Advance HE EDI Conference 2025
The sum of many parts: Embedding intersectionality in HE practice

Session abstracts

Day 1 – 2 April 2025

Keynote, 10:10 - 10:50, Stephenson Suite
Unlocking the future of Intersectionality: Communities, Truth and Power
Dr Arun Verma, Head of Equality, Diversity and Inclusion, University of London
Intersectionality is an opportunity for us as a community to be courageous in our principles and approach to equity, inclusion, anti-racism and social justice. It is a metaphor, lens and truth that permits us to engage with those most impacted by and living in the margins where oppressions overlap to make a truly joyful change to our cultures and systems. When we embrace the power of intersectionality, we can then authentically address some of the most pressing equalities challenges facing higher education and society on the horizon.

Parallel Session 1, 11:05 - 12:05
Session 1.1
Harnessing lived experiences: Creating neurodiverse learning environments
Davina Whitnall, The University of Salford
Interactive workshop session (60 minutes), Stephenson Suite
Join us for "Harnessing Lived Experiences: Creating neurodiverse learning environments," a dynamic session exploring how integrating lived experiences into educational practices can revolutionize learning environments. Discover innovative methods like Phenomenon-Based Learning, poetry, and script writing to support neurodiversity and elevate diverse voices. Engage in meaningful discussions within safe and brave spaces, fostering a community of shared learning and allyship. Participants benefit from gaining practical strategies to enhance inclusivity and engagement and a supportive environment to bring this into their own practice.

Session 1.2
Intersectional lifelines: A catalyst for leadership insight
Dr Sandie Dunne, University of Birmingham and Jackie Kilbane, University of Manchester
Interactive workshop session (60 minutes), Northumbrian Suite
The workshop will enable delegates to identify their own intersectional influences on identity and work practices, including individual authority and use of power. Taking part in the workshop creates valuable space for reflection as well as an opportunity to learn an inclusive technique that has been successfully facilitated with adult learners across multiple sectors.

Session 1.3
Decolonial pedagogies in clinical education
Dr Ban Haider, City St George's, University of London
Interactive workshop session (60 minutes), Rocket Suite
This interactive workshop explores some of the pedagogical approaches that can challenge inherent power imbalances in undergraduate clinical education. Participants will discuss application of these learning theories as an approach to dismantle intersectional barriers and promote equity and social justice in healthcare teaching and practice. Through critical

reflection and group work, attendees can discuss methods that contribute to the creation of inclusive learning environments and consider the implementation of strategies within their own educational settings. This session is suitable for staff and students involved in medical or clinical education.

Session 1.4a
Amplifying diverse voices: An intersectional approach to curriculum inclusivity in higher education
Dr Raheela Awais, Professor Gita Sedghi and Dr Maria Limniou, University of Liverpool
Oral presentation (30 minutes), Planet Suite

Higher Education institutions are increasingly committed to creating inclusive environments that reflect their diverse student populations. This study emphasizes an intersectional approach to curriculum development, engaging students with multiple, overlapping identities as active partners. Using the Inclusive Curriculum Tool (ICT), student interns assessed inclusivity across 45 STEM modules, collaborating on improvements in content and delivery. Feedback from surveys and focus groups highlighted key areas, including belonging and inclusive teaching. This study advocates for a pluralistic intersectional framework within HE that regularly integrates diverse student voices, fostering an inclusive experience that enhances students' sense of belonging, academic success, and engagement.

Session 1.4b
Embedding EDI into BSc economics curriculum – an experimental approach
Dr Yao Yao, University of Birmingham
Oral presentation (30 minutes), Planet Suite

We employ a pedagogical experiment to evaluate the impacts of introducing EDI teaching sessions in BSc Economics curriculum on students' knowledge and understanding on EDI, teamworking skills and employability. This experiment contributes to developing a diverse and inclusive environment in the classroom setting). The findings shed light on how to develop such environment effectively by actively involving and working with students. It also provides evidence on what works in terms of enhancing students experience as well as narrowing the awarding gaps. Lastly, it contributes to institutional cultural change and innovative teaching practices on inclusion by encouraging an open conversation.

Session 1.5a
Aligning your chartermarks
Emily Segaran and Rakhee Patel, Loughborough University
Oral presentation (30 minutes), Planet Suite

At Loughborough University, the gender equity officer and race equity officer have been working together to align our Athena Swan and REC priorities and deliver charter mark action plans in a joined-up way across the institution. In this session we provide insight into our approach, outlining how we work together, with our respective SATs and with action holders, to facilitate the delivery of our charter mark work in a more holistic and coordinated way. We will share our learnings, the barriers we encountered and how we are addressing barriers to further embed intersectionality across the institution.

Session 1.5b
The inclusive Durham framework: A roadmap to community action and a sense of belonging
Louise Wright and Dr David Lowther, Durham University
Oral presentation (30 minutes), Planet Suite

The Inclusive Durham Framework is a community-led imperative that guides our purpose and our actions. We will outline the basis of our ground-breaking intersectional, holistic approach to institutional EDI, the practical context to how we are implementing this through our framework model (5 pillars of focus, 4 strategic aims, 8 key themes). We will explain the inception of the framework, and how we developed the underpinning themes using data, consultation and lived experience. We will explain our vision of a university where everyone feels they belong, and our journey to creating an intersectional action plan that spans the whole community.

Session 1.6a

A fair chance to succeed? A wealth justice approach to student support
Brigit McWade, Lancaster Medical School, Lancaster University
Oral presentation (30 minutes), Locomotion 2

Money makes the world go round! And yet it is an under-explored feature of learning, belonging, and succeeding in higher education. The material results of impoverishment are well-established, yet less is known about the way it transforms our experiences of the world, influencing our thoughts and feelings in ways that last long after money might become more plentiful. Join me to learn more about how I use concepts of economic violence, financial trauma, and a wealth justice approach to remove barriers to success for disadvantaged students. Discuss how these might work for you, and structural change across the sector.

Session 1.6b
Working in partnership with diverse students: embedding EDI in approaches to student voice and representation
Megan Brown, Student Partnerships in Quality Scotland
Oral presentation (30 minutes), Locomotion 2

This session will explore student engagement and partnership through the lens of equality, diversity and inclusion. We'll consider how approaches to student partnership can involve diverse student groups at all levels of the institution, from classroom to strategic level decision making. The session will also use sparqs' Student Learning Experience model to consider how EDI can be embedded across conversations with students about their experiences of learning and teaching. The session will highlight practical ways to monitor your student rep diversity and to take steps to ensure that institutions and students' associations are capturing the voices of all students, however and wherever they learn.

Session 1.7
The assessment extensions data dilemma and equity in university education: Navigating the paradoxes of policy and inclusivity
Dr Jackie Cameron, Dr Mavis Gutu and Simone Kurtzke, Edinburgh Napier University
Walkshop session (60 minutes), Planet Suite

This digitally supported walking workshop addresses the equity implications of assessment deadline extensions, questioning whether they benefit all students equally. Drawing on data from a UK university business school, participants will evaluate preliminary findings and explore how they impact various student demographics, including traditionally marginalised groups. Through guided discussions, attendees will collaboratively outline key elements for a framework that could better promote inclusivity in assessment practices. This session provides an interactive space for rethinking an important aspect of HE policy and offers an evaluative approach to refining assessment frameworks that reflect diverse student experiences.

Parallel Session 2, 12:15 - 13:15
Session 2.1
Co-production of a student-delivered workshop to deliver inclusive experiences for intersectional students in higher education
Dr Neha Chandarana, Dr Susanne Quadflieg, Dr Maria Tsapali, Dr Nicola Warren-Lee and Dr Anna Baker, University of Bristol and Dr Matt Jacobs, Wide Open Voice
Interactive workshop session (60 minutes), Stephenson Suite

This session will introduce the co-produced intervention implemented as part of an RAE-funded EDI initiative involving a diverse cohort of 12 intersectional undergraduate engineering/computer science student co-producers (SCPs). Attendees will learn about co-production as a methodology for incorporating student perspectives into workshops and training for staff members and have the opportunity to experience the activities developed by

our SCPs. Workshop delegates will leave with a refreshed and deepened understanding of the challenges of intersectionality within students' experiences as well as a set of tools to enable them to use their position to improve the inclusive support offered to students.

Session 2.2
Wellbeing inclusion and culture committee, a model of Intersectionality applied in STEM
Dr Federico Palmisani, Dr Eleanor Townsend, Dr Shalinee Dhayal, Dr Andrew Davenpoty Jenny Harris and Dr Bex Smith, University of Exeter
Interactive workshop session (60 minutes), Northumbrian Suite

Join us for an engaging workshop that showcases our Wellbeing, Inclusion, and Culture Committee as a model of intersectionality in STEM. Participants will choose from five identity-based streams—LGBTQ+, Mental Health, Awarding Gaps, Ethnic Minorities, and Neurodiversity—to collaboratively address a common issue from diverse perspectives. Experience firsthand the complexities of intersectionality and gain practical strategies for promoting equality and inclusion in higher education. This dynamic session invites you to explore how interconnected identities shape our experiences and informs effective practices within your institution. Don't miss this opportunity to contribute to a richer understanding of diversity in academia!

Session 2.3
Beyond Labels: Neurodivergence and Intersectionality in higher ed
Bjorn Spain, Edinburgh University Students' Association
Interactive workshop session (60 minutes), Rocket Suite

Join us to explore neurodivergence as a key intersectional identity in higher education. This interactive workshop provides practical skills, including empathy mapping and strategy-building, to better support neurodivergent students with intersecting identities, such as race, gender, and sexuality. Using insights from Student Unions, attendees will collaborate to develop adaptable strategies that foster inclusivity and empathy within their institutions. This session encourages cross-pollination of ideas, equipping participants with achievable, impactful methods to make their own spaces more inclusive. Perfect for university staff aiming to enhance their understanding and approach to neurodivergent and intersectional identities in EDI practices.

Session 2.4a
TBC
TBC
Oral presentation (30 minutes), Invicta
TBC

Session 2.4b
Responsible use of intersectional data in higher education
Dr Vanessa Ho, City St George's, University of London
Oral presentation (30 minutes), Invicta

This session aims to provide an overview of the conceptual and practical approaches to intersectional equality data. It focuses on the use of data in context and some of the challenges and potentials when we draw on the intersectional framework to understand experiences of inequality. For instance, what do we mean by intersectional data? How might we embed intersectional analysis to help identify biases and improve equality outcomes?

Session 2.5a
Exploring systemic challenges and fostering an inclusive environment in higher education
Dr Gloria Botchway, Dr Lucy Currie and Princess Bwanya, Northumbria University
Oral presentation (30 minutes), Locomotion 1

We discuss how S.HI.NE is examining and providing solutions to the continuous systemic challenges faced by Black females working and studying in HE. The importance of social activism and collective action and how these are driving change towards a more equitable environment, will be explored. Through our underpinning philosophy of 'It takes a Village', participants will learn how an intersectional approach is helping us to deal with differences and create community. Key takeaways include the provision of strategies to implement self-care, minimising the impact of challenges encountered, thereby paving the way for self-growth and development.

Session 2.5b
'The power of lived experience': The development of an EDI steering group through active engagement with experiences of women from racially marginalised groups
Seraphina Simmons-Bah, Iain Kitchener and Samina Qureshi, University of Greenwich
Oral presentation (30 minutes), Locomotion 1

This presentation will provide an insight into the ways in which active allyship enabled a Head of School to engage the lived experiences of women of colour, with the women involved drawing upon both vulnerability and tenacity to drive the development of a School EDI Steering Group in a post-1992 institution. The process has given rise to necessary tensions, which have been accommodated so that alliances can be nurtured and EDI work advanced. The presentation will build upon the reflections of the presenters to highlight principles for practice which can be applied in a range of contexts.

Session 2.6a
Intersectionality and innovation: PPI in conversation
Dr Sarah Crabtree, Dr Honor Morris and Leonie Lawson, King's College London
Oral presentation (30 minutes), Locomotion 2

This session is an insight into the experiences and views of those directly involved in creating inclusive and collaborative academic research. Moderated by the project coordinator, public member Leonie Lawson and faculty PPI coordinator Sarah Crabtree talk about their experiences as co-leads on the Inclusive Research and Education Practices Project in the faculty of Nursing Midwifery and Palliative Care at King's College London.

Session 2.6b
Creating a culture of inclusion: Increasing diversity and equity of access (IDEA)
Professor Joanna Semlyen, UEA
Oral presentation (30 minutes), Invicta

IDEA (Increasing Diversity and Equality of Access), a Wellcome Trust funded initiative, addresses lack of diversity and inequality of access head on; creating a revolution where equality, diversity and inclusion (EDI) are at the foundation of research culture, not an after-thought. Based in the Faculty of Medicine and Health Sciences (FMH) at the University of East Anglia (UEA), the IDEA projects will move beyond policy by proposing impactful and practical approaches, bringing about meaningful change. Key benefits include fostering a culture of inclusivity, upskilling research leaders to tackle inequalities, and increasing diversity of staff to achieve a university-wide, enduring transformation.

Session 2.7a
The retirement experiences of senior women academics: Addressing identity and inclusion
Dr Mairead Cahill, University of Limerick
Ten-minute thesis (10 minutes), Planet Suite

Transitioning to retirement is complex and increasingly relevant as the academic workforce ages globally. Early and mid-career challenges for women's academics are well-documented, yet their late-career experiences remain under-researched. Using qualitative data from retirement interviews (N=50) with women academics in the Republic of Ireland,

this presentation examines the intersectionality of gender and age in academia, focusing on challenges such as exclusion and lack of recognition of their continued contributions. The session aims to promote awareness and discussion on more inclusive and equitable policies in higher education, addressing the under-researched experiences of late-career transitions of women in academia.

Session 2.7b
Empowering LGBTQIA+ international students of color
Feifan Ma, The Ohio State University
Ten-minute thesis (10 minutes), Planet Suite
Join us for an engaging session exploring how higher education institutions can better support LGBTQIA+ international students of colour. This session will provide fresh perspectives on using intersectionality to address educational inequities, foster safe spaces, and build effective mentoring systems. Gain practical strategies to enhance your institution's equity, diversity, and inclusion initiatives.

Session 2.7c
Barriers and bridges: Examining the intersecting determinants impacting the career trajectories of black women teachers in the UK
Chiedza Ikpeh, University of Chester
Ten-minute thesis (10 minutes), Planet Suite
Explore the intersecting challenges and opportunities shaping the career trajectories of Black women teachers in UK secondary education. This session unveils key findings on barriers such as recruitment biases and limited advancement, as well as strategies for fostering inclusion. Drawing on Critical Race Theory, Intersectionality, and Black Feminist Thought, this research highlights actionable insights for educational leaders and EDI practitioners aiming to create inclusive, equitable environments. Join us to gain innovative tools and frameworks to support Black educators and enhance representation in leadership, contributing to a more inclusive educational landscape.

Session 2.7d
Understanding the awarding gap through the lived experiences of minority ethnic students: An intersectional approach
Professor Leslie Gutman, University College London
Ten-minute thesis (10 minutes), Planet Suite
There is a long-standing gap in degree award outcomes for undergraduate students with white students more likely to graduate with a 'good degree' than students from minority ethnic backgrounds. Using an intersectionality lens, this qualitative study explores the lived experiences of minority ethnic undergraduate female students. Themes with intersectional dimensions including gender, nationality, immigrant status, socioeconomic status and educational background included biased attitudes and stereotypes, being underestimated and needing to work harder, the need for more diversity, feelings of disconnection and lack of integration with other minority ethnic students. In a co-design workshop, participants shared their proposed strategies for change.

Parallel Session 3, 14:00- 15:00
Session 3.1
The intersectional practitioner: LFPS a tool to reduce harm
Robina Begum, University of Nottingham / The Reverse Mentoring Practice LTD
Interactive workshop session (60 minutes), Stephenson Suite
The Intersectional Practitioner's session will explore the Reverse Mentoring Practice LTD-Liberation Focused Practice Supervision (LFPS) framework and model through an intersectional lens and examine its potential as a transformative practice for EDI in educational settings. By focusing on how the framework and model can be used in practice to challenge us, developing critical thinking as individuals, in turn reducing harm and

developing ongoing reflection, whilst aligning ourselves as practitioners and gaining support through inclusive and partnership work and leadership. The session will provide practical strategies for fostering the LFPS model within EDI practice.

Session 3.2
Clashing cultures: From content warnings to beyond
Dr Sheena Kalayil and Catherine Franc, University of Manchester
Interactive workshop session (60 minutes), Northumbrian Suite
Student activism around how we teach content revealed that we were using content warnings inconsistently. Embarking on a School-wide project to address these issues has encouraged us as practitioners to be less 'secretive' about our approaches and share practice. We will share our toolkits in our workshop. But what we also want to share is how our initial discussions on racist and legacy language additionally uncovered different experiences of colleagues, some from minoritized groups in the Academy. Our workshop will be interactive, encouraging participation in citizens' assembly-type role plays and discussion of real-life scenarios with which we can all relate.

Session 3.3
Supporting a holistic approach to EDI: Advance HE's Inclusive Institutions Framework
Dr Ruth Gilligan, Advance HE, Advance HE
Interactive workshop session (60 minutes), Rocket Suite

This session will introduce the Inclusive Institutions Framework (IIF), Advance HE's new strategic tool to help institutions align and embed EDI, widening participation, and local priorities. Designed to maximise impact, efficiency and sustainability, the IIF will support institutions through four interconnected modules, a practical departmental toolkit, and a new Impact Award Scheme. Join us to learn more about how this framework can help your institution take a joined-up, evidence-led and sustainable approach to driving equality, diversity and inclusion.

Session 3.4a
Fieldtrips for all; identifying and mitigating intersectional barriers to outdoor education
Dr Adrian Gonzalez and Dr Karen Parkhill, University of York
Oral presentation (30 minutes), Invicta
Residential fieldtrips are an integral part of environmental studies. However, whilst these trips present significant learning opportunities, intersectional barriers are evident. Using the Department of Environment and Geography, UoY as a case study, this presentation will outline efforts to redevelop residential fieldtrips into more accessible and inclusive experiences and practice through two projects co-designed with student partners. Together, these highlight the importance of preparation, transparency and student empowerment around fieldtrip educational activities. We will provide an honest reflection on the successes and challenges of co-creating EDI field trips that take account of the intersectionality using these methods.

Session 3.4b
The scientist builder model
Dr Mouna Chetehouna and Dr Eldad Avital, Queen Mary University of London
Oral presentation (30 minutes), Invicta
Experience The Scientist Builder Model, an innovative framework transforming STEM education through rigorous intersectional inclusivity and ground-breaking methodologies. By merging academic rigour with applied problem-solving, this model propels underrepresented

students to excel as visionary leaders, delivering measurable impact in sustainable scientific and engineering advancements. Educators will be equipped with robust, adaptable strategies to elevate equity, reimagine pedagogy, and drive profound, cross-disciplinary innovation. Discover the demonstrable success of The Scientist Builder Model, a creative approach setting new standards for inclusive, high-impact education, empowering marginalised and diverse talents to tackle complex global challenges with exceptional competence and insight.

Session 3.5a
Balancing free speech and equity, diversity and inclusion
Denise Miller, Agnes Kosek and Robert Morgan, University of Greenwich
Oral presentation (30 minutes), Locomotion 1

This session explores the intersection of Equity, Diversity, and Inclusion (EDI) and free speech in UK universities, and highlights how political ideologies influence students' perceptions of EDI initiatives. Drawing from qualitative student survey responses, this presentation reveals how political diversity can influence feelings of exclusion, particularly among students with non-left-leaning beliefs. The session aligns with Sustainable Development Goals 4, 10, and 16, and promotes academia's role in developing spaces that promote open dialogue, mutual respect, and a sense of belonging for all students.

Session 3.5b
"As an Ethiopian, my heart goes out to the Arab students": Intersectional solidarity in Israeli higher education
Dr Shula Mola, Hebrew University of Jerusalem
Oral presentation (30 minutes), Locomotion 1

This ethnographic study examines how Ethiopian-Jewish students at the Hebrew University of Jerusalem navigate experiences of marginalization alongside their Arab peers during the Israel-Hamas conflict. Through in-depth interviews and participant observation, the research reveals how shared experiences of exclusion create unexpected bridges between these minority groups, challenging conventional narratives about inter-community relations in Israeli academia. The findings demonstrate how DEI initiatives, despite political tensions, serve as platforms for cross-cultural dialogue. The study offers insights into how intersectional approaches can transform campus dynamics and foster meaningful inter-group connections amid societal polarization.

Session 3.6a
Intersectional and cross sector approaches to integrating EDI into higher education curricula
Dr Michelle Welsh and Dr Ourania Varsou, University of Glasgow and Dr Taghried Abdel-Magid, University of Bath
Oral presentation (30 minutes), Locomotion 2

Join this interactive workshop to learn how to integrate EDI into your own teaching practice and transform curriculum design, adopting an intersectional wholistic framework informed on presenters' experience from undergraduate and postgraduate curricula, and grounded on recent literature. Through hands-on activities, you will explore practical solutions for addressing gaps in student representation, creating inclusive safe learning environments, and empowering socially and ethically aware graduates. This session is designed to equip educators and policy leaders with real-world actionable strategies to promote EDI and empower students to challenge discrimination in their future careers. Don't miss this opportunity to enhance your EDI impact!

Session 3.6b
Demystifying the hidden curriculum through mentoring: An intersectional approach to supporting chemistry undergraduates at key transition stages
Dr Derek Wann and Leonie Jones, University of York

Oral presentation (30 minutes), Locomotion 2

Chemistry@York has taken a mentoring approach to tackling inequity at the intersection of socio-economic background/gender to improve induction, retention and progression of undergraduates through co-created schemes. Firstly, at the very start of their undergraduate journey, and at the end, when considering progression to postgraduate study. Both schemes focus on helping students to develop science capital, access advice, navigate academic systems, develop their networks, and improve their sense of belonging. The benefits of mentoring in providing effective support at key transition stages, demystifying academia and actively addressing structural barriers will be highlighted.

Session 3.7
Voices of diversity: Exploring mental health through an intersectional lens
Denise Coles, Lewis Jenkins and Tandrima Bhattacharjee, Loughborough University
Walkshop session (60 minutes), Planet Suite

Loughborough University's EDI Service has successfully run a Voices of Diversity allyship series: panel conversations on ways to support people from a marginalised group. An extension of this series designed to create further organisational change has been designed. This unique series places an intersectional lens on mental health focusing on cultural groups who commonly experience mental health issues, yet their lived experiences are seldom discussed e.g., people from racialised minorities or LGBTQ+ groups. This session will highlight the importance of discussing mental health from a cultural lens and provide concrete ways this approach can be embedded into participants' workspaces.

Parallel Session 4, 15:15 - 16:15
Session 4.1
Not waving but drowning? Using extensions requests as the opportunity to uncover intersectional needs and support progression
Dr Wannette Van Eg Dom -Tuinstra and Bryony Gilbert, Open University
Interactive workshop session (60 minutes), Stephenson Suite

Based on our analysis of extension requests on a large Level 1 Law module at the OU, it is evident that underneath an extension request are complex, intersectional circumstances. Simply granting an extension without further investigation may be missing the fact that the student is 'not waving but drowning', as well as an opportunity to provide more targeted, effective and equitable intervention. This workshop explores the way in which the data on extensions can be used meaningfully to support our students, and how extensions can be a focal point for more effective support that reflects our students' individual intersectionality.

Session 4.2
No single-issue lives
Dr Amosm, Dr Suryia Nayak, Patience Udonsi, Maxine Hamilton-Bell and Johana Hammad, University of Salford
Interactive workshop session (60 minutes), Northumbrian Suite

This workshop is a call to action! It will invite you into personal enquiry, dialogue and practice sharing to promote the activation of intersectionality in practice. Firstly, it will introduce a successful model of collective action in Higher Education based on belonging, inclusivity, and equitable partnership with minoritised ethnic students. Secondly, you will be invited to personally reflect on the importance of context, location and situatedness via an experiential activity. The workshop will conclude with reflections on 'what keeps us going' as Equity, Diversity, Inclusion practitioners, developing a mantra/intention/affirmation that will support you as your progress in this work.

Session 4.3
Understanding EDI prompts in course design
Dr Chris Knifton, De Montfort University
Interactive workshop session (60 minutes), Rocket Suite

Equality prompts, Equality Impact Assessments, Equality reviews, etc., are just a few names given to the process of reviewing programmes, modules or courses for academic quality through an EDI lens. Templates, processes, training and guidance however will vary across HEIs. This workshop aims to capitalize on our collective intersectional experiences to critically consider these processes and to generate new, innovative, working practices, providing discussion space for trouble shooting and collective reflection.

Session 4.4a
Balancing time equity and academic integrity: The paradox of deadline extensions in higher education
Dr Jackie Cameron, Dr Mavis Gutu and Simone Kurtzke, Edinburgh Napier University
Oral presentation (30 minutes), Invicta
Higher education policies around deadline extensions seek to promote inclusivity yet may inadvertently create inequalities among student groups. This session examines this paradox through case study data, revealing which groups may benefit most from extension policies and where inequities may persist. Attendees will engage in the interactive Policy Design Lab, collectively exploring ways to enhance inclusivity in deadline extension policies. The session will also address data challenges, exploring whether more comprehensive demographic data can support equitable assessment policies. Participants will gain insights they can apply in their institutional settings.

Session 4.4b
Culturally affirming, validating and relatable mentoring for racially minoritised students in higher education
Josephine Gabi, Dr Araida Hidalgo-Bastida, Josie Leydon and Grace Johnson, Manchester Metropolitan University
Oral presentation (30 minutes), Invicta
Student participation in higher education continues to improve with institutions more accountable for student outcomes (Quality Standards Condition B3). However, racially minoritised students still face significant disparities in securing graduate-level jobs and often leave university with lower class degrees compared to their white peers. Our work at Manchester Metropolitan University's found that culturally relevant mentoring improved employability confidence and career prospects for racially minoritised students. The study highlights the importance of tailored mentoring in overcoming barriers related to race, gender, and class. Interactive tools (Padlet) will ensure a dynamic session where the audience can co-create approaches to support these students.

Session 4.5a
Cultivating community and belonging through creative work-based learning for students with multiple marginalised intersectional identities at Manchester Metropolitan University
Gavin Douglas and Nathan Roberts, Manchester Metropolitan University
Oral presentation (30 minutes), Locomotion 1
Aligning with Edelman's phrase, "you can't be what you can't see," our work-based learning projects aim to strengthen students' confidence in their intersectional identities. By connecting students with peers and industry professionals who share similar backgrounds or protected characteristics, we create supportive initiatives that go beyond employability to foster authentic belonging (Blake et al., 2022). This EDI-focused approach aims to address the barriers marginalized students face, providing a vision for their careers and professional networks. Ultimately, we seek to enhance retention and educational outcomes for students with intersectional identities (Crenshaw, 1991), supporting both individual growth and institutional EDI objectives.

Session 4.6a
Belonging: The paradox of intersectionality in EDI
Dr Wayne Mitchell, Imperial College London
Oral presentation (30 minutes), Locomotion 2

Institutional EDI strategies designed to implement practices that develop a sense of belonging within their community can often experience a bottleneck due to a lack of consideration of intersectionality. Paradoxically, the practices designed to reduce inequality can result in individuals experiencing greater marginalization when their specific compound needs go unrecognized. This session will reflect on the lessons learnt over the past 2 decades and share insights of the development of an innovative institutional strategy using the concept of 'targeted universalism' focusing on changing structures and systems rather than targeting specific groups.

Session 4.6b
Diversifying influence for more effective decisions: The use of shadow committees to enhance inclusive participation in strategic decision-making
Sophie Daniels, Durham University and and Sapna Marwaha, Formation Consultancy
Oral presentation (30 minutes), Locomotion 2

Durham University's Wellcome-funded Reimagining Governance for a Flourishing Research Culture is trialling the use of shadow committees to diversify participation and perspectives in governance settings. Whilst rarely used in higher education, shadow committees have been shown to demonstrably improve inclusivity, engagement, and innovation in decision-making, and, consequently, generate better decisions, an enhanced sense of agency, and improved culture. The session will provide attendees with an overview of this innovative intervention, how it has been used, the impact it has had thus far on enhancing inclusivity, and the tools to trial this impactful intervention in their own higher education settings.

Session 4.7a
The guardians of meritocracy? Resistance to gender equality and diversity in academia
Dr Meytal Jona, Weizmann Institute of Science
Ten-minute thesis (10 minutes), Planet Suite

This session explores the hidden resistance to gender equality and diversity within academic institutions, focusing on how gatekeepers across all levels obstruct change. Drawing on case studies from various academic settings, we analyse how gatekeepers at all levels—management, scientific personnel, and administration—subtly obstruct or delay diversity and gender equality efforts. We introduce the concept of "screening turbulence," revealing the complexity of identifying and addressing these barriers. The session also critiques existing diversity programs, showing how they often maintain, rather than dismantle, power structures. Attendees will leave with actionable insights to foster genuine organizational change and build more inclusive academic environments.

Session 4.7b
Disablers and enablers of black academic progression: An intersectional systemic research study of UK and US business schools
Olajumoke Okoya, University of East London and Professor Jonathan Passmore, Henley Business School
Ten-minute thesis (10 minutes), Planet Suite

Black academics remain significantly underrepresented at the professorial level in UK university business schools due to systemic barriers like structural racism, gatekeeping, and limited development opportunities. This 18-month study, informed by UK and US multi-stakeholder interviews, explores challenges such as institutional biases, psychological fatigue, and learned helplessness that hinder career progression. The study introduces the BRIDGE model, focusing on recruitment, retention, and equitable career growth to foster

belonging and inclusivity. The research published by Henley Business School offers actionable steps for universities and professional bodies to promote equity, inclusion, and sense of belonging for Black academics in UK business schools.

Session 4.7c
Re-thinking prevent duty training in higher education: Addressing exclusionary practices
Dr Ban Haider, City St George's, University of London
Ten-minute thesis (10 minutes), Planet Suite
In this 3-minute introductory presentation, participants will explore the challenges raised by exclusionary training content and practices within the context of Prevent Duty training in higher education. The focus of this will be to recognise where unconscious bias and discriminatory stereotypes may inadvertently undermine effective safeguarding and preventative measures.   Participants will be encouraged to ask questions and share their views on how to adopt a more inclusive intersectional approach to enhance the efficacy of training principles and foster a safer educational environment for all.

Session 4.7d
Contested spaces: Embracing complexities
Dr Angela Donin, City St George's, University of London
Ten-minute thesis (10 minutes), Planet Suite
Beginning with an introduction to providing support in contested spaces and the challenges we may face; this session aims to discuss the experiences faced by staff and students in relation to the Israel Palestine Crisis as an example. We aim to highlight the need for intersectional approaches and empathy to avoid creating false dichotomies, instead we can embrace the complexities of the many different lived experiences and promote conversations to address tensions.

Day 2 – 3 April 2025

Keynote, 09:40 - 10:20, Stephenson Suite
I am the King of Wishful Thinking: Re-imagining intersectionality

Jason Arday, Professor of Sociology of Education in the Faculty of Education, University of Cambridge

In a time of societal and political turbulence, the importance of intersectionality is paramount in maintaining equality, diversity and inclusion for all. This talk aims to reimagine intersectionality in response to the turbulence we currently face by recognising love, tolerance, understanding and empathy as key instruments in creating a more harmonious society and higher education sector.

Parallel Session 5, 10:35 - 11:35
Session 5.1
Charting a path to success: Celebrating two decades of the Advance HE Equality Charters

Dr Sarah Essilfie-Quaye, Imperial College London and Kae Ohene-Yeboah, University College London and Dr Joe Butterfield, Queen's University Belfast, and Francesca Guratsky, The University of Manchester and Annie Hughes and Baljit Thatti, Kingston University
Interactive workshop session (60 minutes), Stephenson Suite

In our first of two sessions to mark 20 years of Athena Swan and 10 years of the Race Equality Charter in the UK, this participatory workshop delves into the impact of the Equality Charters in advancing gender and race equality. Drawing on case studies from institutions and departments, we will explore how the Equality Charters have helped shape policy and practice, foster culture change and empower underrepresented groups. Building on insights from practitioners across the Charter membership, this session will be the beginning of reflecting on the impact of 20 years of charters work.

Session 5.2
The inclusive teacher: Teacher CPD to put EDI into practice
Rina de Vries and Dr Irene Poort, University of Groningen
Interactive workshop session (60 minutes), Northumbrian Suite

Inclusive teaching sees intersectional diversity as a positive resource. Creating a culture of belonging and equity, where all students feel safe and respected, is a prerequisite for gaining value from diversity. However, teachers may lack certain knowledge and skills, or think inclusion is something 'extra' for specialists. This session introduces the University of Groningen's e-learning CPD The Inclusive Teacher. Developed with input from teachers, students, and diversity & inclusion professionals, this course offers practical tools and training. In an interactive world-café format, delegates can explore some of our course materials for taking practical, attainable steps towards a more inclusive classroom.

Session 5.3
Developing a self-assessment tool to drive improvements at faculty/school level
Eleanor Broadbent and Abbi Mottram, Leeds Beckett University
Interactive workshop session (60 minutes), Rocket Suite

How can we use data to support each area of the University to deliver its own EDI objectives for staff and students? This workshop will introduce the Inclusive Self-Assessment Tool (ISAT) initiative as piloted by Leeds Beckett University's EDI Team. This work has been inspired by and adapted from the University of British Columbia's original project.

Session 5.4

Skills and Education in the Realm of Digital Health: Thinking Outside the Box on Inclusive Innovation Training

Professor Márjory Da Costa-Abreu, Hannah Clemmens, Dr Chris Bull and Emma Letham
Sheffield Hallam University

Roundtable discussion (60 minutes), Planet Suite

The rapid expansion of Digital Health brings immense opportunities but also challenges in ensuring equitable access to skills and education. The EPSRC-funded Digital Health Hubs across the UK are pioneering innovative approaches to training and engagement, moving beyond traditional higher education and CPD models. These hubs aim to make Digital Health innovation more inclusive by embedding intersectionality, public engagement (PPIE), and open-access learning at their core.

This roundtable discussion will explore how the hubs are redefining skills provision by integrating community-led approaches, trusted free resources, and alternative education pathways to engage a diverse audience. By critically examining intersectionality and Equity, Diversity, and Inclusion in Digital Health, we will discuss how tailored training models can better support underrepresented groups. We will also address the interplay between intersectionality and innovation, investigating how inclusive perspectives enhance problem-solving and technological advancement.

Additionally, the session will share our practical strategies for creating dialogue, community, and allyship, ensuring that Digital Health education reflects lived experiences and meets real-world needs. Balancing inclusivity with ethical data governance will also be explored, questioning how (or even if) it is possible to use data responsibly while maintaining trust in this scope. Finally, we will consider the future of intersectionality in Digital Health education, identifying key priorities for policy, practice, and research.

Session 5.5a
Codesign, collaboration & compliance: Aligning community with consent education

Catharine Pruscino and Michael Gonzalez, University of Technology, Sydney

Oral presentation (30 minutes), Locomotion 1

Since 2016, the UTS Respect.Now.Always program has developed a whole of community approach to eliminating sexual violence, distinctively led by the student voice. As part of this, the program partnered with UTS Library to focus on creating a safe campus, library and service environment through a series of codesigned initiatives designed and delivered to challenge norms, promote respectful behaviour and create a welcoming entrance to the library and its services.

Session 5.5b
It's not what but how: Using content warnings in higher education

Dr Jessica Roy, Bristol

Oral presentation (30 minutes), Locomotion 1

Content warnings are a mainstay in cultural, social and (higher) educational life. The use of content warnings is not, however, straightforward with evidence suggesting that such warnings may exacerbate, not prevent, distress (Bridgland et al. 2022). In higher education, there is also concern they could censor staff and students. This session will present findings from a research project conducted with students, staff and wellbeing professionals at the University of Bristol about their perspectives on content warnings. The session will conclude by exploring whether and how we should prepare students for content.

Session 5.6
Bridging intersections: Embracing diversity
Zuzana Tesárová and Melody Chinenyanga, Technological University Dublin
Interactive workshop session (60 minutes), Locomotion 2

Education is essential in combating discrimination and racism, but true progress requires embodied experiences. Our interactive workshop, inspired by Dr. Ibram X. Kendi and Dr. Resmaa Menakem, facilitates meaningful dialogue between individuals with lived experiences and those without, fostering deeper connections and promoting understanding to drive social justice. This workshop explores identity and intersectionality through interactive exercises like "Identity Bingo," "Walk in My Shoes," and "Cultural Exchange." Participants reflect on personal and societal views, experience others' perspectives, and discover shared experiences, fostering empathy, inclusivity, and collaboration for classroom and team settings.

Session 5.7
Innovation through co-production: Disrupting the hierarchy and moving beyond consensus
Dr Ria Poole, University of Exeter
Walkshop (60 minutes), Planet Suite

Co-production is a key component in innovation design and is known to provide insights and evidence for implementation with the aim of bringing about improvement. Taking an inclusive intersectional approach throughout the co-production process means actively engaging and representing those who are marginalised, centring their voices and ensuring everyone is listened to. This involvement of stakeholders brings important perspectives and challenges into account that can creatively improve innovations and increase the likelihood of inclusive sustainable outputs. By taking an intersectional approach to co-production we are called to disrupt the hierarchy and move beyond consensus to achieve meaningful community-led action.

Parallel Session 6, 11:45 - 12:45
Session 6.1
Navigating Tomorrow: Equality Charters in the changing HE landscape
Chair: Tara Leach, Advance HE
Panellist: Ruth Gilligan, Advance HE and Professor Parveen Yaqoob, University of Reading and Karishma Asher, University of Liverpool and Oyebanji Adewumi, University of Greenwich
Pannel (60 minutes), Stephenson Suite

In our second session, we look forward to explore how Equality Charters work can support the higher education sector to address emerging issues and challenges for gender, and race and intersectional equity in higher education and research. Featuring an interactive panel discussion with EDI leaders and practitioners, we'll consider the ongoing role of the Charters in the context of the political, social and financial challenges that the sector is facing. Join us as we envision the future of equality charters work and consider its relevance for staff and students in an ever-changing academic and social landscape.

Session 6.2
EDI in programmes
Manaz Javaid and Dr Jennifer Martin, Cambridge Judge Business School
Interactive workshop session (60 minutes), Northumbrian Suite
Cambridge Judge Business School will provide an in-depth exploration of implementing EDI to impact intersecting and multiple dimensions to create long-term change. The session will provide real-life innovative examples from our Executive EMBA of initiatives that have changed the interface of the Executive MBA programme leading to increased diversity across identities and dimensions. You will leave this session with practical tips for identifying

the aspects that require change in your context and best practice tips to implement for tangible results right throughout the student life journey and beyond.

Session 6.3
Exploring the role of arts and crafts in fostering intersectional exchange and solidarity: Learning from traditional Romany paper flower making workshops
Roseann Black and Dr Natalie Forster, Northumbria University
Interactive workshop session (60 minutes), Rocket Suite

Join us for an interactive workshop to celebrate and try your hand at the traditional craft of Romany paper flower making. Learn about how and why we're working to increase the visibility of Gypsy and Traveller culture, heritage and contributions in university environments and discuss the potential role of arts and crafts activities in facilitating connection, dialogue and allyship between staff and students with diverse heritage and identities.

Session 6.4a
Manchester is the place where we get on and do it
Professor Jackie Carter and Kathy Bradley, The University of Manchester
Oral presentation (30 minutes), Invicta

The University of Manchester's EDI Directorate and three academic leads are dedicated to an intersectional approach, as detailed in the Times Higher Education article "Weaving gold from intersectional EDI straw." This presentation will highlight Disability inclusion, building on initiatives like Athena Swan, the Race Equality Charter, Stonewall, and Disability Confident. Two Disabled presenters will share their collaborative efforts with staff and students to create an inclusive community. They acknowledge the challenges but stress the necessity of this work for a truly inclusive academy. Awards and accolades in EDI reflect progress, but cultural change remains essential.

Session 6.4b
Our approach to equality impact assessments: Creating an intersectional community of practice
Jon Opaye-Tetteh, Dr Chiara Pellegrini, Mark Hall and Cathy Blackford, Canterbury Christ Church University
Oral presentation (30 minutes), Invicta

This year, Canterbury Christ Church University implemented a new Equality Impact Assessment (EIA) process to transform the way in which equity and inclusion are embedded in our decision-making. Key for this process is the EIA Review and Consultation Group, gathering individuals with diverse lived experiences and areas of expertise to review submitted EIAs. Creating an intersectional community of practice trained to evaluate EIAs brings with it invaluable opportunities for ensuring that these assessments are meaningful, rigorous, and bring real change. But how does this group function in practice, and what are the challenges that one should prepare for?

Session 6.5a
Agency at the intersections: The power of black student support networks
Dr William Ackah, Birkbeck University of London
Oral presentation (30 minutes), Locomotion 1

This session explores the role of support networks in the lives of Black PhD students. The session will critically examine the role of networks in the lives of students and the gaps that they fill in meeting their needs. We will explore issues of power, inclusion and exclusion as pertains to the lived experiences of Black PhD students. Whilst we celebrate the agency, tenacity and brilliance of Black students, the session will ask why are these spaces still necessary? And what can participants do to enhance and empower Black students to not just survive academia but thrive?

Session 6.5b

First generation in higher education: Bridging divides through intersectionality in times of crisis
Dr Yael Bar-Tzedek and Professor Orna Sasson-Levy, Bar-Ilan University
Oral presentation (30 minutes), Locomotion 1

Dr. Yael Bar-Tzedek and Prof. Orna Sasson-Levy presents a case study from Bar-Ilan University, illustrating how the "first generation to higher education" category fosters empathy and solidarity among diverse student groups. Set against a backdrop of national conflict, this presentation shows how Jewish and Arab students bridged identity divides, fostering inclusivity, resilience, and a commitment to academic excellence. The session will provide attendees with actionable insights on leveraging intersectional approaches to build connection and understanding within academic communities.

Session 6.6a
Data, dialogue, delivery & Durham: How data and collaboration changed the way a 200-year-old university thinks and drives holistic EDI
Andrew Ingleby, Durham University
Oral presentation (30 minutes), Locomotion 2

Join Andrew Ingleby in exploring the way that data, insights and collaboration are being used to change the way the 200-year-old Durham University thinks about, and delivers, holistic EDI culture change to over twenty-six and a half thousand students and members of staff. Starting with the scene setting work of the Inclusive Durham Project Team; Andrew will demonstrate how the data, insights and staff and student communities at Durham have been consulted throughout the journey to the new holistic Inclusive Durham Framework. Andrew will outline the next steps for the Framework and how success will be measured over time.

Session 6.6b
Intentional disruption
Camilla Gibson, University of Southampton
Oral presentation (30 minutes), Locomotion 2

EDI work can often feel complex and overwhelming, with real change hard to identify. By deliberately deconstructing and rethinking our approach, we have created a holistic method that confidently embraces complexity, placing people impact at its core. Using data and insights, we engage our wider community transparently, celebrating successes while candidly addressing ongoing injustices. By aligning actions across six equality charters, we create powerful synergies that drive intersectional impact and enhance everyday experiences.

Session 6.7a
The incapacity of UK equality law to accommodate three or more multiple intersectional discriminations. A way forward for HE practices to remedy this lacuna
Nikki Modie-Nwaefulu, BPP University
Ten-minute thesis (10 minutes), Planet Suite

This paper is not recommending yet another change in legislation but for a hands-on deck take using a bottom top approach by the HE sectors as explained above, to deal with this lacuna. The bottom top approach will involve a change of the concept on equality to a more substantive approach in Higher Education, involving a global look at multiple intersectionality where HE will change policies, internal rules and ethics on a platform of substantive equality, and extend this to teaching and learning.

Session 6.7b
The truth about intersectionality: Double discrimination, over-simplification and reclaiming the power of the 'I' word
Professor Fiona Shelton and Dr Sean Wakton, Leeds Trinity University
Ten-minute thesis (10 minutes), Planet Suite

This session will return to the original definition of the term 'intersectionality' and examine how the concept has been designed and redesigned, resulting in a loss of its original meaning. We will offer a space for critical reflection and discussion about the use of the term, along with the conceptual and emancipatory implications of how we understand 'intersectionality'   Crenshaw refer to the double discrimination of racism and sexism faced by Black women, and highlighted cases where women were forced to choose between bringing a claim of racism or sexism. We evaluate how this impacts power relationships and anti-discriminatory practice.

Session 6.7c
Decolonisation and diversification of the curricula as a student-staff partnership
Dr Shaun Bremner-Hart, University of Glasgow
Ten-minute thesis (10 minutes), Planet Suite
There is a perception that the sciences are unbiased and deliver objective facts. However, historical and Eurocentric biases in funding and research have created a ripple effect in which inequities are translated into taught material influencing future generations. This student-led partnership developed a framework to assess taught content for geographical, historical, and colonial bias/perspective. This identified areas which required diversification and/or redesign. Student partners developed and delivered a workshop for undergraduate students to teach them about the colonial roots of many of the core concepts in the biosciences. This was received positively by students who praised the interactive delivery style.

Session 6.7d
Active bystander training: From secondary to higher education
Laura Curran, Liverpool John Moores University
Ten-minute thesis (10 minutes), Planet Suite
Universities and HE institutions continue to deliver Active Bystander courses to staff and students across the country. In Secondary and FE Institutions, some relevant curricula are considered statutory (e.g., Relationships and Sex Education) whilst others are not (e.g., PSHE). This session will begin to explore what Active Bystander education currently exists in Secondary and FE Institutions and propose initial ideas to bridge the two together to aid transition and induction into life post-Secondary Education.

Panel Session, 13:30 - 14:15, Stephenson Suite
Intersectionality IRL
Chair: Professor Doyin Atewologun, Founder and CEO, Delta
Panellist: Professor Anuj Kapilashrami, Professor - School of Health and Social Care, University of Essex, Tumi Sotire, Dyspraxia Advocate, Founder of The Black Dyspraxic and Owen Ward, EDI Programme Manager for Race Equality, University of Galway
The panel aims to explore practical strategies for integrating intersectionality into Equity, Diversity, and Inclusion (EDI) initiatives, offering actionable insights to inspire organizations to operationalise intersectionality in their EDI initiatives. Using practical examples, panellists will address the challenges and successes of operationalising intersectionality, ultimately leading to more equitable and inclusive workplaces.

Parallel Session 7, 14:25- 15:25
Session 7.1
From theory to practice: Implementing intersectionality in higher education
Dr Panagiota (Peny) Sotiropoulou, Advance HE
Interactive workshop session (60 minutes), Stephenson Suite

Do you hear the word 'intersectionality' a lot, but still feel like you do not quite get it? Do you want to learn more about intersectionality and how to implement it in practice in higher education (HE)? Then this session is designed for you. This interactive workshop will take you through:
• What intersectionality is and what it is not;
• Things we need to take into consideration when implementing intersectional approaches in practice, including existing guidelines and resources;
• Some practical examples of how we can use intersectional approaches to better understand and plan for staff and students within HE.

Session 7.2
Deploying language, culture and heritage as a tool for self-identity and self-care in cross-cultural work environments
Dr Lucy Currie, Dr Gloria Botchway and Dr Princess Bwanya, Northumbria University
Interactive workshop session (60 minutes), Northumbrian Suite
Workshop activities will initiate open discussions on racial diversity, using language, culture and heritage as a model for self-identity, affirmation and self-care. Academics and students from outside the UK often suffer feelings of imposter syndrome, isolation, loneliness and depression. Interactions between racial groups are hampered by the fear of 'saying the wrong thing'. This workshop will use fun language and culture activities to bring down barriers and initiate safe and mutually respectful discussions across cultures. Examples of strategies will be shared and more developed, to foster inter-cultural understanding and respect, paving the way for allyship and community in the workplace

Session 7.3
The invisible disability: How culture and background affect specific learning differences
Dr Dylan Griffiths, Professional Association of SpLD Specialists in Higher Education (PASSHE)
Interactive workshop session (60 minutes), Rocket Suite
Dyslexia affects around 10% of people worldwide, with dyspraxia and dyscalculia each impacting approximately 6%, often with overlap. Research shows that individuals from middle-class, majority ethnic backgrounds are more likely to seek a diagnosis, while in some cultures, specific learning differences are unrecognised or mistaken for cognitive impairments, leaving many without needed support. Led by the Co-Chair of the Professional Association of SpLD Specialists in Higher Education (PASSHE), this workshop explores the financial and cultural barriers to SpLD recognition. Participants will discuss strategies to improve institutional awareness and support for under-represented groups, creating a more inclusive academic environment.

Session 7.4a
Intersectionality and its application in understanding barriers to women's advancement into HE
Rachitra Gunatilake, Global Banking School
Oral presentation (30 minutes), Invicta
Will look at intersectionality in entering higher education in built environment sectors with particular reference to barriers which prevent encouraging young women adults to take on STEM (science, technology, engineering and maths) subjects; foundation to smoothly transit to HE education to gain skills required to pursue a variety of careers in construction. The proposal will give evidence through a review of the literature on intersectionality of real-life situations of young women and education advancement. Findings will highlight that perhaps we as a society aren't doing enough to address the multiple and intersecting dimensions encourage girls to take up STEM subjects.

Session 7.4b

Transforming equality impact assessments: Embedding intersectionality to improve outcomes

Kiren Chima, City St George's, University of London, and Michelle-Louise Yembra, City University of London

Oral presentation (30 minutes), Invicta

Equality impact assessments are an evidence-based approach helping organisations ensure their practices, policies and decision-making processes are fair and do not present barriers or disadvantage any protected groups. Join our session Transforming Equality Impact Assessments: Embedding Intersectionality to Improve Outcomes to learn how we revised this process to ensure protected characteristics are not considered only in isolation and the interplay of different characteristics are fully considered. Results include identifying challenges and barriers that may not have otherwise been considered, resulting in more effective changes and outcomes that are equitable, particularly for those at the intersections of multiple forms of discrimination.

Session 7.5a
Capturing diverse student experiences authentically: Practical strategies for inclusive survey design

Dr Hannah Slack, King's College London

Oral Presentation (30 minutes), Locomotion 1

In this presentation, I'll emphasize the critical need for an inclusive approach to survey design that authentically represents the diverse student population. Drawing from the success of the U-Belong project at King's College London, attendees will explore effective strategies to creating surveys that are accessible, culturally sensitive, and use identity-affirming, respectful language. Inclusive survey design isn't just a best practice—it's a necessary step to ensure all participants feel seen, valued, and authentically represented. I invite attendees to embrace a new standard for data collection, where mindful design fosters true authenticity and transforms how we capture diverse student experiences.

Session 7.5b
Preventing talent loss: Addressing bullying and harassment in universities

Dr Leda Blackwood, University of Bath

Oral presentation (30 minutes), Locomotion 1

We report findings and policy development from an EPSRC-funded research program with 40 UK universities on the under-representation of minority groups in STEM academia. This research challenges deficit models of attrition, emphasizing the role of hostile workplace cultures. We find bullying and harassment are not random but rooted in exclusionary discourses and social practices, denying minority members a shared STEM identity and leading to significant personal and professional costs. Intersectionality is crucial in structuring these experiences. We describe how this research informs solutions at one university to challenge narrow identity boundaries, align organizational values with actions, and improve complaint processes.

Session 7.6a
Lessons learnt from ASPIRE: Embedding intersectionality in the delivery and evaluation of an EDI programme

Dr Florence Reedy, Advance HE and Dr Francis Awolowo, Sheffield Hallam University

Oral presentation (30 minutes), Locomotion 2

This session details the evaluation of the Accomplished Study Programme in Research Excellence (ASPIRE), addressing the black PhD leaky pipeline. As the programme concludes its three-year funding period, we will share evaluation findings, emphasising how intersectionality informed both the evaluation approach and programme design. We will discuss the collection of quantitative demographic data and qualitative analysis and how experiences varied across different groups. We will also outline the programme's evolution, including adjustments made to accommodate participants' intersecting identities and how

these shaped the future of ASPIRE and the potential for applying this model to support other marginalised groups in HE.

Session 7.6b
Navigating religious diversity in higher education: Challenges and strategies
Dr Yosepha Tabib Calif, Rothschild Partnerships and Professor Dame Orna Sasson Levy, Bar-Illan University
Oral presentation (30 minutes), Locomotion 2

How do academic institutions respond to the rise of religious identities and practices on campus? How do diversity units and EDI leaders tackle the new challenges and demands posed by religious students? In our conference presentation, we will explore three practices that challenge traditional academic norms: gender segregation requested by Ultra-Orthodox Jewish students, the wearing of the niqab by religious Muslim students, and demands for prayer spaces from religious students of various minority groups. We will present different strategies used by institutions based on their unique characteristics and collaborate with attendees to develop new strategies together.

Session 7.7
Golden opportunities: Embedding intersectionality into your HE (gender equality) action plan. A good practice sharing walkshop
Dr Leonie Jones and Dr Derek Wann, University of York
Walkshop session (60 minutes), Planet Suite

Considering gender equality through an intersectional lens provides golden opportunities for strengthening the effectiveness of your gender equality action plan. This 'walkshop' will guide you through a series of intersectional considerations, identify stubborn challenges, spark ideas and crowdsource solutions and best practice. At the end of the workshop, you will have a set of personalised next-steps and receive a copy of the crowdsourced resources. The session will be presented by members of the Chemistry@York self-assessment team and will draw on experience and examples from their recently renewed Athena Swan Gold action plan.

Parallel Session 8, 15:40 - 16:20
Session 8.1
Practical Intersectionality: Is It Possible to Achieve Its Goals?
Professor Doyin Atewologun, Delta
Master class session (40 minutes), Stephenson Suite

While many understand the theoretical foundations of intersectionality, applying it in practice often presents significant challenges. Is it too complex or our standards too high? Are you faced with pushback in terms of its embedding – often from people who wish to be allies – but not clear on where to invest their time.

In this masterclass, practitioners will engage have an opportunity to share some of their 'live' issues and delve into practical strategies for integrating intersectional approaches in various professional settings, addressing common obstacles, and celebrating successes. Participants will leave with actionable insights to enhance their practice and make intersectionality a tangible reality in their work.

Session 8.2
Trust conversations
Sara Medel Jimenez, University of Edinburgh
Interactive workshop session (40 minutes), Northumbrian Suite

This workshop explores the critical role of trust in embedding effective EDI practices within organisations. Trust is fundamental not only for fostering productive dialogues but also for cultivating allyship. Through the session, participants will gain an active understanding of the values and behaviours that underpin trust. Furthermore, attendees will reflect on their personal interactions to identify and modify behaviours to strengthen trust in their professional environments. By focusing on applying these insights, the workshop aims to enhance participants' capability to contribute positively to their organisational culture, promoting a more inclusive and empathetic workplace.

Session 8.3
Unconfernce session TBC
TBC
Unconfernce session (40 minutes), Rocket Suite
To be confirmed.

Session 8.4
Exploring imbalanced power dynamics in a research and academia context
Dr Maria Kariuki and Dr Keely Mills, British Geological Survey
Walkshop (40 minutes), Invicta
The foundations of modern research and education are deeply rooted in the principles established during the early colonial period. For this session, we will explore how this legacy has contributed to present-day inequities and intersectional societal systems that often profit from, yet exclude, various communities. Drawing on examples of imbalanced power dynamics from the STEM disciplines, we aim to open dialogue on navigating challenging power dynamics in an equitable manner.

Session 8.5
"I Live and Breathe Intersectionality": Discovering an intersectional 'gaze' for a fairer and just world
Professor Anuj Kapilashrami, Professor - School of Health and Social Care, University of Essex
Master class session (40 minutes), Locomotion 1
This masterclass is designed for senior leaders and practitioners in Higher Education (HE) who are committed to fostering inclusive and equitable environments. "I Live and Breathe Intersectionality" delves into the concept of intersectionality as a prism or 'gaze' to understand society and the complex and interconnected nature of the issues/ challenges it faces, and solutions it demands. Reflecting on some of the values, principles and types of tools and approaches used, the session will explore how this perspective can be applied to various aspects of their work, ranging from advocacy and activism, higher education, organisation development, program/service design, and public policy.

By using intersectionality as a prism, leaders will not only gain insights into the unique challenges and opportunities faced by individuals at the intersections of multiple social categories but go beyond these to identify and tackle underlying power, privileges and oppressions.

Session 8.6
Safe Spaces to discuss wicked problems, a masterclass on ways to address the awarding gap
Syra Shakir, Leeds Trinity University
Master class session (40 minutes), Locomotion 2
This masterclass explores the work of co-creation in developing creative resources to engage colleagues and students in anti-racist practice. Building on Ricardo Barker's film 'Re:Tension', 'Mind the Gap' extends the co-creative process to sectoral co-creation. In

2024, I led a co-creation project with staff and students from LTU and with other London based universities to gather student and staff voices around the degree awarding gap. The output of this work is a film which was launched in January 2025. The film is a provocation and a call to action to think about how pedagogy influences student success or indeed perpetuates indifference, disengagement and the wicked problem of the awarding gap. This masterclass will include screening particular scenes from the film, activities exploring students' lived realities at university versus our own perceptions, and grounded in student voice, actions that staff can take to address the awarding gap in higher education.