University of Kent

Kent Academic Repository

Parkin, Claire and Dart, Kate (2020) *Being 'accommodated' is not the same as 'belonging': Achieving an EDI milestone.* Advanced Journal of Professional Practice, 3 (2). I-II. ISSN 2059-3198.

Downloaded from
https://kar.kent.ac.uk/113804/ The University of Kent's Academic Repository KAR

The version of record is available from
https://doi.org/10.22024/UniKent/03/ajpp.1053

This document version
Publisher pdf

DOI for this version

Licence for this version
CC BY (Attribution)

Additional information

Versions of research works

Versions of Record
If this version is the version of record, it is the same as the published version available on the publisher's web site. Cite as the published version.

Author Accepted Manuscripts
If this document is identified as the Author Accepted Manuscript it is the version after peer review but before type setting, copy editing or publisher branding. Cite as Surname, Initial. (Year) 'Title of article'. To be published in ***Title of Journal*** , Volume and issue numbers [peer-reviewed accepted version]. Available at: DOI or URL (Accessed: date).

Enquiries
If you have questions about this document contact ResearchSupport@kent.ac.uk. Please include the URL of the record in KAR. If you believe that your, or a third party's rights have been compromised through this document please see our Take Down policy (available from https://www.kent.ac.uk/guides/kar-the-kent-academic-repository#policies).

EDITORIAL

Being 'accommodated' is not the same as 'belonging': Achieving an EDI milestone

Editors:
Claire Parkin
Kate Dart

Keywords
Equality, diversity, inclusivity, decoloniosation, belonging

Abbreviations
None

All author(s) made substantive intellectual contributions to this study by making substantial contributions to conception and design, acquisition of data, or analysis and interpretation of data; drafting the article or revising it critically for important intellectual content; and giving final approval of the version to be published.

Accepted for publication: July 10th 2022

Chief Editor: Dr Claire Parkin. Current affiliation is: Kent and Medway Medical School, Canterbury, Kent. CT2 7NT. UK.

E: AJPP@kent.ac.uk
W:https://journals.kent.ac.uk/index.php/ajpp/index

ISSN Number: Online 2059-3198. Copyright © 2015 by the University of Kent, UK.

FINANCIAL DISCLOSURE: The authors have indicated that they have no financial relationships relevant to this article to disclose.

© The Author(s). 2022 **Open Access** This article is distributed under the terms of the Creative Commons Attribution 4.0 International License (http://creativecommons.org/licenses/by/4.0/), which permits unrestricted use, distribution, and reproduction in any medium, provided you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if changes were made.

With recent headlines over the last few years drawing attention to inequality issues that exist throughout the world, a shift towards a more inclusive learning environment has been a priority for many academic establishments. Most notably, the Black Lives Matter Campaign and the Covid-19 pandemic have highlighted to the world injustices that need addressing. In academia, 'decolonisation' and 'inclusivity' are terms that are being more commonly used to address and reduce discrimination in learning material and pedagogical strategies as well as the experiences of students and staff; the latter term referring more broadly to all types of diversity representing a wider demographic of people with regards to ethnicity, disability, gender, and sexual orientation.

Multiple definitions of decolonisation exist, but in relation to academia it is considered to mean the identification and challenging of embedded colonial systems and ideas, as well as the provision of space for other philosophies and knowledge systems.

Decolonisation is about challenging existing hierarchies, stereotypes, conscious and unconscious biases. It is a contemporary and evolving process for many academic organisations and of course it has its challenges. For example, to diversify or decolonise the reading list of a given curriculum, it is not enough to solely include a token minority author, nor to exclude sources written by white and/or male authors. Instead, there should be a process of interrogation as to how knowledge from particular sources has been acquired and consider how colonial forms of knowledge, educational theories and research methods have influenced learning and understanding.

Aligned with decolonisation and inclusivity is 'accessibility'. On its own, inclusivity does not specifically address a particular need or problem that an individual may have. Accessibility is all about designing an experience to meet the needs of everyone within a target audience and when it comes to creating learning content, having an accessible design means making sure that everyone has the same access and that no one becomes excluded. This is important because it creates a sense of *belonging* for all; feeling like you 'belong' is not the same as feeling like you have particular needs that make you different and for which organisations must 'accommodate'.

In response to this drive for equal access for all, the Advanced Journal of Professional Practice is now a fully inclusive academic journal. All of our publications are now accessible to all of our users and our 'accessibility guidelines' can be found on the submission pages under 'author guidelines'. This is a fantastic achievement, and we hope this will help pave the way for other journals to create a more inclusive and diverse portal for publication. Moreover, the AJPP encourages submissions from authors who may wish to challenge current thinking, express perspectives from underrepresented voices to contribute to an open environment of shared knowledge where diverse views are recognised and valued.

We hope that this AJPP issue will stimulate reflection on issues regarding equality, diversity and inclusivity. With such a diverse audience it is extremely important to us to create a more inclusive and accessible resource, to enhance our readers' experience.

Belonging is an embedded value of the AJPP.