

# **Fifth Report on Decolonising the Curriculum (DtC) at DUBS: Designing the DtC Toolkit & SharePoint Site, and Recommendations for Future Development**

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June 2023

## **1. Background**

The main objective in the decolonisation arena for the A.Y. 2022-23 was to design an evidence-based DtC Toolkit for DUBS and disseminate it to staff in time for the next curriculum development round, as well as the next Race Equality Charter (REC) university-led assessment.

Since the A.Y. 2021-22, the DUBS DtC EDI group has co-created new resources and collected evidence and existing resources to enable the development of the DUBS Toolkit (see previous reports available on this site). The working group was led by Dr Marsiliani (EDI Co-Lead for Race and Ethnicity) and included the Departmental DtC Leads and Student Interns.

Laura Marsiliani and Faculty Student Intern Zainab Amin continued to work on the Toolkit and be involved with the University decolonisation activities and committees including in relation to the Race Equality Charter implementation at Durham University (incorporating the DtC implementation plan). Action points on the REC implementation at DUBS were presented at the Faculty EDI Committee meeting in October 2022. Consistently with the University implementation plan, these included action points on DtC at DUBS.

Several events organized since the A.Y. 2021-22 within the DUBS EDI Fora Programme also informed the DtC Toolkit, namely:

**15 October 2021:** Black History Month - Reading Negritude Thinkers with Black Lives Matter, Professor Frieda Ekotto (Dept. of Afro-American and African Studies, University of Michigan)

**29 October 2021:** The returns to undergraduate degrees for different ethnic groups, Ben Waltmann, (Institute for Fiscal Studies)

**18 November 2021:** Alternative ways to make meaningful culture change whilst addressing multiple Equality Charters, Professor Jamie Callahan (Management and Marketing, Durham)

**24 January 2022:** Decolonising the Curriculum at DUBS, Dr Laura Marsiliani (Economics and Finance, Durham)

**12 October 2022:** Black History Month - Safe Spaces for Courageous Conversations: Decolonising Race, Faith, and Identity in a Post-Covid Academy, Professor Heidi Mirza (Goldsmiths, UCL and LSE)

- <https://www.durham.ac.uk/about-us/professional-services/equality-diversity-inclusion/initiatives/race-ethnicity/black-history-month/>

**22 November 2022:** Towards a Toolkit for Decolonising the Curriculum at DUBS, Dr Laura Marsiliani (Economics, Durham) and Zainab Amin (UG Economics, Durham)

**17 January 2023:** Race, Racism and Higher Education, Dr Anil Awesti (Warwick University)

**13 February 2023:** Principles and Purpose of the University's new Respectful Engagement Agreement, John Hirst (Management and Marketing, Durham).

- The slide containing the Respectful Engagement Agreement has been disseminated to all staff at DUBS and colleagues have been encouraged to use it for events and research and teaching activities.

In Autumn 2022, the University launched a further recruitment campaign for DtC Student Interns. For DUBS this resulted in six new DtC Student Interns who started their projects in January 2023 under the supervision of the Faculty and Departmental DtC Leads. The project reports and accompanying material will be posted on the DtC SharePoint site. See below table for details including title of projects:

Faculty/Dept	Epiphany 2023 Intern(s)	Project Title/Description(s)	Supervisor/Decol Lead(s)
<b>DUBS</b>	<b>Seyi Omonitan (2021-2022)</b>	Student and Staff Attitudes on DtC at DUBS	Laura Marsiliani (Faculty EDI Co-Lead)
		Audit of Decolonisation-related Research at DUBS	Laura Marsiliani (Faculty EDI Co-Lead)
	<b>Zainab Amin (2022-2023)</b>	Audit of DUBS DtC Pilot Modules (x 4)	Laura Marsiliani (Faculty EDI Co-Lead)
	<b>Hoh Shan Poh (2023)</b>	Collecting Info on Public DtC Resources; Creating DUBS DtC Toolkit site; Liaising with Department Student Interns	Laura Marsiliani (Faculty EDI Co-Lead)
ACCT	<b>Narendra Varma Vetukuri (2023)</b>	Decolonising Accounting	Pippa Matthews Chaudhry Ghafran
MAN/MARK	<b>Vivienne Shaw (2023)</b> <b>Anusha Sathish (2023)</b> <i>(job share 50/50)</i>	Student Content Creators and Decolonisation	Mariann Hardey
ECON	<b>Lisa Lin (2023)</b>	Tools to Decolonise Modules in Economics	Lucia Sbragia
FINANCE	<b>Frederick Adadevoh (2023)</b>	Mapping Africa into the Finance Curriculum	Charmele Aydurai

Following recommendations from the DtC Project Board meetings in Spring Term 2023, a new Teams/SharePoint site has been developed since February 2023 focusing on the DUBS DtC Toolkit; it includes resources on Decolonising the Curriculum and Research in relation to the DUBS disciplines. More than 20 colleagues and Student Interns from Faculty and all Departments have been so far involved in designing material for the Toolkit. The site will be opened to all staff at DUBS in July 2023.

A student-led decolonisation event, titled Decolonising Durham, was co-sponsored by DUBS. This event was primarily organised by the Faculty Student Interns, including Faculty Student Intern Hoh

Shan Poh. It was held on June 9, 2023, at the Teaching and Learning Centre to highlight the student interns' decolonisation projects and to promote an intersectional understanding of decolonisation across faculties and departments.

Laura Marsiliani and Zainab Amin were nominated for the Durham Students' Union (DurhamSU) annual awards in the student and staff Decolonisation categories. This was the first time the Decolonisation prizes were awarded. Laura was ultimately bestowed the award for 'Staff Contribution to Decolonisation 2023' at a DurhamSU event, held on 8 March 2023.

The Chartered Association of Business Schools (CABS) is launching a research project on decolonising and diversifying the Business School. Laura Marsiliani is engaged with this project.

## **2. Developing the DUBS DtC Toolkit**

Work started in the A.Y. 2021-22 and a detailed account is contained in the Faculty Reports on DtC:

- Amin, Z. and L. Marsiliani (2022) Fourth Report on Decolonising the Curriculum at DUBS: Audit of Pilot Modules and Policy Implications for DtC, July 2022
- Omonitan S., Marsiliani L. and M. Learmonth (2021) First Report on Decolonising the Curriculum at DUBS: Designing the Student Questionnaire and Staff Consultation, Durham University Business School, November 2021
- Omonitan S. and L. Marsiliani (2022a) Second Report on Decolonising the Curriculum at DUBS: Results of the Student Questionnaire and Staff Consultation and Policy Implications, February 2022
- Omonitan S. and L. Marsiliani (2022b) Third Report on Decolonising the Curriculum at DUBS: Audit of Research Output and Policy Implications for Research-Led Curriculum and Research, July 2022

Existing literature and examples of best practice within the university sector were identified. Examples were sourced especially through the audit of pilot modules. All developments were shared with relevant committees and colleagues at DUBS and Durham University throughout the process.

The main components of the Toolkit are:

- An operational definition of DtC at DUBS
- A questions and answers (Q&A) section
- Diagnostics on whether decolonize a module
- 5 tools for decolonizing the curriculum
- Signposting policies suggestions
- Further resources (internal and external to Durham University)
- Recommendations for further development

## **3. Designing the SharePoint site**

Following recommendations from the DtC Project Board meetings in Spring Term 2023, a new Teams/SharePoint site has been developed since February 2023 focusing on the DUBS DtC Toolkit. It includes the Toolkit and resources on Decolonising the Curriculum and Research in relation to the DUBS disciplines. More than 20 colleagues and Student Interns from Faculty and all Departments have

been so far involved in designing material for the Toolkit. The site will be opened to all staff at DUBS in July 2023.

Hoh Shan Poh (Faculty Student Intern) was tasked with co-creating resources for the site, collecting resources external to DUBS and developing the DtC SharePoint site into an easily accessible and visually appealing site.

To gather the necessary material, Hoh Shan Poh collected information from both Durham University sources and external sources. The Durham University sources encompassed material from various university departments, faculties, and the Students' Union. Additionally, Hoh Shan Poh sought information from external resources, such as academic resources, business school associations, higher education groups, and other universities that already had existing DtC material. Best practices on DtC by other universities in the United Kingdom were also identified and chosen to be highlighted on the site.

After collecting the material, Hoh Shan Poh compiled them onto the file directory of the SharePoint site. To ensure the site's design would meet the needs of its users, a meeting with Laura Marsiliani and Jade Laws was scheduled to discuss best practices for designing the site. Throughout the design process, there was a focus on incorporating principles that promote information accessibility, encourage material understandability, and foster greater collaboration between staff and students. The resulting SharePoint site aims to be simple, user-friendly, and helpful for understanding how to decolonise modules and teaching.

#### **4. Moving forward and policy recommendations**

The Toolkit and SharePoint site are important steps in moving forward the Durham University and DUBS decolonization agenda. Those are dynamic projects which will evolve as more resources and best practices on DtC emerge. The DUBS DtC team would be delighted to receive inputs from interested colleagues. From our work and engagement on DtC, the following policy recommendations have been identified to move the DtC agenda forward:

- a. Continue with the DtC Student Internships. These are valuable resources and foster student-staff partnership.
- b. Maintain communication between the DUBS EDI Unit and the DUBS Education Unit and, identify clear roles for spearheading the DtC agenda. Colleagues to reflect on whether a Programme or Department's approach to DtC is desirable and mobilise appropriate resources.
- c. Plan for continuous updating and maintenance of the SharePoint site involving the DUBS communication and T&L Development Units.
- d. Establish a monitoring mechanism to record colleagues' decolonization effort and share best practices via the SharePoint site.
- e. Explore communication channels to inform students of our decolonisation work.

**END**