

# REACH: INITIAL THEMES FOR DISCUSSION

NERC “Making Environment and health equal, diverse and inclusive”



# PLAN

- 2.10pm Included to present survey findings
- 2.20pm Olivia to present some initial themes
- 2.30pm Break into groups to discuss themes
- 2.50pm Feedback and chat
- 3.00pm Extra time to stay and chat to our Advisory board

# REACH TEAM AND COLLABORATORS

- Sheray Warmington
- Riadh Ghemmour
- Sabiha Allouche
- Malcolm Richards
- Kath Maguire and HEPE
- Beth Roberts
- Daniel Derbyshire
- Lora Fleming
- Em Squire
- Olivia Barnett-Naghshineh
- Tina Verhaeghe
- Maisha Reza
- Rae Preston
- Vanessa Gordon
- INCLUDED
- Addy Adelaine
- Ria Poole



# REACH TEAM AND COLLABORATORS

## **Advisory Board:**

Sheray Warmington

Riadh Ghemmour

Sabiha Allouche

Malcolm Richards

Mussarat Maisha  
Reza

Tina Verhaeghe

## **ECEHH:**

Beth Roberts

Daniel Derbyshire

Lora Fleming

Kath Maguire

Olivia Barnett-Naghshineh

Em Squire

Vanessa Gordon

Beth Pitcher/EDI Exeter

Rae Preston/EDI Exeter

INCLUDED

HEPE

Addy Adelaine

Ria Poole

# MAKING ENVIRONMENT AND HEALTH EQUAL, DIVERSE AND INCLUSIVE: REFLECTIONS FROM A CENTRE OF ENVIRONMENT AND HUMAN HEALTH (REACH)

## AIMS

- To have an open and evolving process that actively seeks input from people with expertise in intersectionality, decolonisation and anti-racism and allow space for reflection, learning/unlearning and dialogue
- To find out whether the Centre is inclusive for people from marginalised backgrounds, specifically People of Colour
- To find out how researchers and employees of different research positions within the Centre consider matters of race and racism within their work, as well as the impacts of colonisation on their research topics and collaborations
- To learn what kinds of practical solutions people in the Centre think could help support more thought and practice for more inclusive research and educational culture, as well as incorporating racism as a factor of environmental health.
- To inform our findings using existing literature, policies and resources around decolonisation and anti-racism.
- To explore the existing literature produced by researchers within the Centre through a lens of decolonisation and intersectionality.

## KEY TERMS

- Whiteness – a structural dynamic of privilege and entitlement that maintains itself through everyday acts and practices as well as institutional procedures and has evolved over time through economic and political processes (Barnett-Naghshineh 2022)
- Whiteness – systematic, structural and emotional – white fragility, resistance, dismissiveness - the emotions that come with an ideology and power structure (Barnett-Naghshineh 2022)
- Decolonisation – addressing the power dynamics of knowledge production and the ongoing colonial aspects within academia and outside of it with a specific focus on race and who are considered ‘knowers’, hence marginalised communities must be at the heart of the work. (Barnett-Naghshineh 2022)
- Anti-racism – resisting the everyday practices and institutional and systemic dynamics that maintain inequalities according to how people get racialized, dehumanized and ‘Othered’ (Barnett-Naghshineh 2022)

# SEMINARS IN THE CENTRE

- 2021-11-25: Dr Addy Adelaine *“Decolonisation and allyship in academia”*
- [20211125 Recording Addy Adelaine.mp4](#)
- 2022-02-10: Riadh Ghemmour *“Decolonising research: what’s all the fuss about?”*
- [20220210 R Ghemmour Recording.mp4](#)
- 2022-02-17: Daniel Derbyshire *“Using VOSviewer to visualise ECEHH bibliographic data”*
- 2022-03-03: Sabiha Allouche *“Decolonial work is not decolonial unless it is environmental”*
- [20220303 Recording S.Allouche,V. Nayak.mp4](#) (Note: contains Vrinda/Caitlin’s talk too, needs editing)
- 2022-03-03: Vrinda Nayak and Caitlin Kight *“Transformative Education at the University of Exeter”*
- *[see above]*
- 2022-04-07: Maisha Reza *“Developing a module on decolonizing medicine”*
- [20220407 Recording R. Maisha.mp4](#)

# METHODOLOGY

- **Literature review** – To what extent has research in the Centre up until this point considered race in an intersectional way? Where have collaborators been located? What kinds of themes have been the focus of research published by the Centre?
- **Resource review** – How have other researchers and institutions looked to consider race and racism in their research and work culture and practices? What tools and practical methods are there that we could learn from?
- **Interviews-dialogues** – What kinds of challenges are there existing in the Centre currently that demonstrate particular intersectional tensions? How can understanding these be a starting point for thinking about equity and diversity? What kinds of resources and support is needed to support deeper work and thought in the area of race as a health and environment issue?
- **Included survey** – to protect people's identities we used an outside agency to conduct a survey to get an insight into how inclusive the Centre is and to what extent it is an environment that people find safe to have diverse views in.



# RESOURCE LIBRARY

Living document

Personal and professional use

## Topics

Connection  
to nature

Biodiversity  
crisis

Public health

International  
collaborations

## Useful for

Learning new  
ways of  
thinking/doing

Personal  
learning

Research and  
grant  
proposals

Publications

### Connection to nature

Bakawa Country, Wright, S., Suchet-Pearson, S., Lloyd, K., Burarrwanga, L., Ganambarr, R., Ganambarr-Stubbs, M., Ganambarr, B., Maymuru, D., Sweeney, J., 2016. **Co-becoming Bawaka: Towards a relational understanding of place/space**. Prog. Hum. Geogr. 40, 455–475. <https://doi.org/10.1177/0309132515589437> (read time approx. 45 minutes)

### Culture, ethnicity and race

Godfrey, M., Kim, J., Eluère, M., Eys, M., 2020. **Diversity in cultural diversity research: a scoping review**. Int. Rev. Sport Exerc. Psychol. 13, 128–146. <https://doi.org/10.1080/1750984X.2019.1616316> (read time approx. 25 minutes)

### Decolonising academia

Appleton, N. S. (2019) **Do not ‘decolonize’... if you are not decolonizing: progressive language and planning beyond a hollow academic rebranding** <http://www.criticaethnicstudiesjournal.org/blog/2019/1/21/do-not-decolonize-if-you-are-not-decolonizing-alternate-language-to-navigate-desires-for-progressive-academia-6y5sq> (read time approx. 10 minutes)

Tuitt, F., and Stewart, S., 2021. **Decolonising academic spaces: moving beyond diversity to promote racial equity in postsecondary education**, in Thomas, D. S. P., and Arday, J., *Doing equity and diversity for success in Higher Education*. Palgrave macmillan, Switzerland (read time approx. 25 minutes)

### Global Public Health

Affun-Adegbulu, C., Adegbulu, O., 2020. **Decolonising Global (Public) Health: from Western universalism to Global pluriversalities**. BMJ Glob. Heal. 5, e002947. <https://doi.org/10.1136/bmjgh-2020-002947>

Chaudhuri, M.M., Mkumba, L., Raveendran, Y., Smith, R.D., 2021. **Decolonising global health: Beyond a “reformative” roadmaps and towards decolonial thought**. BMJ Glob. Heal. 6, 1–5. <https://doi.org/10.1136/bmjgh-2021-006371> (read time approx. 15 minutes)

### Indigenous knowledge

### Biodiversity crisis

Ogar, E., Pecl, G., Mustonen, T., 2020. **Science Must Embrace Traditional and Indigenous Knowledge to Solve Our Biodiversity Crisis**. One Earth 3, 162–165. <https://doi.org/10.1016/j.oneear.2020.07.006>

# ECEHH PUBLICATIONS



26/05/2022

## FINDINGS

- Shift away from clinical to more experiential approaches
- Age and gender are frequently considered sociodemographic characteristics – race, ethnicity and other social characteristics less so
- Significant international research and collaborations have taken place

Search Terms		Results
Disability		
Disabled OR disability		13
Socioeconomic Status		
Income		46
Lower economic		6
Inequalities OR inequality OR disparity OR socio-economic OR socioeconomic		44
Sexuality		
Sexuality	Slides by Dr Daniel Derbyshire26/05/2022	5

Search Terms	Results
Age Related Terms	
Adolescent	92
Age OR aged OR older OR ageing	208
Child OR children OR infant	72
Gender Related Terms	
Gender	17
Men OR male	234
Women OR female	246
Transgender	1
Race/Ethnicity	
Afro-Caribbean	2
Ethnicity OR ethnic	22
Hispanic	5
Race	5

# KEY PRINCIPLES AND VALUES

- This is a life-long journey, we aren't aiming for perfect and getting to an answer
- Listening deeply and reflecting personally: active listening – listen to understand and not just to respond (key to anti-racist work and decolonisation)
- Kindness and compassion (underrated in Academia)
- Dialogue – working together to think through complicated issues, we are free to get things wrong and learn (and be open to being corrected)
- Discomfort is good – can be used as a strategy to challenge the status quo
- Please come and share, let it be a learning space, no-one is here to judge, we are here to close the gaps of the things identified by the survey and the interviews

# INTERVIEWS

- Dialogues
- One to one discussions
- Space for reflection
- Anonymous
- Confidential
- Generalised themes to feedback and put with themes from resource review and survey



## SOME INITIAL THEMES

- Environment and Human health intersection has some roots in African American social and environmental justice movements in the US
- Environmental Health is a 'white field' and gendered – high representation of women
- Power dynamics within research groups – how to ensure everyone feels heard and able to speak; both between junior and senior researchers but may also be between European/non-European/white and racialised academics
- Complexities of working in international teams – GCRF framed around UK PI's, colonial language of GCRF – but a lot of mutual learning and UK teams supporting work of partners
- Not enough time to decolonize curricula – but if it isn't done then what?
- International/non-UK students feeling isolated and lonely, not included in activities and socializing by 'local/UK students'

## SOME INITIAL THEMES FOR GROUP DISCUSSIONS

1. Social isolation – social inclusion for non-uk students and staff and students and staff of colour

2. Power dynamics in group projects (senior/junior/race/gender)

3. New research questions or interests/thinking with coloniality and racism in research projects

4. How can the problem of time be addressed when thinking about decolonising curricula