

Some Useful Sources

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Reports

A New Vision for Further and Higher Education (2018) CLASS. <https://core.ac.uk/download/pdf/228118191.pdf>
Essays considering policy formation for a radical change in FE and HE.

Alexander, C. and Arday, J. (2015) *Aiming Higher Race, Inequality and Diversity in the Academy*. London: AHRC: Runnymede Trust, (Runnymede Perspectives). <https://www.runnymedetrust.org/uploads/Aiming%20Higher.pdf>
Report on the contextual information on BAME learners entering HE.

Arday, J. (2020) *The Black Curriculum: Black British History in the National Curriculum Report*, London: The Black Curriculum. <https://theblackcurriculum.com/>
Report exploring how the current History National Curriculum systematically omits the contribution of Black British history.

Bhopal, K., Brown, H. and Jackson, J. (2015) *Academic Flight: How to Encourage Black and Minority Ethnic Academics to Stay in UK Higher Education*, London: ECU. https://www.ecu.ac.uk/wp-content/uploads/2015/03/ECU_Academic-flight-from-UK-education_RR.pdf
Report on understanding to what extent UK academics consider moving to work in HE overseas and determine if there is a difference by ethnicity.

Gillborn, D., Rollock, N., Warmington, P. and Demack, S. (2016) *Race, Racism And Education: Inequality, Resilience And Reform In Policy and Practice: A Two-Year Research Project Funded by The Society For Educational Studies (SES)*. http://soc-for-ed-studies.org.uk/wp-content/uploads/2019/02/GillbornD-et-al_Race-Racism-and-Education.pdf
Final report of a two-year research project which combined two elements: first, a quantitative analysis of statistical data to provide the first-ever authoritative picture of the changing landscape of educational achievement and experience in relation to ethnic diversity over a 20-year span since the murder of Stephen Lawrence; second, the authors used ethnographic interviews to explore the processes by which policy was formed, contested, and remodelled during that period.

Stevenson, J. (2012) *Black and Minority Ethnic Student Degree Retention and Attainment Introduction: The BME Degree Attainment Learning and Teaching Summit*, Higher Education Academy. https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/he/private/bme_summit_final_report_1568036653.pdf

This resource reports on institutional research undertaken as part of a summit, including a set of 'guiding principles' underpinning further recommendations designed to specifically address the key question: "how can the curriculum enhance the retention and success of BME students in higher education"?

Guidance

Advance HE (2018) 'Developing institutional capability in inclusive assessment', AdvanceHE, November. <https://www.advance-he.ac.uk/news-and-views/developing-institutional-capability-inclusive-assessment>
Guidance for HE institutions on how to develop inclusive assessment.

Office for Students (2019) *Regulatory Notice 1: Access and Participation Plan Guidance*, OfS 2019.05, Bristol: Office for Students. <https://www.officeforstudents.org.uk/publications/regulatory-notice-1-access-and-participation-plan-guidance/>
Guidance for higher education providers in England on the preparation of an access and participation plan.

Sheffield University (2019) *Decolonising the Curriculum: A Guide For APS*. <https://www.sheffield.ac.uk/staff/elevate/priorities/toolkit>
Guidance on decolonising the science curriculum.

The UCL Inclusive Curriculum Healthcheck (2018) https://www.ucl.ac.uk/teaching-learning/sites/teaching-learning/files/ucl_inclusive_curriculum_healthcheck_2018.pdf
This guide is designed to support staff to reflect on how to embed the principles of inclusivity in all aspects of the academic cycle.

Books

Arday, J. and Mirza, H. S. (eds.) (2018) *Dismantling Race in Higher Education: Racism, Whiteness and Decolonising the Academy*, Cham: Palgrave Macmillan. <https://www.palgrave.com/gp/book/9783319602608>
Collection of essays on challenging questions, including why black academics leave the system; why the curriculum is still white; how elite universities reproduce race privilege; and how Black, Muslim and Gypsy traveller students are disadvantaged and excluded.

Bhambra, G. K., Gebrial, D. and Nişancioğlu, K. (eds.) (2018) *Decolonizing the University: Knowledge Systems and Disciplines in Africa*, London: Pluto Press. <https://www.plutobooks.com/9780745338200/decolonising-the-university/> (purchase)
Offering resources for students and academics to challenge and resist coloniality inside and outside the classroom, this book provides the tools for radical pedagogical, disciplinary and institutional change.

Branche, J., Mullennix, J. W. and Cohn, E. R. (eds.) (2007) *Diversity Across the Curriculum: A Guide for Faculty in Higher Education*, Bolton, MA: Anker Publishing. <https://www.amazon.com/Diversity-Across-Curriculum-Faculty-Education/dp/1933371285> (purchase)
This book is a resource to create culturally inclusive courses and learning environments. Within it, teachers from a wide range of academic disciplines – health sciences, humanities, sciences, and social sciences – describe how they actively incorporate diversity into their teaching.

Chattoo, S., Atkin, K., Craig, G. and Flynn, R. (eds) (2019) *Understanding Race and Ethnicity: Theory, History, Policy and Practice*, Bristol: Policy Press. <https://policy.bristoluniversitypress.co.uk/understanding-race-and-ethnicity-1> (purchase)

Textbook examining welfare policy and racism in a broad framework that marries theory, evidence, history and contemporary debate.

Sleeter, C. E. (2016) 'Ethnicity and the curriculum', in D. Wyse, L. Hayward and J. Pandya (eds.), *The Sage Handbook Of Curriculum, Pedagogy, And Assessment*, Sage Publications, 231–46. <https://uk.sagepub.com/en-gb/eur/the-sage-handbook-of-curriculum-pedagogy-and-assessment-2v/book242832> (purchase)
This book chapter considers how ethnicity is marginalised in mainstream teaching and the need for a transformative approach in curriculum design.

Taylor, E., Gillborn, D. and Ladson-Billings, G. (eds.) (2015) *Foundations of Critical Race Theory in Education*, 2nd edn, New York: Routledge. <https://www.routledge.com/Foundations-of-Critical-Race-Theory-in-Education/Taylor-Gillborn-Ladson-Billings/p/book/9781138819450> (purchase)
Essays representing foundational writings and more recent scholarship on the cultural and racial politics of schooling.

Websites

Abou El Magd, N. (2016) 'Why is my curriculum white? – Decolonising the academy', *NUS Connect*, 09 February. <https://www.nusconnect.org.uk/articles/why-is-my-curriculum-white-decolonising-the-academy>
Thoughts on the impact of 'Whiteness' being at the heart of the academy.

Hamilton, C. (2016) 'What's wrong with a Eurocentric curriculum?', *Spiked*, 27 September. <https://www.spiked-online.com/2016/09/27/whats-wrong-with-a-eurocentric-curriculum/>
Thoughts on countering the need to decolonise the curriculum.

Higher Education Statistics Agency Open Data and Official Statistics. <https://www.hesa.ac.uk/data-and-analysis>
Access to latest quantitative higher education student data, which can be broken down by subject and ethnicity amongst other variables.

Shay, S. (2016) 'Decolonising the curriculum: it's time for a strategy', *The Conversation*, 13 June. <https://theconversation.com/decolonisingthe-curriculum-its-time-for-a-strategy-60598>
Thoughts on the need to decolonise the curriculum.

University and Colleges Admission Service Conservatoires Releases. <https://www.ucas.com/data-and-analysis/ucas-conservatoires-releases>
Access to latest quantitative applicant data and previous years' end of cycle data, which can be broken down by subject and ethnicity amongst other variables.

Theses

Richards, B. (2013) *National Identity and Social Cohesion: Theory and Evidence for British Social Policy*. <http://ethos.bl.uk/OrderDetails.do?uin=uk.bl.ethos.617734>
This mixed-methods thesis attempts to address the research gap on what the relationship between national identity and social cohesion might actually be, and the strength of the relationship as compared with other issues that might also be important for social cohesion.

Journal articles

- Andrews, K. (2019) 'Blackness, Empire and migration: how Black Studies transforms the curriculum', *Area*, 52, 4, 701–7. <https://rgs-ibg.onlinelibrary.wiley.com/doi/abs/10.1111/area.12528>
Black Studies transforms the curriculum by changing key conceptual frameworks. This article examines how the nation-state and migration are redefined through a Black Studies lens.
- Arday, J. (2018) 'Understanding mental health: what are the issues for Black and ethnic minority students at university?', *Social Sciences*, 7, 10, 196. <https://www.mdpi.com/2076-0760/7/10/196>
This article attempts to address the problems facing ethnic minorities with regard to accessing mental health services at university.
- Arday, J. (2019) 'Dismantling power and privilege through reflexivity: negotiating normative Whiteness, the Eurocentric curriculum and racial micro-aggressions within the Academy', *Whiteness and Education*, 3, 2, 141–161. <https://www.tandfonline.com/doi/abs/10.1080/23793406.2019.1574211>
This article employs a Critical Race Theory (CRT) storytelling method, which operates as a counter-narrative in attempting to conceptualise the author's professional experiences of negotiating normative Whiteness, diversifying Eurocentric curricula and conceptualising the racial micro-aggression.
- Arday, J., Belluigi, D. Z. and Thomas, D. (2020) 'Attempting to break the chain: reimaging inclusive pedagogy and decolonising the curriculum within the academy', *Educational Philosophy and Theory*, 53, 3, 298–313. <https://www.tandfonline.com/doi/abs/10.1080/00131857.2020.1773257>
This article explores the impact of a dominant Eurocentric curriculum and the Decolonising the Curriculum agenda within higher education and its influence upon navigating factors such as BAME attainment, engagement and belonging within the Academy.
- Begum, N. and Saini, R. (2019) 'Decolonising the Curriculum', *Political Studies Review*, 17, 2, 196–201. <https://doi.org/10.1177%2F1478929918808459>
This article explores the representation of women in the academia in Great Britain. It highlights the observation that white male authors and theorists are over-represented in social sciences and few female and theorists of colour are included.
- Charles, E. (2019) 'Decolonizing the curriculum', *Insights: The UKSG Journal*, 32, 1, 24. <http://doi.org/10.1629/uksg.475>
This article seeks to give a very brief history and context for why it is fundamental for academic institutions and what role libraries and the scholarly communication sector can play in decolonising the curriculum.
- Connell, R. W. (2018) 'Decolonizing sociology', *Contemporary Sociology*, 47, 4, 399–407. <https://journals.sagepub.com/doi/abs/10.1177/0094306118779811>
This article considers what is involved in decolonising the discipline of sociology.
- Doharty, N., Madriaga, M. and Joseph-Salisbury, R. (2020) 'The University went to "decolonise" and all they brought back was lousy diversity double-speak! Critical race counter-stories from faculty of colour in "decolonial" times', *Educational Philosophy and Theory*, 53, 3, 233–44. <https://www.tandfonline.com/doi/abs/10.1080/00131857.2020.1769601?journalCode=rept20>
This article illustrates some of the key themes that shape the experiences of faculty of colour in UK Higher Education: institutional racism, racial microaggressions, racial battle fatigue, and steadfast fugitive resistance.

Ellison, G., Aspinall, P., Smart, A. and Salway, S. (2017) 'The ambiguities of "race" in UK science, social policy and political discourse', *Journal of Anthropological Sciences*, 95, 1–8. <https://eprints.whiterose.ac.uk/120122/1/Ellison.pdf>

An evidence based critique of what the term 'race' means in science, social policy and political discourse.

Esson, J. (2020) "The why and the white": racism and curriculum reform in British geography', *Area*, 52, 4, 708–15. <https://doi.org/10.1111/area.12475>

This article intervenes in recent debates over the whiteness of the higher education geography curriculum. Focusing on UK-based universities, the author examines the why and the white in the question "Why is our geography curriculum so white?"

Kaur, A., Noman, M. and Nordin, H. (2017) 'Inclusive assessment for linguistically diverse learners in higher education', *Assessment and Evaluation in Higher Education*, 42, 5, 756–71. <https://www.tandfonline.com/doi/abs/10.1080/02602938.2016.1187250?src=recsys&journalCode=caeh20>

This study, designed, developed, implemented and evaluated a contextually sensitive assessment protocol.

Leathwood, C. (2005) 'Assessment policy and practice in higher education: purpose, standards and equity', *Assessment and Evaluation in Higher Education*, 30, 3, 307–24. <https://www.tandfonline.com/doi/abs/10.1080/02602930500063876>

This article places a discussion of assessment in HE in the UK within the wider policy context. It examines the moral panic around standards, especially in the context of widening participation, and moves on to discuss concerns of equity in relation to assessment.

Luckett, K. and Shay, S. (2017) 'Reframing the curriculum: a transformative approach', *Critical Studies in Education*, 61, 1, 50–65. <https://www.tandfonline.com/doi/full/10.1080/17508487.2017.1356341>

This article explores how the curriculum can be utilised to challenge inequality of outcome in higher education. It concludes with recommendations for what such a reframing of the curriculum might entail.

Moncrieffe, M., Asare, Y., Dunford, R. and Youssef, H. (eds.) (2019) *Decolonising the Curriculum: Teaching and Learning About Race Equality*, 1. https://cris.brighton.ac.uk/ws/portalfiles/portal/6443632/Decolonising_the_curriculum_MONCRIEFFE_32_pages_4th_July.pdf

This journal offers staff and students the opportunity to reflect on practice and experience and to showcase initiatives that are making a concerted contribution to Decolonising the Curriculum. The journal is also an educational tool that can be used as an exemplar and a reference in curriculum development as well as in the classroom for students and academics to reflect upon and discuss.

Pimblott, K. (2020) 'Decolonising the University: the origins and meaning of a movement', *Political Quarterly*, 91, 1, 210–16. <https://doi.org/10.1111/1467-923X.12784>

This article responds to the contemporary debates in UK higher education about the need to 'decolonise the curriculum', with particular attention to the implications for the discipline of history. The author positions these important debates as one outcome of a transnational movement led by students of colour whose grievances reach into and beyond the classroom.

- Race, R. (2012) 'Analysing the historical evolution of ethnic education policy-making in England, 1965–2005', *Historical Social Research*, 30 , 4 , 176–90. <https://doi.org/10.12759/hsr.30.2005.4.176-190>
This research reviews the historical evolution of English ethnic education policy-making. The social provision of education when examining the implications on ethnic majorities and minorities raises many important issues and poses the following questions: Does the education system exclude sections of the population i.e. ethnic minorities? Can cultural diversity be taught and promoted? The research explores the implications these questions raise for Afro-Caribbean, Asian and Muslim communities.
- Saini, R. and Begum, N. (2020) 'Demarcation and definition: explicating the meaning and scope of "decolonisation" in the social and political sciences', *Political Quarterly*, 91, 1, 217–21. <https://doi.org/10.1111/1467-923X.12797>
This article pins down what decolonisation is and is not, highlighting the barriers and tentative opportunities to effective decolonisation work. This is discussed in the context of the structural constraints that critical scholars of race – particularly those at the intersection of marginalised racial and gender identities – work against in the academy.
- Stokes, P. and Martin, L. (2008) 'Reading lists: a study of tutor and student perceptions, expectations and realities', *Studies in Higher Education*, 33, 2, 113–25. <https://doi.org/10.1080/03075070801915874>
This article proposes a need for a more open acknowledgement and discussion of reading lists, and develops insights into strategies and approaches for enhancing and reconfiguring their use.
- Tate, S. A. and Bagguley, P. (2017) 'Building the anti-racist University: next steps', *Race Ethnicity and Education*, 20, 3, 289–99. <https://www.tandfonline.com/doi/full/10.1080/13613324.2016.1260227>
Special issue of the journal exploring how best to deal with institutional racism in higher education.
- Whitsed, C. and Green, W. (2016) 'Lessons from Star Trek: engaging academic staff in the internationalisation of the curriculum', *International Journal for Academic Development*, 21, 4, 286–98. <https://doi.org/10.1080/1360144X.2016.1170019>
Many academics are hesitant, resistant, or ill-prepared to engage with curriculum internationalisation. This article explores how this can be addressed by reconfiguring the way academic developers engage with academics within their teaching/program teams at the discipline level.