

## Description and Links to External Resources used for Toolkit

### **Title: Scottish Funding Council Race Equality Toolkit: Learning and Teaching**

**Description:** This is a resource for mainstreaming race equality into learning and teaching in higher education. Universities Scotland developed the Race Equality Toolkit in response to strong demand from the higher education institutions in Scotland for guidance on meeting their statutory obligations under the Race Relations (Amendment) Act 2000. This resource is being updated and should be available in Spring 2010.

**Link:** <http://www.universities-scotland.ac.uk/raceequalitytoolkit/Race%20Equality%20Toolkit.pdf>



### **Title: Working with a Diverse Range of students (for Demonstrators in Engineering and Science)**

**Description:** A PowerPoint Presentation by Ivan Moore from the Engineering Subject Centre entitled 'Working with a Diverse Range of Students' and focuses upon demonstrators in Engineering and Science. This provides an introduction to diversity issues including legislation, shares staff experiences of diversity, raises issues for demonstrators in engineering and science departments, and presents a number of scenarios for discussion.

**Link:** <http://www.engsc.ac.uk/downloads/diversity.ppt>



### **Title: Working with a Diverse Range of students (for Administrators in Engineering Departments)**

**Description:** A PowerPoint Presentation by Carol Arlett, Centre Manager of the Engineering Subject Centre, entitled 'Working with a Diverse Range of Students'. The presentation is designed for administrators in Engineering and Science. This provides an introduction to diversity issues covering definitions of terms (such as race, ethnicity and culture) and legislation. It shares staff experiences of diversity, outlines the implications of diversity for Engineering Departments, lists resources and presents scenarios for discussion.

**Link:** [http://www.engsc.ac.uk/downloads/events\\_dl/support/diversity.ppt](http://www.engsc.ac.uk/downloads/events_dl/support/diversity.ppt)



**Title: Supporting Cultural and Religious Diversity in Higher Education**

**Description:** A PowerPoint presentation by Dr Emma Tomalin and Dr Simon Smith from the Subject Centre for Philosophical and Religious Studies (PRS). This presents the findings of a project led by the PRS to explore the implications of cultural and religious issues in higher education. The project was set up in response to interest from the academic community as they find themselves working with an increasingly diverse student population. The presentation includes the adjustments staff have made for cultural and religious diversity, what has helped and hindered staff and other related staff issues. Reference is made to web-based resources for religious diversity.

**Link:** [http://prs.heacademy.ac.uk/projects/diversity/ppt\\_presentation.ppt](http://prs.heacademy.ac.uk/projects/diversity/ppt_presentation.ppt)



**Title: Supporting International and Ethnic Minority Students**

**Description:** This guide has been prepared to help academic staff at Robert Gordon University in various roles to implement the public duty specified in the Race Relations Act 2000 – eliminating unlawful discrimination and promoting equality of opportunity and good relations between persons of different racial groups.

**Example:** Teaching and support strategies to create a conducive learning environment include: organise a welcome event for students, be warm and approachable, provide regular personal support, provide opportunities for students to get to know each other, learn to pronounce student names, clarify expectations at the start of the course, make students aware of equality policy, get students to set ground rules for classroom engagement

**Link:** <http://www.rgu.ac.uk/diversity/staff/page.cfm?pge=39772>



**Title: Cultural Awareness - Overcoming the cultural issues associated with plagiarism for International students**

**Description:** This report has been prepared by Juwah et al. of the Centre for the Enhancement of Learning and Teaching at The Robert Gordon University, Aberdeen. It presents the findings of the Higher Education Academy Business Management Accounting and Finance (BMAF) Subject Network in relation to plagiarism. The aim was to investigate the reasons why international students plagiarise, to identify the cultural factors which cause them to engage in plagiarism practices, and to identify strategies to enable international students to overcome the cultural factors that cause them to plagiarise.

**Link:** [www.rgu.ac.uk/celt/learning/page.cfm?pge=31100](http://www.rgu.ac.uk/celt/learning/page.cfm?pge=31100)



**Title: Inclusive Teaching Practice (UTAS)**

**Description:** This is an on-line resource for staff to consider diversity issues in developing an inclusive learning and teaching environment. It has been prepared by the University of Tasmania (UTAS). The site hosts a range of resources, including:

- Inclusive Teaching Checklist  
[http://www.teaching-learning.utas.edu.au/\\_data/assets/pdf\\_file/0016/1096/inclusive\\_checklist.pdf](http://www.teaching-learning.utas.edu.au/_data/assets/pdf_file/0016/1096/inclusive_checklist.pdf)
- Inclusive language – Racial and ethnic minorities  
[http://www.studentservices.utas.edu.au/equity/just\\_talk/Racial/racial.htm](http://www.studentservices.utas.edu.au/equity/just_talk/Racial/racial.htm)
- Inclusive Practice is Good Practice - Information on teaching students with disabilities in post-secondary environments.  
[http://www.support-equity.utas.edu.au/gateways/ipigp\\_pubs/ipigp.html](http://www.support-equity.utas.edu.au/gateways/ipigp_pubs/ipigp.html)

**Link:** <http://www.utas.edu.au/tl/designing/inclusive-practice.html>



**Title: Cross-cultural awareness and communication**

**Description:** A fact sheet designed to guide the cross-cultural communication experiences of staff. It is produced by the University of Tasmania (UTAS)'s Student Services Department.

**Link** [http://www.support-equity.utas.edu.au/\\_data/assets/pdf\\_file/0018/11538/Cross-culturalawareness.pdf](http://www.support-equity.utas.edu.au/_data/assets/pdf_file/0018/11538/Cross-culturalawareness.pdf)



**Title: Strategies for Inclusive Teaching (University of Washington)**

**Description:** This resource focuses on strategies that are designed to help teachers communicate positively with students and involve them all as equal learners. It has been designed by the Centre for the Advancement of Learning and Teaching (CALT), University of Washington. This resource includes 'how to teach' and 'what to teach' and explores 'what excludes students'.

**Link** <http://depts.washington.edu/cidrweb/inclusive/strategies.html>



**Title: Engaging Students in Active Learning: Case Studies in Geography, Environment and related Disciplines - Geography**

**Description:** A volume of 27 case studies in active learning in geography and environmental-related disciplines.

**Link** <http://www2.glos.ac.uk/gdn/active/engagingstudents.pdf>



**Title: How Do I Encourage Active Learning?**

**Description:** A case study designed to encourage active learning through student participation, particularly in large classes.  
Produced by Clive Agnew on behalf of the Geography, Environment and related disciplines HEA Subject Centre.

**Link** <http://goodpractice.gees.ac.uk/cgi-bin/searchspec.pl?terms=116>



**Title: Enhancing Student Learning (Winona State University)**

**Description:** This set of principles has been established after reviewing fifty years of research on learning and teaching in undergraduate education. It focuses on policies and practices that enhance the student learning experience. Adopted in 1990 as a pedagogical model for Winona State University, the Seven Principles for Good Practice in Undergraduate Education provide a common ground for faculty and students in their quest for meaningful learning. As a generally agreed-upon philosophy of "good" teaching and learning, these principles establish fundamental guidelines for quality higher education and can be used as the building blocks for success by faculty, students, administrators and staff.

**Link** <http://www.winona.edu/faculty/478.asp>



**Title: Cultural Diversity: A resource booklet on religious and cultural observance, belief, language and naming systems**

**Description:** A resource produced by the Civil Service, designed to increase understanding of different religions and cultures.

**Link** [http://www.civilservice.gov.uk/Assets/hmlandregistryculturaldiversity\\_tcm6-5027.pdf](http://www.civilservice.gov.uk/Assets/hmlandregistryculturaldiversity_tcm6-5027.pdf)



**Title: Cultural and Religious Diversity: How can Engineering Subject Centre support academics to meet the cultural and religious needs of students and staff?**

**Description:** This website outlines the work of the HEA Engineering Subject Centre (working on a project with other subject centres) to explore the implications of cultural and religious issues in higher education, in particular for the curriculum. The project was set up in response to interest from the academic community working with an increasingly diverse student population.

**Link** [http://www.engsc.ac.uk/er/wp/cultural\\_diversity.asp](http://www.engsc.ac.uk/er/wp/cultural_diversity.asp)



**Title: Culturally Inclusive Environment**

**Description:** This leaflet provides an introduction to a series of resources relating to creating a culturally inclusive environment. It is produced by the department of Cultural Diversity and Inclusive Practice (CDIP) at Flinders University in Australia. It defines cultural inclusivity and provides a model which illustrates the various dimensions that contribute to the complexity of cultural diversity. Suggestions are made about how to enhance cultural inclusiveness.

**Link** [http://www.flinders.edu.au/shadomx/apps/fms/fmsdownload.cfm?file\\_uuid=99FFB471-DDD9-B2DA-7869-BBA88A7C56CC&siteName=flinders](http://www.flinders.edu.au/shadomx/apps/fms/fmsdownload.cfm?file_uuid=99FFB471-DDD9-B2DA-7869-BBA88A7C56CC&siteName=flinders)



**Title: Culturally Inclusive Practice**

**Description:** This leaflet provides an introduction to a series of resources relating culturally inclusive practice. It is produced by the department of Cultural Diversity and Inclusive Practice (CDIP) at Flinders University in Australia. It explores three factors relating to effective inclusive practice within a culturally diverse community. These are: communication, environment and expectations.

**Link** [http://www.flinders.edu.au/shadomx/apps/fms/fmsdownload.cfm?file\\_uuid=9A0255B6-9B1B-082D-B92F-DE90AC163E2E&siteName=flinders](http://www.flinders.edu.au/shadomx/apps/fms/fmsdownload.cfm?file_uuid=9A0255B6-9B1B-082D-B92F-DE90AC163E2E&siteName=flinders)



**Title: Theory into Practice Series: Designing culturally inclusive environments**

**Description:** This leaflet provides guidance on developing a culturally inclusive environment. It is produced by the department of Cultural Diversity and Inclusive Practice (CDIP) at Flinders University in Australia. It defines culture, provides questions to guide reflection on culture and outlines strategies and tips for designing a culturally inclusive teaching and learning environment eg appropriate modes of address, making the class a safe place for all students, appreciating the challenges and adjustment stresses, and establishing clear expectations in the classroom. The resource also provides guidance upon evaluating your own teaching practice.

**Link** [http://www.flinders.edu.au/shadomx/apps/fms/fmsdownload.cfm?file\\_uuid=9A6BB502-DEE2-FCAB-A158-18E197558296&siteName=flinders](http://www.flinders.edu.au/shadomx/apps/fms/fmsdownload.cfm?file_uuid=9A6BB502-DEE2-FCAB-A158-18E197558296&siteName=flinders)



**Title: Faith Guides**

**Description:** The HEA Subject Centre for Philosophical and Religious Studies has produced five faith guides: Christianity, Hinduism, Islam, Judaism, and Sikhism.

**Link** [http://prs.heacademy.ac.uk/publications/faith\\_guides.html](http://prs.heacademy.ac.uk/publications/faith_guides.html)



**Title: Cultural connections: Making the most of the international student experience**

**Description:** A British publication which is an essential guide to cultural awareness for those who want to make the most of the international student experience and help students to do the same.

**Link** [http://www.britishcouncil.org/cultural\\_connections\\_order\\_form.pdf](http://www.britishcouncil.org/cultural_connections_order_form.pdf)



**Title: Theory into Practice Series: Guidance on Naming Systems**

**Description:** This resource explores the common problems with naming students and provides guidance on naming systems, including Hindu names, Muslim names and Chinese names.

**Link** [http://www.flinders.edu.au/shadomx/apps/fms/fmsdownload.cfm?file\\_uuid=9A5F0B97-C0E2-2CB9-7B6A-8EC720E93C98&siteName=flinders](http://www.flinders.edu.au/shadomx/apps/fms/fmsdownload.cfm?file_uuid=9A5F0B97-C0E2-2CB9-7B6A-8EC720E93C98&siteName=flinders)

**Title: Supporting International and Ethnic Minority Students**

**Description:** This guide has been prepared by Dr Charles Juwah from Robert Gordon University to help academic staff in their various roles to implement the public duty specified in the Race Relations (Amendment) Act 2000 (RRA 2000): - (a) to eliminate unlawful racial discrimination; and (b) to promote equality of opportunity and good relations between persons of different racial groups.

**Link** <http://www.rgu.ac.uk/diversity/staff/page.cfm?pge=39772>



**Title: Higher Education students and Ethnicity: Lessons from Research**

**Description:**

A PowerPoint presentation produced by Professor Mary Stuart from Kingston University, Dr Catherine Lido from Thames Valley University, and Dr Jessica Morgan from Kingston University; as part of the HEA Research Seminar Series 2009 'Access and Success for All'. This shares the lessons from research into the experiences of white and BME (Black Minority Ethnic) students.

**Link:** [http://rachelgale.typepad.co.uk/files/slides\\_final.ppt](http://rachelgale.typepad.co.uk/files/slides_final.ppt)

**Title:** Aston University's policies relating to Equality and Diversity

**Description:** Provides the requirements of the discrimination legislation.

**Link:** <http://www1.aston.ac.uk/staff/hr/equalops/policies/>



**Title:** Aston University's Annual Equality Report

**Description:** Explains how Aston University has delivered its responsibilities under the discrimination legislation.

**Link:** <http://www1.aston.ac.uk/staff/hr/equalops/monitoring/>

