

Equality, Diversity and Inclusion Conference 2026: Embedding EDI in Higher Education: Tradition Retold, Borrowed Insights, and Bold Innovations

25-26 March 2026

Posters

Day one – 25 March 2026

D1P1. The postcode lottery: Challenging postcode inequity by closing the awarding gap for year 1 STEM students residing in our most deprived UK postcodes, Dr Louise MacBrayne AND Jennie Bellamy, The Open University

D1P2. Creating institutional capacity and confidence for digital accessibility - ways to address the reality 'gap', Dr Karen Lander, University of Manchester

D1P3. Fostering brave conversations: Enhancing dialogue on anti-racism and ethnicity in L&D, Lama Halime, Oxford Health Foundation Trust

D1P4. Beyond the charter: A five-year roadmap for sustainable EDI transformation at Queen's University Belfast, Dr Huda Fish, Queens University Belfast

D1P5. Disability inclusion retold: Institutional learning from a Q-Methodology study of higher education lecturers' attitudes towards disability inclusion, Dr Anne Shaw, University of Greater Manchester

D1P6. Inclusive practice in academic tutoring; the student and staff experience and implications, Eleanor Vials, University of Reading

D1P7. The folding chair, Dr Raven Major, The Folding Chair Collective

D1P8. Understanding racial bias in UK healthcare and education: Findings from a national survey of healthcare professionals, Vittoria Sorice University of Derby / Chesterfield Royal Hospital NHS Foundation Trust and Gerri Mortimore, University of Derby

D1P9. From framework to culture: Embedding EDI through evidence-based leadership at Queen's University Belfast, Dr Huda Fish, Queens University Belfast

D1P10. Men should not be nurses, Sean Morton, East Midlands Ambulance Service

D1P11. An interpretive phenomenological analysis of attitudes towards the chiropractic placement model at Teesside University, from the perspective of chiropractic students with a disability, Amber Hodgson, Teesside University

D1P12. The challenges and opportunities posed by AI in promoting EDI in the workplace, Dr Alina Vaduva and Professor Kirk Chang, University of East London

D1P13. Walking the inclusion talk: Using tech to reimagine inclusion at work, Ofentse Lekwane, Wakari

D1P14. Inclusive research in action: The ASPIRE pilot, Professor Elyn Kenny, Olivia Barfi, Asli Kandemir, Nosheen Qamer and Kally Bharti, University of Birmingham

D1P15. Fatness and body diversity on campus: Fostering a culture of body inclusivity in our communities, Sarah Heinken, CIEE Berlin

D1P16. Narratives behind the numbers: Telling stories with EDI data to support change, Laxman Godhania City St George's, University of London

D1P17. Bridging the gender gap: Insights from women in computing to advance inclusion across STEM, Dr Joey Lam and Joe Appleton, University of Surrey

D1P18. Follow the leader, Raveena Francis

D1P22. Key stakeholder development of guidelines to support neurodivergent students in veterinary clinical learning environments, Dr Kirstie Pickles, Harper & Keele Vet School and Professor Anna Hollis, University of Cambridge

D1P23. Embedding Belonging: A Whole-University Approach to Culture and Inclusion, Ketna Patel, University of Lancashire

D1P24. What's the story: Exploring inequality in outcomes through the narratives of part-time black and brown students in online learning, Dr Rehana Awan, The Open University

D1P25. Therapeutic coaching to enhance EDI in higher education, Dr Deborah Lee, Dr Deborah A. Lee Coaching & Counselling

D1P26. When the classroom is calm, but the campus is divided; navigating respect, conflict and courage in higher education, Professor Patricia Perlman-Dee, University of Manchester

D1P27. Evaluation of offline adjustments and improving accessibility for distance learning science students, Dr Christopher Hutton and Dr Fiona Aiken, The Open University

D1P28. Promoting inclusive engagement in (neuro)diverse cohorts: Exploring avenues for innovation and overcoming challenges, Dr Chloë Spence, University of Liverpool

D1P29. Fostering positive campus relations through community-led innovations, Caroline Hilgers and Oluwatobiloba Agbede, London School of Economics and Political Science

D1P30. Walking with student perspectives: Embedding intersectionality through dialogue, Dr Rehana Awan, The Open University

D1P31. A tale of two halves: Reflections from De Montfort University's REC silver journey, Annette Hay and Dr Hardeep Basra, De Montfort University

D1P32. Beyond compliance: Reimagining neurodiversity, performative EDI and the promise of universal design, Joanne Mather, University of Portsmouth

D1P33. Equality, diversity and inclusion: Insights for increasing employer engagement with BAME law students, Gift Sotonye-Frank and Deirdre Timoney, Queen's University Belfast School of Law

D1P34. Supporting underrepresented students: Lessons from the US and New Zealand, Alexandra Lyons, Imperial College London

D1P35. Equity, inclusion and difference: Eurocentric concepts? Global public health students' perspectives, Dr kalwant sidhu, King's College London

D1P36. Innovating inclusion: Developing the belonging game, Dr Shalinee Dhayal, Dominic Wiredu-Boakye, Dr Iveren Winifred Nyinoh and Musarrat Maisha Reza, University of Exeter

D1P37. Are you M.A.D? Raveena Francis

D1P38. Effective allyship: Embedding practice into institutional culture, Emily Crouch and Julia Ratcliffe, University of Hertfordshire

D1P39. Working together is success: Using external partnership to build psychologically safe development programmes, Nate Belgrave, University of Manchester

D1P40. The Power of Connection: Strengthening EDI through Ecosystem Design, Becky O'Selmo, University of Southampton

Day two – 26 March 2026

D2P1. A student-led review of medical school curricula: Demanding inclusivity, Corinne Moss, University of Limerick

D2P2. Embedding inclusion as quality – The UKMC inclusive curriculum framework, Dr Amy Bywater, UK Management College

D2P3. Students redefine belonging – A framework for higher education, Dr Amy Bywater, UK Management College

D2P4. Supporting neurodiversity in conceptual design: Lessons learned from companies and classrooms across Finland and the UK, Lee Walton, Falmouth University

D2P5. Understanding engagement from a student's perspective: Exploring the facilitators and barriers to engagement for students who are at high risk of disengagement, Sarah Done, Swansea University

D2P6. Voices from within: Exploring the retention, progression and promotion of ethnically and racially minoritised (ERM) professionals in HE career services, Leena Dattani-Demirci, De Montfort University

D2P7. Can we call everyone in?: Somatic and trauma-informed pedagogies for safer all-staff EDI training, Dr Saio Gradin, King's College London

D2P8. Future families at Manchester: A blueprint for inclusive institutional change, Dr Perpetual Eze-Idehen and Professor Rachel Cowen, University of Manchester

D2P9. Building inclusive communities: Advancing EDI and accessibility through the school EDI hub and community of practice, Lina Furnell and Tajinder Gill, The Open University

D2P10. Discrimination in higher education: A call for re-evaluation of equality, diversity and inclusion policies, Oyenike Akinlabi, Sheffield Hallam University

D2P11. Beyond grades: Building belonging and resilience through peer mentorship for academically at-risk students, Associate Professor Nimira Asif, Shagufta Iqbal, Zohra Jetha, Sanam Hanif and Farzana Adnan, Aga Khan University School of Nursing and Midwifery

D2P12. From lived experience to lasting change: Using neurodivergent insight to shape inclusive policy and student support, Kirsten Farrell University of Portsmouth

D2P13. Equity at Manchester - ensuring all voices are heard, Kathryn Bradley and Emma Jobling, The University of Manchester

D2P16. Measuring institutional transformation: Embedding equity, diversity, and inclusion across leadership, governance, and student engagement, Dr Oluwafemi Dele Aniiifowose and Odugbesan Jamiu Adetola, Ekiti State University

D2P17. Creating an equitable student support system, Jenny Husbands, Imperial College London

D2P18. The sum of many parts: Embedding intersectionality in HE practices, Dr Pradeep Passi, University of Salford

D2P19. Conversations about whiteness, Darren Gray and Amo Rose, The Open University

D2P20. Why mixed ethnic postgraduates deserve more attention in UK higher education, Dr Rhianna Garrett and Dr Maranda Ridgeway, Northumbria University

D2P21. Leading differently: ADHD, integrity and the neurodiverse imagination in higher education, Dr Amy Bywater, UK Management College

D2P23. Bridging Cultures, Closing Gaps: Addressing Awarding Inequalities through Cross-Sector Insights on Culture Shock and Belonging, Dr Chizoba Esio-Bassey and Dr Dan-Ogosi, University of the West of England Bristol

D2P24. EDI Training in Higher Education: An evidence-based good practice guide, Dr Stefanie Schneider and Dr Dong Lin, University of the West of Scotland

D2P25. From denial to accountability: Ten years on – reinterpreting the legacy of changing the culture in UK higher education, Gemma McCall, Culture Shift

D2P26. From commitment to culture: Embedding disability inclusion through systemic design and shared accountability, Michelle-Louise Yembra Laxman Godhania and Kiren Chima, City St George's, University of London

D2P27. Why money isn't enough: The role of philanthropy in advancing intersectional equity in higher education, Jacqueline Darkwa, Mission 44

D2P28. Diversify your mind: Dialogues that transform culture, Michelle-Louise Yembra Laxman Godhania and Kiren Chima, City St George's University of London

D2P31. Allyship at Salford – creative approaches to bringing data to life and how and the 'allyship continuum' helps us to meet colleagues and institutions where they are, Laura McGregor, Tamsin Scott and Cath Prescott, University of Salford

D2P32. Situated learning and belonging: Empowering international medical graduates through inclusive mixed-modality learning, Dr Tzu-Yu Tai, Musgrove Park Hospital, Somerset NHS Foundation Trust

D2P33. Using cultural competency training to improve workplace and research culture within higher education, Dr Zoe Vaill and Leanne Tyson, University of East Anglia

D2P34. Embedding reciprocal mentoring in student internships to advance equality, diversity and inclusion priorities, Paulette Johnson, Dr Hannah Lavery and Belinda Yare, The Open University

D2P35. Creating EDI impact - the story of eSTEEeM (centre for scholarship and innovation, STEM, OU), Dr Daphne Chang and Fiona Aiken, Open University

D2P36. Reciprocal mentoring in research culture: Creating a more inclusive and accessible workplace, Dr Zoe Vaill and Dr Leanne Tyson, University of East Anglia

D2P37. Embedding EDI in research culture: Based on the EDIT guidance, Dr Leanne Tyson and Dr Zoe Vaill, University of East Anglia

D2P38. London Met's education for social justice: A whole-institution framework catalysing cultural transformation, Marva de la Coudray and Precious Nonye Sango, London Met University

D2P39. Co-creating a culture of anti-racism: Every student, every staff member, Sanchia Rodrigues and Karoline Schneider, University of Warwick

