University of
Strathclyde
Glasgow

RACE EQUALITY
WORKING GROUP REPORT

DECEMBER 2022

RACE EQUALITY WORKING GROUP REPORT

UNIVERSITY OF STRATHCLYDE, DECEMBER 2022

INTRODUCTION

EXECUTIVE SUMMARY

Racism is a structural problem that needs to be challenged through initiatives that extend beyond the silos of stand-alone diversity activities or short-term actions. As a socially-progressive leading technological university, Strathclyde has made a commitment to challenge any form of discrimination that erodes the integrity of our values and mission. And in treating this work not as a check-box exercise, but as a site for collaboration, innovation, and action across the Strathclyde community, we can aim to build more inclusive and welcoming environments.

While this is the first chapter of an institution-led response to racial equality, there has been a wealth of organic initiatives from staff and students in response to challenging racism. Highlights include:

- The collaboration between the Coalition of Racial Equality and Rights and Strath Union to run walking tours in the Merchant City on Glasgow's historical connections with slavery;
- The development of the Strathclyde Race, Ethnicity, and Migration Research Network with staff and student representation from across all Faculties;
- The initiation and delivery of new anti-racist training to enhance curriculum development and enhance the student experience;
- Regular programming for Black History Month (BHM) including events with leading international figures such as Lilian Thuram;
- The contribution of Strathclyde staff to award-winning anti-racism projects including Curating Discomfort (Hunterian Museum);
- The contribution of Strathclyde staff to government-commissioned consultations and reports, including Empire, Slavery, and Scotland's Museums.

This report summarises the findings of the Race Equality Working Group (2020-2022) which was commissioned by the University to understand what an institutional approach to tackling racism might look like. What will help to grow existing work? What kind of response do staff and students want to see? What can the University do to make our future vision, student body, and workforce more inclusive? This report is not the first step in anti-racist work in the University. But it does offer a milestone for the University's commitment to challenging racism at a structural level.

The Race Equality Working Group (Chaired by Professor Krishna Paudyal) conducted focus groups, a survey, and was supported by the Equality & Diversity Office who provided sector and institutional data and analysis. The 12 Recommendations from the Working Group focus on three areas: **Challenging Racism, Representation**, **Belonging and Visibility**. While several respondents in the survey and focus group were positive about the institutional culture at Strathclyde, especially when compared to other workplaces,

there were consistent reports of everyday behaviours which produced a cumulative environment of low-expectation and low-trust.

Key findings from the survey and focus groups include:

- A need to reassure staff and students that reports of racism will be handled sensitively by adequately trained staff;
- Ensuring initiatives to tackle racism are not 'tokenistic';
- Creating greater visibility for BAME staff and students in the institution, including in corporate communications and in leadership;
- Offering institutional support and recognition for race equality-related initiatives, including around "Decolonising the Curriculum".

Strathclyde staff and students demonstrated their commitment to challenging racism by sharing their personal accounts with the Working Group. One survey respondent commented on their lack of faith in systems to address bullying:

> "The University is a competitive environment, which unfortunately fosters microaggression and bullying. Minority staff who are on short term RA7 and below contracts are essentially powerless. Moreover, from my own experience, I don't feel that complaining will change anything – sorry." – *survey respondent*

Further to this, another respondent described daily racism as something that staff and students are simply resigned to:

> "Microaggressions are unfortunately a daily part of life for many staff and students of colour." – *focus group respondent*

Another survey respondent described the small everyday actions that create larger cultures of exclusion that impacts a sense of belonging for staff and has knock-on effects on career development and opportunities:

> "I have not seen many BAME people in upper management of Strathclyde university. I don't believe it is because there are not many competent BAME people in the university. I have seen how locals here at the university socialize together and exclude the BAME background people just because they are too different for their taste. No one bats an eyelid when this happens. I believe that this also leads to formation of an informal power structure from which a BAME background person is naturally excluded." – *survey respondent*

This feedback is in line with data available in the sector. The Equality and Human Rights Commission (EHRC) 'Tackling Racial Harassment: Universities Challenged' inquiry during 2018/19 presented evidence of the scale of the problem in the sector:

- Over 50% of staff respondents described incidents of being ignored or excluded because of their race.

- 24% of ethnic minority background students said they had experienced racial harassment.

The problems that staff and students report begin early in educational journeys. White students are more like to get a 'top degree' than their BAME counterparts (UK domiciled

students, see Section 4). And the consequences are career-long. While there are lower levels of BAME representation across senior grades, only 1% of university professors in the UK are black.

This report is not a series of tasks for us to complete. It is an ask to realise the potential, aspirations, and ambitions of our staff and students. While this report puts a spotlight on racism in our institution, part of our challenge will involve connecting equalities work across the University to form a coordinated response to all forms of inequality and discrimination.

Prof Churnjeet Mahn

Chair of the Race Equality Steering Group

CHAIR'S FOREWORD

In the light of contemporary national and global events in response to the experiences of Black, Asian and minority ethnic (BAME) people from different walks of life, the University had been actively monitoring and considering ways to develop fair, inclusive and diverse learning and working environments for staff and students from BAME backgrounds.

At the late November 2019 Court Strategy Away Day, a breakout session of Court members considered issues of inclusion. The group explored issues of race equality in the University community, with a particular focus on developing inclusive and diverse learning and working environments. The group agreed on the need to ensure those with lived experience, people from BAME backgrounds for example, were central to discussions and the importance of engaging with different communities to understand potential barriers to inclusion and to develop impactful policies and practice. There was also agreement on the need to acknowledge and better understand under-representation and student awarding gaps. Suggested actions included the establishment of a university-wide race equality group and the provision of dedicated social and networking spaces on campus for under-represented groups.

Following the above and in the context of the global Black Lives Matter movement, in June 2020 the Principal announced the establishment of the Race Equality Working Group (REWG) with a remit to review the existing provisions & practices and recommend measures required to develop an inclusive environment for BAME students and staff, promote racial diversity across the University and improve educational and employment outcomes for BAME students and staff. Shortly following this, in July 2020, the Principal led an engagement workshop with staff and student representatives exploring race equality at Strathclyde. In August 2020 Strathclyde endorsed the landmark sector-wide declaration against racism, and in December 2020 the Principal confirmed the University's membership of Advance HE's Race Equality Charter (REC).

Between October 2020 and April 2022, the REWG led a consultation process to learn about the perspectives and experiences of staff and students to inform action that the University should take to advance race equality. To understand the existing context at Strathclyde, the REWG analysed the available statistics against those of other institutions and national averages. Speakers from other universities were invited to share their experiences and plans. The outcomes of the focus group discussions and survey findings, contributions of REWG members, consultations of documentary evidence of other institutions, national guidelines and reports on race equality, the requirements of the Advance HE Race Equality Charter status, and an assessment of the University's existing policies and procedures on equality, diversity and inclusion offered the REWG excellent insights on what the University needs to do next.

The REWG felt that substantive work is needed across the University to promote a diverse and inclusive environment that is consistent with the socially progressive ethos and people-oriented value of the University. To enhance diversity and improve the experiences of BAME staff and students at Strathclyde, the REWG developed a set of 12 high-level race equality recommendations (see Section 2) and key actions for their implementation. An initial draft of the recommendations was first presented to the Equality, Diversity and Inclusions Committee (EDIC) in June 2021. The REWG also recommended to establish a permanent Race Equality Steering Group (RESG) which will replace the short-life REWG. The recommendations and their implementation strategies as well as the terms of reference of the RESG were refined in the light of the feedback received from the EDIC.

4

Finally, I would like to thank all members of the REWG, focus group participants, survey respondents, colleagues at the Access, Equality and Inclusion Service of the University, and external speakers whose dedication and contributions made the Group's work possible. I am fully confident that the newly formed RESG will ensure effective implementation of the REWG's recommendations which will be instrumental in developing inclusive and diverse working and learning environments for Black, Asian and minority ethnicity staff and students at Strathclyde.

Prof Krishna Paudyal

Chair of the Race Equality Working Group, 2020-22

A NOTE ON TERMS

We use the terms Black, Asian and minority ethnic / ethnicity and the related 'BAME' acronym to reflect the Scottish and UK higher education sector's common use of these terms, whilst also acknowledging their many limitations. The terms are not intended to suggest that Black, Asian and minority ethnicity people, people of colour, and/or people of global majority ethnicities are a homogenous group. We also refer to individuals with 'lived experience' in recognition of the daily impact of being 'racialised minorities' in Scotland and the wider UK. We recognise that terminology relating to race and ethnicity is contextual, contested and continually evolving. We commit to regularly reviewing the terminology used in University business as part of our forward work with the University's Race Equality Steering Group.

Throughout this report, "decolonising the curriculum" is articulated in quotation marks to recognise the range of meanings that term holds for different stakeholders.

ACCESSIBILITY

- **Navigation**: Sections can be navigated by using the Navigation Pane in Adobe Acrobat (top menu: View > Show/Hide > Navigation Panes > Bookmarks), or by selecting specific section titles in the Table of Contents.

- **Alt text**: Images and graphics have alt text descriptions. If you use assistive technology and encounter issues accessing the alt-text in the PDF format submission, contact us and we will provide you with the Word document version.

- **Alternative formats and assistance**: Please email equality@strath.ac.uk or telephone 0141 548 2811 if you require the report in an alternate format (e.g. plain text) or if you require any assistance with accessing, navigating and/or understanding the report.

CONTENTS

RECOMMENDATIONS

These recommendations emerge from the work conducted during the life of the Race Equality Working Group in collaboration with students and colleagues from across the University community.

STRAND 1: CHALLENGING RACISM

1.1   Improve understanding of racial harassment and discrimination, with a focus on tools to challenge and report racism.

1.2   Ensure all instances of racial discrimination and harassment are recorded, and sensitively addressed by adequately trained staff. Collate reports and publish overall trends at regular intervals.

1.3   Broaden the range of race equality learning and development opportunities available to all staff.

1.4   Ensure a portfolio of training for all staff and students to tackle racism is made available.

1.5   Implement assets developed by Advance HE and SFC's 'Tackling Racism on Campus' project.

STRAND 2: REPRESENTATION

2.1   Improve data collection on BAME staff and students to monitor equality-related outcomes.

2.2   Improve the representation of BAME staff at senior grades and in leadership roles.

2.3   Monitor the lifecycle of BAME students (through recruitment, retention, and awarding gaps) and address areas of under-representation, inequalities and bias.

2.4   Increase the representation of global majority thinkers, practitioners, and lives in learning through supporting initiatives to diversify and "decolonise the curriculum".

STRAND 3: BELONGING AND VISIBILITY

3.1.   Develop institutional spaces and channels which provide BAME staff and students with support, networking opportunities, and visibility.

3.2.   Ensure University communications promote and celebrate the work and achievements of BAME staff and students, as well as disseminating information relevant to BAME staff and students.

3.3.   Provide recognition, reward and support for staff and students who contribute to the University's race equality initiatives, particularly those with lived experience.

NEXT STEPS: OUTLINE ACTION PLAN

This action plan outlines the priorities for the first year of the Race Equality Steering Group's work. The Steering Group's guiding principles will be to:

- Take a **whole-institution approach** to addressing racism;
- Identify members of the Strathclyde community (staff and students) who can be supported to become **leaders in inclusive research, teaching, and operations**;
- Prioritise **intersectional approaches** which avoid 'siloed' initiatives or operations;
- Provide **annual progress updates** to the University community and EDIC;
- Evaluate the **impact of initiatives** to benchmark progress.

Timelines for delivery of the action plan and individual actions will be set once additional staffing resource to support race equality activity is in place and once the Race Equality Steering Group has been convened.

STRAND 1: CHALLENGING RACISM

Recommendation 1.1: Improve the understanding of racial harassment and discrimination, with a focus on tools to challenge and report racism.

Recommendation 1.2: Ensure all instances of racial discrimination and harassment are recorded, and sensitively dealt with by adequately trained staff.

Action	Action Owners
Analyse existing data on reports of racial discrimination and harassment (complaints, grievances, report & support, etc).	Report & Support / Student Experience Human Resources Access, Equality & Inclusion
Create a communications plan around 'calling it (racism) out' including training and promotion of the reporting and support structures for staff and students.	Race Equality Steering Group Corporate Communications Access, Equality & Inclusion
Develop specific race equality and anti-racism training (e.g. key student-facing and staff-facing staff, GBV First Responders, Dignity & Respect Advisers, student reps, management and senior leadership).	Access, Equality & Inclusion Student Experience OSDU / Human Resources

Recommendation 1.3: Broaden the range of race equality training available to all staff.

Recommendation 1.4: Deliver enhanced training to staff on unconscious bias with a focus on racial discrimination.

Recommendation 1.5: Implement assets developed by Advance HE and SFC's 'Tackling Racism on Campus' project.

Action	Action Owners
Map existing race equality training and identify gaps.	Equality & Diversity Office / Access, Equality & Inclusion OSDU / Human Resources
Roll out race equality and anti-racism training for key staff (e.g. key student-facing and staff-facing staff, GBV First Responders, Dignity & Respect Advisers, student reps, management and senior leadership).	Equality & Diversity Office / Access, Equality & Inclusion External
Develop new race equality and anti-racism training sessions for staff and students, and incorporate anti-racism into other EDI learning and development opportunities (live synchronous sessions and asynchronous online courses)	Equality & Diversity Office / Access, Equality & Inclusion External

STRAND 2: REPRESENTATION

Recommendation 2.1: Improve data collection on BAME staff and students to monitor equality-related outcomes.

Action	Action Owners
Review BAME student data for overview and trends across recruitment, retention, progression and awarding, and graduate outcomes	Strategy & Planning Recruitment & International Office Access, Equality & Inclusion
Review BAME staff data for overview and trends across recruitment, progression, job function, grades and promotions	Human Resources Strategy & Planning Access, Equality & Inclusion
Improve equality monitoring data collection processes, including increasing response rates, to better understand BAME staff and student outcomes	Strategy & Planning Human Resources Access, Equality & Inclusion Faculty / Directorate Managers Senior Leadership Corporate Comms

12

Agree data collection, monitoring and dissemination timelines and processes.	Strategy & Planning Human Resources Access, Equality & Inclusion Faculty / Directorate Managers

Recommendation 2.2: Improve the representation of BAME staff at senior grades and in leadership roles.

Action	Action Owners
Map benchmarking (local, Scotland and UK) for BAME staff recruitment, progression, job function, grades and pay. Improvement plans to be developed for areas of underrepresentation.	Human Resources OSDU Strategy & Planning Faculty / Directorate Managers
Review BAME staff data for overview and trends across recruitment, progression, job function, grades and promotions	Human Resources OSDU Strategy & Planning

13

	Faculty / Directorate Managers
Incorporate EDI considerations into university talent schemes (e.g., Global Talent Attraction Platform (GTAP); Chancellors Fellows)	Human Resources OSDU, Faculty Managers

Recommendation 2.3: Monitor the lifecycle of BAME students (through recruitment, retention, and awarding gaps, and graduate outcomes) and address areas of under-representation.

Action	Action Owners
Map benchmarking (local, Scotland and UK) for BAME student recruitment, retention, awarding and progression, and graduate outcomes. Improvement plans to be developed for areas of underrepresentation.	Strategy & Planning Recruitment & International Office Access, Equality & Inclusion
Identify priority areas in terms of subject area and stage of the pipeline (year 1 of longer process).	Strategy & Planning Recruitment & International Office Access, Equality & Inclusion
Identify existing / develop new interventions to address priority areas.	Strategy & Planning

	Recruitment & International Office
	Access, Equality & Inclusion

Recommendation 2.4: Increase the representation of global majority thinkers, practitioners, and lives in learning through supporting initiatives to diversify and "decolonise the curriculum".

Action	Action Owners
Map existing expertise, provision and work in this area across all Faculties and key subject areas.	Faculty Managers Education Enhancement OSDU / Human Resources Library / Information Services
Identify priority subject areas / Develop resources to support colleagues.	Faculty Managers Education Enhancement OSDU / Human Resources Library / Information Services
Develop cross-university community of practice to "decolonise the curriculum" across all Faculties	University-wide

Develop co-creation forum with students around "decolonising the curriculum".	Faculty Managers Strath Union Education Enhancement OSDU / Human Resources

STRAND 3: BELONGING AND VISIBILITY

Recommendation 3.1: Develop institutional spaces and channels which provide BAME staff and students with support, networking opportunities, and visibility.

Action	Action Owners
Map existing provision in this area and scope additional approaches.	Access, Equality & Inclusion Student Experience, Strath Union, OSDU / Human Resources Education Enhancement
Survey BAME staff and students on their experiences of existing provision and their preferences for future developments.	Access, Equality & Inclusion Student Experience, Strath Union, OSDU / Human Resources Education Enhancement

Further develop existing staff and student' networks through identifying support needs.	Access, Equality & Inclusion / Student Experience, Strath Union, OSDU / Human Resources Education Enhancement
Diversify those formally celebrated, honoured and recognised by the University, such as in the naming of campus building and in the provision of honorary degrees.	Executive Team Corporate Comms Access, Equality & Inclusion University-wide

Recommendation 3.2: Ensure University communications promote and celebrate the work and achievements of BAME staff and students, as well as disseminating information relevant to BAME staff and students.

Action	Action Owners
Develop a communications strategy including a landing page on the university webpage, events, and resources.	Corporate Communications Access, Equality & Inclusion / Student Experience Strath Union
Build Strathclyde's Black History Month profile and provision in a collaborative effort (University & Strath Union), supplemented (via a robust comms strategy) with ongoing activity throughout the year.	Corporate Communications Access, Equality & Inclusion / Student Experience Strath Union Library / Information Services

Recommendation 3.3: Provide recognition and support for staff and students who contribute to the University's race equality initiatives, particularly those with lived experience.

Action	Action Owners
Explore mechanisms for formalised recognition processes (via workload allocation etc).	Access, Equality & Inclusion / Student Experience Human Resources
Develop framework of best practice, especially when asking people with lived experience to speak about and/or work on race equality.	Access, Equality & Inclusion / Student Experience Human Resources Occupational Health, Safety & Wellbeing, RESG
Create informal network to provide support for colleagues (with lived experience) working in race equality, led by a member of staff with lived experience.	Access, Equality & Inclusion / Student Experience Strath Union Human Resources Occupational Health, Safety & Wellbeing

CONTEXT, LANDSCAPE AND BACKGROUND

> Racism exists on our campuses and in our society. Call it what it is and reject it in all its forms. The University of Strathclyde is committed to calling it racism; challenging racist behaviour and changing racist structures.
>
> We stand united against racism.
>
> – Strathclyde as a signatory to the sector-wide declaration against racism, 2020

This report provides an account of activity, scoping and consultation undertaken by the Race Equality Working Group 2020-22 and provides recommendations for long-term sustained action to address inequalities and celebrate our diverse student and staff communities.

In order to contextualise the substantive findings and recommendations discussed later in this report, this section outlines the existing landscape with respect to race equality (both across the HE sector and at Strathclyde), alongside key background information about the Race Equality Working Group.

SECTOR CONTEXT

This section provides an overview of the current sector context, including key research, reports and activity since 2018. This information informed the development of the University's Race Equality Working Group and shaped the activity progressed by the group, including it the design of its engagement methods and its recommendations.

#CLOSINGTHEGAP – UUK & NUS REPORT, 2019

> UUK and NUS are calling on universities to accelerate efforts to remove the BAME attainment gap. Vice-chancellors and senior leaders have a crucial role in leading a whole-institution approach to change, by opening up conversations about race and building a racially diverse and inclusive environment. (UUK & NUS, 2019: 74)

In May 2019, Universities UK (UUK) and the National Union of Students (NUS) published their report *Black, Asian and minority ethnic student attainment at UK universities: #ClosingtheGap*, which addressed the disparity between the proportion of 'top degrees' achieved by white and BAME students: 68% of UK domiciled students from a BAME background qualified with a first or upper second-class degree in 2017/18 compared with 81% of white students, a gap of 13%. The gap for Scotland was 11%.

The report outlined that inequalities experienced by BAME students in UK universities are a continuation of those experienced by BAME communities in all aspects of public and private life in the UK and identified key factors influencing attainment.

20

HESA staff data highlighted that, in 2017−18, 16% of all UK academic staff and 12% of non-academic staff with a known ethnicity were BAME, while 10% of professors and 6.9% of other senior academic staff were from a BAME background.

The report asked universities to commit to transformational, university and sector-wide change focussed on five key areas:

- ✓ **Providing strong leadership:** University leaders and senior managers need to demonstrate a commitment to removing the BAME awarding gap and lead by example.

- ✓ **Having conversations about race and changing the culture:** Universities and students need to create more opportunities to talk directly about race, racism and the attainment gap and to identify what students think is causing it. A change in culture is needed alongside a clear institutional message that issues of race are embedded within wider strategic goals.

- ✓ **Developing racially diverse and inclusive environments:** University leadership teams are not representative of the student body and some curricula do not reflect minority groups' experiences. A greater focus is needed from universities, working with their students, on ensuring that BAME students have a good sense of belonging at their university, and on understanding how a poor sense of belonging might be contributing to low levels of engagement and progression to postgraduate study.

- ✓ **Getting the evidence and analysing the data:** Universities need to take a more scientific approach to tackling the attainment gap, by gathering and scrutinising data in a far more comprehensive way than they may currently be doing, in order to inform discussions between university leaders, academics, practitioners and students.

- ✓ **Understanding what works:** Universities can work together to address gaps in the evidence-base by using applied research to ensure that evidence on 'what works' is high quality and by sharing evidence of what works and what does not.

'TACKLING RACIAL HARASSMENT: UNIVERSITIES CHALLENGED' – EHRC INQUIRY REPORT, 2019

The Equality and Human Rights Commission (EHRC) conducted an inquiry during 2018/19 into racial harassment in publicly-funded universities in Scotland, England and Wales to examine staff and students' experiences and the effect these experiences might have on their education, career and wellbeing. The inquiry also examined the extent to which universities have in place accessible and effective routes to redress for staff and students if they experience racial harassment.

The inquiry included a public call for evidence, university survey, student survey, roundtable discussions, and interviews with universities, students and staff. Findings from the inquiry were published in October 2019 in the 'Tackling racial harassment: Universities challenged' report (EHRC, 2019).

Key findings from the empirical research undertaken for the inquiry included:

24% of students from an ethnic minority background said they had experienced racial harrassment

9% of white students said they had experienced racial harassment

This equates to 13% of all students

Over 50% of staff respondents described incidents of being ignored or excluded because of their race. More than 25% said they experienced racist name-calling, insults, and jokes. Much took place in office environments, frequently in sight of colleagues

Two-thirds of students who said they had experienced racial harassment did not report it to their university.

Fewer than half of staff who had experienced this reported it to their employer

1 in 20 students and 3 in 20 staff left their studies or employment due to harassment

Racial harassment can have a profound impact on an individual's mental health, educational outcomes and career

In addition, 56% of students who had been racially harassed had experienced racist name-calling, insults, and jokes. Other common experiences included:

- subtle and nuanced acts, often known as microaggressions;
- being ignored or excluded from conversations or group activities, and;
- being exposed to racist material or displays.

In most cases students said their harasser was another student, but a large number said it was their tutor or another academic.

Considering the evidence submitted and collated, the inquiry concluded that:

- The HE sector does not fully understand racial harassment and university staff lack confidence in dealing with race issues.
- Under-reporting and recording restricts universities' ability to take action and institutions are overconfident in their complaint handling processes.
- Leadership is essential within institutions to help embed a culture where racial harassment is not tolerated

The report outlined ten key recommendations for universities, across the themes of: protections, transparency and scrutiny; effective redress; and a change in university culture.

'TACKLING RACISM ON CAMPUS' PROJECT – SCOTTISH FUNDING COUNCIL AND UNIVERSITIES SCOTLAND, 2020-21

The *Tackling Racism on Campus* (TROC) project was part of a set of activities taken forward by Scottish Funding Council (SFC), Universities Scotland and the sector to address the recommendations from the 2019 EHRC inquiry.

The findings of the inquiry were considered at a consultation event jointly hosted by the EHRC and SFC in October 2019, with support from Universities Scotland and the Scottish Government. A key theme discussed by participants was the need for resources to support confident conversations, and the most frequently mentioned issue – arising both as a challenge and as an area for action – was the need to talk about race, and the capacity-building that would be required across the sector to facilitate honest, open and constructive conversations about race, ethnicity and racism. This led to creation of the *Tackling Racism on Campus* project.

Working with specialists from across the Scottish higher education sector, the TROC project collaboratively produced a range of resources and assets for use by universities to:

> ➢ raise awareness of the impact of racism in all its forms (including micro aggressions).
> ➢ signpost staff and students to appropriate mechanisms to report racism.
> ➢ raise awareness of institutional policies on racism and harassment more generally.
> ➢ provide institutional governance structures with the training and tools to raise awareness of racism.
> ➢ create safe spaces for discussions about difference and to facilitate constructive conversations about race, racism and whiteness.
> ➢ support conversations about rights and responsibilities within induction processes and student support.

The final outputs included the creation of campaign resources and assets, created for institutions to use in promotional activities for anti-racism and allyship which included editable leaflets, social media images, guidance, animation, videos and much more. The

24

TROC resources also included assets focusing on structural approaches to anti-racism, including a micro-aggressions template, race literacy glossary, reporting guidance template, and a utilisation guide. Alongside these core assets, a series of webinars and blogs were produced throughout the project to further engage sector colleagues in critical and collaborative conversation on racism.

ANTI-RACIST CURRICULUM (PHASE 1) PROJECT – ADVANCE HE, 2021

The Anti-Racist Curriculum (ARC) project was born of collaborative cross sector conversations, initially between Advance HE and QAA Scotland, driven by a recognised need for the development of an anti-racist curricula within the Scottish tertiary sector, and with it the practical guidance required to support colleagues in 'getting started'. The ARC project built upon the sector-wide commitment to tackle racism in the Scottish HE and FE sector and built on the work of the SFC-commissioned 'Tackling Racism on Campus' project discussed above. ARC was commissioned by SFC and managed by Advance HE.

The ARC Phase 1 project aim was to support tertiary colleagues to embed race equality in curricula throughout Scottish colleges and universities. The ARC project focused on 'starting the conversation' in response to sector feedback that colleagues often felt under-equipped and inhibited to begin discussions around ARC – a vital first step in a much longer process.

The final 'Getting Started Guide' entailed sixteen separate introductory resources designed to stimulate, facilitate, and move the ARC conversation forward. The ARC project was led by the contributions of Black, Asian and minority ethnic colleagues alongside white allies who co-created each resource produced.

The guide serves as an online library of resources for colleagues to explore at their own pace and adapt to their own needs. Each asset can be utilised and adjusted as the audience sees fit with the majority including their own specific readings list to support more in-depth research. Taken as a whole, the resources have been built in a sequential order for individuals / organisations to progress through their own personal and collective development via three levels: (1) foundations, (2) learning & reflecting, and (3) planning and doing.

ARC Phase 1 ended in October 2021 with Phase 2 being taken forward by QAA Scotland, supported by Advance HE and the wider Scottish tertiary sector.

RACE EQUALITY CHARTER – ADVANCE HE

Advance HE's Race Equality Charter (REC) was launched in 2016, informed by the methodology and framework of the Athena Swan gender equality charter. REC aims to improve the representation, progression and success of minority ethnic staff and students in HE. As of November 2022, 29 universities in the UK hold REC awards, including two in HEIs in Scotland - Abertay University and the University of Dundee. Strathclyde is a member of the REC scheme and aims to apply for its first charter award by 2025.

In September 2020, Advance HE launched a new, evidence-based online Good Practice Database for those working to advance gender and race equality in higher education through Athena Swan and the REC. The database aims to provide Advance HE members with practical ideas and encourage them to trial new initiatives adapted to their contexts.

SCOTTISH COLLEGES AND UNIVERSITIES JOIN LANDMARK DECLARATION AGAINST RACISM, 2020

In August 2020, universities and colleges across Scotland – including the University of Strathclyde – made a landmark commitment to support a declaration against racism. The declaration was endorsed by the SFC and Richard Lochhead, then Minister for Further Education, Higher Education and Science. Advance HE hosted a webinar in which universities made their declaration.

> "Racism exists on our campuses and in our society. Call it what it is and reject it in all its forms. We stand united against racism."

Professor Sir Jim McDonald, Principal, University of Strathclyde

26

KEY PRINCIPLES OF GOOD PRACTICE: LITERATURE REVIEW

Between February and September 2020, an Equality and Diversity Project Assistant was employed within the University of Strathclyde's Equality & Diversity Office to conduct research on key equality and diversity project areas, including race equality. The Project Assistant undertook a literature review of current research and good practice in promoting race equality in higher education. From this review, the key principles of good practice identified include:

= **Building relationships and supporting academic attainment (outreach):**
  = Sustainable and meaningful relationships with community groups whereby their needs are prioritised.
  = Clear presentation of available courses of study and employability options, with institutional investment to support minority students.

= **Retention, progression, and attainment of students:**
  = Targeted initiatives as trends and needs vary on a departmental level.
  = Integration of equality and diversity within all functions of teaching.
  = Support (or development) of extracurricular activities that promote real-world preparedness and/or a sense of belonging for minority students.

= **University culture and promoting inclusive practice:**
  = Staff and students should be aware of past and current issues around race inequality, both in the general sense and how it relates to their particular field/department.
  = Senior management investment (including time) at all levels of race equality plan.

= **Curriculum and Staff Development:**
  = Students and staff should have access to comprehensive resources to educate themselves and facilitate further conversations around race inequality.
  = Centre critical, controversial, and complex aspects of global knowledge and move away from a colonial/European or imperial/USA-centric course of study.

ETHNICITY DATA AND INEQUALITIES

HOW DOES ETHNICITY SHAPE THE UK HIGHER EDUCATION WORKFORCE AND STUDENT BODY?

Data plays a key role in revealing trends and patterns of inequality, and analysis of large sector-wide datasets illuminates inequalities at structural levels. In this section, recent sector data for staff and students with respect to ethnicity (analysed by Advance HE) is outlined and summarised to provide a contextualising snapshot of racial inequalities in the UK HE sector.

UK HE STAFF

Analysis from the Advance HE 'Equality in higher education: statistical reports 2021', based upon 2019/2020 datasets:

"Staff working in UK HE have increasingly become more ethnically diverse. Between 2003/04 and 2019/20, the proportion of white staff has decreased from 91.4% to 84.6%, while the proportion of Black, Asian and minority ethnic staff members has nearly doubled (from 8.6% to 15.4%). In terms of how the latest figures relate to those of UK residents […] the comparison shows that the current UK HE staff ethnic representation (84.6% white and 15.4% Black, Asian and minority ethnic) closely matches that of the English and Welsh population (86% white residents and 14% Black, Asian and minority ethnic residents) overall.[1] However, this is not true for all the minority ethnic backgrounds. For example, **Black HE staff members are underrepresented** compared with the proportion of Black population recorded in the Census (2.8% of the total staff of UK HE are Black compared with 3.3% of the total population).

PROFESSORS BY ETHNIC GROUP

White	Asian	Chinese	Mixed	Other	Black
89.1%	4.3%	2.8%	1.4%	1.6%	0.7%
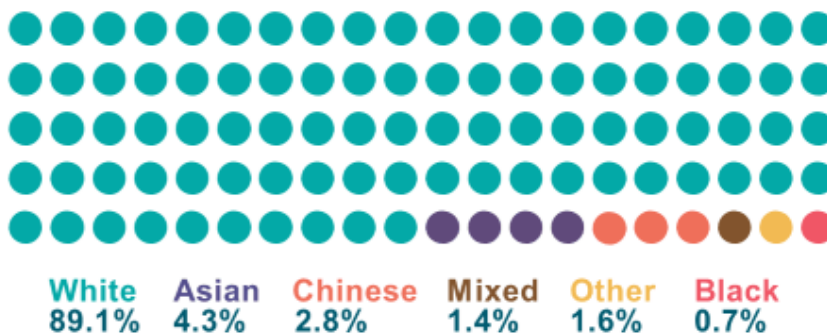
All UK HE professors by ethnic group, 2019-20

AdvanceHE   Advance HE (2021) Equality in higher education statistical reports - weighted by full person equivalent   #AdvanceHEstats

---

[1] Comparisons drawn using data from the 2011 census for England and Wales – however these comparisons are imperfect, as the census does not capture data from Scotland and Northern Ireland, whereas the HESA UK HE staff dataset includes data from all four British nations (Advance HE, 2021)

In general, **inequalities persist among white and Black, Asian and minority ethnic staff members in UK HE**, with lower proportions of Black, Asian and minority ethnic staff than white staff on **open-ended/permanent contracts, in senior management positions, in professorial roles and on higher salary bands**. Looking at academic staff only, in 2019/20 the proportion of Black, Asian and minority ethnic academics was 18.0% of the total compared with 82.0% of academics who were white. In terms of professorial roles, in 2019/20, the share of white academics who are professors was nearly double than the share of Black, Asian and minority ethnic academics who are professors (11.2% compared with 6.2%). However, breaking down the Black, Asian and minority ethnic category into more specific groups reveals notable differences. **For example, while 4.3% of all UK HE professors are Asian, only 0.7% are Black**." (Advance HE, 2021a)
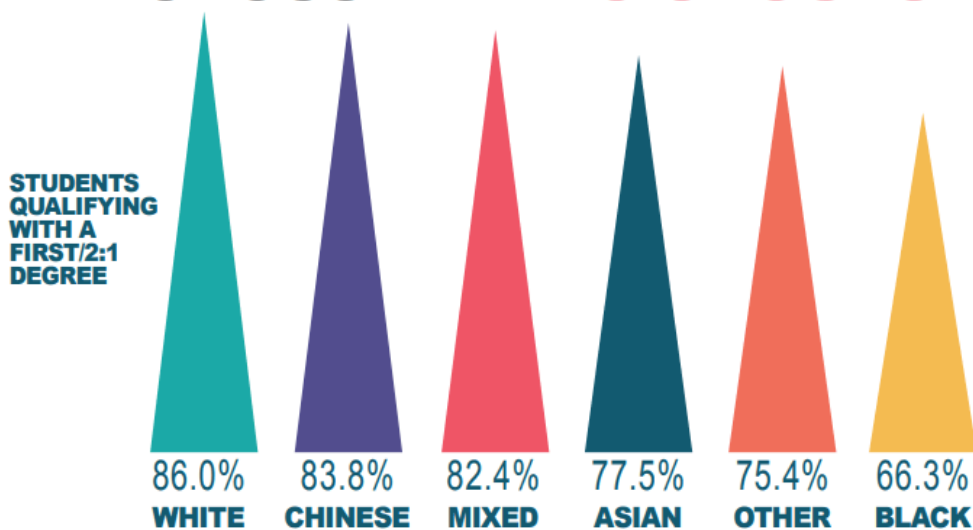
UK HE STUDENTS

Analysis from the Advance HE 'Equality in higher education: students statistical reports 2021', based upon 2019/2020 datasets (Advance HE, 2021b):

In 2019/20, 477,355 UK domiciled students identified as Black, Asian and minority ethnic, representing an 82.3% increase from 2003/04 numbers. BAME representation was relatively high among first degree undergraduates and taught postgraduates (26.7% and 23.6%, respectively), and markedly lower among research postgraduate (18.6%) and other undergraduate (16.8%) students.

A higher proportion of Black, Asian and minority ethnic students studied science, engineering and technology (SET) subjects than white students (50.1% compared with 46.8%), however they were markedly underrepresented in subjects such as humanities and liberal arts (10.1%). In contrast, around one in three students studying business and administrative studies (34.2%) and law (34.0%) were Black, Asian and minority ethnic.

STUDENT ATTAINMENT ACROSS ETHNIC GROUPS

STUDENTS QUALIFYING WITH A FIRST/2:1 DEGREE

| 86.0% | 83.8% | 82.4% | 77.5% | 75.4% | 66.3% |
| WHITE | CHINESE | MIXED | ASIAN | OTHER | BLACK |

UK domiciled first degree undergraduate qualifiers with a First/2:1 degree by ethnic group, 2019-20

AdvanceHE Advance HE (2021) Equality in higher education statistical reports - weighted by full person equivalent #AdvanceHEstats

Overall, 86.0% of white students received a first/2:1 compared with 75.2% of Black, Asian and minority ethnic students, representing a **BAME degree awarding gap of 10.8 percentage points**. Degree attainment differed widely by ethnic group. The awarding gap was particularly pronounced for Black students.

The awarding gap between white and Black, Asian and minority ethnic first degree undergraduate qualifiers varied considerably by country of institution. The gap was widest in England, where 86.3% of white qualifiers received a first/2:1 compared with 75.1% of Black, Asian and minority ethnic qualifiers (11.2% gap). The Black, Asian and minority ethnic degree awarding **gap in Scotland was 6.6%** (though the overall share of BAME students is lower). Notably, the awarding gap was widest for Black qualifiers in each country (Scotland 18.9 percentage point). In terms of attainment by subject area, the gap between white and Black, Asian and minority ethnic students was wider in non-SET subjects than SET subjects (12.2 percentage points compared with 9.1 percentage points).

In terms of graduate outcomes across the UK, fifteen months after qualifying, roughly three in five white leavers were in full-time work (59.7%) compared with 51.6% of Black, Asian and minority ethnic leavers. Furthermore, a higher proportion of white leavers were in professional full-time employment (47.2%) than Black, Asian and minority ethnic leavers (40.2%). However, the proportion of Black, Asian and minority ethnic leavers in some form of further study was higher than white leavers (19.0% compared with 17.4%). **Nearly twice as many Black, Asian and minority ethnic leavers were unemployed 15 months after qualifying compared with white leavers** (9.7% compared with 5.5%).

THE STRATHCLYDE DATA PICTURE

This section outlines a selection of key data points in relation to ethnicity for staff and student cohorts. Please note, the data in this section refers to academic years 2018/19 and 2019/2020 (depending on the specific dataset) and is intended to provide an indicative snapshot only.[2]

STRATHCLYDE STAFF

Outlined below are key aspects of Strathclyde data in relation to staff ethnicity, during the 2018/19 academic year. For further information and context, see the University's latest Equality Monitoring Reports.

- **Population:** Over 7% of all staff declared that they were from a BAME background. The ethnic background of an additional 14% of staff was unknown, however. 22% of non-UK staff were from a BAME background, compared to 4% of UK staff. With a Scottish BAME population of around 4% and a Glasgow BAME population of 17% (including white minority ethnicities), this suggests that UK BAME staff may be underrepresented within the University workforce. It therefore warrants further equality monitoring data collection and further analysis (including at a granular ethnicity level).

- **Population by area:** The Faculty of Engineering had the highest percentage of staff who declared that they were from a BAME background (15%), followed by Science, SBS, HaSS, Office of Chief People Officer, Office of University Secretary and Compliance Officer, and Office of Chief Financial Officer.

- **Administrative and Professional Services/Technical/Operational/Trade staff population:** In 2018/19, the population of staff in these roles was 86.6% white, 10.7% unknown and just 2.7% BAME.

- **New appointments by ethnic grouping:** In 2018/19, the highest percentage of new BAME staff were appointed in the Academic category (19% of appointments), followed by Research and Knowledge Exchange (12%). In some roles – such as Director or Professor – the data indicates that no BAME candidates were recruited, while in other roles – such as APS Grades 3-5 and Technical roles – the existing data suggests that just 3% of appointees were BAME. However, the ethnicity of 36% of appointees was unknown, which problematises the reliability of the data and again underlines the need for improving equality monitoring data.

---

[2] The data underpinning this section was initially compiled to provide information and context to the Race Equality Working Group members and to assist in planning its activity when convened in late 2020. Accurate sector comparison is difficult at this stage due to constraints of the internal datasets available at the time of writing this report. Key enablers for improving the Strathclyde equality data picture are outlined at the end of this section. Further analysis of existing data in tandem with work to improve local data collection and analysis will be taken forward from 2023 onwards as a recommendation arising from this report.

- **Promotions:** Existing data on promotions suggests that UK BAME staff *may* statistically be less likely to be promoted than white staff and non-UK BAME staff, however more analysis and a fuller dataset is required before conclusions can be accurately drawn. Alongside this, further analysis is required to ascertain whether there is a particular stage or level where promotions for BAME staff are less likely or whether promotion rates are equal across all grades/ levels of seniority.

STRATHCLYDE STUDENTS

Outlined below are key aspects of Strathclyde data in relation to student ethnicity. The data outlined relates specifically to Scottish and UK domiciled students only. For further information and context, see the University's latest Equality Monitoring Reports.

- **Population:** The percentage of the student population who declared that they were from a BAME background is 9.7%, compared to the UK and Scotland averages of 24% and 9% respectively. The ethnic background of 6% of students was unknown. (2016-17 to 2019-20)

- **Population by Faculty and level of study:** The Faculty of Science shows the highest BAME population over the four years (14%), followed in descending order by Engineering, SBS and HaSS. Within each Faculty, the BAME population is lower at UG level than at both PGT/PGR, other than in Science, where the UG population outstrips the PGR population by three percentage points. (2016-17 to 2019-20)

- **Degree attainment and awarding gaps:** Between 2015/16 and 2018/19, 69.4% of BAME students were awarded a first or upper second degree over the four years combined compared to 76.6% of white students - a gap of 7.2%**.** While 28.3% of white students achieved first class honours degree during this period, only 20.2% of BAME students achieved a first. Over this four-year period, the largest ethnicity awarding gap in favour of white students, in terms of attainment of first and upper second-class degrees, was in HaSS (15.3 percentage points), followed by Engineering (13.6) and SBS (11.7). Science had a gap of 2.1 percentage points in favour of BAME students. Further in-depth analysis of more recent non-aggregated datasets is required to understand whether the gap remains consistent, or whether it is widening or narrowing.

HOW CAN WE IMPROVE THE STRATHCLYDE DATA PICTURE?

Conducting the indicative data analysis has highlighted areas where the data collection and analysis should be improved at Strathclyde in order to better understand staff and student in/equalities by ethnicity.

- ✓ **Improve the quality of the ethnicity datasets:** At present, a sizeable ethnicity data category is 'Unknown', particularly among staff datasets. To collate good-quality data and understand the picture more fully, it is crucial to increase accurate responses to equality monitoring questions and reduce the proportion of 'prefer not to say' responses. Reviewing the ethnicity options provided in equality monitoring and producing top-down communications about the importance of collecting this data (and associated reassurances about privacy) will be conducive to the collection of fuller and better-quality datasets across and between characteristics.

- ✓ **Disaggregated data analysis:** The Strathclyde data analysis presented here is aggregated by 'BAME' and 'white' only. As demonstrated by the Advance HE sector data outlined previously, there are differences between ethnic groups – with Black students and staff often experiencing greater inequalities and worse outcomes, for example. To understand the Strathclyde picture more fully, it is therefore vital to disaggregate the data by specific ethnic group, and by Scottish, rUK and international groupings. While potential identifiability may be a concern when considering granular-level ethnicity data (or any equality data), attention should be given to fully exploring data protection planning and safeguards to mitigate concerns whilst still enabling this important analysis to take place (rather than using potential identifiability as a basis to under-explore the data).

- ✓ **Collaboration with subject experts and data experts:** Ongoing sustained collaboration between key data teams and subject experts within the University is required to produce high-quality reports on staff and student experiences by ethnicity, alongside dedicated staff to co-ordinate, lead and provide additional operational capacity to this work.

Further analysis of existing data in tandem with work to improve local data collection and analysis will be taken forward from 2023 onwards as a recommendation arising from this report and as part of the University's work towards the Race Equality Charter.

RACE EQUALITY WORKING GROUP

BACKGROUND

Activity to establish a Race Equality Working Group at the University commenced in 2019, with a draft remit for the REWG approved in principle by the University's Equality Diversity and Inclusion Committee (EDIC) in November 2019. In the same month, the University Court considered race equality at their annual strategy session and agreed to prioritise work in this area. Delays due to the pandemic in early 2020 led to the REWG being formally established by the Principal and announced to University staff in June 2020. Shortly after, the Principal-led Race Equality Workshop took place in July 2020. The findings from the workshop provided the groundwork upon which the subsequent REWG activity was developed.

REMIT AND MEMBERSHIP

The Chair – Professor Krishna Paudyal, then Vice-Dean (Research) in Strathclyde Business School – was appointed by the Principal. The membership of the Group was recruited through an open call via the all-staff newsletter, with representatives from key areas across the University and Strath Union. Members were self-nominated.[3] The full remit and membership of REWG is available in Appendix 1. An overview of equality and diversity governance structures at the University – and where REWG sits within this – is provided in Appendix 2. The group held its first formal meeting in October 2020. The group met formally five times throughout the 2020/21 academic year, with additional informal meetings to share updates and to plan activity and engagements.

ACTIVITY

Between October 2020 and April 2022, the REWG undertook a range of activity spanning: engagement with staff and students; scoping of existing research and practice; data analysis; participation in external events, forums and training; and engagement with external experts and sector partners. A full timeline of activity is provided in the next section.

A key activity led by the Working Group was the engagement exercise (consisting of focus groups and a survey) to better understand the perspectives and experiences of Strathclyde staff and students on key areas pertinent to race equality. The findings from this engagement are detailed in Section 7. This exercise – alongside the broader scoping work – provided invaluable insights and enabled the Working Group to develop a set of 12 high-

---

[3] Since the formation of REWG, the Equality & Diversity Office has been leading a review of the equality, diversity and inclusion governance structures across the University, with a view to formalising the structures and supporting development of EDI Committees / Groups in departments, faculties and directorates where these do not currently exist. In future, the E&D Office will seek membership nominations for formal University-level EDI committees or working groups through directorate/faculty/departmental EDI committees (as appropriate) to ensure there is a consistent through-line between central University-level EDI activity and local EDI activity.

level race equality recommendations (see Section 2) and key actions for their implementation.

TIMELINE OF STRATHCLYDE ACTIVITY 2019 TO 2022

This section provides an overview of the key activity relating to race equality and the Working Group since November 2019.

- **November 2019:** Following discussions on proposed University race equality activities at the Equality, Diversity and Inclusion Committee (EDIC), a draft remit for a University Race Equality Working Group (REWG) was approved in principle in November 2019.

- **June 2020:** Principal's Update to staff announced the establishment of the [University Race Equality Working Group (REWG)](#) which would meet regularly. Group membership and leadership was delivered predominantly by colleagues of colour with administrative support from the Equality & Diversity Office.

- **July 2020:** An online University-wide Race Equality Workshop was held for staff and student representatives to discuss key issues with regard to race equality in Higher Education and priorities for Strathclyde.

- **August 2020:** Strathclyde endorsed [landmark sector-wide declaration against racism](#).

- **October 2020 to April 2022:** REWG met regularly over this period and led an engagement exercise with students and staff. The REWG developed a finalised set of 14 high-level race equality recommendations (see Appendix 1) for Strathclyde and outlined key actions to support their implementation.

- **December 2020:** The Principal confirmed the University's membership of Advance HE's Race Equality Charter (REC) which will provide a tried and tested, robust framework to help Strathclyde identify and self-reflect on institutional and cultural barriers standing in the way of BAME staff and students. The University will apply for the REC by 2025.

- **January to March 2021:** Led by the REWG, a series of themed race equality focus groups for staff and students were held, complemented by a brief survey. This institutional engagement exercise gathered the perspectives and experiences of staff and students to inform action that the University can take to advance race equality.

- **May / June 2021:** Reports on the survey and focus groups were produced and delivered to our overarching Equality, Diversity & Inclusion Committee (EDIC).

- **August - November 2021:** The REWG Initial Recommendations and actions were discussed and approved in principle at EDIC.

- **November 2021:** New suite of e-learning launched, including microbehaviours and bias, and specific courses for staff on race equality (e.g. Race in the Workplace, Disclosure of a Racial Incident by Students).

- **December 2021 – November 2022:** Work to progress the initial actions arising from the REWG recommendations taken forward, including:

  - establishing a permanent University Race Equality Steering Group;

  - setting up a Race Equality Network for Staff;

  - instigating a Race and Migration Research Network for academics;

35

- development and delivery of in-house sessions for staff on microbehaviours, allyship, bystander intervention, and anti-racist curriculum development;

- development of a new core MyPlace course for all students - *#StrathEqual: equality, diversity and inclusion for students;*

- progressing existing and securing new scholarship opportunities for BAME students from widening access backgrounds (Formula 1 Scholarship and Cowrie Scholarships);

- Securing QAA Enhancement Themes funding for student internships on anti-racism and decolonisation on topics pertaining to curriculum and student engagement (one in HaSS, and one in E&D Office in partnership with Strath Union);

- Revising the calendar of EDI observances to better reflect the diversity of the Strathclyde population, and beginning work to establish a rolling calendar of EDI events, activities and training sessions to be led by the Equality & Diversity Office in collaboration with key partners.

- **March 2022**: EDIC approved the proposal to establish a permanent Race Equality Steering Group, to mirror the existing Gender Equality Steering Group and report directly to EDIC. Details of the Steering Group were finalised in the June 2022 meeting.

- **April 2022**: 1.2FTE Equality & Diversity Engagement Officers begin in post with a remit to develop EDI training and events, including on race equality.

- **March – July 2022**: Additional staffing resource formally sought to support race equality activity and drive sustained progress, requested via Student Experience 2022/23 annual planning round.

- **September 2022:** Launch of a new core equality, diversity and inclusion MyPlace course for students - *#StrathEqual: equality, diversity and inclusion for students* – with specific content on microbehaviours, bullying and harassment, and bystander intervention.

- **September – December 2022**: Report written and recommendations finalised.

ENGAGEMENT METHODS

Alongside sector scoping and data analysis, the University and Race Equality Working Group undertook specific activity to engage directly with staff and students on issues of racial in/equalities, the experiences of BAME people, and avenues for action and positive change.

This section outlines the methods utilised to gather information internally to inform and shape the development of the recommendations for the University detailed in Section 2.

PRINCIPAL-LED RACE EQUALITY WORKSHOP – JULY 2020

An online University-wide Race Equality Workshop was held on Wednesday 8 July 2020. The purpose of the workshop was for staff and student representatives to discuss key issues with regard to race equality in Higher Education and priorities for Strathclyde.

Over 80 staff attended the workshop. Student representatives were nominated by Strath Union, including current and outgoing members of the Student Executive. Eight facilitator-led breakout groups posed three key questions to staff and student representatives:

- **How do we ensure that those from BAME backgrounds are central to discussions about race equality at Strathclyde?**

- **What can the University do to raise awareness of race equality and celebrate diversity across campus?** Are there other priorities that the Race Equality Working Group should focus on during 2020/21?

- **Do you have initial thoughts on what needs to change?** e.g. can student/staff recruitment, retention and progression policies/practices help to ensure diversity of candidates and support students/staff to succeed regardless of background?

The main themes drawn from participant feedback are detailed in Section 7.

FOCUS GROUPS AND SURVEY – SPRING 2021

To explore specific topics further, a series of four themed race equality focus groups for staff and students were held in January 2021, complemented by a brief survey during February and March 2021. The purpose of the consultation was to gather the perspectives and experiences of staff and students with regard to four specific themed areas.

The focus groups were facilitated by members of REWG with operational support from the Equality & Diversity Office. The focus groups covered the following themed areas (which were also reflected in the survey):

- ❖ **Focus Group A: Student and staff recruitment and progression.**
- ❖ **Focus Group B: Race equality in the student curriculum and in staff development programmes.**
- ❖ **Focus Group C: Communications and engagement - promoting & celebrating diversity.**
- ❖ **Focus Group D: Student and staff support systems.**

The themes were identified following the University wide Race Equality Workshop held in July 2020, through scoping existing research and sector reports, and subsequent discussions at REWG meetings.

The call for participants was shared via the Equality and Diversity Newsletter, Inside Strathclyde (the University's weekly email newsletter), and the Students' Union. Focus group participants consisted of current staff and students at the University of Strathclyde and Strathclyde Students' Union.

Focus groups: There were 30 focus group participants in total, across the four sessions, and each group had between 5 and 9 participants. Focus group responses were recorded in summary via notes taken by facilitators plus an online noticeboard. The staff participants represented a variety of directorates / departments, job categories and grades / seniority. The focus groups were open to people of any ethnicity.

Survey: There were 71 respondents to the accompanying survey.

Information from the focus groups and survey were analysed thematically, with key trends and issues identified. The findings are discussed in Section 7.

ENGAGEMENT FINDINGS

This section outlines the findings from the principal-led race equality workshop, focus groups and survey. Alongside the sector scoping, literature reviews and data analysis summarised previously in Section 4, the findings discussed throughout this section were used to shape and inform the recommendations outlined in Section 2.

During the work of REWG, recurrent concerns were reported both in formal consultation settings (i.e. the focus groups, survey and workshop) and in race equality discussions with a range of stakeholders across the institution more broadly. These concerns cut across all aspects of the findings and speak to core considerations that – if acknowledged and addressed – will be key enablers for progress and change. These concerns can be summarised as three key themes:

- ✓ **Trust, transparency and accountability:** staff and students frequently commented on a perceived lack of action to address issues of race equality and racism. This in turn, compromised their faith in the prospect of a robust response from the University. These concerns were often structural in nature, but sometimes also related to individual accountability (via existing complaints processes for example).

- ✓ **Representation and leadership**: Concerns about representation cut across many areas and roles, and there was a shared perception that some areas of the University do not reflect the ethnic diversity of the wider UK population. Staff and students frequently commented upon the perceived lack of diversity in senior leadership positions at the University, primarily in relation to ethnicity but also in relation to women, and to disabled and LGBTQI+ people (and intersections of experience, such as BAME women). The theme of leadership also frequently arose in the context of the key role senior leaders can play in committing to and leading work towards becoming a diverse, inclusive, just and anti-racist institution. It was felt that there was enormous potential for an engaged senior leadership team to affect change by not only improving diversity at that level but also through allyship and a commitment to prioritise equality work.

- ✓ **Resource and commitment:** Staff and students perceived that the University committed insufficient resource to equality and diversity – including race equality – and felt that this (even tacitly) reflected a structural lack of commitment to making meaningful progress. Many staff raised concerns about how – in terms of staff resource and time – forthcoming recommendations might be implemented and meaningful sustainable actions could be progressed, and warned against perceived 'empty gestures' (i.e. commitments without resource) that may ultimately be counterproductive and undermine the trust of BAME students and staff. Students and staff reflected that the University must commit specific staff resource to race equality work, alongside increasing its resourcing of equality and diversity work more broadly.

PRINCIPAL-LED RACE EQUALITY WORKSHOP – JULY 2020

Eight facilitator-led breakout groups posed three key questions to staff and student representatives. The collated responses from attendees are summarised in bold and bullet-points below each question.

> Question 1: How do we ensure that those from BAME backgrounds are central to discussions about race equality at Strathclyde?

Direct communication and encouragement to individuals from BAME backgrounds to engage in discussions about race equality at Strathclyde.

- Target invitations to BAME populations, look beyond staff emails/Inside Strathclyde as a means of communication.
- Be explicit in describing recent outcomes as well as current projects, challenges, and goals related to race equality.
- Include individuals who are not at Strathclyde, i.e. reach out to third sector and charity groups to hear about barriers and reasons why their populations do not make it to Strathclyde.

Support BAME students and staff who engage in these discussions.

- BAME representation from all levels.
- Ensure managerial support for individuals who take time out of their daily duties to engage, e.g. relieving other duties or through some other form of compensation or reward.
- Safe spaces for exchange of experiences/ideas that are resourced, authentic, and feed into broader conversations. Be explicit in protections for BAME individuals who may be concerned about consequences when raising issues.

Widespread communications that reach all corners of the university and beyond.

- Encourage continuous feedback and input.
- Use social media, particularly to engage with students.
- Ensure information is easily accessible to prospective students and staff.

> **Question 2: Do you have initial thoughts on what needs to change?**
>
> e.g. can student/staff recruitment, retention and progression policies/practices help to ensure diversity of candidates and support students/staff to succeed regardless of background?

Meaningful and up-to-date training, reporting systems, workshops, and discussion groups for all staff and students.

- Consider department or faculty tailored training.
- Update 'Report and Support' systems and ensure swift action is taken on reports, to encourage more staff/students to report instances of harassment.

Support current students and staff, and ensure prospective students and staff are aware of these support systems

- Support and encourage departmental mentoring schemes by providing mentors with resources/training, ensuring mentees know who to connect with.
- Support and diversify staff in pastoral roles such as counselling, sexual abuse support, GBV responders, and mental health first responders. These issues can affect students and staff from different backgrounds, and it is important to make services as approachable as possible.

A coordinated approach to ensure consistency and compliance across departments

- Recognise the importance of working with experts in crafting solutions; be open to working with external partners, such as a BAME recruitment company that will focus on diverse candidates.
- Analyse all steps of the recruitment process to determine where bias could enter and address this.
- Shift the criteria of good academic practice away from Eurocentrism ("decolonise the curriculum"); give staff guidance on how to incorporate EDI into the curriculum.

> **Question 3: What can the University do to raise awareness of race equality and celebrate diversity across campus?** Are there other priorities that the Race Equality Working Group should focus on during 2020/21?

Language is important, be specific when discussing ethnic and racial groups and explicit when acknowledging past wrongdoings.

- Granular data is required when reporting access and achievement statistics, e.g. in BAME we see disparate statistics between Black and Asian subgroups.
- Set the tone from the top; incorporate meaningful language into Strathclyde's mission statement along with faculty and departmental goals.

Celebrate current BAME staff, students, and communities.

- Promote BAME excellence, through sharing stories of students and staff along with notable UK/Scottish BAME people.
- Actively and publicly celebrate diversity through celebrating major holidays such as Lunar New Year, Eid, and Diwali on external and internal communication platforms.

Develop accessible, up-to-date, and relevant materials for students and staff.

- Provide resources on topics like white privilege and systemic racism; consider department and discipline-specific materials (e.g. systemic racism in Biology).
- Focus on social media, and include short and accessible infographics/information.
- Produce visually pleasing and accessible 1-page graphical reports that summarize demographics (access, achievements, etc.) at Strathclyde, and how they compare to Scottish/UK benchmarks.

41

- Make use of the high-quality academics and researchers we have and make sure they have adequate time in their workload.

FOCUS GROUPS

This section outlines the key findings from the focus groups conducted with students and staff. These findings - alongside the findings from sector scoping, internal data analysis and the July 2021 Principal-led race equality workshop – were used to shape the recommendations outlined in Section 2.

> "Strathclyde is trying to get awards for racial equality - it's good to have the badge but it's better to actually have earned it." – Focus Group B participant

FOCUS GROUP A: STUDENT AND STAFF RECRUITMENT AND PROGRESSION

Focus Group A took place on Tuesday 26th January 2021. The focus group involved staff members across APS, teaching and research roles.

Visibility, progression and leadership: Participants discussed their hope to see increasing diversity within senior management and senior academics, including in terms of ethnicity, and felt this would indicate positive progress. Similarly, Focus Group D participants reflected that "*the higher you go in any role, the whiter the institution feels*", with some feeling constantly aware they are a minority and in the minority.

Participants noted the potential over-reliance on one BAME person to lead on issues pertaining to race and ethnicity, which can render the BAME colleague hyper-visible. Such over-reliance can also impact the workload of staff with lived experience if this vital activity is not properly factored into workload allocation.

Diversity as a recruitment tool: When asked whether they considered the ethnic diversity of Strathclyde before applying to work here, participants noted that Glasgow's diversity was a major factor (compared to other Scottish cities). One participant discussed having been recruited specifically via a programme designed to increase diversity and welcomed the encouraging intentions of the University. Other participants expressed having become despondent about entrenched racial inequalities in the higher education sector and felt that it mattered less specifically where they worked as it "won't matter anyway".

Equitable treatment: When asked about whether they believe they are treated equally by colleagues and students (irrespective of ethnicity), participants noted that belonging to the majority ethnicity group (white) may be an advantage in the workplace, with participants noting that the social and personal networks that come with this 'insider' status is significant. Participants also noted that having pre-existing personal connections with more senior colleagues can infer an advantage.

Racial harassment, microaggressions, racialised jokes, etc: When asked about their knowledge and experience of these issues at Strathclyde, participants discussed being

42

aware of increased reporting in the media, but noted that it is more difficult to understand the full picture at Strathclyde due to lack of published data and information. Participants also noted that it may be a difficult topic for people to discuss. Participants suggested developing a safe peer-led space or forum for people to talk about the racism they have faced (separate to reporting).

Awarding gaps: When asked about ethnicity awarding gaps at Strathclyde and sharing information on this, participants noted that there was some uncertainty about who is responsible for scrutinising the data and taking action in particular areas / departments. They noted that there is no specific training provided by the University to support staff to understand or address awarding gaps. Participants noted that strong leadership on such gaps was required.

In Focus Group B, participants noted that racial inequalities in curricula manifest in issues such as the awarding gap, with BAME students less likely to achieve a first/upper second degree. They noted that this will have a subsequent impact on the pipeline of BAME people into postgraduate study and academic or professional roles.

FOCUS GROUP B: RACE EQUALITY IN THE STUDENT CURRICULUM AND IN STAFF DEVELOPMENT PROGRAMMES

Focus Group B took place on Wednesday 27th January 2021 and involved student representatives, professional services staff and academic staff.

Race equality in the curriculum: When asked about equality in the curriculum, participants described this as actively dismantling oppressive systems and behaviours to allow everyone to have fair and equal engagement. Participants reflected upon current curricula, and how this only tells part of the story – whereas "we want everyone to be educated about the whole story and not from one perspective and background". Participants noted the responsibility of academics and the University to critically engage with curriculum content, and not 'settle' for the overrepresentation of certain demographics in specific fields. Participants noted that the role of educators is to allow students to broaden their perspectives and take that forward in the way they move into society, with recognition of the benefits of learning from diverse experiences. Participants discussed how our alumni become ambassadors for the University throughout the rest of their lives.

> "Most of my experience is with teaching racial issues to majority culture students; their response to this material is very encouraging as it promotes self-reflection and provides them with some of the knowledge/skills needed to go out into the world with a greater awareness of matters around racial equality. I wanted also to note anecdotally however that colleagues working in similar areas in other institutions have encountered pushback from some students who resent diversity initiatives in the curriculum […] I feel it's important to engage with such students and encourage them to reflect on their attitudes, but this can require training for staff." – Focus Group B participant

Participants reflected how there can be habits and customs around the construction of the curriculum that renders it very white European, and students, in turn, experience their course as white and European. Participants reflected that staff not from underrepresented groups might not immediately recognise these challenges and absences. Participants also reflected issues with a lack of diversity in academic and teaching staff in some areas, stating that while there have been positive developments "overall the structure is never changed".

Specific disciplines and areas: When asked which areas are most affected by racial inequality in the curriculum, participants stated that this was difficult to definitively answer and a deeper exploration of curricula and people's experiences would be required. Participants noted that it may be more straightforward to incorporate these conversations into curricula within Humanities and the Social Sciences, within considerations of the nature of knowledge and who is included. Participants pointed to internal and external STEM and Business examples, however, to demonstrate how this can and should take place in all disciplines. A light-touch audit was suggested as a way in which to understand existing content across the disciplines.

> The University could ask subject areas to do a light-touch audit of equality, diversity and inclusion within their curriculum. Could the equality impact assessment process be used to frame the context of curriculum change? – Focus Group B participant

Staff Development: Participants used this opportunity to discuss the additional skills, training and resources needed by staff who teach and/or develop curriculum to confidently teach on topics pertaining to race and ethnicity. Participants discussed how there can be hesitance to engage in these topics in learning and teaching environments among the wider academic community – for some because there is a resistance to diversity initiatives, and for others there is a lack of confidence on the subject matter. Participants reflected that from an institutional point-of-view, policy and guidance needs to be developed and a commitment to giving everybody the tools, language and support to discuss these topics and to break down the barriers to talking about race in disciplinary contexts.

> "I think training on how to address complex issues around race in the classroom would be very welcome. To ensure buy-in from academic staff, we should not tell them what to teach but rather offer to help them to develop skills they might need to teach certain sensitive subjects." – Focus Group B participant

How can we implement change? Participants reflected that culture change is vital, implemented by tapping into existing groups and introducing this work. Participants noted that those in less senior positions may find it difficult to make curriculum change if there is a lack of buy-in or support among senior staff in the Department. It was noted that the University needs to audit existing practice with respect to diversity in the curriculum, and that a specific proportion of teaching staff workload should be allocated to focus on this. Participants highlighted the importance of training and incentivising individuals and departments to take action and make a difference. In addition, participants noted that there should be specific staff members with a remit to work on equality, diversity and inclusion in the curriculum across different subject areas. Participants stated that a comprehensive plan focusing on curriculum was needed.

> "We need to influence individual subject areas as they oversee curriculum development. The University can influence these subject areas by setting up a (light touch) framework that places value on racial equality. We should also create incentives for staff to engage in this work: e.g. leading racial equality initiatives could be acknowledged in ADRs and promotion applications. Include a question on racial equality in the curriculum in student surveys (so that it becomes part of the outstanding student experience KPI)? […] Progress on equality in the curriculum could be recorded in ADRs, as achievements valued by the University" – Focus Group B participant

Participants also noted that the Library, and its qualified information specialists, should be given the power to influence and diversify the curriculum.

FOCUS GROUP C: COMMUNICATIONS AND ENGAGEMENT - PROMOTING AND CELEBRATING DIVERSITY

Focus Group C took place on Thursday 28th January 2021. The focus group predominantly involved staff in APS roles.

This focus group employed a practical format, discussing current challenges with communications and engagement relating to race equality and suggesting potential measures to address these challenges.

Among participants there was feedback that although the University has a range of equality policies and programmes of work, there can be a lack of visibility of impact. Participants suggested **updating information online** and making this easier to find, alongside **providing regular updates on the progress of initiatives** via Inside Strathclyde and other channels.

Participants suggested a **BAME staff and/or student network** as a beneficial mechanism to bring people forward and provide them with access to opportunities and communication channels. This could be made available via the central University professional services.

Participants discussed how some observances and festivals are not marked by the University, and suggested **an updated calendar of key events and observances** (modelled on the UN Calendar).

Participants recommended the University develop a **progressive style guide and common language to be used in internal and external communications**, in order to give staff tools to confidently discuss race and ethnicity (and other related topics) and to provide consistency across University communications.

Participants discussed the need to increase **opportunities to meaningfully engage with the University community, including events for students and staff**, and noted that further resources were necessary to develop engagement activity. It was noted that issues of power and privilege can manifest a challenge to engagement, and subsequently the importance of providing different activities and modes of engagement. Alongside events, participants discussed **the importance of opportunities to have open, honest, authentic conversations with senior management on issues of inequalities**.

Participants also noted that **staff inductions, staff development, and student inductions could be more inclusive and better include the lived experience of diverse Strathclyders.**

45

Participants suggested there should be **a section in the ADR that tasks all staff with equality work – i.e. *what have you done in the past year to improve equality at Strathclyde***, a suggestion mirrored in Focus Group C in the context of diversifying the curriculum.

FOCUS GROUP D: STUDENT AND STAFF SUPPORT SYSTEMS

Focus Group D took place on Thursday 28th January 2021. A variety of staff and students participated, including staff in APS roles alongside researchers and students' representatives. The focus group explored the formal and informal systems/structures/networks that support wellbeing, inclusion, dignity and respect; as well as academic support and pastoral roles, and staff development.

Encouraging discussion about race equality: Participants recognised institutional willingness to have the conversation, but often this was not followed-up with clear outcomes or feedback. Participants reflected that this leads to uncertainty over whether the conversations are actually productive. Participants also reflected that there was will to drive the conversations but questioned whether people felt empowered to do so. They also felt that more could be done to encourage discussion across all grades and operational areas.

Creating a sense of belonging: When asked how a sense of belonging can be created and/or improved with respect to race, some participants reflected on the hierarchical nature of the University, and that lower grade and/or non-academic colleagues may have valuable input but do not have access to the conversation. Participants discussed how specific operational areas – such as the Library and Estates – are uniquely placed to have practical positive influences due to their proximity to students. As with Focus Group A participants, there was discussion about the symbolic importance of diversifying the naming of campus buildings. It was noted that buildings at Strathclyde are often named after famous alumni or leaders who have tended to be majority white Scottish men.

Reporting racial discrimination: Participants discussed the Report & Support tool as the main way to report racial discrimination and noted a perceived problem of awareness amongst staff and students. Participants felt the reporting process could be more transparent with greater effort toclose the feedback loop. There is a (false) perception that the University may not act on reports made via the Report & Support tool depending on the nature of the report. Participants suggested a version of 'you said, we did' might be appropriate. Participants also discussed the importance of bespoke support provision throughout complaints and grievance processes for students and staff reporting racial discrimination.

Participants noted the value of practical training such as bystander intervention training, and those present who had undertaken the training reported feeling more empowered to address discrimination directly.

Supporting success: Participants reflected that it is unlikely staff at Strathclyde have an equal chance of success, differentiated by factors such as ethnicity, gender and disability. Participants reflected that access to opportunities felt restricted, and potentially closed to certain demographics.

Participants agreed that the University should explore and pilot targeted initiatives and support for underrepresented groups, including development programmes and mentorship opportunities.

46

SURVEY

This section outlines the key findings from the survey conducted with students and staff, designed to complement the focus groups for those unable to attend or preferring an alternative method of participation. These findings - alongside the findings from sector scoping, internal data analysis, the focus groups and the workshop - were used to shape the recommendations outlined in Section 2.

The survey gathered responses from 71 people including students and staff across the University. Most participants were staff members in administrative and professional services, technical and operational roles (77%, n=55). The majority of respondents (76%, n=54) were not from a minority ethnicity background.

The survey respondents were asked to reflect on the current context and key priorities for action across a range of areas. Across the qualitative responses, the key priorities are summarised below:

- The importance of strong proactive University leadership on anti-racism.
- Increasing racial diversity in all roles, and particularly leadership positions and senior roles.
- Specific provision, networks and opportunities for BAME students and staff to connect.
- Activities, communications and events to recognise, elevate and celebrate BAME students and staff across the University.
- Clear pathways for reporting issues of racist behaviour and bias, as well as action taken.
- Provision of specific bespoke support for students and staff who have experienced racism, delivered by an experienced and diverse staff, to bridge perceived gaps in current provision.
- Curriculum development, including diversifying curriculum content.
- Importance of strong institutional engagement with the University's history, including its historic connections to the transatlantic trade of enslaved people alongside imperialism and empire.
- Sustained and meaningful engagement with the University community, particularly those with lived experience
- The need for sustained meaningful attention and investment, to ensure action is not perceived as tokenistic.
- The respondent group had a strong desire to advance their knowledge, understanding and confidence on topics pertaining to race, ethnicity and challenging racism. This included having access to learning resources, information on terminology, and training and development opportunities.

The survey findings also served to underline the importance and urgency of taking action across the University. A number of responses highlighted specific and more general concerns relating to bias, discrimination and harassment – both overt and more subtle (e.g. unconscious bias and microbehaviours). Some colleagues used the survey to anonymously discuss incidents of racist comments or microbehaviours that they had either witnessed or experienced themselves. Respondents expressed concerns about the ability of the complaints and grievance processes to provide resolution to these types of issues and behaviours (especially those that are more subtle and/or structural), and underlined the need for robust responses and the provision of bespoke support for those victimised by racist behaviour on campus and among the Strathclyde community.

These findings serve to highlight and underline the University's [statement](#) in 2020 that 'racism exists on our campuses and in our society'.

APPENDICES

APPENDIX A: REWG TERMS OF REFERENCE AND MEMBERSHIP

RACE EQUALITY WORKING GROUP (REWG) TERMS OF REFERENCE AND MEMBERSHIP

REMIT AND RESPONSIBILITIES

The role of the Race Equality Working Group is to work to ensure and promote an inclusive environment for Black, Asian and Minority Ethnic (BAME) students and staff, promote racial diversity across the University and, where required, improve educational and employment outcomes for BAME students and staff. In particular, the Group has responsibility for:
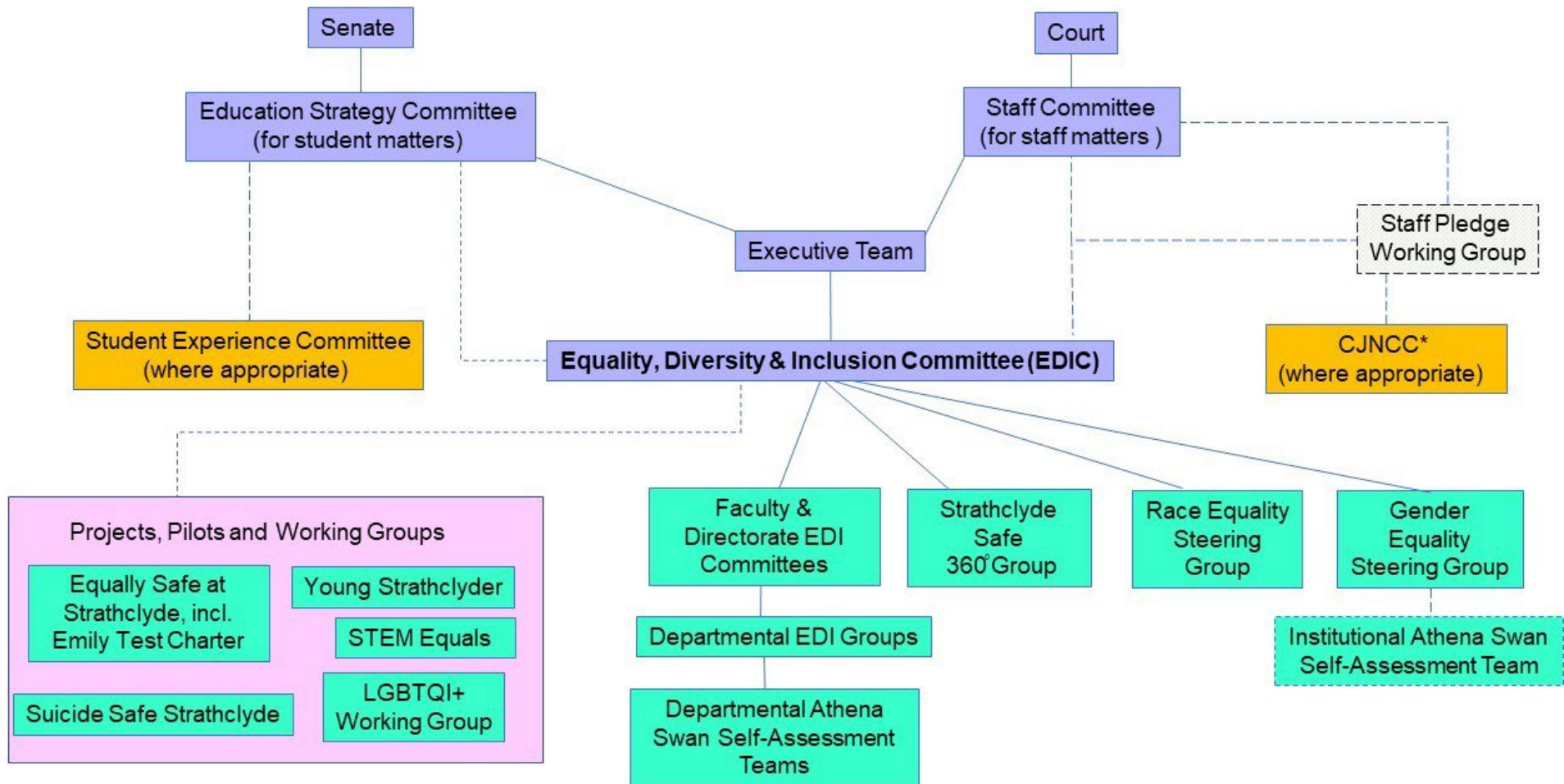
- Reviewing race equality statistics and additional evidence to identify areas for action, with particular regard to the representation and progression of staff and students

- Developing recommendations for specific actions to address race equality issues

- Considering and developing communications to help promote diversity and race equality across the University

- Consulting, where appropriate, with students and staff on issues relevant to race equality

- Considering implications for the University arising from external research and good practice

- Reviewing the framework and requirements of Advance HE's Race Equality Charter (REC) and the potential for the University to become a REC member

- Reporting progress on the University's race equality objectives and action plans to the Equality, Diversity and Inclusion Committee (EDIC)

- Making recommendations to EDIC with regard to potential new race equality initiatives

MEMBERSHIP

Name	Role
Prof. Krishna Paudyal	Chair
Annie McLaughlin	Equality & Diversity Office reps
Dr Matson Lawrence	
Melanie Smith	
Rachel Owora	Human Resources rep
Uuganaa Ramsay	Widening Access rep
Dr Chris Bovis	Education Enhancement rep
Kate Jack	Strategy & Planning rep
Sharmin Rahman	RKES rep
Prof. Winifred Ijomah	Engineering rep
Dr Eugenie Samier	HaSS rep
Ranjit Das	SBS rep
Dr K.H Aaron Lau	Science rep
Manish Joshi	Strath Union (staff) rep
Rachel Cairns	Strath Union (student) reps
Yu-Chu (Kathy) Doong	
Julia Harrison	Group Manager

REWG may, from time to time, invite others to attend meetings to ensure appropriate expertise available to expedite its work.

APPENDIX 2: EDI GOVERNANCE STRUCTURES AT STRATHCLYDE

Senate

Court

Education Strategy Committee (for student matters)

Staff Committee (for staff matters)

Staff Pledge Working Group

Executive Team

Student Experience Committee (where appropriate)

Equality, Diversity & Inclusion Committee (EDIC)

CJNCC* (where appropriate)

Projects, Pilots and Working Groups

Equally Safe at Strathclyde, incl. Emily Test Charter

Young Strathclyder

STEM Equals

Suicide Safe Strathclyde

LGBTQI+ Working Group

Faculty & Directorate EDI Committees

Strathclyde Safe 360°Group

Race Equality Steering Group

Gender Equality Steering Group

Departmental EDI Groups

Institutional Athena Swan Self-Assessment Team

Departmental Athena Swan Self-Assessment Teams

* Combined Joint Negotiating and Consulting Committee

51

REFERENCES

Advance HE (2021a) Equality in higher education: statistical reports 2021 | Advance HE (advance-he.ac.uk)

Advance HE (2021b) Equality and higher education: Students statistical report 2021.

EHRC (2019) *Tackling racial harassment: Universities challenged*. Report available from: https://www.equalityhumanrights.com/en/publication-download/tackling-racial-harassment-universities-challenged
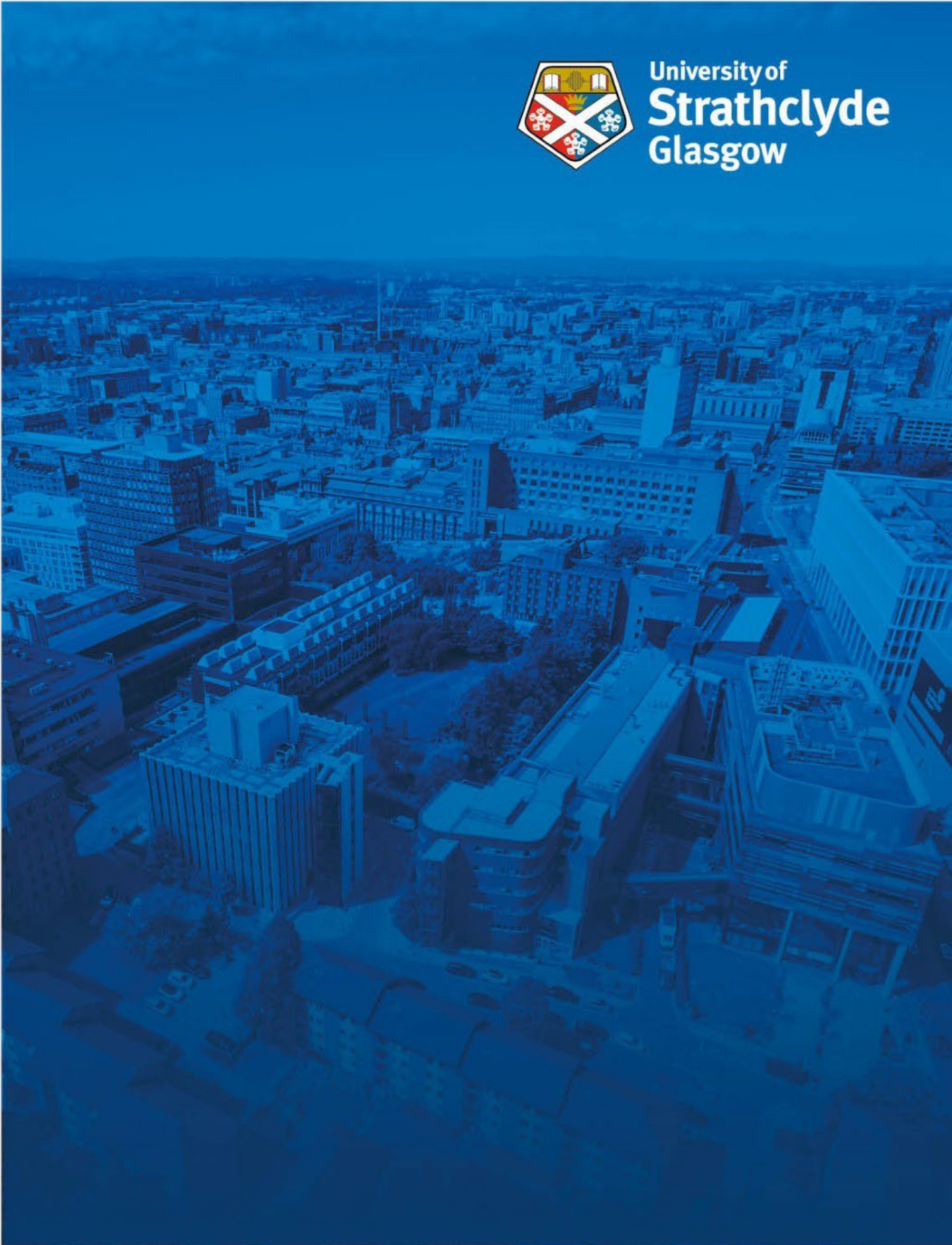
UUK & NUS (2019) *Black, Asian and Minority Ethnic Student Attainment at UK Universities: #Closingthegap*. Report available from: https://www.universitiesuk.ac.uk/sites/default/files/field/downloads/2021-07/bame-student-attainment.pdf

University of
Strathclyde
Glasgow