

TOOLKIT QUESTIONS FOR OUR PRESENTATIONS

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While watching the films, please explore these questions.

Questions for Students

- Did I know about the BAME attainment?
- How many of my academics are BAME?
- Do I feel comfortable enough to speak to academics or professional services regarding racial issues? Why do I feel like I can or cannot voice my concerns?
- Do I feel like a partner of my teacher e.g. can I make a significant contribution to curriculum design and departmental decisions that affect my education?
- Does my curriculum reflect a global perspective, or does it concentrate upon a western or European perspective?
- Does my curriculum include research from BAME academics?
- Does my curriculum provide me with skills compatible to those required for graduate roles?
- Does my curriculum assist my goals post-graduation?
- Do I sense resistance to improving the experiences of BAME students? For example, when I report discrimination, is it adequately dealt with? What was response to issues being raised about the number of BAME academics? What was the response to complaints about the nature of assessment?

Questions for Academics

- Did I know about the BAME attainment?
- Are any of my colleagues BAME? If yes, is there a significant disparity between the amount of Caucasian academics and those who are non-white?
- Do I feel comfortable enough to speak to students regarding racial issues? Why do I feel like I can or cannot ask them questions?
- Do I feel like a partner of my students e.g. can they make significant contributions to curriculum design and departmental decisions that affect their own education?
- Do my modules include research from BAME academics?
- Do my modules provide students with skills compatible to those required for graduate roles?
- Do I sense resistance to improving the experiences of BAME students from my colleagues? For example, when they have reported discrimination, has it been adequately dealt with? What was response to issues being raised about the number of BAME academics? What was my response and the response of colleagues to students' complaints about the nature of assessment?

- Have I ever taken part in equality and inclusion training? If yes, what did I gain and/or use from it?

Questions for Professional Services

- Did I know about the BAME attainment?
- Are any of my colleagues BAME? If yes, is there a significant disparity between the amount of white staff and those who are BAME?
- Do I feel like students are partners of their lecturers at this institution e.g. can they make significant contributions to curriculum design and departmental decisions that affect their own education?
- Do curriculums include research from BAME academics?
- Do curriculums provide students with skills compatible to those required for graduate roles?
- Do I sense resistance to improving the experiences of BAME students from my colleagues? For example, when they report discrimination, has it been adequately dealt with?
- Have I ever taken part in equality and inclusion training? If yes, what did I gain and/or use from it?

AFTER WATCHING THE PRESENTATIONS

Questions for Students

- How do I feel about the BAME attainment gap?
- How do I feel about the numbers of BAME academics that exist within my discipline?
- How would I feel if lecturers were open to discussing issues regarding race?
- How would I feel if I could significantly contribute to the design of my curriculum? Do I want to feel like partner with my teachers?
- How would increasing the recruitment of BAME academics improve my course?
- Does the diversity of my curriculum, or lack thereof, affect my educational experience?
- If my curriculum actively helped my post-graduate aspirations, would I desire to engage more with my course?
- Can I engage with *at least* one of the texts referenced in the bibliography?
- Would I suggest that my fellow students watch this presentation?
- Would I now approach my lecturer and seek how to activate change?

Questions for Academics

- How do I feel about the BAME attainment gap?
- Did I know that the colonial history of Britain has helped to shape the education system today? If you did, have you considered how this impacts non-white students?

- How can I help my students become partners in moulding their educational experience?
- How could my curriculum and my understanding of students improve, if I could discuss race with my students?
- Is it fair to recruit increasing numbers of BAME students, whilst not taking the same initiative with staffing? How does this disparity affect BAME students?
- Are my modules actively seeking to decolonise the curriculum? If not, how can I improve this?
- Do my modules allow students to understand the importance of epistemological vigilance? For example, do they appreciate how the module content may have been influenced or driven by colonial ideologies? Do they include the research of a diverse cohort of academics?
- How can I use the curriculum to help the post-graduate aspirations of students?
- Now that I understand there are issues with the concept of unconscious bias, how can I stimulate 'race talk' amongst my colleagues and students, in order to activate and effect change?
- What short, medium and long term plans can I make right now?
- Can I engage with *at least* one of the texts referenced in the bibliography?
- Would I suggest watching this presentation to my fellow colleagues?
- Would I now approach my students and seek how to activate change?

Questions for Professional Services (Managers)

- How do I feel about the BAME attainment gap?
- Is it fair to recruit increasing numbers of BAME students, whilst not taking the same initiative with staffing? How does this disparity affect BAME students?
- How could the institution and my understanding of students improve, if I could discuss race with students?
- How can professional services help to meaningfully improve teacher-student relationships, (without using it as a marketing strategy)?
- How can professional services e.g. marketing support the effort to increase the recruitment of BAME academics and professional services staff?
- Are professional services making an active effort to help decolonise the curriculum and the institution itself? (Other than through student recruitment)
- Are professional services helping the post-graduate aspirations of students?
- Now that I understand there are issues with the concept of unconscious bias, how can I stimulate 'race talk' amongst my colleagues and students, in order to activate and effect change?
- Can I engage with *at least* one of the texts referenced in the bibliography?
- What short, medium and long term plans can I make right now?
- Would I suggest watching this presentation to my fellow colleagues?
- Would I now approach my students and seek how to activate change?