Liberation for All Election Workshop

YUSU DEVELOPS

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Agenda

1. To think about what we mean when we use the terms liberation, equality, diversity and inclusion

2. Access and participation work at York

3. To think about barriers to participation through an intersectional lens

Liberation

This describes the **freedom** from all **forms of oppression,** in every aspect and every level of society. **Power is widely distributed,** no one group is advantaged with power over another. Where power exists it is not abused to exploit anyone. Equality, Diversity and Inclusion feed into liberation, but liberation is much bigger than tweaking current systems. **It is about dismantling structural, interlocking systems of oppression.** Looking at the whole way that our society is structured and organised and the inequality of structural systems in place. **Liberation acknowledged that oppression exists**.

NUS, Creating Equity at Work (2018)

Image: Black and White Image of child with microphone and caption Education for Liberation
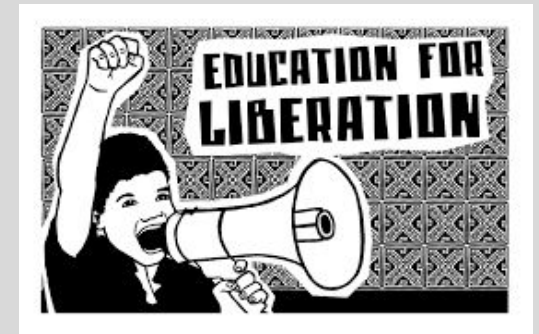
Equality

Everyone is **treated equally under policies and practices**, and possess the same rights as everyone else. Everyone is provided with **equal access to opportunities,** and there is parity between the outcomes everyone is able to achieve from those opportunities. Diversity is needed to ensure equality of representation.

NUS, Creating Equity at Work (2018)
Image: Circle of People

Image: Group of people representing diversity

Diversity

Diversity essentially means difference. Specifically in this context it is about **representation and participation of people with different social identities** (ethnicities, ages, gender identities, faiths, beliefs, sexualities, economic background, and those with any kind or health condition or impairment). **This diverse representation should take place in every area of public life: education, politics, workplace etc**.

NUS, Creating Equity at Work (2018)

Inclusion

Inclusion moves beyond representation in participation that comes from diversity. **It is where the differences of each individual and/or group is acknowledged, respected and valued and action is taken to ensure that practices work for everyone** and there are no barriers that prevent anyone from fully participating. Inclusion is about no one being marginalised and everyone having equal power when participating. **Diversity alone can be tokenistic, inclusion ensures that individuals can bring their different experiences with them and that these are listened to and valued.**

NUS, Creating Equity at Work (2018)

Image: Hands joined together

Equity

This is the recognition and understanding that some groups are disadvantaged and others are advantaged and in order to achieve equal outcomes for all, specific action needs to be taken to level this out. This can be done by redistributing support, resource, power or space or even by changing practices that lead to some groups having an advantage.

NUS, Creating Equity at Work (2018)

Image: Image differentiating between equality and equity using steps. Equality all same height, equity different heights.

- *Race For Equality* (NUS, 2015):
  - **1 in 6** Black Students* reported that they had experienced racism in their current educational institution;
  - **42%** of Black Students did not believe that their curriculum reflected issues of diversity, equality, and discrimination.

- *No Place for Hate* (NUS, 2014):
  - **33%** of respondents with physical impairment and 27% of respondents with sensory impairment were 'fairly worried' about being subject to abuse in their HEI.
  - **43%** of disabled students altered their appearance, behaviour, or daily patterns to avoid hate incidents.

- *Education Beyond the Straight and Narrow* (NUS, 2015):
  - Only 2 in 10 (**20.6%**) trans students feel safe on campus;
  - 1 in 5 LGB+ and 1 in 3 trans respondents have experienced some form of bullying or harassment on campus;
  - **47%** of LGBT students who do not participate in sport find the culture around sport alienating or unwelcoming; **14%** have experienced homophobia, biphobia or transphobia that has put them off participating in sport, and **19%** were put off by gendered sports teams.

- *Hidden Marks* (NUS, 2010):
  - **68%** of respondents said that they have experienced some form of verbal or non-verbal misogyny and/or harassment;
  - **1 in 7** have experienced some form of serious physical or sexual assault during their time at university.

2017/2018

Gender

Male: 8,090

Female: 10, 450

Other: 15

Disability

Disabled: 2,555

Not Disabled: 15,990

Data not available/refused: 5

Ethnicity

BME: 4,680

Non-BME: 13,495

Data not available/refused: 375

Sexual Orientation

Bisexual: 545

Gay man: 155

Gay woman/lesbian: 70

Heterosexual: 7,805

Other: 170

Data not available/refused: 9,805

Religious Belief

Buddhist: 75
Christian: 2,540
Hindu: 100
Jewish: 40
Muslim: 340
Sikh: 45
Spiritual: 90
Any other religion or belief: 110
No religion: 5,780
Data not available/refused: 9,435

The University of York's Access & Participation Plan

Background, priorities and partnership

Background

<u>Why is this important for candidates</u>:

- Important lens through which to see higher education, UoY and YUSU.
- HE is not the "great equalizer" as heralded.
- The HE system continues to exacerbate structural inequalities, with students from less represented backgrounds facing disproportionate barriers to academic success (Kuh 2008).
- It is important for YUSU to work in partnership with and hold the UoY to account on gaps in access and participation.

<u>What was involved?</u>

- Analysis of data from the Office for Students
- Identification of gaps
- Focus groups with students
- University-wide consultation
- Growing partnership with YUSU

York's performance: data and gaps

A key performance metric is students from Lower Participation Neighbourhoods (LPN):

Access - in 2017/18 the % of York's students from POLAR4 Q1 and Q2 (students with the lowest household income) was 20% - 6% below the Sector average. York does well on the % of students from state schools - but the vast majority of those students are from Q4 and Q5.

Continuation - Q5 (the most well off) have consistently higher rates than all other students - 97%. Rates for Q1-2 students is 95%.

Attainment - For the least well off students (Q1,2 &3), York performs above the Sector. However, there is an attainment gap between Q1,2,3 and Q5.

Progression - There is a progression gap between the least and most advantaged students at York, but it is only small and York is in the top quartile for the Sector.

York's performance: data and gaps

Performance relating to ethnicity:

Access - York is below the Sector average (24%) with only 14% of home students from BAME backgrounds. We are below the Sector average for all ethnic groupings

Continuation - BAME (93%) and white students (97%).

Attainment ('good degree'/2:1 or above) - 72% of BAME students compared with 83.1% of white students.

Progression (to employment or further study) - rates are generally high for BAME students, with better progression outcomes than white students in 13 Depts.

York's performance: data and gaps

Performance relating to students with disabilities:

Access - Good performance (above Sector) Re students with cognitive and learning disability, students with mental health difficulties and students with social and communication difficulties. Below Sector for multiple impaired students and students with sensory and physical impairments

Continuation - aggregated rate for non-continuation is 95% - equal to non-disabled students. No gap.

Attainment - rates are also good for disabled students, 80% in 2017/18, compared with 81% for non-disabled students.

Progression - the aggregated group of disabled students at York progress at a rate of 79% compared to 78% for their non-disabled peers.

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Targets

Image: Target, with an arrow in the middle

Young, full-time, undergraduate:

<u>Access</u>

- To increase the proportion of LPN entrants
- To increase the proportion of Black entrants
- To increase the proportion of Care Experienced entrants

<u>Success</u> (continuation and attainment)

- Raising the continuation rates of Black students
- Raising the attainment of LPN students
- Raising the attainment of BAME students
- Raising the attainment of Mature students

<u>Progression</u> - no targets

Cool Partnership Work

Image: jigsaw pieces spelling out partnership

1. Funding for Network development - Working Class, BAME, Disabled
2. Funding for a student-staff member to support Network development
3. Funding for a full-time staff member (from Autumn 2020-2022) at YUSU to work on widening access and participation activities
4. Student Expert Panel
5. Student journey research
6. University's First Gen Network

Barriers to Inclusion

1. On flipchart paper, create a diagram of **three** concentric circles

2. From the following, select a set of social identities*:

   a. All students > LGBT students > LGBT students of faith

   b. All students > Disabled students > Disabled international students

   c. All students > Working class students > Working class students with dependents

3. In the outer circle, note down all the barriers to participation 'all students' face.

4. In the middle circle, note down the barriers to participation for the second group of students, and in the centre note down the barriers for the third group of students

What do you think this shows?
How can you help enact change?
Think about LEDI in this context.

Think about:

- What you're running on. Is your manifesto reflective of the diverse student population here at York?
- What can you do when campaigning to ensure you get the views of all students?
- What language are you using?
- Think ahead. How will you ensure that diversity and inclusion will frame your work, as a Sabbatical Officer or otherwise?