# Diversifying the Curriculum – School of Philosophy, Religion and History of Science (PHRS)

## First steps

* Agree on language – we chose “diversifying” rather than “decolonizing” to signal that our shortcomings are not only in the representation of different ethnicities and views that are not anglo- or euro-centric, but also in the representation of different genders, sexual orientations, socio-economic backgrounds, disabilities etc.
* Need to diversify the curriculum put into School Action Plan thereby committing ourselves to initiate tangible change over coming two academic years
* Put together a working group led by SALIP and made up of DSE, Deputy DSE, UG and PGT Programme Leads, Representatives from UG and PGT SSPFs and any other interested parties in the school
	+ hired a student intern (around 60-70 hours) to investigate current state of modules – both in terms of diversity of views covered and diversity of authors on required reading list as well as how clearly these things are articulated in module catalogues and library reading lists
	+ established a list of priority modules – especially focusing on first year compulsory modules and any modules that purport to be “introductory” or cover “key thinkers”
	+ agreed on a model according to which module leaders whose modules have been identified as a priority can apply for additional workloading for diversifying their module (up to a maximum equivalent to running a module for the first time)
	+ put together a guide to assist staff covering the following topics: why diversify, different approaches to diversifying including their pros and cons, a list of basic dos and don’ts, links to resources (e.g. sample syllabi, podcast series, reading lists)
	+ put together case studies form across the school that showcase best practice to help colleagues see how small changes each year can have an impact – helpful for colleagues whose modules haven’t been identified as a priority but who nonetheless want to work on the diversity of their module

## Next steps

* Our head of school/deputy heads of school will contact the modules leaders of the modules that have been identified as a priority and will inform them of what needs to be done ahead of the next academic year
* Once we have worked through an initial list of priority modules we hope to then establish a new list so that, over the next couple of years, we can slowly work our way through a number of modules and establish a culture in which creating a diverse curriculum becomes the norm

## Sources of further information

If you would like access to any of the resources that PRHS have developed or if you would like to know more details about the approach that they have taken, please contact their School Academic Lead for Inclusive Practice, Christina Nick, at C.Nick@leeds.ac.uk