



Re-Imagining Attainment For All

"There are stark differences between ethnic groups in terms of whether students receive a degree, and the degree classification they achieve. These gaps persist even when controlling for other factors which may affect attainment such as the student's age and qualifications on entry. This suggests that the disadvantage continues into and beyond HE and the degree attainment gap may be influenced by the students' experience of curricular, pedagogic, teaching delivery elements of university life" (Broecke & Nicholls, 2007)



1. What do you think are the issues that lie behind the data?
2. Where do you believe the responsibility lies?

# RAFA 2

## Re-Imagining Attainment For All

"I notice a pattern of poor attendance by BME students but I don't want to vocalise my concerns, in the fear of being labelled a racist"

"It's not our fault, it's the institutions"

"We need to draw a boundary of giving help but not having to give too much or for them to expect too much"

"What can you expect, if the University lets in students with such low tariffs"

"This narrative of you feel sorry for yourself, but you don't do anything about getting the support that's been put in place"

"We spend a lot of time sitting in our office waiting for students"

1. Can you relate to these comments?

2. How do you respond/support staff who express these concerns?

# STUDENT SURVEY

"What do you think about your students?"

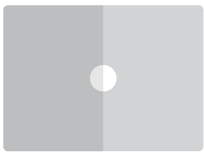
33%

LECTURERS HAD  
POSITIVE THINGS TO  
SAY ABOUT THEIR  
STUDENTS

66%

OF LECTURERS HAD  
NEGATIVE OPINIONS  
OF THE STUDENTS  
THEY TEACH

FOCUSING ON MICRO-AFFIRMATIONS CAN CREATE A  
VIRTUOUS CYCLE  
TODD PITTINSKY, PH.D., AUTHOR OF "US PLUS THEM"  
(HARVARD BUSINESS PRESS)



MICRO-AGGRESSIONS HAVE BEEN ASSOCIATED WITH  
STUDENT ATTRITION IN HIGHER EDUCATION  
SOLORZANO, CEJA, & YOSSO, 2000; YOSSO, SMITH, CEJA  
& SOLORZANO, 2009.)

DESIRE TO SUCCEED

PERCEPTION OF STRENGTHS

DRIVEN

ENTHUSIASTIC

MULTI TASKERS

KEEN

WANTING VALUE FOR MONEY

AMBITIOUS

CURIOUS

DETERMINED

CREATIVE

HARDWORKING

CARING

RESILIENT

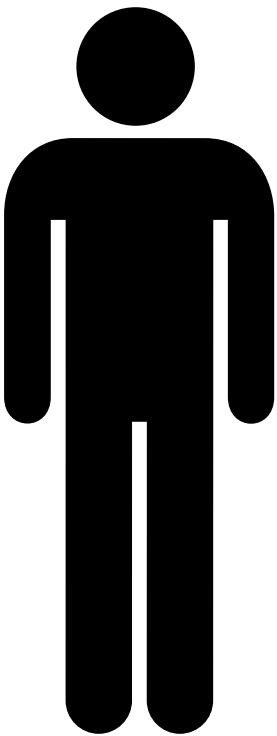
COMMUNICATORS

INDEPENDANT

THOUGHTFUL

MATURE

STRATEGIC



DIFFERENT EDUCATION SYSTEMS ABROAD

ARROGANCE

DISTRACTING

LACK OF WRITTEN ENGLISH SKILLS

HOMESICK

NOT CONFIDENT

RANGE OF CULTURAL EXPERIENCE

NARROW MINDED

EXPECTATIONS

LAZY

CULTURALLY DIVERSE

UNDER PRESSURE

STRESSED

NEEDY

APATHETIC

VARIED BACKGROUNDS

AGE

DEMANDING

UN PROFESSIONAL

APPREHENSIVE

MIS MATCH

FAMILY ISSUES

DISENGAGED

UNSURE OF RESPONSIBILITIES

SOCIAL CLASS

CULTURE

ETHNICITY

NAIVE

POOR SCHOOL EXPERIENCE

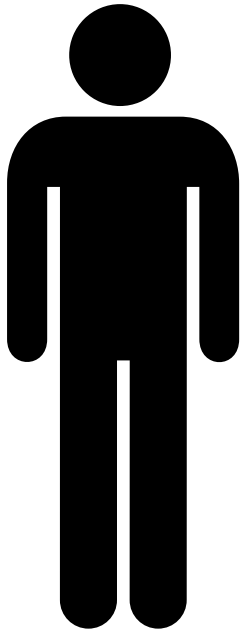
1ST GENERATION

IMMATURE

OUTSIDE RESPONSIBILITIES

LACK OF GENERAL KNOWLEDGE

LOST



ANXIOUS

DISABILITIES

LACKING EXPERIENCE