

Second Report on Decolonising the Curriculum (DtC) at DUBS:

Results from the Student Questionnaire and Staff Consultation and policy implications

This report is to be consulted together with the *First Report on DtC at DUBS: Designing the Student Questionnaire and Staff Consultations*, November 2021.

Seyi Omonitan and Laura Marsiliani

This version 02/02/2022

1. Background

At the DtC Project Board meeting of 27 September 2021, it was agreed that a DtC student Questionnaire and Staff Consultation were to be deployed at DUBS ASAP.

The Student Questionnaire was designed and made available to all students at DUBS in the period 15-29 November 2021. Staff consultations were also developed and undertaken during the period November 2021 and January 2022 by Dr Laura Marsiliani, Mr John Hirst, Dr Lucia Sbragia. See also First Report on DtC at DUBS: Designing the Student Questionnaire and Staff Consultations, November 2021.

Seyi Omonitan and Laura Marsiliani analysed all results in January 2022 and suggested some policy implications for the way forward.

Dr Laura Marsiliani presented all work, including the results from the Student Questionnaire and Staff Consultations, on DtC at EDI Fora event on 24 January 2022, where she also welcomed further comments from colleagues. See Appendix 1, containing the slides from the presentation of 24 January 2022.

All reports will be delivered to the DtC at DUBS Project Board at its Epiphany term meeting.

Dr Laura Marsiliani continued to liaise with colleagues at Durham University on the DtC at DUBS Project.

2. Results from the Student Questionnaire on DtC at DUBS

The questionnaire was deployed online via Microsoft Forms and was available for the last 2 weeks in November 2021. Several reminders were sent during that period, especially targeting programmes where participation was low. 123 students from all programmes at DUBS responded, that is 4% of all students. No incentives were provided for participation, as we wanted to capture the engagement of the students on the issue of DtC. Students were asked to express their opinions on a 5 point Likert Scale and provide information on several characteristics reflecting ethnic background, gender, religion and identity.

Main results from overall responses are (See Appendix 2, 3 and 4):

i) Given the low response rate, students are currently not engaged with the issue of DtC. We expect that as more awareness campaigns and initiatives are deployed at DUBS and the University, engagement will improve. Among the responses neutral opinions were also high.

ii) Among the respondents, in proportion to the respective cohort, 3rd year UG students were the least engaged, as those students are typically very busy writing their dissertation and applying for jobs and post-graduate programmes in Michaelmas term. MBA students were the most engaged as they are typically older and with more experience of societal issues.

iii) Engagement in terms of ethnic background reflects the ethnic background proportions of all of our students, with the White and Chinese students responding the most.

iv) Respondents declared they had a very good understanding of the meaning of DtC.

v) Respondents were very positive about the existing inclusion in our curriculum of race/ethnicity and Global South issues.

vi) Respondents were very positive about not being detached from the curriculum because of their race/ethnic/cultural background. Nevertheless, some specific groups (e.g. Afro-Caribbean students) felt they were.

vii) Respondents were very positive about being treated with respect by staff regardless of their race/ethnic/cultural background.

viii) Respondents were very positive about not being aware of instances of microaggression at DUBS.

ix) Respondents were very positive about staff being aware of students' race/ethnic/cultural diversity.

x) Respondents did not agree with the proposition that all modules should contain topics and references on race/ethnicity and Global South issues. Comments provided mentioned that topics and references must be relevant not tokenistic.

xi) Respondents had some interest in undertaking a research project on race/ethnicity and Global South issues.

Regarding the comments, most of them were polarised in favour/against DtC activities at DUBS (See Appendix 4).

Overall students do want an inclusive curriculum, however some criticism emerged from the comments:

i) Trade-offs with other activities (also in terms of resources); some students reported we should focus on widening participation instead

ii) Risk of creating division among groups.

iii) Risk of tokenism in the curriculum, which is only syllabus-relevant topics and references should be included.

iv) Global South/Global North definition is old fashioned but could not find/propose acceptable alternatives.

3. Results from the Staff Consultations on DtC at DUBS

Staff Consultations were conducted in the form of online (we still had COVI-19 restrictions in place at the time) focus groups or individual interviews: 8 participants from E&F and 6 from M&M.

Opinions were also collected from previous email communications on DtC since 2020 and EDI Fora event of 24 January 2022 on Decolonising the Curriculum at DUBS

3.1 Main results are:

i) The DtC Project is intellectually stimulating, can lead to innovations in Teaching and Learning and Research and provide societal impact.

ii) There was consensus that an inclusive curriculum is paramount, but a 'one model fits all' for curriculum development is not appropriate. Some modules would be naturally more open to the inclusion of race/ethnicity/cultural and Global South issues than others.

As from the Student Questionnaire, criticism by staff was raised on:

i) Trade-offs with other activities (also in terms of resources);

ii) Need for support for curriculum development on DtC;

ii) Risk of creating division among groups.

iii) Risk of tokenism in the curriculum, which is only syllabus-relevant topics and references should be included.

iv) Global South/Global North definition is old fashioned but could not find/propose acceptable alternatives.

3.2 Emerging ideas from the Staff Consultation

- need to do much more research into this
- need to think more about the end game – what's the purpose of DtC?
- need to better explain what DtC is with practical examples
- need to reflect on and engage with theories that focus on equity and power dynamics
- need more of a values-based approach
- need to resist other forms of colonization on us and our curriculum
- need to reassess how we deliver e.g. to smash the "you're learning the same thing as everyone else" which is structural
- need to avoid a one model fits all in approaching DtC
- need to appreciate that decolonisation may have different meanings for each module/field e.g. in Maths decolonising primarily means improving access to the profession to ethnic minority researchers
- need to make sure students are aware that DtC is included in the curriculum (otherwise we have a situation like with feedback that are typically continuously provided, but not always recognised as such by students)
- need to avoid tokenism in selecting topics and references, those should be relevant
- need to be sensitive and proportionate in DtC to avoid divisions among ethnic groups
- need to be sensitive to avoid micro aggression

- need to be a mandate to ensure that something comes out of this, resourcing what we need to make real cultural change
- need to assess priorities and allocate resources accordingly
- would value a compilation of module outlines highlighting inclusion of key themes
- would value a future-thinking scenarios simulation workshop for all students and staff collaboratively
- would value a reflective-practice workshop for both staff and students to start with
- students could do a project of their own choosing around different aspects of DtC
- a DtC open course, perhaps based on Lent's "The Patterning Instinct" may be considered for a preliminary general introduction to the historical and cultural background of DtC, but not as an alternative to embedding DtC in modules across the business school curriculum
- like the idea of a DtC book club

Some of the concerns will be addressed by the audit of the pilot modules and research activities at DUBS due to commence shortly. Results from the audit will provide best practices and examples on DtC in the school. We will also continue with our EDI engagement activities. The university is providing training on related issues (e.g inter-cultural learning, unconscious bias) and staff are always encouraged to attend them. Issues of priorities, trade-offs and resources will be discussed at the DtC Project Board in due time.

4. Policy Implications and moving forward

From the analysis above, it transpires that overall, we are already incorporating topics and references related to DtC in our curriculum. There may be scope for improvement. We are currently hiring three Departmental student interns who will be tasked with auditing our T&L provision and identify good practices and areas for intervention in each department and the School as a whole.

In addition, it transpires staff are already aware of students' race/ethnic/cultural diversity and treat students with respect regardless of their race/ethnic/cultural background. This reflects well the internationalisation spirit of DUBS and all ongoing activities around internationalisation in the School. We propose to continue with those activities.

Nevertheless, there are specific ethnic groups that feel detached from our curriculum and this issue needs to be addressed. We are currently conducting interviews with members of these groups and will be able to understand more in due time.

Both students and staff are worried about trade-offs with other activities and priorities and the risk of tokenism and creating divisions among ethnic groups. Staff were also worried about resources needed for curriculum development on DtC and suggested embedding those activities in the Workload model. We propose to consider those concerns whenever curriculum development on DtC is undertaken.

Staff asked for a better understanding of DtC and more practical examples. Those will be provided by the audit of educational and research activities at DUBS to be initiated shortly with the student interns.

Among staff there was consensus that the DtC agenda is intellectually stimulating and potentially very impactful. Some staff would like to initiate research and reading groups on DtC and related issues. We propose to look into facilitating these.

Attached:


Appendix 1: Presentation on the DtC at DUBS Project and results from the DtC at DUBS Student Questionnaire and Staff Consultations

Appendix 2: Presentation on analysis of results from the DtC at DUBS Student Questionnaire

Appendix 3: Raw data and results from the DtC at DUBS Student Questionnaire

Appendix 4: Comments received from the DtC at DUBS Student Questionnaire

Appendix 1: Presentation on the DtC at DUBS Project and results from the DtC at DUBS Student Questionnaire and Staff Consultations




 **Durham**
University
Business School

Decolonising the Curriculum at DUBS

Laura Marsiliani
Faculty EDI Lead (Race and Ethnicity)

Department of Economics and Finance
Durham University Business School





Prepared for the DUBS Lunchtime EDI Fora Series
24 January 2022

The slide features a large, stylized purple graphic on the right side, resembling a cross or a stylized letter 'T' with rounded ends.

Outline

- Background to Decolonising the Curriculum (DtC)
- DtC at Durham University
- University Activities on DtC
- **DUBS Activities on DtC**
 - **Engagement Activities**
 - **Student Questionnaire and Staff Consultation**
 - Design
 - Resources
 - Results
 - Insights
 - Policy implications and moving forward

Background

Durham University values:

- **Responsible** “[...] embracing all of our different communities and celebrating the differences that make us stronger together.”
- **Enabling** “We create the [equal] opportunities, support and freedom for everyone at Durham to become the best they can be now, and for the future.”

Durham University Business School

supports the objectives of the UN-PRME with EDI a transversal theme across education, research, partnership and dialogue

REC, Decolonising the Curriculum, Defining Decolonisation, Athena Swan, Respect at Work, Disability Support, LGBTQ+



Decolonising the Curriculum at Durham University

Since 2019 **REC**, since 2020 **DtC** with the following aim:

“By 2022/23, no student will be able to complete a degree without significant exposure to the issues and debates that are directly relevant to the decolonisation of the curriculum.”

Based on evidence e.g.

“White British men earn significantly more than men from all non-white ethnicities, regardless of whether they went to university, after controlling for all observable characteristics.”

From IFS Report (March 2021) on
The Returns to Undergraduate Degrees for Different Ethnic Groups



University Activities on DtC

- DtC agenda part of the University REC Advance HE Bronze Award submission (February 2022) and assessment process (ongoing)
- **Working Groups on REC, DtC and Defining Decolonisation (i.d. beyond the curriculum)**
- Each Faculty and Department contributing in education, research, engagement activities (regular meetings and showcase events throughout the year) often in collaboration with Durham Student Union (DurhamSU)
- **DtC EDI Leads at Faculty and Departmental levels and Student Interns appointed in collaboration with DurhamSU**
- Black History Month events in collaboration with DurhamSU and student societies



DUBS Activities on DtC

- **2020-2021 Phase I: Foundation**
 - Established the DtC Project Board
 - Identified Pilot Modules in each Dept.
 - Advertised for Faculty Student Intern
 - Started engagement activities
- **2021-2022 Phase II: Evidence**
 - Appointed Faculty Student Intern
 - Advertised for Departmental Student Interns x3
 - Appointed EDI Lead on Race and Ethnicity
 - Established Working Group on DtC
 - Designed and deployed Student Questionnaire and Staff Consultation
 - Continued with engagement activities
- **Next Phase III: Audit** of T&L and research activities on Decol. (remaining of 2022)



Recommendations to DtC Project Board for Implementation



DUBS Engagement Activities

Events at DUBS informing the Decolonising the Curriculum Project:

- **EDI Fora event** on 23 June 2021: *How to talk about race*, Dr Jordan Mullard (Anthropology, Durham)
- **EDI Fora event** on 29 October 2021: *The returns to undergraduate degrees for different ethnic groups*, Ben Waltmann, (Institute for Fiscal Studies)
- **EDI Fora event** on 18 November 2021: *Alternative ways to make meaningful culture change whilst addressing multiple Equality Charters*, Professor Jamie Callahan (Management and Marketing, Durham)
- DUBS also hosted a **Black History Month talk** on *Reading Negritude Thinkers with Black Lives Matter* by Professor Frieda Ekotto (Dept. of Afroamerican and African Studies University of Michigan)



DtC Student Questionnaire and Staff Consultation-Design

- Defining DtC at DUBS and relevant questions

“For the Business school DtC means understanding how the predominant focus on the Global North has impacted the way we view systems of accounting, economics, finance, management and marketing and therefore working towards critically analysing norms from the Global North and creating degree programmes **more inclusive** of knowledge and practices from the Global South.”



DtC Student Questionnaire and Staff Consultation- Design-Cont.

- Ethical Approval Process completed November 2021
- **Student Questionnaire deployed via Microsoft Forms 15-29 Nov 2021**
- Staff Consultations in the form of focus groups, individual interviews since November 2021.
- **N.B. We will include anonymized feedback from today's discussion**



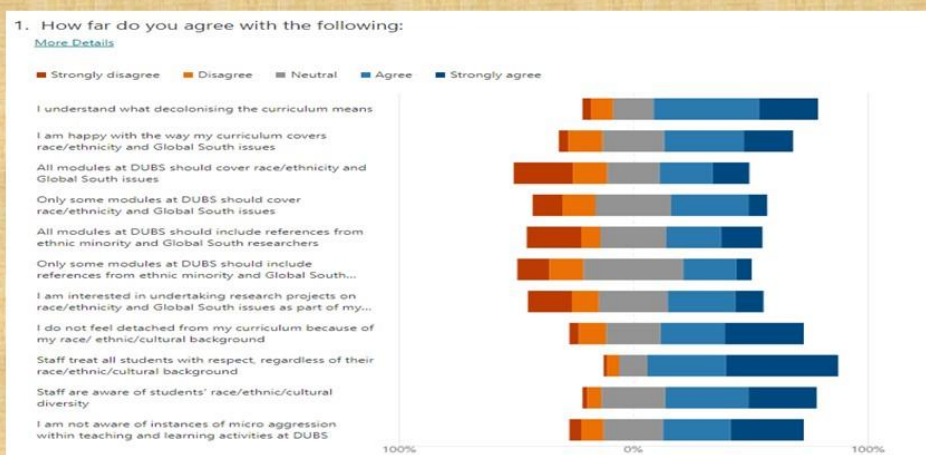
DtC Student Questionnaire and Staff Consultation- Resources

For further details, see:

- 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 (2022) ***Second Report on Decolonising the Curriculum at DUBS: Results of the Student Questionnaire and Staff Consultation and Policy Implications***, forthcoming, February 2022



DtC Student Questionnaire-Results



DtC Student Questionnaire and Staff Consultation-Insights

- **Low engagement** from students (4% response rate); endogenously improve?
- Students **remarkably positive about being treated with respect by staff**
- Students **positive about our existing DtC content in module**
- **Criticism emerged from both students and staff about:**

Trade-offs with other activities (also in terms of resources); some students reported we should focus on widening participation instead

Must be syllabus **relevant** (not one approach fits all)

Can cause **division** among groups

Global South/Global North **definition** is old fashion, but could not find acceptable alternatives



Policy Implications and Moving forward

- REC assessment starts shortly for all Durham Faculties and Departments and includes quantitative targets for DtC activities
- Some ethnic minority groups at DUBS (e.g. Afro-Caribbean students) feel detached from our curriculum
- Students and staff worried about trade-offs and setting of priorities



Proportionate Approach to DtC

Challenges: consensus on priorities (evidence and benchmarking important), appropriate language

Opportunities: intellectually stimulating, innovation, impact



Topics for Discussion

- Do you agree with the definition of DtC at DUBS? If not, how shall we amend it?
- **Do you have any suggestions for further activities on DtC at DUBS?**
- Do you have any questions/comments regarding the results from the DtC student questionnaire and staff consultation?
- **Do you have any suggestions for how to move forward on DtC at DUBS?**



Thank you for your attention!

Contacts for any questions/comments:

laura.marsiliani@durham.ac.uk

<https://lauramarsiliani.webspace.durham.ac.uk/>



Appendix 2: Presentation on analysis of results from the DtC at DUBS Student Questionnaire

DECOLONISING THE CURRICULUM BUSINESS SCHOOL

Questionnaire Results

MOTIVATION AND DEPLOYMENT

- Find out how students feel about decolonising the curriculum at DUBS
- Results to inform future projects
- Deployed in late November.
- Student had 10 days to answer.

LIKERT SCALE QUESTIONS

Most statement's modal response was agree:

- I understand what decolonising the curriculum means
- I am happy with the way my curriculum covers race/ethnicity and Global South issues
 - Staff are aware of students' race/ethnic/cultural diversity

Majority strongly agreed:

- Staff treat all students with respect, regardless of their race/ethnic/cultural background
- I do not feel detached from my curriculum because of my race/ethnic/cultural background
- I am not aware of instances of micro aggression within teaching and learning activities

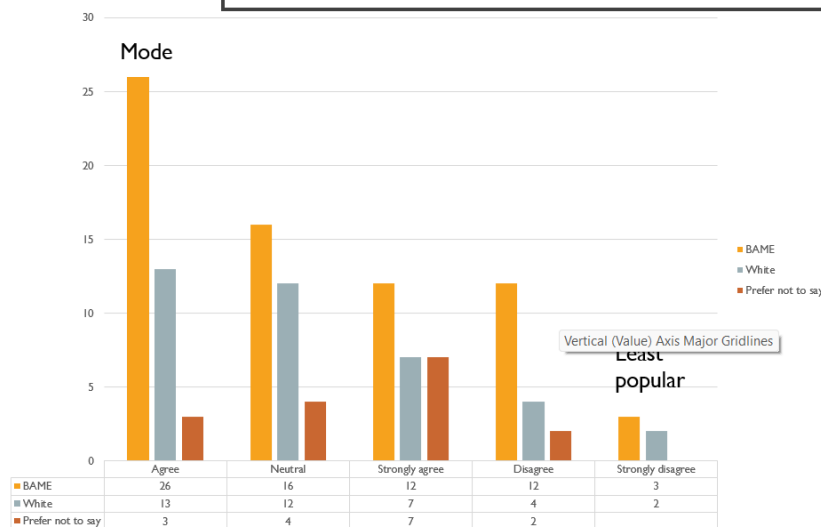
Majority strongly disagreed:

- All modules at DUBS should cover race/ethnicity and Global South issues'.
- All modules at DUBS should include references from ethnic minority and Global South researchers.

Majority were neutral:

- Only some modules at DUBS should cover race/ethnicity and Global South issues

I AM HAPPY WITH THE WAY MY CURRICULUM COVERS RACE/ETHNICITY AND GLOBAL SOUTH ISSUES



'Sometimes the general content just doesn't really consider any other demographic outside of white British/Europeans'

All:

- 56.2% agree or strongly agree
- 26% neutral
- 18.7% disagree or strongly disagree

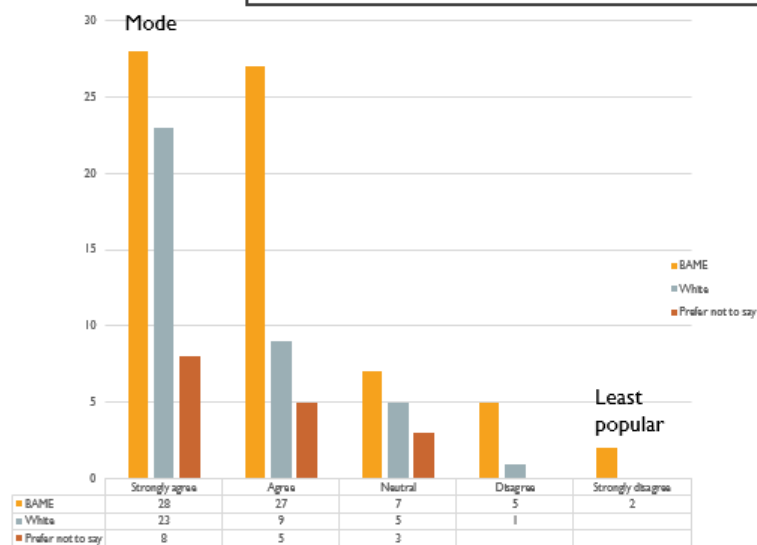
BAME:

- 55.1% agree or strongly agree
- 23.2% neutral
- 21.7% disagree or strongly disagree

White:

- 52.6% agree or strongly agree
- 31.6% neutral
- 15.8% disagree or strongly disagree

STAFF TREAT ALL STUDENTS WITH RESPECT, REGARDLESS OF THEIR RACE/ETHNIC/CULTURAL DIVERSITY



'There are definitely a few times where students and staff at the business school made comments about my 'English ability'

'Work on staff's understanding of various cultural norms and themes in order for them to allow easier integration of international students'

All:

- 81.3% agree or strongly agree
- 12.2% neutral
- 6.5% disagree or disagree

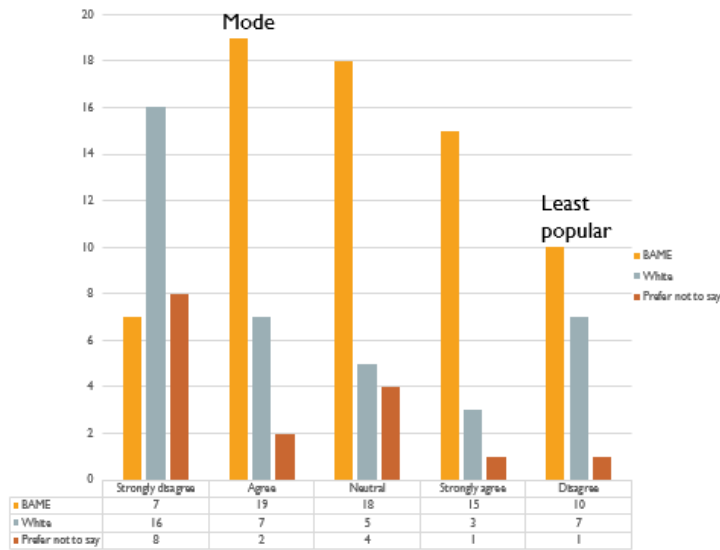
BAME:

- 79.7% strongly agree or agree
- 10.1% neutral
- 10.1% strongly disagree or disagree

White:

- 84.2% strongly agree or agree
- 13.2% neutral
- 2.6% disagree

ALL MODULES AT DUBS SHOULD INCLUDE REFERENCES FROM ETHNIC MINORITY AND GLOBAL SOUTH RESEARCHERS



'Whilst I am not suggesting that my view is that no reference should be made to the Global South for example, it should be relevant to the topic, and not included for the sake of it. Not everyone agrees with this type of project and you should give them the option to say so.'

All:

- 40.7% agree or strongly agree
- 28.5% neutral
- 30.9% disagree or strongly disagree

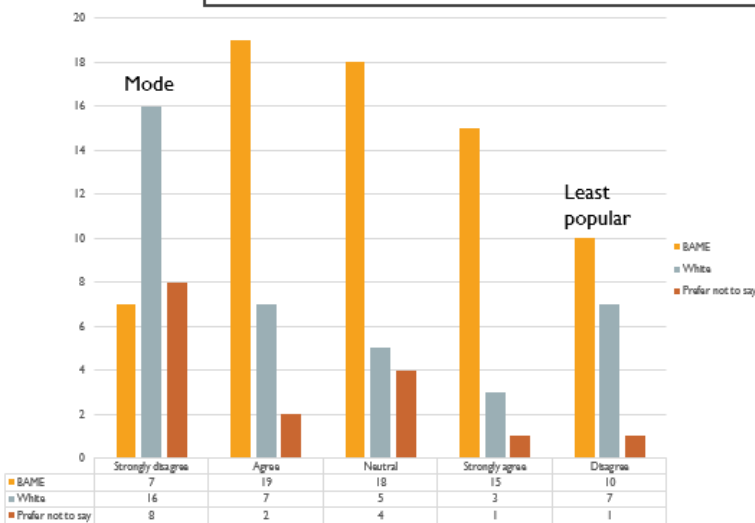
BAME:

- 49.3% agree or strongly agree
- 26.1% neutral
- 24.6% disagree or strongly disagree

White:

- 26.3% agree or strongly agree
- 13.2% neutral
- 60.5% disagree or strongly disagree

ALL MODULES SHOULD COVER RACE/ETHNICITY AND GLOBAL SOUTH ISSUES



'It is, by definition, racist to include any individual in a module because of their race'

All:

- 38.2% agree or strongly agree
- 22% neutral
- 39.8% disagree or strongly disagree

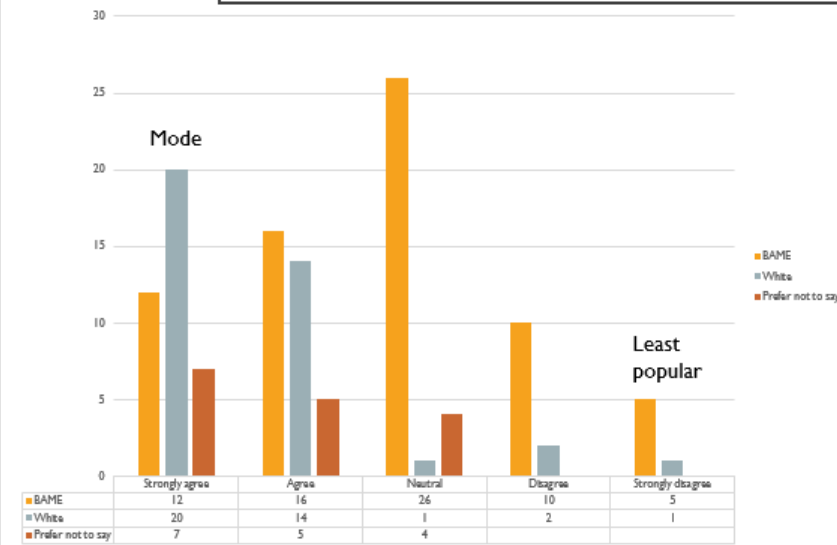
BAME:

- 49.3% strongly agree or agree
- Almost 1/4 strongly disagree or disagree
- 26.1% neutral

White:

- 26.3% strongly agree or agree
- 60.5% strongly disagree or disagree
- 13.2% neutral

I AM NOT AWARE OF INSTANCES OF MICRO AGRESSION WITHIN TEACHING AND LEARNING ACTIVITES AT DUBS



'There are definitely a few times where students and staff at the business school made comments about my 'English ability'

All:

- 60.2% strongly agree or agree
- 25.2% neutral
- 14.7% strongly disagree or disagree

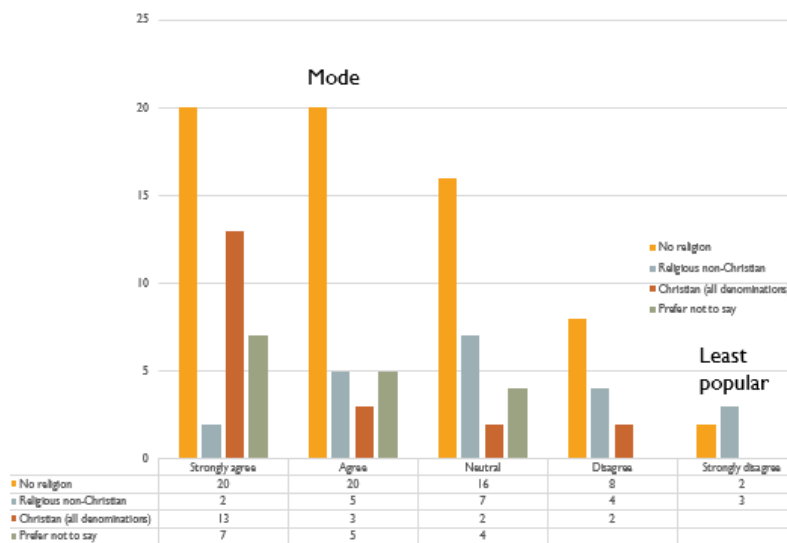
BAME:

- 40.6% strongly agree or agree
- 37.7% neutral
- 21.7% strongly disagree or disagree

White:

- 89.5% strongly agree or agree
- 2.6% neutral
- 7.9% strongly disagree or disagree

I DO NOT FEEL DETACHED FROM MY CURRICULUM BECAUSE OF RACE/ETHNIC/CULTURAL BACKGROUND



'Global North and Global South are meaningless terms. The correct understanding is that coloniality is specifically a byproduct of the Christian world and the Christian way of looking at the world'

All:

- 60.9% strongly agree or agree
- 29.3% neutral
- 30.1% strongly disagree or disagree

No religion:

- 60.6% strongly agree or agree
- 24% neutral
- 15.1% strongly disagree or disagree

Religious non-Christian:

- 1/3 strongly agree or agree
- 1/3 neutral
- 1/3 strongly disagree or disagree

Christian:

- 80% strongly agree or agree
- 10% neutral
- 10% disagree

Q2 AND Q3

2) Please let us know of any examples/instances you want to raise in relation to the questions above (Likert scale questions)

3) Please let us know if you have any ideas for Decolonising the Curriculum at Durham University Business School:

RESPONSES OVERVIEW

Slightly more skeptical comments than constructive:

- 'Not everyone agrees with this type of project and you should give them the option to say so'
- 'Unless race is specific to marketing or a topic we are studying, I don't want to study identity within my course. Focusing on identity politics detracts from real world issues ie. social and class problems.'

Misunderstanding of decolonialisation, fear of erasure and desire for normative teaching

- Please don't "decolonize" the curriculum. History has both good and bad aspects, how can we learn from the bad aspects if we do not know them?

Curriculum ideas

- 'an exclusive and credit taken module for this issue or a society hired part time students and professionals to teach Decolonising Curriculum'
- 'More attention on the economic advantage colonialism gave to colonialists and the stagnating impact it may have had on the victims'
- 'One idea is to move away from advocating for and repeatedly focusing on outdated and flawed management theory, placing greater emphasis on CSR, ethics and relevant theory and concepts that can help make a change.'
- 'Sai Deepak and his book India, that is Bharat: Coloniality, Civilisation, Constitution and SN Balagangadhara..... Other scholars that can be introduced are Walter Mignolo and others of the South American and African schools of decoloniality',

Interesting points:

- consumer psychology module is very heteronormative, discussing topics such as 'mate retention' and 'attracting the opposite sex' with literally no consideration of queer perspectives

DEGREE DATA

- 5.9% PG response rate
- Under 2% UG response rate

4. Which degree type are you currently taking?

[More Details](#) [Insights](#)

Undergraduate	67
Postgraduate	56



5. If an undergraduate, what year of study are you currently in?

[More Details](#)

Year 1	22
Year 2	30
Year 3	9
Year 4 (Placement year)	6



BACHELOR DEGREE

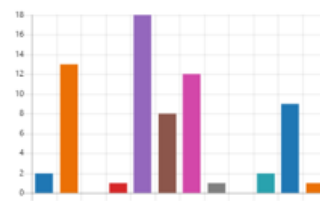
Programmes including:

- Economics- highest response rate
- Accounting and or Finance- lowest response rate

6. What is the name of your bachelors' degree?

[More Details](#)

Accounting	2
Accounting and Finance	13
Accounting and Management	0
Finance	1
Business and Management	18
Marketing and Management	8
Economics	12
Economics with Management	1
Economics with French	0
Economics and Politics	2
Philosophy, Politics and Econo...	9
Other	1



FEEDBACK

4 star Average Rating

- *'I do not feel that questions regarding Sexuality, Gender, Disability or Religion were in any way relevant for the purpose of this survey. Furthermore, combining these data would call in to question the genuine anonymity of this survey.'*
- *The questions at the top are quite vague. I also hope that POC students' response are given more weight than the responses from white students*
- *I think the question framing gives too much to the pro de-colonial argument and should be more balanced*

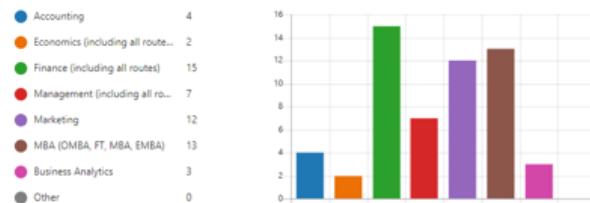
MASTER'S DEGREE

Programmes including:

- Finance- highest response rate
- Economics- lowest response rate

7. What is the name of your master's degree?

[More Details](#)



CONCLUSION

- Sample size was small- incentives
- Some demographic data unnecessary
- Majority have no problem with curriculum
- Minority background students more likely to have issues
- Focus groups- certain minorities marginalised by size
- Some compulsory decolonising content and alongside a module?
- Asked for international student status

Appendix 3: Raw Data and results from the DtC at DUBS Student Questionnaire

Row data are available from the authors of this report on request and are provided in an excel file with the following format:

ID	Start time	Completion time	Email	Name	I understand what the DtC is for	I am happy with the DtC	All modules at DUBS	Only some modules	All modules
9	11/17/21 11:37:42	11/17/21 11:41:41	anonymous		Neutral	Disagree	Neutral		
10	11/17/21 11:44:24	11/17/21 11:45:29	anonymous		Strongly agree	Neutral	Agree		
11	11/17/21 12:31:19	11/17/21 12:34:29	anonymous		Neutral	Neutral	Disagree		
12	11/17/21 12:31:29	11/17/21 12:45:23	anonymous		Neutral	Agree	Neutral		
13	11/17/21 12:43:13	11/17/21 13:14:14	anonymous		Agree	Neutral	Strongly disagree		
14	11/17/21 13:55:08	11/17/21 13:58:53	anonymous		Neutral	Neutral	Strongly disagree		
15	11/17/21 13:58:30	11/17/21 14:00:14	anonymous		Agree	Disagree	Disagree		
16	11/17/21 13:54:39	11/17/21 14:00:56	anonymous		Agree	Agree	Strongly disagree		
17	11/17/21 13:58:03	11/17/21 14:01:14	anonymous		Strongly agree	Strongly disagree	Strongly agree		
18	11/17/21 14:03:02	11/17/21 14:06:28	anonymous		Strongly agree	Neutral	Disagree		
19	11/17/21 13:53:06	11/17/21 14:19:29	anonymous		Strongly agree	Strongly agree	Disagree		
20	11/17/21 14:29:20	11/17/21 14:32:48	anonymous		Agree	Agree	Neutral		
21	11/17/21 15:03:46	11/17/21 15:12:25	anonymous		Agree	Agree	Agree		
22	11/17/21 15:17:46	11/17/21 15:24:23	anonymous		Agree	Agree	Neutral		
23	11/17/21 15:29:16	11/17/21 15:32:14	anonymous		Neutral	Agree	Agree		
24	11/17/21 15:26:19	11/17/21 15:43:41	anonymous		Agree	Agree	Neutral		
25	11/17/21 15:41:49	11/17/21 15:43:34	anonymous		Agree	Agree	Disagree		
26	11/17/21 15:56:24	11/17/21 15:58:18	anonymous		Disagree	Disagree	Neutral		
27	11/17/21 16:41:15	11/17/21 16:43:55	anonymous		Disagree	Agree	Strongly disagree		
28	11/17/21 16:39:01	11/17/21 16:44:22	anonymous		Agree	Disagree	Agree		
29	11/17/21 16:48:01	11/17/21 16:50:12	anonymous		Neutral	Agree	Neutral		
30	11/17/21 16:44:46	11/17/21 16:51:57	anonymous		Agree	Agree	Disagree		
31	11/17/21 16:56:41	11/17/21 16:58:10	anonymous		Strongly agree	Strongly disagree	Strongly agree		
32	11/17/21 16:23:25	11/17/21 17:05:22	anonymous		Agree	Agree	Agree		
33	11/17/21 17:12:08	11/17/21 17:13:55	anonymous		Agree	Strongly agree	Strongly disagree		
34	11/17/21 17:15:06	11/17/21 17:19:41	anonymous		Agree	Disagree	Strongly agree		
35	11/17/21 17:55:38	11/17/21 17:57:57	anonymous		Strongly agree	Strongly agree	Strongly agree		
36	11/17/21 17:59:49	11/17/21 18:06:32	anonymous		Disagree	Neutral	Agree		
37	11/17/21 18:42:17	11/17/21 18:45:15	anonymous		Neutral	Neutral	Agree		
38	11/17/21 18:39:35	11/17/21 18:47:45	anonymous		Strongly disagree	Disagree	Disagree		
39	11/17/21 19:23:17	11/17/21 19:25:04	anonymous		Agree	Neutral	Disagree		
40	11/17/21 19:29:31	11/17/21 19:34:40	anonymous		Agree	Neutral	Strongly disagree		
41	11/17/21 20:50:20	11/17/21 20:56:23	anonymous		Agree	Neutral	Agree		
42	11/17/21 21:53:16	11/17/21 21:56:14	anonymous		Disagree	Disagree	Agree		
43	11/17/21 22:13:45	11/17/21 22:16:52	anonymous		Neutral	Agree	Disagree		

Cumulative results are (questions not appearing refer to comments, see next Appendix):

Questions

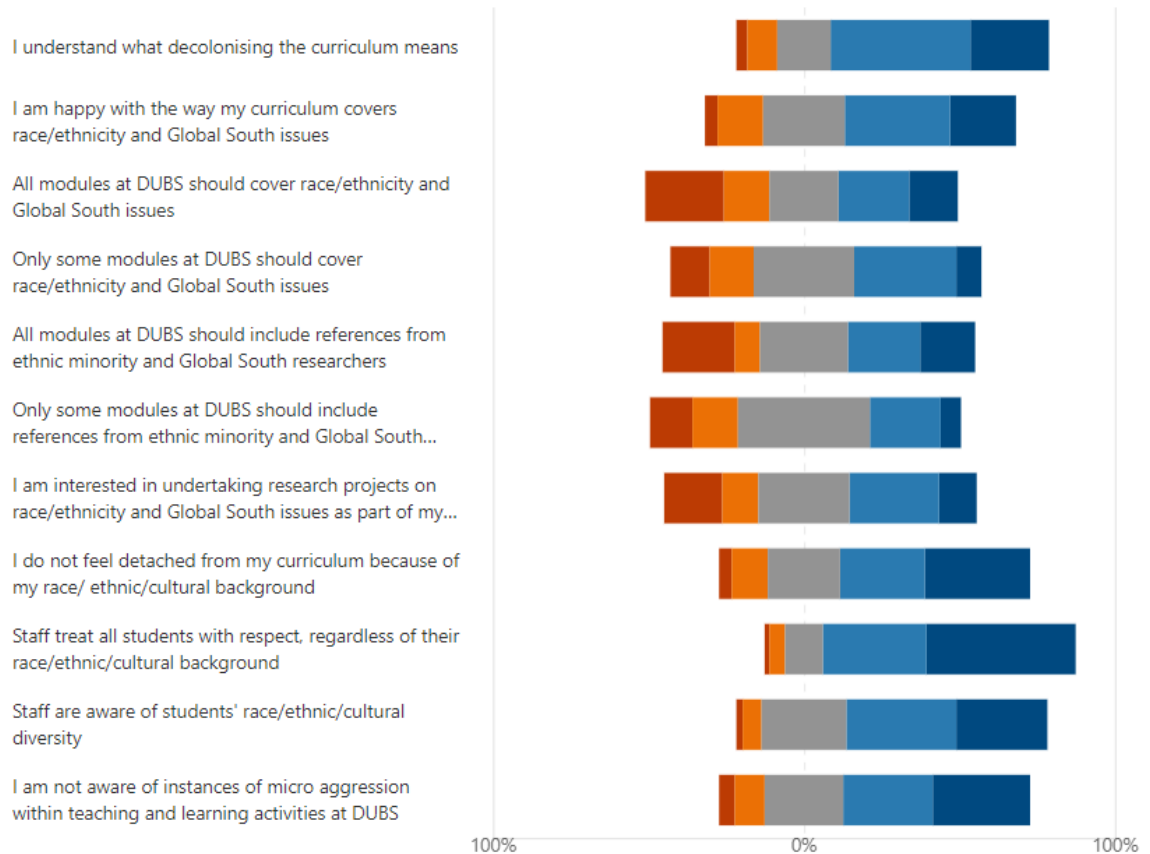
Responses

123

1. How far do you agree with the following:


[More Details](#)

Strongly disagree Disagree Neutral Agree Strongly agree



4. Which degree type are you currently taking?

[More Details](#)

 Insights

● Undergraduate	67
● Postgraduate	56



5. If an undergraduate, what year of study are you currently in?

[More Details](#)

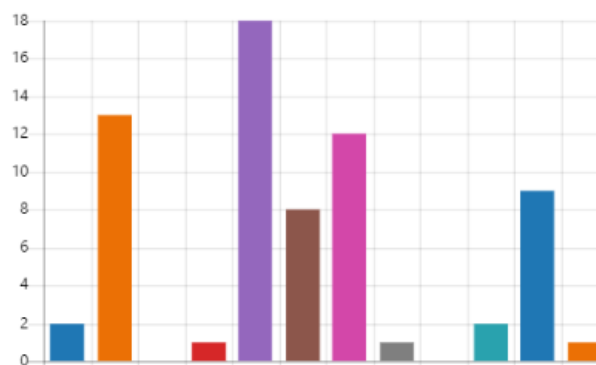
● Year 1	22
● Year 2	30
● Year 3	9
● Year 4 (Placement year)	6



6. What is the name of your bachelors' degree?

[More Details](#)

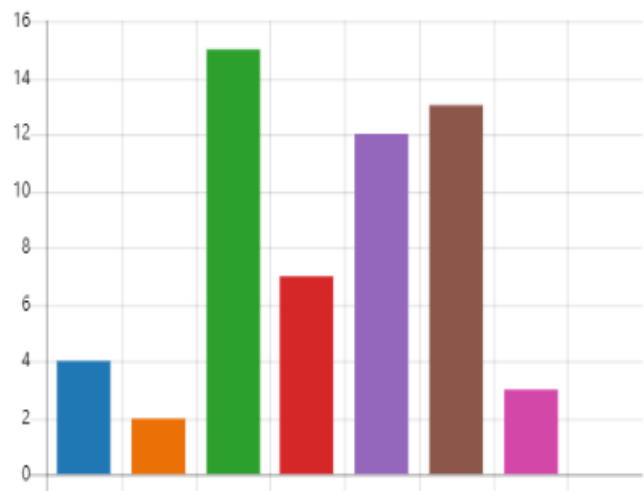
● Accounting	2
● Accounting and Finance	13
● Accounting and Management	0
● Finance	1
● Business and Management	18
● Marketing and Management	8
● Economics	12
● Economics with Management	1
● Economics with French	0
● Economics and Politics	2
● Philosophy, Politics and Econo...	9
● Other	1



7. What is the name of your master's degree?

[More Details](#)

Accounting	4
Economics (including all route...	2
Finance (including all routes)	15
Management (including all ro...	7
Marketing	12
MBA (OMBA, FT, MBA, EMBA)	13
Business Analytics	3
Other	0

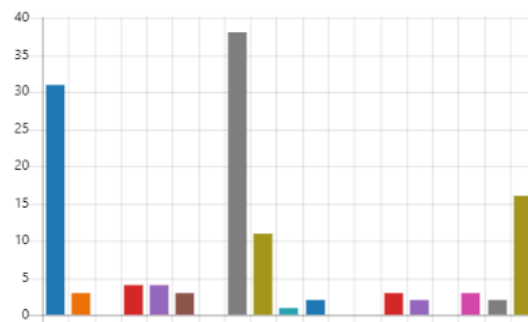


8. Which ethnicity do you identify with?

[More Details](#)

[Insights](#)

White English, Welsh, Scottish,...	31
White Irish	3
White Irish Traveller	0
Any other White background	4
Asian or Asian British- Indian	4
Asian or Asian British- Pakistani	3
Asian or Asian British- Bangla...	0
Asian or Asian British- Chinese	38
Any other Asian Background	11
Arab or Arab British	1
Black or Black British- African	2
Black or Black British- Caribbe...	0
Any other Black, African or Car...	0
Mixed- White and Asian	3
Mixed- White and Black African	2
Mixed- White and Black Carib...	0
Any other Mixed or Multiple e...	3
Any other ethnic group	2
Prefer not to say	16



10. Which gender do you identify with?

[More Details](#)[Insights](#)

Female	57
Male	52
Non-binary	2
Prefer not to say	12
Other	0



11. Do you identify with the same gender that you were assigned at birth?

[More Details](#)[Insights](#)

Yes	108
No	2
Prefer not to say	12
Other	1



12. Which sexual orientation do you identify with?

[More Details](#)[Insights](#)

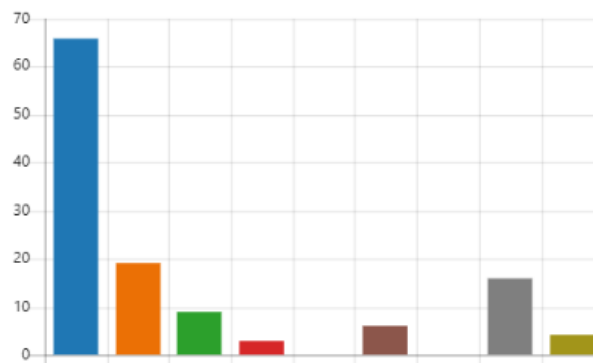
Heterosexual	87
Homosexual	5
Bisexual	10
Prefer not to say	20
Other	1



13. What religion/beliefs do you follow?

[More Details](#)[Insights](#)

No religion	66
Christian	19
Buddhist	9
Hindu	3
Jewish	0
Muslim	6
Sikh	0
Prefer not to say	16
Other	4



14. Do you have a disability?

[More Details](#)

● Yes	8
● No	106
● Prefer not to say	9



17. Thank you very much for your time and input! Let us know how you found our survey:

- 4 star out of 5 Average Rating (75 responses to this question)

Appendix 4: Comments received from the DtC at DUBS Student Questionnaire

Comments received for each relevant question:

2. Please let us know of any examples/instances you want to raise in relation to the questions above:

24 Responses

ID	Name	Responses
1	anonymous	
2	anonymous	I find the questions relating to whether certain material should be included in some or all of the modules as restrictive. There is no option to suggest that the material should not be included at all. Whilst I am not suggesting that my view is that no reference should be made to the Global South for example, it should be relevant to the topic, and not included for the sake of it. Not everyone agrees with this type of project and you should give them the option to say so.
3	anonymous	None
4	anonymous	no
5	anonymous	N/A
6	anonymous	No
7	anonymous	N/A
8	anonymous	Free speech is under attack. The University cannot sacrifice excellence in the name of an undemocratic vision of social justice
9	anonymous	It is, by definition, racist to include any individual in a module because of their race. What should be taught is the most relevant information to a specific module so that students are best able to do well in their exams. Working in collaboration with the SU that has brought the university into disrepute nationwide, and thereby hurt our employment opportunities, should be the last thing DUBS want to do. DUBS should refrain from acting with racism and sexism in utilising quotas and discrimination, and instead value people on merit to develop students' skills.
10	anonymous	Global North and Global South are meaningless terms. The correct understanding is that coloniality is specifically a byproduct of the Christian world and the Christian way of looking at the world. Even though 'secular' discourse has shed overtly Christian religious terminology it is still based on

ID	Name	Responses
		the same framework. As a result countries like Australia and New Zealand like Europe and North America are part of the same theme in terms of the way the world is looked at despite being in the South. By ethnic minority I understand that you are talking about anyone that comes from a background that would be an ethnic minority in the UK. The reality is however, that this as a criteria will not provide many results. Many such scholars often constitute the political elite in their respective countries or otherwise have a colonial mentality, in other words their way of thinking resembles the 'Western way of thinking' regardless of their skin colour, mother language or religious beliefs.
11	anonymous	There are definitely a few times where students and staff at the business school made comments about my 'English ability', there are also a lot more examples of micro aggression. While some lecturers are working hard to decolonise the curriculum, the majority of the things we study are still from global north scholars.
12	anonymous	Sometimes the general content just doesn't really consider any other demographic outside of white British/Europeans (even just filler pictures are a bit glaring if they're always white people)
13	anonymous	N/A
14	anonymous	Work on staff's understanding of various cultural norms and themes in order for them to allow easier integration of international students
15	anonymous	Don't cater the course to issues that are not relevant to business. Unless race is specific to marketing or a topic we are studying, I don't want to study identity within my course. Focusing on identity politics detracts from real world issues ie. social and class problems. Please don't try to decolonise something that isn't colonial in the slightest. If you cater to any form of these ideals you will detract attention from issues that we need to actually tackle such as class inequality, wage inequality and global issues that are more relevant to our course. thnx.
16	anonymous	N/A
17	anonymous	No
18	anonymous	I think this is an incredible waste of university money and time, and now its starting to affect our studies. I am not the only one who feels this way by far, and i think as an education institution, the university should focus more on delivering a world-class education and prepare us for the real world, rather than waste time in a project that frankly is absurd even in concept. UK universities and Britain as a whole are one of the most accepting and free societies in the world.

ID	Name	Responses
19	anonymous	N/A
20	anonymous	-
21	anonymous	n/a
22	anonymous	Nothing
23	anonymous	culture and how business in south differently operated
24	anonymous	no

3. Please let us know if you have any ideas for Decolonising the Curriculum at Durham University Business School:

29 Responses

ID	Name	Responses
1	anonymous	
2	anonymous	I think the whole concept of decolonising the curriculum is divisive and should not be a factor in any university learning, unless the student was to learn specifically about diversity, global south or any of these specific topics.. Developing a curriculum that provides the broadest, most relevant and useful subject matter (whatever they may be) that will help students succeed in life after university is the only thing that matters. If students want to take specific modules relating to the developing world, business there, or how the western world transacts with it, then this should be their choice. There is no issue with including references or work from a wide range of people from a wide range of ethnicities; but the material should be best available and relevant. Not included because of the ethnicity of its source. In my opinion this type of project does nothing to bring people together and only enhances division.
3	anonymous	Please don't "decolonize" the curriculum. History has both good and bad aspects, how can we learn from the bad aspects if we do not know them?
4	anonymous	None
5	anonymous	null
6	anonymous	N/A
7	anonymous	Communication between students needs to get better otherwise the course is perfect just lot of western topics taken into consideration

ID	Name	Responses
8	anonymous	Grateful if the curriculum could be more industrially / professionally focused instead of deviating things into non-major related knowledge such as the Global South issues.
9	anonymous	This is a ridiculous, monolithic 'woke' initiative from the aggressively left leaning SU and does not reflect the views of the majority of Durham Students.
10	anonymous	It does not need 'decolonising.' I want to learn about what is most relevant, rather than something specifically chosen because of the thinker's race or gender.
11	anonymous	Sai Deepak and his book India, that is Bharat: Coloniality, Civilisation, Constitution and SN Balagangadhara and his works should be introduced into the curriculum. The former looks at political economy and how coloniality pervades all discourse and systems in colonised countries. The later has theorised in detail why and how the 'secular' world exists with the underpinnings of Christianity. Other scholars that can be introduced are Walter Mignolo and others of the South American and African schools of decoloniality. It is important however, that this should provide additional views, rather than trying to replace everything that is being taught. There should be no value judgements about what is currently being taught either.
12	anonymous	Decolonising the curriculum needs to be something that is done since the very first lecture as a first year. Right now there is a sense that it's only a part of the content we're learning rather than a clear objective. I think it'll be beneficial to have more emphasis on decolonising the curriculum since first year. I think it's also important to make the business school even more inclusive.
13	anonymous	More attention on the economic advantage colonialism gave to colonialists and the stagnating impact it may have had on the victims
14	anonymous	Don't let students or the student union think they have a right to decide what other students taught it is a disaster in waiting. The ranks of Durham university are already slipping.
15	anonymous	Include ALL relevant perspectives on subject matter (for example, like how the consumer psychology module is very heteronormative, discussing topics such as 'mate retention' and 'attracting the opposite sex' with literally no consideration of queer perspectives)
16	anonymous	If there were to be a specific decolonising module for my department Economics I would like there to be an element of student choice on the areas of the world we delve in, a choice of Global South topics that lecturers might be experts on. I do Economics and Politics and in my politics module on

ID	Name	Responses
		Democratic Political Systems we had a choice between whether we focused on political polarisation in the US or the media, for part of our module. Though I think it's important there is a compulsory content that teaches us how to critically analyse norms from Global North and look at topics from Global South perspective.
17	anonymous	Don't bother decolonising the curriculum if you're still going to charge 9k a year for it. Instead of whinging about this and your bloody pensions, take a stand for social justice when it comes to your own domain.
18	anonymous	N/A
19	anonymous	Maybe all students should complete their lecture work ,this would allow everyone to participate in seminar activities,furthermore,would improve everyone's personal development.Furthermore,would unable to create stronger bond between students because they all would engage with their curriculum and group tasks.
20	anonymous	Encourage a vote amongst the student population to see if they support such proposals before their implementation.
21	anonymous	No
22	anonymous	I think the most important thing is to get rid of the small yet extremely loud minority of students who feel entitled to be heard, and stop them from disrupting us from what were here to do; that being a university education. Second, the concept of a 'Global South' is an incredibly antiquated and frankly colonial concept that assumes everyone in the southern hemisphere are poor and not industrialized, including Australia, Chile, New Zealand. While everyone in the Northern Hemisphere is rich and industrialized, including countries such as Afghanistan, Libya and Belarus. This is an incredibly rudimentary and naive understanding of the world and as a result of trying not to offend anyone, has led to the unintended consequence of offending everyone at the same time. I think it would be more fruitful to gather insight from professors as professionals in their field than naive students who want to make the world what they perceive as perfect, and in accordance to their authoritarian outlooks of what education ought to be. I think that prioritising true education is a better way to improve the quality of life for all students as opposed to the repetition of pseudo-moralistic political slogans.
23	anonymous	I strongly disagree with censoring or removing existing curriculum from any modules. What would be great to see is including more business perspectives, cases, management philosophies, journals and reading from outside just the Global North.

ID	Name	Responses
24	anonymous	All modules and teaching within the business school should encompass examples, influence and inspiration in a holistic way from around the globe to accurately represent the global market and equip students with the knowledge to succeed post university. In addition, the current flaws within the neo-liberal capitalist system reflect heavily on the global north and their influence on developing and maintaining this system and equally the negative impacts this has had and continues to have on the global south. To enable students to enter the graduate world with the motivation, compassion, knowledge, empathy and conscientiousness to develop innovative and systemic changes that will bring about egalitarianism, greater opportunity and greater standards of living for the global south; narrowing the gap of inequality globally, business schools in the global north have a huge responsibility to embed and equip students with the necessary competencies to make a real change. One idea is to move away from advocating for and repeatedly focusing on outdated and flawed management theory, placing greater emphasis on CSR, ethics and relevant theory and concepts that can help make a change. Students and business schools alike should be more forward looking in their analysis of the business world and more ambitious, brave and courageous in exploring solutions rather than focusing on evaluating the past. This should be embedded into all modules across all disciplines within the business school, not just within modules that are relevant to CSR or ethics.
25	anonymous	-
26	anonymous	n/a
27	anonymous	Nothing
28	anonymous	an exclusive and credit taken module for this issue or a society hired part time students and professionals to teach Decolonising Curriculum
29	anonymous	no

9. If other, please specify which ethnicity/ethnicities you identify with:

9 Responses

ID	Name	Responses
1	anonymous	
2	anonymous	White Irish, White English and Black African
3	anonymous	Pakistani

ID	Name	Responses
4	anonymous	Burmese
5	anonymous	Singaporean Overseas Ethnic Chinese
6	anonymous	N/A
7	anonymous	Thai
8	anonymous	no
9	anonymous	South East Asian

15. If you have a disability, could you disclose the nature of said disability (leave blank if you prefer not to disclose)?

7 Responses

ID	Name	Responses
1	anonymous	
2	anonymous	Mental illness
3	anonymous	Dyslexia, ADD, anxiety, depression
4	anonymous	None
5	anonymous	Specific learning difficulties
6	anonymous	N/A
7	anonymous	N/A

16. Let us know of any specific problems you have had with this survey:

11 Responses

ID	Name	Responses
1	anonymous	
2	anonymous	None

ID	Name	Responses
3	anonymous	N/A
4	anonymous	I think the question framing gives too much to the pro de-colonial argument and should be more balanced
5	anonymous	People's race, gender and sexuality should not matter.
6	anonymous	There is no clear definition of the words used in the questions or of decoloniality or the definitions are meaningless.
7	anonymous	I do not feel that questions regarding Sexuality, Gender, Disability or Religion were in any way relevant for the purpose of this survey. Furthermore, combining these data would call in to question the genuine anonymity of this survey.
8	anonymous	The questions at the top are quite vague. I also hope that POC students' response are given more weight than the responses from white students, especially since we often feel detached and isolated from the curriculum which is something that white students likely won't experience as they are the majority.
9	anonymous	It has no reference to the most under represented demographic in all universities in the U.K. White working class males and females.
10	anonymous	The survey is explicitly designed to underline problems with treatment of minorities at DUBS that I have not seen nor heard of.
11	anonymous	N/A

END