

**LINCOLN HIGHER EDUCATION RESEARCH AWARDS (LHERA)**

**FINAL REPORT 2017-18**

*Please complete all sections of the proforma below and return to* [*lheri@lincoln.ac.uk*](mailto:lheri@lincoln.ac.uk) *by 29th June 2018*

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| **Project title** | Let’s talk … investigating academics’ confidence in having conversations about diversity, and in particular race. |
| **Project lead** | Paulina Babuchowska |
| **Other collaborators** | Rebecca Sanderson |
| **Project duration** | *12 months* |
| **Project dates** | *From: 01/11/2017*  *To: 31/10/2018* |
| **LHERI funding received** | *£750* |
| **Please provide an overall account of the project describing the research questions, ethics approval process, brief overview of the methodology and main activities, including how students and collaborators contributed to the research** *(max 500 words)* | |
| The underpinning aim of this research was to understand academics’ confidence levels in conversations about race and race related issues and develop effective interventions to enhance academics engagement in discussions about race. This research also intended to explore how stereotypes and biases can impact on academic practice, highlight areas of good practice and suggest ways in which potential challenges could be mitigated.  It was intended that the research findings will contribute to the development of the Race Equality Charter Mark action plan and support University’s commitment to and work towards race equality.  The research questions:   1. What is the understanding and interpretation of diversity in teaching and learning (with a particular focus on race) of the academic participating in this study? 2. What factors influence the level of an individual academic’s confidence in having discussions about race or ethnicity? 3. Is there any interrelation between unconscious bias and academics’ confidence levels in having conversation about race? 4. How the University could help increase academics’ confidence in having discussion on race?   Due to the sensitive nature of the subject, semi-structured interviews were identified as most appropriate method for this research. The interviews were conducted with University of Lincoln academic staff who were selected from among the University academic staff population. An e-mail was sent to all academic staff (core and associate). In total 18 responses were received and 13 interviews conducted. To ensure confidentiality, participants’ names were coded when transcribed. Each participant was asked to sign a consent form with an option to withdraw from study at any point.  Interview questions were designed to understand the individual academic’s understanding of diversity, in particular matters relating to race equality and diversity more broadly. Attendance at, and any impact of E&D training were explored through interview questions, and experiences of and confidence felt by the interviewee in relation to these matters captured. All interviews were audio recorded, transcribed and coded for thematic analysis.  The ethical approval was sought from the School of Psychology Ethics Committee.  Students were not involved in this project, however an opportunity to conduct similar research with a cohort of students was identified as a potential next phase of this project. | |
| **What challenges, if any, occurred during your project and how did you overcome these?***(Max 250 words)* | |
| The main challenges that the researchers faced were around ethical approval process and non-financial resources.  Both researchers are non-academic members of staff and are based in professional services department therefore the challenge was to determine appropriate ethics committee to submit the application. The School of Psychology ethics committee was identified as most appropriate, considering the research topic. Limited experience of researchers with regards to ethical approval submissions and robust process within the area of Psychology led to the unsuccessful outcome of the first application. This affected project timescales and delayed the project start.  Local context and circumstances were identified as additional challenges that the researchers faced. At the point of initiating the project, both researchers were line managed by the same person and therefore arrangements around project delivery were clearly identified (with regards to time commitments, workload and additional finance if required). With the structure changes in the department and changing portfolios of researchers, delivery of the project has been to some extent affected and delayed project milestones. | |
| **Please outline the major tasks and milestones delivered in this project. How far do these follow the outline in your original application? Please detail any variations and additional deliverables that occurred** *(Max 250 words)* | |
| |  |  |  | | --- | --- | --- | | **Original Timeline** | **Original Tasks and Milestones** | **Variations / additional deliverables** | | Nov – Dec 2017 | Recruit participants for the - 15 participants recruited interviews | Participants not recruited until end of February 2018 | | Jan – Feb 2018 | Conduct interviews with participants - Interviews completed and sent for transcription | Interviews completed in mid-April 2018 | | March – May 2018 | Analyse interviews and summarise findings - Analyse interviews and summarise findings | Analysis of data started in mid-May | | June 2018 | Prepare final report - Prepare final report | Final report anticipated in September 2018 | | |
| **Please provide details of all outcomes and outputs from the Higher Education Award funded project, including any activity you plan to take forward beyond the funding –** *this will include specific details of dissemination / scholarly outputs, evidence of impact or potential impact from the research processes and findings, plans for ‘next steps’ with the research etc.* | |
| This research is ongoing, currently at the data analysis stage. As a result it is too early for the research team to explicitly summarise outcome and outputs until the final report is prepared.  From the preliminary findings it is anticipated that the research outcomes will include a set of recommendations that will support the ongoing race equality charter work and academic development activities. These are expected to be Lincoln-specific and presented in the first instance to the Senior Leadership Team (SLT). Further disseminations will be determined once the project is finalised.  There is a scope for a similar project being conducted with students, however this would require further considerations. | |
| **Please provide outline details of expenditure against the budget** *(this should be available from TechOne)***. If your project costs varied from the original application please provide details.** | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Project budget code:- |  |  |  |  | | |  |  |  |  |  |  | | Income | Budget | Actual | Remaining |  |  | |  |  |  |  |  |  | | Pay | 750 | 750 | 0 |  |  | |  |  |  |  |  |  | |  | Transcription service (£651.88), books (£99.01) | | |  |  | |  |  |  |  |  |  | | Non-pay |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | | |
| **Is there any feedback you would like to give to the HE Research Institute to assist us in the development of these awards in future?** | |
| Networking opportunities with colleagues who also secured LHEI grants provided an incredibly useful forum to share best practice in research, raise any questions or concerns, in particular for less experienced researchers.  In addition LHERI exhibition was very well prepared and provided simple yet innovative approach to present excellent work of University colleagues. | |

Completed by Paulina Babuchowska

Date 19/07/2018

Please submit this report to [lheri@lincoln.ac.uk](mailto:lheri@lincoln.ac.uk) no later than …………….