

UKCGE Executive Committee – 2024 Election

UKCGE are pleased to confirm the list of candidates standing for election to the Council's Executive Committee in 2024. A total of 18 candidates will stand for election, with three places available on the committee.

	Name	Institution	Page
1	Noel Alonso	Birmingham City University	2
2	Dr Richard Burguete	National Physical Laboratory	4
3	Dr Sarah Church	London South Bank University	6
4	Dr Karen Clegg	University of York	8
5	Dr Scott Foster	Liverpool John Moores University	11
6	Dr Kay Guccione	University of Glasgow	14
7	Dr Janine Hatter	University of Hull	16
8	Dr Kakhaber Lazarashvili	Anglia Ruskin University	18
9	Dr Phillip Lord	Newcastle University	21
10	Professor Calum Neill	Edinburgh Napier University	23
11	Dr Clive Palmer	University of Central Lancashire	25
12	Kelly Louise Preece	University of Exeter	27
13	Dr Mitch Rose	Aberystwyth University	29
14	Professor Nicola Royan	University of Nottingham	31
15	Rosa Smith	The Brilliant Club	33
16	Dr Rebekah Smith McGloin	Nottingham Trent University	35
17	Dr Jane Wellens	Staffordshire University	37
18	Professor Luke Windsor	University of Leeds	39

Voting will open on Tuesday February 20th and will close at midday on Friday March 8th 2024. The ballot will be held using the single transferable vote system.

Nominated link-members at each UKCGE Full-Member institution will cast a vote on behalf of their institution. Those link members will be emailed voting instructions on February 20th. If you believe you are the eligible link member for your institution, but haven't received the voting instructions, then please contact the UKCGE office on ukcqe@ukcqe.ac.uk.

1. Noel Alonso

Doctoral Research College Administration Manager, Birmingham City University

Biographical Note

Noel has more than 20 years of experience in the Higher Education and public sectors, both in the UK and abroad. She started her career as an administrator in the Ministry of Education in Argentina. Her involvement in policy development and incentives for researchers at national level has influenced her career path and interests.

Once settled in the UK, Noel took the role of European Social Policy Consultant, where she worked on several pre-policy research projects to advise the European Commission on education and programme development.

For the past eight years Noel has worked at Birmingham City University, currently leading the Doctoral Research College Administration Team, where she continues to provide strategic thinking solutions for research degree students and stakeholders.

Proposed Contributions to UKCGE's Activities

The reasons why I am putting myself forward to act as a trustee is that this role will allow me to help shape the sector nationally as well as sharing best practices and learn from other institutions. I enjoy organising events and networking.

What my colleagues say about me is that I am a good listener, I am diplomatic and conciliatory. That I am a catalyst, I make things happen and I am an incubator, in a sense that I build relations and create space for new ideas.

Whilst I might not have the traditional career path that many of my peers have followed, due to having lived in three different continents, my analytical and problem-solving capabilities have sharpened as a result as well as my adaptability and the capacity for seeing things from a different angle.

In my role as European Social Policy Consultant, I gathered information and evidence to support policy development in the education and volunteering sectors in the EU. That role provided me with the expertise in bringing together different stakeholders' thoughts and ideas and to champion collaboration.

I hope I can use my skills and abilities to contribute and build consensus on consistent practices on aspects of postgraduate provision as well as share effective practices and innovations in the management of postgraduate education.

In order to do so, I propose to develop a Peer Coaching Programme, where members can be grouped to coach and be coached in accessing the benefits of this practice without too much impact on their workload or budgets. I am a believer in continuing professional development and recognition for staff. This is why I am a registered mentor for my institution, and I have mentored and coached several colleagues internally and externally to my organisation. A peer coaching programme will strengthen relationships between members and catalyse further collaboration.

Brief statement about how you plan to contribute to EDI when working with UKCGE

I always believe in the importance of championing Equality, Diversity and Inclusion in my own areas of work and my personal experience when moving to the UK has only reinforced my beliefs.

I work collaboratively, internally and externally, to find practical solutions to problems. My expertise working on reasonable adjustments for PGR students led to the development of a matrix to adapt the advice provided by Disability Services, based on their expertise in taught programmes, to research degrees. This matrix has been shared with other institutions and I work in collaboration with them and other professional services in my current institution to continue the development to support students with disabilities further. If I am elected as a UKCGE trustee, I plan to develop this collaboration further with peers and exchange practical knowledge on adapting reasonable adjustments for research degree students as a matrix so graduate schools and doctoral colleges can work together with their own disability departments to implement adjustments.

I represent the Doctoral Research College in the project 'That's Me! Eliminating barriers to postgraduate research study in the West Midlands'. The initiative explores the pathways into and barriers to accessing postgraduate research study through engaging with Postgraduate Researchers (PGRs) and their families, university staff, regional employers, and wider communities. The aim is to enhance access and participation in doctoral research for UK domicile global majority researchers in the West Midlands. Being part of the projects means I can work on implementation of recommendations and adapt processes to collect data before outcomes are fully developed. This project has also given me the expertise on managing data and working within a multimillion-pound project - inter-university and externally funded. I plan to utilise the expertise gained on this project and personal experience as a minority to collaborate with institutions to improve the broken pipeline in research degrees.

Nominated by:

- Kerri Gardiner, University of Cambridge
- Dr Jenny Harding, Birmingham City University

2. Dr Richard Burguete

Director, Postgraduate Institute for Measurement Science, National Physical Laboratory

Biographical Note

I graduated in 1994 from the University of Sheffield with a PhD in Engineering and following three years postdoctoral research I joined the Experimental Stress Analysis group at Airbus in Bristol. During this time, I developed and implemented a variety of measurement techniques for structural testing and sponsored many postgraduate research projects. I was also involved in large research collaborations, culminating in leading the development of the Structures Test R&D strategy for Airbus as well as managing the associated trans-national test programme.

Having followed a postgraduate training pathway, I have developed a strong belief in the value of collaborative research via the application of high-level academic research and skills in an industrial environment. I am passionate about a joint industry and academic framework being a powerful platform for postgraduate training. As the Director of the PGI, this now includes National Laboratories and the related government strategy driving higher level skills development, which can generate many opportunities for postgraduate researchers to enjoy diverse careers.

Proposed Contributions to UKCGE's Activities

As the Director of the Postgraduate Institute (PGI) at the National Physical Laboratory (NPL), my primary role is the development of postgraduate research and training, via strategic collaborations with academia, industry, and other national laboratories. I believe there are three key areas where I can contribute to the activities and development of the UKCGE:

1. Developing representation within Public Sector Research Establishments (PSREs), particularly through strategic engagement with the National Laboratories Alliance (NLA) and NPL's relationship with the Government Office for Science (GO-Science).
2. Evolve and disseminate methods and standards of supervisory practice related, in particular, to collaborative research between government laboratories, industry, and academia.
3. Creating and driving the establishment of doctoral research and training models that support widening access and address multiple ED&I objectives as well as provide access to funding and tackle key demographic challenges.

As the chair of the NLA's Academic Working Group (AWG), I would help develop the significant opportunity to extend the work of the UKCGE amongst a group of research-intensive institutions that currently co-sponsor approximately 1,100 doctoral researchers impacting across many strategically important areas for the UK.

Since its inauguration in 2015, the PGI has championed the development of an effective and meaningful relationship between PGRs and their supervisors. This has been captured in a key document for the PGI and I would be keen to develop the approach set out in the PGI Supervision Charter (DOI: <https://doi.org/10.47120/npl.9653>) to enable more collaboratively funded doctoral training.

UK Council for Graduate Education

As part of the PGI's mission to expand postgraduate research and training, we have focused on establishing flexible methods to fund doctorates that enable greater access. I would promote and explore approaches such as the PhD at Work model that is more attractive to a diverse demographic, particularly those that would not have been able to follow a doctoral training pathway through more traditional routes.

Links: PGI - <https://www.npl.co.uk/pgi>; NPL - <https://www.npl.co.uk/>; NLA - <https://uknla.co.uk/>

Brief statement about how you plan to contribute to EDI when working with UKCGE

The challenge of establishing good EDI practice is of significant interest in many areas of science and engineering because there have been historically low levels of diversity in some subject areas across several protected characteristics. The PGI has worked closely with the EDI lead at NPL to establish a strong ethos and set out a clear set of guidelines to help support our PGRs in navigating this complex area, establishing high quality and meaningful resources for students available through our intranet.

I want to contribute to the UKCGE EDI activity through the development of novel models for doctoral research that can impact on EDI at a systemic level, with the aim of making EDI an intrinsic element of the doctoral research system. I believe this can be achieved by challenging our existing thinking and providing new and creative solutions so that support systemic change. An example of this is the PhD at Work mentioned above which is an effective and efficient model that can address a range of issues simultaneously. A natural extension would then be to develop this further and look at the potential for setting out a general Level 8 Apprenticeship that would access funding not currently available to people that work outside of the well-funded science and engineering community.

I will also advocate for, and disseminate, good practice by exploiting my close relationship with collaborators, and through a "network of networks" (e.g., NLA, Government Science and Engineering Profession, etc.) to share novel and workable ideas for the development of better EDI practices within the science and engineering community.

It could also be said that by including a PSRE representative on the board of trustees provides diversity and inclusion in relation to organisational type, that would bring a different and valuable perspective to postgraduate research and training.

Nominated by:

- Professor Cilla Harries, Kingston University
- Professor Michael Hand, Birmingham University

3. Dr Sarah Church

Associate Dean Research & Enterprise and Postgraduate Research Director, London South Bank University

Biographical Note

I currently hold the position of Associate Dean Research and Enterprise in the School of Nursing and Midwifery and Postgraduate Research Director for Health and Social Care at London South Bank University. Together with professional registrations in nursing and midwifery, I have held education, management, and research positions in higher education over the last 25 years. I am an experienced doctoral supervisor, examiner, and external examiner for the Professional doctorate in health. My role focuses on enhancing the experience of postgraduate students undertaking PhD and Professional Doctorate research in health and social care, with a focus on the provision of high-quality supervision and doctoral support within a positive research culture.

Proposed Contributions to UKCGE's Activities

Being a Trustee on the UK Graduate Education Committee (UKCGE) would present me with an opportunity to contribute to the development and delivery of the UKCGE strategy at national level and play a role in shaping the provision of postgraduate education in the UK.

I believe that I can make a valuable contribution to the committee through my representation of the health and social care postgraduate community and my understanding of the challenges experienced by students and supervisors in this space. The doctoral community in health and social care is challenged by an increased number of part-time students who continue to work full time in the NHS and social care. The value and contribution of professional doctorates for the UK and wider global communities in health, illustrate how programme diversification can be positive and impactful at doctoral level.

Being a member of the Postgraduate Research (PGR) Community of Practice, I strongly believe in the contribution of research evidence and the implementation of innovative practices for the enhancement of postgraduate education to include career management and postdoctoral mentorship.

My experience of completing a postgraduate certificate in research degree supervision and subsequent supervisory experience, has reinforced my belief in the value of high-quality supervisory training and the focus on continuing professional development for supervisors. As a result, I am ideally positioned to strengthen the capability of supervisors in supporting the development of the Good Supervisory Practice framework. The structure and diversity of supervisory teams is of particular interest in terms of the balance between subject and methodological expertise, and in the engagement and support of early career researchers in the supervision process. I believe in the importance of creating a supportive and inspiring postgraduate environment for students and supervisors, recognizing current and ongoing challenges and adopting an open and collegial approach.

Being a Trustee would not only serve as a significant professional development opportunity for me but it would also consolidate my passion as a leader in post graduate education.

Brief statement about how you plan to contribute to EDI when working with UKCGE

I am committed to promoting equality, diversity, and inclusivity (EDI) in graduate education. I believe that one way of advocating for equity and inclusiveness is to explore and represent the student voice in relation to EDI policies and practices and to gain an understanding of their sense of belongingness within the PGR environment. As a PGR director, I am passionate about creating a more inclusive and welcoming environment with a focus on accessibility to the physical and digital learning environment and recognizing the experience of neurodiverse students and supervisors. It is important that strategies for embedding EDI polices through training of supervisors focus on recognizing different supervisory approaches and the value of interdisciplinary supervisory teams to support students to flourish. I recognize the important contribution of co-production in the development of institutional policies and practices with students and supervisors, and by collecting high-quality data in relation to continuation and progression in this space. Recognizing diversity in the demographic and background characteristics of the doctoral student population and an awareness of the impact of intersectionality, are key to identifying the challenges which may affect students' engagement and progression. Having experience of working within a widening participation agenda has highlighted the importance of understanding the vulnerabilities of students and to recognize the importance of how high-quality supervision supported by institutional commitment to robust policies and practices, can have a positive impact on student experience. I believe that the offer of pre-doctoral mentorship can have an impact on the quality of doctoral proposals and experience and success of students who may need extra support to understand the requirements of doctoral research. I firmly belief that I have the skills, experience and passion to work as a Trustee in partnership with colleagues across the sector in meeting the core objectives of UKCGE.

Nominated by:

- Professor Patrick Callaghan, London South Bank University
- Professor Sarah Earle, Nottingham Trent University

4. Dr Karen Clegg

Co-Director of the Research SuperVision Project, University of York

Biographical Note

Until recently, Karen Clegg led the researcher development function at the University of York where she was responsible for: the design and facilitation of professional development interventions for researchers (PGRs, fellows and academic staff); the creation of strategy and implementation of policy and support for public engagement (3MT, Falling Walls) and knowledge exchange (Enterprise Fellowships). Karen is now co-director of the £4.6million, four year Research England funded Next Generation Research SuperVision Project (RSVP) designed to transform the culture and practice of research supervision. Karen is well connected in the sector and is an elected member of the BBSRC People and Talent Strategy Advisory Panel, a Senior Fellow of the Higher Education Academy, a trained coach and an accomplished conference speaker.

Proposed Contributions to UKCGE's Activities

My primary contributions (as well as a lot of experience) are as follows:

1. Transforming the culture and practice of research supervision. In 2021, I developed, with UKCGE, the first UK Research Supervision Survey (UKRSS) sponsored by Wellcome Trust and UKRI. By establishing and building relationships with funders, policy makers and writing position papers (see publications) I contributed to the national discussion about support and CPD for supervision. This empirical research has been cited in the New Deal for PG Researchers and contributed to the revised (2024) UKRI Statement of Doctoral Expectations. It also supported the creation of the The Next Generation Research SuperVision Project (RSVP), which includes a consortium of six partners; the UKCGE, Sheffield Hallam University, Coventry, Nottingham, King's College London and York. Working with 20 Universities (UK and international), 10+ industries and with the support of all seven UKRI research councils (plus the Crick Institute and the Wellcome Trust) RSVP is believed to be the largest collaborative, cross-disciplinary, translational research project into doctoral education ever funded. The long term impact of RSVP will be: increased confidence, better understanding of team supervision, consistency of institutional approaches to supervision practice. I also continue to lead York's Supervision Programme and to support the York Graduate Research School.
2. Championing the UKCGE Research SuperVision Recognition Programme. As part of the RSVP we will develop support for individual supervisors wishing to gain recognition through the Research Supervision Recognition Programme (RSRP) and explore the options for recognising institutional programmes. The result will be increased demand for supervision, increased revenue for the council and a transformation and culture shift in the support and recognition of doctoral supervision.

UK Council for Graduate Education

3. Contributing to national policy. I will work with the Council, UKRI, Research England and Vitae to enable research supervision to be counted as an indicator in REF2029 People Culture and Innovation (PCE)
4. Strengthening Networks - Build and strengthen UK and International partnerships with, for example, the Canadian Association of Graduate Schools and the Australian Council for Graduate Research (both organisations offer Awards for Excellence/Outstanding Supervision); the European University Association - Council for Doctoral Education, and closer to home, will draw on established connections with the various mission group networks such as the Russell Group Postgraduate Research Special Interest Groups, Researchers14 and University Alliance to share practice and engage people with the RVSP activity.

Brief statement about how you plan to contribute to EDI when working with UKCGE

As a committee member I have supported a root-and-branch review of the council's EDI operations and at York have provided institutional funding for researchers to present and attend the Council's annual International Conference on the Mental Health and Wellbeing of Postgraduate Researchers so that they can bring back best practice and cascade ideas to their communities.

Wellbeing & Mental Health: At York I've had the pleasure to work with researchers to put into effect researcher-led initiatives including post-doc to PGR mentoring, peer to peer buddying and the 'Thrive and Survive your PhD' programme. Collectively, these initiatives form the York Graduate School Wellbeing Suite which was recognised by the Find a PhD as 'comprehensive and sector leading' support and won the 'Outstanding Contribution to Postgraduate Student Wellbeing' Award in 2022.

Widening Access to doctoral education: Working with colleagues in the Yorkshire Consortium for Equity in Doctoral Education (YCEDE) we will explore the experience of postgraduate researchers from under-represented groups. This will provide a richer understanding of specific needs and enable the identification and development of support for both PGRs and supervisors. We aim to equip supervisors, mentors and those who support researchers with greater confidence in signposting to mental health practitioners and in knowing how to respond to particular situations. This will hopefully enable a better experience for doctoral candidates.

Forthcoming and Recent Presentations:

Invited speaker at the Westminster Higher Education Forum Policy Conference: New Steps for the Research Excellence Framework, 5 March 2024 and 'Next Steps for Postgraduate Research in the UK' event on 15 April.

Invited speaker at the Swedish University of Agricultural Sciences, Uppsala. Sweden. 18 May 2024. Reflections on Supervision Practice – what kind of a supervisor am I?

I spoke at the UK Council for Graduate Education Townhall Event on the New Deal for PG Research 13 December 2023

Clegg K (autumn 2022) Keynote address on the Implication of the UK Research Supervision Survey for Professional Practice, at the Danish Network for Development in Higher Education

UK Council for
Graduate Education

Clegg K (June 2022) Keynote Address on the UK Research Supervision Survey at the Hamburg Research Academy International Symposium - Perspectives on Good Supervision. Hamburg, Germany.

Publications:

Forthcoming: Clegg K, Houston G & Gower O (2024) Doctoral Supervision and Research Culture: what we know, what works and why. Routledge

Shining a light on supervisors can improve research culture. Research Professional. 20 September 2023.

2021 - Coverage of the UKCGE UK Research Supervision Survey - WonkHE, Times Higher Education, Nature

Taylor S and Clegg K (2021) 'Towards a framework for the recognition of good supervisory practice,' in Lee A and Bongaardt R (Eds). The Future of Doctoral Education, Routledge

Nominated by:

- Professor Doug Cleaver, Sheffield Hallam University and UKCGE
- Dr Nigel Eady, King's College London

5. Dr Scott Foster

Reader in Postgraduate Research Culture and PhD Programme Leader, Liverpool John Moores University

Biographical Note

Scott is a Reader in Postgraduate Research Culture and my principal areas of research are ethical leadership, spirituality, doctoral education, and meaningful work. Publications are primarily focused on the promotion of management insights generated through the interconnection of practice and theory, where change, discovery, and innovation are driven by applied work-based, collaborative, and experiential approaches. My academic career has prioritised research and teaching that closely relate to practice, with a particular interest in stakeholders who enable positive work cultures and, through well-being initiatives, make a critical impact in their communities. My scholarly-practice research involves the active engagement of stakeholders, especially those who create a more equal partnership between employees and organisations. A strong focus of interest concerns the potential of management research to change employee experiences that are enacted through engagement and a co-creation of innovative ideas and knowledge. In this way, my approach concerns ‘impact’ and collaborative working with user groups. My research approach extends to exploring ways managers develop policies and procedures to enable employee-centred practice, especially in the development of an understanding of diversity within workplace culture and spirituality.

Proposed Contributions to UKCGE’s Activities

As a dedicated academic with over a decade of experience, I am committed to advancing higher education and I am enthusiastic about the prospect of contributing to the activities of the UK Council for Graduate Education. My extensive experience in academia and postgraduate research along with my passion for fostering excellence in graduate education align seamlessly with the goals and objectives of UKCGE. Especially the vision of delivering, “An equitable and inclusive postgraduate sector which delivers academic excellence and offers high-quality supervision, effective leadership, and outstanding professional services”. This is supported by my recognised UKCGE supervisor’s achievement, one of the first in the UK to be awarded it.

First and foremost, I bring a wealth of experience in research and academic leadership. Having served as a Senior Lecturer, Programme Leader for the PhD Programme, and Faculty Research Degrees Chair at Liverpool John Moores University for over a decade, I have witnessed the evolving landscape of postgraduate education. I am keenly aware of the challenges faced by both students and academics in navigating the complexities of contemporary academia. My proposal includes actively participating in UKCGE’s initiatives aimed at addressing these challenges, promoting innovative teaching methodologies, and fostering a supportive environment for postgraduate students. This includes a workshop that I co-chaired with Professor Sheldon (LJMU) on May the 5th 2022 for the UKCGE on pre-doctoral programmes.

Moreover, my research background in doctoral education equips me with a unique perspective on the evolving trends and demands within various academic disciplines. I am eager to contribute to UKCGE’s research projects that aim to enhance the understanding of

UK Council for Graduate Education

best practices in graduate education. By collaborating on these initiatives, I intend to facilitate the development of evidence-based policies and strategies that can positively impact the overall quality of postgraduate programs across the UK.

Furthermore, my proficiency in leveraging technology for educational purposes aligns with the growing importance of digital tools in academia. I propose to contribute to UKCGE's efforts in embracing technology to enhance the delivery of graduate education. This could involve sharing best practices, participating in workshops, and collaborating on the development of guidelines for integrating technology into postgraduate programs. In conclusion, my proposed contributions to UKCGE's activities encompass a multifaceted approach that combines academic expertise, research acumen, a commitment to diversity, and a keen interest in leveraging technology. I am eager to collaborate with fellow academics and stakeholders to collectively advance the quality and inclusivity of postgraduate education in the UK. I hope with my contribution, I can help shape the future of higher education and empower the next generation of scholars and academic leaders.

Brief statement about how you plan to contribute to EDI when working with UKCGE

My commitment to Equity, Diversity, and Inclusion (EDI) is at the forefront of my professional ethos at Liverpool John Moores University, and I am eager to bring this dedication to the forefront of my collaboration with the UK Council for Graduate Education. Firstly, I intend to actively engage in initiatives that promote diversity in postgraduate taught and research education including the Equity, Diversity and Inclusion in Postgraduate Research — Race and Ethnicity in PGR on the 8th March 2024 and Inclusive Doctoral Research Participation on the 10th May 2024. My engagement will involve advocating and promoting policies that address barriers to access, ensuring that underrepresented groups have equal opportunities to pursue and thrive in postgraduate studies. By actively participating in working groups focused on EDI, I aim to contribute to the development of guidelines and practices that foster inclusivity at every stage of the graduate education journey. This includes my prominent roles at LJMU's Race Equality Charter steering group and LJMU's institutional Lead for Equity in Doctoral Education through Partnership and Innovation (EDEPI).

I am very keen to champion initiatives that support the recruitment and retention of a diverse cohort of graduate students. This includes collaborating with institutions and organisations to establish mentorship programs, networking opportunities, and support systems that cater to the unique needs of students from different backgrounds. By actively working towards breaking down systemic barriers, I hope to contribute to an environment where all graduate students feel empowered to succeed. Moreover, I recognise the importance of fostering a culture of inclusion within academic communities. My plan involves promoting awareness and education on EDI issues through workshops, seminars, and training sessions. By encouraging dialogue and understanding, I aim to create a more supportive and empathetic community that values and celebrates diversity.

In terms of research, I propose to actively engage in projects that explore the intersectionality of identity within the context of postgraduate education. This includes investigating how factors such as race, gender, socioeconomic background, and disability

UK Council for **Graduate Education**

impact the experiences of graduate students. Through collaborative research efforts, I aspire to contribute to a body of knowledge that informs evidence-based policies and practices for creating more equitable graduate education environments.

Additionally, my commitment to EDI extends to organisational governance. I will advocate for the inclusion of diverse voices at decision-making tables within UKCGE. This involves supporting initiatives to ensure that committees, panels, and leadership positions reflect the rich diversity of the postgraduate education community.

In summary, my plan to contribute to Equity, Diversity, and Inclusion when working with UKCGE involves proactive participation in policy development, promoting inclusivity in recruitment and retention, fostering a culture of inclusion, conducting meaningful research, and advocating for diversity in organizational governance. Through these concerted efforts, I aim to contribute to a more equitable and enriching graduate education landscape in the United Kingdom.

Nominated by:

- Professor Julie Sheldon, Liverpool John Moores University
- Dr Christine Unterhitzberger, University of Leeds

6. Dr Kay Guccione

Head of Research Culture and Researcher Development, University of Glasgow

Biographical Note

Kay Guccione is Head of Research Culture and Researcher Development at the University of Glasgow, where she leads a dynamic team of 18 development specialists, culture experts and PGR interns to deliver a complex portfolio of work. Kay is a Principal Fellow of the Higher Education Academy and a National Teaching Fellow, both of which were awarded for strategic impact in postgraduate education. Recent projects include the Hidden Curriculum in Doctoral Education (Palgrave Macmillan), the Value of the Doctorate (research articles), Coaching and Mentoring for Academic Development (Emerald), Thriving in Part-Time Doctoral Study (Routledge), and the 'Supervising PhDs' blog.

Proposed Contributions to UKCGE's Activities

Through my 15-years' experience I have designed and directed development initiatives, and organisational-level strategies for PGR and supervisor education including the designing: doctoral programmes (CDTs/DTPs/Scholarships), policy, governance structures, and comprehensive frameworks professional development. I have built an international reputation for innovative practice in PGR education, and as scholar-practitioner, for taking an evidence-based approach e.g. developing the theory of the Hidden Curriculum of Doctoral Education and conceptualising the personal value of the doctorate.

My work at the interface of PGR education and research culture enhancement acknowledges the complexity of the PGR experience, highlighting 'success' as a function of the collective relationships, support, and structures encountered. Additionally, applying a longitudinal view of the doctorate, examining key transitions into and beyond study and thus taking a student-centred approach has enabled me to create impact for PGRs, and those who support them. My commitment to open sharing, and support for my global networks, has multiplied this impact. A key contribution I can make is in furthering UKCGE's sector-wide trust and credibility, through fore-fronting this holistic perspective, and in providing methodological support for evidence gathering and impact evaluation.

I have initiated UKCGE projects (e.g. designing the Associate Supervisor Award) and led (Inter)national Working Groups: Co-Chairing the SFC 'Advisory Board on the experience of Scotland's PGRs'; directing international Researcher Education (REDS) Conferences, and creating multiple other spaces for knowledge exchange and translation into practice e.g. 'SupervisingPhDs' blog, Supervisor Development Reading Group – all of which have created deep insights that will benefit all strategic priorities of UKCGE, and additionally provide connectivity to global networks of expertise: e.g. EARLI's Researcher Education and Careers group, and the work of IDERN.

Brief statement about how you plan to contribute to EDI when working with UKCGE

The PGR population is exceptionally diverse, but also vastly under-characterised. A wide variety of people, experiences, postgraduate degree types, university missions, and entry routes create a complex picture of who postgraduates are, their status in universities, their access to career and financial security, and their ability to engage fully as whole people

UK Council for Graduate Education

within their studies. National data held by UKCGE, in addition to targeted research, plus national UKRI ('New Deal') and UCU consultation (workload surveys), reveals further complexity, disparity, and indeed contradiction in how PGRs are supervised and supported, funded and rewarded, and included as valued members of their research institutions. There are further emerging insights into the mental health and neurodiversity of PGRs, which must be responded to. And more, without building inclusive, accessible environments, where people feel safe to disclose, we cannot ever hope to understand the non-visible diversity and disparity that exists within our PGR population.

An EDI-centric approach cannot be achieved through an 'add on' model. I would advance an equitable and inclusive sector for PGRs by scrutinising every element of what we already do, both as a sector, and for UKGCE as an organisation who must role-model this approach. My career to date has afforded me a wide range of relevant experience through which EDI work is integrated into every element of postgraduate support, so that: success is not unattainable for those with 'non-traditional routes' into and through doctoral study (my book: *Thriving in your Part-Time Doctorate*); PGRs feel safe and supported to be their whole selves at work (e.g. establishing institutional reverse mentoring programmes, Parent-PGR network, and the Disabled and Ill PGR network); and, we work towards flexible, accessible systems that enable all PGRs to take a full and active part in the research environment (designing inclusive events, policy, peer review, and development initiatives).

Nominated by:

- Mary Beth Kneafsey, University of Glasgow
- Dr Jon Rainford, The Open University

7. Dr Janine Hatter

Programme Manager of the Postgraduate Training Scheme (PGTS), University of Hull

Biographical Note

Dr Janine Hatter is Programme Manager of the Postgraduate Training Scheme (PGTS) at the University of Hull, she holds Senior Fellow of the HEA status and her research specialism is Victorian popular fiction. Janine has been training PGRs in research, professional and personal skills development since 2016 via the PGTS, which is an accredited training programme that prepares PGRs for postgraduate life and their subsequent career(s) by enhancing their employability. Janine is Module Leader for the flagship 'Modern Researcher' suit of modules, which cover PGR Essential Skills, Knowledge and Training; Research Culture, Dissemination and Communication; and Thesis Finalisation, Publication and Employability.

Proposed Contributions to UKCGE's Activities

I am enthusiastic about the opportunity to contribute to UKCGE and its multifaceted activities. With a background in academia and a passion for advancing PGR through training, I believe my skills and experiences position me well to make meaningful contributions to the organization's mission of providing 'an evidenced-led and trusted voice for the postgraduate sector'.

My primary focus will be on leveraging my expertise in PGR training to enhance UKCGE's efforts in promoting excellence in postgraduate education and research. Having actively engaged in research-led teaching and training, as well as developing leadership roles through Programme Management and co-running a Doctoral College through the Corona Virus outbreak, I am well-acquainted with the challenges and opportunities faced by PGRs and institutions alike. However, the opportunity to learn how a larger national, cross-institutional organisation works for my own self-development is also a key factor for me. One of my key proposed contributions involves fostering collaboration and knowledge exchange within the UKCGE community and the wider HE sector to champion diversity, equity and inclusion within postgraduate education. In alignment with the evolving landscape of education, I propose to explore and implement strategies that integrate technology and digital resources into PGR programs. By staying at the forefront of educational technology trends, I aim to enhance the learning experience for PGRs, making education more accessible and adaptable to the needs of the modern learner. For instance, I am currently looking into AI's effect on research degrees and have already implemented ChatGPT training around thesis construction and viva preparation. I think embracing AI could be a key way in which the discrepancies in diversity, equity and inclusion of our PGR community can be addressed.

Overall, I am committed to actively contributing my skills, knowledge, and passion to the UKCGE's initiatives. Through collaboration, diversity advocacy, and technological innovation, I believe we can collectively elevate the standards of graduate education and positively impact the academic landscape in the United Kingdom.

Brief statement about how you plan to contribute to EDI when working with UKCGE

I am passionate about EDI, PGRs and the HE sector. Based on my previous experience of working with students on a one-to-one basis as a disability support worker, and then working in the University of Hull's EDI department for two years on initiatives like Athena SWAN and the Race Equality Charter, my way of contributing to EDI when working with UKCGE would take two approaches. Firstly, I would work directly with PGRs and PGR-related staff to hear their voice on what EDI issues matter most to them, and then secondly I would work on wider EDI and research policies that can make organisational change and have a sector-wide impact.

From a practical perspective, I would consider PGR and staff feedback from the November 2023 international conference on EDI at PGR level to judge what topics need prioritisation. I would then consider the utilisation of other initiatives to improve EDI at PGR level. Initiatives such as establishing mentorship programmes that provide support to PGRs from underrepresented backgrounds in order to address systemic barriers. Establishing a network of mentors who can offer guidance, share experiences, and provide resources will contribute to the success and retention of a more diverse PGR population. Part of my training of PGRs is on outreach to encourage individuals from diverse backgrounds to pursue advanced degrees. My PGRs collaborate with schools and communities to demystify the path to postgraduate education to inspire a broader range of talented individuals to consider postgraduate research as a viable option. Additionally, I would champion curriculum development that reflects diverse perspectives, ensuring that all PGRs feel represented and valued in their academic journey to foster an inclusive research and learning environment. Finally, I would create a strategy for these prioritises in order to maintain a forward motion of a positive EDI impact on the wider HE sector. This bottom up approach creates a holistic method to EDI and PGR that ultimately enriches the academic experience for all members of the community.

Nominated by:

- Professor Andrew King, The University of Greenwich
- Michael Thomas, Liverpool John Moores University

8. Dr Kakhaber Lazarashvili

Lecturer/research fellow/research supervisor, Anglia Ruskin University

Biographical Note

Rector of East European University, Tbilisi, Georgia, Head of Council- Faculty of Healthcare (EEU, Georgia), Lecturer of Healthcare Management, Lecturer/research supervisor at Anglia Ruskin University, An Expert Coordinator in Higher Education for Eastern Europe and Central Asia, UNFPA, An expert of Higher Education at National Quality Assurance Agency, Tbilisi, Georgia, The member of Higher Medical Education Council. Visiting Professor at Sorbonne University, France, The member of Advisory Board for the International Journal Health, Wellness and Society, USA. Doctorate in Education from UCL - The University of London, and Graduated from Queen Mary University of London with Master of Medicine. Certificate in Knowledge Management, University of Oxford. Fellow of Higher Education Academy-FHEA (UK), Fellow of the Royal Association of Public Health-RSPH, (UK); West London College of Business and Management Sciences (UK, London) - Programme Manager and Lecturer. He has many years of professional and pedagogical experience in the UK, Europe and Georgia.

Proposed Contributions to UKCGE's Activities

In my role of Rector at East European University in Georgia. Simultaneously, I serve as the Expert Coordinator of Higher Education for UNFPA (United Nations Population Fund) in the Eastern Europe and Central Asia region. This multifaceted experience uniquely positions me to contribute significantly to the international discourse on postgraduate education, particularly within the purview of the UK Council of Graduate Education (UKCGE). My position at Anglia Ruskin University grounds me in the UK postgraduate UK community. My envisaged contributions span diverse facets, all aimed at advancing the global landscape of postgraduate education. As an academic with a penchant for collaborative research, I am poised to engage in international research collaborations. By fostering partnerships with scholars and institutions across borders, I endeavor to enrich the academic community at Anglia Ruskin University and contribute to the broader global impact of UK academia. The establishment and nurturing of international partnerships represent another cornerstone of my envisioned contributions. Facilitating collaborations between universities and research institutions on a global scale will catalyze the exchange of knowledge, resources, and best practices in graduate education. Joint programs, student and faculty exchanges, and collaborative research initiatives will be instrumental in fostering an environment of academic excellence.

Active participation in international conferences serves as a conduit for sharing insights, collaborating with peers globally, and contributing to the overarching academic dialogue on graduate education. By presenting research findings at such forums, I aim to elevate the international visibility and impact of research originating from the academic sphere within the UK.

Furthermore, my commitment extends to mentorship and capacity building. Engaging in international mentorship programs and capacity-building initiatives will contribute to the professional development of scholars and graduate students globally. By sharing expertise

UK Council for Graduate Education

and best practices, I aspire to positively influence the quality of graduate education on an international scale.

Participation in international committees, task forces, and working groups focusing on issues pertinent to graduate education is integral to my envisioned contributions. This engagement will enable me to leverage my expertise to shape policy discussions and contribute to the formulation of global standards in postgraduate education.

Advocacy for inclusivity and diversity in graduate education stands as a paramount objective. Through active promotion of inclusive practices, sharing experiences, and contributing to global discussions on equitable environments for graduate students, I aim to foster a culture of diversity and inclusion within academic spheres.

Concurrently, contributing to educational outreach and training programs on an international scale will enhance the skills and knowledge of academics and students across diverse regions. This may involve conducting workshops, webinars, or training sessions tailored to address pertinent topics in graduate education.

Policy engagement on the international stage represents an avenue through which I intend to contribute significantly. By participating in discussions and initiatives related to policies affecting graduate education globally, I aim to contribute to the development of frameworks that support the internationalization and quality assurance of postgraduate programs.

Active involvement in international academic networks and collaborative initiatives will underpin my commitment to creating a global community of scholars in graduate education. By fostering connections with scholars, researchers, and educators worldwide, I seek to facilitate the exchange of ideas and contribute to the formation of a cohesive global academic community.

In summation, my collaborative endeavors and steadfast commitment to international engagement are poised to significantly enhance the impact of graduate education on a global scale. The multifaceted nature of my roles positions me to contribute meaningfully to the overarching goals and initiatives of the UK Council of Graduate Education, fostering a dynamic and interconnected landscape for postgraduate education worldwide.

Brief statement about how you plan to contribute to EDI when working with UKCGE

In my role as a collaborative contributor to the UK Council of Graduate Education (UKCGE), I am steadfastly committed to advancing the principles of Equality, Diversity, and Inclusion (EDI) within the realm of postgraduate education. My plan to contribute to EDI encompasses several key pillars:

- **Advocacy and Awareness:** I am dedicated to being a vocal advocate for EDI, fostering awareness and understanding of its significance within the graduate education landscape. By actively promoting discussions on inclusivity, diversity, and equal opportunities, I aim to create an environment where all voices are heard and valued.

UK Council for Graduate Education

- **Policy Influence:** I aspire to contribute to the development and refinement of policies that underscore EDI principles. By actively engaging in discussions, collaborating with stakeholders, and leveraging my expertise, I aim to influence policies that promote equitable access, representation, and success for all individuals pursuing postgraduate education.
- **Program Development:** In my collaborative efforts with the UKCGE, I plan to contribute to the development of programs that explicitly embrace and celebrate diversity. This may involve advocating for inclusive curriculum design, promoting diverse perspectives in research initiatives, and ensuring that educational programs cater to the needs of a varied student population.
- **Mentorship and Support:** Recognizing the transformative power of mentorship, I plan to actively engage in mentorship initiatives that prioritize EDI. By providing guidance and support to individuals from underrepresented backgrounds, I aim to contribute to a more inclusive academic environment and facilitate the professional development of aspiring scholars.
- **Collaborative Partnerships:** I intend to foster partnerships with institutions, organizations, and individuals who share a commitment to EDI in graduate education. Through collaborative initiatives, joint programs, and shared resources, we can collectively work towards creating an environment that reflects the rich tapestry of backgrounds and experiences present within the academic community.
- **Training and Awareness Programs:** As part of my commitment to EDI, I plan to contribute to the design and implementation of training programs that enhance awareness and cultural competence within the academic community. These programs will serve to educate individuals on the importance of embracing diversity and fostering an inclusive environment.
- **Data Collection and Analysis:** I recognize the significance of data in gauging progress and identifying areas for improvement. I plan to advocate for robust data collection methodologies that capture information related to diversity metrics, enabling evidence-based decision-making and fostering accountability in the pursuit of EDI goals.
- **Continuous Learning:** Acknowledging the evolving nature of EDI, I commit to continuous learning and self-reflection. By staying informed about emerging best practices, engaging in professional development opportunities, and actively seeking feedback, I aim to contribute to a dynamic and responsive approach to EDI within the UKCGE.

Through these multifaceted contributions, my overarching goal is to foster an inclusive, equitable, and supportive environment within the UKCGE. By prioritizing EDI, we can collectively work towards enriching the educational experience for all individuals engaged in postgraduate education, ensuring that it reflects the diverse perspectives and talents that comprise our global academic community.

Nominated by:

- Professor Denise Hawkes, Anglia Ruskin University
- Professor Paul Gibbs, Middlesex University

9. Dr Phillip Lord

Dean of Postgraduate Research, Newcastle University

Biographical Note

I am Dean of Postgraduate Research for Science, Agriculture and Engineering at Newcastle University. I am responsible for the progress of 1100+ PGR students, and their professional training. I am the University lead for many Doctoral Centres and am PI for the EPSRC Doctoral Training Partnership grant portfolio. During my time as Dean, I have made many contributions including managing the pandemic response, introducing a faculty wide PGR conference, and improving the PGR experience.

I am also very experienced in governance, having sat on University Senate and Council. As part of council, I was also a trustee of the University.

Proposed Contributions to UKCGE's Activities

Like many, I have found the UKGCE conferences and events an excellent opportunity to share new knowledge: this was invaluable during the pandemic, and now with the challenges of the cost of living crisis.

I believe that I can contribute significantly as a trustee. I have substantial experience in all aspects of PGR: as a student, supervisor and academic leader at School, Faculty and University levels.

As part of my role, I have been leading a University project to think about the future of the PhD in five, ten and fifteen years. In my lifetime the PhD has undergone many changes: it is now more formalized, no longer only for those destined for academic careers; and the professional training is well embedded.

However, many of the issues that we face now are a long time in the making and will take a long time to fix: both home and international students are struggling to live on their incomes, causing recruitment and retention issues; our EDI statistics and experience are stubbornly fixed; and PGRs still straddle the divide between being employees and students, sometimes receiving the worst of both worlds.

I believe that many of these issues are structural: despite the changes, the fundamental nature of the PhD, as a individual piece of research, making a contribution to knowledge in the form of a long-form thesis.

I do not know what the future of the PhD should be; but I do know that we need to discuss this as sector and that any change must be well thought through. The PhD should be fit for the future, but it needs to retain its past: it is internationally recognised, and highest level of qualification offered by Universities. As a trustee, I will ensure that UKCGE plays its part in mediating these discussions.

Brief statement about how you plan to contribute to EDI when working with UKCGE

I am keenly aware of the difficulties in widening participation and ensuring fair processes in education. I come from a discipline which has a very wide gender bias, so I know that this is not quick to fix, but that it needs a clear, consistent and continual pressure.

At Newcastle, we have benefitted from a number of projects changing our culture to support EDI: from Wellbeing4All, NERC EDI Flexible fund and Diversifying the talent pipeline, and OfS ProNE. We are striving to be sector leading in our understanding on how to make things better for those outside of the traditional demographic for PhDs, and are implementing actions recommended by these projects. We are also aware of our importance as an anchor institution in the North-East; we underpin many of the growth industries in Newcastle and surroundings with all the implications this has for EDI. Despite this good work, I believe that many of the EDI issues associated with PGR are structural: the PhD still appeals predominately to those in their late 20s; it remains family unfriendly; and there is a poor awareness about what a PhD meaning many rules themselves out.

We can improve the situation and we must not forget those who are studying now; but if we want to open up the PhD to a much wider audience, we must be more flexible in what we offer, both in terms of the lifestyle, the training we provide and the assessment that we use to measure the worth of a PhD.

UKCGE can be a forum to have these discussions, which in turn will enable this structural change. I must help our students today, but we need to consider those who will arrive in a one or two decades. It is this focus that I can bring to UKCGE.

Nominated by:

- Dr Gail de Blaquiere, Newcastle University
- Professor Simon Harper, Manchester University

10. Professor Calum Neill

**Head of Research Degrees / Professor of Psychoanalysis & Continental Philosophy,
Edinburgh Napier University**

Biographical Note

A graduate of the Universities of Ulster, Glasgow and Manchester Metropolitan University, Calum works at Edinburgh Napier University, where, as well as teaching and researching, for the last 5 years he has led the provision of research degrees, developing policy and ensuring the best possible student experience. Calum is a passionate champion of equality and the demystification of higher degrees and enthusiastic about bringing his experience to the work of the UKCGE. He is currently writing a PhD Survival Guide focused on well-being and interpersonal communication in the PhD context.

Proposed Contributions to UKCGE's Activities

Equality, diversity, inclusion and demystification – Having committed enormous energy at my own institution to ensuring students have an equal opportunity to learn, develop and thrive in the RPG context, I am keen to bring this passion and experience to the work of the UKCGE. Research degrees ought to be for everyone and this means not only removing obstacles to access and success and empowering students, but also lifting the shroud from academic activities and allowing everyone to understand research degrees as a viable career and life choice.

Academically inclusive – ensuring we support future oriented research requires that we provide a culture, environment and framework which allows students from all disciplines to thrive. This should entail but neither be limited to nor dominated by industrial or economic partnerships.

Practicality – having led research degree provision at my own institution for 5 years, I am experienced in working with the detail of policy development and the generation of positive culture through working directly with students and supervisors. The future of UK RPG provision requires that we think through the framework which safeguards students and their learning experience and that we implement across the sector the kind of culture which allows them to blossom. I bring this blend of vision, humanity and practicality.

I intend to contribute to UKCGE through commitment to these ideas and the commitment to practically developing and delivering on these ideals on collaboration with other members of the Executive Committee, the wider community of UKCGE and the staff, students, potential students and public. It is together that we ensure that graduate education thrives.

Brief statement about how you plan to contribute to EDI when working with UKCGE

Removal of obstacles – the provision of research degrees studies is often enmeshed in traditions and habits from a previous era, traditions and habits which may once have had a rationale but whose rationale has become lost or outdated. We need to rethink, in detail, what research degrees are and are for, and we need to then ensure that we create the fairest and most open opportunity for students to accomplish these degrees. This means

removing a multitude of obstacles but also instituting a multitude of facilitating mechanisms and an attitude of transparency. With sensible rationales, a high and flexible standard of provision should be open to all.

Monitoring and ensuring equality of access – true equality of access cannot be as simple as ensuring fair processes are in place and that we safeguard against discrimination. Of course this is important. We need now, however, to do the hard work of ensuring that the very idea of studying for research degrees is something which is considered accessible for all. This will necessitate the demystification of the idea of university/academia and the demystification of research degrees in particular. Such work will require an outward looking approach, one that takes research degrees, their value and their accessibility to the public.

Considering the shape of research degrees – an important element in ensuring equality of access, equality of treatment, equality of experience, equality of opportunity and fair outcomes is a robust reconsideration of the shape of research degrees. Unshackling ourselves from tradition and turning our attention to the public, we need to consider how research degrees can be envisaged so that they fit the lives of the people who might want to engage with them, to learn, to grow and to be part of the shaping of the future that cutting edge research is all about.

Nominated by:

- Dr Grainne Barkess, Edinburgh Napier University
- Professor Graeme Nixon, University of Aberdeen

11. Dr Clive Palmer

Doctoral Education Lead, University of Central Lancashire

Biographical Note

My passions are for learning through research, supporting students and supervisors to realise the life-enriching opportunities that Postgraduate study affords. Appointed at UCLan in 2008, my pedagogical expertise in sports coaching and PE has been applied in doctoral education and supervisor development since 2014. I am a National Teaching Fellow and Principal Fellow of the HEA, recognised for creating policy and influencing institutional practices in doctoral supervision. Nominated by Times Higher Education for my supervision initiatives, I am also winner of FindAPhD.com's national research supervisor award. I am a keen advocate for change, equity and professionalism in doctoral provision at my institution and beyond.

Proposed Contributions to UKCGE's Activities

I will build upon my successes to promote doctoral learning nationally, with a focus upon the Recognised Supervisor Programme, broadening its impact at Associate and Full levels in UK universities, but also strengthening the international presence of this quality marker in supervision practices. As founding editor of learner-centred peer reviewed journal, I have an international track record of publishing doctoral research over 20 years. I am a regular speaker at UKCGE national conferences promoting collaborative CPD for supervisors, and I champion UKCGE's mission 'on the ground' through Doctoral Schools, coaching colleagues across institutions (#5) to gain professional recognition. I also support DTC/P applications to UKRI, when UKCGE recognition provides funders with confidence in supervision plans. I have been an active reviewer for the recognition scheme for 3 years, and now invited to co-lead the reviewer training for new UKCGE reviewers.

'Setting standards and expectations' is a key element of UKCGE strategy 2021-2025. Sharing the same vision, I have devised strategies to identify problems in supervision and share good practice in researcher communities at institutional levels and beyond. For example, I am leading live research into the Expectations of Students and Supervisors which post-covid, is providing valuable insight to current attitudes about learning on research degree pathways. Early findings were shared at UKCGE (online workshop) and soon, at national conference in Bath. Extending the reach and impact of this research through collaboration, I have shared the undertaking of this project with colleagues at Edge Hill, which is being presented internationally (Australia).

Another contribution is from my experiences of sharing innovation in doctoral learning. In 2021 I created PhD by Portfolio at UCLan, a practice-based PhD pathway, welcoming 50% retrospective content into the Thesis. My design for this pathway is yielding valuable experiences transforming how the PhD can be deployed in Industry, tackling pejorative views of the 'traditional PhD', encouraging transdisciplinary supervision, and dealing with issues of IP.

Brief statement about how you plan to contribute to EDI when working with UKCGE

My plan is to challenge stereotypes to erode the negative traditionalism that can exist around the doctorate and PhD. My PhD by Portfolio pathway has illuminated many hitherto,

UK Council for Graduate Education

subtle issues around equity, diversity and inclusion concerning who gets access to doctoral education, when they get access, and who gets to supervise it. Towards widening participation, the very invention of this pathway has attracted a diverse community of established career professionals back into education, populating a unique learning community at UCLan and beyond. Simultaneously this has placed student needs centrally in supervision negotiations, prompting trans-disciplinary supervision teams. My mission is in shaping doctoral education that is fit for purpose, equitable and accessible. Drawing upon my track record of progress, my strategy will be to champion new approaches to doctoral education with bodies such as UKRI and NCUB (National Centre for Universities and Business), demonstrating what is possible in this space, while joining hands with national recruiters, e.g. FindAUniversity.com to broadcast widely the inclusive innovations available at doctoral level.

In my recent 'Managing Expectations' (online) workshop for UKCGE, the notion of consistency versus standardisation exercised the needed shift in understanding from 'equality' to 'equity' in doctoral supervision. Similarly I am keen to challenge and change the narrative around 'normal' and 'different' in the various forms of doctorate that exists, tackling prejudices concerning funding, traditionalism / acceptability, and access to doctoral education. PhD by Portfolio is different, but it is PhD, e.g. students from industrial and/or clinical backgrounds reported how 'PhD had [seemingly] passed them by', or that 'a lifeline had been thrown to them in education'. I have witnessed through this innovation how barriers are broken down between subject specialisms, and new partnerships forged through shared language and methodological understanding. My message is this fresh wind of change is invigorating candidates AND supervisors, who otherwise may not have met, but for the needs of PhD by Portfolio as catalyst for change in doctoral learning.

Nominated by:

- Dr Karen Clegg, University of York
- Andrea Ferguson, University of Central Lancashire

12. Kelly Louise Preece

Head of Educator Development, University of Exeter

Biographical Note

I am currently the Head of Educator Development at the University of Exeter. During my 15-year career in Higher Education I have held roles as an academic, researcher and researcher developer. From 2015-2022 I led the Researcher Development Programme for PGRs, taking an holistic and inclusive approach to Researcher Development, designing training programmes and learning inventions that support the researcher as a person. In 2022 I was awarded a National Teaching Fellowship in recognition of my excellent and sector leading support for PGRs and lead on doctoral supervision training for the University as part of my current role.

Proposed Contributions to UKCGE's Activities

There are several areas where I believe I could contribute to UKCGE's activities and the development of postgraduate education and research. My expertise in training and development would be invaluable in the organisation and running of conferences and workshops, but as a practitioner who regularly presents and publishes their practice, I would be particularly keen to lead the development of resources and case studies with our member institutions. This would advance the evidence-led mission of UKCGE, and our role as a knowledge exchange facilitator.

When leading the Researcher Development Programme for PGRs at Exeter I developed an open access resource website for PGRs at www.researcher-development.co.uk. I want to encourage more sharing of practice and resources to improve the experience of PGRs sector wide. One way I would like to do this is by using my expertise in podcasting (having run the successful R, D and the In-betweens podcast for 3 years) to develop a UKCGE practice sharing podcast. This podcast would also enable us to spread awareness about UKCGE's vision, mission and values. This would, I believe, support building trust and credibility with our partners and stakeholders, and advance the values of openness, collegiality and joint enterprise.

I would also propose contributing to the ongoing development of the Good Supervisory Practice Framework. I am leading the development a new programme of professional development for doctoral supervisors, based on the framework and to include application to become a UKCGE Recognised Research Supervisor. I would like to use this process to develop the framework, but also training materials and resources associated with it in collaboration with UKCGE. This would help advance the standards, expectations and consensus around supervisory training and practice in the sector.

Brief statement about how you plan to contribute to EDI when working with UKCGE

During my role as Researcher Development Manager, I participated in two secondments – one as the REF Environment Lead, and one as a Research and EDI Manager. My work and advocacy in this area resulted in being asked to lead the development of a University of Exeter Research and EDI action plan. I would contribute to EDI by leading a Working Group to develop an EDI strategy and action plan to support our vision to create an equitable and inclusive postgraduate sector. This action plan would be evidence-led, utilising focus groups

UK Council for **Graduate Education**

and town hall meetings to listen and respond to the experiences of PGRs and the staff supporting and supervising them.

The working group would also lead on the development and analysis of postgraduate sector EDI data, utilising HESA statistics and PRES responses to understand the experiences of different PGRs. Using the framework for this analysis I developed at the University of Exeter, the group would be able to provide oversight of the make-up of our PGR student base, alongside providing recommendations and training for staff and doctoral colleges to improve the recruitment and retention of PGRs from protected backgrounds.

I would also contribute to EDI when working with UKCGE based on my experience as a disabled woman working in Higher Education. I have long been an activist and advocate for intersectional gender equality in HE and was the founder of the University of Exeter's Disabled and Chronically Ill Staff and Student network. Alongside my professional expertise I would use my personal experience and my advocacy work to support UKCGE in creating a more inclusive and equitable postgraduate sector.

Nominated by:

- Professor Stacey Hynd, University of Exeter
- Dr Kay Guccione, University of Glasgow

13. Dr Mitch Rose

Senior Lecturer in Human Geography, Reader in the Graduate School, Aberystwyth University

Biographical Note

I am a human geographer in the Department of Geography at Aberystwyth University. I am also Deputy Director of the Graduate School, the department responsible for postgraduate training in the university. In my geography role (40%), I was postgraduate director and ESRC Wales DTP pathway representative (2020-2022). In my Graduate School role (60%), I teach interdisciplinary training modules and am involved in an array of strategic initiatives to improve the postgraduate experience (2019-present). I am applying for this position to parlay this expertise into a position where I can shape the landscape of postgraduate training and support throughout the sector.

Proposed Contributions to UKCGE's Activities

Over the last five years, I have built a diverse portfolio of activities that have given me unique insight into what postgraduates need in terms of training and support. A sample of initiatives I have undertaken include:

National level:

- Co-organising an annual UK wide 3-day residential postgraduate training event called the Gregynog Theory School. The event is organised with staff from Cardiff and Swansea and is funded by the ESRC Wales DTP.
- Co-founding an open access student run journal that provides postgraduates with first-hand experience of academic publishing. The journal is managed with staff from Cardiff and Swansea and is also supported by the ESRC Wales DTP. See: <https://agoriad.cardiffuniversitypress.org/>

Institutional level:

- Working with the Student Support Office to create interventions tooled for postgraduates.
- Working with NUS to develop an AU Postgraduate Student Network to facilitate community.
- Promoting the Good Supervisory Practice Framework (GSPF) by doing presentations to departments and developing workshops to support staff completion.
- Redesigning postgraduate monitoring to ensure mental health issues are picked up at the department level.

Department level:

- Co-founding the Social Labs: a bi-annual department level workshop to support postgraduates and ECRs seeking to publish their research.

These experiences map onto UKCGE strategic objectives in the following way:

1. Understanding the diverse needs of PG students in terms of training and support.

UK Council for Graduate Education

2. Experience creating academic and non-academic postgraduate placements.
3. Knowledge of UKRI expectations and how to meet them at an institutional and DTP level.
4. Experience developing cross-institutional trainings, knowledge sharing, and collaboration.
5. Understanding how to get 'buy in' from staff in terms of the GSPF.
6. Experience leveraging funds from DTPs and other bodies to support trainings and initiatives.
7. Knowledge of how to collect data and translate it into persuasive reports to support new training and policy initiatives (see EDI discussion).

Brief statement about how you plan to contribute to EDI when working with UKCGE

My contribution to supporting EDI initiatives at UKCGE would be in developing strategies for improving the uptake of postgraduate education by ethnic minority and BPOC students.

As Deputy Director of the Graduate School, I was personally committed to developing and implementing a strategy to diversify the postgraduate community at AU. This involved writing a report summarizing the challenges in the sector (drawing upon work by Connor, Tyers, et. al. 2004, Dowe, Giles, et. al. 2023 and Williams, Bath, et al. 2019) as well as the unique challenges faced by the university due to its rural location (see Woldoff, Wiggins and Washington, 2011). In addition, the report outlined potential options and put forth its assessment of the most effective way forward given the university's position.

My proposal was the creation of a new EDI studentship programme. The initiative gives staff an opportunity to develop PhD projects on topics that could potentially attract minority students. If selected, these studentships would be advertised, and applicants would be encouraged to develop their proposal with staff support. The initiative was approved in November, and we are currently advertising PhD studentships on topics such as 'The history of radical Black politics in Wales' and 'The 'imaginary homelands' of UK immigrant families'. The top two applications will be selected for funding in March.

I learned three key things from this process: (1) diversifying postgraduate recruitment across the sector will require significant investment from HEIs, governmental bodies and non-governmental stakeholders, (2) we need more research on what kinds of recruitment initiatives are most effective, and (3) there can be no 'one-size-fits-all' approach. I think this Catholic understanding of the challenges surrounding minority recruitment alongside my perspective being from a small rural university, will enhance my ability to assist the UKCGE provide sector-wide guidance and develop strategic policy initiatives.

Nominated by:

- Professor Reyer Zwiggelaar, Aberystwyth
- Professor John Harrington, Cardiff University

14. Professor Nicola Royan

Professor of Older Scottish Literature, Director Midlands4Cities DTP, University of Nottingham

Biographical Note

Since my appointment at the University of Nottingham in 2001, I have taught across all levels, from UG to PGT, and supervised 7 PGR students to completion. I have been the School of English's Director of UG Studies, Director of Teaching, and Director of Postgraduate Studies. In 2017-19, I was a University site director for Midlands3Cities AHRC DTP; and in January 2021, I was appointed Midlands4Cities's academic director (the successor to Midlands3Cities). M4C's current cohort is around 450 students across 8 institutions, and my role is to direct initiatives to support all students in their studies and for their careers.

Proposed Contributions to UKCGE's Activities

In UKCGE's Strategic Plan, I am drawn to the support and development of supervisors and promoting effective management of postgraduate education and research. The relationship between a supervisor and a research student – whether that is at M-Level or doctoral level – can be complex, a mixture of line management, mentorship, teacher and assessor, and the balance of those roles across a supervisory team is key to success. And where a supervisory relationship breaks down, it is more likely to be resolved equitably where there are good practices in managing postgraduate education and research, so that the regulations and processes are clear, consistent, and responsive. For those reasons, drawing on my personal practice of supervision, my experience as a member of the University of Nottingham's Quality and Standards Committee as well as my various roles in supporting post-graduate research, at school, faculty and DTP level, I would be particularly interested in working to building consensus on good supervisory practice across institutions and disciplines, and helping develop the provision of mentoring and networking opportunities, on a regional basis, and potentially cross-regionally on a disciplinary basis (since research as part of a team in, for instance, a laboratory, is a difference experience from solo research in an archive). In parallel, I would also wish to contribute to the understanding of good management practice, to identify recurring gaps across the sector and to champion effective innovation. To contribute to this work would be immensely rewarding: to accentuate the skills needed for supervision, and the refine the processes needed to support successful completion and a good experience of post-graduate study for all stakeholders, and to assert continually the value of post-graduate to individuals, to their communities and their workplaces, and to wider national wellbeing, physical, mental, creative and economic through UKCGE would be a privilege.

Brief statement about how you plan to contribute to EDI when working with UKCGE

As a DTP director, I am constantly challenged by students and staff to improve the ways in which M4C embeds inclusion and diversity into the DTP's offer. Since my appointment as a team we have worked to improve the award application forms, introducing anonymity, and a focus on the applicant's voice and the project; run a summer school for UG students from social groups underrepresented in Arts and Humanities, worked with current students to find a good balance of online and in person activities, and we are working to ensure accessibility for all our events. I would highly value the opportunity to work as part of the

UK Council for **Graduate Education**

UKCGE to explore some key challenges. For instance, data from the research councils suggests that different disciplines have different EDI challenges: to be able to explore the sharing of best practice would be exciting. As director I receive direct challenge on support for neurodivergent students, and for those with lower socio-economic status, often students who are First in the Family graduates. I would be very interested to develop strategies and policies to support students who see themselves in these groups, and to investigate how inter-sectional experience makes inclusion more complex. I would also wish to work with colleagues to consider supervisory support, noting for instance that under-diagnosis of neurodivergence among academics, particularly those mid-to-late career, and whether socio-economic disadvantage continues to be present in academic careers: both these may have significant impact on supervisory relationships, both positive and negative, and this should be acknowledged in developing supervisory support. However, I would be more than happy to work to UKCGE's EDI priorities, noting the stated interest in recruitment in the Strategic Plan.

Nominated by:

- Professor Jo Robinson, University of Newcastle
- Dr Oliver Carter, Birmingham City University

15. Rosa Smith

Tutor Engagement Director, The Brilliant Club

Biographical Note

I specialise in education leadership and my career to date reflects a commitment to addressing disadvantage and inequality at all levels of the UK education system.

I am a senior leader at The Brilliant Club, an education charity mobilising the PhD community to share their expertise with disadvantaged students and support them to access and succeed at Higher Education. As Tutor Engagement Director, I am responsible for the recruitment, development, and engagement of our community of 1,700 postgraduate researchers. We partner with 50 universities and DTPs across the UK, working with them to support their researchers to develop professionally and enhance their transferrable skills whilst contributing to fairer access to university for less advantaged students.

Proposed Contributions to UKCGE's Activities

My current role in a 'third sector' organisation which is similarly connected to HE institutions means that I would be well placed to support UKCGE in your remit to support and advocate for PGRs across the UK. I have experience partnering with a wide range of universities and DTPs, and my role involves understanding and framing how our work can support multiple institutions' Researcher Development priorities and strategic aims. This neutral, national involvement with PGRs equips me to support UKCGE in your commitment to collective leadership and becoming a trusted voice in the sector. My team and I closely monitor the PGR landscape and consider the short and long-term needs of both this community and HEIs.

I also have significant experience of growing partnership income through offering mutually beneficial services: as a charity our funding model is balanced between financial contributions from universities and fundraising through grants and foundations. I would bring a commercial awareness and understanding of the financial opportunities and constraints within the PGR landscape.

I oversee doctoral college/ graduate school and researcher facing communications at the organisation, therefore could confidently support UKCGE to review the effectiveness of your marketing and communication and contribute ideas to enhance their success.

I have led on researcher engagement and professional development at the Brilliant Club for several years, overseeing our training offer and ongoing pedagogical support for PGRs working with us. I understand how to get the most out of limited training time, ensuring we meet our objectives for young people and offer significant benefits to the researchers who participate. We offer high quality pedagogical training, whilst also equipping researchers to apply their experiences with us to applications for future positions and communicate their transferrable skills. This experience would inform my support of UKCGE in developing your CPD offer for staff and supervisors, particularly around how they mentor PGRs in professional and career development.

My experience as a senior leader in a growing, longstanding charity means I am well versed in the processes involved in writing, monitoring, and publishing a long-term strategy, and

UK Council for **Graduate Education**

effective ways of consulting staff and stakeholders about the strategic direction of an organisation. My experience of ensuring The Brilliant Club both report on impact effectively and act on evidence to inform our decisions, as well as listening to our stakeholders in meaningful ways, would enable me to support UKGCE in doing the same.

Brief statement about how you plan to contribute to EDI when working with UKGCE

I have a comprehensive understanding of the barriers preventing many disadvantaged young people from accessing and succeeding in higher education from undergraduate level upwards. My career so far has been dedicated to levelling the playing field and reducing the impact of social inequalities on the life chances of young people, and I would bring this expertise to my trustee role.

I currently work at an organisation committed to improving equality of access and success rates for school leavers entering university: young people who we hope will diversify the pipeline of students coming up to PGR study. I would bring my expertise of successful initiatives that help students earlier in their education journey to inform support provided at postgraduate level too.

We have committed to recruiting a diverse PGR cohort to work with us at The Brilliant Club, and our current pool of researchers is more ethnically diverse than the PGR population overall. Our researchers are also a broad span of ages, from 25 to 71, giving us an insight into different priorities and motivations across the community. Ensuring we continue to recruit diverse tutors remains an important aim for us, to ensure we're representing and inspiring the young people we serve. To this aim, I continue to ensure that our internal policies and processes for tutors are as inclusive and accessible as possible, as well as equipping tutors with strategies to create inclusive learning environments during their work with us and beyond. Excitingly, twelve years on from the charity's inception, some of our first school students have moved through the education system and become PhD researchers themselves. One of these is now working as a tutor and supporting the next generation of students on their journey to higher education.

The PGRs we work with are empowered to act as role models and inspire a more diverse range of students to apply to be part of the next generation of researchers. My work with UKGCE would continue this theme, using my skills and expertise to support academics to ensure inclusivity and accessibility for PGRs in the same way.

Nominated by:

- Andrew Ross, University of Bath
- Sabrina Luisi, The Brilliant Club

16. Dr Rebekah Smith McGloin

Director, Research Culture and Environment, Nottingham Trent University

Biographical Note

Dr Rebekah Smith McGloin is Director of Research Culture and Environment and Director of the Doctoral School at Nottingham Trent University. She provides strategic leadership in the area of inclusive research culture, environment and doctoral education, drawing on 18 years of experience. She is currently principal investigator on two major projects in the field of inclusive doctoral education; the Universities for Nottingham Co(l)laboratory Research Hub and Equity in Doctoral Education through Partnership and Innovation (EDEPI). She was a member of the UKRI Bioscience Skills and Careers Strategy Panel (2015-2022) and an expert panel reviewer for the UK Concordat for Researchers (2019). Her research interests lie in higher education management, postgraduate research student experience, widening participation and access to higher education.

Proposed Contributions to UKCGE's Activities

The Council has evolved in recent years towards a powerful model of collective leadership across the executive committee, networks and groups. This has enabled UKCGE to be more inclusive, more effective and more trusted by the sector; providing a broad portfolio of important tools and platforms for evidence-based discussion through communities of practice. I would like to contribute to growing and expanding this model.

I have been a frequent speaker at and convener of UKCGE practice-sharing events, workshops and webinars. I have also co-authored two sector reports for the Council on structures and strategy in doctoral education in 2015 and 2022. I would be excited to continue to contribute to the Council's work in similar ways, drawing on my interests to create spaces for national and international debate on widening access to doctoral education, Postgraduate research culture and environment, innovations in doctoral programme development, civic engagement and place-based research in the doctoral context, form and purpose in the doctorate and leadership in doctoral education.

It has been my privilege to be invited to contribute to some of the important discussions at UK sector level on postgraduate training, funding, accreditation, research culture, fellowships and the researcher concordat in recent years through my work with funders, Mission Groups and learned societies. If elected I would hope to ensure that the work of the UKCGE and its members were central to on-going and future debates led by funders and policy-makers in the UK.

I see opportunities for me to further expand the Council's role as delivery partner in funded projects related to: supervision; equity and social justice in doctoral education; and civic engagement at postgraduate level.

I would also be committed to connecting UKCGE work with researchers, practitioners and specialists in doctoral education internationally, drawing on my own projects, collaborations and networks.

Brief statement about how you plan to contribute to EDI when working with UKCGE

If elected I would like to contribute to the equality, diversity and inclusion work of UKCGE in three areas: (1) Council ways of working – contribute to ensuring that the membership of exec. committee is diverse and includes the widest range of personal and professional perspectives; contribute to optimising openness, transparency and inclusivity in how the Council conducts business, adopting the principles of Open Research ‘open as possible, closed as necessary’ in publishing agenda and minutes of meetings; and contribute to making changes that consult the wider UKCGE membership on forward business and key Council decisions; (2) Council events and publications – convening and contributing to events and publications which promote EDI in graduate education, drawing on my own work to some extent as PI on the Equity in Doctoral Education through Partnership and Innovation Project including the development of a PGR competency-based Admissions Framework and Director of the Co(l)laboratory Doctoral Training Partnership for civically-engaged research; working with colleagues at UKCGE to ensure Council events are accessible, speakers are representative of the diverse community we seek to create in graduate education and events are conducted in an open and inclusive way; (3) Council’s connection to other sector bodies who focus on aspects of EDI – contributing to identifying relevant organisations with whom the Council can partner to hold joint events and reach wider and more diverse communities within higher education; contributing to joint project work and publications which can pave the way to more inclusive practice in graduate education; contributing in particular to building the case for better national-level data related to EDI.

Nominated by:

- Professor Julie Sheldon, Liverpool John Moores University
- Carolyn Wynne, Coventry University

17. Dr Jane Wellens

Head of the Graduate School and Associate Professor of Doctoral Education, Staffordshire University

Biographical Note

My experience of postgraduate research and taught provision, supervisory and researcher development practice comes from roles at Staffordshire, Leicester, and Nottingham, as well as from being external reviewer of doctoral provision at eight UK and international institutions. I have contributed to the work of a number of sector and Research Council doctoral advisory groups and was a member of the UKCGE working group on the quality and reputation of the UK Doctorate. I have successfully delivered external projects on doctoral and supervisory practice, and I am currently leading an Advance HE funded project on GAI in Research Practice.

Proposed Contributions to UKCGE's Activities

I have personally benefitted enormously from participating in UKCGE events and networks over the years, and from using its publications and resources. However, I appreciate that underpinning the delivery of these is considerable, largely hidden, work undertaken by UKCGE's trustees and staff. If elected as a trustee I would like to contribute to:

1. The Professional development and events programme:

I can support the development and delivery of new events to address the needs and challenges of the different UKCGE stakeholders and communities of practice and respond to emerging sector wide challenges and issues. I have experience of doctoral and PGT delivery and have worked in both academic and professional service roles in institutions from different mission groups. I can, therefore contribute effectively across the range of UKCGE's events portfolio including supporting its thematic approach/annual series. The project that I'm currently leading - on Generative AI in research practice involves working with PGs and supervisors to help shape a set of principles for research leaders and provides an example of where I am contributing to an emerging issue for the sector.

2. UKCGE's role as a national representative body:

One of UKCGE's important roles is as the 'collective voice' that helps to ensure that postgraduate education is represented within national policies and sector level debates. We currently face many issues such as the cost-of-living crisis, and changes to visas, where UKCGE's role in surfacing and evidencing the particular impacts on the postgraduate community, and responding to sector wide consultations is of real value. I would be interested in undertaking the research and data analysis in support of the evidence bases that UKCGE and its members require in order to influence the sector, funders and institutions in relation to such emerging issues.

Brief statement about how you plan to contribute to EDI when working with UKCGE

UKCGE has done much to advocate for, and share practice in, EDI in postgraduate research including the dedicated EDI conference in November 2023. However there has been less focus on EDI in PGT recruitment and provision where, given the funding models and requirement of postgraduate qualifications for entry to certain professions and doctoral courses, there are numerous EDI considerations. I am also interested in practice sharing and focussed work to look at approaches to address under-representation and EDI within supervisory teams. These are therefore two areas that I would like to bring into the UKCGE network and events programmes.

One of the strengths of the postgraduate sector is its diversity, not just in terms of the demographics and characteristics of its staff and students, but also in terms of the 'mission groups' of the institutions involved. Having recently moved from a Russell Group to a Million+ institution, I am more than ever aware of the institutional differences in the size, shape and demographics of postgraduate community (eg. more self-funded, mature, staff candidates) and the smaller supervisory and dedicated PG support staff resource. There is great opportunity for UKCGE to further embrace this diversity and have significant impact on graduate education in range of contexts. Such work has already commenced, such as the event last autumn on 'Building Postgraduate Communities in Small and Specialist Institutions' and I am keen to support this further.

Finally, within my own work and practice, I actively aim to create an environment where EDI innovation can thrive and is actively embedded, and I have supported this through my leadership roles in doctoral education. For example, making the case for dedicated PGR EDI and wellbeing specialists within the institutional structure and in 2019 instigating an institutional EDI in PGR conference. Work arising from these developments has been presented at previous UKCGE events and informed UKRI policies.

Nominated by:

- Rhiannon Martyn, University of Warwick
- Professor Debby Cotton, Plymouth Marjon University

18. Professor Luke Windsor

Dean of the Leeds Doctoral College, University of Leeds

Biographical Note

I've been the academic lead for postgraduate research at my University since late 2020; before that spent my time delivering, managing and leading on student education alongside some great academic and professional service colleagues; and prior to my current role I spent 4 years as Deputy Dean of a large Arts and Humanities Faculty. I have over 20 years of varied (and continued) experience as a PGR supervisor and examiner. My research has crossed between practice, theory and empirical work on music (both quantitative and qualitative), and now into better understanding the impact of Covid-19 on supervision.

Proposed Contributions to UKCGE's Activities

I will:

1. Ask hard questions of myself, the executive committee, and stakeholders about accepted and normalised approaches to postgraduate education in the UK: there are many positive features of UK postgraduate education, but we need to be mindful that the needs and interests of students, sponsors and employers are changing rapidly.
2. Be clear and confident in communicating the value of postgraduate education: with the cost and political pressures facing many countries in respect of even an equitable undergraduate education the moral, social and economic impacts of postgraduate education need to be highlighted in a manner that does not sound like special pleading.
3. Share my wide experience of identifying and solving tough problems in both taught and research postgraduate education. I have (with many others) helped deliver some transformational changes at all levels in my University and I think my experience (not just in project and programme leadership) could be of value to UKCGE.
4. Work collaboratively and constructively within the committee and with UKCGE stakeholders: I continue to work in a collaborative manner and across student/academic/professional service/stakeholder boundaries and I am more and more convinced that this is an effective approach within HE.
5. Champion an approach that foregrounds both lived experience AND data insights to drive interventions. My recent experiences in my role have refreshed my faith in the power of evidence to change minds, but the nature of crucial evidence has to be tailored to the task at hand and the audience to be persuaded or informed. This is particularly true in the context of doctoral education, where we have often listened to the wrong voices and been unable to access persuasive and reliable data!

Brief statement about how you plan to contribute to EDI when working with UKCGE

The following priorities are in line with and developed from the approaches I have fostered in my institution, and advocated for externally. I think UKCGE can better advocate for equity, diversity and inclusion by:

UK Council for Graduate Education

1. Leading work to ensure the outcomes of OfS/Research England funded projects on BAME under-representation in PGR are shared and acted upon, and ensure the collective spirit of these projects is retained and nurtured.
2. Continuing to work with other cross-sector bodies (such as NEON, AdvanceHE) to ensure the sector takes a joined-up approach to guiding best practice on EDI in the recruitment and support of PGT and PGR communities.
3. Influencing OfS and UKRI to align their work with what we have learnt from our institutional and cross-institutional successes in addressing systemic racism in postgraduate education. This is essential to ensure the stipulations attached to funding and registration do not perversely incentivise approaches that are at odds with the evidence for what works.
4. Gathering, analysing and communicating what we can learn from both the lived experiences of minoritised students and staff AND more generalised sources of sector evidence (such as ISB, HESA, PTES and PRES) and help institutions and staff apply this learning to their own contexts. There needs to be a balance between qualitative and quantitative methods in our work on equity and between the personal and the general.
5. Helping to ensure that the work to address equity in postgraduate education is appropriately professionalised, remunerated and rewarded. Whilst centring minoritised voices is wholly proper, this has to be balanced against the risks to individuals and initiatives of approaches that cross a boundary into exploitation.
6. Retaining an open-minded attitude to how EDI should be addressed, looking well beyond practices in the UK or indeed Higher Education, whether that be the lengthy history of DEI and affirmative action in US tertiary education, or efforts by UK police forces to recruit and retain a more representative workforce.

Nominated by:

- Louise Banahene, University of Leeds
- Professor Iyiola Solanke, University of Oxford