversify the curriculum in your context. Building MultiStories is a collaborative process by staff and students to identify changes to their curricula, to resources and to assessments that consider alternative epistemologies and diverse knowledge sources by embedding information literacy teaching from the library services into modules. The result is the construction of an intellectually expansive and more pedagogically sound curriculum.

2.3.5.2 Session 4.5b

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

Session title: Employing student experiences to improve EDI in education.

Presenters: Rachel Williams and Claire Revans, Cardiff University.

Summary abstract: This session outlines how an Equality, Diversity and Inclusion student project group was created in a Russell Group business school to identify and develop resources to support lecturers in delivering inclusive teaching content. Although the School sought to maintain an inclusive environment for all staff and students, informal feedback from students suggested that barriers still existed and that small changes to teaching and processes within the School, could make learning more accessible. A team of students was employed to identify these barriers, based on their own study experiences, and develop a repository of resources to support an inclusive curriculum.

2.3.5.3 Session 4.5c

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

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

Session title: The challenges of embedding inclusive practice in HE: Working together in a community of practice to create an inclusive practice checklist.

Presenters: Dr Ana Be Pereira and Dr Marie Caslin, Liverpool Hope University.

Summary abstract: This paper will provide a brief overview of the challenges encountered when attempting to embed inclusive practice in HE settings. We will explore how we worked together in a community of practice with students and learning support to create an inclusive practice checklist. We will share what we have learned from this experience, including how we overcame some of the challenges we faced.

2.3.6 Oral presentation session 4.6

This session, comprising three, 15-minute presentations plus Q&A, will take place in Room 109 between 10:10 and 11:10 and aligns with the theme 'The change agent's tool kit'.

2.3.6.1 Session 4.6a

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

Session title: Do all EDI roads lead to HESA?

Presenter: Heidi Flanagan, University of Winchester.

Summary abstract: According to HESA, from 2019-20 it became optional for providers in England and Northern Ireland to report data about staff on non-academic contracts (with the exception of any non-academic contracts held by vice-chancellors/heads of institutions or governors), including ethnicity characteristics. This session reflects on the role of HESA, and others, in advocating for mandatory reporting in this area. It considers how reporting could impact the career progression of minoritised colleagues working in academic and professional services administration roles in higher education, and in turn, impact equality of access and outcomes in higher education in England.

2.3.6.2   Session 4.6b

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

Session title:

Presenter:

Summary abstract:

Session 4.6c

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

Session title: You pray the person marking your work isn't racist': Tackling racial inequalities in assessment and assessment practice in higher education.

Presenter: Dr Paul Campbell, University of Leicester.

Summary abstract: Relatively little critical attention has so far been given specifically to 'assessments' in relation to racial inequalities in HE. Seldom have projects examined assessment processes as part of colonial systems, which contribute to the marginalisation of different students. We know relatively little with regards to rather routine questions, such as: How do assessments contribute to outcome differences between BAME and white students? Or the extent to which barriers to 'higher-grade' minority-ethnic performance is intrinsic to specific assessment types or connected to wider pedagogical practice? Drawing on interview data of over 44 South Asian, Black and White undergraduate students, this paper reports on some of the introductory responses to these questions.

2.4   Refreshment break

The morning refreshment break will take place in hotel lobby/exhibition area between 11:10 and 11:30. delegates will have the opportunity to network with colleagues, view posters created for the conference, and visit exhibition and sponsor stands.

Parallel Session 5

In parallel session 5, six sessions will run simultaneously between 11:30 and 12:30. Delegates should select one, hour-long session to attend.

Parallel session 5 consists of the following six sessions:

2.4.1   Interactive workshop 5.1

This session will take place in the Manchester Suite between 11:30 and 12:30 and aligns with the theme 'Embracing the voices of minoritised and marginalised people in our approach to institutional change'.

Session title: Inclusive by design: A roots to shoots approach.

Presenter: Vira Rossi, Ravensbourne University London, Dr Fionnuala Darby, TU Dublin, Charles Wachira, Carey Johns Hopkins Carey Business School, Nokuthula Vilakati, University of Eswatini and Camille Dickson-Deane, UTS Australia.

Summary abstract: To face the challenges of teaching in a super-complex world, teachers need to be intentionally inclusive in their learning design, at every stage of the learning design process. We are five colleagues from four different continents teaching a wide variety of disciplines. In this lively and varied workshop-style presentation, we propose a practical and broad definition of inclusivity

followed by four provocative inclusivity case-studies. Using the metaphor of a tree, we aim at inspiring colleagues to embed inclusivity in all aspects of learning design, from 'roots to shoots'. We address the values at the 'roots' of learning design as well as three symbolical branches: context, content and assessment.

2.4.2   Interactive workshop 5.2

This session will take place in Brussels between 11:30 and 12:30 and aligns with the theme 'Embracing the voices of minoritised and marginalised people in our approach to institutional change'.

Session title: Moving from a deficit bias to a strengths based approach for autistic students.

Presenter: Rachel Phillips, Nottingham Trent University.

Summary abstract: Only 21.7% of autistic adults, including autistic graduates, are in full-time employment. As a sector we should want more for our students. This session will help you to understand the barriers facing autistic students, what it is like growing up autistic in a neurotypical world and what the latest research suggests will help autistic people to thrive. We'll generate ideas on how to provide an environment that will help autistic students feel that they belong at university, and to succeed in their studies. Let's change the focus from ameliorating deficits to enhancing strengths and wellbeing for our neurodivergent students.

2.4.3   Interactive breakout session 5.3

This session will take place in Milano between 11:30 and 12:30 and aligns with the theme 'The change agent's toolkit'.

Session title:

Presenters:

Summary abstract:

2.4.4 Oral presentation session 5.4

This session, comprising three, 15-minute presentations plus Q&A, will take place in Room 110 between 11:30 and 12:30 and aligns with the theme 'Humble learning'.

2.4.4.1 Session 5.4a

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

Session title: I belong, you belong, we belong: Amplifying minoritised and marginalised voices to facilitate whole-institution cultural change.

Presenters: Louise Banahene and Dr Bridgette Bewick, University of Leeds.

Summary abstract: This session will introduce delegates to successes and challenges of developing institutional-wide policies and practices that enable and support sustained cultural change to facilitate inclusion and sense of belonging. This highly participatory and interactive session will share learning from activity implemented across the University of Leeds. We will explore how creating safe and collaborative spaces amplified voices of minoritised and marginalised staff and students; voices that became collective agents of change working in partnership with traditional hierarchies of power. This session aims to stimulate discussion and debate around this new approach to inclusion and building belonging.

2.4.4.2 Session 5.4b

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

Session title: Developing widening access policies for equitable admissions in health professions education: An example from the Netherlands.

Presenters: Lianne Mulder, Professor Rashmi Kusurkar, Vrije Universiteit, Professor Jan Hindrik Ravesloot, University of Amsterdam and Professor Gerda Croiset, University Medical Centre, Groningen.

Summary abstract: Diversity amongst medical professionals and students is essential for excellent health education and care, but is currently lacking in the Netherlands. Medical programme applicants from underrepresented groups face significant disadvantages in the selection procedures. Therefore, we investigated the societal and institutional support base for different Widening Access policies and target groups. We worked with a diverse group of 50+ experts and stakeholders, including numerous representatives of marginalised groups in medicine. This presentation will discuss our methods to investigate the support levels for equitable admissions, and will be relevant to delegates involved in equity initiatives, research and policy in higher education.

2.4.4.3 Session 5.4c

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

Session title: Being successful at Abertay: First Year belonging through personalised micro-credentials.

Presenters: Jack Hogan, Dr Luke Millard and Dr Julie Blackwell-Young, Abertay University.

Summary abstract: This session will showcase Abertay's decision to develop a personalised micro-credential approach to setting student expectations, behaviours and sense of belonging upon joining Abertay. These newly launched micro-credentials focus on helping the new First Year undergraduate to develop their own academic and social curriculum from within a suite of credit-bearing options. Drawing upon theoretical underpinning (Lizzio, 2010; Thomas, 2012; Kift, 2015) and qualitative and

quantitative data captured from the implementation, the session will discuss how students' engaged with the opportunity and what lessons have been learned.

2.4.5 Oral presentation session 5.5

This session, comprising three, 15-minute presentations plus Q&A, will take place in Dublin room between 11:30 and 12:30 and aligns with the theme 'The future is intersectional'.

2.4.5.1 Session 5.5a

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

Session title: De-normalising voices: Literary representations of intersex experience.

Presenter: Héloïse Metzger, University of Edinburgh.

Summary abstract: In the Western world, intersex-variations have existed at a cross-point between voyeuristic sensationalisation and socio-physical erasure. Since the 19th-Century, medico-legal institutions have allowed little room for intersex bodies and voices to exist within society. When medical actions such as 'normalising' surgeries are rooted in cultural constructions of 'abnormality', literary representations have the power to shift perceptions and consequently change actions. Through surveying literature on intersex variations from the mid-18th-Century to present-day, this project assesses implications and effects of representation. It explores how readers, society and medical institutions may affect and be affected by fictional, medical and first-person intersex literature.

2.4.5.2 Session 5.5b

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

Session title: 'I get so emotional, baby': Emotional labour and EDI work in further and higher education.

Presenters: Dr Gareth Longstaff and Dr Joey Jenkins, Newcastle University.

Summary abstract: The recent turn to affect in feminist, queer, and critical race studies has brought emotion(ality) into focus across a range of disciplines. While an increasing focus on EDI work in HE has led to a proliferation of networks, actions, and agendas centred on addressing systemic inequalities, the emotional impact of the labour required to manage and maintain these initiatives has not been adequately acknowledged or considered. In this paper, we consider how EDI work in HE produces forms of emotional labour that disproportionately impact already-marginalised groups. Informed by our work on the Building Intersectionality project at Newcastle University, it proposes that a fuller accounting of the affective dimension of EDI practice is necessary in order to embed institutional change.

2.4.5.3 Session 5.5c

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

Session title: Improving LGBTQ+ retention in STEM: A transatlantic perspective on current barriers and best practices.

Presenters: Kolin Clark, Washington University in St. Louis, Colbie Chinowski, Vanderbilt University, Dr Jacob O'Connor, California Council on Science and Technology, Shane Coffield, University of California Irvine, and Anna Dye, North Caroline State University.

Summary abstract: In this project, our group of early-career scientists in the US have partnered with the UK Science and Innovation Network via the National Science Policy Network's (NSPN) Science Diplomacy Exchange and Learning (SciDEAL) program. We have taken a multifaceted approach to understanding and addressing the data on LGBT+ attrition. This includes a comprehensive literature review, as well as interviews and roundtables with stakeholders across universities, governments, and non-profit organisations from the US and UK. We present a set of policy recommendations on how to improve data collection, combat toxic professional environments, and support LGBT+ scientists in a variety of settings.

2.4.6   Oral presentation session 5.6

This session, comprising three, 15-minute presentations plus Q&A, will take place in Room 109 between 11:30 and 12:30 and aligns with the theme 'The change agent's tool kit'.

2.4.6.1   Session 5.6a

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

Session title: It's not fair!': Evaluation and quality assurance processes to develop practices in Equality, Diversity and Inclusion: The Inclusion and Accessibility Maturity Model.

Presenters: Dr Ceri Morris, Heather Pennington, Cardiff University and Laura West-Burnham, Cardiff Metropolitan University.

Summary abstract: This workshop aims to explore opinions on the embedding of an inclusion and accessibility self-assessment tool into QA processes, drawing on the knowledge and experience of participants to create a dialogue on inclusive pedagogy and institutional-level inclusion. The session will introduce the model and explore developments in collaborative working between quality assurance and academic staff. Then a facilitated in-depth discussion will be launched, exploring the affordances and complications of setting inclusive pedagogy at the heart of the QA process. This session will appeal to leaders, academic staff and those involved in quality assurance, creating a supportive dialogue leading to professional learning and institutional change.

2.4.6.2   Session 5.6b

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

Session title: Nottingham Trent University's Student 2025 Project: Situating the student voice within institutional considerations of factors influencing disparities in student outcomes.

Presenter: Jenny Hambling, Nottingham Trent University.

Summary abstract: Student 2025 is an ambitious four-year longitudinal mixed-methods study, launched in September 2021 and designed to generate meaningful insight into the factors influencing disparities in progression and attainment for APP target students at Nottingham Trent University. This exciting, intensive research project will follow 100 participants from enrolment to graduation, monitoring their experience via a combination of questionnaires, interviews and institutionally generated outcome data. The project firmly centres the student voice within institutional considerations of the factors that influence disparities in outcomes for certain student groups, and represents an innovative approach to framing institutional considerations of disparities in student outcomes.

2.4.6.3   Session 5.6c

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

Session title: Building a community of practice in 'Designing Inclusive Curriculum to improve Equality and Diversity' (DICED).

Presenters: Dr Mairead Corrigan, Dr Tracy Galvin and Dr Barry Quinn, Queen's University Belfast.

Summary abstract: The DICED project is taking a Community of Practice (CoP) approach that involves Academic EDI Leads and students developing an EDI Toolkit to facilitate staff in embedding cultural competency in the undergraduate curriculum. The content of the toolkit is informed by an EDI Healthcheck survey of staff. The toolkit is accompanied by workshops on the topics of Decolonising the faculty curriculum; Anti-racism through a Universal Design for Learning (UDL) lens; and Intercultural competency across disciplines. The project is based on a collaborative team approach that promotes support, sharing of resources and working together to affect change in academic development.

2.5 Lunch break

A buffet lunch will be served in the hotel lobby/exhibition area from 12:30 to 13:25. In addition to lunch, delegates will have the opportunity to network with colleagues, view posters created for the conference, and visit exhibition and sponsor stands.

Parallel Session 6

In parallel session 6, six sessions will run simultaneously between 13:25 and 14:25. Delegates should select one, hour-long session to attend.

Parallel session 6 consists of the following six sessions:

2.5.1   Interactive workshop 6.1

This session will take place in the Manchester Suite between 13:25 and 14:25 and aligns with the theme 'Embracing the voices of minoritised and marginalised people in our approach to institutional change'.

Session title: Collaborative staff training session on autism.

Presenters: Dr Tereza Aidonopoulou-Read, Emma Warren, Kirstie Pope and Callum Green, University of Northampton.

Summary abstract: Inclusion training ought to focus on the voices of those with lived experience. Through our Autism staff training via the university's C@N-DO network, we provide training for colleagues that wish to understand how to include students on the autism spectrum. We have grown from delivering the training as staff with expertise in autism to working in collaboration with a student. Our latest training session included two students and a member of staff with lived experience, which provides what we feel is a successful training partnership that represents multiple voices that complement each other, the principles of which we aim to apply in other areas.

2.5.2   Interactive workshop 6.2

This session will take place in Brussels between 13:25 and 14:25 and aligns with the theme 'Humble learning'.

Session title: Say My Name: How respecting names contributes to inclusive institutions.

Presenters: Dr Jane Bryan and Puja Laporte, University of Warwick.

Summary abstract: Our names are entwined with our personal identities, often chosen with care and laden with personal meaning, yet people with names that many find unfamiliar report having their names regularly mispronounced or avoided, or being pressured to change their name to fit in. These experiences can lead to feelings of exclusion, impact learning and wellbeing, and ultimately undermine attempts to create an inclusive institution. The Say My Name project, undertaken by the Community Values team at Warwick University, researched the importance of names and, co-developed with students, techniques to use when encountering unfamiliar names to help foster respectful, inclusive interactions.

2.5.3   Interactive breakout session 6.3

This session will take place in Milano between 13:25 and 14:25 and aligns with the theme 'The future is intersectional'.

Session title: Contested space of wellbeing: Successfully embedding intersectional mental health and wellbeing research into strategy and practice.

Presenters: Paul Britton and Oliver Bell, Newcastle University.

Summary abstract: This interactive workshop showcases the extensive intersectional research of Newcastle University's Contested Space of Wellbeing, which explores the complex intersections relating to protected characteristics and/or specific life-experiences that exacerbate the stresses associated with the intrinsically testing process of embarking on or supervising a research degree. The workshop will: 1) share best practice strategies on embedding research into university business processes to enhance supervisor training, student experience, and mental health provision for postgraduate research students from diverse groups; and 2) through group discussions, identify challenges and opportunities to apply similar strategies to enhance colleague wellbeing programmes, research culture, and leadership training.

2.5.4   Oral presentation session 6.4

This session, comprising three, 15-minute presentations plus Q&A, will take place in Room 110 between 13:25 and 14:25 and aligns with the theme 'The change agent's toolkit'.

2.5.4.1   Session 6.4a

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

Session title: Advanced Strategic Platform for Inclusive Research Environments (ASPIRE).

Presenters: Professor Belina Colston, University of Lincoln.

Summary abstract: The Advanced Strategic Platform for Inclusive Research Environments (ASPIRE) provides a dynamic and evidence-based web-based platform aimed at accelerating meaningful changes in attitude and behaviour towards diversity and facilitating inclusive research environments. It facilitates institution-specific changes, by providing a monitoring and self-auditing tool with an iterative feedback mechanism for continued improvement. This session will be dedicated to describing how ASPIRE appropriately guides and measures the implementation of Equality,

Diversity and Inclusion initiatives across institutions, how it links such measurement with indicators of change in attitudes and culture, and how it provides recommendations for future and further action.

2.5.4.2   Session 6.4b

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

Session title: Lessons from an accessibility audit.

Presenter: Rachael Addy, University of Lincoln.

Summary abstract: This session discusses lessons learned from auditing the accessibility of learning materials available for Science Foundation Year students at the University of Lincoln. Whilst many accessibility adaptations were clear, there were cases where these adaptations required greater consideration or were hidden. By highlighting these more complex cases, awareness can be raised towards one way of promoting an inclusive and supportive curriculum for all.

2.5.4.3   Session 6.4c

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

Session title: Embedding progress and accountability in culture change.

Presenters: Zoe Kennedy, King's College London.

Summary abstract: The Institute of Psychiatry, Psychology and Neuroscience Culture, Diversity & Inclusion Achievement Log translate our strategic Action Plan into departmental and PS team deliverables increasing transparency, engagement, accountability and recognition of progress. Departments and PS teams assess their use of and engagement with proactive CD&I initiatives, reflect on their current achievements and practices and identify areas for improvements for the upcoming year. The Logs evidence progress and embedding principles of CD&I for grant applications and accreditations. The 2020-21 round saw all Head of Departments increase their engagement in and ownership of positive cultural change.

2.5.5   Oral presentation session 6.5

This session, comprising three, 15-minute presentations plus Q&A, will take place in Dublin room between 13:25 and 14:25 and aligns with the theme 'Embracing the voices of minoritised and marginalised people in our approach to institutional change'.

2.5.5.1   Session 6.5a

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

Session title: Foregrounding Black student voices: The Cambridge Black Advisory Hub.

Presenters: Éireann Attridge and Tyra Amofah-Akardom, University of Cambridge.

Summary abstract: The Cambridge Black Advisory Hub seeks to both support Black students at the university and aid and advise staff members on how to best support Black students. This Vice-Chancellor funded project was conceptualised in a conversation between friends in a student bedroom. Utilising participatory action research, this project demonstrated the innovative ideas that can occur when student voices are prioritised. In this session, members of the Black Advisory Hub will reflect on its inception and creation as well as the challenges and opportunities that have occurred since. Speakers will offer practical suggestions for those looking to work collaboratively and authentically with minoritised groups, Black students in particular, to create institution-wide change.

2.5.5.2 Session 6.5b

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

Session title: Reciprocal mentoring: Our learning and reflection through implementation.

Presenters: Dr Kavita Powley and Natasha Mutch-Vidal, City, University of London.

Summary abstract: Reciprocal Mentoring is an innovative opportunity to address the underrepresentation of staff of colour in senior roles. City's Reciprocal Mentoring scheme was developed to provide a unique platform for white leaders and staff of colour to have an open dialogue on racial inequalities, staff lived experiences and challenges of working in high education. This presentation will provide an overview of the scheme, its impact, and the challenges of such a sensitive scheme. Delegates will gain an insight into the learning outcomes, the importance of anti-racist training required, and challenges in the power imbalance and uncomfortable conversations that participants experienced.

2.5.5.3 Session 6.5c

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

Session title: A 'hidden' awarding gap? Supporting BAME students with (and without) diagnosed Specific Learning Differences.

Presenters: Gavin Mensah-Coker, University of Sussex.

Summary abstract: There has been much recent debate over both the BAME awarding gap and the need to support students with Specific Learning Differences. However, less investigated are the issues around intersectionality of these cohorts. Much anecdotal evidence suggests that BAME students are less likely to arrive at university with a diagnosis and more likely to receive one late in their university career. With only one book on dyslexia and race in the UK and one organisation focused on this, this presentation challenges the sector to examine whether there is a 'hidden' awarding gap for these students.

2.5.6 Oral presentation session 6.6

This session, comprising three, 15-minute presentations plus Q&A, will take place in Room 109 between 13:25 and 14:25 and aligns with the theme 'The change agent's tool kit'.

2.5.6.1 Session 6.6a

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

Session title: Using students to kick start a major shift in EDI thinking.

Presenters: Peta Kirk and Dr John Rossiter, University of Sheffield.

Summary abstract: Universities need to improve their EDI practice, but top-down initiatives often have marginal impact on the day-to-day practice of staff and students. This workshop proposes a bottom-up approach, to developing priorities, good practice and resources. A particular novelty is that the majority of the project workers were undergraduate students, thus giving great insight into the needs and likely efficacy within the student body. This workshop reports on how the students were used to kick start new EDI resources and thinking, and engages delegates in planning how similar initiatives might be implemented in their own institutions.

2.5.6.2   Session 6.6b

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

Session title: Empowering and inspiring HE students to shape a fairer world.

Presenters: Dr Rachel Cowen and Professor Dawn Edge, University of Manchester.

Summary abstract: At Manchester we aim to become a truly inclusive organisation through the collective accountability and empowerment of our whole community (staff and students). In 2020, with inequalities laid bare by the pandemic, we successfully launched a flexible, accessible, interdisciplinary undergraduate unit for all students; 'EDI, your role in shaping a fairer world'. The unit provides historical and legal context for EDI, exploring progress in the workplace, research and innovation, education, and health and social care. Simultaneously increasing understanding of privilege, power and bias, and enhancing inclusive leadership capacity fundamental to student employability and effective working within a global, interconnected world.

2.5.6.3   Session 6.6c

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

Session title: The Big Change.

Presenters: Professor Claire Hamshire, Dr Rachel Forsyth and Shuab Gamote, Manchester Metropolitan University.

Summary abstract: This session offers reflections on a student-led collaboration between the University and the Students' Union, set up to facilitate the co-creation of solutions to attainment gaps. The Big Change initiative is led by our trained BAME student Ambassadors to create a unique form of consultative representation, combining Participative Action Research with a form of scrutiny in an open setting, similar to that used by Parliamentary select committees. Departmental leaders are interviewed by a panel of Ambassadors to answer a series of pre-agreed questions on the current state of racial inequality within their area of work and their plans to address any imbalance.

2.6 Refreshment break and poster viewing

The afternoon refreshment break will take place in the hotel lobby/exhibition area between 14:25 and 14:50. In addition to refreshments, delegates will have the opportunity to view, and discuss with presenters, posters created for the conference.

There will also be a variety of exhibition stands positioned around the room where delegates can discuss and find information about Advance HE, the Athena Swan and Race Equality Charters and talk to our conference sponsors and exhibitors.

2.7 Posters on display

In today's poster session the following posters will be displayed, and presenters of these posters will be available for informal discussion and questions. You may also view any posters still on display from Day 1 of the conference, but these presenters may not be available for questions today.

2.7.1   Poster P2.3

Poster title: We've heard you - now let's listen: A listening rooms analysis of the experiences of Black and ethnically minoritised students.

Presenter: Reem ElKosseer, University of Leeds.

Summary abstract: Students' experiences at university largely affect their attainment, and BAME students have been shown to have a 13.2% awarding gap, with Black students in particular presenting the highest awarding gap of 17% even when all previous factors are accounted for (Universities UK, National Union of Students, 2019). We used the listening rooms approach in order to allow participants to freely discuss their experiences at university. Two students, preferably friends, sit down and talk, using six prompts, about what they've experienced, the positives, negatives and anything they'd hoped to see change at the university.

2.7.2   Poster P2.4

Poster title: Developing inclusive learning partnerships with Degree Apprenticeship students.

Presenter: Associate Professor Scarlett Xiao, University of Hertfordshire.

Summary abstract: To respond to the urgent need for identifying and collecting effective EDI practice in the Degree Apprenticeship provision and bridging learning community and workplace into a coherent environment for Degree Apprenticeship students, the author shares her work on developing inclusive learning partnerships with these students. The partnership builds a safe and respectful learning environment so the apprentices feel valued and belonging to their learning community and workplace. The work enabled the apprentices to show their creativity and bring innovative ideas into their work projects. Their positive experiences increased their self-esteem and reinforced their study and career confidence.

2.7.3   Poster P2.8

Poster title: Linguistic coaching: A pilot study of 1-1 coaching for GP trainees in Yorkshire.

Presenter: Fiona Tilsed, Health Education England, Yorkshire & the Humber.

Summary abstract: International medical graduates (IMGs) are known to have worse outcomes in postgraduate exams and are more likely to be referred to the professional regulator than UK graduates, with communication being one of the major issues. A pilot study of an early intervention for IMGs entering general practice to boost existing communication skills training was undertaken. This took the form of 1-1, near-peer linguistic coaching. The coaching was valued by the trainees. The early intervention allowed identification of trainees who needed further support. As the difficulties related to communication rather than medical knowledge, it was possible to identify these trainees using a non-medical student volunteer coach. Suggestions for further study or adaptability are made.

2.8   Parallel Session 7

In parallel session 7, six sessions will run simultaneously between 14:50 and 15:50. Delegates should select one, hour-long session to attend.

Parallel session 7 consists of the following six sessions:

2.8.1   Interactive workshop 7.1

This session will take place in the Manchester Suite between 14:50 and 15:50 and aligns with the theme 'Reshaping EDI Leadership'.

Session title: What makes a successful inclusive education policy? A case study of impact through collaboration.

Presenters: Professor Helena Gillespie, Callum Perry and Dr Pablo Dalby, University of East Anglia.

Summary abstract: Inclusive practice should be at the heart of university policy, with all aspects of the student's educational journey designed to meet varying needs. But how to effectively manage the change to an inclusive approach? At The University of East Anglia, we are three years into the implementation of our wide-ranging Inclusive Education Policy through a collaborative approach between academic leadership, student union engagement and professional services specialists. In this workshop you will hear about the progress towards our goals from three perspectives and have the chance to discuss what inclusion means in practice and how the impact is best evaluated.

2.8.2   Interactive workshop 7.2

This session will take place in Brussels between 14:50 and 15:50 and aligns with the theme 'Reshaping EDI leadership'.

Session title: Leading through values: A holistic approach to developing an inclusive cult.

Presenters: Lisette Nicholson and Paul Britton, Newcastle University.

Summary abstract: Newcastle University has developed a holistic, multi-pronged approach to embed our values and guiding principles that support inclusion across our organisation, starting with our leaders. Gain inspiration and top tips from our approach, including a new behaviour framework, 'Leading Through Values' programme and 'Inclusive Futures' – a leadership programme for colleagues from minoritised ethnic backgrounds – and consider how your institution could enhance its approach to developing an inclusive culture, including translating your values into behaviours, key priorities and processes for your culture work and where and how you can have the most impact.

2.8.3   Interactive breakout session 7.3

This session will take place in Milano between 14:50 and 15:50 and aligns with the theme 'The change agent's tool kit'.

Session title: Implementing an inclusive institutional culture.

Presenters: Professor Phil Gravestock and Dr Ada Adeghe, University of Wolverhampton.

Summary abstract: The University of Wolverhampton has been working to enhance its inclusivity profile and to develop an inclusive institutional culture. The good practice and lessons learned will be shared through a consensus-oriented approach. In this workshop, participants will be encouraged to consider how they may apply lessons learned at the University of Wolverhampton in their setting, evaluate the initiatives and disseminate with a view to support embedding of effective practice.

2.8.4   Oral presentation session 7.4

This session, comprising three, 15-minute presentations plus Q&A, will take place in Room 110 between 14:50 and 15:50 and aligns with the theme 'The future is intersectional'.

2.8.4.1   Session 7.4a

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

Session title: The realities of racism through storytelling: Assessing the impact and call to action: A student-led project.

Presenter: Syra Shakir and Dr Asiya Siddiquee, Leeds Trinity University.

Summary abstract: Racism is prevalent within higher education; whether it is the attainment and degree awarding gaps for our BAME students, the lack of progression for staff from ethnic minority backgrounds and the hostile environment which continues to exclude our BAME students and staff. In order to affect any change in tackling racism in higher education, we have to listen, hear and act upon the lived realities of racism; that is to live and breathe the experiences and stories of our students and staff. This student-led project collated these and created a video resource with an interactive talking workshop to assess both the impact and call to action against racism in higher education.

2.8.4.2 Session 7.4b

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

Session title: Learning from the experiences of UK psychotherapists providing counselling during the 2020 anti-racism Black Lives Matter protests.

Presenter: Sharon Frazer-Carroll, The Open University.

Summary abstract: Part of doctoral research at the University of Exeter, this study presents views of 46 psychotherapists sharing personal experiences of working during the BLM protests in 2020 through an anonymous online questionnaire. Results give insight to the practical, physical and psychological challenges encountered and the extent to which traditional sources of support provided assistance in managing these. Based on their experiences, practitioners of different racial identities share individual views of what helped and would help with managing race-related challenges in the future. The results have wide implication for the development and support of staff in higher education and across industries.

2.8.4.3 Session 7.4c

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

Session title: Raising awareness, celebrating excellence: A student-staff group working to tackle racial harassment and deliver positive change.

Presenter: Dr Kate Williams, University of Leicester.

Summary abstract: MedRACE is a student-staff group at Leicester Medical School, working to progress the BMA Charter to prevent and address racial harassment, and shaped by the Charter commitments of: supporting individuals to speak out; ensuring robust processes for reporting and handling complaints; mainstreaming EDI across the learning environment; and addressing racial harassment on work placements. We progress projects that raise awareness and celebrate excellence in EDI, from co-developing and delivering active bystander training, to increasing diversity in our staff interview processes by inclusion of students on Medical School appointment panels. Our role is to challenge, to make change, and celebrate progress.

2.8.5 Oral presentation session 7.5

This session, comprising three, 15-minute presentations plus Q&A, will take place in Dublin room between 14:50 and 15:50 and aligns with the theme 'Embracing the voices of minoritised and marginalised people in our approach to institutional change'.

2.8.5.1 Session 7.5a

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

Session title: The anti-racist curriculum: Wider lessons for truly developing the inclusivity agenda.

Presenter: Jill Childs, Oxford Brookes University.

Summary abstract: 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.

2.8.5.2   Session 7.5b

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

Session title: Using intersectionality of multiple identities for authentic leadership in HE: A research study.

Presenter: Charmagne Barnes, University of West London.

Summary abstract: The session focuses on the under representation of Black and Minoritised Ethnic (BME) women in academic leadership in higher education (HE). It aims to share the findings of a contemporary research study which focuses on the lived career experiences of eight BME women in academic leadership in HE, at the intersections of their multiple identities of race, gender, ethnicity and social class. This research was conducted using an intersectional lens, critical race perspectives and qualitative feminist methodology. BME women face challenges to leadership progression, yet, they navigate, overcome and engage with academic leadership. Their leadership practice is transformative and its authenticity influenced by personal values and their lived experiences.

2.8.5.3   Session 7.5c

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

Session title: Knowing myself: Socio-cultural representation in critical thinking education in transnational higher education in Ghana.

Presenter: Coomerene Muilerman-Rodrigo, The Open University.

Summary abstract: This presentation examines the critical thinking curriculum of an international branch campus of a British university in Ghana from a critical theory paradigm. It interrogates the lack of socio-cultural relevance and inclusivity in the curriculum and its impact on the student learning experience as well as the wider issue of cultural imperialism through education. It presents data gathered through narrative interviews and online forums on Padlet and interpreted through thematic analysis. The student voice is engaged to reframe a new curriculum that relates to African identities, strengthens learner agency and develops better academic literacy in transnational higher education.

2.8.6   Oral presentation session 7.6

This session, comprising three, 15-minute presentations plus Q&A, will take place in Room 109 between 14:50 and 15:50 and aligns with the theme 'The change agent's tool kit'.

2.8.6.1 Session 7.6a

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

Session title: Connected from afar: Building international EDI collaboration during the pandemic.

Presenters: Dr Sammy Li, Peter Collins, University of Birmingham and Guido de Wilde, Carine de Wilde, University of Amsterdam.

Summary abstract: The pandemic had a transformative impact on the ways how universities work. It also accelerated the digital adoption of working and learning practices by staff and students. The increased use of technology to work and stay connected has created new opportunities to collaborate with institutions from afar. Potential partners for EDI collaboration are no longer bound by geographical limitations. Instead, we are now primed to partner with other institutions from near and afar. Through the case study of the Universities of Birmingham and Amsterdam, this session is a journey with attendees on building EDI collaboration in a post-pandemic environment.

2.8.6.2 Session 7.6b

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

Session title: How inclusive is your course? Try the Inclusive Course Design Tool (ICDT) and find out.

Presenter: Professor Susan Smith, Leeds Beckett University.

Summary abstract: This presentation aims to raise awareness of our ICDT- a practical tool that course teams use for reflection on key areas of their course design. The ICDT offers evidence-based questions for course teams to formulate a gap analysis and action plan for making positive changes to the inclusive nature of their existing and new courses. This presentation will outline the context, the rigorous design process, and the hitches and the challenges of developing it. We will focus on our evaluation of the tool and discuss how it can be used to help reduce the BAME student award gap.

2.8.6.3 Session 7.6c

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

Session title: Why are we not talking more about student parents? Student parents' experiences of the COVID year and what we can take from the crisis.

Presenter: Andrea Todd, University of Chester.

Summary abstract: Student parents have arguably been impacted by the COVID year more than any other sector of the student population. They faced significant barriers to study in the form of home-schooling and/or providing childcare to pre-school children when all usual avenues of support were closed by lockdown restrictions. What motivated these students? Where and how did they find the time or energy to study? What have they learnt from this crisis, and what in turn can we learn from them? This presentation shares the results of a small-scale study undertaken over summer 2021 with student mothers from one university Law School.

2.9 Refreshment break

A short refreshment break will take place in hotel lobby/exhibition area between 15:50 and 16:00 before we move into the final plenary session of the conference. Delegates will have the opportunity to network with colleagues, view posters created for the conference, and visit exhibition and sponsor stands.

2.10 Panel session

The final panel session will be held in the Manchester Suite and will take place between 16:00 and 16:40.

In this session will be inviting a number of guest speakers to address a topical issue. There will be an opportunity for questions and answers after the panellists have spoken.

Session title: Champions and Change Agents: working with activist energy

Chair: Dr Arun Verma, Head of Race Equality Chater, Advance HE
Panellists: Chair: Dave Thomas, Senior Adviser, Equality Diversity and Inclusion, Advance HE
Sarah Cunningham-Burley, Professor of Medical and Family Sociology / Dean of Molecular, Genetic and Population Health Sciences, University of Edinburgh
Maxine Greaves MBE, Equality and Community Engagement Manager, Sheffield Hallam University
Annette Haye, Senior Research Delivery Support Partner, Coventry University

Summary abstract: Many of the positive changes that are now central to approaches to EDI have been forged by activist groups. The energy and focus of Black Lives Matter, #Metoo, disability and LGBTQ+ movements, as well as staff and student networks and others giving their time and voices to call out injustice, have galvanised the sector to take action and have held institutions accountable for the pace of progress.

This panel discussion explores what it takes to grow positive relationships between institutions and activist groups, and acknowledges the energy and influence of protest and activism as a force for change. We will hear about the challenges of building trust under public scrutiny and developing appropriate responses to calls for action, and we will consider how valuing student and staff activists can have a positive impact on institutional culture overall.

2.11 Summative plenary session

The closing session of the conference will be held in the Manchester Suite and commences at 16:40, following on directly from the panel session at 16:00.

This session will be an overview of some of the trends and ideas that have emerged from discussions and presentations throughout the conference. It will also will be a chance to ask questions about any of the issues address over the past two days.

This session will formally conclude the conference proceedings.

The conference will end at 17:00.