

UKCGE Executive Committee – 2025 Election

UKCGE is pleased to confirm the list of candidates standing for election to the Council’s Executive Committee in 2025. A total of 14 candidates will stand for election, with five places available on the committee.

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Voting will open on Monday February 24th 2025 and will close at midday Friday March 7th 2025. 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 24th. 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. Dr Rachel Arnold, Academic Director (Doctoral), University of Bath

Biographical Note

I have been the Academic Director (Doctoral) at the University of Bath since October 2022, with responsibility for supporting ~2300 doctoral researchers. The role requires strategic leadership for the recruitment of doctoral researchers, delivery of high quality research degree programmes, and provision of researcher and supervisor development activities. In the role, we have created a five-year doctoral strategy, and implemented various initiatives to develop an inclusive and supportive doctoral community and enhance the student experience. Outside of the Academic Director (Doctoral) role, I am a Reader in Sport and Performance Psychology, HEA Senior Fellow, and PhD and Professional Doctorate supervisor.

Proposed Contributions to UKCGE's Activities

As a UKCGE Trustee, I would be fully committed to the role and support the Board's responsibility to monitor progress against the Council's strategic plan. For this activity, I could bring experience from three years in the Academic Director (Doctoral) at Bath, where we have monitored the implementation of our 5-year doctoral strategy, making modifications and creating new initiatives to better achieve objectives. This has included setting standards and expectations (e.g., rewriting doctoral regulations), sustaining the impact of events (e.g., continuing to connect communities after a welcome workshop series for new doctoral researchers), and trying to bolster the University's reputation in the postgraduate sector (e.g., developing the "Bath Brand"). By joining the Board, I could also ensure that the Council is more geographically representative of the sector, by providing a voice and perspective from the South-West of England.

I also have experience leading on the organization of major conferences and events (e.g., BPS DSEP conference in 2021 and 2022). I could bring this experience to the Board to support the delivery of the UKCGE conference and events. Additionally, I have previously proposed and spoke at UKCGE workshops (e.g., PGR parents) and, to fulfil the Council's role as a knowledge exchange facilitator, have various other ideas for additional topics that could either feature on the annual programme or be the focus of a new working group. I could also bring experience of securing research funding to support the UKCGE in their endeavours to bid for broader grants and sponsorship to diversify their income.

Finally, I am passionate about shaping the sector nationally and would relish the opportunity to work with other trustees on the Council's Board to not only fulfil the charity's objectives and uphold their values, but also ensure that we can champion and advance postgraduate education and research nationally.

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

I am incredibly passionate about ensuring equality, diversity, and inclusion in postgraduate education and research. My commitment to this area is demonstrated by my endeavours at the University of Bath in my Academic Director (Doctoral) role to ensure we can create a more inclusive, diverse, and equitable doctoral community. For example, over the past

three years we have been working with doctoral student groups and societies (e.g., doctoral parents, those with a disability, underrepresented ethnicities, and our sponsored students) to better understand their needs and experiences and bolster the support available to them. This has involved hosting roundtables and community engagement events, changing policies (e.g., strengthening the doctoral parental leave policy and entitlements), and recognising and celebrating diverse contributions and achievements of all doctoral researchers to the University's reputation, profile, and community. I am enthusiastic to bring this passion for advancing equality and diversity, coupled with experience in delivering EDI initiatives, to advocate for and support the creation of inclusive environments for doctoral research and education across the sector.

If appointed as a UKCGE Trustee, I would be committed to ensuring that UKCGE as a council champions and embeds EDI into its existing policies, practices, and events. Above and beyond this, I would encourage the Council to pave the way by collecting data and commissioning research reports that enable us to better understand the gaps or needed improvements across the sector in relation to EDI. Following this analysis, I would support the UKCGE in feeding these findings back into policy makers and funders (e.g., UKRI), as well as thinking about how the Council can address the identified gaps from across the sector. For example, supporting national initiatives and collaborations, and sharing best practice in an accessible manner.

Nominated by:

- Professor Joe Devine, University of Bath
- Lucy Parnall, University of Bristol

2. Dr Chris Blackmore, Senior University Teacher, University of Sheffield

Biographical Note

Chris has 23 years of teaching, research, leadership and publishing on postgraduate education at the University of Sheffield, including a PhD on the well-being of online Masters students. In 2019, he led the UKCISA research project “Are you OK?” on the mental health of international PGRs, which won their ‘Paul Webley award for Innovation in International Education’. He is the academic lead for the University’s forthcoming PGR Well-being strategy, and the School Lead for Academic Misconduct, with a focus on the opportunities and challenges afforded by generative AI. He is a Senior Fellow of the Higher Education Academy.

Proposed Contributions to UKCGE’s Activities

My career-long focus on postgraduate well-being and mental health aligns with the vision, mission and values of UKCGE to promote a vibrant and engaging sector which attracts candidates from all areas and backgrounds, maximises student experience and recognises and rewards high quality leadership, support, teaching and supervision. Through my own work, I am aware of the various pressures on students, supervisors and professional services, and keen to enable HEIs to work collaboratively and proactively towards success in all its forms.

Key priorities:

Lived experience – I believe in the power of listening to the lived experience of students and staff and co-creating solutions to problems they are experiencing, and I have experience both within the sector and more widely in relation to global mental health. I will advocate for this approach across the postgraduate sector, recognising the challenges in doing this listening work with PGR and PGT students.

Narratives – I champion narrative approaches to the student experience, in relation to well-being, and I have led a number of initiatives to develop tools which enable students and staff to reflect on their progress in engaging and creative ways. I have a particular interest in transitions – into and out of academia, and also within postgraduate programmes – and how student experience can be enhanced.

Challenges – I understand what happens when things don’t go well for postgraduate students. I have leadership of academic tutoring for postgraduates and recognize the variety of challenges that students and staff face. This has been the focus of my cross-institutional work including the “Are you OK?” project and its library of resources.

Community-led – I am focused on system-wide issues and individual experience within that. I will advocate for UKCGE’s work of supporting the whole community in fostering the sense of belonging and meaning which is fundamental to student experience.

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

At a time when EDI initiatives are being questioned internationally and when there are growing concerns around student and staff well-being, it is more important than ever that UKCGE holds fast to its mission to be the 'evidence-led and trusted voice for the postgraduate sector' and to put EDI at the core of what it does. I have been a member of EDI committees, worked on decolonising curricula, led communities of interest for PGR supervisors around mental health of students and staff, and promoted networks of academic staff with neurodiversity issues who can provide academic tutor support for neurodivergent students.

Key priorities:

Representation – A key part of our approach must recognise the huge diversity inherent in the postgraduate population, and to look to maintain and enhance this diversity by understanding which voices and experiences are not currently present – either because those groups are under-represented in the academic community, or their experience is not being well captured. Through my own work in the well-being area, I have considered how individual experience and wider institutional practices and systems interact to produce the student journey, and how this is experienced by students and staff.

Sustainability – I am a member of the University's Sustainability Network, an issue which links ever more closely with EDI considerations, and would support UKCGE in developing a sustainability strategy.

Data-driven change – I will aim to work with UKCGE colleagues to use existing institutional systems and sector-wide tools such as the 'Good Supervisory Practice Framework' and data sources such as PRES and PTES to examine those parts of the student journey where inequalities are most challenging, and to work constructively with partners in the sector and beyond to lobby for change.

Nominated by:

- Professor Richard Cooper, The University of Sheffield
- Dr Robert Daley, Heriot-Watt University

3. Susanna Broom, Head of the Sussex Researcher School, University of Sussex

Biographical Note

Currently Head of the Researcher School at the University of Sussex, and with fifteen years professional services experience in HE, Susanna has been responsible for postgraduate researcher (PGR) provision at all organisational levels, and held direct operational and/or strategic responsibility for every aspect of the PGR journey. She has also managed the on-course experience for postgraduate taught (PGT) students. Active at the sector level, Susanna is co-Chair of UKCGE's Postgraduate Education Practitioners' (PEP) Network, and previously acted as Secretary to the Academic Registrars' Council's (ARC) Postgraduate Practitioner Group. She advocates both for PGRs, and for recognition of the specialist expertise of the professional services colleagues who support them.

Proposed Contributions to UKCGE's Activities

Already an active contributor to UKCGE's activities (via the PEP Network and as a contributor to events), I would seek to extend my involvement in and support of UKCGE and delivery of its Strategic Plan in the following ways:

- “Being a trusted voice for the postgraduate sector” (Objective 1.1, UKCGE Strategic Plan): Having worked on all aspects of the PGR journey (including administration, funding, governance, policy, legislative and regulatory compliance, and training and development), I am familiar with the challenges faced by professional services colleagues working in PGR-focussed roles. We possess specialist knowledge and expertise which can be as overlooked within our institutions as the PGR communities we serve. Given the current financial crisis in HE, our roles are only likely to become more challenging. I would therefore argue for UKCGE playing an active role in supporting specialist colleagues to make the case to maintain (or create) PGR-focussed structures in their institutions.
- “Enabling collective leadership” (Objective 1.3): Utilising my experience in meaningful stakeholder engagement – both through UKCGE's PEP Network and ARC – I would support the Board of Trustees to draw upon the specialist knowledge of staff within institutions in order to co-produce a vision for UKCGE which fulfils the needs of the sector, and identifies income-generating activities which will ensure UKCGE's long-term financial sustainability. By deepening collaboration with HEIs, and with other sector organisations, UKCGE will cement its position as the voice of the postgraduate community.
- “Advocating for equity and inclusiveness...” (Objective 2.1): The financial landscape is forcing universities to focus increasingly on securing UKRI and other prestigious external funding streams for PGRs. This risks running counter to efforts to widen participation, and overlooking the needs, contributions and importance of other PGR groups. I will therefore advocate for keeping in the foreground the needs of self-funded, part-time, and international PGRs in Council business and activities.

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

I am committed to EDI in all aspects of the roles I undertake. This is evidenced both in my work with the PEP Network, where an all-inclusive approach has seen a 46% increase in network membership in 12 months, and in my work at Sussex where I have embedded EDI in the institutional PGR strategy, using an EDI lens to look at everything from recruitment and admissions practices to securing and targeting PGR funding, and from institutional PGR policy to training design and delivery.

I would bring this proactive approach to the role of Trustee. Specifically, I would make the case for EDI being integrated into postgraduate education strategy, policy and practice; not isolated as a strand or theme. UKCGE is in a unique position in the sector to champion this approach, building on its success in lifting EDI up the postgraduate education agenda. One way in which it could work towards this is to model the change it advocates for. I would therefore use my role to champion the use of an EDI lens in all aspects of UKCGE's business, including strategic planning, design and delivery of its events programme, and its publications and other activities.

Furthermore, I would encourage a broad approach to considering and foregrounding EDI in UKCGE's events and other activities: ethnicity, gender, social background, health, neuro-profile, and cognitive style, all influence access to, and engagement and success in, PGR-level study. All require attention and focus, as does the impact of intersectionality. Finally, I would bring my own experience to bear in supporting and providing constructive challenge to UKCGE – reflecting on both the privileges and barriers arising from my own circumstances and background – and I would encourage the same in my UKCGE colleagues.

Nominated by:

- Kerri Gardiner, University of Cambridge
- Beccy Boydell, Birmingham City University

4. Dr James Burford, Associate Professor, University of Warwick

Biographical Note

James Burford is an Associate Professor in Education Studies at the University of Warwick and in 2023 co-founded the Doctoral Education and Academia Research (DEAR) Centre. In his international academic career working across universities in New Zealand, Thailand, Australia and the UK, James has developed a research focus on doctoral education and the academic profession. His recent books and projects focus on doctoral admissions, distance doctoral education, academic conferences, and mitigation and reasonable adjustments for doctoral assessment. James is the current Co-Editor-in-Chief of Studies in Graduate and Postdoctoral Education, a leading international venue for research on postgraduate education.

Proposed Contributions to UKCGE's Activities

James' possesses the expertise to help shape the postgraduate education sector and to contribute to delivering on the UKCGE's strategic objectives. James brings a combination of strengths, including his research expertise in postgraduate education, his substantive teaching interests in both knowledge transfer and policy influence, and his experience and interest in the types of activity the Council is routinely engaged in. The UKCGE's remit includes providing evidence on developments for the postgraduate sector. James is well positioned to make strategic contributions to shaping the research the UKCGE commissions and the evidence it gathers. He also has expertise to contribute to thinking about the kinds of outputs that might best achieve the UKCGE's vision, bringing both practical experience and academic expertise to the range of outputs the UKCGE uses as part of its annual activity to disseminate evidence (e.g. surveys, reports, briefings, blogposts and resource kits and other professional learning resources). James is also well positioned to contribute to the advocacy and support functions of UKCGE. Having held leadership positions in equity, diversity, and inclusion (EDI), and being an active researcher in this area, James would be a strong champion of EDI and widening participation across UKCGE operational areas and projects. Additionally, given James' research background and interest the design and coordination of academic events (e.g. via the book *Making Sense of Academic Conferences* [2022], and blog *Conference Inference*), he is also well positioned to contribute to enhancing the events that the Council coordinates to achieve its advocacy function (e.g. roundtables, workshops, consultations, networking events, annual conference). James is particularly interested in contributing to thinking through how the UKCGE interacts with, and amplifies the voices and concerns of, its wider membership.

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

James has considerable experience in the area of EDI, and at the intersection of EDI and postgraduate education. Before embarking on an academic career, James was a diversity practitioner working within universities and undertook community development and advocacy work with the LGBTQ+ community at home in Aotearoa New Zealand. James has a solid grounding in the principles and practices associated with EDI in higher education. James's research specialism is directly focussed on inequalities in postgraduate education, and he has contributed to (and often led) research projects which focussed on students with caring responsibilities, LGBTQ+ students, and racially minoritised PGRs. He has also conducted research on postgraduate concerns using an inequalities lens to examine, for

example, academic conferences, distance pathways, doctoral admissions, or access to academic publishing opportunities. James is currently the EDI lead in the Centre of Education Studies at Warwick and serves on various institutional EDI committees and working groups, including Warwick's PGR EDI working group. He has contributed to strategic EDI transformation work, including currently in the academic journal Studies in Graduate and Postdoctoral Education, where he serves as Co-Editor-in-Chief.

Nominated by:

- Professor Dan Branch, University of Warwick
- Dr Kay Guccione, University of Glasgow

5. Professor Adina Dudau, Professor of Public Management / Associate Research Director (PCE) / Associate Director of SGSSS, University of Glasgow

Biographical Note

I am nearing the completion of my three-year term as Associate Director at the Scottish Graduate School of Social Science (SGSSS), where I have focused first on student cohort building and then, on supervisory engagement. As a natural next step, I have taken on the role of Associate Research Director for People, Culture and Environment in my school, further deepening my commitment to fostering inclusive and supportive research environments. I am also the incoming Doctoral Symposium Convener for the British Academy of Management (BAM), in service of my discipline. Previously, I served as PhD Convener for Business and Management at the Adam Smith Business School before becoming PGR Director, coordinating PhD conveners, policy and operations across Business & Management, Economics, and Accounting & Finance. With extensive experience in both business and social science PGR education, I am keen to expand my perspective across other disciplines, fully aware that PGR governance is subject-sensitive. My work is driven by a commitment to enhancing postgraduate education policy, supervision, and research culture across the sector.

Proposed Contributions to UKCGE's Activities

I am eager to express my interest in joining the UK Council for Graduate Education as a trustee, contributing to its vital role in shaping the future of postgraduate education across the UK. Having attended UKCGE events, I recognise the organisation's reputation and the impact of its work in advocating for an equitable and inclusive postgraduate sector. I am keen to play a part in strengthening this impact by actively contributing to UKCGE's strategic priorities.

As a committed advocate for postgraduate education, I am particularly aligned with UKCGE's mission to provide a trusted, evidence-led voice for the sector. My experience in research leadership and supervision positions me well to support the Council's efforts in developing sector-wide expectations, sharing best practice, and promoting professional development for those who lead and support postgraduate researchers. My research in doctoral pedagogy (Morgan-Thomas and Dudau 2019, as well as an ongoing research project on PhD supervision) speaks to my belief in evidence-based policy and practice. I see this role as an opportunity to help shape the direction of postgraduate education beyond my own institution and beyond the Scottish social sciences, ensuring that the sector remains inclusive, well-managed, and responsive to emerging challenges.

I am especially motivated to contribute to UKCGE's strategic ambitions by strengthening the representation of the sector, sustaining the momentum of key postgraduate education issues, and facilitating knowledge exchange. I would also seek to support the Council's efforts to build trust and credibility through effective communication and engagement in the wider context of building a positive research culture in the UK.

Becoming a trustee would enable me to make a meaningful contribution to the postgraduate education landscape while further developing as a thought leader in the field. I would welcome the opportunity to work collaboratively with UKCGE to advance its mission and deliver lasting impact for the sector.

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

Ensuring an equitable and inclusive postgraduate sector requires both advocacy and action. In my role as PGR Director and through my policy-focused work with SGSSS, I have seen first-hand how our policies and structures often lag behind the rapidly changing demographics of PhD students. First-generation scholars, international and home students, mature researchers, neurodivergent and disabled students, as well as those navigating gender identity, often face systemic barriers that postgraduate education has yet to fully address.

As a trustee, I would contribute to UKCGE's EDI agenda by advocating for policies that reflect the reality of today's postgraduate experience. For example, supervisory models often assume a 'traditional' PhD trajectory, which does not account for the needs of part-time students, those with caring responsibilities, or those from disadvantaged backgrounds. Similarly, funding and progression structures frequently overlook the challenges faced by international students navigating visa constraints or neurodivergent researchers who may require tailored support.

I am committed to ensuring that UKCGE's advocacy, events, and knowledge-sharing activities amplify these diverse voices, helping to shape an inclusive postgraduate landscape where all researchers can thrive, regardless of background or circumstance.

Nominated by:

- Professor Graeme Nixon, University of Aberdeen; SGSSS (University of Edinburgh)
- Professor Jo Edson Ferrie, University of Glasgow

6. Dr Dely Elliot, Senior Lecturer, University of Glasgow

Biographical Note

Dely Elliot publishes on doctoral curriculum, pedagogies and well-being. In 2023, she sole-authored 'Navigating Your International Doctoral Experience' and edited Developing Researcher Independence through the Hidden Curriculum – a sequel to 'The Hidden Curriculum in Doctoral Education' (Elliot et al., 2020). Dely serves as Scottish Graduate School of Social Sciences' Associate Director for Student Engagement and EDI, on Editorial Board for four leading HE journals, including being the Deputy Editor for Innovations in Education and Teaching International. Dely convenes European Association for Research on Learning and Instruction SIG Researcher Education and Careers. She has supervised 18 PGRs to completion. See <https://www.gla.ac.uk/schools/education/staff/delyelliot/>.

Proposed Contributions to UKCGE's Activities

Overall, UKCGE represents postgraduate education and research. UKCGE also champions the meaningful experience of all doctoral scholars in the UK and beyond, which aligns perfectly with my own research and interests.

Over the years, I participated in UKCGE's range of activities including: a) co-organising a well-attended full-day workshop on 'Enhancing the Student Experience for International Doctoral Students' (Glasgow, 2017); b) writing blog posts, e.g. Dynamic complementary voices in support of international PhD students, 2018; An ongoing reflection on international doctoral researchers' experience, 2019; c) presenting at UKCGE conferences, e.g. The International Doctoral Student Experience: Filling in the Blanks (with Rob Daley, 2018), Developing a toolkit to support supervisors to enhance PGR wellbeing (with Kay Guccione et al., 2020), 'When you are far from family abroad': What being part of a small community means for international doctoral scholars during the pandemic (with Kara Makara, 2021); as well as d) being invited to deliver a keynote address entitled 'International doctoral scholars' contribution to enhancing research culture', (2022), which was an honour. Additionally, my publications in doctoral education have been crucial in supporting UKCGE endeavours. For example, UKCGE selected 'How can PhD supervisors play a role in bridging academic cultures?' (Elliot & Kobayashi, 2019) and our Hidden Curriculum book (Elliot, 2020) as academic literature that applicants are advised to reflect on when applying for Associate Supervisor recognition (see <https://supervision.ukcge.ac.uk/your-application/sample-reflective-account-recognised-associate-supervisor>).

I believe that with my consolidated research, publications and remit with the SGSSS, I can strongly contribute to advance UKCGE activities, enhance governance practices and crystallise strategic direction particularly with respect to: a) collaborating on (and/or commissioning) research projects; b) leading events, e.g. the hidden curriculum, international doctoral experience, a whole-person approach to PhD development; c) promote knowledge exchange activities, e.g. aligning PhD supervisors and supervisees expectations, bridging academic cultures.

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

As Associate Director of the SGSSS for Student Engagement and EDI, I actively prioritise EDI to minimise possible barriers to doctoral participation and instead enhance experience from

underrepresented and vulnerable doctoral groups. This involves chairing the SGSSS EDI Committee comprising 14 members including colleagues from the Scottish Graduate School for Arts and Humanities (SGSAH). My role entails overseeing and supporting ambitious and innovative approaches and actively directing the Committee to meet and exceed SGSSS EDI statutory obligations.

- To date, we have put in place EDI ideas exemplified below – any of which UKCGE may consider taking forward as part of its EDI-related endeavours:
- creation of three pan-Scotland networks, i.e. Disabled PGRs, Global Majority and International PGRs, in which we support members while involving them in our decision-making;
- commissioning small research projects with a clear EDI focus, e.g. the Delphi study on events accessibility;
- analysis of existing SGSSS and SGSAH datasets to extend current understanding and highlight their EDI implications, e.g. examining the role of disability in SGSSS studentship competitions;
- ongoing conversations to learn from EDI champions and experts from other Doctoral Training Partnerships (DTPs);
- producing and sharing policy briefings to promote EDI principles, e.g. accessibility recommendations when organising events;
- exploring EDI initiatives with support from SGSSS and SGSAH, e.g. mentoring programmes across all Scottish HEIs; and applying for funding to enable greater EDI collaboration on ambitious research ideas.

Working with other UKCGE Board of Trustees, I aim to contribute strongly to various aspects and other possible EDI initiatives, with a view to expanding them at the UK sectoral level. In this respect, it is my view that everyone in the doctoral ecology has a crucial role to play. I would advocate strongly that policy guidelines need to indicate clearly what different doctoral stakeholders can contribute to make EDI a collective endeavour.

Nominated by:

- Professor Duncan Ross, University of Glasgow
- Professor Stan Taylor, Durham University

7. Professor Irene-marie Esser, Dean of the Graduate School and Prof in Corporate Law and Governance, University of Glasgow

Biographical Note

Irene-marié Esser is a Professor of Corporate Law and Governance in the School of Law, Subject Head of Commercial Law and Dean of the Graduate School, College of Social Sciences at the University of Glasgow. Since 2020 she is an Extraordinary Professor at Stellenbosch University, South Africa and also a Visiting Professor at the National Law University Jodhpur, India. She is admitted as an Attorney in South Africa.

Before becoming the Dean of the Graduate School, she acted as Director of Postgraduate Teaching, School of Law as well as the Early-Career Lead focusing on inclusion, mentoring and probation.

Proposed Contributions to UKCGE's Activities

As a trustee, I will contribute to UKCGE's mission by applying my leadership experience to advance its strategic objectives. I have a proven track record of improving the postgraduate research (PGR) experience through initiatives that align with UKCGE's vision for inclusivity, high-quality supervision, and effective leadership, especially through membership of the College Management Group, chairing of the Graduate School Board, and membership of the University Executive PGR Committee. Externally I am the University PGR representative at Universitas21, a global network of 29 institutional members.

As Dean of the Graduate School in the College of Social Sciences (CoSS), I developed and implemented a strategic plan to increase PGR completion rates and reviewed our funding and scholarships available to PGRs, benchmarking our approach against global institutions. These achievements demonstrate my ability to deliver systemic improvements and measurable outcomes through effective leadership, which I can apply to UKCGE's work in enhancing the postgraduate education framework across institutions.

I lead efforts to promote diversity and excellence in PGR recruitment and funding, including establishing international partnerships such as double PhD degrees and joint supervision with institutions like the University of Sydney and the University of the West Indies. These collaborations enhance research impact and foster global connections, directly supporting UKCGE's emphasis on internationalisation and excellence in research.

I am on the Programme Board of the CoSS 'Future of Social Sciences' project leading on horizon scanning and shaping PGR strategies to create thriving research environments. This experience enables me to bring innovative ideas to UKCGE's activities, ensuring alignment with the evolving needs of the postgraduate community.

By sharing best practices, advising on strategic initiatives, and contributing to working groups, I will help UKCGE deliver its mission to create an inclusive, high-quality, and supportive research environment for postgraduate researchers.

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

EDI is of vital importance across the PGR journey, from application to completion. I am committed to supporting knowledge exchange and collaboration, to ensure that research has a positive impact on society and the economy. Like the Scottish Graduate School of Social Sciences, as part of the assessment of applicants, we are interested in the applicant as a 'whole person', rather than solely looking at academic achievements. Selection panels are tasked to consider what the applicant can bring to a PhD through their work and life experiences. Through my experience as a reviewer of more than 200 PGR funding applications a year and as a supervisor of 6 PhDs I can bring my experience to the table to put EDI aspects into practice.

We also provide scholarships for applicants from lower-income countries or those who had less opportunities available to them in the past and I have experience not only in reviewing these applicants but also to look at ways ensuring they make the most of their PhD journey. During the last 2 years my team and I reviewed our Graduate School website, policies and public documents to ensure that all information is easily accessible. We also try to support participation and minimise barriers e.g. by offering training and development in-person but also online and accommodate those with caring needs as best as possible. I therefore have ample experience in the development of communications and by surveying stakeholders to ensure we get their views and implement it accordingly.

My publications on board diversity and the impact of Corporate Law rules and regulations are relevant in the context of EDI and how best to incorporate it across various sectors. My experience in managing scholarships and contributing to EDI strategy across the University and College should be beneficial to UKCGE in response to their policies and ideas.

Nominated by:

- Professor Sara Carter, University of Glasgow
- Professor Graeme Nixon, University of Edinburgh and Aberdeen

8. 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 Programme Leader for the PhD programme at Liverpool John Moores University. Scott has supervised more than 30 doctoral students to successful completion and has examined over 60 PhD and Prof Docs as an external and internal examiner at International and UK Higher Education Institutes. My research focuses on doctoral education, ethical leadership and spirituality. My publications emphasise bridging theory and practice to foster innovation through applied, work-based, and collaborative approaches within doctoral education. Scott's academic career prioritises practical research and teaching, particularly with stakeholders who promote positive work cultures and well-being initiatives, driving community impact amongst UG, PGT and PGR communities. Scott's scholarly practice research engages stakeholders in co-creating innovative ideas and knowledge, enhancing student experiences and fostering equality within-organisation partnerships.

Proposed Contributions to UKCGE's Activities

As a dedicated academic with over fifteen years 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, Reader 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) 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 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 the wider community, and I am eager to bring this dedication to the forefront of my collaboration with the UK Council for Graduate Education. My current engagement activities 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 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 continue to actively engage in projects that explore the intersectionality of identity within the context of postgraduate education, this will also be included in an upcoming book entitled: Research Supervision in Transition: International Studies in the Social Science Doctorate. This book will include investigating how factors such as race, gender, socioeconomic background, and disability impact the experiences of doctoral 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 organisational governance.

Nominated by:

- Dr Rachel Van Krimpen, University of Nottingham
- Dr Rebekah Smith McGloin, Nottingham Trent University

9. Dr Heledd Jarosz-Griffiths, Researcher Development Advisor, University of Leeds

Biographical Note

Heledd is a passionate and creative Researcher Development Advisor and former postdoctoral researcher, who was recently recognised as a “Rising Star” for her innovative contributions to researcher development and culture. She revitalises programmes, enhances branding, and designs impactful workshops and development programmes, including initiatives that have successfully influenced UKCGE award criteria to expand recognition pathways. As a mentor, co-chair of her university’s Parent and Carer Network, and EDI advocate, she champions inclusivity through initiatives like Aurora and the Yorkshire Consortium for Equity in Doctoral Education. Committed to researcher wellbeing, she is expanding her professional expertise by completing an ILM Level 5 Coaching award to empower researchers and enhance leadership and supervision development.

Proposed Contributions to UKCGE’s Activities

As a trustee, I will bring expertise in researcher development, supervision, mentoring and community-building to advance UKCGE’s strategic priorities. My work focuses on expanding recognition, developing supervisory practice, and enhancing researcher well-being, key areas that align with UKCGE’s mission.

I have successfully influenced changes to the supervisory recognition criteria for associate supervisors and have created peer-peer programmes to support their recognition. To further this, I will advocate for clearer, more transparent eligibility criteria, addressing disciplinary differences and non-traditional supervisory roles. A key gap in supervisory recognition is the lack of structured support for developing supervisory practice. I am developing a pre-award supervisor training initiative, which includes supervisory observations, case studies and reflective practice to provide researchers, particularly early-career researchers, postdocs and associate supervisors with the tools to develop good supervisory practice. This aligns with UKCGE’s role in setting sector-wide standards and expanding engagement in supervisory development.

Collaboration is central to my approach. I am currently establishing a Northwest network to support researchers applying for supervisory recognition. This aligns with UKCGE’s role as a knowledge facilitator, and I will work to create similar networks that enable collective leadership and shared learning across the postgraduate sector.

Mental health in researchers is a key focus of my work. Through workshops on managing failure, imposter syndrome and supervisor relationships, I help researchers develop self-awareness, resilience, and confidence in exploring diverse career pathways. My ongoing ILM Level 5 Coaching Award and Gallup Strengths Finder certification further strengthen my coaching approach. I will support UKCGE in creating frameworks and resources that empower PGRs and supervisors to work to their strengths and align with their values and achieve their goals.

Additionally, my experience as co-chair of the Parent and Carer Network has provided me with experience of data-driven decision making, stakeholder engagement, and programme

design. Leading the 2020-2023 survey on post-maternity/paternity leave experiences, informing Athena Swan reporting and institutional discussions on career progression and workload planning. This experience will enable me to support UKCGE's policy direction and long-term impact.

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

Equity, Diversity, and Inclusion (EDI) are integral to my core values, reflecting my belief in self-worth and empowerment for all, regardless of differences. I am dedicated to embedding these principles into every aspect of UKCGE's activities. I will support initiatives that increase participation and tackle challenges to postgraduate education, particularly for international researchers, carers, part-time and mature students, and those with disabilities.

As a neurodiverse individual with an acquired disability, I have delivered training and talks on how to overcome personal challenges as a means of inspiring inclusivity within postgraduate education. Being vulnerable and sharing these insights helps to create a culture where diversity is accepted and celebrated, and I will advocate for similar initiatives within UKCGE to shape strategic priorities collaboratively.

My experience of mentoring, both informally and through university-wide schemes and initiatives like Aurora and the Yorkshire Consortium for Equity in Doctoral Education provides me with the tools to cultivate positive change by supporting individuals to navigate systemic challenges. I have successfully influenced changes to supervisory recognition criteria, expanding access for those supporting MPhil, MRes and taught masters students. I will advocate for more inclusivity in UKCGE frameworks, ensuring that recognition is accessible to everyone who contributes to postgraduate education.

As co-chair of the Parent and Carer Network, in collaboration with diverse communities, we have built inclusive communities and tailored workshops, and facilitation approaches to support those with diverse needs. I have actively signposted support and adapted initiatives to ensure accessibility. I will bring this expertise to UKCGE, building networks that amplify marginalised voices and offer impactful support.

Through coaching, mentoring, and network-building, I have created inclusive, psychologically safe spaces that amplify marginalised voices. By integrating reflective practice and community-led approaches, I will help UKCGE drive systemic change, ensuring EDI is embedded into postgraduate education at every level.

Nominated by:

- Dr Emma Spary, University of Leeds
- Dr Kay Guccione, University of Glasgow

10. Dr Kakhaber Lazarashvili, Lecturer/research fellow/research supervisor, Anglia Ruskin University

Biographical Note

Professor Kakhaber George Lazarashvili is a Master's and Doctoral Supervisor at Anglia Ruskin University, UK, and the Rector of East European University (EEU), Tbilisi, Georgia. He serves as Head of the Faculty of Healthcare Council (EEU) and is a Lecturer in Healthcare Management. He is also an Expert Coordinator in Higher Education for Eastern Europe and Central Asia with UNFPA, a Higher Education Expert at Georgia's National Quality Assurance Agency, and a Higher Medical Education Council member. A Visiting Professor at Sorbonne University, France, he holds a Doctorate in Education from UCL, University of London, an MSc in Medicine from Queen Mary University of London, and a Certificate in Knowledge Management from the University of Oxford. He is a Fellow of the Higher Education Academy (FHEA, UK) and the Royal Society for Public Health (RSPH, UK). As Programme Manager and Lecturer at West London College of Business and Management Sciences, Professor Lazarashvili has extensive professional and pedagogical experience across the UK, Europe, and Georgia.

Proposed Contributions to UKCGE's Activities

As detailed in my professional biography, I currently serve as a Lecturer and Scientific Supervisor at Anglia Ruskin University and as Rector of East European University in Georgia. Additionally, I hold the role of Expert Coordinator of Higher Education for the United Nations Population Fund (UNFPA) in the Eastern Europe and Central Asia region. These diverse positions provide me with a unique perspective and the capacity to contribute meaningfully to the international discourse on postgraduate education, particularly within the UK Council for Graduate Education (UKCGE).

My contributions are envisioned to span several critical areas, each designed to advance the global landscape of postgraduate education. Central to this vision is the facilitation of international research collaborations. By fostering partnerships with scholars and institutions globally, I aim to enrich the academic community at Anglia Ruskin University while amplifying the global impact of UK academia.

A key focus of my work involves the establishment and development of international partnerships. These collaborations, encompassing joint programs, student and faculty exchanges, and research initiatives, will enable the exchange of best practices, resources, and knowledge, fostering academic excellence. Participation in international conferences further allows me to present research findings, collaborate with peers, and elevate the global visibility of UK academic contributions.

Mentorship and capacity building are integral to my approach. By engaging in international mentorship programs and capacity-building initiatives, I seek to support the professional development of graduate students and scholars. Additionally, my involvement in international committees and task forces allows me to shape policy discussions and contribute to global standards in postgraduate education.

Promoting inclusivity and diversity within graduate education remains a paramount objective. Through advocacy, sharing experiences, and supporting equitable practices, I aim to create a culture of diversity and inclusion in academic settings. These efforts are complemented by educational outreach initiatives such as workshops and webinars designed to enhance skills and knowledge across diverse regions.

In summation, my multifaceted experience and commitment to collaboration uniquely position me to contribute significantly to the objectives of UKCGE, fostering a dynamic, inclusive, and interconnected global landscape for postgraduate education.

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.

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.

Nominated by:

- Professor Paul Gibbs, Middlesex University
- Professor Denise Hawkes, Kings College London

11. Dr Michelle Morgan, Dean of Students, University of East London

Biographical Note

Council in 2018. Since then, she has contributed actively in the delivery of Postgraduate Taught workshops for UKCGE. Michelle was creator and PI/Project Lead of a £2.7 million 11 university collaborative HEFCE grant looking at the expectations and attitudes towards PGT STEM study and outcomes from the perspective of students, universities and employers. The project report received praise from across the sector including UKCGE, OFFA, the HEA and the Engineering Professors' Council. During her career, Michelle has been a Faculty Manager, Researcher and Academic. Michelle is extensively published in the field of the PGT student experience.

Proposed Contributions to UKCGE's Activities

I have been a passionate advocate for improving the postgraduate student experience at institutional, national, and international level for many years. I am a keen supporter and promoter of UKCGE. I was elected to the Council in 2018 and have used my extensive experience as a practitioner, commentator, and researcher in the field to actively and effectively contribute to the Council's activities. If elected, I will continue to support the strategic aims of UKCGE in leading and setting the postgraduate agenda, especially postgraduate taught in the UK, through lobbying and influencing policy, and providing analysis and commentary on sector data and events.

Since 2005, I have actively contributed to the postgraduate agenda in the UK through my research and numerous peer reviewed publications. The Postgraduate Experience Project (PEP) that I created, led and managed comprising 11 universities to help explore in detail applicant, student and employers' expectations and experiences of postgraduate taught (PGT) level study in, through and out of the student lifecycle, has left a defining contribution.

Praise for PEP has come from many areas including UKCGE, OFFA and the NUS. The Chair of UK Council for Graduate Education (2012-2015) stated: "PEP's legacy sits as one of the most comprehensive reviews of postgraduate taught student attitudes and ambitions and sits as a seminal study of this often overlooked sector of UK University's portfolios..... and a source of evidence to help shape institutions postgraduate taught provision and future policy on postgraduate training". The report contributed to the evidence that helped introduce the Postgraduate Loan Scheme in 2016.

I regularly write comment pieces for WONKHE and THE covering topics including the need for the introduction of a PGT loan scheme, using postgraduate certificates and diplomas as staged learning qualifications rather than exit qualifications, and the introduction of a UCAS system at PGT level to support the collection of 'big data' so we can understand applicant behaviour and engagement.

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

Central to my research is looking at how we can achieve equity, diversity and inclusion in PGT study. My practitioner-based approach helps develop high quality resources for the sector that are cost effective, meaningful and support a range of stakeholders. In order to

achieve this, it is essential for me to ensure that their voices are at the heart of my work. Continuing in this elected role for UKCGE will enable me to continue raising the voices of UKCGE members and acting as their advocates.

I am well networked in the field and have worked alongside other passionate PGT and PGR colleagues such as Professor Paul Wakeling (leading researcher and commentator). I have regularly been asked to sit on UK advisory panels tasked with providing input into proposed policy changes and speak at national and international conferences for organisations such as AdvanceHE, SRHE, Westminster Forum, NUCCAT, and the International Conference on Higher Education Advances.

Through my research, I am continually exploring, interpreting, and identifying EDI patterns in national postgraduate data and sharing the information with colleagues via conferences and papers. I actively identify, promote, and share good practice.

I believe that I can continue to make a positive contribution to UKCGE and represent its members effectively and would like the opportunity to do so.

Nominated by:

- Professor Paul Wakeling, University of York
- Professor Debbie Holley, Bournemouth University

12. Professor Jemina Napier, Associate Principal, Research Culture & People, Heriot-Watt University

Biographical Note

I have been at Heriot-Watt University (HWU) since 2013 and I am the Associate Principal for Research Culture & People and Chair of Intercultural Communication in the Department of Languages & Intercultural Studies (LINCS). I am a Fellow of the Academy of Social Sciences and Corresponding Fellow of the Australian Academy of Humanities. I have held various leadership roles within HWU and currently sit on the Scottish Graduate School for Arts & Humanities and the Scottish Institute for Policing Research governance boards. I have supervised 26 PhD students to completion in various countries and obtained UKCGE Supervisor Recognition in 2024.

Proposed Contributions to UKCGE's Activities

I am eager to contribute to UKCGE activities, strategy delivery and shaping the future of postgraduate education to ensure that UKCGE remains a trusted and influential voice in the sector. I have led strategic and financial planning and policy development; my leadership style is dynamic, collaborative and empowering, combining evidence-led and consultative decision-making with a people-centric approach that drives decisive actions and garners stakeholder support.

After 20 years of PhD supervision experience across multiple institutions and international contexts, I can provide UKCGE with valuable insights into the challenges and opportunities in PGR supervision to strengthen representation of the sector. My engagement with diverse students, many from underrepresented groups, positions me well to advocate for inclusive and equitable supervisory practices.

My sustained commitment to PhD supervision, combined with my role as internal and external examiner worldwide, demonstrates my credibility in shaping supervisory best practices. My participation in key supervisory networks, including the UKCGE Research Supervisor Network and Scottish Graduate Schools initiatives, underscores my dedication to maintaining high standards in research supervision. My UKCGE Recognised Supervisor status gives me further credibility.

I regularly engage in professional development and reflective practice through supervisory networks, training sessions, and academic writing groups. I am well-positioned to contribute to UKCGE events by sharing my experiences in supervisory pedagogy, innovative mentoring approaches, and inclusive supervision. My ability to engage diverse audiences, including early-career researchers and established academics, will ensure that UKCGE events have a lasting impact on the sector.

My expertise in community participatory research methods and interdisciplinary collaboration allows me to facilitate knowledge exchange within and beyond academia. I bring a global perspective that can enhance UKCGE's international engagement and cross-border partnerships.

My research leadership roles, including my contributions to doctoral training initiatives and governance boards, provide me with a deep understanding of supervisory policies and best practices. I can contribute to setting UKCGE's standards by sharing evidence-based approaches to supervision, promoting reflective practice, and advocating for research accessibility and inclusion

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

I bring a wealth of expertise in working with EDI and also doing research on EDI and barriers faced by researchers (including PhD students) in the UK research and innovation space, as well as my experience in providing mentoring to researchers from marginalised groups, which would contribute to ensuring that EDI principles and good practices are embedded in all the work of UKCGE. At Heriot-Watt University I have led the co-creation of a research culture action plan that embeds EDI principles to foster an inclusive research culture. I work with key stakeholders to ensure that all researchers have equal access to resources and opportunities. I served on the School of Social Sciences Athena SWAN self-assessment group, and I am involved in various EDI initiatives. I am Deputy PI on the UKRI funded EDI Caucus (<https://edicaucus.ac.uk>), which is undertaking and evaluating interventions designed to create equitable research workplaces. I focus on capacity and capability building for researchers who experience barriers in academia, particularly deaf and female researchers, actively supporting PhD students who might typically experience barriers and I am a mentor for the Aurora programme and the Scottish Graduate School of Social Sciences. I would promote EDI as follows: advocate for strategic initiatives promoting EDI, including funding for projects that address EDI issues or amplify opportunities for under-represented researchers; promote implementation of EDI training programmes to equip researchers to conduct inclusive and equitable research, and mentoring programmes for under-represented researchers; share the EDI Caucus research on marginalised researchers' experiences, along with my caucus network contacts; support the development of frameworks to assess the impact of UKCGE EDI initiatives, ensuring progress is monitored and strategies are adjusted as needed; cultivate a culture of continuous improvement within UKCGE, encouraging regular reviews and updates of EDI policies.

Nominated by:

- Professor Scott Dalgarno, Heriot-Watt University
- Professor Nick Fyfe, Robert Gordon University

13. Professor Jennifer Quint, Professor of Respiratory Epidemiology, Imperial College London

Biographical Note

I am a Clinical Professor of Respiratory Epidemiology in the School of Public Health at Imperial College London and an Honorary Consultant Physician in Respiratory Medicine. I lead the Respiratory Electronic Health Record group, and our work centres on maximising the quality, linkage and usage of these data for clinical and research purposes.

I am Deputy Director (Academic) of the Early Career Research Institute (ECRI), (following the merger of the Graduate School and Postdoc and Fellows Centre) and prior to this was a Deputy Director of the Graduate School. I lead several Research Portfolios on the Global Masters in Public Health and am involved in teaching and supervising projects across Imperial's MBBS, and Masters programmes as well as PhD students. I am a Fellow of the Higher Education Academy. I was the Information Governance Trustee and member of the Board of the British Thoracic Society (2017-2022), providing constructive challenge and ensuring organisational objectives were met.

Proposed Contributions to UKCGE's Activities

I am excited by the opportunity to build on the experience I have obtained from my role as Deputy Director (Academic) in the Early Career Research Institute (ECRI) at Imperial, to learn about and share best practice in graduate education across the UK and in doing so contribute to the creation of national policies and best practice for graduate education.

On behalf of ECRI, I am currently leading institutional work around challenges and barriers for dealing with poor supervision, an area I am passionate about as supervisory support can be so influential for future development and lifelong learning and I hope that this will also be of value to the RSVP, of which Imperial is a practitioner partner. I am also passionate about digital transformation in graduate education and have been involved in work with Health Data Research UK and the Medical Schools Council, to better understand expectations from students around preparing them for the future with AI and data science skills. I hope to bring expertise from these areas to UKCGE.

In my role in ECRI, one of my personal interests has been in supporting research into graduate education trends including inclusivity and the impact of different doctoral training models and role of EDI in those, particularly focusing on barriers faced by underrepresented groups, including international students. I feel it is essential to foster a supportive environment, including focussing on improving mental health and wellbeing for PG students.

I look forward to contributing to collective leadership on the development of postgraduate issues across the UK through UKCGE. I am excited about contributing to professional development events and UKCGE's networks, such as the Research Supervisor Network, helping to collate information and evidence to support development of policies and share best practice. As I make a significant contribution to the promotion of the postgraduate sector I hope to develop my own skills and networks.

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

If I were to be involved with the UKCGE my EDI contributions would be focused on bringing ideas and helping to set standards to foster a supportive, inclusive, and equitable environment for all students, and stakeholders within the graduate education community.

I would be keen to support initiatives aimed at raising awareness of EDI issues through workshops, seminars, and training and promoting awareness of the barriers faced by underrepresented groups in higher education. I think collaboration with underrepresented groups would be key to achieving this. I would assist UKCGE to advocate for policy change, ensuring that policies are in place to support equal access to graduate education. Other areas in which I would be keen to contribute include development of inclusive research practices, using data to help drive and monitor change and in ensuring mentorship and support networks, particularly for underrepresented groups, are fit for purpose.

Through these actions, I would aim to make a tangible contribution toward creating a graduate education ecosystem that is accessible, equitable, and supportive for all students and staff.

Nominated by:

- Professor Ian Douglas, London School of Hygiene and Tropical Medicine
- Professor Deborah Longworth, University of Birmingham

14. Professor Luke Windsor, Dean of the Leeds Doctoral College, University of Leeds

Biographical Note

I am the Dean of the Leeds Doctoral College, looking after postgraduate research across a large and complex research intensive University. Prior to that I have held a range of leadership and management roles, including Faculty Pro Dean for Student Education and Deputy Dean for our Faculty of Arts, Humanities and Cultures. I am currently on the advisory board of Generation Delta, and the management boards of the Yorkshire Consortium for Equity in Doctoral Education and the White Rose Social Sciences DTP. I continue to supervise PGRs and carry out research, both on doctoral education and on musical behaviours.

Proposed Contributions to UKCGE's Activities

I would like to help transform UKCGE's relationships with postgraduate researchers and taught postgraduate students: to this end I would work to help the board enhance the role 'student' voice could have in directing our activities. In a similar vein I would seek to bring academic and professional service staff who work with postgraduates closer together, through the development of more events to explicitly foster the broadest understanding of how different roles best serve their postgraduate communities.

I would continue my work to advance equity of opportunity, which has been a focus and a (qualified) success at my institution, across all institutions in the UK and seek to enhance and contribute to the excellent work already sponsored by UKCGE and Research England in this space.

To this end (and others) I would want to explore how UKCGE can transform its relationship with OfS, UKRI (and Research England) to better serve the interests of ALL our postgraduate researchers. At institutional level I have managed to convince many (but not all) of my colleagues that improving the quality of the PGR experience is more important than focusing on output and volume metrics; this is work in progress and I would be keen to better understand how this works in other institutions and share my experience in trying to shift to a culture of people development from a project and output-focused way of thinking.

Lastly, I think I have some of the expertise to help UKCGE set the agenda for ensuring a basic level of expectations for postgraduate research provision aligned with but beyond the QAA Quality Code can be established. UKCGE is not and should not be a regulator, but it should drive the regulatory environment through its excellent work, for example, on research supervision.

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

As a member of the management board of YCEDE and an advisory board member of Generation Delta (as well as in my role as Dean of the Leeds Doctoral College) I have foregrounded equity in postgraduate education both within my institution and across a range of HEIs within and beyond the Yorkshire region. UKCGE has done a huge amount to fill a gap at national level in the coordination and communication of doctoral equity, but there is much more to be done: my contribution would be to help the board focus its attention on the inclusion of postgraduate voices in its work.

I have a long and successful track record of working in partnership with student unions, taught students and postgraduate researchers and I believe enhancing this aspect of UKCGE's work would help it to better advocate in the EDI work that it is committed to. In order to make this work more sustainable for UKCGE and the work it supports there needs to be fierce lobbying of UKRI, OfS and Research England to ensure that EDI dimensions receive both more sustained financial and regulatory support that is joined-up across these bodies and our institutions. Our work to advance equity of opportunity cannot be sustained by project funding, and I would seek to help UKCGE work towards influencing HEIs and regulators to work together to move such work into a more permanent 'business as usual' mode. I have spoken about such an approach with Louise Banahene at the first UKCGE EDI conference, and I believe we need to work together to ensure the momentum is not lost on this front.

Nominated by:

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