

London Metropolitan SU Training: Introduction to Equity

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Introductions

- ↓ Alex Mormoris
- ↓ Inclusion manager at the Centre for Equity and Inclusion
- ↓ Worked in Higher Education and Equality work for around 10 years.
- ↓ Work has been recognised by Guardian Higher Education Awards, UUK and NUS.

- ↓ Name
- ↓ Course
- ↓ One wish for the training
- ↓ One worry about the training



In this session...

- ↓ What is Equity?
 - ← Terminology and theory
 - ← The case for equality
- ↓ How do we achieve it? Your role
 - ← Active Bystanders and Allies
 - ← Data & Leadership
- ↓ What does working towards Equity look like in Higher Education?
 - ← Current London Metropolitan University work
- ← Question and Answers

Ground Rules

↳ Contribute ground rules which will enable us to achieve these goals:

↳ My responsibilities to you:

- ↳ Keep to time
- ↳ Address questions
- ↳ Balance of voices

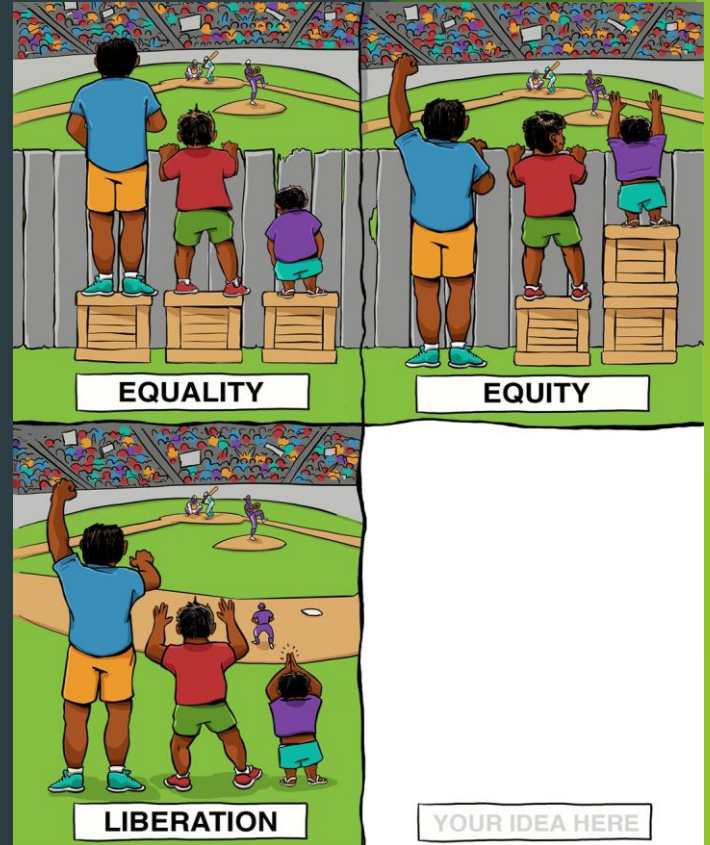


The background features a dark blue-grey area on the left and a series of overlapping, semi-transparent green and yellow-green geometric shapes on the right, creating a modern, abstract design.

What is Equity?

What is Equality/Equity/Liberation?

- ↓ **Equality:** Treating everyone the same
- ↓ **Equity:** Treatment equal to need
- ↓ **Liberation:** Removing the cause of inequality



A non-exhaustive list of terms...

- ↓ **Oppression**
- ↓ Equality
- ↓ **Privilege**
- ↓ **Microaggressions**
- ↓ Cis
- ↓ Heteronormativity
- ↓ Secularism
- ↓ Classism
- ↓ Racism
- ↓ Misogyny
- ↓ Whiteness
- ↓ Homophobia
- ↓ Islamophobia
- ↓ Anti-Semitism
- ↓ Liberation
- ↓ Ableism
- ↓ BAME
- ↓ LGBTQIA+
- ↓ People of colour
- ↓ Social model of disability
- ↓ Neurodiversity
- ↓ Patriarchy
- ↓ Intersectionality
- ↓ Protected Characteristics
- ↓ Positive action
- ↓ Decolonization
- ↓ Trans
- ↓ Mature students
- ↓ Care leavers
- ↓ Dependants
- ↓ LEO
- ↓ POLAR
- ↓ IMD
- ↓ Awarding Gaps
- ↓ Post racial
- ↓ Pronouns
- ↓ Minoritised
- ↓ Polyamory
- ↓ Medical Model
- ↓ Neo-liberal
- ↓ Institutional
- ↓ Systemic
- ↓ Active By standers
- ↓ Chosen family
- ↓ Deficit model
- ↓ Restorative Justice
- ↓ Inclusion
- ↓ Politically Black
- ↓ **Unconscious Bias**
- ↓ **Allies**
- ↓ Social construction
- ↓ Gender
- ↓ Critical Race theory
- ↓ Cultural Capitol
- ↓ Virtue signalling
- ↓ Charter marks

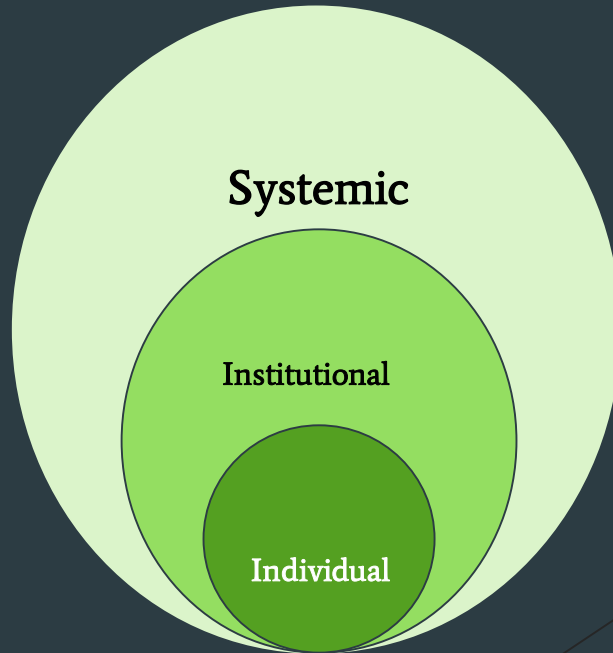
Equality and the Law

Equality Act 2010:

↙ Protected Characteristics
↙ Forms of Discrimination

- ↖ Direct Discrimination
- ↖ Indirect discrimination
- ↖ Harassment
- ↖ Victimisation

↙ The Public Sector Duty



Equity Data and Higher Education

- ↳ Office for Students:
 - ↳ Access and Participation Plan
 - ↓ Recruitment
 - ↓ Retention
 - ↓ Attainment
 - ↓ Progression
- ↓ Higher Education Statistics Agency (HESA)
- ↳ Advance HE:
 - ↳ Athena Swan
 - ↳ Race Equality Charter Mark
- ↳ Other Charter Marks:
 - ↳ Disability Confident
 - ↳ Stonewall Work Equality Index
- ↳ Student Records
- ↳ Human Resources
- ↳ Planning Department

Office for
Students

OfS

AdvanceHE



The Business case for Equity

- ↓ McGregor Smith Report: £24 billion a year to the UK economy
- ↓ Mckinsy and Co: Diversity Matters: Correlation between performance and diversity
- ↓ The gender pay gap
- ↓ The ethnicity pay gap

The Moral Case

- ↓ Equity is a case of life and death.
- ↓ It is the difference between liberty and oppression.
- ↓ It is the right to self determination.

ALRIGHT HIPPIES



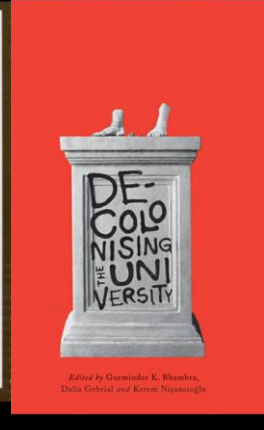
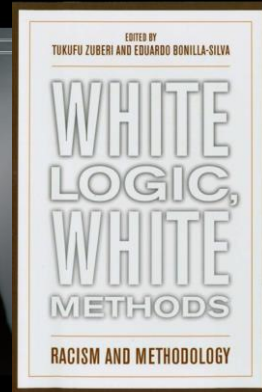
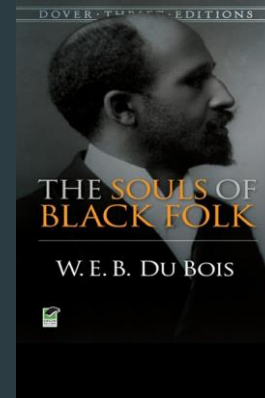
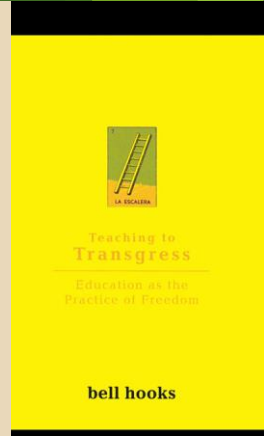
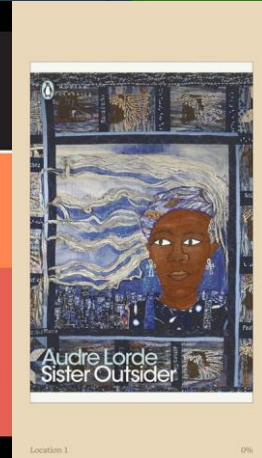
Students Unions & Student Reps

- ↓ I too am Oxford/ Harvard/ Birmingham
 - ↓ Rhodes must fall
 - ↓ Why is my curriculum white?
 - ↓ Why is my professor white?
 - ↓ Anti-apartheid
 - ↓ Support of LGBTQ+ rights
 - ↓ Admission of non-male students
-
- ↓ What is the role of the SU?



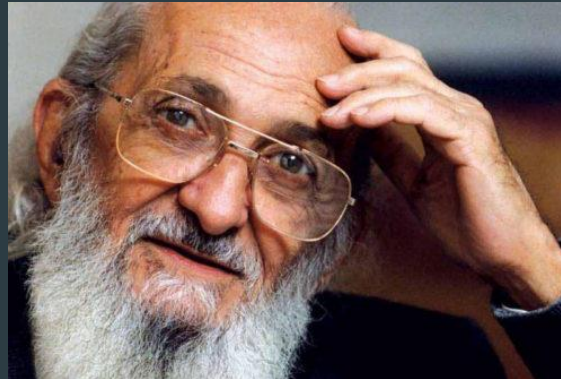
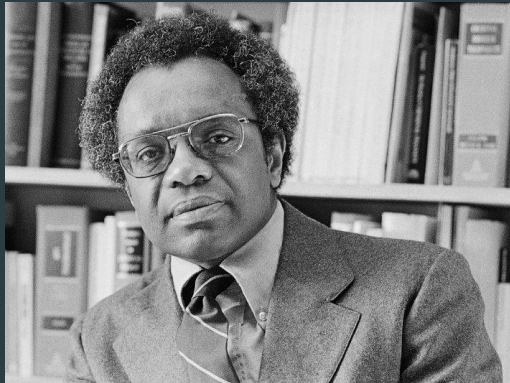
Theoretical basis within Equality work

- ↓ Feminism
- ↓ Black Feminism
- ↓ Critical Race Theory
- ↓ Queer Theory
- ↓ Critical Secularism
- ↓ Social model of disability
- ↓ Pedagogy of the Oppressed
- ↓ Liberation Theology
- ↓ Decolonial Theory
- ↓ Trans Theory



Critical Race Theory & Praxis

- ↓ Question dominant modes of thinking
 - ↓ Race is a social construct not a biological reality
 - ↓ Unique voice of colour
 - ↓ Rejection of monolithic thinking
 - ↓ Intersectionality
 - ↓ Interest convergence
- ↓ Verbalism + Activism = Praxis



Allyship

Do's:

- ↓ Be an active bystanders
- ↓ Practice active listening
- ↓ Remember it's not about you
- ↓ Respect and maintain boundaries
- ↓ Recognise your own privilege
- ↓ Respect lived experience
- ↓ Ask for help

Don't:

- ↓ Be performative
- ↓ Make the issue about you
- ↓ Remove agency from the affected person
- ↓ Over promise
- ↓ Isolate yourself

Organiser

Advocate

Helper

Rebel

How can student reps be good allies?

When are student reps required to be allies?

What support is there for student reps?

How do we achieve Equity in Higher Education?

- Intention (Equality Statements and Strategies)
 - University Strategy
 - Race Equality Strategy
 - Equality Policy
- Research (Qualitative, Quantitative Data, Survey, Charter Mark)
 - Stonewall Workplace Equality Index
 - Athena Swan
 - Race Equality Charter Mark
- Action (Training, Policies, Pedagogy, Procedures)
 - Education for social justice framework (ESJF)
 - Inclusive behaviours training
 - Positive action recruitment guidelines
- Evaluation (Monitoring, Targets, Reviews)
 - Value Added Score
 - Equity Dashboards
- Discussion (Reports, Boards, Panels, Conferences)
 - EDI Committee
- Where are student reps?



Thank you for taking part Questions

Contact information

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