

DEVELOPING A CULTURALLY SENSITIVE CURRICULUM

22 NOVEMBER 2022

SPEAKER DETAILS AND BIOGRAPHIES

MORNING SESSION – MAIN SPEAKERS

Annette Hayton

NERUPI Convenor, University of Bath

Annette convenes NERUPI (Network for Evaluating and Researching University Participation Interventions) She was previously Head of Widening Participation at the University of Bath and at Goldsmiths, University of London. She has many years of experience in managing activities designed to support successful progression to higher education as well as developing strategies to ensure that all students have a positive experience of university study. Annette is interested in how educational theory, research and evaluation can be developed and applied in practice to promote positive change within the education system, aiming to combine theory and practice in her work. She is co-developer of the NERUPI Framework and has published a number of books and articles on widening participation and is Innovative Practice Editor for the journal 'Widening Participation and Lifelong Learning'. Annette is a member of ICHEM (International Centre for Higher Education Management) at the University of Bath and a Trustee of Midsomer Norton Schools' Partnership (MNSP) and leads on the Bath Hub.

Dr Dave S.P. Thomas

Associate Professor, Solent University, Southampton and Advance HE Associate

Dr. Dave S.P. Thomas, is an Associate Professor at Solent University, Southampton. He is also a Senior Fellow of the Higher Education Academy (SFHEA), with over two decades of experience in leadership, management, teaching and research in the educational sector as well as private and public sector organisations globally.

Dave has a range of publications pertaining to inclusive leadership, racial justice, equality and inclusion, educational psychology, occupational justice and social justice. He is a co-editor of *Diversity, Inclusion and Decolonization: Practical tools for research and scholarship* (2022) Bristol University Press; the lead editor of *Doing Equity and Diversity for Success in Higher Education* (2021) Palgrave Macmillan; and *Towards Decolonising the University: A*

Kaleidoscope for Empowered Action (2020) Counterpress Oxford.

Dave conceptualised and developed the novel set of Culturally Sensitive Curricula Scales (CSCS) and Educator Self-reflection tool as quantitative tools to assess the extent to which higher education curricula are culturally, sensitive and support curricular enhancement.

Dave is a co-developer of the esteemed collaborative Santander Universities and Open University anti-racism course Union Black: Britain's Black Cultures and Steps to Anti-racism.

Presentation:

Dave will be introducing the background context to the development of the Culturally Sensitive Curricula Scales (CSCS) and their current significance within higher education.

Professor Kathleen M. Quinlan

Professor in Higher Education and Director of the Centre for the Study of Higher Education, University of Kent

Before joining the Centre for the Study of Higher Education in 2016, Kathleen held academic and leadership positions in educational development at the University of Oxford, The Australian National University and Cornell University's College of Veterinary Medicine. Kathleen also has five years of government consulting experience in the United States, contributing to curriculum development, action planning for national and state projects, and planning and evaluation of large-scale biomedical research. She holds a Ph.D. in education from Stanford University and a B.A. in psychology from the University of Maine. Enhancing teaching in higher education has been an enduring theme in her research and teaching.

Presentation:

Kathleen will be sharing qualitative and quantitative findings from the collaborative research project on developing a Culturally Sensitive Curricula Scale (CSCS) in conjunction with the NERUPI network.

Pre-reading:

'Reimagining curricula: effects of cultural (in)sensitivity of curricula on racially minoritised students' engagement'. Dave S.P. Thomas & Kathleen M. Quinlan published online 01 Nov 2022

<https://www.tandfonline.com/doi/full/10.1080/03075079.2022.2134332>

Culturally sensitive curricula scales as new tools for evaluating students' perceptions of the cultural sensitivity of the curriculum – Presentation by Dave Thomas (2020). Click here to view via [NERUPI](#) members only website.

'Attempting to break the chain: reimagining inclusive pedagogy and decolonising the curriculum within the academy'. Jason Thomas, Dina Zoe Bellugi and Dave Thomas in Education Philosophy and Theory Vol 53, 2021 – Issue 3: Race, Equality and Social Mobility in Education. Click here to access via [NERUPI](#) members only website.

AFTERNOON SESSION - PANEL SPEAKERS

Dr Morag Duffin

Head of Access and Participation, University of Law

Dr Morag Duffin is Head of Access and Participation at The University of Law, a specialist provider of legal and business courses with numerous campus across England and the world. Morag is responsible for ULaw's work in supporting students from disadvantaged or under-represented backgrounds to access, succeed in and progress from Higher Education into employment. Morag is a qualified teacher and has over 10 years' experience in Access and Participation work at a variety of educational institutions, spanning higher, secondary and primary education.

Panel topic: Culturally Sensitive Curricula in Regulated Programmes

Morag will discuss some of the challenges and additional complications in developing culturally sensitive curricula in programmes regulated by Professional, Statutory and Regulatory Bodies.

Dr Deborah Husbands

Senior Lecturer in Psychology, University of Westminster

Deborah's research interests lie in using critical race theoretical frameworks such as intersectionality and qualitative research methods to understand the experiences of minoritised groups. Describing herself as a sociocultural psychologist, she is involved in several projects that include motivations for sharing political disinformation on social media; the impostor phenomenon and its effect on academic identity in minoritised students; museum experiences and broadening participation through co-created inclusive digital museum audio; and utilisation of a chatbot for advice on sexual health in minoritised ethnic populations. Deborah is a Chartered Psychologist, holds a Fellowship of the Higher Education Academy and is an Associate Fellow of the British Psychological Society (BPS).

Panel topic: Decolonising the Psychology Curriculum: A Toolkit Approach

Deborah will provide an overview of the development and content of a Toolkit by a working group of staff and students. The Culturally Sensitive Curriculum Scales pilot study is contributing to their understanding of the importance of decolonising the curriculum to foster a stronger connection to teaching (content and pedagogy) for the diverse student population.

Pre-reading: The Lancaster Model – Promoting Cultural Humility

https://www.lancaster.ac.uk/shm/study/doctoral_study/dclinpsy/onlinehandbook/appendices/Decolonising%20the%20curriculum%20cultural%20humility%20tool.pdf

Dr Helen Kay

Senior Lecturer in Academic Development and Inclusivity, Sheffield Hallam University

Helen has a breadth of experience in pedagogic development and educational change. Drawing on over thirty years of experience of teaching, curriculum development, course leadership and institutional research her work supports academic and curriculum innovation and leadership.

Helen's practice is research informed and underpinned by a wealth of experience in evaluating the implementation of educational practices and providing an understanding of how students engage with and experience teaching and learning.

Helen has had a pivotal role in the development of equality and diversity and widening participation policy and strategy at Sheffield Hallam. She continues to lead on the development and implementation of inclusive teaching and learning policy and practice.

Panel topic:

Helen will be speaking about several initiatives being undertaken as part of the Decol Hallam project, including working with different departments and the leadership. She will also touch on how the CSCS are being used to benchmark and support the implementation of a culturally sensitive curriculum along with some of the wider initiatives to encourage greater awareness, conversations and action.

Professor Ian Turner

Professor of Learning and Teaching in Higher Education, University of Derby

Ian Turner is a Professor of Learning and Teaching in Higher Education at the University of Derby. He was named a National Teaching Fellow in 2014, The Royal Society of Biology HE lecturer of the year in 2017 and a Principal Fellow of the HEA in 2021. Ian is passionate about game based learning and playful pedagogies.

Panel topic: The CSCS as a reflective tool

Ian will speak about the application of the CSCS as a reflective tool at the module level. Examination of the impact of this intervention on the 'learnt curriculum' is part of an ongoing research study.