

Agenda: Challenging Privilege, Navigating Intersectionality (Parts 1 and 2)

Summary and Learning Outcomes

This online interactive program aims to support you with your approaches and understandings of privilege (specifically how majority privilege influences inequality) and intersectionality. On completion, participants should be able to:

- + Demonstrate understanding of how majority group privilege reinforces structural and transactional inequalities.
- + Reflect upon their own relationship with privilege and how it impacts upon their role as educators, leaders and/or managers.
- + Demonstrate practical understandings of how to adopt an intersectional approach to improving appreciation of staff and students' experiences
- + Evidence increased personal and collective readiness to engage with the challenges to inclusive culture in order to identify and to develop appropriate and effective actions that promote belonging and inclusion for all students and staff.

Platform

Your joining instructions and meeting invitation will be sent to you by email. Timings are approximate but there will be regular breaks.

Agenda Part 1

Pre-work: Before Part 1: Please read the 'Handout -safety document', and our [accessibility](#) note.

Timings	Session
09.30	Welcome, introductions, objectives: Session overview, and ways of working.
09.40	Conceptualising unearned privilege and power in higher education: Overview of current sector, student, and disciplinary discussions relating to unearned privilege and power in higher education and society in general.
10.30	Break (10 minutes)
10.40	Dismantling unearned privilege, promoting advantage: Towards structural transformation and improved interactional relations: Exploring the extent to which unearned privilege sustains intersectional inequalities and impeded structural transformation and purposeful interactional relations.
11.25	Break (10 minutes)
11.35	Spotlight session: privilege, power and the bystander effect: Exploring how we can use power and privilege to effect transformational change
12.20	Summing up: Drawing together the day's learnings and preparation for the independent task and conversations in Part 2.
12.30	Close

Pre-work Between Part 1 and Part 2, please schedule around 60 minutes to complete an individual task. The task will involve reflection on an aspect of un/earned privilege or intersecting identities (eg. In relation to daily lived experiences and making notes for personal reference. Further information about the task will be provided in Part 1

Agenda Part 2:

Please note that this session assumes attendance in part 1.

Timings	Session
09.30	Welcome back, and session outline: Refresher on Part 1's learning, and introducing the day's objectives
09.50	Intersectionality, roots and branches: Small group activity based on group task, followed by reflective group discussion and facilitator input.
10.40	Break
10.50	Spotlight session: understanding sector challenges through an intersectional lens: Exploring what we can learn about redressing structural inequalities from pockets of good practice across the sector.
11.40	Break
11.50	Towards transformational action: Challenging privilege and navigating intersectionality: Space to draw learning together and workshopping some 'live' issues and questions
12.15	Summing up: Drawing together the day's learnings
12.55	Close

Further information

Accessibility

In addition to Zoom (for slide presentation, group oral discussion, Chat, and breakout rooms) the session often uses a range of digital learning tools. These all have benefits and limitations: detailed accessibility information is below. **Please let us know if you have any questions or concerns.**

- + Padlet: accessibility information at <https://padlet.com/about/accessibility>
- + Zoom: accessibility information at <https://zoom.us/accessibility/fag>
- + Google docs: see <https://support.google.com/a/answer/1631886?hl=en#docs>

We may also watch short captioned videos (hosted on presenters' screens or URL provided), and make use of pdf or docx documents. Slides and reading lists will also be sent as pdf documents after the session for reference.

During the sessions

- + No need to take detailed notes: electronic copies of any slides and materials will be provided to everyone after the session (if not in advance or during the session).
- + To keep to time, and within the scope of the session, we may sometimes need to signpost you to further information or resources. Thanks for your understanding.

- + If terminology or acronyms are used which are unfamiliar to you, please feel free to ask.
- + Correct pronunciation of your name and respecting your pronouns is important to us: let us know if we get something wrong (via private direct message if you prefer).

Principles for Respectful Conversation

For this module, we ask that we work with these principles of respectful conversation and enquiry in any written or oral discussions:

- + Honour confidentiality of other participants. No screenshots or commentary on social media or elsewhere please.
- + Pay attention to each other as if we were together in person
- + Welcome and respect the diversity of voices in the room – some of which may be visible, others not. Let's make space for everyone to have a voice.
- + Be patient about the challenges of working online and in challenging times.
- + Be mindful of the impact of what we say (or type!), and give and receive caring feedback.
- + Practice and respect self-care in regards to this subject matter, and also online working.

About your facilitators

Your workshop will be facilitated by a mixed team of [Dr Dave Thomas](#) (SFHEA), Senior Adviser at Advance HE and [Aisha Akinola](#) with a broad range of experience in supporting curriculum enhancement, inclusive leadership, learning, teaching and assessment, and tackling structural inequality in higher education.