

1. Record Nr.	UNINA9910918696603321
Titolo	Uncovering Islamophobia in Higher Education : Supporting the Success of Muslim Students and Staff / / edited by Arif Mahmud, Maisha Islam
Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Palgrave Macmillan, , 2024
ISBN	9783031652530 9783031652523
Edizione	[1st ed. 2024.]
Descrizione fisica	1 online resource (311 pages)
Collana	Palgrave Studies in Race, Inequality and Social Justice in Education, , 2524-6348
Disciplina	378.1/9828297
Soggetti	Education, Higher Race Islam and the social sciences Islamic sociology Social justice Educational sociology Higher Education Race and Ethnicity Studies Social Scientific Studies of Islam Social Justice Sociology of Education Educació superior Islamofòbia Sociologia de l'educació Justícia social Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Chapter 1 - Introduction - Systematic Islamophobia in UK Higher Education (Mahmud and Islam) -- (Part 1) Islamophobia in the Ivory Tower - Theoretical and reflexive framings -- Chapter 2 – White Atmosphere and pedagogic violence: female Muslim graduate's

experiences on an undergraduate degree in a Russell Group university (Hussain and Bagguley) -- Chapter 3 – The counternarratives of Black Muslim women navigating higher education (Samatar, Hassan and Osman) -- Chapter 4 – The rise and decline of Muslim representation in Student Unions: Motivations and experiences of Muslim Sabbatical Officers in Student Unions (Tamea) -- Chapter 5 – The Contested Phenomenon: Intersectional Identities (Khatun) -- Chapter 6 – “Never let anyone tell you that you’re not good enough”: Using intersectionality to reflect on inequality in British academia (Faheem and Rahman) -- Chapter 7 - To be Muslim and female in UK Higher Education: Reflections and experiences (Amer and Albayrak-Aydemir) -- Chapter 8 – Between Invisibility and Hypervisibility: Reflections on being ‘Permanently Precarious’ as a British Muslim Woman within the Ivory Towers of academia (Ahmad) -- Chapter 9 – “This girl is a nation”: Muslim women’s narratives of self and survival in the academy (Mirza) -- Part 2 (Institutional and policy change geared towards religious equity) -- Chapter 10 – Islamophobia’s past, present and future: Insights and reflections from multi-generational Muslim academics (Islam and Modood) Chapter 11 – The Changing Landscape of Higher Education for British Muslims: Exclusion, Marginalisation, and Surveillance (Abbas) -- Chapter 12 – Islamophobia in the secular university: Understanding and addressing the Muslim student awarding gap (Gholami) -- Chapter 13 – Utilising the Race Equality Charter to embed Islamic practices for Muslim students and staff in higher education (Maskeen) -- Chapter 14 – The ‘New’ Intersectionality of Disadvantage? British Muslim students and the Widening Participation agenda (Sardar) -- Chapter 15 – Entrenched inequalities and evolving challenges – Harnessing hope for Muslim students and staff in higher education (Islam).

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## Sommario/riassunto

This is an important and timely intervention by leading experts. The combination of data alongside personal accounts provides a deeper granular picture of the impact of campus culture on the achievements, outcomes, and lived experience of Muslims in higher education. The findings should be taken seriously by both national policy makers and sector decision makers. -The Rt Hon Baroness Sayeeda Warsi This edited collection documents the experiences of Muslim students and staff in UK higher education (HE), including their expertise and experiences in teaching, scholarship, policy and academic transitions as professionals, academics and students. At a time when UK HE at large is attempting to redress myriad racial and social injustices, this collection highlights how this meaningfully applies to Muslim students and staff who find themselves at the nexus of multiple, intersectional oppressions. The chapters presented, all written by Muslim authors, describe the inequalities faced by students and staff at all levels of their educational and professional journeys, exposing the fluid manifestations of Islamophobia within HE structures and institutions. Critically, the book advocates for hope by offering tools that universities and sector bodies can utilise to tackle challenging and nuanced cycles of inequity. This timely volume is essential reading for students, academics, professional service staff, and policymakers leading on diversity, equity and inclusion research, activity and interventions, or those within the sector who wish for it to become more equitable. Arif Mahmud is Senior Lecturer in Education and a member of the Centre for Learning, Teaching and Human Development at the University of Roehampton, UK. <Maisha Islam is a Research Culture Lead (Equality, Diversity, and Inclusion) at the University of Southampton, UK, and is a final year doctoral student. She is also the Co-Chair of a Steering Group for a Research England and Office for

Students funding programme seeking to improve access and participation of racially minoritised students within postgraduate research. .

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