***Decolonizing the Curriculum***

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***Hallam SU Notes:***

1. Decolonization of Higher Education began two decades ago as a movement to ensure that the knowledge and practices of indigenous people were represented in the Higher Education curricula of post-colonial countries. Led by the National Union of Students (NUS), the agenda has gained momentum in the United Kingdom under the headline ‘Why is my curriculum white?’ (Advance HE, 2020).

2. According to the 2021 Evaluation of the Sheffield Hallam University Race Equity Forum, the 'decolonizing the curriculum' agenda is an active strategy in bridging the academic degree award gap at Sheffield Hallam University. It has positively impacted students; however, the uptake pace has been slow and only few departments are participating. One of the major responsibilities of the University's Race Equity Forum is to scale up the implementation of good practice interventions across the university, and the Sheffield Hallam Students' Union has been identified as one of the major promoters, particularly towards decolonizing the curriculum in a broader scope within the university (Sheffield Hallam University, 2022).

***Hallam SU Believes:***

1. It is crucial that 'Decolonizing the curriculum' becomes an established technique in promoting the sense of belonging of Black, Asian, and Minority Ethnic (BAME) students in relation to their academics.

2. That it is necessary for the works of authors from marginalised BAME groups to be recognized in the acquisition of learning and teaching resources within the curriculum. As this is a vital step in bridging the degree-awarding gap (difference between the number of white UK students awarded first-class or 2:1 degrees compared to BAME UK students)

3. Decolonizing the curriculum reflects our commitment in promoting diversity within the educational system, which is consistent with the university's principles of inclusion and support.

4. We are part of the NUS and 'decolonizing the curriculum' is an effective strategy in supporting the #NUSDecoloniseEducation campaign.

***Hallam SU Resolves:***

1. To utilise the #SHUDecolMovement (which started 2021/2022) to support the #NUSDecoloniseEducation campaign. The #SHUDecolMovement strategies include but are not limited to social media awareness, workshop sessions, conversation platforms, expression through talents and more.

2. To promote the establishment of a curriculum that is diversified and inclusive by maintaining a working relationship with the Academic, Development and Diversity Team of the university and the Head of Learning and Teaching of Departments.

3. To use the existing platform of the BAME Researchers established 2021/2022 to conduct further research and to create engaging activities for students geared towards 'decolonizing the curriculum'.

4. To utilise the available resources on decolonizing the curriculum 2021/2022 to train and enhance the knowledge and capacity of course reps and departmental reps in supporting students in a more diverse way.

5. To make use of the page created for decolonizing the curriculum on the Union website page for related events.

6. To support and promote projects of Sheffield Hallam students relating to decolonizing the curriculum

**References**

Advance HE (2020, May 26). Decolonisation of the curriculum - a conversation. Retrieved from <https://www.advance-he.ac.uk/news-and-views/decolonisation-curriculum-conversation>

Sheffield Hallam University (2022, January 4). Hallam approach. Narrowing the gap. Retrieved from <https://blogs.shu.ac.uk/narrowingthegaps/hallam-approach/>