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1. **Learn student names**

If we take the time to learn student names it can make a huge difference to how students feel during their University experience. Calling students by their names demonstrates that they are known as individuals and that they are being supported through their studies. Being confident with students' names is particularly beneficial in class, as staff members can call on individuals in an inclusive way to answer a question or to thank an individual for their contribution. Asking students to fold an A4 piece of paper into three and writing their name on so that it can been seen by the member of staff is an incredibly simple way to help us learn, and use, names in each session.

Depending on our background and culture, some names will be more difficult to pronounce and remember than others. Making efforts to learn how to pronounce names is important and having student photos and names visible by your desk will provide a regular reminder of who students are. Virtual learning environments may also have the option to enable staff and students to upload a podcast or videoclip to introduce themselves. Encouraging students to do this will benefit you and fellow students as everyone will be able to listen to the podcast or videoclip to hear how to pronounce the name and learn a little bit about the individual.
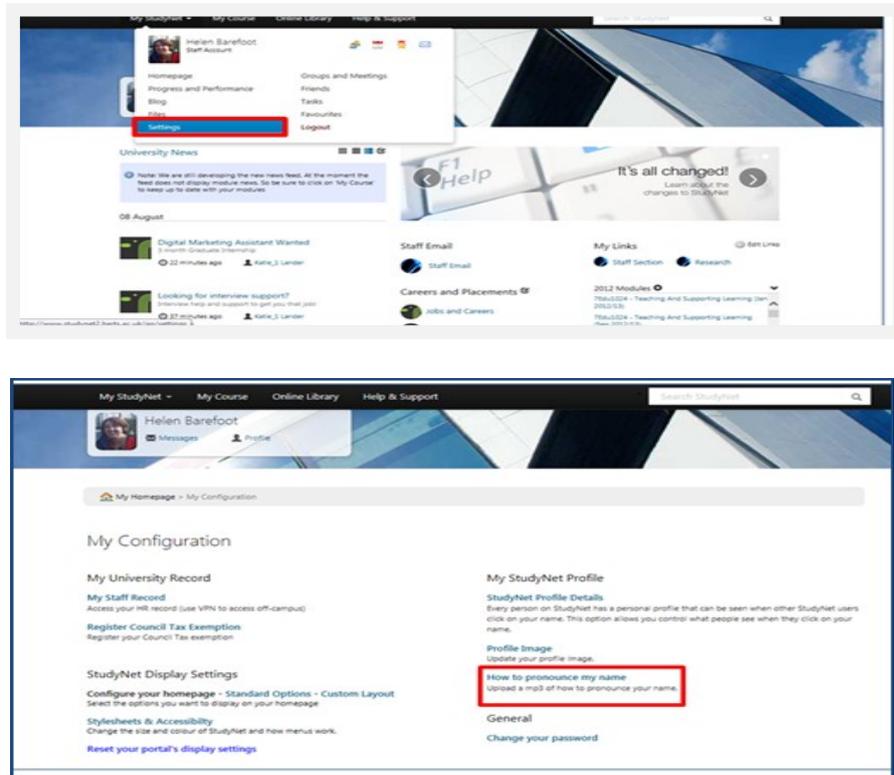
⭐ 2. **Invite participation from all students verbally and through body language**

Being clear at the beginning of classes that you expect contributions from everyone is important. Setting 'ground rules' or defining high expectations ensures that everyone understands how the class will run. However, some students will feel less comfortable contributing than others so encouraging individuals by using their names and through regular eye contact will help them feel supported. Being aware of having open body language and moving around the class will also encourage contributions.

⭐ 3. **Manage student groups**

Managing group work will help students to recognise the benefits of learning from students from differ backgrounds, cultures and experiences. Using techniques to put students into groups for class activities or group assessments can be time consuming and may require the movement of furniture, but the benefits far out way the inconvenience. Plan initial short exercises to enable students to get to know the other members of the group (e.g. an initial activity in a pair, followed by a very short activity for three people on the table and then an activity for the whole group) and discuss the challenges of group work and how to manage difficulties.For example

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it is useful to share Tuckman's model (1965) of group dynamics and discuss with students how the group is going to manage if individuals don't contribute or certain members are over dominant.

Inclusive group work

Tutor's desk
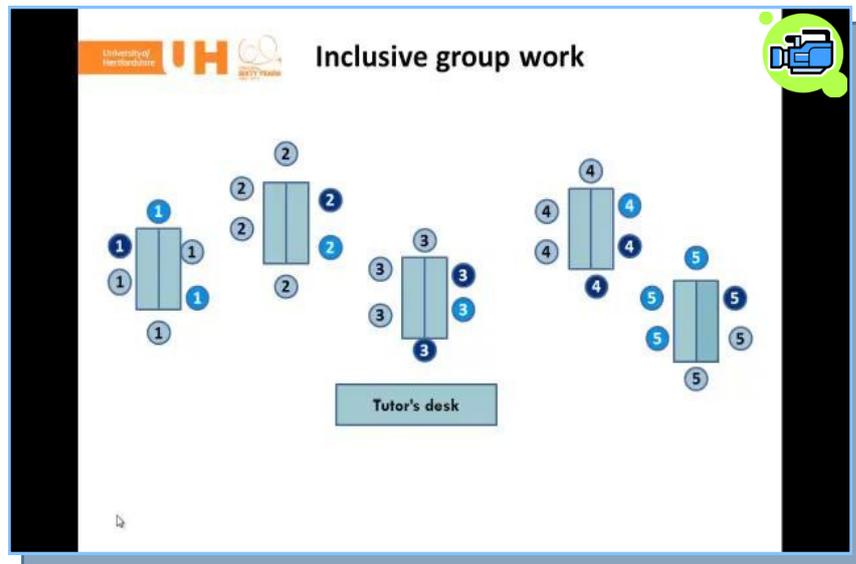
4. **Facilitate discussion with students regarding how working with people of diverse backgrounds enriches their own learning**

It is important to share with students why you are asking them to work beyond friendship groups and to share the benefits they will gain from working with people with difference backgrounds and experiences. If students always work together within friendship groups, there is a risk that cliques will form and some students will become isolated. Working with the same individuals will also limit creativity and inhibit the development of different ideas and perspectives.

Gurin *et al.,* (2002) argue that students who had a more diverse university experience did better in terms of maturity of thinking in their senior year of study. Sharing the findings of research which demonstrates the academic benefits of cross cultural learning and making links to graduate attributes such as respect others, empathy, self awareness and cultural awareness will help students to recognise the long term benefit of working with, and learning from others.

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5. **Assess your own racial or cultural biases**

We all have unconscious biases/preferences for certain individuals or groups. These are innate and hardwired preferences resulting from processes of socialisation and social categorisation. We can identify three types of bias:

Affinity (like me) bias; favours people like us

Confirmatory bias; searching for information that confirm our existing perceptions

Social comparison bias; developing a sense of individual and group identity – a need to see ourselves as better than other groups (Robertson, 2013).

Understanding how our experiences, values, beliefs and stereotypes inform the way we interact with individuals whose racial background differs from our own will help us to be more inclusive in teaching. We can test our own biases through Implicit Association Tasks which help us to surface unconscious biases and thus can inform how we interact with individuals; https://implicit.harvard.edu/implicit/

6. **Review and develop our teaching materials**

How representative are our teaching materials? How do all our students experience the syllabus? Our courses may have a Western/Euro centric focus yet including references from scholars of Black and Ethnic Minority (BME) backgrounds and using BME case studies will ensure more inclusive curricula and will enable students to explore different racial and cultural perspectives.

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7. **Consider opportunities for students to be inspired by BME role models**

Inviting guest lecturers and/or alumni from BME backgrounds who have been successful in their chosen career can be very inspiring for all students and particularly for those students who identify with the individuals and may have a shared background or similar experience. Alternatively, or in addition to inviting guests, you could consider using relevant videoclips or pod-casted interviews of inspiring individuals.

Figure 1. *Ramachandran (2007) discussing the Brain within a TED talk*

8. **Model appropriate language and behaviour**

Understanding our own unconscious biases will hopefully ensure that our behaviours are inclusive and that our language is non-discriminatory. As well as modelling appropriate behaviours it is essential that we gain confidence in addressing any racist or discriminatory behaviour that we witness. Don't let potentially harmful behaviour go unaddressed. If we do, our students may take our silence as an unofficial endorsement. Guidance on managing challenging situations in racially diverse classrooms is available from the Derek Bok Center for Teaching and Learning, Harvard University.

9. **Whenever possible, use anonymous marking**

Anonymous marking ensures that any unconscious biases we may have do not impact on the marks of an individual. If we don't know whose work it is, we can't make any assumptions about the individual or the work. Marking anonymously also eliminates any perceptions of unfair marking and reassures students regarding the fairness of the marking process.

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However, there are limitations to anonymous marking including the lack of opportunity to provide personalised feedback and the reduction in support and development that staff members may provide through the assessment process. Staff may therefore like to consider options such as non-anonymous formative work but anonymous summative submission, or marking the work anonymously and releasing the score and then writing personalised feedback once the work has been non-anonymised.
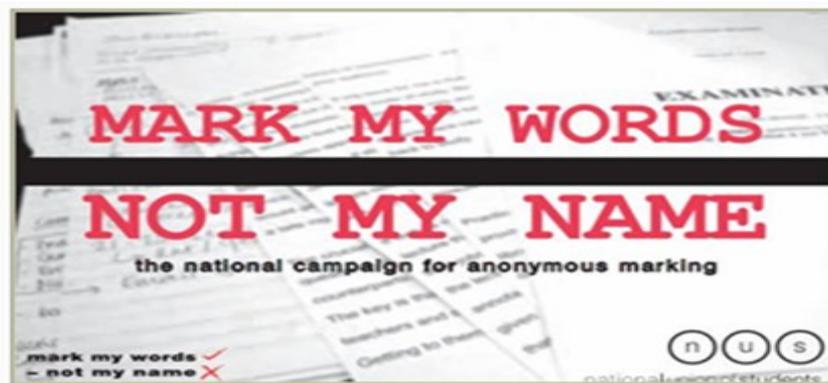
Figure 2. The National Union of Students' campaign for anonymous marking

10. **Use informal and formal mechanisms to capture feedback from all students**

In order to meet the needs of our students we must understand the de-mographics of our student body and make efforts to gain feedback from all students and not just those from certain backgrounds. How representative are our students reps? Do we encourage students from different back-grounds to become student reps and do we help student reps to develop mechanisms to gain feedback from all students on the course? As well as formal feedback mechanisms such as module questionnaires and National student surveys, we need to create opportunities for all students to provide informal feedback.Getting to know our students and creating supportive and inclusive learning environments will enable students to feel comfortable to speak to us and let us know when something is going well or if something needs to change.

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