

Hello from Sheffield Hallam University



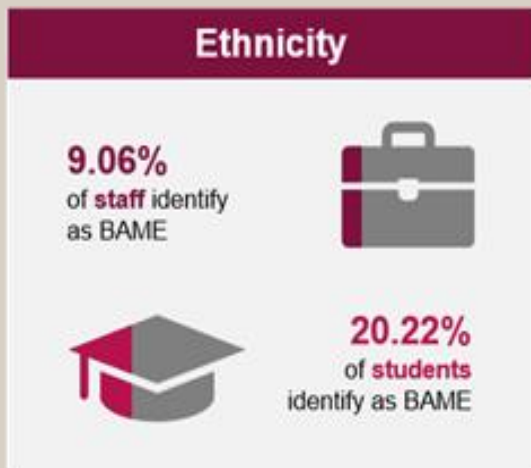
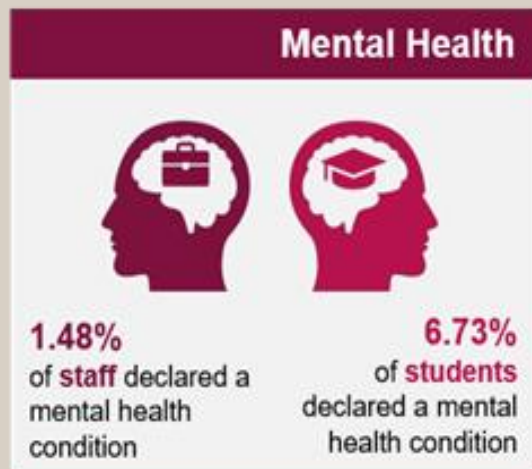
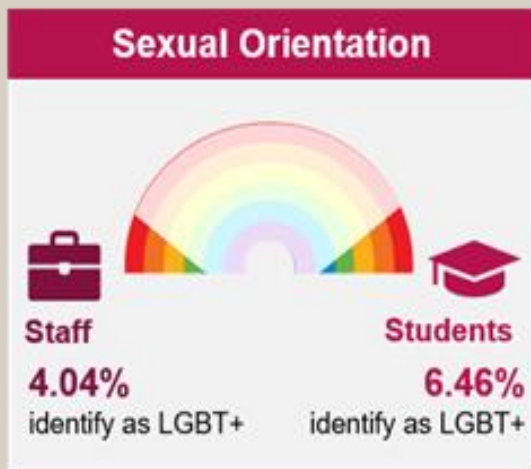
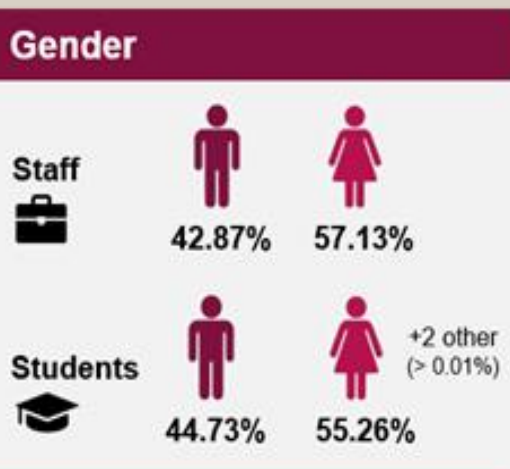
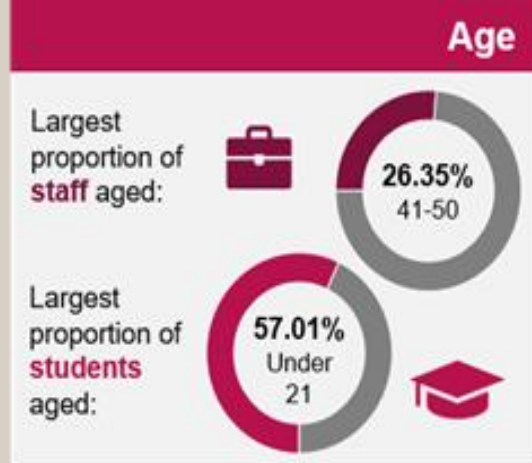
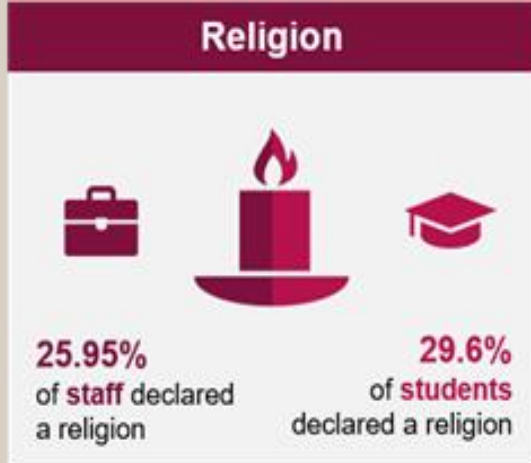
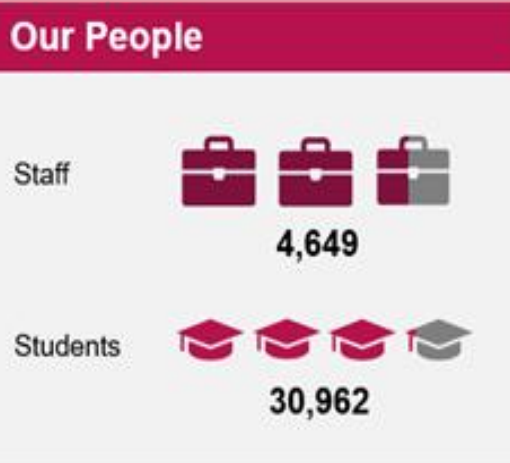
Where are you working today?

**I would love to meet you in my
workplace**

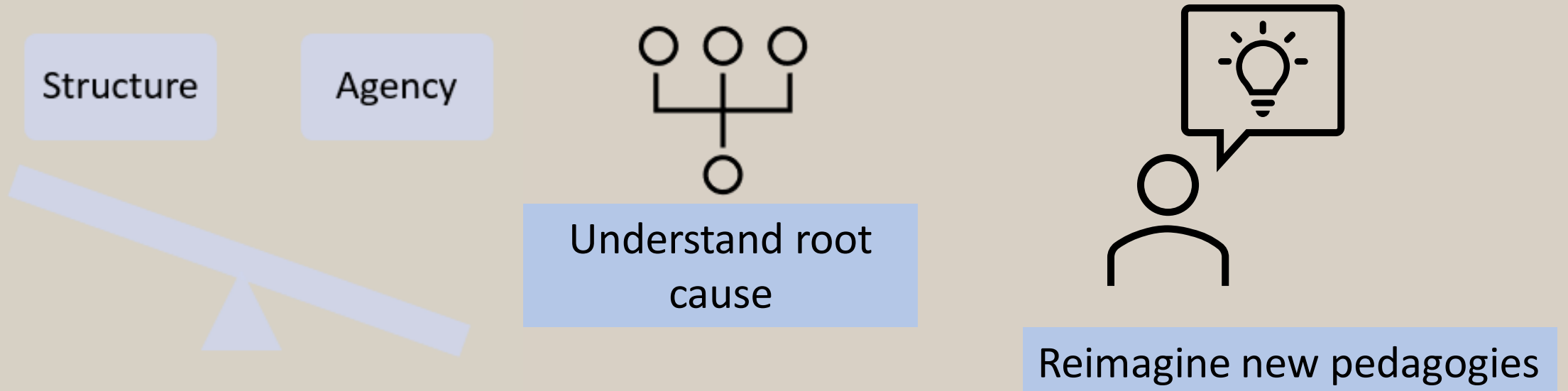


Instead it's more like this...





Complexity, framing and action



Approaches to Equality Diversity and Inclusion

- Institutional
 - Access and Participation Plans (Office for Students UK)
 - Race Equality Charter
 - Athena Swan
 - Stonewall Index
 - Disability Confident
- Expressed through our Values & EDI objectives
- Operationalised through our policies and practices
- Experienced through working and learning within an Applied University

Addressing degree awarding gaps

- The Degree Awarding Gap (DAG) is an unexplained gap, 16-19% nationally
 - when considering all other factors there is still a gap or 'Ethnic penalty' (Stevenson 2018)
- The gap changes year on year, we don't hold a student deficit model.
- Growing cohesive/collective drive to embed change across a range of areas
- Treat the student body as individuals – not as a category 'BAME' (its not a pronoun).
- We need to be vigilant in the ways in which we engage with changes – moving past 'projects' – but embedded change in our selves and our practices
- Everyone is involved
 - not just about staff and students from minoritised backgrounds

#Closing the Gap: Building Race Equity Plans

Black, Asian and minority ethnic student attainment at UK universities: #ClosingtheGap
(Universities UK, National Union of Students 2018)

1. Providing strong leadership
2. Having conversations about race and changing cultures
3. Developing racially diverse and inclusive environments
4. Getting the evidence and analysing the data on the attainment gap
5. Understanding what works

Practical steps

- Co-produce, burden doesn't sit with PoC
- Use data, but don't stop listening and hearing the lived experience, think intersectionality!
- Built into practices (ongoing)
 - Equality Impact Assessments,
 - Inclusion by design, critiquing and democratising curricula (beyond the reading list)
 - Pedagogies of care (we bring our whole selves to learn),
 - Staff development for becoming active accomplice's, similar student offer in employability skills
 - Leadership offer
 - Big Reads, Little Reads
 - Working with regional employers
- Recognise that it is both agency and structure

Thank you

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