

Partners in Learning: Working Together in Community Building, Curriculum Design and Culture Change

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Overview of Talk

- Institutional Context
- Our Approach- Closing Our Gap Strategic Framework
- Working as partners: Case Study 1 and 2
- Impact and the Future

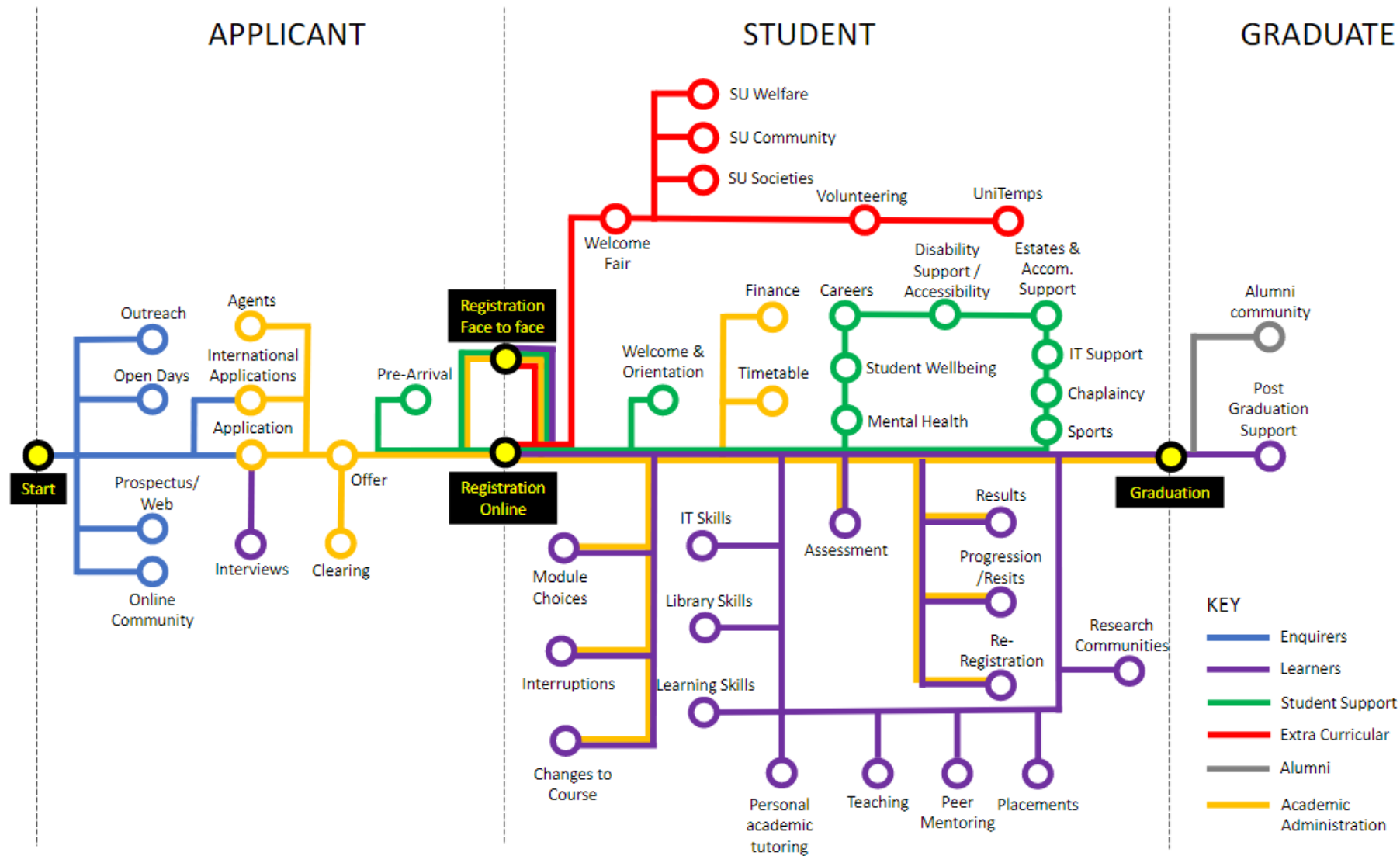


Institutional Context

- Widening Participation
 - Helping to raise the aspirations and achievements of local/regional young people
 - Higher education to transform lives and improve social mobility
- 25% of our students are from a Black, Asian, Mixed Heritage or Minority Ethnic background
- 3 campuses:
 - Canterbury
 - Medway
 - Tunbridge Wells
- Mature students
- The attainment gap vs our values

**Different student demographic,
requiring tailored approaches**

The Student Journey: Key Touch Points



Closing Our Gap: Strategic Framework

- **Development of a strategic framework to tackle the gap and improve the student experience :**

1. CULTURE

The University is committed to creating an environment that celebrates diversity in which our core values are reflected.

2. CURRICULUM

The University is committed to developing diverse and inclusive curricula that are representative and reflective of the staff and student body.

3. COMMUNITY

The University is committed to developing a friendly, inclusive and professional community that fosters good relationships and a sense of belonging in which everyone is heard and respected.

Closing Our Gap: Strategic Framework

- **Whole university approach through:**

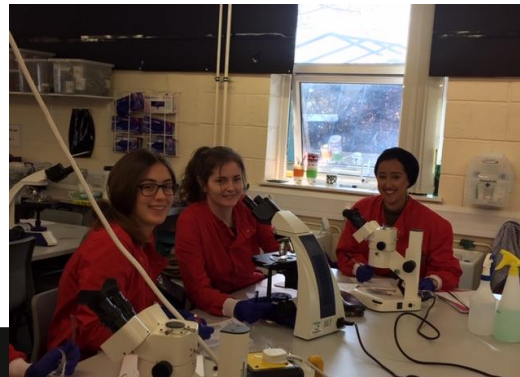
- Senior Management Team and Governing Body leadership and commitment
- Education for Sustainability, Wellbeing and Identity
- Critical and intersectional analysis of data

**Students
must be at
the centre**

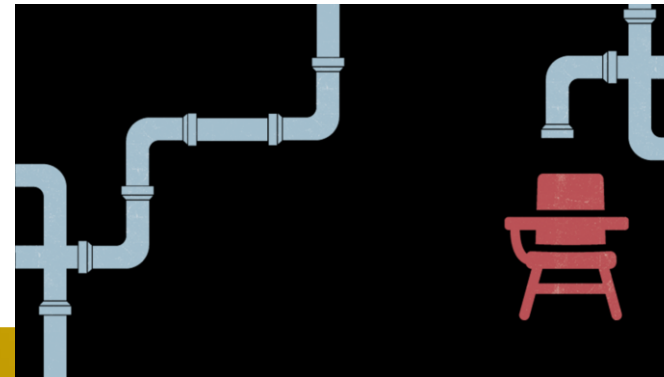
EDI Training- Staff, Students & External Stakeholders



Pedagogical design- Education for Sustainability, Wellbeing & Identity



Addressing the Academic Pipeline



Governance, Policies & Data



Case Study 1: Black History 365

Raising Black
Voices

Educating on
Race, Racism,
Power and
Privilege

Tackling Racial
Inequalities at
CCCU & HE

Building
Community

CLOSING OUR GAP:
BLACK HISTORY 365

I am an Ally...



CANTERBURY CHRIST CHURCH UNIVERSITY



CANTERBURY CHRIST CHURCH UNIVERSITY

#CCCUBH365

Vice-Chancellor Rama Thirunamachandran

Making a stand against racism

Led by leadership teams across the university



**Allyship workshop:
Reflections and key
learnings**

I recently attended a virtual Allyship workshop organised and hosted by Gavan Lennon and Mary Makinde. It was really important for me to attend a workshop as I wanted to [...]

#CCCUBH365



- ☐ to give respect to all regardless of race or ethnicity.
- ☐ to take responsibility for helping to create a positive and inclusive learning environment in which diversity is celebrated.
- ☐ to take positive action to prevent racial discrimination of any kind.
- ☐ to educate myself and others on race and racism.
- ☐ to stand up against racism.

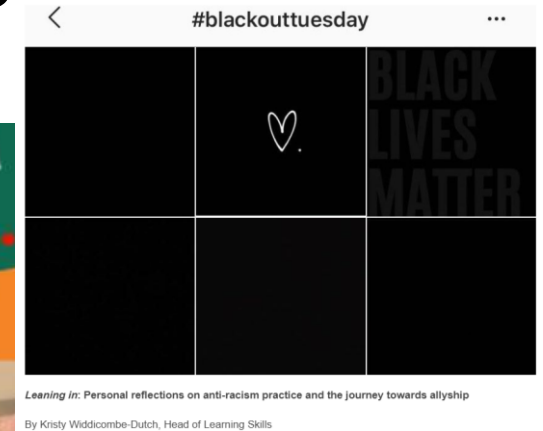
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I am an Ally

To educate myself and others on RACE & RACISM

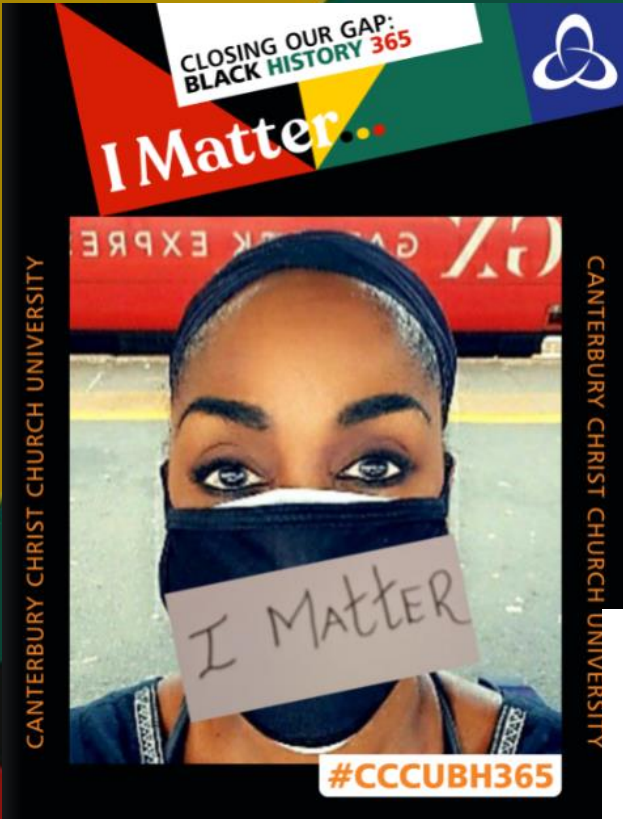
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Building an Allyship network



I MATTER



BHM365: celebrating our Black community

Dear colleagues,

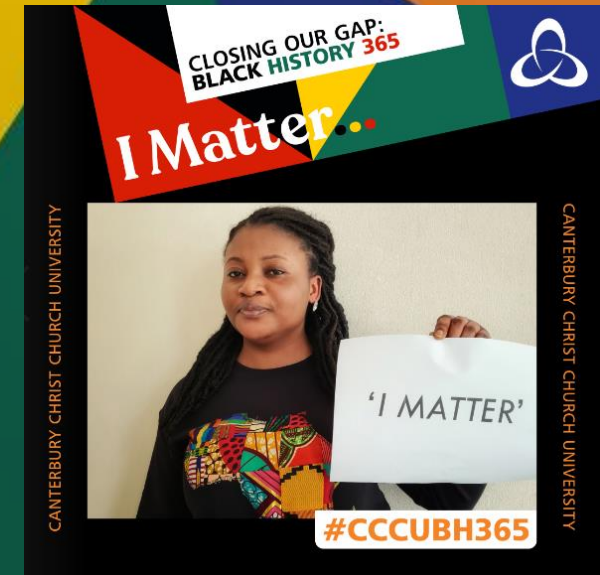
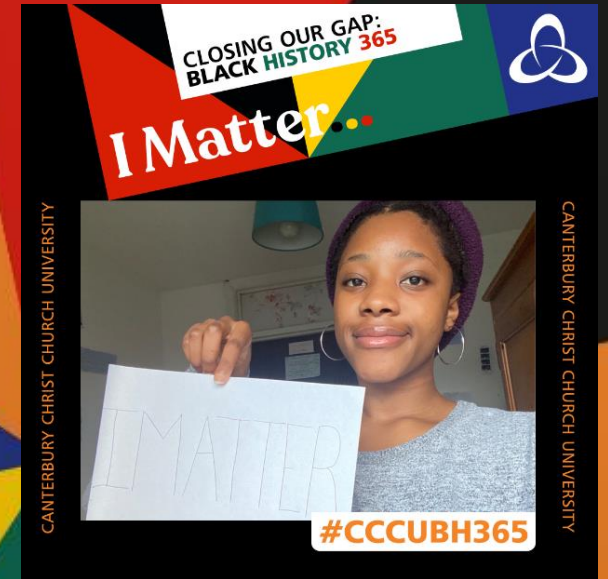
In the UK, October is Black History Month. During this period both triumphant and challenging moments in Black history are remembered and we celebrate and recognise Black voices and achievements.

At Christ Church, we are committed to securing racial justice, and in recognition that the Black community, culture and contributions should be celebrated throughout the year, the theme we have chosen for Black History Month is Black History 365. There are events and activities taking place throughout the year, and I would strongly encourage all colleagues to participate in these.



Dr Oluseyi Adesina

Dr Oluseyi Adesina is a Principal Lecturer in Accounting and Section Director for Accounting, Economics and Finance in the Business School. Prior to joining Christ Church, he worked as a Sessional Lecturer in Accounting at Cardiff Business School and in the financial services sector both within and outside the UK for over five years.



BLACK HISTORY 365 EVENTS

A safe space
for students to
share and
celebrate



New students ▾

Current students ▾

Graduating students

**Black, Asian and
Minority Ethnic
students.**

Join the BAME Student Network



Chat with us



The Student Perspective

I am embarrassed to admit that I did not think about racism daily at all. I knew I wasn't racist and it didn't affect me. With all the awareness out there I joined the BAME student network and started to ask questions. I commit to instilling in my son that there is no difference between skin colour. I took a brown egg and a white egg and asked him what the difference was? I then broke the egg to show him that the insides are exactly the same.

Robyn



Black history is the only history not taught in its entirety in schools. As a white person I pledge to make a stand against racism and discrimination. The world will not be a fair place to live with the systematic racism faced by others. The BAME student network has opened my eyes to the wider attainment gap narrative. **Taylor,**



Positive change can only happen when people are receptive to listening. This past year and the lockdown has forced everyone to challenge their own way of thinking and reflect on it. It is encouraging to me to see the small changes. Being at university and studying criminology has opened my eyes even more to the systemic racism that sets a part of the population up to fail. We need to close the attainment gap and stamp put racism and discrimination, one person at a time.

Hope



Case Study 2: Beyond the Institution Working with External Stakeholders and the Community

- Many of our programmes include placements
 - Approx. 50% of time on placements
- Student feedback and Impact of microaggressions
- Our students will go on to be leaders
- Working to decolonising the profession
- Asset based approach vs deficit model



Case Study 2: Bridging the Gap to Leadership

Co-creating by Canterbury Christ Church University and the University of Brighton - HEE-funded.

Overall aim is to develop resources for practice educators to enhance their support for Black, Asian, Mixed Heritage and Minority Ethnic students in their practice placements.

Black, Asian, Mixed Heritage and Minority Ethnic students within Health and Social Care placements.


Health Education England

 Canterbury
Christ Church
University


University of Brighton



 Canterbury
Christ Church
University

RACE



Refers to common physical characteristics and traits of an individual. People are assigned to a race based on characteristics such as skin colour eg. Black or White



VS

Refers to an individual's culture. Grouping people based on their common heritage, language and traditions eg. English, Chinese, Nigerian



ETHNICITY

These two terms are often used interchangeably but are not actually synonymous with each other. It is important to remember the difference as these terms are used to describe an individual's identity. Understanding the difference can help you to use terms that are acceptable and respectable. It is important to remember that race and ethnicity are social constructs.

Tip - People of the same colour may be viewed as the same race. People who live in the same country, speak the same language or have the same traditions will tend to be of the same ethnicity. If in doubt just ask. Many people have their own preference to what they want to identify as.

Learn more at:

- University of Brighton:
 - Supporting Health and Sport Students in Practice 'Supporting students of colour'
- Canterbury Christ Church University:
 - Bridging the Gap to Leadership
 - Closing Our Gap



Created by:
Dimple Hirani (UOB) and
Jazmin Rubato (CCCU)

MICROAGGRESSIONS

A microaggression is a comment or action that is regarded as discriminatory against a marginalised group that is often subtle, indirect or unintentional



How to prevent microaggressions:

- Educate yourself on social constructs eg. race, gender, sexuality.
- Reflect on your thoughts, perceptions and expectations.
- Become aware of your biases, perceptions, assumptions and expectations.
- Challenge your beliefs and celebrate difference as well as commonality.
- Listen to understand and empathise.
- Don't assume all experiences will be the same.
- Take action and confront discriminatory behaviour.

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A Student's Name

Should be pronounced correctly

A study by Morrison (2019) reported that many students found the mispronunciation of their name frustrating.

'No one personally makes the effort to get it I feel like, it's just like a basic sign of respect'

Should not be shortened without permission

Morrison (2019) study also found that shortening a student's name without permission made it difficult to build a relationship.

'Yeah, I'm not sure when people are talking to me if they know who they're actually talking to'

Should not be associated with stereotypes

It has been identified that many students have experienced some sort of microaggression due to their name being foreign and unfamiliar.

'Automatically linked me to a certain religion' Morrison (2019)

Should not be assumed

Students have had their name questioned because they were of a certain ethnicity.

'No, no, no, what's your real name' Clarridge (2018)

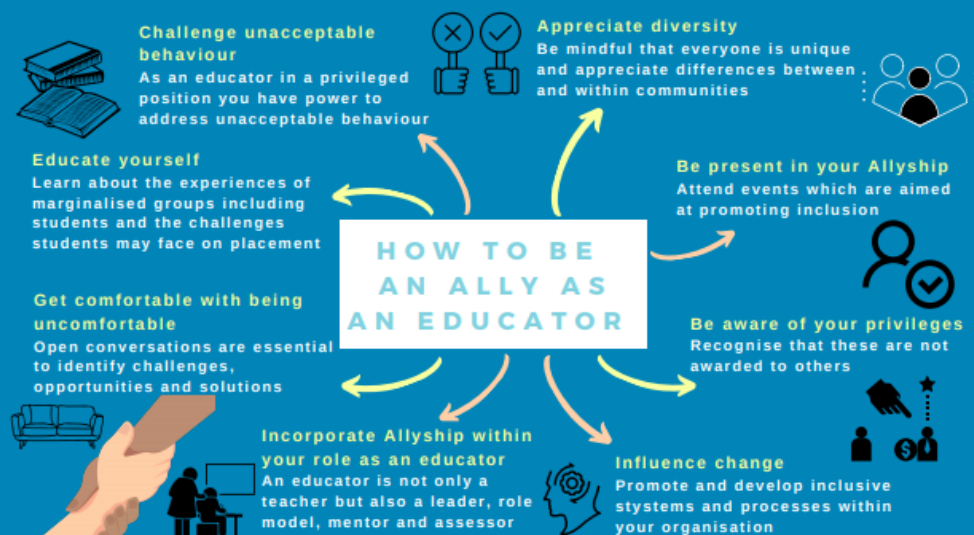
Are you a good Ally?

Allyship is...

- When an individual supports those from minority/marginalised groups
- A lifelong process of building trusting relationships, accountability to foster a sense of belonging for all
- An opportunity to reflect on our views, biases and assumptions and to take action to challenge social injustice

Allyship is not...

- A badge of honour or title or an opportunity for self-promotion
- A saviour complex where individuals can be 'saved'
- Being praised for your actions
- Only being an ally when there is an audience
- A pass for you to speak on behalf of marginalised people



Practical tips:

- C - Create a safe environment for students to feel secure with speaking up
- C - Challenge microaggressions
- U - Understand and appreciate cultural differences, being flexible and considerate
- T - Take time to learn a student's name and learning style
- S - Signpost students to role models and useful resources within your organisation

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Jasneeth Rubato (CCCU)

Webinar 07.04.2021 pptx

How does the coin model relate to allyship?

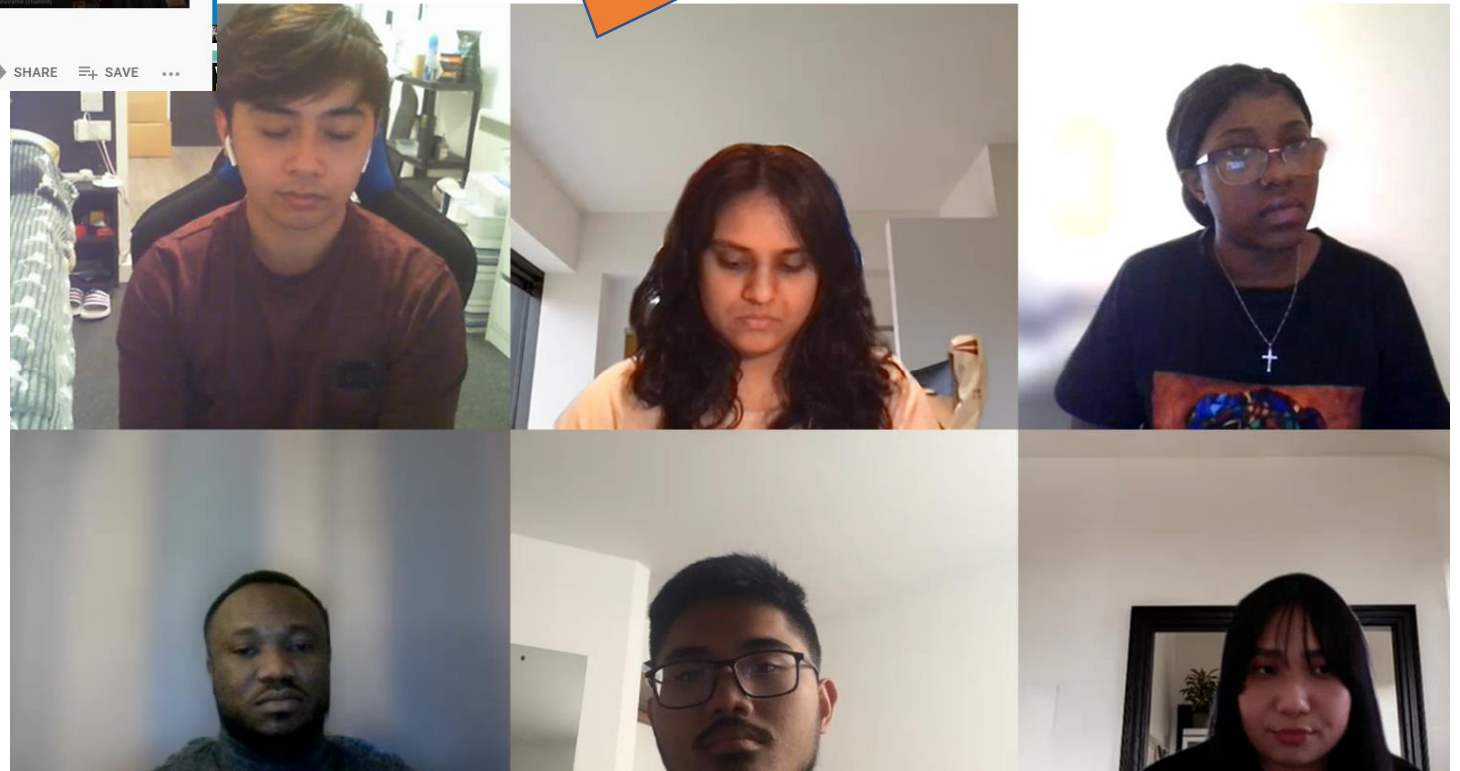
Allyship is:

- A white individual is in a privileged position to suppose those from minority groups
- A lifelong process of building relationships based on trust, accountability with marginalised individuals or groups of people
- Active listening to those underneath of the coin and making a safe space for them to feel like their voice is heard
- Not a white saviour complex
- Not a badge of honour or title (Nixon, 2019)

Webinar Bridging The Gap How to support BAME students on placement 1

101 views • 12 Apr 2021

1 0 SHARE SAVE ...



Closing Our Gap: Impact

- Reduction in attainment gap- A long road
- Reduction in withdrawal rates and increase in progression
 - Withdrawal for Black students have halved
- Increase reporting rates
- Significant cultural shift
 - Allyship and acknowledgement of privilege
- **Where do we go from here:**
 - Research & Data collection
 - Decolonising the curriculum, academic practice, the institution and professional practice
 - A process- tourist vs pilgrim
 - Cultural and mindset shift: Acknowledge, dismantle, relearn and rebuild
 - Collaborative working
 - Believer, Achieve, Mentor & Empower programme

'I just wanted to say today's lecture was amazing honestly, it made me realise more about how passionate I am towards social injustice'

The University leadership is strongly collaborative, generating energy and enthusiasm for joint transformation and success

'You gave me confidence'

The work with both students and colleagues is transformational, and genuinely intersectional. I have learned a great deal both through the workshops, which has enabled a critical reflection on my professional practice.

ALLYSHIP PROGRAMME

Messaging must be authentic → words must turn in to actions

“Allyship is a proactive, ongoing, and incredibly difficult practice of unlearning and re-evaluating, in which a **person of privilege** works in solidarity and partnership with a **marginalized group of people** to help take down the systems that challenge that group's basic rights, equal access, and ability to thrive in our society.”

- ▶ Staff, Students and External Stakeholders as allies
- ▶ Allyship within the curriculum design
- ▶ **Performative vs Impactful**





Thank you for your time.

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