Accessible and Decolonised Education

For Cambridge to be a place offering a truly exceptional education to its students, it needs to remove the boundaries that unnecessarily place a burden on students, particularly those who are marginalised. We can do far better to help students with mental illness, with sensory or mobility disabilities, and all those who face racist or queerphobic language in their contact hours. I hope to work towards a truly liberated education, where all students are offered dignity and support in their work and study. I believe I’m perfectly qualified to meet these challenges given four years of study split between science and humanities disciplines, a year spent as a departmental subject representative, and persistent involvement in activist work to improve the curriculum through the Decolonise Network.

I hope to:

* Support the Disabled Student Officer’s work on Inclusive Teaching and Learning, integrating the insights on the dynamics of race and gender in supervisions and lectures from the Decolonise campaign, WomCam and other student networks
* Improve supervisor training to decrease the incidences of harassment and abuse that marginalised students habitually face
* Work to ensure access for disabled students to contact time they miss or find inaccessible
* Challenge departments across the university to respond actively and thoughtfully to the colonial history of the knowledge they teach and produce
* Meet the challenge of marketisation across the university in making teaching positions precarious, shifting teaching provision towards more profitable areas, and demanding the saleability of the products of research