

Delivering Fair Outcomes through Institutional Transformation

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Session Overview

In pursuit of fair outcomes for Black and ethnic minority students

- A short trip down memory lane.
- Historical, systemic barriers.
- Towards a values-led vision of Higher Education.

Access

- The expansion of Higher Education was ‘*a condition for the maintenance of our material position in the world, but, much more, it is an essential condition for the realisation in the modern age of the ideals of a free and democratic society.*’ (Robbins Committee Review on Higher Education 1963)
- Black and ethnic minorities are heading to HE in higher proportions than White students
- Success and progression issues left unaddressed
- Where did the Sector go wrong?

Origins: Race in the Academy

- ‘Universities provided the intellectual justification for colonisation and enslavement and after these historical events Universities continue to legitimate colonialism through dictating and controlling historical accounts as well as importantly for the purpose of the current topic of discussion, shaping contemporary mistruths of minority communities.’ (G. Bhabra)
- Dominance of Eurocentric tradition has the effect of determining what counts as authoritative, credible knowledge.
- Approaches centred on Whiteness, paternalism and deficit handling.

Symptoms:

- Lack of accountability and weak governance
- *‘Sophisticated solutions are known but there is not the political or institutional will nor the courage to realise them (ECU, Guardian, 3 November 2009)*
- Lack of representation in decision-making and power sharing
- Black and minority expertise has also far too often been marginalised from key decision making in strategic programme design and development.

Towards a Values-led Approach

London Met's Education for Social Justice Framework

- Inclusive Leadership for students to develop their critical consciousness to stand against inequalities and become agents of social change
- Embedding CRT and other critical traditions
- Identity: to see yourself and your experiences reflected in what you learn.
- Psycho Social Environment