



**Yorkshire Consortium for
Equity in Doctoral Education**

Intervening for racial equity in postgraduate research in complex conditions: a sharing workshop

2nd UKCGE Conference on Equity, Diversity & Inclusion in Postgraduate Research
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Objectives for this presentation

1. Outline some challenges of complexity for achieving progress on EDI in postgraduate research
2. Consider some hypothetical example cases to prompt discussion of the issues
3. Share experiences across institutions and projects to identify any key lessons

What is YCEDE?

More info



Five Yorkshire Universities



UNIVERSITY
of York



White Rose
university consortium



UNIVERSITY OF LEEDS



University of
Sheffield

**Sheffield
Hallam
University**



UNIVERSITY of
BRADFORD

The structure of the YCEDE Project

Workstream 1

Widening opportunities to ensure equity of access to and participation in research



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Workstream 2

Changing institutional practices and culture to reduce inequality in offer rates



UNIVERSITY
of York

Workstream 3

Ensuring we deliver an excellent experience for BAME PGRs by developing institutions in which they feel a valued part of the wider community



UNIVERSITY of
BRADFORD



The
University
Of
Sheffield.

Workstream 4: Evaluation and dissemination of interventions and framework

**Sheffield
Hallam
University**

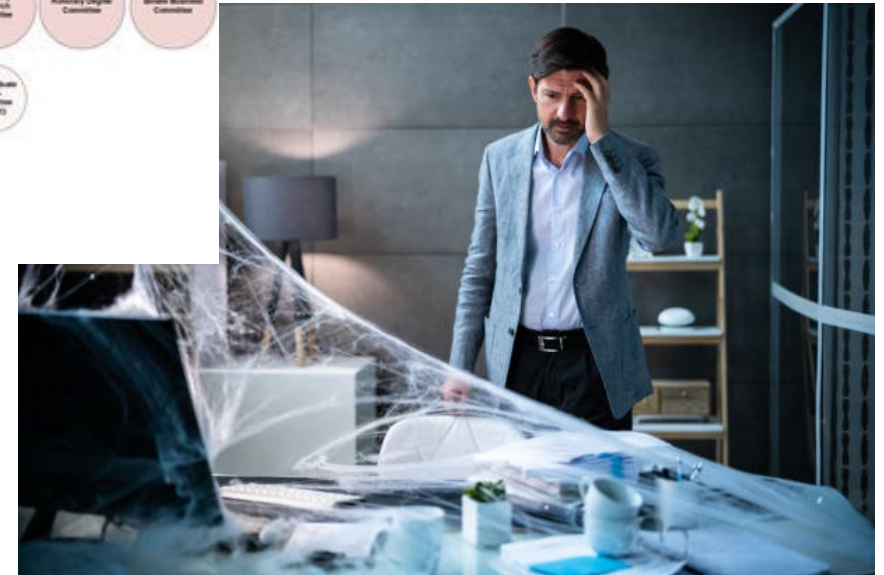
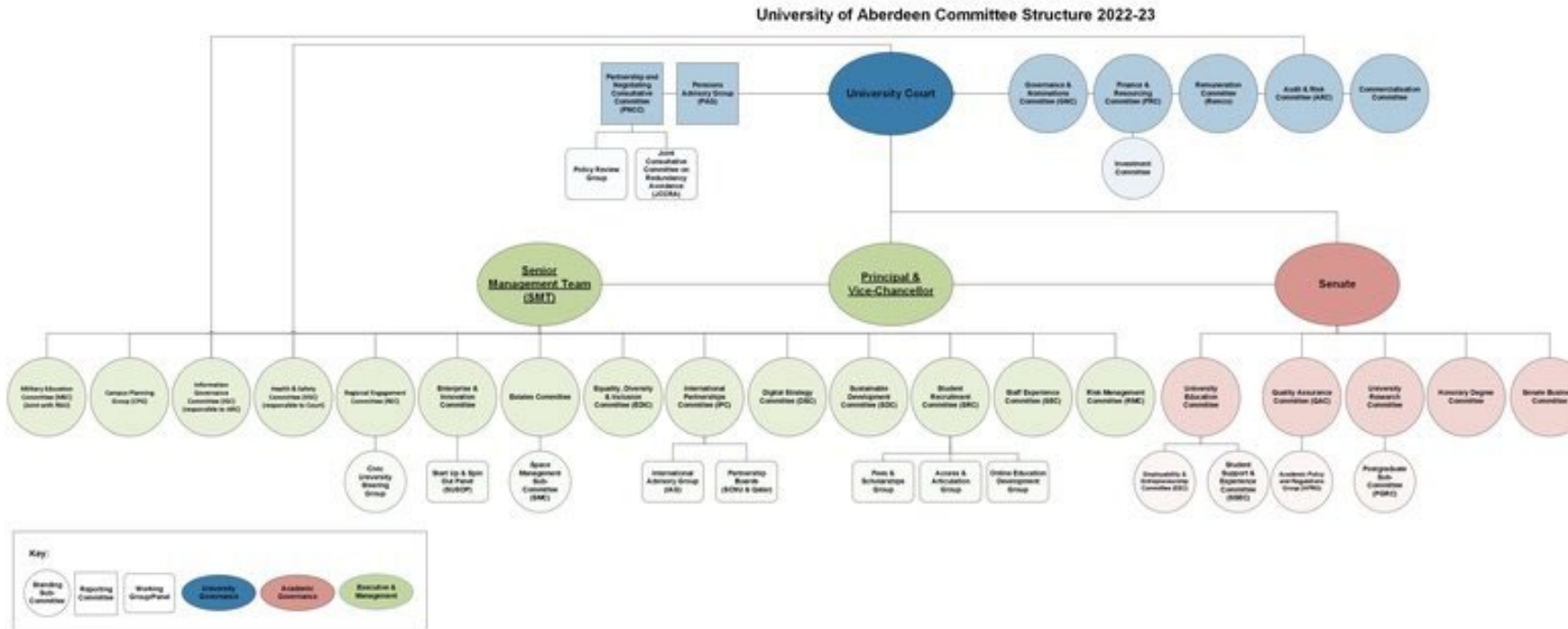
Evaluate the effectiveness of the WS interventions and provide an evidence base to share widely across HE sector and beyond

Righteous anger

YCEDE



Banal institutional reality :- (



WS1: Nurturing the Pipeline

Barriers to success



- Academic Workload
- Keeping it relevant / subject specific
- Representation
- Avoiding tokenistic recruitment
- Staff buy-in / training
- Networking limitations
- HR processes – external candidates on internships
- Promotion
- Access to academic research (for those outside of education)
- **Funding**

What does resistance look like?



The Filibuster

“...and twelfthly...”

2



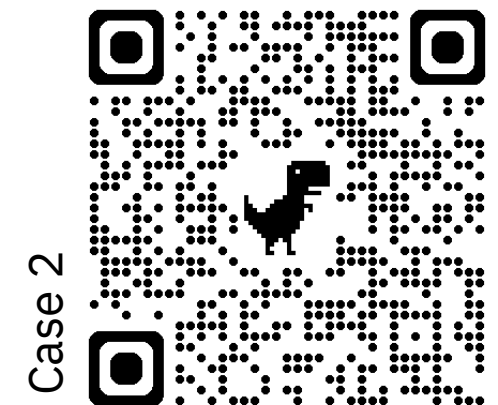
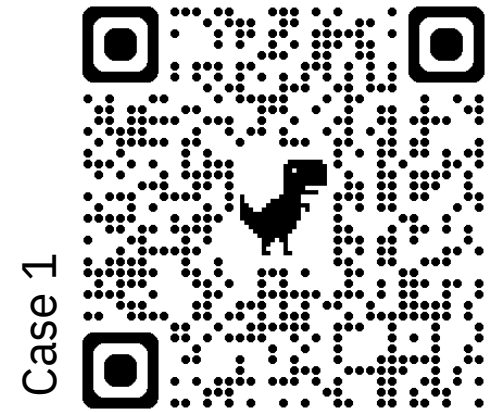
WS3: Challenges

- Increasing engagement (both faculty and students) with the mentoring schemes we offer
- A network is developing, but how can this become self-sustaining 'business as usual' when the project funding ends?
- Feedback from students that co-creation puts the work back on them
- How effectively does mentoring establish deeper connections that might lead to opportunities?

Task 1



- On your tables we have provided one of two fictionalised case studies. Your table will have either **Case 1 (CeRAfIM - admissions)** or **Case 2 (ReachOut - applications)**.
- Read the case study and then discuss it with your tablemates. These questions may help your discussion:
 - How can a focus on race/ethnic inequality be maintained for this example?
 - What is it possible/not possible to change in this case to support greater equity?
 - What institutional levers could be applied to make progress?
 - **What advice would you give about this case?**



Task 2



Having heard the feedback on the different cases, and reflecting on your own experience, what action(s) would you recommend for a university which is about to start a reform process to enhance racial equity in postgraduate research?

- By senior leadership?
- By central teams (e.g. graduate school, EDI teams)?
- By academic centres/schools/departments?



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Student Research Network

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SCAN ME

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Acknowledgements



Louise Banahene



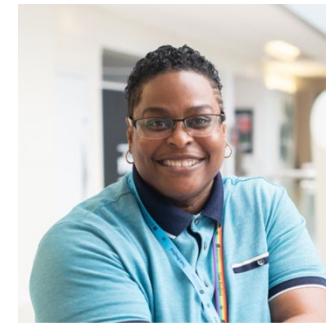
Pippa Chapman



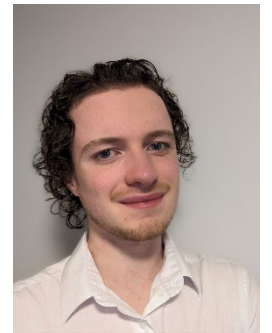
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Yara Alagha



Adelaide Omitowoju



Liam Carson



Seetal Jutla



Sarah Smith

Plus Christina Robinson, Chika Jacob, Raj Mann, our YCEDE Scholars and many others

Thank you



**Yorkshire Consortium for
Equity in Doctoral Education**

Challenges to change: complexity



- Five organisations, different in size, shape, mission, location etc
- One common issue – racial inequity – but manifests differently
- Different organisational cultures...
- ...but some similarities (e.g. distributed leadership)
- Voluntarism and professional autonomy
- Different subject disciplines (e.g. funding, role of PhD)
- 'BAME' as homogenising difference
- UK vs international
- Data
- Co-ordination multiplied by 20! (five universities, four workstreams)