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Inclusion and the relevance of culturally responsive teaching in U.K. Business schools

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Detailed programme information

Name	Institution	Title of Session	Theme	Break out paper time slot	Position, time & Room of your paper	Chair	Email address	Abstract (as it will appear in the programme)	Notes
Mandeep Rupra and Stephanie Neave	National Union of Students	Understanding the Experiences of BME students in FE & HE Research Project	Student Experience	1140-1300	1140-1215 CC1.4	Suzanne White/Lisa Lawrence/Christine Broughan l.lawrence@coventry.ac.uk c.broughan@coventry.ac.uk	mandeep.rupra@nus.org.uk Stephanie.Neave@nus.org.uk	In 2009 the National Union of Students - Black Students' Campaign launched a research project exploring the experiences of BME students in further and higher education. The research project aims to explore some of the reasons why BME students may be dissatisfied with their FE and HE experience and looks at ways to improve degree attainment. The project focuses on various aspects of academic experience such as teaching and learning, attainment, campus life and support networks. The data collated thus far has highlighted a range of issues that are affecting BME students, as well as the unique challenges they face. The project aims to involve BME students in co-creating solutions towards a more positive FE and HE experience. Because of this, students are being asked how their experiences and degree attainment could be improved. A range of suggestions have already been collected from our online survey, such as making anonymous marking compulsory, having role models at university and increasing the level of academic support for BME students.	
Lesley Lawrence and Maria Udu	University of Bedfordshire	Eyes on the prize: Maximising Student Success	Student Experience	1140-1300	1220-1255 CC1.4	Suzanne White/Lisa Lawrence l.lawrence@coventry.ac.uk	Lesley.Lawrence@beds.ac.uk Maria.Udu@beds.ac.uk	Annual institutional data indicate that a significantly lower proportion of BME students at the University of Bedfordshire gain good degrees (firsts and upper seconds) in comparison with White students. Falling within the Conference's 'Understanding the BME student experience' theme, this presentation highlights key findings and messages emerging from a small scale research project - 'Eyes on the Prize', undertaken by the cross-institutional team involved in the Summit Programme. Much literature and practice around BME student attainment focuses upon the lack of attainment or cause of poor attainment e.g. Crozier, 2005; Richardson, 2008. The focus of this presentation and in the project as a whole, in contrast, is on factors that contribute to academic success. The 'Eyes on the Prize' project has been investigating the trajectories of minority ethnic students and alumni who attain highly at undergraduate level. What factors contribute to their academic	Summit team

								success? Semi-structured interview and focus group data were grouped in three inter-related domains identified as generating academic success: personal characteristics, institutional influences, and contextual influences. Findings suggest that any generalised interpretation of 'BME' failure or success fails to take into account the existence of diverse and complex constellations of success factors for each individual student.	
Linda Johnson, London Metropolitan University; Helen Pokorny, University of Westminster	London Metropolitan	Raising the Attainment Levels of Black and Minority Ethnic Students: a Case Study	Pedagogy	1140-1300	1140-1215 CC1.1	Terry Finnigan t.finnigan@fashion. arts.ac.uk	l.johnson@londonm et.ac.uk h.pokorny@london met.ac.uk	London Metropolitan University has a high proportion of black and minority ethnic (BME) students, more than in the entire Russell Group (HESA 2004). Finding effective ways to engage and promote learning among our diverse student body is a key challenge. In line with our agenda of improving retention, progression and achievement a team of Business School colleagues set about re-designing the Business and Management provision to include a specific focus on pedagogies for diversity and more personalised modes of delivery. Co- and extra-curricular activities, aimed at creating a sense of inclusion and self-esteem permeate the redesigned courses in line with research suggesting that different ethnic groups experiences of social identity and belonging affect degree attainment. The new courses first intake was in 2008/09. Initial evaluation shows students to be predominantly Black and South Asian students with a significant percentage from other minority ethnic groups. This paper presentation will provide an analysis of developments, drawing upon survey data, interviews and focus groups. It will highlight the main themes emerging from the data and comparative attainment data for modules pre- and post-curriculum development - the initial outcomes of which show a positive increase in pass rates for BME students.	Summit team
Abdul Jabbar and Glenn Hardaker	University of Huddersfield	UK Business Schools: Inclusion and the Relevance of Culturally Responsive Teaching	Pedagogy	1140-1300	1215-1255 CC1.1	Terry Finnigan t.finnigan@fashion. arts.ac.uk	a.jabbar@hud.ac.uk	Inequality, lack of learning, and poor academic achievement are firmly linked (Nieto 1999). Our research explores the British Muslim experience in the context of inclusive pedagogy practice in Business Schools. It is the aim of this paper to explore the relevance of culturally responsive teaching (Gay 2000) in supporting individual student learning differences in increasingly international Business Schools. Law (2004) argues that Universities are expected to be the interrogators of complex ethical problems, as servant and preserver of deeper democratic practices. To fulfil this role effectively universities need to shift away from what (Allen 1998) describes a 'White Syllabus'. The need to demand from students the ability to adapt to the approach of the institution without the institution making an effort to adapt to the student is an outdated concept which puts many universities at a disadvantage when trying to attract International students to UK business	PhD student

								Schools. This paper will look at the relevance of 'culturally responsive teaching' and how this pedagogical method utilises student's cultural knowledge, prior experiences, and cultural differences to make learning more appropriate and effective for them. Such an approach teaches through the strengths of the students (Gay 2000) and the responsiveness of the educators. Our research adopts a culturally responsive framework (Villegas and Lucas, 2002) that looks at 6 salient characteristics and how they can be used to bridge the gap between learner and tutor and organisation. The characteristics are: cultural consciousness, Heritage, Moral Responsibility, Experience, Lives, Culturally responsive curriculum. It will be analysed and argued that culturally responsive teaching can be used to develop inclusion and minimise prejudice within UK Business Schools for minority groups and for this study British Muslims.	
Jane Stapleford	Leeds Metropolitan	Challenging barriers to diversity in the legal profession by enhancing the employability of black and ethnic minority students.	Student support	1140-1300	1140-1215 CC1.2	Gary Loke gary.loke@ecu.ac.uk	J.Stapleford@leedsmet.ac.uk	Law courses at Leeds Metropolitan University now accommodate students from a range of black and minority ethnic (BME) backgrounds atypical of the norm of the white middle class male. The lawyers' professional bodies stress the need for diversity in the legal profession but initial research within the Centre for Research into Diversity in the Professions (CRDP) has identified the persistence of barriers to non-traditional entrants to the legal profession, and cultural practices which oblige those who *do* gain entry to assimilate to the norm and which limit their promotional opportunities. Further research with local law firms has identified the skills and attributes which legal practice demands but these employers' requirements are in tension with the current preference within the legal profession for inherited cultural capital secured through ethnic background, social class and attendance at prestigious universities. Building on Leeds Met's experience in employability education, the CRDP has made attempts to translate its research findings into practice by creating bespoke employability curriculum interventions, involving employers in design and delivery. The aim is to enhance student preparedness and ability to 'read the rules' on transition into, and within, employment. This paper will outline the findings of the research and the progress with these interventions.	
Trish Bryne-Roberts	UCLAN	How Do We Adapt the Curriculum and Learning Environment to Promote Black and minority student success	Student support	1140-1300	1220-1255 CC1.2	Gary Loke gary.loke@ecu.ac.uk	PByrne-roberts@uclan.ac.uk	In the post - millennium era, BME students face continual marginalisation within the walls of the classroom experience. Drawing on the work of Archer, Coles, Block and Solomos, Gillborn ,and Rollock , Majors, Pilikington, Ratcliffe, Said, Spivac, and other key writers within the field of educational discourse. This paper will address how the 'eurocentricity' of	

Presenter	University	Title	Theme	Time	Time/Room	Chair	Email	Abstract	Team
		from University to the Labour Market?						university curriculum, teaching and learning styles and perceptions of 'otherness' ultimately lead to a lack of success within the classroom. Segregation does not only take place on the 'street' but is alive and well within higher education establishments. Institutional racism within the educational system is still deeply engrained. BME students are far more likely to attend 'new' universities and study vocational subjects; this is an important factor for teaching and learning. If we are to encourage BME students in the learning process, the curriculum should offer employability and enterprise skills which highlight a clear pathway for the BME learner. Taking into account patterns of unemployment in many Muslim communities how do we ensure young Muslims are ready for employment? How can we cultivate enterprising behaviour in relation to young Muslims students? Do we use role models to encourage entrepreneurialism and enterprise, how is this embodied within the curriculum of 'Social Sciences *per se*? To achieve the above we must reflect and consider the strategic approach addressed in *Every Child Matters* (ECM): *Change for Children Agenda*, (DfES 2004) and examine how it is implemented within the curriculum from the foundation stages of education, to the higher education position. How do we promote and achieve the goals of economic well being for BME students against a backdrop of racism, negative perceptions of 'otherness' and implement a strategic approach for change within the educational field.	
Amanda Ingelby Kate Parsons Seemab Naseem Suki Phull Ros Hill	Aston University	Development of a web-based resource to promote student engagement in the classroom.	Staff and student engagement	1140-1300	1140-1215 CC1.8	Irene Glendinning i.glendinning@coventry.ac.uk	a.ingelby@aston.ac.uk k.parsons@aston.ac.uk naseems@**aston**.ac.uk s.phull@aston.ac.uk r.hill@aston.ac.uk	Significant research undertaken at Aston had indicated that there is a residual element of underachievement by BME students at Aston that is not easily explained, and further research had identified how we might enhance the student learning experience for these students. A positive decision was made, therefore, to produce a practical web-based toolkit of resources and ideas to support staff to increase student engagement and integration in the classroom. The resources will promote good practice for all students, in line with our embedded approach to widening participation. This presentation will outline the journey of developing the toolkit, including the challenge of developing a web-site which is fit-for-purpose and easy for staff to use, and the particular demands of identifying and collating resources and information. We will describe how the toolkit has been used in the PGCert in Professional Practice for new academics, which has a focus on inclusive practice. In addition we will explore how the university is responding to the issues of underachievement during its review of quality assurance and enhancement processes. The presentation will share early staff feedback, and showcase elements of the resources.	Summit Team
Irene Glendinning and Student Advocates	Coventry University	Supporting Diverse Learners: Starting at the Transition to Higher Education	Staff and student engagement	1140-1300	1220-1255 CC.1.8	Irene Glendinning i.glendinning@coventry.ac.uk	i.glendinning@coventry.ac.uk	The proposed session (workshop or presentation) is about the response of Coventry University's Faculty of Engineering and Computing (EC) to recent opportunities made available to address the BME student attainment problem. Objectives 1. To disseminate a novel approach to supporting a diverse learning community 2.	

								To encourage feedback and input to possibly influence future directions The Faculty has a relatively high proportion of BME students. The characteristic profile of low attainment seen elsewhere for BME students is apparent in all five EC departments, but the differential is particularly notable in the history of results for the Faculty's department of Computing and the Digital Environment (CDE). A pre-induction web site is being developed to support incoming students joining the five departments in the Faculty which will operate with support from staff and students from September 2010. This has been made possible because of funding provided by Coventry and Warwickshire Lifelong Learning Network (CWLLN), the HEA Engineering Subject Centre and central University funds. A particular feature of the Faculty's activities is the involvement of part-time student employees, Student Advocates in the research, developments and operational support. Further initiatives by a University-wide BME research team have enabled the training of full-time staff as departmental Diversity Champions, tasked to promote and actively influence the support for BME students at grass-roots level. The session reports on the progress within the Faculty on the different initiatives and specifically how raising awareness and empowering both staff and students with knowledge about diversity issues is improving support for the whole learning community.	
John Richardson	Open University	Meeting the Challenge at the Open University	Institutional change	1140-1300	1140-1215 CC1.3	Jane Berry jane.berry@heacademy.ac.uk	j.t.e.richardson@open.ac.uk	As their contribution to the HEA/ECU summit programme aimed at raising the attainment of Black and minority ethnic students, the project team at the Open University focused on two key activities: 1. Raising awareness of the problem of the attainment gap through a programme of research dissemination, both planned and opportunistic, and using this dissemination activity to consult widely on plans for intervention. 2. Developing a comprehensive and collaborative action plan that builds on existing work to address attainment, that is informed by research, is supported at a senior level and that while coordinated, has responsibility distributed across the University. The outputs from a number of sources were brought together to inform the action plan, including: • Findings from three major Open University research projects conducted in • 2008/09 • Findings from previous Open University and sector-wide research • Learning from participation in the Higher Education Academy/Equality Challenge Unit summit programme, including learning from the experiences of other institutions • Consultation with a large number of Open University academic and acdemic-related staff groups through workshops, events	

									and networks.	
Jon Alltree, Kathy Weston, Marcella Wright	University of Hertfordshire	Words and Action - the University of Hertfordshire's BME Summit Project	Institutional change	1140-1300	1220-1255 CC1.3	Jane Berry jane.berry@heacademy.ac.uk	j.r.alltree@herts.ac.uk M.Wright@**herts**.ac.uk	The University of Hertfordshire (UH), has undertaken a multi-leveled project that aims to reduce differential attainment at UH. At Institutional level there have been awareness raising and staff development activities. These have included presentations to Governors, senior managers and staff. Our PGCertificate in Learning and Teaching for new staff has been enhanced and the presentation includes a case study of an equality focused initiative undertaken by a participant. At Faculty Level, the UH Business School has used findings from the HEA/ECU BME Summit to inform a Review of its undergraduate curriculum. Enhancements are being addressed through a "skills spine" throughout the School's programmes. Although the impact of these changes will affect the 2010/2011 cohort, the presentation will report on the progress of this work. The Business School also commissioned a qualitative research project which explores the differential rates of attainment among students enrolled in the School. The first stage of exploration involved (a) targeted focus groups involving a number of students from the 'low attaining' ethnic groups; (b) individual interviews for 'high achieving' students within the 'low achieving' category and (c) a focus group with teaching staff. The presentation will provide an updated analysis of the research findings.	Summit Team
Jaqueline Stevenson	Leeds Metropolitan University	The Impact of 'Distorted' Images on the Degree Attainment of Ethnic Minority Students	Student Experience	1400-1520	1400-1435 CC1.4	Tony Doran a.doran@coventry.ac.uk	J.Stevenson@leedsmet.ac.uk	Higher education institutions (HEIs) are becoming increasingly aggressive in their marketing activities to convey an image that is favourable to potential students (Ivy, 2001). Bennett's (2007) survey of HEIs promotional materials revealed that imagery connected with social and learning environments featured heavily in recruitment messages whilst Bennett and Ali-Choudhury (2009) found that students were uninterested in an institution's mission or internal values but highly influenced by the promises implicit in the way the university brands or represents itself. This includes the ways in which academic success and post-graduate opportunities are represented, as well as the proportion of the institution's students that (appear to) come from 'non-traditional' backgrounds. Our research was designed to explore how students from black and minority ethnic (BME) and White backgrounds are portrayed in the marketing, promotion and information leaflets of one post-1992 HEI and the impact this portrayal might have on staff and students perceptions of student success. We found that BME students are not only highly over-represented in the images used but are portrayed in very different ways to White students. We suggest that this produces a form of 'institutional self- delusion' which has implications for ways in which differentials in degree attainment are	Summit team

								addressed**.**	
Debby Cotton, Mel Joyner and Rosemary George	Plymouth University	Explorations of the BME student experience at a Regional University	Student Experience	1400-1520	1440-1515 CC1.4	Tony Doran a.doran@coventry.ac.uk	rosemary.george@plymouth.ac.uk	This paper outlines the preliminary findings of an ongoing research project investigating the academic and social experience of students from ethnic minority backgrounds at a new (post 1992) university in the south west of England. The University of Plymouth has typically attracted relatively low numbers of students from ethnic minority backgrounds, when compared to other HE institutions in the UK. According to 2008-09 enrolment figures, only 4.6% of the student population were from BME backgrounds; however, this is still a higher proportion than the demographic makeup of Plymouth and the wider region. There is also, as seen nationally, an identified gap in attainment between BME and White students. Drawing on both quantitative and qualitative data collected through focus groups and a questionnaire, the paper will outline the nature of academic and social experiences of minority ethnic students at the University while highlighting some of the challenges as well as advantages that they encounter in such an environment. Findings suggest that whilst BME students encountered a certain amount of ignorance from other students, they were also able to develop personal coping strategies like self reliance, confidence and responsibility. Moreover, the lower numbers of BME students potentially offered increased opportunities for integration within the student community.	PhD student
Mike Smith	Coventry University	Are you thinking what I'm thinking? An investigation in to level 2 Biomolecular students' perception of their level 1 curriculum experience	Pedagogy	1400-1520	1400-1435 CC1.1	Mike Smith m.smith@coventry.ac.uk	m.smith@coventry.ac.uk	The 2008 HEA Ethnicity, Gender and Degree Attainment Project Final Report proposed that practitioners should find, "ways in which to strengthen conversations with Black Minority Ethnic (BME) students about study expectations, standards, performance criteria, assessment and feedback should be considered and actioned" (p.31). We argue ethnic differences could exist as early as level 1 which could then have a major impact on subsequent academic performance in future years. After ethical approval was granted the present study used a descriptive reflective approach (Ghaye 2009) by asking current (2009-10) level 2 students (n=100) to reflect by questionnaire and ethnically divided focus groups (n=9) on both positive and negative issues related to their level 1 experience of the curriculum. Results indicated questionnaire median satisfaction and importance scores for BME students were higher than White students in a number of areas. Also, mean mark for satisfaction and importance showed that there were smaller differences between satisfaction and importance in White groups than in BME groups. This is supported by the focus group responses which further highlight different ethnical perceptions of the level 1 experience. In conclusion the present study supports the notion that BME students may require additional support and guidance in certain areas of the curriculum. References Ghaye, T. (2009) Reflection: Principles and Practice. In: *Exploring sport and fitness: Work based practice.*	

								Routledge. HEA (2008) *Ethnicity, Gender and Degree Attainment Project*: Final Report.	
Sean Walton	University of Bradford	A Whole System Approach to Improving BME Attainment	Pedagogy	1400-1520	1440-1515 CC1.1	Mike Smith m.smith@coventry.ac.uk	S.Walton@Bradford.ac.uk	This session outlines, and reflects upon, an ongoing programme of work being undertaken at the University of Bradford that has been designed to improve the degree attainment of Black and Minority Ethnic (BME) groups at the university. The work that has been completed at Bradford, and that which is currently ongoing, draws on an evidence-based approach and seeks to bring about an entire change of culture within the university, for the benefit of all students. The Summit Programme team at the UoB take the view that inclusive pedagogic practices are good pedagogic practices per se and that steps to improve the degree attainment of BME students need to be integrated into wider strategies to improve the quality of learning and teaching across the university. The programme of work being undertaken at Bradford uses a holistic approach for improving the pedagogic practices of teaching staff and the support structures and services available to students. New policies and procedures are being developed to underpin the work being done and some fundamental changes to how the university rewards and recognises teaching excellence have been made. The HEA's Summit Programme and other HEA studies have informed our work.	Summit Team
Mary Andall-Stanberry	Canterbury	BME Pilot Mentoring Scheme - Canterbury Christ Church University	Employability	1400-1520	1400-1435 CC1.2	Shinder Thandi s.thandi@coventry.ac.uk	mary.andall-stanberry@canterbury.ac.uk	This paper briefly sets the context for and the setting up of a Pilot Mentoring Scheme, for BME students Canterbury Christ Church University. It explores the significance of necessary knowledge of the processes involved in ensuring the scheme is properly undertaken, supported, resourced and 'owned' by the institution. Previous studies identified that a Mentoring Programme, if properly undertaken, will undoubtedly address issues highlighted by students to include isolation, a point of reference, academic support and retention rate among others. Further Mentoring as a whole was prominent in ongoing BME students' focus group discussions. Nevertheless, critical factors that influence student Mentoring programmes, have been cited by (Friday & Friday 2002, Meggison 2006 and Clutterbuck 2004), who states that, organisations who plan on introducing a Mentoring programme, need to ascertain that it is a corporate initiative embedded in the organisations' strategic objectives, to enable them to achieve 'maximum effectiveness'. According to Friday & Friday (2002) many organisations have a lack of 'strategic alignment' in their corporate strategy, hence the reason why many programmes do not achieve the objectives for which they are set up. Thus Mentoring can be seen	

								'quick-fix' idea without the real costs and benefits having been properly thought through.	
Tim Rodgers Shinder Thandi	Coventry University	The impact on BME attainment and progression of student engagement: a study of level 1 economics, finance and accounting students at Coventry University	Employability	1400-1520	1440-1515 CC1.2	Shinder Thandi s.thandi@coventry.ac.uk	s.thandi@coventry.ac.uk t.rodgers@coventry.ac.uk	National and institution-specific research suggests that UK BME students have higher participation rates but lower progression rates than white groups of same age. For example, only 64% of 'black' students' progress compared to 91% of their white peers in the Faculty of Business, Environment and Society at Coventry University. Explanations for the differential performance are complex and multi-dimensional. This project specifically examines whether these performance differences may be due to ethnicity related learning-style differences having an impact on student engagement and eventual degree attainment. Survey and focus group research was undertaken on 187 level 1 Economics, Finance and Accounting students. Regression analysis showed ethnicity to have a mixed impact on student *expectations* of out-of-class engagement (self-study time). White students were found to expect to study significantly fewer hours than their BME peers. Another important factor was found to be the time taken in travelling to University and this was of particular importance with respect to Asian BME students. Focus groups were run throughout the year and examined a number of factors. Significant differences were found in relation to whether courses met expectations. For example, students from Pakistani and Bangladeshi backgrounds had a much less positive attitude than their white peers. Students were also asked how the effort/motivation of disengaged students might be increased. BME students indicated that having greater information on the grades/skills that employers expected might motivate them to increase engagement. Some also believed that discussing ethnicity-related issues might improve engagement and motivation. The project identifies a number of institutional level initiatives that can be taken to improve BME engagement and attainment.	
Helen Kay	Sheffield Hallam University		Data collection	1400-1520	1400-1435 CC1.8	Sarah Lewis s.lewis@coventry.ac.uk	Helen.Kay@shu.ac.uk	The Race Relations Act 2000 has attempted to ensure that higher education institutions positively promote equality of opportunity and eliminate unlawful discrimination based on race. However, recent studies have indicated that racial inequalities persist (Equality Challenge Unit 2009; Richardson 2008). For example, according to the Equality Challenge Unit (2009), in 2007/08, the attainment gap between white and black students was 28.7% - as 66.4% of white students were obtaining a 'good honours' (i.e. a first-class or upper second-class honours degree) as opposed to 37.7% of black students. This paper explores how a large post-1992 institution in England has set out to examine the attainment and experience of its ethnic minority students. An objective of the study has been to analyse differences between	

								students who are categorised Minority Ethnic and those who are 'white', using data from the National Student Survey(NSS), an internal student engagement survey, Destination of Leavers form HE (DLHE), and institutional attainment data. This session will be of interest to delegates who work with institutional data to inform a diversity agenda. It is anticipated that there will be an opportunity for delegates to discuss the methodological approach employed and the approaches taken to engage staff with the findings.	
Steve Jewel	Coventry University	A positivist perspective on the relationship between student performance and ethnicity	Data collection	1400-1520	1440-1515 CC1.8	Sarah Lewis s.lewis@coventry.ac.uk	s.jewel@coventry.ac.uk	*The presenter teaches research methods to international postgraduate students at Coventry University Business School and has been conducting research into initiatives to improve the quality of the students' research proposals. As part of these studies, a database has been built of the marks of the research proposals of over 900 students against a number of independent variables. The database's purpose is to allow the modelling of the marks against these variables - to identify teaching interventions for improving student attainment. Although the research was not to primarily investigate the impact of ethnicity, it was one of the independent variables chosen. The database has shown that there are significant differences in attainment between students of different ethnicities. These statistics will be presented. Tentative reasons for the differences will be presented for debate. This debate will guide the next step in the research, a phenomenological study of the causes of the differences.*	
Christine Rose and Elena Moreno	University of Greenwich	Exploring Super diversity through a Large Scale, Cross-University Project on Degree Attainment Supporting Institutional Change.	Institutional change	1400-1520	1400-1435 CC1.3	Gurnam Singh g.singh@coventry.ac.uk	C.H.Rose@gre.ac.uk e.moreno@greenwich.ac.uk	This is a large scale project to support institutional change. The first year of the action based work is complete and further work is planned for next year. Significant features of the project for managing change include: • A mixed professional team working in a developmental fashion working and as the 'champions' in their own areas. This included academic staff, central professional services staff and educational development staff. • Curriculum development work in two schools (Science, Humanities and Social Sciences) and articulating a model of inclusive pedagogy (in the school of Education and Training) • Establishing a new model of working for the Welfare and Student Support section of the Office of Student Affairs, planned together with academic staff and involving group work within a skills based framework. This requires significant forward planning. • Using the project as a catalyst for raising awareness and establishing engagement across the university in the development of the Single Equality Scheme	Summit team

								• Establishing a resource base of knowledge of particular BME groups (African, Indian, Chinese, Bangladeshi) based on a student survey, literature reviews and qualitative research. A set of tutor guidance materials is being prepared. Substantial staff development work is taking place • Raising the issue of BME degree attainment up the institutional agenda – through reports at key committees and to the governing body. Further work next year will involve four schools and a different set of programmes.	
Glynis Cousins	Wolverhampton University	Making up people	Institutional change	1400-1520	1440-1515 CC1.3	Gurnam Singh g.singh@coventry.ac.uk	G.Cousin@wlv.ac.uk	In this workshop I will give a brief introduction to Ian Hacking's notion of 'making up people' in order to open up a discussion about its application to the categories of 'black minority ethnic' and 'white student'. Discussion will centre on the tension between characterising a group according to common features (e.g. vulnerability to racism) and the dangers of congealing understandings at the level of the group. How do we avoid overdeterminism on the one hand or a neglect of power on the other? what research challenges do these questions present?	
Aisha Richards and Terry Finnigan	University of the Arts, London	One step at a time : A short film about changing the paradigm and changing the practices at university to improve the achievement of BME students		1540-1610	1540-1610 CC1.3	Christine Broughan c.broughan@coventry.ac.uk	t.finnigan@fashion.arts.ac.uk		
Lisa Lawrence & Suzanne White	Coventry University		Poster	1345-1400	Restaurant		l.lawrence@coventry.ac.uk s.white@coventry.ac.uk	The evidence suggests British black and ethnic minority HE students are not achieving the same level of progression and attainment as other groups.[1] The Library is in a strong position to support students so we developed a pilot model of roving peer study support to improve the experience, progression and attainment of BME students. Current students were recruited as Roving Study Support Assistants (RSSAs) to provide basic and/or directional roving support during the Autumn term 2009. The use of peer-support was key to this project with RSSAs acting as positive role models at the same time as enhancing their employability. Subsequently, analysis of the service was undertaken utilising questionnaires and focus groups among BME students. [1]Higher Education Academy (2008) Ethnicity, Gender and Degree Attainment Project: Final Report. York: Higher Education Academy	
Judith Preece	University of East London		Poster	1345-1400	Restaurant		J.A.Preece@uel.ac.uk	The University of East London has been celebrating Black History Month for some years now, and since	

								2006 the Library and Learning Services have taken the lead in organising a number of celebratory events. These have included exhibitions, debate, performance and children's workshops based around the following themes: • 2006 - Black Histories - The hidden mysteries of African heritage. • 2007 - Keeping the peace? Gangs, Culture and Identity • 2008 - The Many Colours of British Fashion • 2009 - Creativity, Challenge and Change: the Visual and the Verbal Our target audience is staff and students of the university, and members of our local community. The children attending our workshops are 9 and 10 year olds from local primary schools. The organising group consists of a range of Library staff, including Michelle Marie Clarke-Campbell, Library Assistant and Performance poet, and Carol Hughes – Library Assistant and artist.	