



Leeds Trinity
University

STILL HOPEFUL: WORKING TOWARDS INSTITUTIONAL CHANGE TO SUPPORT EQUITY AND SOCIAL JUSTICE

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Moving away from EDI to Equity and Social Justice



SUB STRATEGY:

**EQUITY, SOCIAL
JUSTICE AND
BELONGING
STRATEGY**

2022 - 2026



Inclusion alone does not go far enough in challenging injustice

‘Justice requires social arrangements that permit all to participate as peers in social life. Overcoming injustice means dismantling institutionalised obstacles that prevent some people from participating on a par with others, as full partners in social interaction.’

(Fraser, 2010, p. 16)

Fraser, N. (2010). *Scales of justice: Reimagining political space in a globalizing world*. New York: Columbia University Press.

CONTEXT MATTERS

- Awarding gaps
- B3 Thresholds, continuation, completion, progression
- Student mental health and wellbeing
- Cost of living crisis
- Performative nature of higher education
- Moral imperative



The importance of alignment

ESJB Access and Participation Plan The Big 5

IDENTIFIED INEQUALITIES AT LTU

Access:

- Students declaring a disability
- Those 'most affected by inequalities'

Success:

- Mature students (continuation)
- Male students (continuation)
- Asian, Black, Mixed and Other ethnicity students (awarding + continuation)

Progress:

- Asian, Black, Mixed and Other ethnicity students



The importance of the right approach?

“When those in power create diversity and inclusion initiatives but do not possess an understanding of the ways in which white supremacy and racial hierarchy structure institutions of higher education policies and programs amount of cursory tactics that can be very harmful for Black students these initiatives can reinforce stereotypes, create unequal positions, and exacerbates of segregation”
(Woodall, 2013 in Lewis, K. R., & Shah, P. P. (2021)..

HOW WE START



THEORY OF CHANGE

- What are we trying to achieve? What will the outputs and outcome be?
- What is the evidence base that suggests it might work?



HUMILITY AND SELF WORK

- Resources, readings, reflection
- Alignment to People and Culture values and behavior framework and appraisal.



COMPASSION AND COLLABORATION

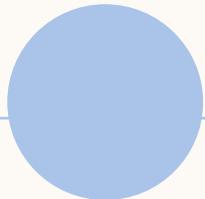
- Whole institution approach
- Every part of the institution matters
- Community engagement

COMMUNICATING AND REVIEWING APP WITH COLLEAGUES

1. Highlight the local and sector wide inequality context
2. Explore the regulatory landscape (OfS)
3. Discuss 'data' in regulation of the forthcoming access and participation plan (APP)
4. Reflect on our contributions to equity

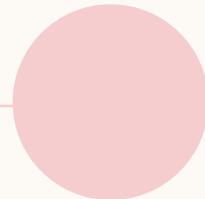


WHAT WE REQUIRE



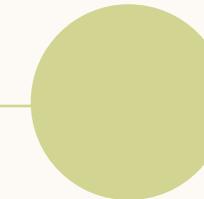
STRONG SUPPORT FROM LEADERSHIP

- Executive sponsor
- Allocated time for colleague involvement where appropriate.



STRONG GOVERNANCE

- Identify where there is accountability at an individual and committee level.



CLEAR COMMUNICATION

- Don't assume that all colleagues and students know what is happening. Use multimodal methods of communication to explain what is happening and why and where opportunities for involvement exist.

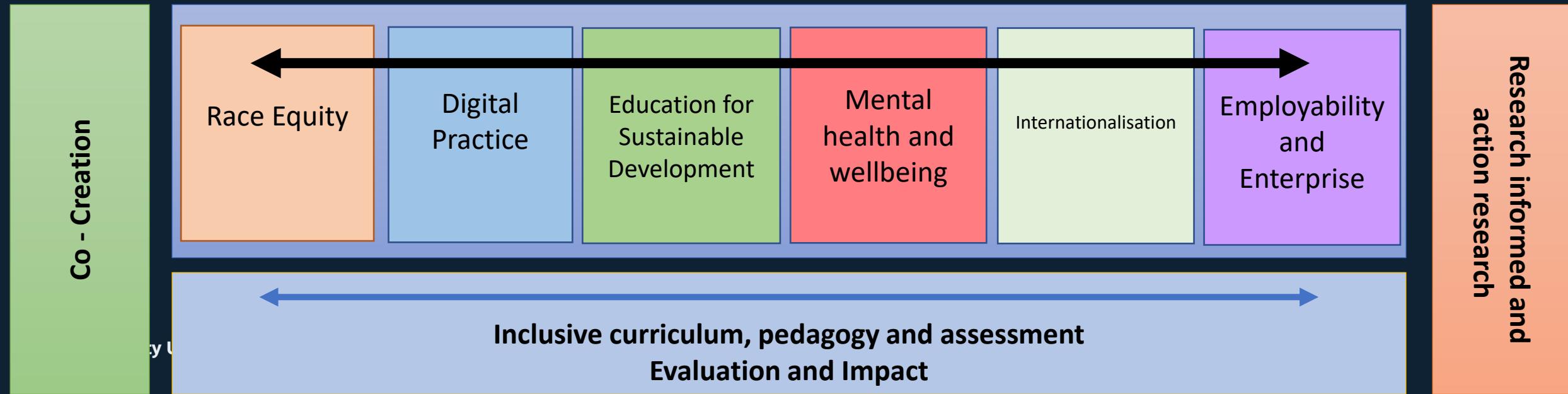
Implementation in Action

Value colleagues:
Equity Pathway
Social Justice Lecture Series
Curriculum for Social Justice
Share with community



Curriculum for Social Justice

Strategic Ambition: Every student experiences excellence in education, shaped around co-creation, social justice, active participation, real-world approaches, digital pedagogies and multi-modalities, global outlook and research informed teaching.



EVALUATION

“...evaluate, evaluate, evaluate.”

John Blake, Director of Fair Access and Participation



In summary

- We are on a mission to rethink university.... Shifting the power dynamics, disrupting the discourse and challenging our own knowledges and understanding. We are doing this with our colleagues and our students, not to them.
- We need to respect how people receive the message- data, qualitative and quantitative.
- Alignment to key priorities of the university to reduce the burden of multiple initiatives, interventions etc.
- Strong leadership support, strong governance.
- An evaluative mindset.