

Department of History

Student-Staff Equality, Diversity, and Inclusion Charter

Since 2020, the Department of History has actively sought to both 'decolonise the curriculum' and encourage better student-staff communication. This Student-Staff EDI Charter reflects what students and staff value about the Department. It is an active statement about what the Department does well, what it can continue to do well, and where it can improve. It was devised by students Thomas Alvarez, Lesley Asante, Lily Davis, Kathryn Greenway, and Georgie Locke with the guidance of the Chair of the Equality, Diversity, and Inclusion Committee (Tracey Loughran).

As part of the Department of History, we jointly commit to:

■ Communication and community building

- Warmly welcoming new members when they first arrive, and encouraging them to feel part of this community;
- Communicating openly, honestly, and respectfully in all our interactions;
- Maintaining open lines of communication using many methods, including email, newsletters, academic support hours, and the Student Voice Group;
- Actively seeking the views of different members of the community, and building these diverse opinions into our strategic plans;
- Sustaining the feeling of a small and supportive community where people know and care about each other, through everyday actions and through more structured student-staff events and History Society activities.

■ Learning and teaching

- Building effective bridges between different levels of learning and teaching, so that there is time and space to adjust at each stage, and students and staff feel confident about tackling new challenges;

- Providing and engaging with full and timely information about methods of learning, teaching, and assessment, including expectations of preparation and participation
 - Respecting different styles of learning and teaching, whether this means adjusting to the specific needs of individual students, or proactively engaging with the methods of particular tutors;
 - Working together to create learning environments where the free exchange of ideas is encouraged and valued;
 - Showing awareness of the challenges that different students may face inside and outside University, and actively supporting them to meet these challenges.
- Equality, diversity, and inclusion within the study of History
- Fostering awareness of and respect for different viewpoints, past and present;
 - Increasing understanding of the diversity of identities, experiences, and cultures in different times and places;
 - Creating opportunities to discover the histories of diverse groups, with attention to the full spectrum of these groups' experiences and achievements as well as the oppression they may have faced;
 - Ensuring that students and staff are exposed to histories beyond their previous understanding through explicit provision on core modules, with due awareness of the challenges involved in studying unfamiliar times and places;
 - Understanding 'decolonising the curriculum' as a continuous process that requires active revision of learning resources and curriculum content from staff, and proactive engagement with formal and informal opportunities for feedback from students;
 - Proactively raising awareness of the historical experiences of diverse groups through everyday teaching and learning as well as participation in formal celebratory events such as International Women's Day, Black History Month, and so on.

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