

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

2-3 April 2025

Posters

Day one – 2 April 2025

D1P1. The power of storytelling in community building, Elaine Watt, University of Leeds

D1P3. Experiences of higher education staff with disabilities in the UK; the impact of intersectional identities and personal perceptions of disability, Alexa Elias, SHARE Collaborative, Queen Mary University of London

D1P4. Mainstreaming EDI: Lessons from Scotland, Ellie DeLappe and Sebastian Bromelow, University of Edinburgh

D1P5. Proceed with caution: The importance of considering the intersection between gender, career stage and discipline, Agata Czech and Becky Ioppolo, University of Cambridge

D1P6. Survivance and refusal: Black male academic trailblazers in UK higher education, 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

D1P7. Exploring the accessibility of PWP teaching for deaf students: A reflection of the experiences of students and facilitators, Eleanor Vials, University of Reading

D1P8. Racially minoritised academics (RMAs) hierarchy of needs in UK universities, Dr Charmaine Brown and Denise Miller, University of Greenwich and Dr Josephine Gabi, Manchester Metropolitan University

D1P9. Racial bias in healthcare and healthcare education: A systematic review of clinical outcomes and educational influences, Vittoria Sorice, University of Derby / Chesterfield Royal Hospital NHS Foundation Trust and Dr Gerri Mortimore

D1P10. A positive view on inclusion of data in selection and support for candidates to doctoral study, Dr Richy Hetherington and Hania Fiaz, Newcastle University

D1P11. Identity and intersectionality: Understanding students' experiences in higher education setting, Radhika Radhika Heriot-watt University

D1P12. Balancing time equity and academic integrity: The paradox of deadline extensions in higher education, Dr Jackie Cameron, Dr Mavis Gutu and Simone Kurtzke, Edinburgh Napier University

D1P14. Enhancing quality assurance through diversity, equity, and inclusion: Insights from student support services and belonging surveys at Pakistan's first women's university, Dr Bushra Yasmin, Fatima Jinnah Women University, Rawalpindi, Pakistan

D1P17. Navigating religious diversity in higher education: Challenges and strategies, Dr Yosepha Tabib Calif, Rothschild Partnerships and Professor Dame Orna Sasson Levy, Bar-Illan University

Day two – 3 April 2025

D2P2. Strategic leadership of EDI: The student perspective on belonging, engagement and self-confidence, Dr Amy Bywater and Libby Watson, University of Wolverhampton

D2P3. Expanding horizons: The impact of the career development group on ethnic-minority students' academic career aspirations, Salma Mehboob and Dr Yael Benn, Manchester Metropolitan University

D2P4. Breaking barriers in STEM publishing: Advancing equity through open and transparent peer review, Dr Vittorio Cecconi, Loughborough University

D2P5. Building equality, diversity and inclusion (EDI) in the physiology curriculum through co-creation with undergraduate students, Dr Mary McGahon, Queen's University of Belfast

D2P6. Co-creating a growth mindset with female creatives in technical environments, through community learning and interactive classroom approaches, Jayne Sayer, University of Salford

D2P7. The beyond ethnicity career conference (BECC) at Imperial College London, Alex Dawes, Imperial College London

D2P9. Placement debrief conversations: A method of support for students who experience racism on placement in the NHS, Katherine Waterfall, University of East Anglia

D2P10. What impacts the clinical education experiences of neurodivergent healthcare students? Sarah Clements, University of Surrey

D2P11. Neurodivergent equality, diversity and inclusion - It's not just students, 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).

D2P15. What does EDI mean for postgraduate research provisions? Intersectional insights from a relevant review at Middlesex University, Dr Panagiota Sotiropoulou, Advance HE

D2P16. Stepping off the paved footpath: How under-represented trainees approach non-linear training models in surgery, Sarah Aitken, University of Sydney

D2P22. Building bridges, healing wounds: Promoting intercultural dialogue on Israeli campuses in the wake of the iron swords war, Maayan Blumenfeld, Kibbutzim College of Education

D2P25 Neuroinclusive universities for staff, Dr Emma Harrisson, Dr Gwennan Barton, Yasmin Washbrook, Jess Achileos and Fiona Falkingham, Wrexham University

D2P26. From day one: Shaping student conduct for a positive university journey, Puja Laporte, University of Warwick

D2P27. Equality, diversity and inclusion into research and innovation (EDIT): Guidance for best practice, Professor Joanna Semlyen, Dr Leanne Tyson, Dr Zoe Vaill and Dr Poopak Azhand, University of East Anglia

D2P28. Enhancing support and the visibility of role models for neurodivergent students, Dr Natalie Mack, University of Nottingham.