

CAITE

Decolonising DMU Toolkit

Practical steps to decolonising your work



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Introduction

- This resource is a self-directed guide on actions that can be taken to increase awareness and knowledge about important topics in decolonising.
- Includes practical steps that can be taken to implement this learning into service delivery.
- The resource can be used by following the step by step guidance – the order can be amended as appropriate/necessary.
- Appropriate for all teams, across both professional services and academic staff.

This resource is designed to:

- Develop the team's knowledge and understanding of key decolonising concepts
- To avoid assumptions/generalisations of prior knowledge and provide a fair starting point for productive interaction
- Provide practical guidance on how to identify concrete steps to achieve outcomes that make a difference to service delivery from a decolonising perspective.

Benefits of engaging in this initiative:

- Make service delivery in your area of work more inclusive and accessible
 - Identify barriers and opportunities to improve student and staff experience at DMU
 - Make meaningful and practical contributions to existing initiatives within the organisation using your own expertise – nobody knows your area of work better than you!
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1. Training via DMU Hub

- Book onto training available via the DMU Hub, My Development tile.
- Examples of training include:
 - Microaggressions
 - White Privilege and more coming soon
- [Click here](#) to listen to a podcast featuring Aamena Meidell and Owen Sheridan from the Global Mobility Office discussing the SIE directorate workshops ran with Decolonising DMU and reflecting on the impact of participating.

2. Facilitated conversation

- Arrange a facilitated conversation or bespoke workshop for your team around one of these topics, this can be arranged by contacting the [Decolonising DMU Team](#).
- Make sure it is active and encourages participation from all members of the team
- Examples of conversations include: barriers and opportunities for BAME students, reviewing existing policies, co-creation and student voice.
- Contact your local DDMU Champion to have a facilitated conversation surrounding your area of work.
- List will be available soon

3. Identify principles

- Set out principles collectively to determine what your team represents and commits to doing.
- Example of SIE directorate principles is available below.
- Try thinking from an action point of view to make it easier to develop targets

SOCIAL IMPACT AND ENGAGEMENT ANTI-RACIST PRINCIPLES

Social Impact and Engagement recognises that racism is something that exists in all our communities and we commit as a directorate to work towards creating a directorate that is anti-racist. This means that we:

ACKNOWLEDGE:

1. Racism can take many forms; overt, systemic - rooted in policies and processes, microaggressions.
2. We have a responsibility to address our own unconscious bias and privilege, as individuals and as a whole.
3. Consultation is important to capture the voices of everyone but we all have a responsibility to do our own development work and learning.
4. BAME as a homogenous term does not accurately describe all of the rich diversity of races, ethnicities and cultures.

COMMIT TO:

1. Be active not passive in our anti-racist work
2. Regularly review our policies and process
3. Showcase and celebrate black and ethnic diversity in our work and participation on our programmes.
4. Co-create activity with students and staff from diverse backgrounds
5. Continue! our development.
6. Be a role model across the university

ACTION:

1. Each team will create an annual action plan of work (every September) to move towards becoming antiracist.
2. Identify specific targets and steps we want to take so that we can be held accountable to them.
3. Identify race champions within the directorate who can be a first port of call to discuss issues relating to race and racism.

4. Develop SMART Targets

- Identify SMART objectives to work towards that can be incorporated into your team's annual plan, appraisals etc.
 - If you would like to discuss or develop your ideas, for academic inclusive practice contact CAI or Hardeep Basra and for other activities for professional services staff, contact the [Equality, Diversity and Inclusion \(EDI\) Team](#).
 - Carry out [Improving Outcomes Assessments](#) (IOAs) when developing new or reviewing existing policies, projects, major events etc.
 - TRAAC model (link coming soon).
- Embed these into your team's annual plan, individual appraisals etc.
- Including this in a team meeting agenda regularly also ensures that work and actions are reviewed.

SMART Target example

- In the Global Mobility Office (Social Impact and Engagement directorate), one of our targets on our annual anti-racist action plan is to:

“ Create new content for the DMU Global website which gives information to ethnic minority students travelling abroad. The page will include useful guidance, links to websites/resources and student stories and would be hosted under the 'preparation' section of our website. This will allow students to better anticipate and deal with any situations they may encounter. ”

SMART Target example

- **Specific:** Focusing on tips for overseas travel more specifically where students will interact with individuals from other cultures as well as form part of an intercultural group with peers.
- **Measurable:** Can measure it's success based on visits to the webpage, but more importantly student feedback and engagement with information provided during pre-departure sessions.
- **Achievable:** It is a task that we can do easily in the team and is not resource intensive.
- **Relevant:** Applicable to all ethnic minority students participating on overseas opportunities
- **Time-bound:** By the end of the academic year (preferably for when overseas travel resume)

5. Evaluate outcomes

- Take some time to look at your SMART targets at the end of the year and consider the following:
 - What have we achieved? Personally and professionally?
 - What direct impact has there been in our service delivery?
 - What challenges did we face? Why?
 - How can we improve?
 - Open and honest discussion with team members, consider feedback from students/staff.

6. Review knowledge and refresh targets

- As this is an evolving project, use refresher or new training available to continually learn and improve
- Continue conversations within the team
- Engage in other DDMU Toolkit resources (link coming soon)
- Review principles established in step 4 and update if required to reflect on current commitments/ concerns of team.

Tips to carry this out effectively

- Provide context and clear introduction as to why this is important
- Create a timeline within your team so steps can be established early on, with a deadline to achieve targets etc.
- Set lead in the team whose responsibility it will be to implement the steps, organise the training etc.
- Embed into team meeting agenda or schedule regular points of discussion once objectives have been set to make sure it is prioritised. – use it as a talking point for more general discussion, events at the university, personal development, keeping it in front of your mind.
- Lead positively with a clear focus
- Ensure some form of accountability
- Taking the lead on this could be treated as a development opportunity for a team member as it is a substantial, long-term project.



For more information, contact:

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