



CHANGEMAKER — WALKING THE TALK

AEME Forum 2023

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ASHOKA CHANGEMAKER

“Ashoka Changemakers is building a global movement where anyone, anywhere, can take action to solve a social problem in their community. We work to build this movement by supporting social entrepreneurs, innovators, business leaders, policy makers, and activists who are changemaking, by delivering groundbreaking analysis, by accelerating entrepreneurship, and creating strong partnerships that will drive the movement forward.”



UON ASHOKA CHANGEMAKER CAMPUS (2012)



Changemaker Campus

The Changemaker Campus designation, through a rigorous 1 to 2-year selection process, recognizes colleges and universities globally that have embedded social innovation as a core value.

CRITERIA:

1. VISIONARY LEADERSHIP
2. INNOVATION AND EXCELLENCE IN CHANGEMAKING
3. INSTITUTIONAL CULTURE AND OPERATIONS
4. INSTITUTIONAL FIELD BUILDING AND IMPACT EXCELLENCE

WHAT THIS MEANS IN PRACTICE

employability support

industry engagement

careers events

guest speakers

nurturing of social innovation

celebrating diversity and active inclusion

active research, and

developing collaborations to lever positive impact.

CHANGEMAKER AT UON



OUR VISION

Our programmes develop graduates who are, or become, influential and impactful Changemakers of the future, working in events, tourism, hospitality and beyond.

WE DO THIS BY:

Creating inclusive, transformative and innovative learning experiences, enabling our students to become industry-ready graduates; being proactive and responsive to change, taking advantage of opportunities and building their resilience.

We are committed, approachable and supportive; we act with integrity and ensure that our activities are inclusive and student-centred.

We are globally ambitious and regionally grounded, collaborating to anticipate future trends. We are responsible and resilient professionals who seek and create opportunities to make a meaningful impact.

We are Changemakers. We value sustainability and creating a positive impact on our wider community.

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|---------------------------|--------------------------------------|--------------------|------------------------------|-----------------------|------------------------------|
| UON Events Industry Forum | Industry Partners | Employability Week | Global Entrepreneurship Week | Changing Futures Week | Placements |
| Paid work | Volunteering opportunities | Mentoring | Curriculum delivery | Event clients | Research/consultancy clients |
| Assignment case studies | Guest lectures/Masterclass programme | Study trips | Accreditation | CPD & Training | Strategic input |

INDUSTRY ENGAGEMENT

“**DIVERSITY** is being invited to the party. **INCLUSION** is being asked to dance.”

-Vernā Myers

SETTING THE SOCIAL CONTEXT — LEVEL 4

Cultural Integration sessions

- exploring key social aspects of belonging, identity, bias, privilege, allyship, intersectionality

Nurturing social innovation

- introducing the idea of corporate social responsibility

Considering the global perspective

- Exploring the responsibilities and impacts of the sector including the UN Sustainable Development Goals

IMPACT — LEVEL 4

From our subject student survey, students commented that they “*didn’t always get it*” or they didn’t entirely understand why the Cultural Integration sessions were included.*

The discussions on social innovation and entrepreneurship did not feature in the assignments submitted (but neither did other areas that were covered in the modules).

Students demonstrated some understanding of the impact of events, tourism and hospitality (across the triple bottom line) in their assignments but have yet to apply to their own work and activity.

*There is a context to this...

EQUALITY, DIVERSITY, INCLUSION & WELLBEING — LEVEL 5



Dedicated module: “Championing Equality, Diversity, Inclusion & Wellbeing in Events, Tourism & Hospitality” including sessions on allyship, protected characteristics, privilege, and neurodiversity with input from Events Together, Lightning Travel Recruitment and our Staff Development team



Active research: working with industry partners to investigate shared areas of interest (EDIW), sharing practice regionally, contributing to national perspectives



Case studies: students as researchers and consultants working with specific businesses to critically evaluate EDIW practice, making recommendations for future development

IMPACT — LEVEL 5

“This module has been challenging because I haven’t thought about some of these issues ever before. I have had to think about how it feels from different perspectives.” L5 events student

“We have had to apply all these concepts to real life organisations and it’s hard work! The idea that they might take our recommendations on board is very exciting though” L5 tourism student

“It has been really interesting to open up and discuss this with the students. It has made us consider what we are actually doing in relation to diversity and inclusion and the students’ ideas have spurred us into taking action – we are making equality & diversity training an essential part of our induction for new staff and for general managers.”

Tom McManus, McManus Pubs

DEVELOPING COLLABORATIONS — LEVEL 6

Events & Sustainability – working with global case study organisations, applying sustainability theory and best practice to evaluate triple bottom line impact, identify relevant recommendations and the impact of implementation.

Marketing Case Studies – working with two events-producing brands to evaluate target markets, undertake consumer research, develop brand personas and create informed and objective marketing strategies.

Consultancy Projects – working with a range of events, tourism and hospitality businesses to explore and address specific issues or opportunities through primary and secondary research, presenting back to the clients as part of the assessment process.

IMPACT — LEVEL 6

The engagement with industry practice and practitioners has resulted in improved outcomes for our students in terms of:

- Assessment achievement – providing live and evolving examples and situations, giving integrity to the assessment process.
- Developing core skills – working with others, critical evaluation, working with limited information and resource
- Developing their industry-readiness – being able to engage in a professional manner, active research, building confidence



WHAT HAVE WE LEARNT?

You can take a horse to water....

There is no single answer

Context is essential – understanding the why

Avoiding assumptions

Having those difficult conversations

Recognising when we get it wrong and correcting in the future

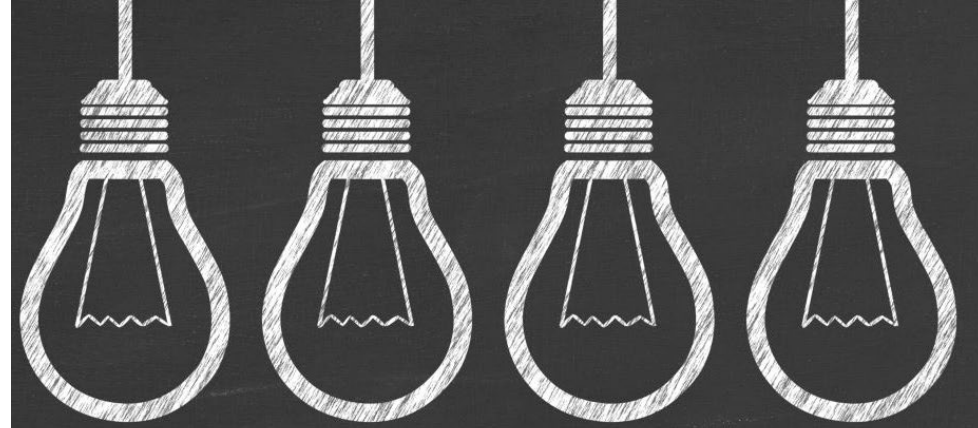
WHAT'S NEXT?

Developing a longitudinal study across all year groups evaluating attitudes at various stages through the programme.

Undertaking more active research in student-staff collaboration to explore the current industry practice and attitudes in our region (with our industry forum and partners).

Evaluating the engagement and attainment risks for our students to create more tailored proactive support plans.

Contributing to the Faculty and University strategies and plans to integrate EDIW practices beyond policy – what we do and how we do it.



MEETING THE CHANGEMAKER CHALLENGE

Ongoing

Interconnected

Building our community

Engaging more broadly

Addressing the apathy

Staying Agile

