Advance HE EDI Conference 2023
The Shoulders of Giants: Listening, Learning and Improving our Practice

Day 1 - 15 March 2023
Session abstracts

Keynote, 10:00 - 10:40

Reflections, I've had a few…
Dr Shaid Mahmood, Pro Vice Chancellor for Equality, Diversity and Inclusion, Durham University and Laura Curran, Student, Durham University.
The keynote speech will reflect on the challenges and opportunities for EDI in the 2020s, framing the contribution in the context of the country's education system, societal changes in our communities, poverty and inequality in our neighbourhoods and the case for continued cultural change in organisations to address significant challenges for the nation.

Parallel session 1, 11:00 - 11:40

Session 1.1
Say it Right: Linguicism
Kaozara Oyalowo, Universities UK International
Interactive breakout/workshop
This session will begin a conversation around pronouncing non-English sounding names. Attendees will gain an understand of linguistic discrimination in the Higher Education context. We will cover:

• The impact and legacy of colonialism

• Practical advice on how to pronounce names correctly

• How linguicism impacts students and staff

Attendees will take away practical actions that can be applied in everyday teaching and learning.

Session 1.2 - session canceled

Session 1.3
Harassment and sexual misconduct – what is the Office for Students proposing
Amy Norton, Office for Students
Interactive breakout/workshop
In this session, Amy Norton from the OfS will take delegates through the proposals contained within their new consultation on harassment and sexual misconduct regulation. She will discuss the rationale, scope and definitions being put forward as well as highlighting particular provisions and potential options and their alternatives. She's keen to take questions and listen to delegates' points of view about the consultation.

Session 1.4a
Transformative, cross-collaborative EDI practices in the Irish Higher Education Sector: University College Galway, a case study
Dr Laura Loftus, University of Galway, Ireland
Oral presentation

The Irish higher education system is unique as it has a centralised body, the Higher Education Authority that has a statutory responsibility for the effective governance and regulation of HEIs. One of the HEA's EDI Centre's first actions was to link Athena Swan accreditation with HEI core funding. This decision, as well as the HEA's reports and guidance facilitate feedback, benchmarking and cross-fertilisation across institutions and has been transformative to the sector. This presentation will use University of Galway (formerly known as NUI Galway) as a case study to illustrate the transformative potential of this kind of, governed, collaborative system.

Session 1.4b
We need to talk about trans health inequality: Breaking through contentious divides
Cassia Forty, De Montfort University
Oral presentation

Trans healthcare is in a multifactorial crisis. There is no concrete requirement for healthcare workers to be familiar with the care considerations of this population. Historically, some educators have attempted to invite individuals with both lived experience and clinical knowledge to interact with their learners. However, this is a small pool of experts for a massive cohort of individuals. In this session, Cassia Forty will introduce and summarise the development and response to 'We Need to Talk About Trans Health Inequality', a pilot training series that attempts to answer: How can we improve our learners' exposure to those with expertise?

Session 1.5a
Embracing the diversity in the parenting experience as we change and re-shape policy
Renita Barbour, Newcastle University
Oral presentation

'For Families' is an ambitious three-year project to transform Newcastle University into a visibly leading family-friendly institution, providing the very best support to all members of our community with caring responsibilities, and enable them to reach their full potential as they work with us. The project has actively embraced and listened to the diverse parenting experiences of our community, and with them, we have developed and implemented an extensive programme to address the key challenges we've identified; in particular, re-shaping our suite of family-friendly policies to make them fit for purpose and best in class. Our project stands out by shining the spotlight on being family-friendly, being inclusive in our approach, and proactively tackling a suite of interrelated issues.

Session 1.5b
Innovations to enhance inclusion for academic staff who have caring commitments outside of the workplace
Dr Collette Straughair and Dr Sue Jackson, Northumbria University
Oral presentation

Across the United Kingdom, many individuals of working age are unpaid carers, experiencing challenges in balancing the demands of their employment with their caring commitments. As part of equality, diversity and inclusion enhancement activity, a study was conducted to explore the experiences of academics in a university in the North of England who had ongoing caring commitments outside of the workplace. This presentation aims to share the key findings of this study, identify implications for practice that have relevance and

transferability to other similar individuals and contexts, and propose a range of innovations to facilitate and enhance inclusion practices.

Session 1.6a
Virtual consultancy: An innovative, mutual learning experience
Dr Caroline Derry and Catherine Comfort, The Open University
Oral presentation
The Open University Faculty of Business and Law piloted a virtual consultancy programme employing students with lived experience of EDI issues. They were employed part-time for several months to evaluate the inclusivity of the curriculum in Business and Law and make recommendations for improvement. This paper will consider the motivations, experiences and outcomes of the project and its implications for future practice.

Session 1.6b
Developing selection procedures that support student diversity in health professions education: Insights from the applicant perspective
Suzanne Fikrat-Wevers, Erasmus MC
Oral presentation
Applicant perceptions of selection can influence applicant motivation, performance and withdrawal. Moreover, applicant perceptions are potentially relevant for student diversity; applicants from underrepresented backgrounds may be particularly susceptible to the effects of negative perceptions. This presentation will focus on our research on applicant perceptions of selection. We firstly investigated applicant perceptions of commonly used selection tools, the rationales behind these perceptions and subgroup differences in perceptions. Secondly, we examined what values applicants believe underlie a selection procedure that does justice to applicants' potential and societal needs, and how these values can be translated to specific changes to the selection procedure.

Parallel session 2, 11:45 - 12:25

Session 2.1
Shape, space, and safety: How freedom school practices can be implemented into higher education institutions
Rhianna Garrett, Iman Khan, Naomi Alormele and Dr Angela Martinez Dy, Loughborough University
Interactive breakout/workshop

As EDI scholars and practitioners, we hold many events, discussions and interventions that aim to create equitable and inclusive spaces, but how much do we consider the equitability and inclusivity dynamics of the space itself? Based on activities performed at Loughborough University's 'Freedom School', our workshop uses decolonial practices to promote ethical, safe spaces to openly share identities and knowledge. The workshop aims to encourage participants to actively reflect on their own EDI practices, and their approaches to equity within the institution. The workshop will explore individual perceptions of institutionalised practices and question what constitutes valuable knowledge and practices.

Session 2.2
Professional climate: What is stopping us from becoming more inclusive?
Dr Rabeya Khatoon and Asha Sahni, University of Bristol
Interactive breakout/workshop

Our institutions increasingly claim to foster inclusivity, which may or may not be experienced among the professional community. Sometimes we experience bias, either conscious or unconscious, and sometimes it has more to do with our perception and expectations. We might feel discriminated against because we belong to a particular (minority) group which can be in terms of our age, gender, ethnicity, or sometimes based on our job category. In this session, we hope to learn together a couple of reasons that might be at play behind our lack of inclusivity and explore potential solutions in the form of an action-learning setting.

Session 2.3
Listening and learning to colleagues who are parents or carers of autistic children
Oliver Bell, Newcastle University
Lightning Talk Session

Being a parent and/or carer can be challenging and, coupled with professional commitments, can potentially impact on wellbeing. At Newcastle University, we work closely with our EDI networks to develop a fully inclusive community. We recently launched a project in collaboration with our parents' network to provide better support for parents and/or carers of autistic children. The project involved listening sessions with parents and/or carers and online workshops where they shared their personal stories, which led to developing a peer-led group to share experiences. This session will focus on the approach we took and provides a framework for establishing peer-led groups.

Session 2.4a
Seeking social justice: What can be gained from involving autistic students as partners in the design of tailored employability provision?
Keren Coney and Jack Fitzpatrick, Liverpool John Moores University
Oral presentation

Recent studies on the destinations of graduates have found that of all disabled graduates, autistic individuals are least likely to be employed (Vincent, 2020) and are often under-employed (Pesonen, et al. 2021, Remington & Pellicano, 2019). The disappointing outcomes for autistic people highlight the way in which these individuals are marginalised; clearly something should be done. In this session, a careers practitioner and an autistic graduate and collaborator will outline an innovative participatory project conducted at a UK university

over the past two years that explored how to provide effective careers and employability support for autistic students.

Session 2.4b
Co-creating an inclusive prescribing curriculum with the Brandon Trust Adventurers
Dr Ilhem Berrou and Deborah Moreno-Chamorro, University of the West of England
Oral presentation

Professor Stephen Covey famously said, "Most people do not listen with the intent to understand; they listen with the intent to reply". We wanted to listen to people with learning disabilities and autism (PWLDA) with the intent to understand where our student clinicians fall short when providing care for this patient group, and how we can make our training more inclusive, and better for people with PWLDA. In this session, we will report on our collaboration with the Brandon Trust, the outcomes of the project and the unlikely pathways for impact created through this partnership.

Session 2.5a
Students as co-producers of a more diverse curricula: Students collaborate with convenors in enriching the context of learning through global and diversified voices
Dr Barbara Adewumi and Rachel Gefferie, University of Kent
Oral presentation

Diversity Mark is an award-winning initiative that centres on the student voice and creates ways for staff to become more culturally sensitive by directly challenging whiteness and the absence of global authorship in module curricula design. Our presentation on Diversity Mark provides an insight into student-led innovative and transformative success stories of convenors' modules in the Centre for Journalism, School of Politics and in the School of Arts. Senior Diversity Mark officer, Rachel Gefferie will demonstrate how students support convenors to win the award and will share her reflections of the creative process, notions of belonging and innovative ideas for pedagogical change.

Session 2.5b
'It was a eureka moment!': Evaluating the efficacies of the 'decolonizing the curricula toolkit' for improving staff racial literacy and the educative experiences of students of colour in HE
Dr Paul Campbell, University of Leicester
Oral presentation

Utilising quantitative performance and qualitative interview data from 55 undergraduate students of colour (SOC), and 24 HE teachers, this presentation will report on the efficacy of an HE Decolonizing the Curricula Toolkit, as a pedagogical intervention designed to: foster a stronger sense of relevance between module content and SOC; improve racial literacy among teaching staff; reduce differences in assessment/award outcomes; and improve levels of course satisfaction among SOC. Results indicate the toolkit has high efficacy for improving levels of satisfaction and relevance of taught content for SOC and for improving staff racial literacy. Findings challenge the existence of a direct causal relationship between inclusive curricula and award outcomes and gaps.

Session 2.6a
Promoting innovation and sense of belonging in a hospital research centre. A work in progress
Dr Diego Herrera, The Research Institute of the McGill University Health Centre
Oral presentation

The Research Institute of the McGill University Health Centre (RI-MUHC) is the research arm of the McGill University Health Centre. Since 2021, the RI-MUHC started participatory consultations leading to an Equity, Diversity and Inclusion (EDI) Action Plan launched in 2022. We will present the lessons learned from conducting EDI actions among

administrators, researchers, clinicians and students. We will focus on how to encompass scientific and managerial forms of knowledge to produce an institutional sense of belonging and to enhance innovation. We will explore how creating a more diverse taskforce, promoting more equitable work conditions, and opening spaces for the voice of marginalised groups enhance the RI-MUHC's capacity to produce scientific advances relevant to Canadians' health needs.

Session 2.6b
Facilitating transnational approaches across postgraduate Media Production courses
Dr Philip Mathews, Bournemouth University
Oral presentation

This session will discuss the steps taken to facilitate and enable six interconnected postgraduate Media Production courses to address diversity, inclusivity and decolonisation of the curriculum. We have a large multinational student cohort that need to work together effectively and supportively. This presentation will discuss the present approaches the teaching team have taken from small-scale interventions of teaching materials and theoretical and philosophical underpinning, such as the Ubuntu approach to collaboration through to embedding diversity within the intended learning outcomes of the unit specs and then into the unit briefs themselves. Industrial contexts are student oriented and not fixated on the global north.

Parallel session 3, 13:15 - 13:55

Session 3.1
Increasing institution-wide allyship in EDI initiatives
Janet Cash, University of Wolverhampton
Interactive breakout/workshop
This workshop will take an action research approach to the barriers which may be encountered when building allies and advocates for essential EDI projects within higher education institutions. Beginning with empirical and anecdotal evidence of 'pushback' from stakeholders, participants will work in small groups using the change model introduced to create a plan for effectively engaging potential allies and advocates from all stakeholder groups, through removing barriers to action, providing consistent communication and the importance of motivation. Workbooks will be provided for each participant, to enable them to record ideas and peer feedback.

Session 3.2
Intersectionality – The friendly giant
Dr Panagiota Sotiropoulou and Dr Hannah Griffin-James, Advance HE
Interactive breakout/workshop
Do you hear the word 'intersectionality' a lot, but still feel like this is a blurry term for you? Do you want to learn more about intersectionality and how to implement it in practice in HE? Then this is your session! Come and join this interactive workshop to find out:

What intersectionality is and what it is not

What things we need to take into consideration when implementing intersectional approaches in practice

Some practical examples of how we can use intersectional approaches to better understand and plan for the HE experiences of different staff and student groups

Session 3.3a
Hidden giants: Communities of support amongst black women students
Amira Samatar, Sheffield Hallam University
Oral presentation
This presentation explores the conference subtheme of 'developing giants' through exploring the notion of communities of support or 'sister circles' (Allen, 2019) highlighted by Black women students. Through this presentation I will share excerpts from my qualitative study by inviting a discussion on expanding the ways we support the development of a racially diverse postgraduate research community. My presentation will push others to reflect on the 'giants' we recognise and those we don't.

Session 3.3b
Lived experience of black women pursuing STEM subjects in UK higher education
Deborah Inyang, GKT Medical School, King's College London and Dr Jacob Wright, King's College London
Oral presentation
In comparison to other students, more black students are dropping out at all levels while pursuing careers in STEM subjects. Lack of realistic and approachable role models in UK higher education leadership may be one problem. Through surveys and interviews, this project examined the perspectives of ten Black women enrolled in STEM-related higher education, with a focus on diversity, representation, and presence of role models. 80% of respondents said they experienced issues unique to being a black woman, such as

alienation, feeling neglected, and having to deal with unfavourable perceptions while, 70% thought about leaving a STEM-related career. Increasing team diversity, feeling heard, having supportive co-workers, and having access to mentoring are identified as key factors in promoting belonging.

Session 3.4a
Addressing the barriers to EDI engagement for leaders in research
Kimberly O'Brien and Farhana Chowdhury, Newcastle University
Oral presentation

We are building an online toolkit based on what leaders have told us about how they engage with equality, diversity and inclusion (EDI), and the perceived barriers to visibly leading on EDI issues. This will be a set of guidelines and resources with content tailored to build knowledge, confidence and empower leaders. Fostering a diverse and inclusive environment should be a priority for everyone, regardless of their role, but is particularly important for those who lead teams. Our project aims to empower leaders in research to visibly lead conversations and engage with EDI issues, and promote an inclusive research culture.

Session 3.4b
Lab handbooks: Evolving research culture through transparency and accountability
Madeleine Welland and Benjamin Tendler, University of Oxford
Oral presentation

When joining a research lab, members must navigate a new environment with unique goals. New members are typically inducted into the practicalities of their lab, but often left without a clear sense of expectations about work practices, what support they will receive, and how the lab aims to function as a community. In this session, we will describe WIN's Lab Handbook initiative to support research groups by creating a document that outlines their culture, ethos and expectations. By explicitly increasing transparency on how their lab operates, lab handbooks support equitable research culture, improve clarity of communication, and provide opportunities for accountability for all members.

Session 3.5a
Equity action plan: Breaking barriers and bridging leadership accountability and community voice
Cassbreea Dewis, University of Victoria
Oral presentation

Too often planning documents set aspirational goals but are not transparent about the 'why' behind the aspirations. The basis of every 'equity' or 'inclusivity' goal are the voices of the most marginalized. And yet institutional plans do not acknowledge these voices. Using equity-centred design, the UVic equity action plan sought to centre those that are most impacted at each phase of the design process. To succeed, this meant engaging in reciprocal learning between the university community and senior administrative leadership. This presentation will discuss the challenges in breaking the barriers between leadership accountability and community voice to design an actionable institutional plan.

Session 3.5b
How can we grow EDI leadership giants?
Dr Chris Nightingale, University of East Anglia
Oral presentation

This session will reflect on a review of the literature on inclusive leadership conducted to understand: primarily, whether inclusive leaders have impact on the equality, diversity and inclusion performance of an organisation; secondly, is there any evidence that other leadership styles and traits are equally effective; thirdly, how do we identify and measure inclusive leadership; and finally, how do we grow the EDI leadership giants of the future?

This session will support delegates in reflecting on their own leadership attributes and discuss whether good EDI leadership can be learnt.

Session 3.6a
Structurally unsound: Exploring structural and intersectional inequalities in UK society and the role of universities in tackling them
Dr Olivia Stevenson and Siobhan Morris, University College London
Oral presentation
Universities are increasingly recognising the need to implement strategies and policies to tackle inequalities on the grounds of race, gender, disability, and sexual orientation. Despite good intentions, strategies are often focused on one area of inequality and change is slow. As a result, structural disadvantage persists throughout the sector. Our work on embedded inequalities and our report 'Structurally Unsound', shows that we cannot afford to shy away from the need to think and work intersectionally to effect structural change. No matter how challenging that work might be, it is work that is desperately needed.

Session 3.6b
'Can you hear me?': Empowering minoritised voices; opening up challenging conversations
Professor Udy Archibong, Dr Kath Bridger and Dr Kingsley Utam, University of Bradford
Oral presentation
The University of Bradford's 'Can You Hear Me?' online listening event series emerged during the Covid-19 pandemic in response to a need to maintain momentum in working in partnership with staff and students to empower minoritised voices, encourage openness and participation, and learning from diverse perspectives in working to deliver the university's ambition to become an anti-racist institution. This session will provide an opportunity for delegates to learn how these 'Can You Hear Me' events have provided a safe space to foster dialogue and discuss challenging issues, to build knowledge, and increase capacity for leadership and progression in EDI university-wide.

Parallel session 4, 14:00 - 14:40

Session 4.1
Reflecting on authenticity and representation in engaging students across protected characteristics: Lessons from Drag queen lecture time
Phil Harper, Newman University Birmingham.
Interactive breakout/workshop
This session aims to explore how being your authentic self can create immersive teaching experiences for learners, especially when teaching Equality, Diversity and Inclusion related topics. The session will evaluate how a lecture in drag did this and other ways to make teaching practices inclusive and engaging across different protected characteristics.

Session 4.2
Nurturing belonging as a diverse community
Louise Banahene and Dr Bridgette Bewick, University of Leeds
Interactive breakout/workshop
Academic excellence is a polymorphous term and yet it's very commonly applied with a profile and set of outcomes in mind. If we are to leave the academy in a better and more equitable place that we found it we must challenge, develop giants, and value diversity of expertise, leaders and practitioners. This session will outline the approach taken at the University of Leeds to do just that via the Access and Student Success strategy. Facilitating students' sense of belonging, ensuring equity of experience so all students have opportunity to thrive, and making sure all students feel valued is at the heart of the strategy's vision. Our

approach is one of holistic integration of activity to achieve short, medium and long-term change.

Session 4.3
Disability Inclusion: Scaling up disability inclusion at the institutional level
Professor Carol Evans, Cardiff University and Dr Xiaotong Zhu, University of Lincoln
Interactive breakout/workshop

In this session, we will explore how disability inclusion can be enhanced in higher education (HE). Derived from extensive international research and engagement with stakeholders, we will outline the key elements of the Disability Inclusion Institutional Framework (DIIF). This research-informed framework was developed to support an integrated and scaleable approach to disability inclusion within HE. How to apply the DIIF will be explored through use of a toolkit that identifies the potential of 'big ticket items' to make a significant contribution to enhancing opportunities for disabled students and staff by creating more genuinely inclusive contexts within and beyond higher education.

Session 4.4
Knowledge is not owned by anyone: Taking a multi-pronged approach to tackling the issues of inequality
Dr Adeela Shafi, Acheampong Afriyie and Samuel Copland, University of Gloucestershire
Lightning Talk

This presentation will outline the approach which the University of Gloucestershire is taking towards decolonising the curriculum, within the framework of our overall strategy to promote equality, diversity and inclusion (EDI) across the organisation. Our aim has been to move beyond our current dependency on the personal commitment of individuals, and make this everybody's business. We want to "give permission" to engage actively in collective and systematic change. We want to give confidence that people can and should speak up and engage, because fear of giving offence or saying the wrong thing is constraining the discussion we need to have.

Session 4.5a
Exploring employees' perceptions of inclusion: A case study of an Irish higher education institution
Monica Moisuc, Munster Technological University
Oral presentation

Capturing employees' perceptions of inclusion is a key first step in assessing inclusion in the workplace, prior to implementing inclusion strategies, policies, and initiatives. Aimed at all EDI practitioners in higher education (HE) and beyond, this paper presents key findings from a single case study, while showcasing a set of practical tools and metrics that can be used to obtain a holistic view of perceptions of inclusion in the workplace. The paper will present both theoretical and practical concepts including: the difference between diversity management and inclusion, the Granter Inclusion Index, factors contributing to inclusion, and inclusion in practice.

Session 4.5b Decolonizing the Science curriculum
Dr Tippu Sheriff, Queen Mary University of London
Oral presentation

In this session, we will describe the results of an online survey of 185 secondary school/college teachers and students (>18 y) and, separately, 79 members of the public (all ages) in the UK on their knowledge of historical chemists and scientists. Almost 90% of the respondents to our online survey said that the contributions of BAME scientists are not highlighted adequately in the UK national curriculum; >85% said the national curriculum should be modified to include the contributions of under-represented scientists. We describe

how we addressed this by creating teacher resources to highlight the contributions of under-represented scientists and the feedback received.

Session 4.6a
Reverse mentoring: Learning from, within and across difference
Dr Jenni Jones, University of Wolverhampton
Oral presentation

The aims of this session are to share the learning from our pilot reverse mentoring programme, where we gave both students and staff from a Global Majority background a direct opportunity to share their lived experiences with those in a senior position to make changes at the university who are not from a similar background. This gave a real chance to have different voices heard, supported and ideas shared within the wider university decision-making processes going forward. Feedback, learning and outcomes from both parties will be shared and ideas for factors that have helped and hindered success will be discussed, for those thinking of embarking on a similar initiative.

Session 4.6b
Words and action: Delivering a project to define and challenge Islamophobia
Karla Inniss and Dr Simon Lee-Price, Buckinghamshire New University
Oral presentation

A University of Birmingham (2022) survey shows that one in four people in Britain feel negative towards Muslims. Furthermore, Islamophobia might contribute to the awarding gap, with less than two-thirds of Muslim students obtaining a first or 2:1 (Advance HE, 2020). The provision of a clear and well-understood definition of Islamophobia is essential if anti-Muslim hatred is to be challenged. This presentation will discuss the process of introspection, self-education, consultation, and dialogue that was undertaken at Buckinghamshire New University in creating and adopting a tailored definition of Islamophobia. The project engaged a diversity of stakeholders and fostered substantial learning across differences.

Session P1.1
UWE Bristol equity programme: Transforming black asian and minority ethnic student experience
Jaya Mistry, Jamie Darwen and Bec Rengel University of the West of England
Poster

The Equity programme is a coaching and leadership development programme at UWE Bristol for Black, Asian and Minority Ethnic students, which supports them to feel part of the UWE community, to be themselves, and to succeed and flourish during their student journey and into their chosen career. This session will present Equity as a case study of a positive action approach to improving the experience and outcomes for particular groups of students, and how a centrally organised core programme has informed and stimulated a whole university approach which contributes to UWE's strategic aim of eliminating awarding gaps.

Session P1.2
Reasonable adjustment, unfair advantage or optional extra? Teaching staff attitudes towards reasonable adjustments for students with disabilities
Dr Christopher Little, Manchester Metropolitan University a nd Dr Abigail Pearson and Karl Gimblett, Keele University
Poster

This project aimed to explore current levels of teaching staff awareness concerning implementing reasonable adjustments for students with disabilities at a higher education institution. A small-scale study was conducted, gaining data from 38 staff members across one HE provider. The data reveals staff were committed to assisting students to access education but that there are also high levels of anxiety around reasonable adjustments. Significantly, the data also indicated a lack of understanding of the requirement to make reasonable adjustments as a legal obligation and duty as a means of combatting discrimination and exclusion.

Session P1.3
Student satisfaction and campus diversity
Dr Laura Harvey, University of East Anglia
Poster

The National Student Survey (NSS) is a key metric by which universities are ranked as we well as being an important tool for prospective students in their application decisions. Alongside this, there has been a growth in the number of students from widening participation backgrounds accessing higher education. Using the Student Academic Experience Survey (SAES), this presentation will look at the relationship between increasing campus diversity across higher education institutions and overall student satisfaction. We find that there is a positive relationship between student satisfaction and campus diversity.

Session P1.8
Decolonizing the Science curriculum
Dr Tippu Sheriff, Queen Mary University of London
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Session P1.16
University-led sports coaching academy: developing student success, widening participation and social capital
Gareth Barrett, Staffordshire University
Poster

In perspective of the latest shifts within the higher education (HE) sector to improve the student experience, a larger emphasis has been assigned upon widening participation to deliver student success (Department for Education, 2020). This action research project explores innovative and effective pedagogy to promote active student engagement through situated learning and a connected curriculum driven to create sustainability for a continuum of student success. This framework of activity further aims to support students by providing access to cutting-edge technology, training, and skills, enabling them to challenge accepted wisdom and create alternative solutions to real-life issues as research scientists.

Session P1.21
Facilitating transnational approaches across postgraduate Media Production courses
Dr Philip Mathews, Bournemouth University
Poster

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Session P1.23
Knowledge is not owned by anyone: Taking a multi-pronged approach to tackling the issues of inequality
Dr Adeela Shafi, Acheampong Afriyie and Samuel Copland, University of Gloucestershire
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Session P1.25
Promoting innovation and sense of belonging in a hospital research centre. A work in progress
Dr Diego Herrera, The Research Institute of the McGill University Health Centre
Poster

The Research Institute of the McGill University Health Centre (RI-MUHC) is the research arm of the McGill University Health Centre. Since 2021, the RI-MUHC started participatory consultations leading to an Equity, Diversity and Inclusion (EDI) Action Plan launched in 2022. We will present the lessons learned from conducting EDI actions among administrators, researchers, clinicians and students. We will focus on how to encompass

scientific and managerial forms of knowledge to produce an institutional sense of belonging and to enhance innovation. We will explore how creating a more diverse taskforce, promoting more equitable work conditions, and opening spaces for the voice of marginalised groups enhance the RI-MUHC's capacity to produce scientific advances relevant to Canadians' health needs.

Session P1.26
'Belonging'; collaborative practices to embed EDI strategies in the academic community of a widening participation university
Dr Fiona Factor, Dr Lana Burroughs, Dr Sambulewwe Sibanda and Dr Nasreen Ali, University of Bedfordshire
Poster

Our Health and Social Science Faculty's Inclusivity Project (FIP) was established in 2020 to explore inclusive education. The first phase was focussed on Black, Asian and Minority Ethnic students, in an attempt to bridge the awarding gap. The FIP has since developed a range of wider inclusivity strategies including our student-facing Belong@Beds initiative. Using 'belonging' as a framework, Belong@Beds supports the university's key performance indicators focusing on retention, the awarding gap and graduate outcomes and its wider equality, diversity and inclusivity ambitions. This session will share the range of work underway in further developing our inclusive, academic community.

Parallel session 5, 15:05 - 15:45

Session 5.1
REC/Athena Swan Charters Case Studies
Katherine Linehan, University of Nottingham, Iain Cameron, Glasgow Caledonian University and Mel Earnshaw and Rachel Archbold, University of Durham
Case Studies

This session will be an opportunity to hear from recent Athena Swan and Race Equality Charter award holders as they share their experiences and outcomes of going through the charter processes. Topics covered include sharing on successful initiatives such as running a dedicated EDI fund and general approaches to, and advice on, advancing race and gender equality in their Institutions (eg, facilitating stakeholder buy in).

Session 5.3a
Putting EDI into practice at the Open University library
Dr Ute Manecke and Hannah Woods, The Open University
Oral presentation

The Open University Library is proactively embedding EDI in its work and helping to raise awareness of EDI amongst staff and students. There is a regular library-wide meeting and active Teams channel in which colleagues share learning and work on EDI in the library and wider university. Librarians have developed EDI learning resources that explore exclusionary practices in academic publishing and support students to research diverse sources and underrepresented voices. This presentation will provide an opportunity to hear about the role a library can play in supporting a higher education institution's EDI agenda.

Session 5.3b
Working together for more inclusive learning environments
Dr Leanne Freeman and Aimee Jones, Cardiff Metropolitan University
Oral presentation

We met during the Cardiff 2015 Aurora cohort and after the programme we commiserated with each other over the loss of the supportive environment for women. In 2018 we founded the Cardiff Metropolitan University Women's Staff Network on International Women's Day. Since then, we have gone on to work with each other on several projects which have all had the aim of increasing support and diversity in the institution. In this paper we celebrate the change that friendship can lead to, while also acknowledging that part of our success comes from the unity of professional and academic staff.

Session 5.4a
'Belonging'; collaborative practices to embed EDI strategies in the academic community of a widening participation university
Dr Fiona Factor, Dr Lana Burroughs, Dr Sambulewwe Sibanda and Dr Nasreen Ali, University of Bedfordshire
Oral presentation

Our Health and Social Science Faculty's Inclusivity Project (FIP) was established in 2020 to explore inclusive education. The first phase was focussed on Black, Asian and Minority Ethnic students, in an attempt to bridge the awarding gap. The FIP has since developed a range of wider inclusivity strategies including our student-facing Belong@Beds initiative. Using 'belonging' as a framework, Belong@Beds supports the university's key performance indicators focusing on retention, the awarding gap and graduate outcomes and its wider equality, diversity and inclusivity ambitions. This session will share the range of work underway in further developing our inclusive, academic community.

Session 5.4b
The supportive practice tool
Kevin Johnson, Newcastle University
Oral presentation

Kevin will take you through the journey of development of 'The Supportive Practice Tool' and how it could be useful to you. The tool is an at-a-glance resource that aims to offer recommendations for

disability inclusion in an accessible format. Kevin undertook a two-year research project to create the resource, including a literature review, student survey, and staff interviews. The findings have formed the basis of the tool which will be demonstrated in the session. Attendees will learn about the research journey, the tool, and how they could make use of the resource in their own environment.

Session 5.5a
International student voice and academic advising: A demand-side analysis using machine learning and qualitative interviews
Dr Rabeya Khatoon and Claire Spencer, University of Bristol
Oral presentation
Using machine learning and semi-structured interviews, we proposed a short survey to predict a couple of indices measuring the barriers to reaching out to academic advising services and the perception of academic advising of postgraduate (mainly international) students. Our analysis based on Lasso and random forest feature selection methods identified that English as a second language can act as a significant barrier for international postgraduate students to thrive in their short learning journey abroad. From the students' voices, we confirmed the broad coverage of academic advising ranging from subject expertise to coaching that allows ways to overcome language and cultural barriers that diverse student bodies might face.

Session 5.5b
Challenges and practical approaches for teaching in multicultural settings
Dr Gurmak Singh, University of Wolverhampton
Oral presentation
As larger and ever-growing numbers of international students sit alongside their host counterparts, there is an increasing recognition that these multi-cultural classroom settings can provide a platform for developing the cross-cultural skills of future managers. Furthermore, multicultural management classrooms provide opportunities for students to experience a cross-cultural international environment. The purpose of this paper is to identify and examine the precursors to teaching and learning in culturally diverse classrooms. The study findings contribute to practice by providing a better understanding of the issues associated with effective teaching approaches that consider the interaction between international and domestic students and the teachers.

Panel 16:05 - 16:50

Reflection, anticipation, preparation: Freedom of Speech and Higher Education
Chair: David Bass, Director, EDI (Interim), Advance HE
Panellists: Smita Jamdar, Partner & Head of Education, Shakespeare Martineau, Professor Alison Scott-Baumann, Professor of Society and Belief, SOAS University of London, Nick Hillman, Director, HEPI.
The aim of this panel is to provide an opportunity to reflect on the journey that HE has been on in relation to Freedom of Speech/Academic Freedom over the last 2 years and to look forward to the challenges and opportunities that will exist in the future, particularly in relation to new legislation impacting primarily, but not only, on English HEIs. This year we want to take a wider view looking at the evolution of the debate and at what we can expect in relation to new legislation and regulatory interest.