# Reports and papers from across the sector

Here we present a list of reports and papers which have been published since 2016. We will continue to add to this resource however, [if you have any recommendations please email us](mailto:narrowingthegaps@shu.ac.uk).

## Attainment Gap

* Austen, L. and Jones-Devitt, S. (2018) Observing the observers: Using digital storytelling for organisational development concerning ‘critical whiteness’. <https://www.lfhe.ac.uk/en/research-resources/research-hub/small-development-projects/sdp2018/sheffield-hallam-university-po.cfm>
* Austen, L., Heaton, C., Jones-Devitt, S. and Pickering, N. (2017) Why is the BME attainment gap such a wicked problem? The Journal of Educational Innovation, Partnership and Change, 3 (1), 147-158.http://dx.doi.org/10.21100/jeipc.v3i1.587.
* Bhopal,K. (2014) The experience of BME academics in higher education: aspirations in the face of inequality. Southampton Education School, University of Southampton https://eprints.soton.ac.uk/Bhopal%2520stimuls%2520paper%2520final.pdf
* Ghaffar, F. and Stevenson, J. (2018), British Pakistani and Bangladeshi women, Higher Education and Defensive Othering, Journal of Widening Participation and Lifelong Learning. 20 (3), 50-67.
* Gillbourn, D. (2005) Education policy as an act of white supremacy: whiteness, critical race theory and education reform, Journal of Education Policy, 20:4, 485-505, DOI: 10.1080/02680930500132346
* HEPI (2019) Dale-Rivas, H. (ed.) The white elephant in the room: ideas for reducing racial inequalities in higher education. HEPI Report 120, University of London. <https://www.hepi.ac.uk/wp-content/uploads/2019/09/HEPI_The-white-elephant-in-the-room_Report-120-FINAL-EMBAROED-19.09.19.pdf>
* Jones-Devitt, S., Austen, L., Chitwood, E., Donnelly, A., Fearn, C., Heaton, Latham, G., Lebihan, J., Middleton, A., Morgan, M., Parkin, H and Pickering, N. (2017) Creation and confidence: BME students as academic partners…but where were the staff? Journal of Educational Innovation Partnership and Change, 3 (1), 278-285. <http://dx.doi.org/10.21100/jeipc.v3i1.580>
* Madriaga, Manuel (2018). Antiblackness in English higher education. International Journal of Inclusive Education. <https://www.tandfonline.com/doi/full/10.1080/13603116.2018.1512660?scroll=top&needAccess=true>
* Malik. A. and Wykes, E. (2018) Muslim Students in UK Higher Education: Socio-political, religious and policy considerations. London: Bridge Institute. http://bridgeinstitute.co.uk/wp-content/uploads/2018/10/Bridge-Higher-Education-report-1-FINAL.pdf
* Mountford-Zimdars, A, Sanders, J, Moore, J, Sabri, D, Jones, S and Higham, L. (2017) What can universities do to support all their students to progress successfully throughout their time at university?, Perspectives: Policy and Practice in Higher Education, 21:2-3, 101-110, DOI: 10.1080/13603108.2016.1203368
* Mountford-Zimdars, A., Sanders, J., Moore, J., Sabri, D., Jones, S. and Higham, L. (2017). What can universities do to support all their students to progress successfully throughout their time at university? Perspectives: Policy and Practice in Higher Education, 21:2-3, 101-110. <https://doi.org/10.1080/13603108.2016.1203368>
* Mountford-Zimdars, A., Sabri, D., Moore, J., Sanders, J., Jones, S. and Higham, L. (2015) Causes of differences in student outcomes. Report to HEFCE by King’s College London,ARC Network and The University of Manchester. Bristol: HEFCE.
* Richardson John T.E (2013), The under-attainment of ethnic minority students in UK higher education: what we know and what we don’t know’. Journal of Further and Higher Education, pp. 278-291 <https://www.tandfonline.com/doi/abs/10.1080/0309877X.2013.858680>
* Richardson, T. E. (2015) ‘The under-attainment of ethnic minority students in UK higher education: what we know and what we don’t know.’ Journal of Further and Higher Education, 39 (2), 278-291.
* Rollock, N. and Gillborn, D. (2011) Critical Race Theory (CRT). British Educational Research Association. Available at: <https://www.bera.ac.uk/researchers-resources/publications/criticalrace-theory-crt>
* Stevenson, J. (2018), Muslim Students in UK Higher Education: Issues of Inequality and Inequity. London: Bridge Institute. <http://bridgeinstitute.co.uk/wp-content/uploads/2018/10/Bridge-Higher-Education-report-2-FINAL.pdf>
* Stevenson, J., Demack, S., Stiell, B., Abdi, M. Clarkson, L., Ghaffar, F. and Hassan, S. (2017) The Social Mobility Challenges Faced by Young Muslims, London: Social Mobility Commission <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/642220/Young_Muslims_SMC.pdf>
* Stevenson, J., O’ Mahony, J., Khan, O., Ghaffar, F. and Stiell, B., (2019), Understanding and overcoming the challenges of targeting students from under-represented and disadvantaged ethnic backgrounds. Bristol: the Office for Students <https://www.officeforstudents.org.uk/publications/understanding-and-overcoming-the-challenges-of-ethnicity-targeting/>
* Stevenson, J. and Whelan, P. (2013) Synthesis of US literature relating to the retention, progression, completion and attainment of black and minority ethnic (BME) students in HE. York: Higher Education Academy <https://www.heacademy.ac.uk/system/files/bme_report_js_0.pdf>

## Decolonising the Curriculum

* Luckett, K. (2016) Curriculum contestation in a post-colonial context: a view from the South, Teaching in Higher Education, 21:4, 415-428, DOI: [10.1080/13562517.2016.1155547](https://doi.org/10.1080/13562517.2016.1155547)
* McLaughlin, J. M. and Whatman, S. L. (2007) embedding indigenous perspectives in university teaching and learning: lessons learnt and possibilities of reforming / decolonising curriculum. In Proceedings 4th International Conference on Indigenous Education: Asia/ Pacific, Vancouver, Canada. <https://eprints.qut.edu.au/10350/1/10350.pdf>
* Zembylas, M. (2017) Re-contextualising human rights education: some decolonial strategies and pedagogical/curricular possibilities, Pedagogy, Culture & Society, 25:4, 487-499, DOI: [10.1080/14681366.2017.1281834](https://doi.org/10.1080/14681366.2017.1281834)
* Of note, decolonising the curriculum remains a contentious issue and raises many questions about power and identity. Radio 4’s [The Moral Maze](https://www.bbc.co.uk/programmes/m0002h1j) illustrates some of the key issues and misconceptions about decolonising the curriculum.

## Towards an anti-racist academic practice

### Understanding Whiteness

* EDDO-LODGE, R. (2017) Why I am no longer talking to white people about race, Bloomsbury: London  
  This Sunday Times Bestseller is an excellent starting point towards understanding race relations in Britain. This is a link to a Guardian article about the author’s journey towards writing the book, a short Interview clip and the “About Race” Podcast – a follow up series to the book.
* DiANGELO, R. (2018). White Fragility – Why it’s so hard for White people to talk about racism. Penguin Random House, UK/US  
  This international best seller is a quick read by Prof Dr Robin DiAngelo, a White US academic. Here she reads from her book at University of Washington. Further, these are useful short clips where she deconstructs White Privilege, expands on “Why “I’m not racist” is only half of the story”, “Being nice is not going to end racism” and “Debunking the most common myths”.
* TAYLOR, E. GILLBORN, D. and LADSON-BILLINGS, G. (2016). Foundations of Critical Race Theory in Education. New York. Routledge  
  This academic publication is an essential collection of global work around CRT, Whiteness, race and education by US CRT scholars in the field.
* CABRERA, N. L., FRANKLIN, J. D. & WATSON, J. S. (2016) Whiteness in Higher Education: The Invisible Missing Link in Diversity and Racial Analyses. ASHE Higher Education Report, 42 (6), p. 7 – 125. Retrieved from: http://onlinelibrary.wiley.com.lcproxy. shu.ac.uk/doi/10.1002/aehe.20116/epdf  
  This report is a collection of a range of academic research usefully situating the concept of Whiteness and race within academia.
* **OWUSU, M. (2017)** Decolonising the Curriculum [TedxTalk].  
  In this TedTalk, Melz Owusu who is a researcher and an Education activist elaborates on the process of decolonising the curriculum.

### Understanding race and equity in education – Critical reading

* LADSON-BILLINGS (1998). Just what is critical race theory and what’s it doing in a nice field like education?, International Journal of Qualitative Studies in Education, 11:1, 7-24, DOI: 10.1080/095183998236863  
  This peer-reviewed article elaborates on the initial application of Critical Race Theory (CRT) to the field of education and how it poses a useful tool towards ‘unpacking’ race relations in education.
* KNOWLES, G. and LANDER, V. (2011), Diversity, Equality and Achievement in Education, London: Sage  
  This is a concise collection of main themes around equity issues positioned within education.
* CHAKRABARTY, N., ROBERTS L. & PRESTON, J. (2014). Critical Race Theory in England London and New York. Routledge  
  This is a collection of a range of academic articles on the American concept of CRT situated in Britain touching on various sub-themes within the field.
* ROLLOCK, N., GIILLBORN, D. VINCENT, C. and BALL, S. J. (2012). The Colour of Class: the educational strategies of the black middle classes . London: Routledge.  
  This is an in-depth analysis of intersections of race and class and how such jointly shape experiences of Black students, who may be impacted by low educational attainment.
* WILD, M., & STREET, A. (2013). Themes and debates in early childhood. Los Angeles: Learning Matters  
  This piece is an essential collection of essays on current debates in the field of Education, Early Years and Childhood Studies. Chapter one ‘Equality and difference in the Early Years’ is a particularly useful introduction into equity issues within this context.
* Hooks, B. (1994). Teaching to transgress: Education as the practice of freedom. New York: Routledge.
* Hooks, B. (2003). Teaching community: A pedagogy of hope. Florence, USA: Taylor and Francis.

These pieces by CRT scholar and activist bell hooks are an essential read for educationalists who endeavour working towards racial equity in education. Though these pieces tend to be well-known, they have repeatedly been used tokenisticly in reading lists to ‘diversify curricula’. Hence they ought to be critically contextualised into disciplines that they may inform.

### Understanding race and equity in education – Classroom practice

* LYISCOTT, J. (2019) Black Appetite. White Food: Issues of Race, Voice, and Justice Within and Beyond the Classroom. Routledge: London  
  This book invites educators to explore White Privilege within and beyond classrooms and provides practical “ideas and tools that teachers, school leaders, and professors can use for awareness, inspiration, and action around racial injustice and inequity.”
* KAFELE, B. K. (2008). Closing the attitude gap: How to Fire Up Your Students to Strive for Success. ASCD: USA According to ASCD, “this inspiring and thought-provoking follow-up to his 2009 best-seller Motivating Black Males to Achieve in School and in Life, Baruti Kafele makes the case that the “attitude gap” that often affects underperforming students can only be closed if educators first help students develop the will to strive for excellence.”
* GILLBORN, D. (2006). Critical Race Theory and Education: Racism and antiracism in educational theory and praxis, Discourse: studies in the cultural politics of education, 27:1, 11-32, DOI: 10.1080/01596300500510229
* PETERS, M. A. (2015) Why is My Curriculum White?, Educational Philosophy and Theory, 47 (7), p. 641 – 646, DOI: 10.1080/00131857.2015.1037227
* VAUGHT, S. E. and CASTAGNO, A. E. (2008) “I don’t think I’m a racist”: Critical Race Theory, teacher attitudes, and structural racism, Race Ethnicity and Education, 11:2, 95-113, DOI: 10.1080/13613320802110217

These peer-reviewed articles view (a few) different perspectives on classroom practice in relation to Whiteness, Critical Race Theory and race.

### Understanding the lived experience of people of colour

* ADICHIE, C. N. (2009). The danger of a single story [TedTalk]  
  When finding her ‘authentic cultural voice’, novelist Chimamanda Adichie warns that a ‘single story’ about a person or country may risk a critical misunderstanding.
* HIRSCH, A. (2018). Brit(ish) – on Race identity and Belonging, Penguin Random House: London  
  The Guardian describes this Sunday Times Bestseller by writer, broadcaster and journalist Afua Hirsch as a “powerful hybrid of memoir, reportage and commentary [that] considers so-called racial blindness, the draw of Africa and life as a black woman in Britain”.
* KHAN, M. (2019). It’s not about the Burqa. Picador: London.  
  This is a collection of essays on lived experiences of Muslim women in the West elaborating on themes of faith, feminism, sexuality and race.
* SHUKLA, N. (2016). The Good Immigrant. Unbound: London  
  This collection of 21 Black, Asian and Minority Ethnic voices emerging in Britain explores “what it means to be ‘other’ in a country that doesn’t seem to want you, doesn’t truly accept you – however many generations you’ve been here – but still needs you for its diversity monitoring forms.”
* UNFILTERED WITH JAMES O’BRIEN (2018). Akala deconstructs race, class, and Britain’s modern myths. This is a discussion/conversation with British rapper, journalist author, activist and public intellectual Akala by James O’Brien on his show ‘Unfiltered’.