Equality, Diversity and Inclusion (EDI) in Teaching and Learning (T&L)

From 2021/22, the AMBS full course outline template will contain a section encouraging academic colleagues to consider how EDI informs their T&L practice. This document aims to provide some internal guidance to AMBS colleagues taking steps to engage with EDI in T&L and, in particular, in the design and delivery of course units. This guidance is partly informed by discussions within the school's EDI committee, including the contributions of AMBS colleagues and students to an open meeting about EDI in T&L in June 2021. Further information and resources are listed in the end.

Why do we need to consider EDI in T&L?

There is an increasing concern with inequalities in the student experience and outcomes. While there has been a growing effort and action to support students with disabilities, there has been less action taken in other areas. In particular, there is a persistent awarding gap between students from ethnic minorities and students from white backgrounds. The expression "awarding gap" has recently replaced the deficit-model based expression "attainment gap" in recognition of the multiplicity of factors that contribute to student success, and how institutional structures and discrimination can affect achievement. There is a growing recognition that the causes and solutions lie to a great extent on the education environment and strategies. Therefore, it is important that we all learn how to engage, support and meet the needs of students with diverse backgrounds. This involves promoting a culture of inclusion where racism, discrimination and micro-aggressions are not tolerated, creating a supportive learning environment for all, and creating a curriculum that is engaging for students from all backgrounds.

What does 'EDI in T&L' involve in practice?

There is no consensus about what EDI in T&L mean exactly but it could involve:

- Including EDI themes in the curriculum and/or encouraging students to consider aspects of the subject that relate to EDI.

- Considering whether and how the course meets the needs and contributes to a sense of belonging of students from diverse backgrounds (e.g. students with a disability, students from the LGBTQ+ community, students from ethnic minorities, women)

- Including more work of authors from black or other minority backgrounds in course reading lists. Female black authors tend to be particularly under-represented in reading lists so increasing their inclusion would be particularly important.

- Including case studies, positive examples and authors from the global south and other world regions. Business studies tend to have an American and European-centric perspective, so diversifying our teaching content would be an important step towards EDI in T&L. Students have also mentioned that they would like to see more cases of female leaders and entrepreneurs.

- Promoting a classroom culture that is inclusive and anti-racist, that sets standards of behaviour for positive and respectful interactions.

- Adjustments to the way assessment is carried out so that we can contribute to reducing the awarding gap. For example, consider how much weight is placed on the requirement for

proficient written English. There is an increasing concern that too much weight on this requirement could disadvantage international students, those with certain learning difficulties and students from some ethnic minorities[1].

- Inviting guest lecturers and speakers from diverse backgrounds, that contribute to the diversity of the teaching team and of business role models.

Some EDI examples in AMBS courses

Course: Academic and Career Development, UG, 1st year (all UG AMBS programmes)

Lawrence Benson and Elaine Clark incorporated in the 2020/21 course an online session on EDI in the University, with information links to the university's EDI policies and reports, as well as channels for reporting discrimination, bullying and harassment. This was done in collaboration with the chair of the EDI committee and involved an interview with a recent AMBS graduate who gave a helpful insight on the lived experience of studying at AMBS as a young black woman. One of the course assessments was an essay on EDI in the university context which asked for recommendations as to how universities could demonstrate their commitment to EDI. The essay was completed by 700 students and assessed by over 40 AMBS colleagues in their roles of academic advisors. The exercise helped to emphasise to students and colleagues the school's and university commitment to EDI. The teaching team intends to set another EDI essay title for the new academic year.

Course: Theoretical Approaches to Leadership, PGR course for NHS Higher Scientific Specialty Trainees on the NHS commissioned HSST programme

Change: Lawrence Benson and Naomi Chambers have incorporated over the last two years a learning outcome relating to leadership and EDI. This is tested by a written assignment to critique the leadership in their healthcare organisation and then make a pledge to action an aspect of EDI practice in their organisation / service. Many of the students are leaders teams, services and departments and they particularly welcome this assessment. Each cohort has been 50 to 55 people and this coming academic year the NHS has commissioned the AMBS Healthcare Management Group to work with double the number of scientific trainees on the programme.

Course: Human Resource Strategy and Practice, 3rd year UG

Change: Isabel Tavora incorporates EDI themes in the content of this (and similar) courses with one lecture fully dedicated to EDI and another to Work-life Balance and its implications for gender equality. EDI is also treated throughout the course in topics such as pay and reward, training and development, recruitment and selection, performance management, etc. More recently, Isabel started paying more attention to reading lists and the ethnicity and gender of authors of the works included.

Course: All courses in the Elizabeth Garrett Anderson MSc Healthcare Leadership

EDI is integrated across the whole programme as a 'golden thread', where students develop their inclusive practices through a range of activities. There are experiential workshops with a focus on learning about ED and is made explicit within unit outcomes and assessed work. EDI is included within induction (using evidence) to the programme, for both teaching staff and students. The MSc teaching team have won a University Teaching Excellence Award this year (2020-21), partly due to the inclusive practice focus.

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[1] See this helpful article on this subject: https://www.thetimes.co.uk/article/its-elitist-to-mark-down-bad-spelling-universities-insist-bmw5j2jlf

Further resources

https://documents.manchester.ac.uk/protected/display.aspx?DocID=30527

https://www.staffnet.manchester.ac.uk/social-sciences/policies-guidance/equality-and-diversity/diversity-curriculum-scheme/

https://www.nusconnect.org.uk/articles/why-is-my-curriculum-white-decolonising-the-academy

https://www.youtube.com/watch?v=SGOMEXQe63E

https://barcworkshop.org/

https://blogs.ucl.ac.uk/events/2014/03/21/whyisntmyprofessorblack/

https://www.youtube.com/watch?v=Dscx4h2l-Pk

https://www.thetimes.co.uk/article/its-elitist-to-mark-down-bad-spelling-universities-insist-bmw5j2jlf