

Welcome and Introductions

Ivna Reic 3d

Welcome Allies!

Welcome to our session exploring authentic allyship!

This session employs a walkshop format, so rather than sitting around listening to us talking at you, you will be involved in a practical discussion of allyship based on one of our three (four) case studies.

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YOUR FACILITATORS TODAY:

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IVNA REIC (She/Her)



Ivna Reic, Head of Events, Tourism & Hospitality, University of Northampton

My Day Job:
Head of an academic department in the Faculty of Business & Law

Allyship is important to me because: I want my child to live in a fair and equitable world where he is valued and appreciated (not devalued and ostracised) for all of the facets of his personhood that make him who he is, and different to everyone else.

The thing I struggle the most with when it comes to allyship: Thinking 'on my feet' and having quick-fire responses to bigoted, narrow-minded comments.

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Ivna Reic 2h

CLAIRE DRAKELEY (She/Her)



I am the Deputy Head of Subject for Events, Tourism & Hospitality. My current teaching covers risk management for events, contemporary issues, diversity & inclusion, event strategy development, and sustainable event management.

I joined the University following a career in the industry, firstly running her own creative events agency, Mackerel Sky Events, and then working for English National Ballet as Head of Enterprises & Events. I am also a co-Director of 80% Awesome, a mentor for British Triathlon and the English Ice Hockey Association, as well as the Independent Academic Lead for the Power of Events Research Group.

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Ivna Reic 38m

FRANK JORDAN (He/Him)



I am the Head of Staff Development and Co-Chair of the LGBT+ Staff Network at the University of Northampton. My specialisms are leadership, executive coaching, belonging, and EDI. I served as a staff governor for UON from 2016-2019 and continue to serve the board as a co-opted member of the Nominations committee.

I am a long-standing and visible advocate of LGBT+ rights and education in several contexts - helping to plan the first Pride celebrations in Knoxville Tennessee USA in 1991, participating in the 1993 March on Washington for Lesbian, Gay and Bi Equal Rights and Liberation, and acting as an embedded advocate for EDI in roles at Michelin North America, MCI Worldcom, Opus Energy, and the University of Northampton.

I am also an advocate for the performing arts and serve on the committees of the Northampton Symphony Orchestra and the Market Harbourough Orchestra.

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Case Studies

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Case Study 1 - Inclusive Curriculum Development

Dr. Sarah Thompson, a passionate history lecturer at Oxfordshire University, faces resistance from some colleagues who are reluctant to embrace a more inclusive curriculum that would more actively explore history through the lens of race. The resistance stems from a combination of traditional academic perspectives, concerns about potential backlash from students and alumni who may be resistant to change, and a lack of awareness about the importance of diverse historical perspectives.

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Case Study 2: Gender-Inclusive Spaces

Alex Taylor is an activity coordinator for the Students' Union at Manchester Best University. Due to reports of trans students wishing to participate in sport who have been discouraged from doing so, he wishes to implement some inclusive language in the Union's policies and procedures. He quickly discovers internal divisions within the University athlete community. Some athletes are supportive, while others resist the changes, citing tradition, concepts of fairness, and discomfort. Alex is navigating these interpersonal challenges while trying to build a united front for gender-inclusive sports facilities.

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Case Study 3: Mental Health Support for International Students

Mei Lin, a first-year student from China, is struggling with cultural differences, language barriers, and the stress of adapting to the new educational system, impacting her mental health. Professor Jane Anderson at Edinburgh Central University recognizes that international students like Mei Lin face intersectional challenges related to race, gender, and socioeconomic factors. She collaborates with Mei Lin to address these complexities, establishing a mentoring relationship and referring her to the Counselling Team. Mei Lin reports to Professor Anderson that the counselling services were not helpful as they didn't seem to appreciate her worry about the implications of being labelled mentally ill when she returned to her home in China.

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Case Study 4: Supporting Neurodivergent Students

Saffron King is a final year student on the BA Management programme at True University. She has been struggling to attend all her lessons in Semester 1 due to symptoms associated with her diagnosed ADHD and is now panicking about her ability to do well in her first lot of assessments in the final year before she graduates. She has missed a number of classes on all of her modules (units) and has not responded to any emails sent out by multiple tutors following up on her lack of attendance. James Fuller is Saffron's Personal Academic Tutor who has been trying to reach out to Saffron to have a conversation about support she needs, but has so far not yet had a response from her. Saffron is now at risk of being withdrawn from her studies and all she really wants is to finish her final year and graduate so she can go into a graduate level job.

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Case Study 5: Disability Inclusion

Jacob Lawler is a postgraduate student in Sports Management at Foxtail University. He is in his 30s and has always been a very active person, spending all of his free time engaging in semi-professional sports and active leisure. Following a traffic accident several years ago which resulted in a double lower limb amputation, Jacob has been trying to navigate his new reality. He applied for a postgraduate course in Sports Management in order to let his passion for sports drive his career forward. However, he is finding his experience on the programme somewhat challenging to navigate, not so much from a course content perspective, but more so from the perspective of participating in some of the extra curricular activities, such as field trips organised to support the student experience on his course and a number of student societies he is a member of. He often feels awkward and unable to fully participate due to his mobility issues. Jacob does not really know who to voice his concerns to, but he has shared his views with a couple of his classmates and several Students' Union sabbatical officers.

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Questions for Discussion

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Question 1:

- What are the opportunities for individual allyship in this case?
- What are the opportunities for institutional allyship in this case?

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Question 2:

What are the possible barriers to exhibiting allyship in this case?

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Question 3:

How would you tackle this as an ally and what might you find most challenging?

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Question 4:

What allyship-related concepts are coming to the fore in your proposed approach?

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What does authentic allyship mean to you?

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Share with us your definition of what makes allyship authentic...

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What makes authentic allyship challenging?

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What have you, or people you know, struggled with before? Why are allies sometimes hesitant to speak up in potentially tricky EDI-related situations?

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How can one cultivate an authentic allyship mindset?

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What might be some useful tools/actions to help people develop their allyship mindset and skillset? Feel free to recommend things you yourself, or others you know of, have found helpful.

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Our Authentic Allyship Library

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Share the allyship! Add your favourite resources here:

Please recommend any specific useful third-party resources (literature, videos, learning packages, websites, magazines, etc.) that can support allies in developing their confidence in tackling various EDI-related challenges. Please include a short description of the key benefits of each resource and (if possible) any positive impact you've experienced as a result from the use of this resource.

Feel free to also share the links to any public profiles of professionals working in the EDI space whose public work has helped you develop your allyship 'muscle' so far, so that we can give them a follow. (Please only share links that are publicly available (i.e. 'open')

THANK YOU! :)

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