

Our Vision

“To spotlight privilege, inequality and to decolonise the systems of thought, working practices, curricula and cultures within the university”

What We Do

We challenge the current status quo that gives rise to inequality of opportunity and outcome. We campaign for, advise on and facilitate university plans and policies regarding decolonising the curriculum, and share good practice across the university.

Decolonisation involves identifying and challenging colonial systems. It necessitates a culture shift from one of exclusion and denial to thinking more widely about other political philosophies and indigenous knowledge systems, thereby adjusting cultural perceptions and power relations in real and significant ways (adapted from Keele University's Manifesto).

Context

The Decolonising The Curriculum Working Group is aligned with the LJMU Strategic Plan 2017-22, notably to build a culture in which diversity is promoted, and embed inclusive practice across the organisation. We operate in support of the LJMU Access and Participation Plan, and in collaboration with the LJMU Equality, Diversity & Inclusion Team, Teaching & Learning Academy, Academic Registry and JMSU.

Our Aims (adapted from Keele University's Manifesto)

1. To promote a decolonial approach across the university with recognition that knowledge is collectively produced and that all cultures and knowledge systems should be valued and represented in the curriculum.
2. To raise awareness that the generation and propagation of knowledge is founded on historical colonial power relations and that UK universities sit within a dominant western centre, reflecting hierarchies of race/ethnicity, socioeconomic status, sexual orientation, disability and gender. We will work to challenge this status quo where this impacts, opportunities, policies and practices including the curriculum.
3. To encourage dismantling, reframing and reconstructing the current curriculum to make it globally inclusive and to consider how critical pedagogy, different frameworks and knowledge systems can interact to create new perspectives from mutual learning.
4. To recognise how students experience the university differently due to race/ethnicity, socioeconomic status, sexual orientation, disability and gender and to work to eliminate differences in student attainment and experiences of exclusion.
5. To advise and collaborate with the Teaching & Learning Academy, LJMU BAME Staff Network, Doctoral Academy, Academic Registry, BAME Attainment Gap Council and Race Equality Charter Working Group to plan and implement effective actions to decolonise the curriculum.

Membership

Chair		Nicola Koyama
EDI Manager		Moni Akinsanya
School* Representatives	School of Education School of Art & Design School of Justice Studies School of Humanities & Social Sci Liverpool Screen School	Judith Enriquez Javier Pereda Dominique Walker Ross Dawson tbc
	Liverpool Business School School of Law	Olatunde Durowoju / Jane Eme-Power tbc
	School of Civil Eng & Built Env School of Computer Sci & Maths School of Engineering / LJMU Maritime Centre Institute of Astrophysics	Denise Lee Atif Waraich Christian Matthews Stacey Habergham-Mawson
	School of Nursing & Allied Health School of Psychology/Public Health Institute	Andrea Newman Anna Law
	School of Biological & Environmental Sci School of Pharmacy & Biomolecular Sciences School of Sports Sciences	Nicola Koyama Shaqil Chaudary / Kehinde Ross Cath Walker
JMSU* Representative		Lila Tamea
Academic Registry* Representative		Helen Summers
Teaching & Learning Academy* Representative		Liz Clifford
Doctoral Academy* Representative		Victoria Sheppard

*Ordinarily one representative

Quorum

Meetings will only proceed if the Chair and five other academic representatives are present.

Meeting Frequency

We meet at least four times per year with sub-groups that lead actions meeting more frequently.

Our Objectives

To be reviewed by the Decolonising The Curriculum Working Group when necessary but at least every 6 months. Date of next review: Oct 2021

A. The next 6 months

Objective	Sub-group Members (Lead*) and to include DTC non- members where appropriate	Measures of Success

A1. Increase awareness of principles of DTC and the working group across the university <ul style="list-style-type: none"> DTC webpage by July 2021 	Kehinde Ross* Nicola Koyama	Completed website
A2. Increase staff awareness and engagement of DTC <ul style="list-style-type: none"> Engage support of School Directors - to learn how, and/or support, staff and programme teams engaging in setting measurable objectives and evidencing action 	Nicola Koyama	Contact and engagement with all School Directors
A3. Support initial DTC development in Schools <ul style="list-style-type: none"> Deliver/facilitate talks on targets and what decolonising the curriculum means in School staff meetings to capture less engaged staff 	Stacey Habbergham-Mawson* Nicola Koyama Dominique Walker Denise Lee	Delivery of talks and engagement with Schools
A4. Increase student awareness of DTC: <ul style="list-style-type: none"> Creation of materials to be circulated via JMSU and embedded in LJMU Student Induction Engage students with the DTC group 	Javier Pereda Nicola Koyama Moni Akinsanya Shaquil Chaudry Andrea Newman	Student members and delivery of Induction material
A5. Embed DTC principles and actions within relevant policies (programme validation, review and CME), the Curriculum Design Guide and the Inclusive Practice Strategy by Jul 2021.	Nicola Koyama* Helen Summers Anna Law Liz Clifford	Explicit inclusion of DTC principles in policies and review/validation templates
A6. Monitor workload and campaign for workload recognition	Stacey Habbergham-Mawson* Holly Nicholls	Database of wide range of examples
A7. Disseminate examples of good practice	Anna Law* Nicola Koyama Liz Clifford Kehinde Ross Dominique Walker	Provision of resources/good practice via the microsite Dissemination of materials collated by REC Canvas module repository Toolkit suggestions
A8. Create a supporting document to clarify and expand on the Terms of Reference	Javier Pereda Kehinde Ross Dominique Walker	Provision of supporting document

B. The next 12 months

Objective	Sub-group Members (Lead* tbc) and to include DTC non-members where appropriate	Measures of Success
B1. Campaign for positive action to increase % Black and Asian staff	Tina Purkis Stacey Habbergham-Mawson Jane Eme-Power Moni Akinsanya Andrea Newman Nicola Koyama	tbc
B2. Advise on the creation of principles of teaching, learning and assessment	Judith Enriquez* Liz Clifford Atif Waraich Nicola Koyama	Inclusion of DTC in principles and principles

B3. Encourage Faculty/Schools to create sub-groups to develop DTC strategies and develop/monitor DTC activities, guided by (but not limited to) LJMU policies	Shaquil Chaudry* Kehinde Ross Stacey Habergham-Mawson Anna Law Denise Lee Nicola Koyama	DTC engagement by all Schools/Faculties
B4. To develop postgraduate environments related to subaltern and decolonial narratives	Victoria Sheppard* Nicola Koyama Javier Pereda Judith Enriquez (Stefano Mariani)	Provision of postgraduate workshop in the Doctoral Academy's Researcher Development Framework. Identification of funding streams. Dedicated sub-group to develop applications with Doctoral Academy/Institutes /Research Centres

C. The next 5 years

Objective	Measures of Success
C1. Eliminate the power imbalances that create inequality within the curriculum <ul style="list-style-type: none"> Staff recruitment: diversity for Black and Asian staff Student outreach and recruitment: diversity and the academic pipeline Teaching Learning & Assessment 	An increase in % Black, Asian and minority ethnic staff and students to targets identified in the Access & Participation Plan. Inclusion of decolonial perspective in all programmes
C2. Increase students' sense of belonging: representation	Survey data e.g. Module Evaluation and Blue Pulse surveys with targeted questions
C3. Eliminate ethnicity awarding gap	Reduction/elimination of ethnicity awarding gap
C4. Change the exclusionary culture within our Schools that marginalises underrepresented groups	Reduction in harassment reporting. Further survey data required.
C5. Campaign for proper time allocation to EDI activities through creation of dedicated EDI positions	New EDI positions
C6. Bid for relevant OfS funding to work with other universities if staff workload is supported	Bids submitted