

Resources

Referenced during the IDEA-NET capacity building session at University of Ljubljana, September 17, 2024

Guidelines and toolkits: potentially helpful frameworks

- [IDEA-net Guidelines Toolkit](#) for setting up an IDEA office
- [Erasmus University \(EUR\) Inclusive HR Toolkit](#) for inclusive selection & recruitment

Good practices / Examples: for inspiration

- [IDEA-net database](#) examples of worldwide IDEA offices and initiatives
- [MultInclude](#): database and analysis of 70+ evidence based practices to promote inclusion in higher education
- [EUR Pre Academic Program](#): Example of ‘**soft landing**’ at Erasmus University*
- [UCLA Centre for Community College Partnerships \(CCCP\)](#): Example of **outreach** program to increase transfer rates from historically underrepresented communities from community colleges to UCLA (US)*
- [UCLA Academic Advancement Program \(AAP\)](#): Example of a ‘**soft landing**’ and **retention** program for historically underrepresented communities at UCLA*

**Note: all of these good practices are part of a broader, integrated approach to that are contextual to these universities*

Literature: to deepen (theoretical) knowledge

- **On microaggressions**
 - o Derald Wing Sue & Lisa Spanierman, [Microaggressions in Everyday Life](#) (2020 [2010]): book introducing microaggressions related to racism, sexism and heterosexism + guidelines, strategies, and interventions
 - o Dany Solórzano & Lindsay Pérez Huber, [Racial Microaggressions: Using Critical Race Theory to Respond to Everyday Racism](#) (2020): book on racial microaggressions in the educational context
- **On student retention, student success and first generation students**
 - o Vincent Tinto, [Leaving College: Rethinking the Causes and Curses of Student Attrition](#) (1994): seminal book that lays out a theory and policy perspective on student success that is considered the benchmark by which work on these issues are judged
 - o Vincent Tinto, [Completing College: Rethinking Institutional Action](#) (2012): book that offers a framework for improving student success and retention in higher education. It identifies the essential conditions that enable students to thrive and complete their degree, and provides practical steps for administrators to implement them.
- **On institutional change and power relations within institutions**
 - o Sara Ahmed, [On Being Included: Racism and Diversity in Institutional Life](#) (2012): book with a critical interrogation of diversity work at institutions, exploring the

gap between symbolic commitments to diversity by institutions and the experience of those who embody diversity.

- Sara Ahmed, *Complaint!* (2021): book that critically looks at how complaint procedures for harassment, bullying and unequal working conditions at universities reflect and maintain power relations within the institution.
- **On critical pedagogy and implementing social justice in teaching**
 - bell hooks, *Teaching to Transgress: Education as the Practice of Freedom* (1994): book combining personal narrative, essay, critical theory, and dialogue to advance a new kind of education that challenges racial, sexual, and class boundaries and aims to achieve the gift of freedom.
- **On intersectionality**
 - Crenshaw, K. (1989). "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," *University of Chicago Legal Forum*: Vol. 1989: Iss. 1, Article 8. <http://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8>: introduction of the concept of intersectionality into the academic literature by Kimberlé Crenshaw, with illustrative legal case studies.