



Equality, Diversity and Inclusion Conference 2025: The sum of many parts: Embedding intersectionality in HE practice

2-3 April 2025, Crowne Plaza, Newcastle.

Conference Programme

This document provides a breakdown of the programme for Advance HE's Equality, Diversity and Inclusion Conference 2025.

The conference will take place between Wednesday 2nd and Thursday 3rd April 2025 at the Crowne Plaza, Newcastle.

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

Lunch and refreshments will be provided each day for delegates at the conference in the Stephenson Suite Foyer and restaurant.

There will be a conference dinner and evening entertainment between the two conference days on 2nd April.

1. Day 1 Programme, 6 March 2024

Registration for Day 1 is open from 09:00 in the morning. The registration desk will be positioned in the Stephenson Suite Foyer; where we will also be serving refreshments as you arrive. You will also find the poster exhibition and stands in this area.

1.1. Welcome and Keynote

The welcome and keynote for Day 1 will be held in Stephenson Suite and will commence at 10:00.

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

Session title: Unlocking the future of Intersectionality: Communities, Truth and Power

Keynote: Dr Arun Verma, Head of Equality, Diversity and Inclusion, University of London

Summary abstract: 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.

The keynote session will finish at 10.50.

1.2. Refreshment break

The morning refreshment break will take place in the Stephenson Suite Foyer between 10:50 and 11:05. Delegates will have the opportunity to network with colleagues, view posters created for the conference, and visit exhibition and sponsor stands.

1.3. Parallel Session 1

In parallel session 1, seven sessions will run simultaneously between 11:05 and 12:05. Delegates should select one, hour-long session to attend.

Parallel session 1 consists of the following seven sessions:

1.3.1. Interactive workshop 1.1

This session will take place in Stephenson Suite between 11:05 and 12:05.

Session title: Harnessing lived experiences: Creating neurodiverse learning environments

Presenters: Davina Whitnall, The University of Salford

Summary abstract: 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.

1.3.2. Interactive workshop 1.2

This session will take place in Northumbrian Suite between 11:05 and 12:05.

1.3.2.1. Session 1.2

Session title: Intersectional lifelines: A catalyst for leadership insight

Presenter: Dr Sandie Dunne, University of Birmingham and Jackie Kilbane, University of Manchester

Summary abstract: 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.

1.3.3. Interactive workshop 1.3

This session will take place in Rocket Suite between 11:05 and 12:05.

Session title: Decolonial pedagogies in clinical education

Presenters: Dr Ban Haider, City St George's, University of London

Summary abstract: 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.

1.3.4. Oral presentation session 1.4

This session, comprising two, 30-minute presentations plus Q&A, will take place in Invicta between 11:05 and 12:05.

1.3.4.1. Session 1.4a

This is the first of two presentations within this one-hour session.

Session title: Amplifying diverse voices: An intersectional approach to curriculum inclusivity in higher education

Presenter: Dr Raheela Awais, Professor Gita Sedghi and Dr Maria Limniou, University of Liverpool

Summary abstract: 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.

1.3.4.2. Session 1.4b

This is the second of two presentations within this one-hour session.

Session title: Embedding EDI into BSc economics curriculum – an experimental approach

Presenter: Dr Yao Yao, University of Birmingham

Summary abstract: 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.

1.3.5. Oral presentation session 1.5

This session, comprising two, 30-minute presentations plus Q&A, will take place in Planet Suite between 11:05 and 12:05.

1.3.5.1. Session 1.5a

This is the first of two presentations within this one-hour session.

Session title: Aligning your chartermarks

Presenters: Emily Segaran and Rakhee Patel, Loughborough University

Summary abstract: 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.

1.3.5.2. Session 1.5b

This is the second of two presentations within this one-hour session.

Session title: The inclusive Durham framework: A roadmap to community action and a sense of belonging

Presenter: Louise Wright and Dr David Lowther, Durham University

Summary abstract: 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.

1.3.6. Oral presentation session 1.6

This session, comprising two, 30-minute presentations plus Q&A, will take place in Locomotion 2 between 11:05 and 12:05.

1.3.6.1. Session 1.6a

Session title: A fair chance to succeed? A wealth justice approach to student support

Presenter: Brigit McWade, Lancaster Medical School, Lancaster University

Summary abstract:

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.

1.3.6.2. Session 1.6b

This is the second of two presentations within this one-hour session.

Session title: Working in partnership with diverse students: embedding EDI in approaches to student voice and representation

Presenter: Megan Brown, Student Partnerships in Quality Scotland

Summary abstract: 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.

1.3.7. Interactive workshop1.7

This session will take place in Planet Suite between 11:05 and 12:05.

Session title The assessment extensions data dilemma and equity in university education: Navigating the paradoxes of policy and inclusivity

Presenters: Dr Jackie Cameron, Dr Mavis Gutu and Simone Kurtzke, Edinburgh Napier University

Summary abstract: 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.

1.4. Transition break

From 12:05 to 12:15 there will be a short break to allow delegates to find their way to the appropriate rooms ahead of parallel session 2.

1.5. Parallel Session 2

In parallel session 2, seven sessions will run simultaneously between 12:15 and 13:15. Delegates should select one, one-hour session to attend.

Parallel session 2 consists of the following seven sessions:

1.5.1. Interactive workshop 2.1

The session will take place in Stephenson Suite between 12:15 and 13:15.

Session title: Co-production of a student-delivered workshop to deliver inclusive experiences for intersectional students in higher education

Presenters: 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

Summary abstract: 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.

1.5.2. Interactive workshop 2.2

The session will take place in Northumbrian Suite between 12:15 and 13:15.

1.5.2.1. Session 2.2a

This is the first of two presentations within this one-hour session.

Session title: Why are we still here? Challenging the barriers in sharing and acting upon practice in supporting the success of racially minoritised students

Presenter: Freya Ernsting, Manchester Metropolitan University

Summary abstract: This session will reflect on the challenge of how sharing practice on supporting the success of racially minoritised students within higher education institutions and beyond is valued within current institutional structures. Utilising the example of the Higher Education Award Gap repository, this session invites participants to reflect on their experiences of raising awareness of innovative practice, learning about practice outside of their institutions, and the way this work is valued institutionally. This session aims to identify the barriers and opportunities, and challenge the traditional structures and channels of sharing practice, which limit how institutions are championing student success.

1.5.3. Interactive workshop 2.3

This session will take place in Rocket Suite between 12:15 and 13:15.

Session title: Neurodivergence and Intersectionality in higher ed

Presenters: Bjorn Spain, Edinburgh University Students' Association

Summary abstract: 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.

1.5.4. Oral presentation session 2.4

This session, comprising two, 30-minute presentations plus Q&A, will take place in Invicta between 12:15 and 13:15.

1.5.4.1. Session 2.4a

This is the first of two presentations within this one-hour session.

Session title: To be announced

Presenters: To be announced

Summary abstract: To be announced.

1.5.4.2. Session 2.4b

This is the second of two presentations within this one-hour session.

Session title: Responsible use of intersectional data in higher education

Presenter: Dr Vanessa Ho, City St George's, University of London

Summary abstract: 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?

1.5.5. Oral presentation session 2.5

This session, comprising two, 30-minute presentations plus Q&A, will take place in Locomotion 1 between 12:15 and 13:15.

1.5.5.1. Session 2.5a

This is the first of two presentations within this one-hour session.

Session title: Exploring systemic challenges and fostering an inclusive environment in higher education

Presenters: Dr Gloria Botchway, Dr Lucy Currie and Princess Bwanya, Northumbria University

Summary abstract: 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.

1.5.5.2. Session 2.5b

This is the second of two presentations within this one-hour session.

Session title: 'The power of lived experience': The development of an EDI steering group through active engagement with experiences of women from racially marginalised groups

Presenters: Seraphina Simmons-Bah, Iain Kitchener and Samina Qureshi, University of Greenwich

Summary abstract: 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.

1.5.6. Oral presentation session 2.6

This session, comprising two, 30-minute presentations plus Q&A, will take place in Locomotion 2 between 12:15 and 13:15.

1.5.6.1. Session 2.6a

This is the first of two presentations within this one-hour session.

Session title: Intersectionality and innovation: PPI in conversation

Presenters: Dr Sarah Crabtree, Dr Honor Morris and Leonie Lawson, King's College London

Summary abstract: 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.

1.5.6.2. Session 2.6b

This is the second of two presentations within this one-hour session.

Session title: Creating a culture of inclusion: Increasing diversity and equity of access (IDEA)

Presenters: Professor Joanna Semlyen, UEA

Summary abstract: 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.

1.5.7. Ten-minute thesis session 2.7

This session, comprising three, 10-minute presentations plus Q&A, will take place in Planet Suite between 12:15 and 13:15.

1.5.7.1. Session 2.7a

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

Session title: The retirement experiences of senior women academics: Addressing identity and inclusion

Presenter: Dr Mairead Cahill, University of Limerick

Summary abstract: 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.

1.5.7.2. Session 2.7b

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

Session title: Empowering LGBTQIA+ international students of colour

Presenter: Feifan Ma, The Ohio State University

Summary abstract: 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.

1.5.7.3. Session 2.7d

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

Session title: Understanding the awarding gap through the lived experiences of minority ethnic students: An intersectional approach

Presenters: Professor Leslie Gutman, University College London

Summary abstract: 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.

1.6. Lunch break

A buffet lunch will be served in the Stephenson foyer and restaurant, located on the ground floor from 13:15 and 14:00. In addition to lunch, delegates will have the opportunity to network with colleagues, view posters created for the conference, and visit exhibition and sponsor stands.

1.7. Parallel Session 3

In parallel session 3, seven sessions will run simultaneously between 14:00 and 15:00. Delegates should select one, one-hour session to attend.

Parallel session 3 consists of the following seven sessions:

1.7.1. Interactive workshop 3.1

This session will take place in Stephenson Suite between 14:00 and 15:00.

Session title: The intersectional practitioner: LFPS a tool to reduce harm

Presenters: Robina Begum, University of Nottingham / The Reverse Mentoring Practice LTD

Summary abstract: 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.

1.7.2. Interactive workshop 3.2

This session will take place in Northumbrian Suite 1 between 14:00 and 15:00.

1.7.2.1. Session 3.2

Session title: Clashing cultures: From content warnings to beyond

Presenters: Dr Sheena Kalayil and Catherine Franc, University of Manchester

Summary abstract: 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.

1.7.3. Interactive workshop 3.3

This session will take place in Rocket Suite between 14:00 and 15:00.

Session title: Supporting a holistic approach to EDI: Advance HE's Inclusive Institutions Framework

Presenter: Dr Ruth Gilligan, Advance HE.

Summary abstract: 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.

1.7.4. Oral presentation session 3.4

This session, comprising two, 30-minute presentations plus Q&A, will take place in Invicta between 14:00 and 15:00.

1.7.4.1. Session 3.4a

This is 30-minute presentations plus Q&A, within this One-hour session.

Session title: Fieldtrips for all; identifying and mitigating intersectional barriers to outdoor education

Presenters: Dr Adrian Gonzalez and Dr Karen Parkhill, University of York

Summary abstract: 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.

1.7.4.2. Session 3.4b

This is the second of two presentations within this one-hour session.

Session title: The scientist builder model

Presenters: Dr Mouna Chetehouna and Dr Eldad Avital, Queen Mary University of London

Summary abstract: 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.

1.7.5. Oral presentation session 3.5

This session, comprising two, 30-minute presentations plus Q&A, will take place in Locomotion 1 between 14:00 and 15:00.

1.7.5.1. Session 3.5a

This is the first of two presentations within this one-hour session.

Session title: Balancing free speech and equity, diversity and inclusion

Presenters: Denise Miller, Agnes Kosek and Robert Morgan, University of Greenwich

Summary abstract: 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.

1.7.5.2. Session 3.5b

This is the second of two presentations within this one-hour session.

Session title: "As an Ethiopian, my heart goes out to the Arab students": Intersectional solidarity in Israeli higher education

Presenters: Dr Shula Mola, Hebrew University of Jerusalem

Summary abstract: 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.

1.7.6. Oral presentation sessions 3.6

This session, comprising two, 30-minute presentations plus Q&A, will take place in Locomotion 2 between 14:0 and 15:00.

1.7.6.1. Session 3.6a

This is the first of two presentations within this one-hour session.

Session title: Intersectional and cross sector approaches to integrating EDI into higher education curricula

Presenters: Dr Michelle Welsh and Dr Ourania Varsou, University of Glasgow and Dr Taghried Abdel-Magid, University of Bath

Summary abstract: 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!

1.7.6.2. Session 3.6b

This is the second of two presentations within this one-hour session.

Session title: Demystifying the hidden curriculum through mentoring: An intersectional approach to supporting chemistry undergraduates at key transition stages

Presenters: Dr Derek Wann and Leonie Jones, University of York

Summary abstract: 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.

1.7.7. Walkshop session 3.7

This session will take place in Planet Suite between 14:00 and 15:00

Session title: Voices of diversity: Exploring mental health through an intersectional lens

Presenters: Denise Coles, Lewis Jenkins and Tandrima Bhattacharjee, Loughborough University

Summary abstract: 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.

1.8. Refreshment break

The afternoon refreshment break will take place in the Stephenson Foyer between 15:00 and 15:15. In addition to refreshments, delegates will have the opportunity to view posters created for the conference.

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

1.9. Parallel Session 4

In parallel session 4, seven sessions will run simultaneously between 15:15 and 16:15. Delegates should select one, one-hour session to attend.

Parallel session 4 consists of the following seven sessions:

1.9.1. Interactive workshop 4.1

This session will take place in Stephenson Suite between 15:15 and 16:15.

Session title: Not waving but drowning? Using extensions requests as the opportunity to uncover intersectional needs and support progression

Presenters: Dr Wannette Van Eg Dom -Tuinstra and Bryony Gilbert, Open University

Summary abstract: 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.

1.9.2. Interactive workshop 4.2

This session will take place in Northumbrian Suite between 15:15 and 16:15.

Session title: Athena Swan: The importance of core structures and innovation in achieving genuine change

Presenters: Dr Amosm, Dr Surya Nayak, Patience Udonsi, Maxine Hamilton-Bell and Johana Hammad, University of Salford

Summary abstract: 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.

1.9.3. Interactive workshop 4.3

This session will take place in Rocket Suite between 15:15 and 16:15.

Session title: Understanding EDI prompts in course design

Presenters: Dr Chris Knifton, De Montfort University

Summary abstract: 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.

1.9.4. Oral presentations 4.4

This session, comprising two, 30-minute presentations plus Q&A, will take place in Invicta between 15:15 and 16:15.

1.9.4.1. Session 4.4a

This is the first of two presentations within this one-hour session.

Session title: Balancing time equity and academic integrity: The paradox of deadline extensions in higher education

Presenters: Dr Jackie Cameron, Dr Mavis Gutu and Simone Kurtzke, Edinburgh Napier University

Summary abstract: 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.

1.9.4.2. Session 4.4b

This is the second of two presentations within this one-hour session.

Session title: Culturally affirming, validating and relatable mentoring for racially minoritised students in higher education

Presenters: Josephine Gabi, Dr Araida Hidalgo-Bastida, Josie Leydon and Grace Johnson, Manchester Metropolitan University

Summary abstract: 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.

1.9.5. Oral presentation session 4.5

This session, comprising two, 30-minute presentations plus Q&A, will take place in Locomotion 1 between 15:15 and 16:15.

1.9.5.1. Session 4.5a

This is the first of two presentations within this one-hour session.

Session title: Cultivating community and belonging through creative work-based learning for students with multiple marginalised intersectional identities at Manchester Metropolitan University

Presenters: Gavin Douglas and Nathan Roberts, Manchester Metropolitan University

Summary abstract: 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.

1.9.5.2. Session 4.5b

This is the second of two presentations within this one-hour session has been cancelled.

1.9.6. Oral presentation session 4.6

This session, comprising two, 30-minute presentations plus Q&A, will take place in Locomotion 2 between 15:15 and 16:15.

1.9.6.1. Session 4.6a

This is the first of two presentations within this one-hour session.

Session title: Belonging: The paradox of intersectionality in EDI

Presenters: Dr Wayne Mitchell, Imperial College London

Summary abstract: 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.

1.9.6.2. Session 4.6b

This is the second of two presentations within this one-hour session.

Session title: Diversifying influence for more effective decisions: The use of shadow committees to enhance inclusive participation in strategic decision-making

Presenter: Sophie Daniels, Durham University and Sapna Marwaha, Formation Consultancy

Summary abstract: 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.

1.9.7. Ten-minute thesis 4.7

This session, comprising four, 10-minute presentations plus Q&A, will take place in Planet Suite between 15:15 and 16:15.

1.9.7.1. Session 4.7a

This is the first of four presentations within this one-hour session.

Session title: The guardians of meritocracy? Resistance to gender equality and diversity in academia

Presenter: Dr Meytal Jona, Weizmann Institute of Science

Summary abstract: 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.

1.9.7.2. Session 4.7b

This is the second of four presentations within this one-hour session.

Session title: Disablers and enablers of black academic progression: An intersectional systemic research study of UK and US business schools

Presenter: Olajumoke Okoya, University of East London and Professor Jonathan Passmore, Henley Business School

Summary abstract: 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.

1.9.7.3. Session 4.7c

This is the third of four presentations within this one-hour session.

Session title: Re-thinking prevent duty training in higher education: Addressing exclusionary practices

Presenter: Dr Ban Haider, City St George's, University of London

Summary abstract: 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.

1.9.7.4. Session 4.7d

This is the fourth of four presentations within this one-hour session.

Session title: Contested spaces: Embracing complexities

Presenter: Dr Angela Donin, City St George's, University of London

Summary abstract: 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.

1.10. Transition break

From 16:15 to 16:25 there will be a short break to allow delegates to find their way to the plenary session held in the Stephenson Suite.

1.11. Summative plenary

The final plenary session of the day will be held in Stephenson Suite at 16:25 and commences at 17:45.

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

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

The session will finish at 16:45.

1.12. Drinks reception, dinner and entertainment

For those delegates booked onto the Equality charters drinks reception the drinks reception will commence at 18:00 in the Gin Bar, located on the ground floor. For those delegates booked onto the conference dinner, the drinks reception will commence at 18:30 in the Stephenson Suite Foyer, located on the ground floor. The formal dinner element will commence at 19:00 in Stephenson Suite, also located on the ground floor. The dinner will commence with a welcome address from Anne Mwangi, Head of Race Equality Charter, Advance HE, Followed by a pre-dinner speaker Professor Nicola Rollock, Professor of Social Policy & Race, King's College London.

The evening will finish at approximately 21:30, but the bar and room will remain open until 22:00 if you would like to stay later and socialise.

1.13. Posters on display

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

1.13.1. Poster D1P1

Poster title: The power of storytelling in community building

Presenter: Elaine Watt, University of Leeds

Summary abstract: The poster shares how the collaborative tool of storytelling has been used in the formation of the University of Leeds EDI Community of Practice, launched this year. Drawing on Ubuntu and Gottschall's theories, storytelling is the connective web that has united domain, practice, and community as well as individual members within that group. The connections made empower sharing of best practice and a collaborative, intersectional approach to challenge inequities experienced by staff. The interactive poster allows a self-directed exploration of storytelling to experience its power and thus, provides a platform for application in diverse EDI-centred groups.

1.14.2 Poster D1P3

Poster title: Experiences of higher education staff with disabilities in the UK; the impact of intersectional identities and personal perceptions of disability

Presenter: Alexa Elias, SHARE Collaborative, Queen Mary University of London

Summary abstract: This review synthesised qualitative evidence to investigate experiences of staff with disabilities in UK higher education (UKHE). We conducted a database search and hand search to identify academic and grey literature describing experiences of staff with disabilities in UKHE. We identified 31 studies and narrative accounts. We analysed findings using thematic synthesis and identified six themes providing insights into: intersectionality, experiences with reasonable adjustments and support, 'disclosing' disability, experiences of ableism and inaccessibility, impacts of ableism and inaccessibility, and experiences during COVID-19. Findings suggest current systems of support for staff with disabilities in UKHE are inadequate and warrant considerable improvement.

1.14.3 Poster D1P4

Poster title: Mainstreaming EDI: Lessons from Scotland

Presenter: Ellie DeLappe and Sebastian Bromelow, University of Edinburgh

Summary abstract: Come and explore the Scottish duty of 'Mainstreaming' with the University of Edinburgh's HR EDI Team. We'll be presenting the duty and then unpacking the challenges and benefits of our mainstreaming approach to EDI and the impact that has had on our staff and student communities. Devolution of EDI across our 15,000 staff and 50,000 students means we have to work together, fostering allyship, dialogue and an embedding of intersectionality to our work. We hope that you will find it thought-provoking, and we look forward to unpacking this Scottish approach with attendees from the rest of the UK, and beyond.

1.14.4 Poster D1P5

Poster title: Proceed with caution: The importance of considering the intersection between gender, career stage and discipline

Presenter: Agata Czech and Becky Ioppolo, University of Cambridge

Summary abstract: We examine disparities in grant funding looking at who applies, how much they apply for, who is successful, and how much they are awarded. We reveal a complex relationship between the intersecting characteristics of gender, career stage, and discipline. Using administrative data from the University of Cambridge, we analyse over 20,000 grant applications covering over

3,500 researchers using a Bayesian statistical approach, which allows us to present our results alongside uncertainty estimates.

1.14.5 Poster D1P6

Poster title: Survivance and refusal: Black male academic trailblazers in UK higher education

Presenter: Dr Josephine Gabi and Diane Warner, Manchester Metropolitan University and Dr Charmaine Brown and Denise Miller, University of Greenwich and Dr Susan Davis, Cardiff Metropolitan University

Summary abstract: Participants will leave with an enhanced understanding of the "survivance" Black male academics experience and actionable insights for addressing representation and supporting diverse career trajectories in academia, with an emphasis on inclusive practices in policy, employment procedures, retention, and advancement.

1.14.6 Poster D1P7

Poster title: Exploring the accessibility of PWP teaching for deaf students: A reflection of the experiences of students and facilitators

Presenter: Eleanor Vialls, University of Reading

Summary abstract: Inclusive education should enable all students to access course content, fully participate in learning activities and demonstrate their knowledge at assessment (Equality Challenge Unit, 2014). The Equality Act (2010) stipulates that the education sector make reasonable adjustments to ensure that students with disabilities have equal access to teaching and learning. Research has found that Deaf students face challenges around social and educational inclusion (Batista & Garcia, 2023). This small-scale project explores the experience of a clinical training programme for Deaf students and colleagues. It outlines the adjustments made and reflects on key learning that will inform higher education.

1.14.7 Poster D1P8

Poster title: Racially minoritised academics (RMAs) hierarchy of needs in UK universities

Presenter: Dr Charmaine Brown and Denise Miller, University of Greenwich and Dr Josephine Gabi, Manchester Metropolitan University

Summary abstract: The study contributes to new knowledge to the field of motivational theory. This qualitative study applies thematic analysis to address Racially Minoritised Academic's (RMA's), Hierarchy of Needs, proposing a revised analytical framework to Maslow (1943) and Blackfoot (Siksika) Nation's community model of Needs (Ravilochan, 2021). In alignment with Foucault (1984) and Read's (2023) concepts of heterotopia, the study analyses the social precarity of Higher Education as a complex, cultural counter-space which thrives on unequal practices in the motivation and promotion of RMA's.

1.14.8 Poster D1P9

Poster title: Racial bias in healthcare and healthcare education: A systematic review of clinical outcomes and educational influences

Presenter: Vittoria Sorice, University of Derby / Chesterfield Royal Hospital NHS Foundation Trust and Dr Gerri Mortimore

Summary abstract: Racial bias in healthcare and education perpetuates health inequities, affecting service quality and accessibility for minorities. This systematic review, spanning 45 studies from 2014-2024, identified a self-perpetuating cycle of racial bias, encompassing healthcare access, perceived discrimination, provider bias, educational disparities, and literature inequities. Findings reveal significant disparities across medical specialties and highlight the underrepresentation of minorities in medical education. Comprehensive interventions, including implicit bias training and improved representation, are crucial to disrupt this cycle and promote health equity.

1.14.9 Poster D1P10

Poster title: A positive view on inclusion of data in selection and support for candidates to doctoral study

Presenters: Dr Richy Hetherington and Hania Fiaz, Newcastle University

Summary abstract: There has been a trend toward the redaction of information from applications to support a fairer approach, and to encourage entry to doctoral study from a broader range of applicants. The data considered suggests that some demographic groupings may continue to be marginalised by this process. This research considers the intersectional influence of socio-economic status and ethnically marginalised groups. We argue that to most effectively promote and support engagement into doctoral study that all information should be considered and contextualised. Addressing unconscious or conscious bias requires the assessors of applications to consider trajectory and growth not only current suitability.

1.14.10 Poster D1P11

Poster title: Identity and intersectionality: Understanding students' experiences in higher education setting

Presenter: Radhika Radhika, Heriot-watt University

Summary abstract: The PhD research intends to explore how identity and intersectionality shape the experiences of students from the global south in higher education by taking academic, social and mental wellbeing into account. The research aims to explore how social and psychological factors influence the students' concept of relational identity and intersectionality. This participant-led research runs with a broader aim to co-create research questions and methodologies with the student participants which at last intends to address the challenges and achievements of higher education practices to achieve diversity and inclusion.

1.14.11 Poster D1P12

Poster title: Balancing time equity and academic integrity: The paradox of deadline extensions in higher education

Presenters: Dr Jackie Cameron, Dr Mavis Gutu and Simone Kurtzke, Edinburgh Napier University

Summary abstract: 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.

1.14.12 Poster D1P14

Poster title: Enhancing quality assurance through diversity, equity, and inclusion: Insights from student support services and belonging surveys at Pakistan's first women's university

Presenter: Dr Bushra Yasmin, Fatima Jinnah Women University, Rawalpindi, Pakistan

Summary abstract: The paper offers firsthand insights into student support services and students' sense of belonging, addressing diversity, equity, and inclusivity (DEI) in higher education. Specifically, it examines student engagement and its impact on creating positive learning experience, nurturing soft skills, and influencing the institution's quality assurance policies to better meet student needs. The study explores students' involvement in decision-making processes and establishment of a robust alumni network. The findings show a varied but generally moderate to high sense of belonging among students across different parameters. Students perceive their campus as diverse and safe, reflecting a conducive learning environment concerning EDI indicators.

1.14.14 Poster D1P17

Poster title: Navigating religious diversity in higher education: Challenges and strategies

Presenters: Dr Yosepha Tabib Calif, Rothschild Partnerships and Professor Dame Orna Sasson Levy, Bar-Illan University

Summary abstract: 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.

2. Day 2 Programme, 3 April 2024

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

2.1. Keynote

The Keynote for Day 2 will be held in Stephenson Suite 1 and will commence at 09:30.

This session will feature an opening welcome from David Bass, Director, EDI, Advance HE and will be followed by our Day 2 keynote speakers. There will be opportunities for questions from the audience at the end of the session.

Session title: I am the King of Wishful Thinking: Re-imagining intersectionality

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

Speakers: Syra Shakir, Associate Professor in Learning and Teaching, Leeds Trinity University, Dr Marjory Da Costa Abreu, Senior Lecturer, Sheffield Hallam University, and Professor Damien Page, Deputy Vice-Chancellor, Buckinghamshire New University.

Summary abstract: 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.

2.2. Refreshment break

The morning refreshment break will take place in the Stephenson Suite Foyer between 10:20 and 10:35. Delegates will have the opportunity to network with colleagues, view posters created for the conference, and visit exhibition and sponsor stands.

2.3. Parallel Session 5

In parallel session 5, seven sessions will run simultaneously between 10:35 and 11:35. Delegates should select one, one-hour session to attend.

Parallel session 5 consists of the following seven sessions:

2.3.1. Interactive workshop 5.1

This session will take place in Stephenson Suite between 10:35 and 11:35.

Session title: Charting a path to success: Celebrating two decades of the Advance HE Equality Charters

Presenters: 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

Summary abstract: 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.

2.3.2. Interactive workshop 5.2

This session will take place in Northumberland Suite between 10:35 and 11:35.

2.3.2.1. Session 5.2

Session title: The inclusive teacher: Teacher CPD to put EDI into practice

Presenters: Rina de Vries and Dr Irene Poort, University of Groningen

Summary abstract: 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.

2.3.3. Interactive workshop 5.3

This session will take place in Rocket Suite 3 between 10:35 and 11:35.

Session title: Developing a self-assessment tool to drive improvements at faculty/school level

Presenters: Eleanor Broadbent and Abbi Mottram, Leeds Beckett University

Summary abstract: 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.

1.1.1 Roundtable discussion 5.4

This session will take place in Invicta between 10:35 and 11:35.

2.3.3.1. Session 5.4

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

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

Summary abstract: 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.

2.3.4. Oral presentation session 5.5

This session, comprising two, 30-minute presentations plus Q&A, will take place in Locomotion 1 between 10:35 and 11:35.

2.3.4.1. Session 5.5a

This is the first of two presentations within this one-hour session.

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

Presenter: Catharine Pruscino and Michael Gonzalez, University of Technology, Sydney

Summary abstract: 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.

2.3.4.2. Session 5.5b

This is the second of two presentations within this one-hour session.

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

Presenters: Dr Jessica Roy, Bristol

Summary abstract: 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.

2.3.5. Interactive workshop 5.6

This session will take place in Locomotion 2 between 10:35 and 11:35.

Session title: Bridging intersections: Embracing diversity

Presenters: Zuzana Tesárová and Melody Chinenyanga, Technological University Dublin

Summary abstract: 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.

1.1.2 Walkshop 5.7

This session will take place in Planet Suite between 10:35 and 11:35.

Session title: Innovation through co-production: Disrupting the hierarchy and moving beyond consensus

Presenters: Dr Ria Poole, University of Exeter

Summary abstract: 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.

2.4. Transition break

From 11:35 to 11:45 there will be a short break to allow delegates to find their way to the appropriate rooms ahead of parallel session 6.

2.5. Parallel Session 6

In parallel session 6, seven sessions will run simultaneously between 11:45 and 12:45. Delegates should select one, one-hour session to attend.

Parallel session 6 consists of the following seven sessions:

2.5.1. Pannel 6.1

This session will take place in Stephenson Suite between 11:45 and 12:45.

Session title: Navigating Tomorrow: Equality Charters in the changing HE landscape

Presenters: 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

Summary abstract: In our second session, we look forward to exploring 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.

2.5.2. Interactive workshop 6.2

This session will take place in Northumbrian Suite between 11:45 and 12:45.

2.5.2.1. Session 6.2

Session title: EDI in programmes

Presenters: Manaz Javaid and Dr Jennifer Martin, Cambridge Judge Business School

Summary abstract: 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.

2.5.3. Interactive workshop 6.3

This session will take place in Rocket Suite between 11:45 and 12:45.

Session title: Exploring the role of arts and crafts in fostering intersectional exchange and solidarity: Learning from traditional Romany paper flower making workshops

Presenters: Roseann Black and Dr Natalie Forster, Northumbria University

Summary abstract: 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.

2.5.4. Oral presentation session 6.4

This session, comprising two, 30-minute presentations plus Q&A, will take place in Invicta between 11:45 and 12:45.

2.5.4.1. Session 6.4a

This is the first of two presentations within this one-hour session.

Session title: Manchester is the place where we get on and do it

Presenters: Professor Jackie Carter and Kathy Bradley, The University of Manchester

Summary abstract: 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.

2.5.4.2. Session 6.4b

This is the second of two presentations within this one-hour session.

Session title: Our approach to equality impact assessments: Creating an intersectional community of practice

Presenter: Jon Opaye-Tetteh, Dr Chiara Pellegrini, Mark Hall and Cathy Blackford, Canterbury Christ Church University

Summary abstract: 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?

2.5.5. Oral presentation session 6.5

This session, comprising two, 30-minute presentations plus Q&A, will take place in Locomotion 1 between 11:45 and 12:45.

2.5.5.1. Session 6.5a

This is the first of two presentations within this one-hour session.

Session title: Agency at the intersections: The power of black student support networks

Presenter: Dr William Ackah, Birkbeck University of London

Summary abstract: 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?

2.5.5.2. Session 6.5b

This is the second of two presentations within this one-hour session.

Session title: First generation in higher education: Bridging divides through intersectionality in times of crisis

Presenter: Dr Yael Bar-Tzedek and Professor Orna Sasson-Levy, Bar-Ilan University

Summary abstract: 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.

2.5.6. Interactive Workshop 6.6

This session, comprising two, 30-minute presentations plus Q&A, will take place in Locomotion 2 between 11:45 and 12:45.

2.5.6.1. Session 6.5a

This is the first of two presentations within this one-hour session.

Session title: Data, dialogue, delivery & Durham: How data and collaboration changed the way a 200-year-old university thinks and drives holistic EDI

Presenter: Andrew Ingleby, Durham University

Summary abstract: 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.

2.5.6.2. Session 6.5b

This is the second of two presentations within this one-hour session.

Session title: Intentional disruption

Presenter: Camilla Gibson, University of Southampton

Summary abstract: 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.

2.5.7. Ten-minute thesis session 6.7

This session, comprising four, 10-minute presentations plus Q&A, will take place in Planet Suite between 11:45 and 12:45.

2.5.7.1. Session 6.7a

This is the first of four presentations within this one-hour session.

Session title: The incapacity of UK equality law to accommodate three or more multiple intersectional discriminations. A way forward for HE practices to remedy this lacuna

Presenter: Nikki Modie-Nwaefulu, BPP University

Summary abstract: 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.

2.5.7.2. Session 6.7b

This is the second of four presentations within this one-hour session.

Session title: The truth about intersectionality: Double discrimination, over-simplification and reclaiming the power of the 'I' word

Presenters: Professor Fiona Shelton and Dr Sean Wakton, Leeds Trinity University

Summary abstract: 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 refers 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.

2.5.7.3. Session 6.7c

This is the third of four presentations within this one-hour session.

Session title: Decolonisation and diversification of the curricula as a student-staff partnership

Presenters: Dr Shaun Bremner-Hart, University of Glasgow

Summary abstract: 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.

2.5.7.4. Session 6.7d

This is the fourth of four presentations within this one-hour session.

Session title: Active bystander training: From secondary to higher education

Presenter: Laura Curran, Liverpool John Moores University

Summary abstract: 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.

2.6. Lunch break

A buffet lunch will be served in the Stephenson Suite Foyer and restaurant from 12:45 to 13:30. In addition to lunch, delegates will have the opportunity to network with colleagues, view posters created for the conference, and visit exhibition and sponsor stands.

2.7. Panel Session 7

The panel session for Day 2 will be held in Stephenson Suite and will commence at 13:30.

This session will feature an opening welcome from the chair Professor Doyin Atewologun, Founder and CEO, Delta followed by a panel discussion from the other panellists. There will be opportunities for questions from the audience at the end of the session.

Session title: Intersectionality IRL

Chair: Professor Doyin Atewologun, Founder and CEO, Delta.

Speakers: 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.

Summary abstract: 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.

2.8. Parallel Session 7

In parallel session 7, seven sessions will run simultaneously between 13:50 and 14:50. Delegates should select one, one-hour session to attend.

Parallel session 7 consists of the following seven sessions:

2.8.1. Interactive workshop 7.1

This session will take place in Stephenson Suite between 14:25 and 15:25.

Session title: From theory to practice: Implementing intersectionality in higher education

Presenters: Dr Panagiota (Peny) Sotiropoulou, Advance HE

Summary abstract: 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.

2.8.2. Interactive workshop 7.2

This session will take place in Northumbrian Suite between 14:25 and 15:25.

Session title: Deploying language, culture and heritage as a tool for self-identity and self-care in cross-cultural work environments

Presenter: Dr Lucy Currie, Dr Gloria Botchway and Dr Princess Bwanya, Northumbria University

Summary abstract: 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.

2.8.3. Interactive Workshop 7.3

This session will take place in Rocket Suite between 14:25 and 15:25.

Session title: The invisible disability: How culture and background affect specific learning differences

Presenter: Dr Dylan Griffiths, Professional Association of SpLD Specialists in Higher Education (PASSHE)

Summary abstract: 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.

2.8.4. Oral presentation session 7.4

This session, comprising two, 30-minute presentations plus Q&A, will take place in Invicta between 14:35 and 15:35.

2.8.4.1. Session 7.4a

This is the first of two presentations within this one-hour session.

Session title: Intersectionality and its application in understanding barriers to women's advancement into HE

Presenter: Rachitra Gunatilake, Global Banking School

Summary abstract: 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.

2.8.4.2. Session 7.4b

This is the second of two presentations within this one-hour session.

Session title: Transforming equality impact assessments: Embedding intersectionality to improve outcomes

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

Summary abstract: 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.

2.8.5. Oral presentation session 7.5

This session, comprising two, 30-minute presentations plus Q&A, will take place in Locomotion 1 between 14:35 and 14:35.

2.8.5.1. Session 7.5a

This is the first of two presentations within this one-hour session.

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

Presenters: Dr Hannah Slack, King's College London

Summary abstract: 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.

2.8.5.2. Session 7.5b

This is the second of two presentations within this one-hour session.

Session title: Preventing talent loss: Addressing bullying and harassment in universities

Presenters: Dr Leda Blackwood, University of Bath

Summary abstract: 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.

2.8.6. Oral presentation session 7.6

This session, comprising two, 30-minute presentations plus Q&A, will take place in Locomotion 2 between 14:35 and 14:35.

2.8.6.1. Session 7.6a

This is the first of two presentations within this one-hour session.

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

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

Summary abstract: 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.

2.8.6.2. Session 7.6b

This is the second of two presentations within this one-hour session.

Session title: Navigating religious diversity in higher education: Challenges and strategies

Presenters: Dr Yosepha Tabib Calif, Rothschild Partnerships and Professor Dame Orna Sasson Levy, Bar-Illan University

Summary abstract: 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.

2.8.7. Walkshop session 7.7

This session will take place in Planet Suite between 14:35 and 15:35.

Session title: Golden opportunities: Embedding intersectionality into your HE (gender equality) action plan. A good practice sharing walkshop

Presenters: Dr Leonie Jones and Dr Derek Wann, University of York

Summary abstract: 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.

2.9. Refreshment break

The afternoon refreshment break will take place in the Stephenson Suite Foyer between 15:25 to 15:40. In addition to refreshments, delegates will have the opportunity to view, and discuss with presenters, posters created for the conference. There will also be a variety of exhibition stands positioned around the room where delegates can discuss and find information about Advance HE, the Athena Swan and Race Equality Charters and talk to our conference sponsors and exhibitors

2.10. Parallel Session 8

In parallel session 8, seven sessions will run simultaneously between 15:40 and 16:20. Delegates should select one, one-hour session to attend.

Parallel session 8 consists of the following seven sessions:

2.10.1. Master Class 8.1

This session will take place in Stephenson Suite between 15:40 and 16:20.

Session title: Practical Intersectionality: Is It Possible to Achieve Its Goals?

Presenters: Professor Doyin Atewologun, Delta

Summary abstract: 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

2.10.2. Interactive workshop 8.2

This session will take place in Northumbrian Suite between 15:40 and 16:20.

Session title: Trust conversations

Presenters: Sara Medel Jimenez, University of Edinburgh

Summary abstract: 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.

1.1.3 Unconference session 8.3

This session will take place in Rocket Suite between 15:40 and 16:20.

Session title: To be confirmed.

Presenters: To be confirmed, Advance HE

Summary abstract: To be confirmed.

2.10.3. Walkshop session 8.4

This session will take place in Invicta between 15:40 and 16:20.

2.10.3.1. Session 8.4

Session title: Exploring imbalanced power dynamics in a research and academia context

Presenter: Dr Maria Kariuki and Dr Keely Mills, British Geological Survey

Summary abstract: 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.

2.10.4. Masterclass session 8.5

This session will take place in Locomotion 1 between 15:40 and 16:20.

2.10.4.1. Session 8.5

Session title: “I Live and Breathe Intersectionality”: Discovering an intersectional ‘gaze’ for a fairer and just world

Presenters: Professor Anuj Kapilashrami, Professor - School of Health and Social Care, University of Essex

Summary abstract: 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.

1.1.4 Masterclass session 8.6

This session will take place in Locomotion 2 between 15:40 and 16:20.

2.10.4.2. Session 8.6

Session title: Safe Spaces to discuss wicked problems, a masterclass on ways to address the awarding gap

Presenters: Syra Shakir, Leeds Trinity University

Summary abstract: 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.

2.11. Transition break

From 16:20 to 16:30 there will be a short break to allow delegates to find their way to the appropriate rooms ahead of the plenary.

2.12. Summative plenary session

The closing session of the conference will be held in Stephenson Suite and commences at 16:30.

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

This session will formally conclude the conference proceedings.

The conference will end at 16:50.

2.13. Posters on display

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

2.13.1. Poster D2P2

Poster title: Strategic leadership of EDI: The student perspective on belonging, engagement and self-confidence

Presenter: Dr Amy Bywater and Libby Watson, University of Wolverhampton

Summary abstract: This session provides an overview of the strategic leadership of EDI over a 4-year period through the approach of theories of change. This approach could be a model adopted by academic staff or leads of EDI in other institutions. The heart of this session lies with the themes generated after exploring the student perspective on belonging, engagement and self-confidence (BESC). The intention was to plan, and act based on diverse student-voice, to understand the complexity of our students' lives, and to co-create a BESC charter to inform teaching and learning, curriculum, and wrap around pastoral practices with students.

2.13.2. Poster D2P3

Poster title: Expanding horizons: The impact of the career development group on ethnic-minority students' academic career aspirations

Presenter: Salma Mehboob and Dr Yael Benn, Manchester Metropolitan University

Summary abstract: Launched in September 2023, the Career Development Group (CDG) was set up to address underrepresentation of ethnic minorities in academia by co-exploring and addressing the barriers with high-performing ethnic-minority students. Through mentoring, skill-building workshops, and peer support, CDG empowers 2nd-year students with essential technical and personal skills, from academic writing to confidence-building. Now in its second year, CDG has successfully inspired participants to consider academic careers as a viable path—an option they did not previously consider. This session will present qualitative insights from CDG's students and set a model for reducing representation and awarding gaps in academia.

2.13.3. Poster D2P4

Poster title: Breaking barriers in STEM publishing: Advancing equity through open and transparent peer review

Presenter: Dr Vittorio Cecconi, Loughborough University

Summary abstract: To foster true inclusivity, it's essential that science remains accessible to all, free from financial barriers that inhibit participation, especially for early-career researchers. The existence of high-profile journals like Nature and Science, while impactful, poses challenges for those unable to afford publication fees. Advocating for entirely free, transparently peer-reviewed journals could significantly level the playing field, allowing talent from various backgrounds to contribute equally to scientific advancement and ensuring that ideas are valued over financial means.

2.13.4. Poster D2P5

Poster title: Building equality, diversity and inclusion (EDI) in the physiology curriculum through co-creation with undergraduate students

Presenter: Dr Mary McGahon, Queen's University of Belfast

Summary abstract: Through shared perspectives, we have taken important first steps toward decolonizing the Physiology curriculum, revealing also the huge magnitude of the task. Building upon our examples of how we are implementing change we hope to inspire others to take simple steps to embed principles of EDI and create a learning environment that values diversity and reflects each student. We would highly recommend that every teaching department simply ask their students what topics they want to investigate to increase representation and recognition within the curriculum whilst providing space for them to explore their own and each other's diverse life experiences.

2.13.5. Poster D2P6

Poster title: Co-creating a growth mindset with female creatives in technical environments, through community learning and interactive classroom approaches

Presenters: Jayne Sayer, University of Salford

Summary abstract: Building on a framework of a University of Salford immersive cinema technologies research project, this education focused project aims to build confidence and technological engagement in aspiring female professionals through creative experiences within cutting-edge industrial contexts. Applying approaches such as identity and noticing (Hod, Dvir, Tueg, 2023) and adding to the pedagogy surrounding fixed and growth mindsets (Dweck, 2008; Nottingham & Larsson, 2019) this project applies co-creative and practice-as-research methodologies to address the under-representation of female creatives in technical careers and educational pathways.

2.13.6. Poster D2P7

Poster title: The beyond ethnicity career conference (BECC) at Imperial College London

Presenters: Alex Dawes, Imperial College London

Summary abstract: The Beyond Ethnicity Career Conference (BECC) has run annually for 5 years at Imperial College London and grown from an event focussing on practical skills to being a flagship event tackling topical and important themes, such as entrepreneurship, AI, the impact of lifelong learning and presenting your best self. Come and see how we grew our target audience, initially staff from Minority Ethnic backgrounds to delegates from other underrepresented groups and how everyone benefitted from the enhance discussions and networking. The day brings people from diverse backgrounds together to feel a shared sense of community and inspiration for the future.

2.13.7. Poster D2P9

Poster title: Placement debrief conversations: A method of support for students who experience racism on placement in the NHS

Presenters: Katherine Waterfall, University of East Anglia

Summary abstract: Global majority students looking to join the NHS face significant barriers within their training, including racism. This presentation will detail a new pilot programme of 'debrief conversations' implemented for 2024-25 within the School of Health Sciences at the University of East Anglia (UEA). We will discuss the planning and development of the project and highlight the voices of current Global Majority students facing racism on clinical placements in the NHS. Initial experiences of staff involvement in the programme will be discussed, including barriers, facilitators and limitations.

2.13.8. Poster D2P10

Poster title: What impacts the clinical education experiences of neurodivergent healthcare students?

Presenter: Sarah Clements, University of Surrey

Summary abstract: Healthcare and medical students undertake practice placements as a significant part of their programme. Student experiences are influenced greatly by self-identity, organisational culture and relational dynamics. For students who identify as neurodivergent, this can be especially challenging as they negotiate inflexible and frequently changing clinical environments in which they are assessed against standards that decide their competency for their chosen career. A systematic review of contemporary qualitative evidence discusses barriers and facilitators to the experiences of neurodivergent healthcare students and proposes a theoretical framework to better understand these, paving the way for better support.

2.13.9. Poster D2P11

Poster title: Neurodivergent equality, diversity and inclusion - It's not just students

Presenters: Emily Adams, Professional Association of SpLD Specialists in Higher Education (PASSHE) & University of Hull and Kate Connary, Professional Association of SpLD Specialists in Higher Education (PASSHE).

Summary abstract: Neurodivergence and the pressure to fit in can take a heavy toll on neurodivergent people. Masking parts of oneself to better fit is common in the workplace and can have considerable negative effects on mental health (Pryke-Hobbs et al 2023). Consequently, having a safe and supportive space where staff can unmask and be themselves can make a real difference. We will consider the power of shared experience; and how Staff sharing personal experiences in a safe space develops connections, confidence, self-awareness and self-advocacy, and how this positively impacts the student experience (University of Hull's Neurodivergent Staff Network).

1.1.5 Poster D2P15

Poster title: What does EDI mean for postgraduate research provisions? Intersectional insights from a relevant review at Middlesex University

Presenters: Dr Panagiota Sotiropoulou, Advance HE

Summary abstract: This presentation explores the complexity of EDI policy and practice in the context of postgraduate research (PGR) studies at Middlesex University, an institution with a highly diverse student and staff population. It is based on a bespoke EDI review of PGR students that the university co-delivered with Advance HE. The review process was characterised by co-creation and an intersectional approach, involving various data collection methods, postgraduate researchers as

well as PGR-facing staff. Outlining the main findings of the review as well as recommendations, this presentation will provide useful insights to anyone interested in shaping inclusive PGR cultures.

2.13.10. Poster D2P16

Poster title: Stepping off the paved footpath: How under-represented trainees approach non-linear training models in surgery

Presenters: Sarah Aitken, University of Sydney

Summary abstract: Key findings from a qualitative interview study examining how trainees self-identifying as under-represented in surgery approach non-linear training models will be presented. Using Self-Determination Theory (SDT), we explore how surgical trainees develop autonomy, competency, and relatedness. Just as desire paths emerge where people walk off paved footpaths, our research shows that trainees from under-represented identities forge their own paths, embracing or resisting structured training models on their career trajectories. Participants will gain an appreciation for how training programs can cater to for diverse learning models to support trainees in navigating their learning.

2.13.11. Poster D2P17

Poster title: Inclusive assessment practices: Enhancing engagement and learning outcomes through peer feedback and digital tools

Presenters: Darshi Thilanka Bandara, University of Keele

Summary abstract: Inclusive feedback is essential to fostering engagement and academic growth for diverse students. This session examines the impact of exemplar-based peer feedback and social annotation tools on learning outcomes, focusing on enhancing feedback literacy among foundation-year students. Drawing from a mixed-methods case study in human biology, this session offers practical insights for educators seeking to implement inclusive assessment practices that promote self-regulation, critical thinking, and active learning.

2.13.12. Poster D2P22

Poster title: Building bridges, healing wounds: Promoting intercultural dialogue on Israeli campuses in the wake of the iron swords war

Presenter: Maayan Blumenfeld, Kibbutzim College of Education

Summary abstract: Building Bridges, Healing Wounds: Promoting Intercultural Dialogue on Israeli Campuses in the Wake of the Iron Swords War M. Blumenfeld, M. Levi-Keren, K. Rozenberg and R. Arviv Elyashiv Kibbutzim College, located in Tel Aviv, Israel, has faced complex challenges in fostering a shared communal life within Israeli society, particularly in academic institutions, in the wake of the October 7th events and the Iron Swords War. Unique challenges have emerged in the relationships between Jewish and Arab students. This presentation will showcase a study that examined how Jewish and Arab students perceive their campus experience.

2.13.13. Poster D2P25

Poster title: Neuroinclusive universities for staff

Presenter: Dr Emma Harrisson, Dr Gwennan Barton, Yasmin Washbrook, Jess Achileos and Fiona Falkingham, Wrexham University

Summary abstract: Our Neurodiverse Research Group was formed to investigate support for neurodivergent staff in UK higher education. Using a small grant, we hosted a Research Roundtable Event Day, blending networking with data collection. A world café-style setup was used, featuring four tables with questions on current support, defining a neuroinclusive university, achieving inclusivity, and barriers. Neurotypical and neurodivergent staff from various institutions participated, sharing insights across academic and professional services departments. Responses were recorded on flipchart paper and later analysed using Qualitative Description.

2.13.14. Poster D2P26

Poster title: From day one: Shaping student conduct for a positive university journey

Presenter: Puja Laporte, University of Warwick

Summary abstract: From Day One: Shaping Student Conduct for a Positive University Journey: This poster explores the development and impact of the mandatory Moodle module "Student Conduct – What You Need to Know", provided to all students at the University of Warwick. The module helps students navigate conduct expectations and responsibilities before arriving on campus, fostering an inclusive and respectful community. It introduces strategies like the Active Bystander method and guidance on consent and boundaries, emphasising prevention and community support. High levels of engagement and positive student feedback underscore its effectiveness, providing insights for implementing similar pre-arrival learning at other institutions

2.13.15. Poster D2P27

Poster title: Equality, diversity and inclusion into research and innovation (EDIT): Guidance for best practice

Presenter: Professor Joanna Semlyen, Dr Leanne Tyson, Dr Zoe Vaill and Dr Poopak Azhand, University of East Anglia

Summary abstract: EDIT (Equality, Diversity and Inclusion into Research and Innovation) guidance provides suggested best practice for implementing EDI considerations in research and research culture. A mixed-methods approach was taken to establish best practice, discover barriers and develop facilitators to EDI implementation in HE researches and innovation. The EDIT Guidance is a framework facilitating reflection on current practices, identification of training and development needs, and identifying steps towards greater inclusion. The guidance can be used to implement and operationalise EDI within research and research culture and REF PCE and provide a clear pathway to improve considerations of EDI that benefit all.