Session abstracts

Session 1, 10:15 - 11:20
Session 1.1a
The role of charters in shaping up recruitment activities
Rae Preston, University of Exeter
Oral presentation
Charter accreditations can provide a useful framework to plan, implement and evaluate inclusive recruitment activities. Drawing on experiences from the University of Exeter’s Athena Swan and Race Equality Charter journeys, this talk will reflect on the role of charter activities in improving and shaping inclusive recruitment practices from the perspective of an institution based across multiple locations in South West England.

Session 1.1b
Inclusive recruitment: From evidence towards strategic transformation
Dr Dave Thomas, Solent University
Oral presentation
Following landmark legislative developments concerning human rights, inclusion as a principle has become embedded in recruitment policies. However, the praxis of inclusive recruitment and its effect in influencing experiences and outcomes often provokes much discussion and contention. The general and individual differences often appear to be in tension, reflecting contrasting ideals about how difference should be treated, and inclusion achieved – recognition or not of differences potentially resulting in stigmatisation, or denial of opportunities. This session enables further understanding of the tensions and struggles associated with endeavours towards inclusive recruitment, and ways in which recruitment teams are reconciling their institution’s commitment to moral values of inclusion and diversity to tackle inequality.

Session 1.1c
Intersectionality in recruitment
Dr Arun Verma, University of Dundee
Oral presentation
How are our recruitment practices responsive to the needs of those applying to our organisations? How do we ensure the recruitment processes reflect the values of the organisation? How do we ensure that prospective candidates are supported even before they enter a competitive process? How do we ensure our approach to recruitment is emboldening and empowering whilst meeting targets?

This talk aims to disrupt the entire recruitment process by utilising systems thinking, journeys and intersectionality as critical tools to ensure that communities who experience intersecting disadvantages are not falling through the gaps.
Session 2, 11:40 - 12:45
Session 2.1a
Lessons learnt from inclusive recruitment in the Health sector
Dean Harvey, Cornwall Partnership NHS Foundation Trust
*Oral presentation*
TBC

Session 2.1b
Recognising the elephant in the room: Why it's so important to keep talking to people about race
Orockanyo Nsoatabe, Goldsmith's University of London
*Oral presentation*
Efforts to recruit Black, Asian, and Minority Ethnic students are often let down by an apparent reluctance to talk about race. This unwillingness limits a recruiter’s ability to secure the support of key internal stakeholders and senior staff, but it also negatively impacts the efficacy of the recruitment strategies employed and makes it difficult to justify decisions to those inclined to challenge them. This session will explore the lessons learned through the practical experience of recruiting students of colour into those universities where they have been traditionally underrepresented. If we want to make our universities more diverse, we must not be afraid to say so.

Session 2.1c
Inclusive succession planning
David Bass, Director, EDI (Interim), Advance HE
*Oral presentation*
Using Advance HE as a case study, this session will consider inclusive recruitment and diversity in leadership. It will discuss the importance of taking a wider view of succession planning and developing a coordinated, long term plan that sets clear KPIs and accounts for representation, inclusion and diversity in senior leadership roles, boards and committees. There will be opportunity for questions and discussion.

Session 3.1b
Widening access in clinical psychology: Building a representative workforce
Dr Catherine Huckle, University of Surrey
*Oral presentation*
Strategies to increase diversity of the workforce within the profession of Clinical Psychology (CP) have been recommended since at least 1989 (Davenhill et al., 1989), but the resourcing, attention and commitment have been lacking. Since 2019 the Surrey PsychD programme have multiplied efforts in this area and introduced a number of initiatives from the point of application to uptake of places to increase diversity of applicants, candidates and trainees along a range of dimensions. We will share with you the barriers we identified, the processes we adopted and our lessons learned to continue this work.

Session 3.1c
Not a guy thing? Improving the representation of men in psychology
Dr Helen Driscoll, Dr Diane Stevens and Dr Rebecca Owens, University of Sunderland
*Oral presentation*
Initiatives addressing gender-based under-representation often focus on representation of women in STEMM. However, there are subjects where men are markedly under-represented. Psychology is one such subject, with only 19% male students nationally. This case study details how, through engagement with the Athena Swan gender equality charter, the University of Sunderland's School of Psychology used quantitative data and qualitative research to understand the under-representation and experience of men in psychology, and their distinct equality issues, including a perception that psychology is a discipline ‘for girls’. We present key initiatives to address these issues, including the development of a world-first Male Psychology module, and changes to marketing and recruitment strategies.

Session 3.2a
Widening access to our programmes at Cardiff Met
Greg Dainty, Cardiff Metropolitan University
Oral presentation
Widening access is a critical challenge for the School of Sport and Health Sciences at Cardiff Metropolitan University. The school is currently focussed on inclusive recruitment. This case study explains two linked initiatives that have been developed to encourage applications to our programmes from underrepresented populations and to understand their impact. The school has implemented a pilot study using contextual offers and we are now analysing the results. Encouraging applicants from Access to HE programmes is an associated initiative we hope will widen applications to our programmes. Both of these initiatives offer encouragements and challenges for us as a school.

Session 3.2b
How to group different students rationally to improve inclusive teamwork and engagement in engineering laboratories
Ya He, and Mohammad Zandi, University of Sheffield
Oral presentation
With the start of the academic year 2022-23, the return of overseas students to UK universities brings new opportunities and challenges to the development of higher education in the UK. This case study will take the MSc students in the Chemical and Biological Engineering Department at the University of Sheffield as examples. Grouping is an important part of achieving teamwork in a classroom with a large number of overseas students studying engineering subjects. Thus, grouping students appropriately in teaching can be an efficient way to promote inclusive teaching and learning.

Parallel session 4, 15:05 - 15:45
Session 4.1a
Increasing inclusion and diversity using video interview process for speech and language therapy programme at University of Reading
Dr Fatemeh Mollaei, University of Reading
Oral presentation
The COVID pandemic has created an increase in performing online video interviews during the applications process for multiple degree programmes including MSci programme in Speech and Language Therapy at University of Reading. After the initial implementation of it by our school last year, we found it to be beneficial in
multiple ways to increase inclusion and diversity. These included removing the geographical barrier and financial status for travelling. All in all, we found the implementation of online video interviews to increase diversity and inclusion in our applicants body, and we plan to continue delivering the interviews online next year.

Session 4.1b
Towards inclusive academic recruitment at Aston University
Dr Hannah Bartlett, Heather Eden, Christine Campbell and Debbie Walker, Aston University
Oral presentation
Our activity towards more inclusive academic recruitment processes follows successful roll-out of such practices for professional and support staff, which include anonymous shortlisting and skills-based assessment during the interview process. Specific challenges in academic recruitment include traditional emphasis on esteem indicators that can be more challenging to achieve for some under-represented groups. This case study describes how we are taking a holistic approach to academic recruitment, from how we design our job specifications, advertise our roles, shortlist candidates and assess suitability through skills-based exercises.

Session 4.2a
Equity in Doctoral Education through Partnership and Innovation (EDEPI)
Lauren Russell, Nottingham Trent University and Julie Sheldon Liverpool John Moores University, UK Council for Graduate Education and Dr Susan Campbell, Sheffield Hallam University
Oral presentation
EDEPI is one of 13 Research England and Office for Students funded programmes, created to tackle persistent inequalities that create barriers to access and participation in doctoral education for racially minoritised groups. The EDEPI programme is divided into three distinct work packages targeting recruitment, admissions and transition as critical points of systemic inequality, through sector leading initiatives delivered at Nottingham Trent University, Sheffield Hallam University and Liverpool John Moores University in partnership with the NHS. Join us to learn more about how we are tackling processes, policies, and unconscious biases within the research sector.

Session 4.2b
The University of Nottingham: Colleagues coming together to put EDI at the forefront of recruitment and outreach
Samar Tantush and Han Thomas, University of Nottingham
Oral presentation
In 2021 our Widening Participation and Outreach Team began a cross team working group, looking at our activities, programmes and practices through the lense of EDI. Since then we have endeavoured to improve the inclusivity of our work with schools and colleges, reviewing and developing activities. We also consider our colleagues, ensuring that staff from all backgrounds are represented from the point of recruitment to the provision of EDI focused CPD once part of the team. In this session we share our progress, highlighting how we have ensured that EDI continues to be a key part of everything we do.