

The Inclusive Teaching and Learning Project

Executive summary

This project was developed to support the University's commitment to provide equality of educational opportunity for all those who study at Cambridge. It forms part of the Cambridge Centre for Teaching and Learning's core work plan to encourage and facilitate the adoption of inclusive teaching practices, as well as to explore good practice and promote inclusive curricula and assessment methods. The work will be undertaken in partnership with students, professional services staff and academics from Colleges and Departments/Faculties. It will include undertaking research to develop an evidence-base and to understand the drivers and intersectionality behind the attainment gap, as well as identification and systematic embedding of good practice in both University and College teaching and targeted academic support.

The project's five year project plan was endorsed by the University's education committees in July 2019, and has developed in response to recommendations from and in conjunction with a range of initiatives undertaken by other groups, committees and institutions across the collegiate University to champion equity, diversity and inclusion, particularly the Disability Resource Centre's report on *Inclusive Teaching and Learning* (2017), the University's *Race Equality Charter* (2019) and *Access and Participation Plan* (2019).

The project intersects with two other CCTL projects: the *Assessment and Feedback Project* and the *Student Skills Project*. As the University's strategic policies foreground inclusive practices as a benefit for all students, this principle underpins all three projects. However, this philosophical commitment has needed to be balanced against the need for specific and targeted interventions to address identified attainment gaps, particularly of black British undergraduates and disabled students with mental health conditions, as identified by Cambridge's Access and Participation Plan (2019). To this end, a supplementary student-staff partnership project was developed to further investigate which learning, teaching, assessment or curriculum enhancement interventions have an impact on specific students' progression and achievement (see *the APP PAR Project* report). Both this *Inclusive Teaching and Learning Project* and its accompanying *APP PAR Project* are supported and informed by an Inclusive Teaching and Learning Advisory Group, which is made up of students and staff from across the collegiate University.

The project plan involves six key areas of activity, including: the co-development of shared understandings and guiding principles for inclusive teaching and learning; staff development and support; further research into effective inclusive practices in order to build a robust institutional evidence-base; student engagement with educational enhancement initiatives; integrating expectations for inclusive practices into the processes, structures and policies of the University; and the design and development of a toolkit of resources.

Introduction

In parallel with widening participation and access initiatives, Cambridge is committed to making our curricula and practices more inclusive, in particular with respect to race, gender and disability: "The University seeks to ensure that our students achieve their potential, through the full and active

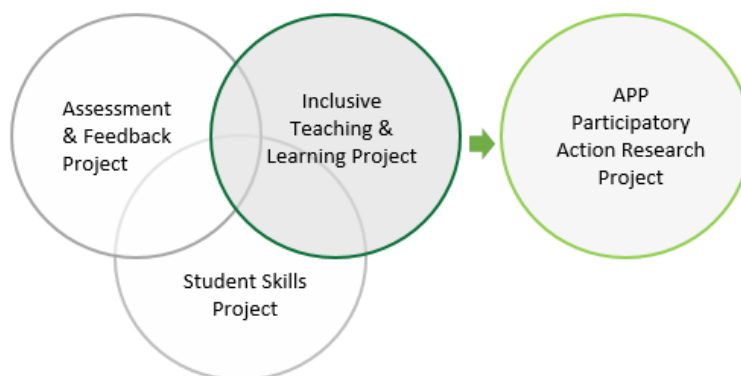
participation in their education. We are committed to addressing barriers to participation, and to making the Cambridge experience richer and more diverse for everyone through our curricula, teaching, learning and assessment practices” (*Access and Participation Plan, 2020-2025*).

The Cambridge Centre for Teaching and Learning (CCTL) was tasked with developing an Inclusive Teaching and Learning Project in late 2018. This project’s plan was reviewed and endorsed by the University’s education committees in mid-2019, and was designed to dovetail with the inclusive teaching and learning recommendations and initiatives outlined in the Disability Resource Centre’s *Inclusive Teaching and Learning* report (2017) and Cambridge’s *Race Equality Charter* (2019).

The project’s initial focus on encouraging and supporting inclusive teaching practices was expanded to promote inclusive curriculum design and assessment methods, as well as to encourage inclusive methods in the educational policies and processes of the University, understanding that these themes are necessarily intertwined. In this way, the Inclusive Teaching and Learning Project purposefully avoids the ‘deficit model’ that explains attainment differentials through assumptions about individual students’ skills, knowledge or experiences, and provides supplementary or remedial support. Such deficit approaches have been widely criticised across the higher education sector, including by the UUK in their guidance on addressing BME attainment gaps.¹ Instead, the project plan encompassed a whole-of-university approach to inclusive teaching and learning cultures, structures and processes.

Figure 1:

The relationship of the Inclusive Teaching and Learning Project to CCTL’s parallel projects



The Inclusive Teaching and Learning project intersects with two other core CCTL projects: the *Assessment and Feedback Project*, and the *Student Skills Project* (see Figure 1). As the University’s strategic policies foreground inclusive practices as a benefit for all students, this principle underpins the three intersecting projects’ overall design. However, this overarching commitment has needed to be balanced against the need for specific and targeted interventions to address identified attainment gaps, particularly of black British students and disabled students with mental health conditions. To this end, another project was developed to further investigate which learning, teaching, assessment or curriculum enhancement interventions have an impact on specific students’ progression and achievement. This project involves student-staff partnership and participatory action research to investigate reasons for attainment gaps of specific student cohorts identified in the APP Plan (2019), and to develop recommendations for educational interventions to remove unnecessary barriers to student success (see the APP PAR Project Report). Both this *Inclusive Teaching and Learning Project* and the accompanying *APP PAR Project* are supported and informed by the

¹ UUK (2019) [BAME attainment at UK Universities: Closing the Gap](#), London: Universities United Kingdom.

Inclusive Teaching and Learning Advisory Group (ILTAG), made up of students and staff from across the collegiate University. The project is coordinated by a CCTL senior staff member, and supported by a newly appointed Project Officer (Grade 7, three years, appointed September 2019).

The six key objectives of the Inclusive Teaching and Learning Project are:

1. develop guiding principles for inclusive teaching, learning, assessment and curriculum enhancement activities across Cambridge, in consultation with an advisory group of that includes representation from Cambridge students and staff;
2. provide development opportunities for staff, including a programme of events, to discuss and disseminate effective teaching and learning strategies
3. facilitate further research into effective inclusive teaching strategies and the wider benefits of inclusive learning at Cambridge, in order to develop a richer evidence-base and case studies of good practice;
4. encourage student engagement through inclusive methodologies, in order to strengthen their sense of belonging and agency by supporting the further enhancement of the student representative system and through the development of a student-staff partnership framework for educational enhancement projects;
5. identify and pursue opportunities to strategically embed expectations for inclusive teaching and learning within the formal processes of the University, for example in course approval, review and evaluation mechanisms, as well as in staff recruitment, probation and promotion in order to recognise and reward good practice;
6. design and develop a toolkit of resources in collaboration with other stakeholder groups, including guides, case studies, online modules and transferable resources that support inclusive learning and teaching practices in a variety of educational contexts in Cambridge and to meet a range of student needs

Figure 2:
Overview of the Inclusive Teaching and Learning Project strands of work



he project plan was endorsed by the General Board of Education in July 2019 and has a five-year timeline, from 2019/2020 to 2023/2025. The action plan for this project is regularly reviewed in the context of other CCTL projects and strategic priorities, and reported to the CCTL Steering Group,

which in turn reports to the General Board of Education. The plan is responsive to strategic priorities and collaborative opportunities to progress its six strands of work. For instance, the project's action plan was designed in parallel with the Race Equality Charter Action Plan (2019), particularly informing their Priority 5 strand of work on 'Inclusive Teaching and Learning Practices'. It then informed the development of elements of the University's Access and Participation Plan (2019), particularly the areas that addressed student engagement in an investigation into the teaching and learning practices that impact academic progression, success and attainment. By interweaving elements of the action plan into other projects and strategic priorities, the Inclusive Teaching and Learning Project ensures that its key aim of promoting inclusive teaching and learning cultures is central to the University's core aims and activities.

The project plan: six areas of activity

1. Shared understandings

The first area of activity is to establish shared understandings by staff and students across the collegiate University of the value of inclusive teaching and learning practices that move away from a deficit approach to student learning and recognises that inclusive practices are improve the educational experiences for all.

- *Advisory board:* In October 2019, an Inclusive Teaching and Learning Advisory Group (ILTAG) was established to provide advice and guidance throughout the course of the Inclusive Teaching and Learning Project. ILTAG's membership models an inclusive approach, as it is made up of students and staff from across the collegiate University, including supervisors, Senior Tutors (Colleges), Directors of Teaching (Departments), professional staff from cognate units, such as the Equality and Diversity Unit, the Educational Quality and Policy Office and the Disability Resource Centre. It includes student sabbatical officers from the Cambridge University Student Union and the Graduate Union, as well as a range of undergraduate and postgraduate students, and is supported by a reference group of other stakeholders across the university engaged in inclusive initiatives (see Attachment 1 ILTAG Terms of Reference). ILTAG meets every 3 months and, in its first year, has provided advice on the development of principles of inclusive teaching and learning practice, drawing on the range of experiences and perspectives of its members. It has also participated as respondents to the parallel APP Participatory Action Research Project and has piloted the CCTL project evaluation strategy.
- *Review of current practices:* considered by ILTAG by the end of the academic year 2019/2020, this report reviews Cambridge's past and current inclusive initiatives, analyses their context, aims and impact, and assesses the reach of their dissemination strategy. This review helps to clarify understandings of and expectations for inclusion in learning, teaching, assessment and curriculum enhancement for diverse staff and student cohorts, in a range of contexts and practices across the collegiate University.
- *Guiding principles:* co-written by ILTAG by the end of the academic year 2019/2020, these provides a clear articulation of what inclusion means in a variety of Cambridge contexts, which will help inform the development of a coordinated and coherent set of practical resources and activities while clarifying expectations for students and staff, while also further embedding 'inclusion' within the everyday language of the University.

2. Staff development

The second area of activity involves the provision of staff development opportunities and resources.

- *Sharing practices:* CCTL has committed to embedding the focus on inclusive practices into its programme of events, including annual meetings with Directors of Teaching & Senior Tutors, Directors of Graduate Education & Graduate Advisors, and its annual Cambridge Teaching Forum.² This not only means regularly inviting diverse speakers who foreground inclusive topics in panels or workshops, but also modelling practical steps to inclusive practices by designing interactive events with student-staff co-facilitators. Additionally, CCTL is collaborating with the Disability Resource Centre to coordinate an Inclusive Practices Conference in June 2021. At the beginning of the 2019/2020 academic year, CCTL launched a new online Cambridge Teaching and Learning Newsletter,³ with the support of Cambridge's Communications Team, to circulate information about events, feature articles, case studies and guides. The newsletter is circulated twice a term and a focus on inclusive teaching and learning practices is integrated into each issue.
- *Pedagogical enhancement:* CCTL has integrated practical advice about inclusive teaching and learning into its programme of online modules, including the Effective Undergraduate Supervision (EUS) module, which is one of CCTL's most popular resources accessed by new teachers at Cambridge. Additionally, CCTL has collaborated with the Disability Resource Centre in the development of a pilot Moodle module *Inclusive Teaching and Learning: Disabled Students* (launch scheduled for April 2020 at the Cambridge Teaching Forum postponed due to the Covid-19 emergency). Further work is anticipated to develop modules and integrate practical advice about inclusive teaching and learning into programmes and resources.
- *Technology-enhanced support:* the planned collaborative work with the Technology-Enabled Learning Team has escalated following the Covid-19 shift to remote teaching and learning, but before then we had laid the foundations for a focus on accessible and inclusive online teaching practices
- *Faculty consultation:* Understanding that a coordinated approach is needed to respond to Faculty requests for support or educational intervention, CCTL worked initially with Equality & Diversity to test staff interest in a focus on attainment gaps. After facilitating an open seminar on Athena Swan and APP related attainment gaps with Department and Faculty Staff in January 2020, CCTL and the Equality & Diversity Unit established an 'attainment gap task force' with representatives from the Business Information Team, the Educational Quality and Policy Office and Student Operations. This group agreed in March 2020 to co-develop a 'Starter Kit' for Faculties and Departments, to guide in their investigation of attainment gaps using the Exam Results Analytics (tableau database) and further qualitative research with students and staff about specific educational issues that might be impacting particular cohorts of students in their courses. Once this Starter Kit is launched (currently anticipated by the beginning of the academic year, 2020/2021), the attainment gap task force will coordinate and provide advice or support about educational interventions in response to individual queries from Faculty staff.

3. Building an evidence-base

The third area of work involves setting up the foundations for, and then developing, an evidence-base of effective inclusive teaching and learning practices:

- *Inclusive methodologies:* recognising the ethical issues of educational research on our own students and staff, CCTL developed a framework for robust institutional research in collaboration with other units within the University who were similarly researching and evaluating internal educational activities or initiatives. To support this work, and the higher

² Cambridge Teaching Forum: <https://www.cctl.cam.ac.uk/teaching-forum/2019>

³ Cambridge Teaching and Learning Newsletter: <https://www.cctl.cam.ac.uk/newsletter>

educational research of academic staff across the University, CCTL established in June 2019 a new local ethics committee, the Cambridge Higher Educational Studies Research Ethics Committee (CHESREC),⁴ to encourage, support and review educational research projects where other disciplinary local committees are not appropriate. CCTL modelled inclusive practices in the committee membership, with student representatives, as well as academic and academic-related staff representatives with expertise in higher education research methodologies from the Cambridge Admissions Office, the University Library, the Disability Resource Centre, well as Colleges and Departments including the Faculty of Education.

- *Evidence-based case studies*: Recognising the value of robust case studies, CCTL has coordinated with the educational grant scheme coordinators to identify and support projects that address inclusive teaching and learning practices (e.g. the winners of the 2019 awarded Teaching and Learning Innovation Fund, the University Diversity Fund and the Technology-Enhanced Learning Project scheme). Case studies of projects will be written up for and disseminated via the Cambridge Teaching and Learning Newsletter and showcased on the CCTL Inclusive Teaching and Learning Toolkit.⁵

4. Student engagement in educational enhancement

The fourth area of work for the Inclusive Teaching and Learning Project involves strengthening the role of students in educational enhancement activities:

- *Framework for students as partners*: Recognising that Cambridge students have well-developed networks interested in enhancing diverse students' educational experiences,⁶ CCTL has endeavoured to harness student energy without co-opting their platforms. This was achieved by co-developing guidelines and processes for an inclusive methodology to support students as co-researchers into their own educational experiences. This framework was developed in collaboration with members of the Cambridge University Student Union and University Libraries in late 2018, and appears in the ethics guidance and application documents provided by CHESREC. Future students-staff partnerships are anticipated to broaden the opportunity for participation by a range of students, and to develop a rich evidence-base of the value of such work.
- *Curriculum enhancement initiatives*: CCTL has integrated students as active and equal participants in our committees and advisory groups (with a nearly balance of students and staff members in our Inclusive Teaching and Learning Advisory Group and the Student Skills Advisory Group). We plan to further integrate and support the Cambridge University Student Union (CUSU) Student Representative Network in their activities related to curriculum enhancement in Faculties and Departments, and will advocate for this in the processes we develop with the attainment gap task force.
- *Student-staff partnership projects*: CCTL is committed to working collaboratively with students, valuing their perspectives and contributions to Cambridge educational enhancement initiatives. It has co-developed with students a number of inclusive teaching and learning research projects, which have received ethics approval, including the recent APP Participatory Action Research Project which has led to a number of spin-off student-staff research projects (see the APP PAR Project report). This involved a project-based approach to support students as active participants and co-creators of their own educational experience. Another active student-staff partnership project was initiated in mid-2019 in a

⁴ Cambridge Higher Education Studies Research Ethics Committee (CHESREC) terms of reference: <https://www.cctl.cam.ac.uk/research-evaluation/ethics-review/chesrec-members-and-terms-reference>

⁵ Cambridge Centre for Teaching and Learning (CCTL), Inclusive Teaching and Learning Practices Toolkit: www.inclusive.cctl.cam.ac.uk

⁶ For instance, the Cambridge University Student Union Education: <https://www.cusu.co.uk/takeaction/> and the Cambridge Decolonisation Network: <https://www.facebook.com/DecoloniseCambridge/>

collaboration with the current the Education Sabbatical Officer (Ali Hyde) and two members of CCTL (Dr Ruth Walker and Dr Meg Tait) to research student and staff perceptions of 'inclusion' and 'excellence' in education at Cambridge. Findings from this project were presented at the Society for Research in Higher Education (SRHE) in December 2019, and the paper is being written for publication, after some further research to include staff perceptions post Covid-19. In the course of these initial projects, CCTL has developed an inclusive methodology that involves student-staff partnerships to co-investigate and co-develop a range of initiatives in different educational contexts across Cambridge, which has already been adopted and/or adapted by other emerging research project teams, illustrating the value of modelling inclusive practices.

5. Inclusive cultures, structures and processes

The fifth area of activity is to encourage inclusive practices into the structures and processes of the university, which will further enable an inclusive educational culture.

- *Course review processes*: Opportunities are being sought to support Faculties in educational interventions to ameliorate identified attainment gaps, or to otherwise encourage and monitor inclusive practices within existing course review structures and processes. In the 2019/2020 academic year, the Educational Quality and Policy Office proposed a refined quality assurance process that involves CCTL in constructive and inclusive teaching and learning support. This, in conjunction with the attainment gap task force and Faculty consultation work, will provide Faculties and staff with opportunities for discussion of inclusive practices in relation to learning outcomes, educational activities and assessment in new course and programme approval procedures, as well as in cycles of review of existing courses.
- *Integration with staff career pathways*: To ensure a culture shift that recognises inclusion as a fundamental value to Cambridge education, it will be important to connect probation and promotion pathways to inclusive teaching and learning processes. In September 2019, and with advice from CCTL, the Human Resources team proposed a transformation of the teaching-focused pathway, that included criteria for both probation and promotion for academic staff Grades 6-10 related to inclusive practice, requiring that the applicant "contributes to equality, diversity or inclusion activity" (probation) or provides evidence of a "contribution to department, faculty, university of college activities which aim to promote diversity or inclusion" (promotion). This teaching-focused career pathway proposal is under review (as at September 2020): if this is approved and pursued after consultation with the wider University community, it will be an valuable step in foregrounding inclusive teaching and learning practices as core business for the University.
- *Reward and recognition*: To encourage inclusion activities, it is important to provide a process to recognise and reward excellence. The project activity sought opportunities to identify and reward good practices in inclusive teaching, either by refining selection criteria for existing prizes or by developing new awards and recognition strategies. The Cambridge University Student Union has a well-established annual student-led teaching award, with one category recognising excellence in inclusive teaching practices. To balance this focus on staff, and to encourage the recognition of the contribution of students to educational enhancement activities, in 2019 CCTL launched a new award for students, the Outstanding Student Contribution to Education Award (the OSCEAs).⁷ The nomination process invites staff and students from across the collegiate University to recognise individual or small groups of students' efforts to improve the learning and teaching experiences of their peers, and to celebrate their contributions to enhancing the excellence of Cambridge education through

⁷ Outstanding Student Contribution to Education Award (OSCEAs): <https://www.cctl.cam.ac.uk/oscea>

their voluntary or extracurricular activities. While all categories for this award underscore inclusion in some way, the explicit category 'Inclusive Practice' was the most popular category for nominations in 2019, indicating a strong awareness and interest in inclusive activities by both nominating staff and actively engaged students.

6. Toolkit of resources

The sixth strand of activity for the Inclusive Teaching and Learning Project involves the development of easily accessible resources.

- *Central hub of resources:* the project's webpage is hosted on the CCTL website⁸ and includes a collation of resources, case studies and a toolkit with guides for inclusive teaching and learning practices. The webpages also provide information about the Inclusive Teaching and Learning Advisory Group and its terms of reference, and will be further enhanced with details of the co-developed Guiding Principles and current educational research projects that focus on inclusion. It also provide links to cognate equality and inclusion initiatives undertaken by other groups across the collegiate University.
- *Guides and teaching resources:* CCTL is developing a suite of inclusive teaching and learning guides that are responsive to Cambridge staff and student teaching contexts and needs that are accompanied by literature reviews and evidence from across the sector, to support inclusive teaching practices. These are disseminated through the Cambridge Teaching Learning Newsletter and also downloadable from the Inclusive Teaching and Learning Toolkit. The ongoing development of these guides will be a key focus of the coming academic year, with the immediate focus for CCTL in early to mid-2020 shifted to the development of support for Remote Teaching, Learning and Assessment, which all focus strongly on accessibility and inclusion issues.⁹
- *Inclusive modules:* The Disability Resource Centre was awarded a Teaching and Learning Innovation Fund grant for a staff-facing Moodle module on Inclusive Teaching Practices: Disabled Students, to be launched in early 2020. This pilot module involved the development of an accessible and interactive framework that will provide the basis for any future modules on inclusive practice, and has been integrated as a recommended resource into CCTL staff training programmes.

Project review and evaluation

CCTL has developed a framework for regular self-assessment and evaluation of its programmes and projects, following the guidance from Office for Students and the Transforming Access and Student Outcomes in Higher Education (TASO), and in alignment with the Cambridge Admissions Office evaluation strategies. The project self-assessment adopts the Theories of Change model to describe the aims and context of each project; articulate the changes that the project hopes to bring about or contribute to; and scrutinise how the project aims to achieve these changes. The Inclusive Teaching and Learning Advisory Group (ILTAG) provides a forum for this evaluation, as it is made up of staff and student representatives from across the collegiate University.

Additionally, the Inclusive Teaching and Learning Project coordinator reports regularly to the CCTL Steering Committee, which in turn reports to the General Board of Education. These committees provide an opportunity for the project team to adjust work plans in response to contextual factors and priorities, for instance the shift in focus in late 2019 to activity related to investigating the reasons

⁸ CCTL Inclusive Teaching and Learning Toolkit: www.inclusive.cctl.cam.ac.uk

⁹ CCTL Teaching Remotely Guidance: <https://www.cctl.cam.ac.uk/teaching-remotely>

for the attainment gaps of two specific cohorts of Cambridge students identified in our 2019 APP Plan.

Next steps

Covid-19 and the emergency shift to Remote Teaching, Learning and Assessment has foregrounded the need for inclusive practices to be integrated across our educational activities. University planning documents for the year 2020-2021 have included inclusive teaching and learning as a core principle: we are “striving for inclusivity to ensure that disabled students, and those with difficult or demanding home situations which make working remotely challenging, are as far as possible not adversely affected by the very different context of educational provision in the next academic year”.¹⁰ The University recognises the potential impacts of the coronavirus pandemic on particular cohorts of students, notably BAME students and those with mental health conditions. This underscores the importance of the ongoing work of the Inclusive Teaching and Learning Project which will adapt components of its work to address and support inclusive practices in the immediate emergency situation.

¹⁰ University of Cambridge, draft briefing paper *Education Provision in the Academic Year 2020-21* (20.05.2020)

Appendix 1: Inclusive Teaching and Learning Advisory Group (ILTAG)

In October 2019, CCTL formed an advisory group composed of staff and students from across the Collegiate University, to meet four times a year (three terms and over the summer break). It will continue to meet over the course of the Inclusive Teaching and Learning Project (2019/2020 – 2024/2025).

Terms of reference

In parallel with widening participation and access initiatives, Cambridge is committed to making our curricula and practices more inclusive, in particular with respect to race, gender and disability:

The University seeks to ensure that our students achieve their potential, through the full and active participation in their education. We are committed to addressing barriers to participation, and to making the Cambridge experience richer and more diverse for everyone through our curricula, teaching, learning and assessment practices.¹¹

The Cambridge Centre for Teaching and Learning is expected to provide a sustained focus for this work, which will be undertaken in partnership with students, professional services staff and academics from Colleges and Departments/Faculties. It will include undertaking research to develop an evidence-base and to understand the drivers and intersectionality behind the attainment gap, as well as identification and systematic embedding of good practice in both University and College teaching and targeted academic support.

The Inclusive Teaching and Learning Advisory Group will report to the General Board's Education Committee (through CCTL's Steering Group) and the Senior Tutors' Committee (via the Senior Tutors' Education Committee). Its primary responsibility will be to steer the development and support of the Inclusive Teaching and Learning Project, a Cambridge-wide strategic project to implement key recommendations of the Vice-Chancellor's Priorities Framework, the Education Framework, the Access and Participation Plan, the Student Mental Health and Wellbeing Strategy and the Equality and Diversity Strategy. It will provide a forum for discussion with and between Faculties/Departments and Colleges about effective inclusive curricula, teaching, learning and assessment strategies. The Advisory Group will meet once a term.

It will do this by:

1. Advising and supporting the development of the Inclusive Teaching and Learning Project and its associated action plan;
2. Assuring the alignment of the Project's activities with the strategies outlined in the *Access and Participation Plan (2020-2025)*, the *Race Equality Charter Action Plan (2019-2022)*, the DRC's *Inclusive Teaching and Learning* report to GBEC (2017), as well as recommendations from the *Review of Examinations (2017)* that focus on the enhancement of inclusive teaching, curriculum and assessment practices;
3. Providing insight into the analysis of currently available data about the impact of inclusive practices on the particular student groups' educational experiences;
4. Facilitating and contributing to further research into inclusive and learning, attainment gaps and student experiences in order to develop an evidence-base and to evaluate the impact of current and future inclusive initiatives;

¹¹ University of Cambridge (2019) *Access and Participation Plan 2020-2021 to 2024-2025*, p.1

5. Cross-referencing with work on inclusive assessment undertaken by the Examination and Assessment Committee and CCTL's Assessment and Feedback Project;
6. Reviewing inclusive teaching and learning toolkits of resources for students and staff as they are developed by CCTL;
7. Collaborating on the development of a programme of events and seminars co-ordinated by CCTL around inclusive teaching and learning practices to support academics;
8. Developing and promoting guiding principles for inclusive teaching and learning practices that respond to the range of experiences for education across the Collegiate University

Membership

This advisory group should enact an inclusive approach with its members, including a balance of academics from Colleges and Depts/Faculties, professional staff and students.

Chair	<ul style="list-style-type: none"> • Alice Benton (Director of Education Services)
2 x Departments/Faculty academic staff	<ul style="list-style-type: none"> • Dr Kristine Black-Hawkins (Deputy Head, Humanities and Social Sciences) • Dr Lisa Jardine-Wright (Physics)
2 x Senior Tutors	<ul style="list-style-type: none"> • Dr Jackie Tasioulas (Clare) • Dr Paul Chirico (Fitzwilliam)
2 x Professional services staff	<ul style="list-style-type: none"> • John Harding (Head of the Disability Resource Centre) • Joanna Jasiewicz (Equality and Diversity)
6 x student representatives	<ul style="list-style-type: none"> • Nikhil Popat (undergrad: Land Ec, Homerton) • Roz Morrison (Master's, Penology) • Rory Kent (PhD student, HPS) • Debora Ansprach (Master's, Entrepreneurship, Lucy Cavendish) • Adi Levin (undergraduate, St Johns) • Sharon Walker (postgraduate, Education)
4 x Student Union representatives	<ul style="list-style-type: none"> • CUSU/GU sabbatical officers: Ali Hyde (Education), Stella Swain (Welfare & Rights) (), Jess O'Brien (Disabled Students' Officer) (), Alessandro Ceccarelli (Graduate Union)
CCTL	<ul style="list-style-type: none"> • Dr Ruth Walker • Dr Juliet Scott-Barrett
Right of attendance	<ul style="list-style-type: none"> • Gemma Long, Head of Educational Quality & Policy Office • Dr Marianna Kaimaki (EQPO)

Reference group

The reference group includes stakeholders who are currently involved in work related to inclusive curricula, teaching and learning activities. This group will provide advice and support to the Advisory Group and will include representatives of the Disability Resource Centre, Equality and Diversity, Educational Quality and Policy Office, Cambridge University Libraries, University Information Services, the Transition Year Project and the Cambridge University Students' Union and Graduate Union. The University's Champions for Race, Gender, LGBTQA and Disabilities will be kept informed via the Equality and Diversity section and contributions will be welcome.