

# Connect, collaborate, share: building the equality community in HE

## Conference programme 2016

### Day 1

9:15 am	Registration and refreshments Time to view posters/ECU stands in break out areas	
10:00 am	<b>Conference opening</b> , David Ruebain, Chief Executive, ECU	Main room
10:30 am	<b>Keynote: Professor Anthony Forster, Vice-Chancellor, University of Essex</b>	Main room
11:15 am	<b>Learning session 1:</b>	
	Panel of papers: Connecting within and beyond an institution for equality (3 x papers)	Main room
	Workshop: Learning and unlearning whiteness	Breakout room 1
	Workshop: Building a 'business case' for E&D	Breakout room 2
	Workshop: 'We only have one bank account'	Breakout room 3
12:45 pm	Lunch Time to view posters/ECU stands in break out areas	
14:00 pm	<b>Keynote: Malia Bouattia, National Union of Students</b>	Main room
14:30 pm	<b>Learning session 2:</b>	
	Panel of papers: Sharing for E&D in the curriculum, learning and teaching (2 x papers)	Main room
	Workshop: Positive Action in student recruitment	Breakout room 1
	Workshop: Tackling leadership challenges for BME leaders	Breakout room 2
	Workshop: Unconscious bias: what next?	Breakout room 3
16:00 pm	Close of day 1	
18:00pm	<b>Reception and evening session</b>	Main room
19:30 pm	<b>Conference dinner</b>	Main room

### Day 2

9:15 am	Refreshments Time to view posters /ECU stands in break out areas	
10:15 am	<b>Keynote: Chantal Davies, Professor, Forum for Research into Equality and Diversity, University of Chester School of Law</b>	Main room
11:00 am	<b>Learning session 3:</b>	

	Panel of papers: Connecting for gender equality (3 x papers)	Main room
	Workshop: Collaborating to explore needs of transgender applicants	Breakout room 1
	Workshop: E&D professional recognition framework	Breakout room 2
	Workshop: Unmasking privilege to nurture inclusion	Breakout room 3
12:30 pm	Lunch Time to view posters/ECU stands in break out areas	
14:00 pm	<b>Learning session 4:</b>	
	Panel of papers: Partnerships for student equality (2 x papers)	Main room
	Workshop: Innovations in analysis and use of equality data	Breakout room 1
	Workshop: Bringing disabled leadership to the forefront	Breakout room 2
	Workshop: Unconscious bias: what next?	Breakout room 3
15:30 pm	<b>Conference summary</b> , David Ruebain	Main room
15:45 pm	End	

## Day 1: Learning session 1: 11:15 – 12:45

### A: Panel of papers: Connecting within and beyond an institution for equality

#### **Paper 1: Working together for respect at NTU - when 'consent is everything'. Dr Angie Pears and Susanna Dermody, Nottingham Trent University.**

Themes: Sexual violence; dignity and respect; students; staff; external partnerships

This paper explores a sector leading initiative, 'Consent is Everything', that is in place at Nottingham Trent University. The initiative was launched at the start of 2015-16 academic year and is part of a programme of initiatives and projects called 'Respect at NTU. Give it. Get it. Expect it.'. The Equality, Diversity and Inclusion Team established and led a collaborative working group with a remit to respond proactively to local, national and sector challenges around 'lad culture(s)', respect, consent and sexual violence on campus.

The aims of the paper include:

- = Making clear the importance of the respect and consent agenda and the level of responsibility taken by NTU at a local level.
- = Detailing how the collaborative partnerships (with students, staff, external agencies and community groups) were fundamental to the effectiveness of the initiative
- = The ways in which the strong collaborative partnerships have led to the delivery of a coherent suite of locally-appropriate resources and interventions to develop awareness, support victims of sexual violence and harassment and promote strong positive messages about behavioural expectations at NTU.

#### **Paper 2: It's time to talk about mental health issues. Dr James Palfreman-Kay, Bournemouth University.**

Themes: Mental health; students; staff; external partnerships; collaboration

The aim of this presentation is to share the journey the University, Dorset HealthCare University NHS Foundation Trust and other partners have taken to produce a series of seven videos on mental health issues since 2011. The paper will share how the:

- = video concepts and briefs were developed
- = ethical and legal issues were addressed
- = participants were recruited
- = funding was obtained to support the projects
- = locations for the videos were decided
- = videos were launched and shared with the wider community
- = unforeseen issues which occur with any filming project

There will also be a discussion of the impact of the videos to date through sharing the findings of evaluation surveys and other feedback provided by social media.

**Paper 3: Equality, diversity, inclusion and sustainability: joined-up strategy for a sustainable future. Moira Mitchell and Dr Peter Rands, Canterbury Christ Church University.**

Themes: Institutional strategy; mainstreaming; sustainability

To some people the links between equality, diversity, inclusion (EDI) and sustainability may seem obvious – how can we achieve an ethical and sustainable future unless there is equity and inclusion for all? However, within universities, the two agendas are often pursued entirely separately, perhaps even competing for attention with regard to shaping the curriculum or organisational policies. This may be because in some areas sustainability is still a limited concept restricted to concerns like energy consumption and recycling. Silo-ed approaches are also probably compounded by concerns about mission-creep or loss of influence should one agenda become subsumed by the other.

This paper will explore how the EDI and sustainability agendas can work in close harmony together and even reinforce each other in certain contexts. It builds on Canterbury Christ Church University's Vision for Sustainability which has four central components, drawn from the QAA ESD Guidance: global citizenship; environmental stewardship; social justice, ethics and well-being; and futures thinking. This vision is fully aligned with the university's Equality Objectives and the two have been promoted in tandem during the university's business planning cycle and in the context of curriculum development. The authors will share their learning from these experiences and outline how they envisage this journey of integrated strategy will develop in the future.

**B: Workshop: Learning and unlearning whiteness; developing good practice in supporting BME students in higher education. Danielle Chavrimootoo and Ross Dawson, Liverpool John Moores University.**

Themes: Students; curriculum; learning and teaching; race; whiteness

Research in higher education continues to demonstrate that ethnic minority students disproportionately experience adverse outcomes in HE (Alexander & Arday 2015). Consequently the racialised experiences of BME students indicate they are treated differently on account of racial stereotypes and implicit bias (NUS 2011). Admittedly, the sector is becoming increasingly aware of the need for a culturally responsive curriculum and teaching practices that acknowledge inequality and meets the needs of diverse groups of students. Recent research has confirmed that the academy normalises the white experience and unconsciously disadvantages BME students by doing this (Hughes 2015). Pedagogically, an engagement with whiteness in the majority white academy is an important way of engaging all staff and students in the dynamics of race in the so-called "Colour-Blind" era.

The aim of the workshop is for participants to explore the dynamics of white privilege and racism in HE, including their own individual and collective relationships to whiteness in HE. The workshop will also introduce a few strategies that can be incorporated into contemporary curriculum and teaching practices: identifying the everyday privileges of whiteness; historicizing the formation of whiteness; including white staff and students in the dynamics of race; challenging whiteness through non-white knowledge; unlearning whiteness through exposure of the effects of whiteness; making white detachment uncomfortable; developing a critical vocabulary of race. These strategies are all ways of moving from anti-racism as a passive tolerance to an active practice in the HE environment.

Participants will be involved in the workshop through:

- = Sharing their own examples of white privilege in HE
- = Group work to generate ideas on how to practically develop cultural competence
- = Post workshop feedback activity on knowledge developed and learning gains

### **C: Workshop: Building a ‘business case’ for equality and diversity in Higher Education. Prof Candy Rowe, Prof Judith Rankin and Louise Jones, Newcastle University.**

Themes: Business case; support for E&D

In the commercial world, it is becoming increasingly common to see companies making the ‘business case’ for engaging with the equality and diversity agenda. They recognise that by supporting equality and increasing diversity helps them to better engage with the customers, respond to the rapidly changing business world, and to create better working environments for staff. Staff that feel more supported tend to be happier and more productive. This approach is starting to be applied to universities, and we have been involved in developing a ‘business case’ for Newcastle University. We aim to use this workshop to examine and discuss the internal and external drivers for change, and ask: how and why does equality and diversity matter for universities? We will discuss the value of developing and using a business case approach, and consider if it could be an effective way to increase buy-in from senior management teams, as well as the wider pool of academic, research and professional staff.

The workshop will be an interactive event, which will partly involve people working in small groups to consider what they think the key drivers for senior buy-in in their institution are or should be. We will present a framework for thinking about why diversity matters in HE, and discuss as a group the applicability and value of such an approach across the sector. The diversity of institutions attending the event will help to establish common themes, as well as identify novel ways of developing and establishing an effective business case within HE.

### **D: Workshop: ‘We only have one bank account’ – using student-centred collaboration to shape the new EDI strategy. Irene Bews and Martin Steinmuller, Kingston University.**

Themes: Students; consultation; institutional strategy

Like many other universities, Kingston has an ambition to offer a provision that meets the needs of its diverse student body and an effective EDI strategy that delivers this ambition. When the Vice Chancellor challenged the EDI committee to create a more holistic and joined up approach, we considered how we could use the creation of the new One Kingston EDI strategy to break down the piecemeal, siloed and perhaps unhelpful approach to the student journey.

The key aims were to break down departmental siloes, to put the student with all their EDI dimensions in the centre of the development process and to create pace and energy needed to mainstream inclusion. Using service design thinking, 40 faculty staff and students identified key issues and themes relevant specifically to KU students. The feedback from this process demonstrated an overwhelming desire to own the strategy and follow through the ideas we generated.

The result? An EDI strategy that is as relevant to learning and teaching as it is to the international strategy, made agile and living through an open cross-institutional group of staff and students containing many of the things you would expect to see and some that you would not.

During the workshop, participants will be asked to engage in a number of exercises similar to those used at Kingston. They will use this experience and the approach used by the open-access working group to:

- = discuss similarities and differences to the approach taken at their own institution
- = explore the benefits of using Kingston's approach at their own institution
- = identify what would need to be put in place for the benefits of such an approach to be realised

## Day 1: Learning session 2: 14:30 – 16:00

### A: Panel of papers: Sharing for E&D in curriculum, learning and teaching

**Paper 1: What kind of diversity are we seeking in order to create a learning community? Mandy Jack, Swansea University.**

Themes: Students; curriculum; virtual learning

The aim of the project was to create an interactive, collaborative virtual learning space that staff could consult and contribute to, to gain a deeper understanding of, and explore methods of, inclusive practice. In the first instance the resource created was for new teaching staff as part of their PG Cert HE programme. Later as part of a newly formed inclusive services group the range and value of the resource grew into something more institutionally accessible. The intention was to create a resource that was not only collaborative, but had some sort of accreditation. We decided to consider the use of digital badges. Many of the items on the learning space (which is a course on the university's VLE, Blackboard) are shared from other institutions and open source materials that had been repurposed.

The project's resource focuses on diversity, differentiation and inclusive practice. It is hoped that members of staff who engage with it will develop their knowledge of diversity and inclusion, whilst exploring the potential impact inclusive practices will have on student learning. It is designed to encourage, the discussion about and the sharing of, teaching strategies that provide equitable learning opportunities for all students.

**Paper 2: Exploring the experiences of BME students on undergraduate social work and adult nursing programmes. Anne Mwangi, University of Kent.**

Themes: Students; race; learning and teaching

This presentation will discuss a small qualitative study which is exploring the experiences of Black and Minority Ethnic (BME) undergraduate students on nursing and social work professional programmes in a northern University. The experience of students in the learning environment is one of the determinants' for achievement in higher education and it plays a key role in students' academic performance. There is a growing body of knowledge about the attainment gap between BME and white counterparts in higher education in general. However, there is comparatively little known about the experiences and the attainment of BME students on programmes that include a professional placement (work- based) element. This particular study focuses on two such programmes. Aspects of the student journey being examined include relationships with student peers; relationships with professional mentors and academic supervisors and relationship with patients and service users. In addition, the study is exploring dimensions of the learning environment and curriculum content. The presentation will highlight our approach and rationale and discuss some of the interesting challenges we have experienced in undertaking this research. In addition, we will present emerging findings and highlight some of the potential implications for social work and nursing programmes.

**B: Workshop: Positive action in student recruitment. Chantal Davies, Professor, Forum for Research into Equality and Diversity, University of Chester School of Law.**

Themes: Students; widening access; positive action

This workshop will explore what positive action means and the legal limits to how it can be used by universities to widen access to under-represented groups with protected characteristics. It will present on European and UK law highlighting the importance of the need for a proportionate approach to using positive action. The session will also look into the evidence required to put positive action initiatives in place. Through facilitated discussion, it aims to give attendees the confidence to implement positive action in their institutions.

**C: Workshop: Tackling the leadership challenges for future BME leaders in HEIs. Tracy Bell-Reeves and Vijaya Nath, Leadership Foundation for Higher Education.**

Themes: Staff; progression; leadership; race

The lack of representation and progression of BME leaders in HE is well known and documented. The LFHE is undertaking a major piece of work to look at the leadership challenges of enabling and supporting the BME leadership pipeline, looking at this issue from both the individual and system perspective around the leadership barriers and enablers to really challenge the current status quo.

The aim of the session is to highlight the work completed to date, review the impact and further lessons to be drawn from this to highlight 'what works' and engage attendees around their insights and contributions to help shape the future direction of this work. Sharing the outputs from our planned autumn summit (October 2016 in partnership with ECU) and initial outcomes of our commissioned study involving Professor Bhopal and her team, attendees can help to comment on these and what they see as the key priorities that will challenge institutional leaders to take action, equip those same leaders with the skills and knowledge they need and develop the leadership capability and personal capacity of aspirant BME staff in HE to progress to more senior roles in a system that does not currently actively enable this.

**D: Workshop: Unconscious bias: what next? Clare Pavitt and Tinu Cornish, Equality Challenge Unit.**

Themes: Unconscious bias; behaviour change; staff development

Many higher education institutions are implementing training to equip staff to understand and identify unconscious bias and to manage and mitigate its impact on people interactions and people decisions. Within the HEI sector ECU has supported this development by delivering unconscious bias training to over 70 different HEIs, including a 'train the trainers' programme to one hundred and forty staff.

But is training enough to change behaviour and tackle unconscious bias at an institutional level? While early results from an evaluation of the ECU programme suggest that the unconscious bias training is associated with increases in knowledge and awareness and increases in efficacy or confidence to carry out individual and collective 'pro- equality' action, does the training have any sustained impact on bias? What can institutions do to ensure that the unconscious bias training

that they run has the best chance of engaging participants, raising awareness and giving them the confidence to act? And if our ultimate goal is to reduce levels of unconscious bias what can institutions do to achieve this?

This workshop is an opportunity to explore where to go next in tackling unconscious bias, including:

- = Ways of deepening and embedding the impact of training through developing practical strategies for moving from raised awareness to behaviour change.
- = Moving away from a 'deficit approach' that relies on changing the individual to an organisational approach which focuses on designing the organisational contexts, systems and processes that will support improved representation, progression and attainment of minorities and women.

## Day 2: Learning session 3:

### A: Panel of papers: Connecting for gender equality

#### **Paper 1: Championing gender equality. Dr Rachael Rothman, University of Sheffield.**

Themes: Gender; staff; students; equality champions

This paper describes the initiatives put in place by the Faculty of Engineering at the University of Sheffield to address the stark under-representation of women in engineering. A combined top-down and bottom-up approach is delivering clear impact.

Ten years ago E&D analysis as part of the university's 'Excellence Through Inclusion' project showed clear under-representation of female staff and students. We decided to take dramatic action, including creation of a Director for Women in Engineering (WiE) post. This 20% role includes a seat on the Faculty Executive Board, the key decision making board in the faculty. Allied to this is a WiE team and budget allocation. The Directorship enables E&D to be taken into account in every decision making process and assures buy in from all senior Faculty members and Heads of Department – the top-down approach. Each of the seven Engineering Departments has 2-3 E&D champions who have regular cross-faculty champions meetings. They discuss ideas and develop their own departmental actions, many of which are fed back and adopted across other departments – the bottom-up approach. This paper will discuss some of the key initiatives put in place, along with the procedures that have ensured engagement and culture change.

#### **Paper 2: Opening up disciplinary conversations about equality and diversity: A learned society perspective. Dr Stephanie Wyse, Royal Geographical Society (with IBG).**

Themes: Gender; staff; disciplines

Geography has long held a disciplinary interest in gendered power relations in higher education (Maddrell et al 2016). As a part-STEM classified discipline, geography's engagement with Athena SWAN was historically based on whether the department was taught in a faculty of science, arts or social sciences, but the opening up of the scheme to all disciplines has meant many more geography departments have embraced them scheme wholeheartedly. This presentation will discuss the range of ways in which the Royal Geographical Society (with IBG), as a learned society and advocate for geography, has helped both individuals and institutions explore disciplinary challenges, reach across institutional barriers to provide support and share information, widen the impact of their activities, and facilitate a culture of best practice and openness in equality and diversity initiatives, including but not limited to workshops, surveys, benchmarking data and networking.

#### **Paper 3: The development of a cross-national approach to gender equality in higher education institutions: Observations from a European Project. Sarah Barnard, Loughborough University.**

Themes: Gender; staff; mainstreaming

Currently higher education institutions in Europe have made some steps towards effective gender mainstreaming: integrating the gender issue in management processes, in staff development programmes and assessment procedures. Notwithstanding the differences between national contexts with regards to the gender gap, all European countries have fostered the development of

new structures of organisation and modes of governance for academic and research institutions. We argue that it is important to consider not only the actions implemented in this context, but also the management processes: recognising that perhaps 'it's not what you do; it's the way that you do it'.

This paper aims to present observations from action research on the collaborative gender action plan implementation in GenderTIME project institutions, which span seven European countries. The paper will outline the role of 'Transfer Agents' – a key person in the institution who will champion the actions - and how we supported action plan implementation. An important factor is the specific national and institutional contexts, including an analysis of existing policies and practices, in order to understand the foundation the project builds on – this also allows for sharing of good practices and learning from the challenges that other institutions face. Other initiatives for supporting cross-national gender action plan implementation will be presented, including: workshops, 'success stories', 'institution pairs' and 'action advisors', all of which focus on facilitating communication and knowledge sharing between institutions. The challenges faced in cross-national gender equality work will also be discussed.

**B: Workshop: Collaborating with institutions and equality groups to explore the support needs of transgender applicants, students and staff. Dr Stephanie Mckendry and Dr Matson Lawrence, University of Strathclyde.**

Themes: Trans equality; students; staff; external partnerships

A January 2016 report by the UK Parliament's Women and Equalities Committee found that about half of young trans people and a third of trans adults attempt suicide. The committee argued that, 'the levels of bullying and harassment experienced by trans students in further and higher education are unacceptable'. This workshop will report on a Scottish Funding Council commissioned project undertaken by the University of Strathclyde which aims to build an evidence base to enable the HE and FE sector in Scotland to better support trans applicants, students and staff. Whilst entitled to support under equality legislation, there remains a dearth of evidence or information to assist institutions in meeting these statutory and moral responsibilities, particularly in Scotland.

The research is taking place at a time of heightened awareness within society, of a political will to address excluded communities and for institutions willingness to engage with complex and challenging needs. Student networks/ liberation groups willingness to extend the LGB groups to include 'T' is an indication of positive change and greater inclusiveness.

The interactive workshop will update delegates on the progress of the action research project which involves a documentary analysis and mapping exercise of current practice, an investigation of the experiences of trans applicants and students and the development of a sustainable community of practice. Participants will be asked to reflect on their institutions' support activities and policies, their recruitment, outreach and admissions processes and to provide feedback on the interim findings of the project.

**C: Workshop: Everyone is professionalising their profession, is it now our turn? Creating a professional recognition framework for staff involved in the field of equality, diversity and inclusion in HE/FE. Nona McDuff, Kingston University and Kevin Coutinho, Birkbeck University.**

Themes: Equality and diversity staff; professional development; standards

First SEDA had one for academic developers, and then the HEA created one for learning and teaching staff, both with the aim of benchmarking success and driving up standards within HE. A professional standards framework (PSF) is a way of recognising the contribution and articulating the professional development needs of equalities professionals while putting an end to the endless question – what is it that you actually do in equalities?

Started by HERAG in 2015, the concept of a PSF was extended beyond race to reflect the rounded work of many of us who are engaged in this field. In May 2016 at an all-day event 20 people from HERAG and HEOON came together to explore what this framework would offer to both professionals and the equality agenda. We challenged each other's perceptions and dug deep to describe both the strategic and the operational aspects, and whilst we have a long way to go we agreed that we should take it to the wider community.

In this session we will explore the extent to which people believe that a framework is useful and that it would help recognise all that we do well, provide us with aspirations and challenges, and offer us the same credibility that frameworks have generated for other professions.

Using an interactive process, participants will be asked to:

- = Identify the benefits of a framework for those involved in EDI.
- = Help create the content of the framework.
- = Identify their concerns and what steps can be taken to resolve these.
- = Identify what next steps should be put in place to take the framework to the next level.
- = Let us know if they wish to be involved in future.

**D: Workshop: Unmasking privilege to nurture inclusion: a collaborative approach to culture change. Dr Doyin Atewologun, Queen Mary University of London and Lars Thornberg, Swedish School Inspectorate.**

Themes: Culture change; behaviour and attitudes

The noun 'inclusion' suggests an all-encompassing, participative, rather than divisive approach to managing and leveraging difference. However, traditionally, methods for advancing equality have tended to emphasise bilateral practices, such as distinguishing out-group 'fix the minority' initiatives (e.g. leadership development for women and minorities) from in-group initiatives (e.g. unconscious bias for senior decision-makers). This interactive workshop offers a novel, affirmative and practical approach to inclusion by targeting all university stakeholders (rather than reinforcing in-group/outgroup status) and emphasising privilege (rather than focus on disadvantage and discrimination). This workshop adopts a collaborative and practice-based approach to changing behaviour and cultures. It enables higher power privileged allies and lower power disadvantaged individuals to work together through perspective taking and shared understanding, drawing on

latest psychological/sociological thinking on privilege, intersectionality and inclusion. The session will increase participants' awareness of how privilege and disadvantage are intertwined, and use this as a basis for driving change. Specifically, the workshop aims for participants to:

- = Develop a better understanding of how privilege and disadvantage are intertwined at macro and micro levels
- = Acquire techniques for unmasking invisible privileges
- = Articulate personal, professional and/or institutional drivers for diversity
- = Practice strategies for driving culture change and creating psychologically safe spaces for learning

## Day 2: Learning session 4:

### A: Panel of papers: Partnership working for student equality

**Paper 1: Aspiring D/deaf Actors – Passion, Possibilities and Pathways. Eona Craig, Head of Lifelong Learning and Widening Access, Royal Conservatoire of Scotland.**

Themes: Students; widening access

The presentation will share progress and learning within a partnership between Solar Bear, a specialist Scottish theatre company for D/deaf performers, and the Royal Conservatoire of Scotland. For the last three years, the organisations have been working in collaboration to explore pathways into the profession for aspiring D/deaf actors. The bridging between a highly specialist theatre company and the national conservatoire resulted in the launch of the new BA Performance in British Sign Language and English in September 2015. The partners are confident that the joint training programmes now established at pre-HE and HE levels will result in ground-breaking opportunities for a generation of D/deaf actors as well as contribute to a culture shift in theatre in Scotland.

**Paper 2: Confident Diversity: a new approach to equality and diversity for tomorrow's engineering leaders. Allison Johnstone, Confident Futures and Employability Lead, Edinburgh Napier University.**

Themes: Students; gender and STEM; employability

The need to tackle occupational segregation within the STEM (science, technology, engineering and maths) fields is well documented. A number of approaches have been taken to challenge this and yet inequalities persist in many fields.

“Confident Diversity” is an intervention model that looks at this issue through a new lens: aligning the employability and equality & diversity agendas within education. It looks to tackle occupational segregation and inequalities by taking a long term and sustainable approach. At its heart are two key concepts:

- = Today's students are tomorrows managers and leaders who will influence E&D in their workplaces
- = To be confident in managing difference we need both knowledge and enhanced personal skills

Following development of the model, a pilot study was undertaken at Edinburgh Napier University in partnership with Equate Scotland, embedding a workshop within the 3<sup>rd</sup> year Engineering Management curriculum. The pilot received excellent feedback with students' average score for confidence in talking about difference and diversity rising from 6.4 prior to the workshop to 7.9 after. The paper describes the Confident Diversity model and its origins, outlines the rationale for this work and describes the recent successful pilot study, including cross-university partnership working, and its outcomes.

**B: Workshop: Innovations in analysis and use of equality data. Dr Vanessa McKean, Dafydd Myddleton-Williams and Sarita Coleman, Institute of Cancer Research.**

Themes: Equality data; staff; recruitment and progression

This workshop explores innovations in analysis of equality data and its use in driving changes in institutional practices, policies and strategies. More sophisticated data analysis is necessary to identify and address equality issues and to demonstrate the impact of equality initiatives. The workshop brings together equality and diversity practitioners, members of self-assessment teams, and those interested in organisational development.

Workshop aims:

- = To explore and share innovations in equality data for staff and student populations and how these can be used to understand equality issues, and then to leverage change within an institution.
- = To share good practices and methodologies for using such data to demonstrate the impact of initiatives.
- = To identify opportunities for institutions to collaborate and benchmark against each other in order to develop the evidence base for action.

We will draw on practical examples from the Institute of Cancer Research, including revision of recruitment practices in response to equality data, use of staff surveys to track impact of equality initiatives, and use of equality data to define internal career paths. Participants will contribute their own examples of using equality data to drive institutional change, challenges raised by data analysis, and initiatives for which proving impact is challenging.

**C: Workshop: Bringing disabled leadership to the forefront; Dis/abilities and inclusion at the work place: what can we learn from intersectional research for inclusive employment strategies? Leyla Okhai and Kalpna Mistry, Imperial College London.**

The session will examine the “leaky” pipeline in relation to disabled students progressing into professional academic and non-academic roles in HE. There have been many studies in an attempt to determine the definitive styles, characteristics, or personality traits of authentic leaders. However, when discussing leadership in a conventional context; disabled leadership is all too often forgotten about, often viewed as an aspect of a person that is to be put to one side. This is in addition to other aspects of a person that sit alongside disability, such as culture, race, caring status etc.

To overcome the unique barriers faced in the workplace, many disabled employees, utilise skills that are thought essential for leadership and bring their true self to the workplace. In order to go beyond disability and towards an inclusive society, HEIs must embrace a new way of thinking, working and supporting different leadership styles. In an attempt to address this disparity, Imperial College London ran a pilot disabled leadership programme, entitled Calibre in 2013, followed by three subsequent cohorts in 2014, 2015 and 2016 and two cohorts at the University of Nottingham in 2014 and 2016. The Calibre programme has the social model at its core, allowing optimisation of distinctive strengths drawing on the added value of multiple identities. The

workshop will present evaluation from the course as well as seeing how delegates' personal projects realised organisational change.

This will be an interactive workshop where participants will think about leadership, why disabled leadership and formulate an action plan to take away for their own organisations. There will be discussion and exercises included as part of this session.

## **D: Workshop: Unconscious bias: what next? Clare Pavitt and Tinu Cornish, Equality Challenge Unit.**

Themes: Unconscious bias; behaviour change; staff development

Many higher education institutions are implementing training to equip staff to understand and identify unconscious bias and to manage and mitigate its impact on people interactions and people decisions. Within the HEI sector ECU has supported this development by delivering unconscious bias training to over 70 different HEIs, including a 'train the trainers' programme to one hundred and forty staff.

But is training enough to change behaviour and tackle unconscious bias at an institutional level? While early results from an evaluation of the ECU programme suggest that the unconscious bias training is associated with increases in knowledge and awareness and increases in efficacy or confidence to carry out individual and collective 'pro- equality' action, does the training have any sustained impact on bias? What can institutions do to ensure that the unconscious bias training that they run has the best chance of engaging participants, raising awareness and giving them the confidence to act? And if our ultimate goal is to reduce levels of unconscious bias what can institutions do to achieve this?

This workshop is an opportunity to explore where to go next in tackling unconscious bias, including:

- = Ways of deepening and embedding the impact of training through developing practical strategies for moving from raised awareness to behaviour change.
- = Moving away from a 'deficit approach' that relies on changing the individual to an organisational approach which focuses on designing the organisational contexts, systems and processes that will support improved representation, progression and attainment of minorities and women.