Embedding EDI in Higher Education

UCLan Cyprus
July 2024

Where opportunity creates success

Embedding EDI in Higher Education

EDI: Why it matters
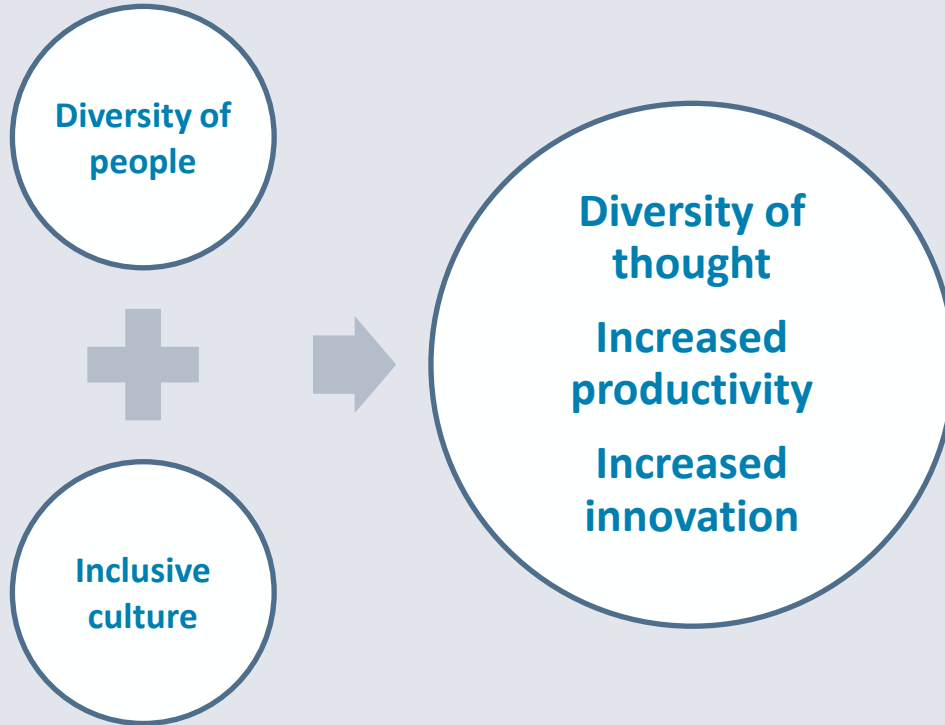
Getting the foundations right

Inclusive Leadership

Belonging at UCLan and Good Practice Case Studies

Why equality, diversity and inclusion matters

The value of EDI

The EDI Journey!

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What we think it will be at the start	How it feels along the way	What it really is – the simplified version!

DIVERSITY & INCLUSION MATURITY MATRIX

D&I enhances our competitive advantage

CULTURAL CHANGE

REGULATORY COMPLIANCE

LEVEL 1

BASIC

D&I is on the agenda for discussion but no concrete plans are in place to define or achieve desired outcomes beyond those required by regulation. The operating group or businesses will put additional measures in place to respond to any problems.

LEVEL 2

AWARENESS

Diversity is increasingly recognised as a business benefit and an inclusive culture is acknowledged as key to success. D&I initiatives are deployed at a local level and monitored to support continuous improvements.

LEVEL 3

UNDERSTANDING & APPLICATION

Management recognises the business benefits of diversity and can demonstrate that it is implementing D&I strategies designed to create an inclusive work environment.

LEVEL 4

INTEGRATED

D&I is fully integrated into day-to-day activities. Management is committed to creating an environment that supports D&I and encourages the right behaviours. D&I initiatives reflect local needs and support the success of the operating group or business.

LEVEL 5

SUSTAINABLE

D&I is 'how things are done' – it's part of business as usual and embedded in day-to-day activities. D&I drives strategy. The impact on business performance is clear and D&I enhances competitive advantage.

TIMELINE: 2010

Key areas to consider

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EDI

- Leadership and Commitment
- Policies and Practices
- Data Collection and Analysis
- Training and Development
- Employee Engagement and Culture
- Evaluation and Continuous Improvement

Inclusive Leadership

What does inclusive leadership mean to you?

The role of an inclusive leader

Belonging at UCLan: Key pillars

Pillar 1:

People profile

- To develop a people profile that better reflects the learner profile and where people have the knowledge, cultural intelligence and capabilities to meet the needs of our diverse learner population, stakeholders and communities

Pillar 2:

Learner outcomes

- To have eliminated gaps in relation to the recruitment, continuation, awards and graduate outcomes for the learner body

Pillar 3:

Sense of belonging

- To have developed an enhanced sense of belonging through strengthening our inclusive culture and environment
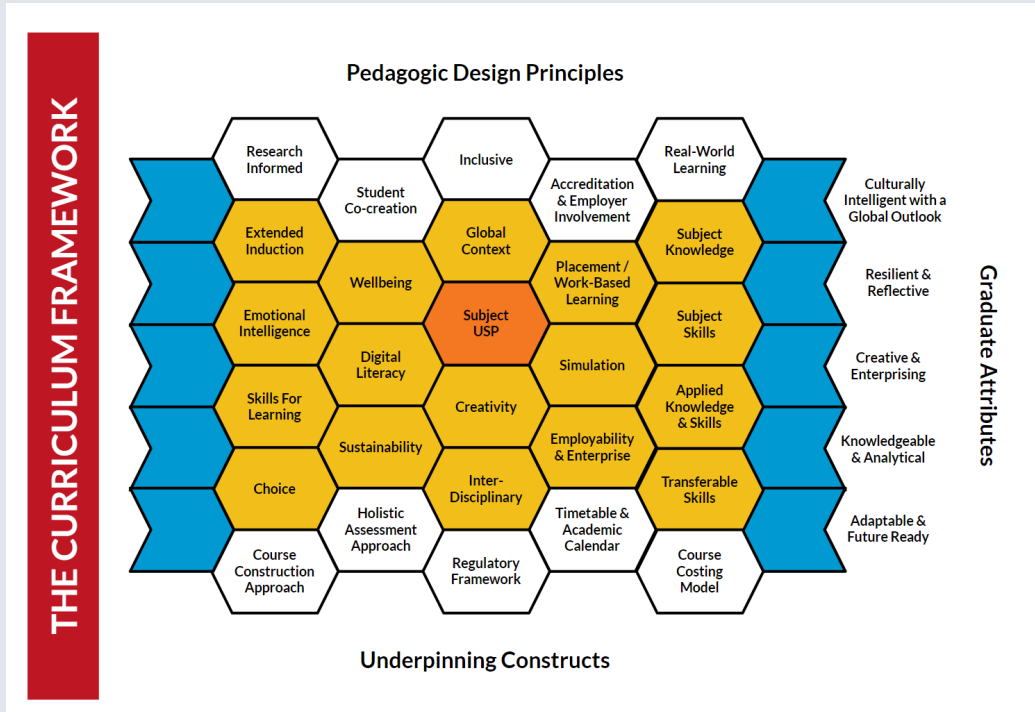
Pillar 4:

EDI Research

- To have strengthened our national and international research impact in areas relating to EDI

Curriculum for All

UCLan's Curriculum Framework

Curriculum For All: Points of Enquiry

- ❑ **Know the needs, barriers and challenges within your student body**

- ❑ **Curriculum content which draws upon interdisciplinary global perspectives**

- ❑ **A curriculum that all students feel connected to**

- ❑ **A learning environment that all students feel a sense of belonging**

- ❑ **Assessment and feedback methods that enable all students to achieve their potential**

Embedding EDI in the Curriculum

Inclusive Curriculum Design
- Ensure course materials reflect diverse perspectives and experiences
- Incorporate case studies and examples from different cultures and backgrounds

Diversified Reading Lists
- Include authors from underrepresented groups
- Encourage critical thinking about biases in traditional academic sources

Training and Development for Staff
- Provide training on inclusive teaching practices
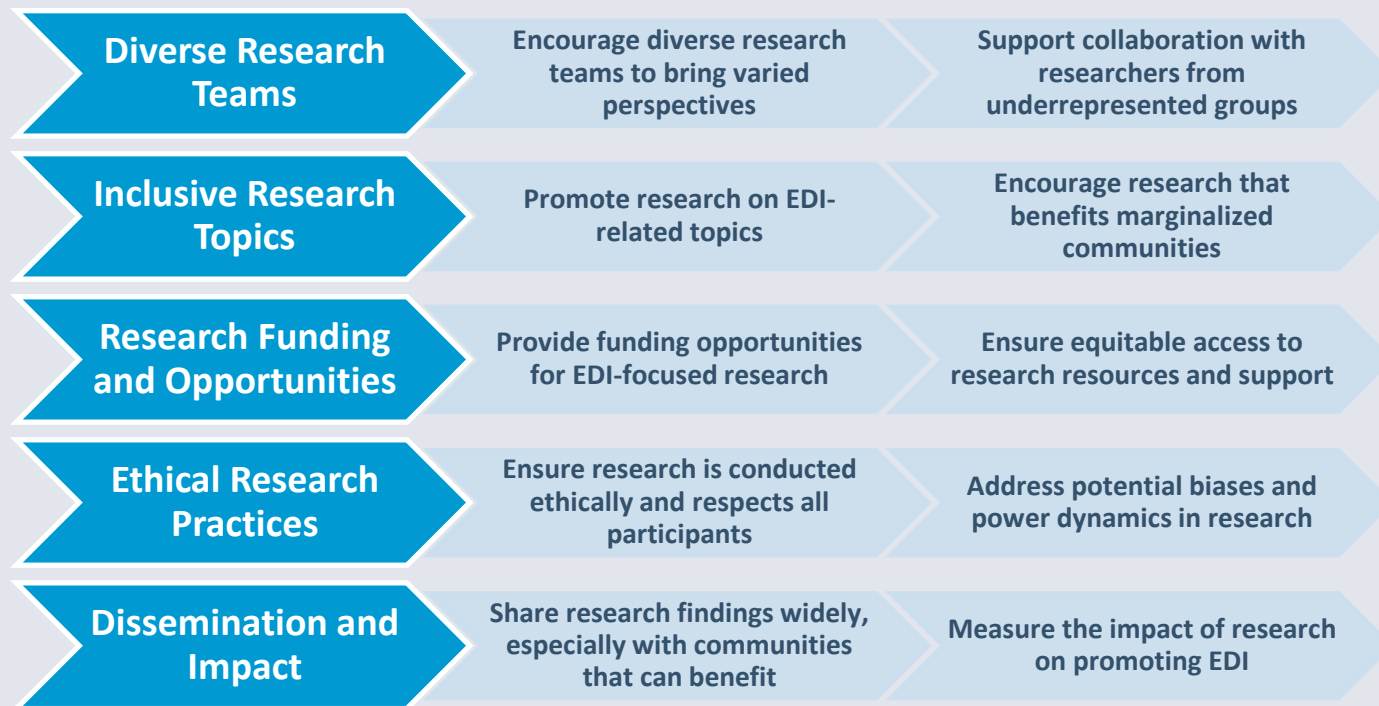- Promote awareness of unconscious biases

Assessment Methods
- Use a variety of assessment methods to cater to diverse learning styles
- Ensure assessments are fair and accessible to all students

Curriculum Review and Feedback
- Regularly review and update the curriculum to ensure inclusivity
- Gather feedback from students on EDI in the curriculum

RKE for All

Inclusive Research

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Diverse Research Teams	Encourage diverse research teams to bring varied perspectives	Support collaboration with researchers from underrepresented groups
Inclusive Research Topics	Promote research on EDI-related topics	Encourage research that benefits marginalized communities
Research Funding and Opportunities	Provide funding opportunities for EDI-focused research	Ensure equitable access to research resources and support
Ethical Research Practices	Ensure research is conducted ethically and respects all participants	Address potential biases and power dynamics in research
Dissemination and Impact	Share research findings widely, especially with communities that can benefit	Measure the impact of research on promoting EDI

Designing for diverse learners guidance

Simple guidelines to support best practice learning material design. The practices will benefit every learner, not just those who many require specific adjustments.

Designing for diverse learners

Always...

Always use a readable font, sentence case and a suitable font size - at least 12pt for print and 1 em for web.	**Aa** ✓
Always use left-aligned text and 1.5 line spacing.	☰ ✓
Always break up information. Use meaningful headings, sub-headings and one-level bullet lists.	☰ ✓
Always use heading styles, tags or other formatting features for headings and sub-headings.	**H1** ✓
Always make important information clear and easy to find.	ⓘ ✓
Always write descriptive and meaningful hyperlinks and use a URL shortener if required.	**Contact us** ✓
Always use a combination of colour, shapes and text to convey meaning.	**Start** ✓
Always ensure sufficient colour contrast from foreground and background elements.	🖼 ✓
Always provide multiple means of representation. Add meaningful alternative (alt) text to all images, diagrams and tables.	🖼 ✓
Always provide transcripts or captions for audio and video. Narrate video descriptively.	**CC** ✓
Always allow user control for media and navigation. Ensure all content can be navigated with a keyboard.	✛ ✓
Always use accessibility checkers where available.	👁 ✓

Avoid...

| Avoid difficult to read text. Do not use all capitals, small font sizes and cursive or script fonts. | *Aa* ✗ |
Avoid centre or right text alignment and full justification.	☰ ✗
Avoid complex and cluttered layouts. Do not use multi-layered menus or complicated lists.	☷ ✗
Avoid manual formatting text to convey headings, meaning or structure.	**T:** ✗
Avoid the use of all capital letters, underlining and italics for heading styles or emphasis.	*DON'T DO THIS*
Avoid using uninformative hyperlinks and never use 'click here'.	**Click here**
Avoid the use of colour or shape as the only way to convey meaning.	●● ✗
Avoid low colour contrasts and the use of text over images or patterned backgrounds.	🖼 ✗
Avoid using one means of expression, especially when using media or explaining challenging concepts. Avoid unclear or overcomplex alt text.	🖼 ✗
Avoid providing audio and video without an alternative representation.	🔇 ✗
Avoid automatically playing media content and forcing control by use of a mouse or touch screen alone.	↻ ✗
Avoid assuming your content is accessible without testing it	👁 ✗

Always use a readable font, sentence case and a suitable font size - at least 12pt for print and 1 em for web.

Aa ✓

Resources – Designing for diverse learners
Powerpoint - Designing for diverse learners

Why font matters...
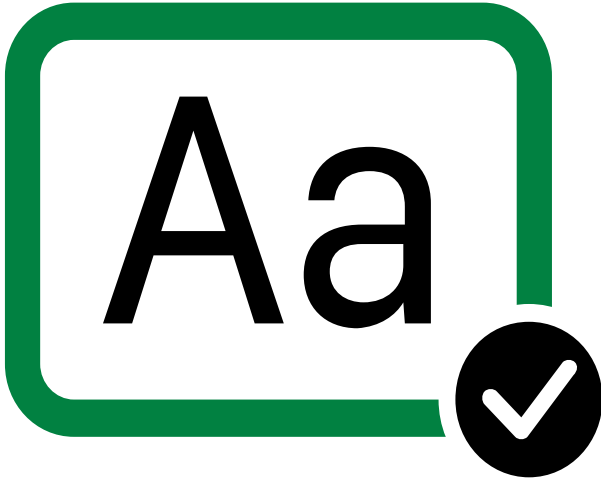
1 **Sentence Case**
Words can be identified by their shape. Readability is reduced with all caps because all words have a uniform rectangular shape.

2 **Font**
Unusual fonts with unnecessary flourishes can be hard to read.

3 **Size**
A small font size is more difficult to read.

Design for readability

Readability and legibility are key considerations for all users. Some people may have difficulty tracking along a line of text if its line height (a.k.a. leading) is too wide or too narrow. Some people need to enlarge text to read it and will not be able to access content set in a text size that is small or doesn't scale correctly. Find out more about readability

Thoughts and reflections

Using Chartermarks as a Catalyst for Change: overview

Leadership buy in

Developing a sustainable data-driven approach

Co-creating your action plan

Building Communities of Practice

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Leadership buy in

Leadership buy-in

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September
Vice-Chancellor reconfirmed REC principles

January
Update from REC SAT to Vice-Chancellor's Group on data analysis and survey findings

May
Share draft REC action plan with resource requirements to Vice-Chancellor's Group

October
Final sign-off by Vice-Chancellor's Group of Vice-Chancellor's letter, submission and action plan

October
Update on REC and previous race equality work by Vice-Chancellor as part of Black History Month

February
Update from REC SAT to Vice-Chancellor's Group on REC priorities

August
Draft and agree Vice-Chancellor's letter as part of REC submission

November
REC submission deadline

Developing a sustainable data-driven approach

Developing a sustainable data-driven approach - dashboards

Co-creating your action plan

Development of REC action plan

Co-creation (REC Self-assessment team and working groups)

EDI Strategic alignment (Mental Health Charter, Sexual Violence, Domestic Abuse and Harassment, APP)

Self-assessment (data analysis, REC survey, focus groups, good practice)

5-year action plan (evidence based, SMART)

Resource planning (consultation with VCG and action leads to confirm feasibility of plan)

Working group model

Data analysis

Survey

Focus groups

Working Groups
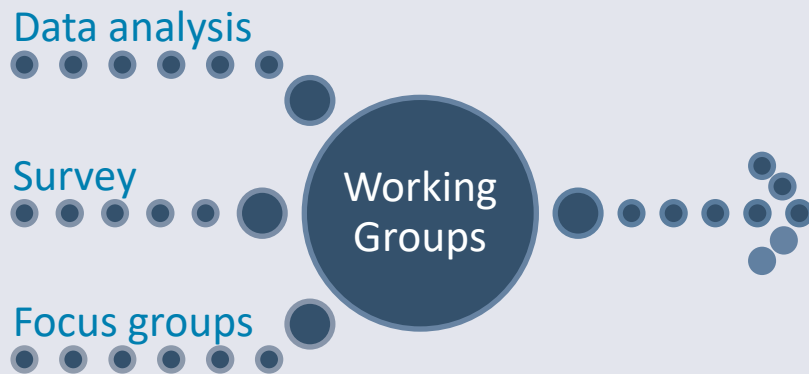
Colleagues
- Recruitment
- Academic Progression
- Professional Services
- Senior Leadership

Colleagues and Students
- REC survey findings

Students
- Recruitment
- Awarding Gap
- International Continuation
- Missing Data

Race Equality Charter Priorities

Create a safe and inclusive environment for colleagues and students

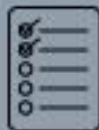Accelerate and improve career progression for minoritised ethnic colleagues

Embed inclusive recruitment practices

Improve the outcomes for minoritised ethnic students
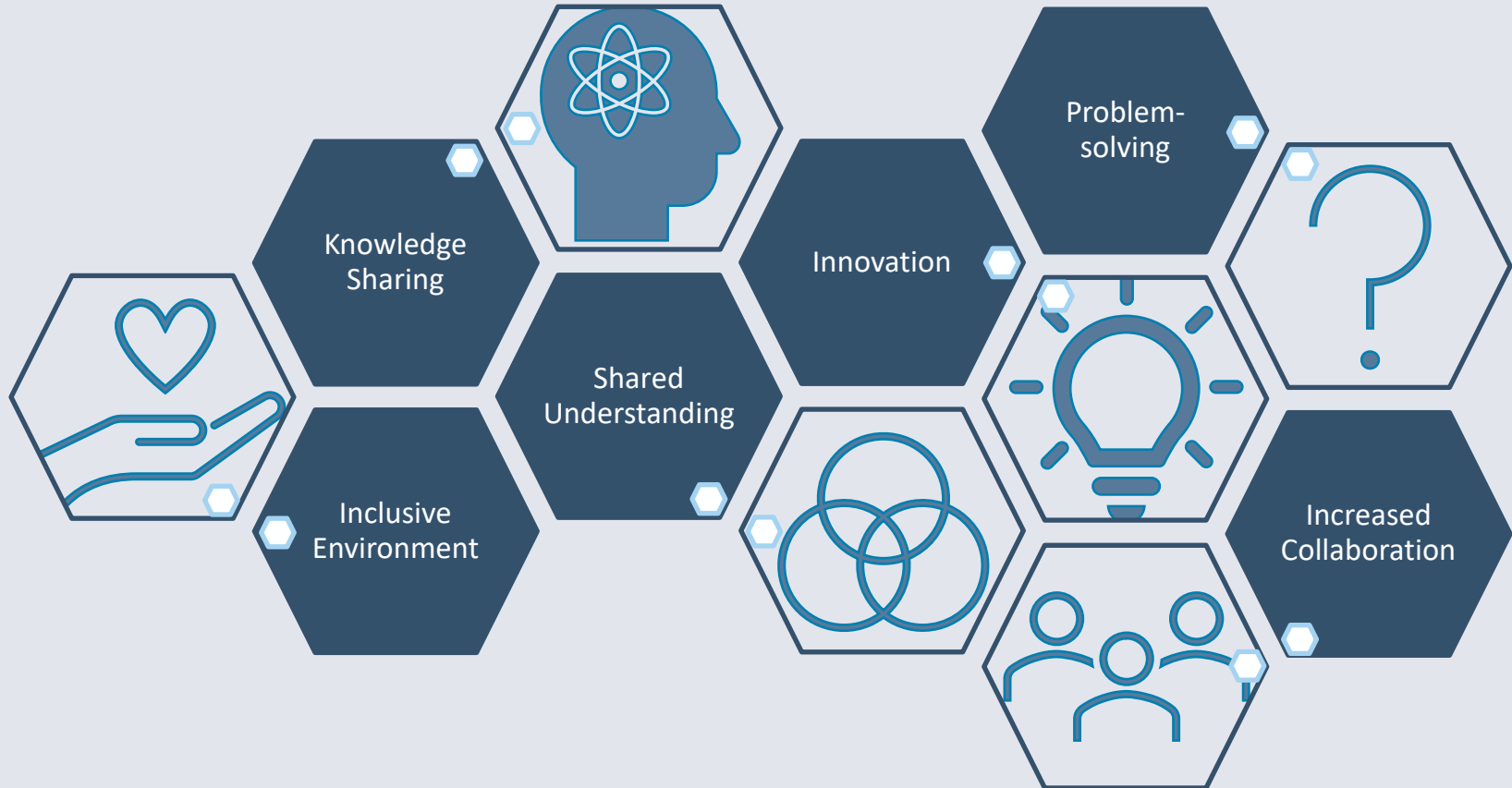
Diversify our UK student population

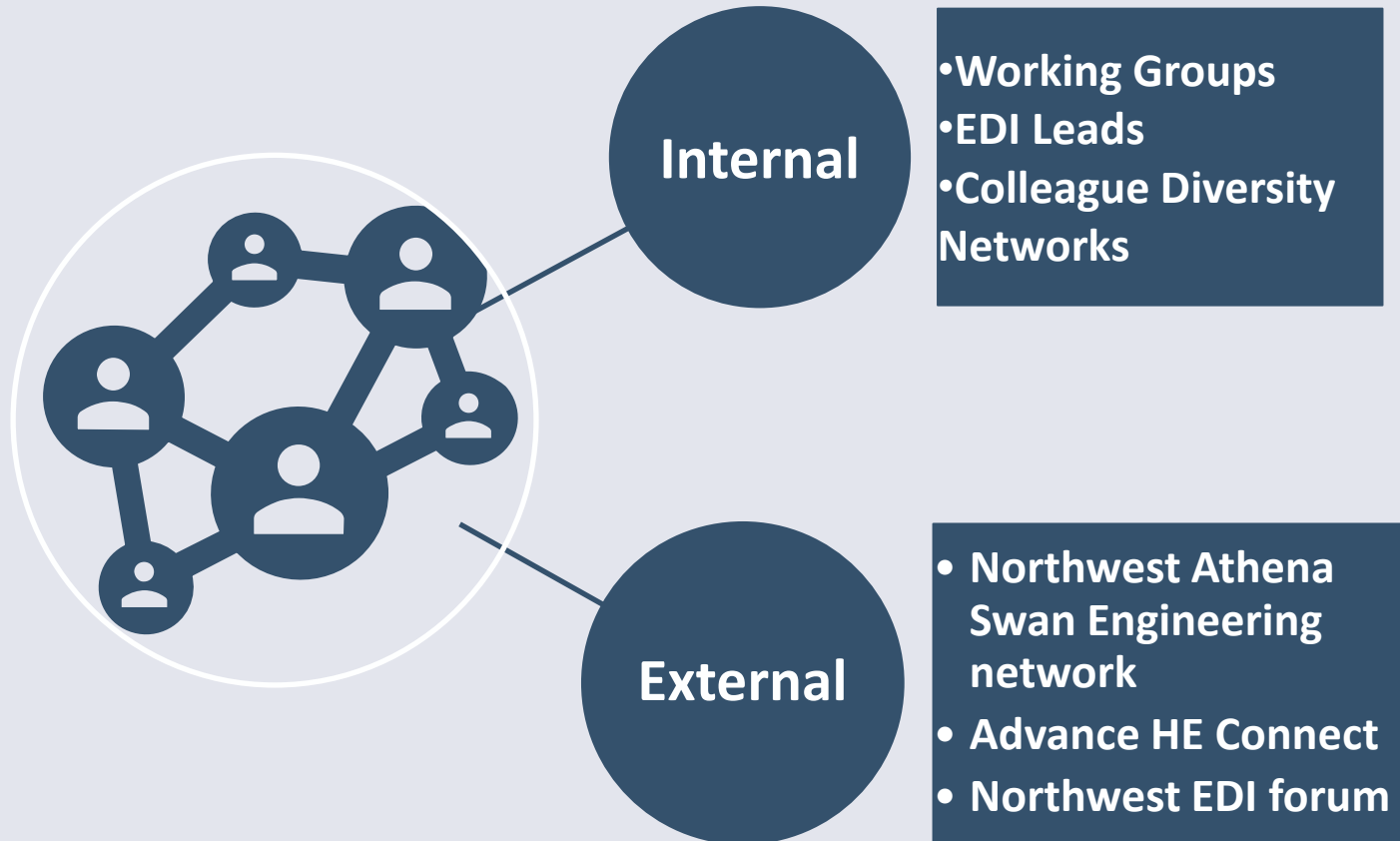Develop the infrastructure to progress and embed race equality

Why build Communities of Practice for EDI

Building communities of practice

Internal
- Working Groups
- EDI Leads
- Colleague Diversity Networks

External
- Northwest Athena Swan Engineering network
- Advance HE Connect
- Northwest EDI forum

Thank you

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