



University
of Glasgow

Understanding Racism, Transforming University Cultures

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Executive Summary

In 2018 the University of Glasgow launched a historical report into the organisation's links to the transatlantic slave trade, entitled *Slavery, Abolition, and the University of Glasgow*¹. This report, the first of its kind from a University in the UK acknowledged that during the eighteenth and nineteenth centuries the University received gifts and bequests from persons who may have benefitted from the proceeds of slavery. Income from such gifts and bequests has been used in supporting academic activity undertaken by the students and staff of the University. The researchers estimated that the value of these gifts and bequests today would be worth between £16-200 million. In acknowledging these historical benefits, the University chose to enact a programme of reparatory justice which entailed enhancing the ties between the University and West Indies through the signing of a memorandum of understanding, establishing a research centre into slavery, providing scholarships to UK students of African and Caribbean heritage and placing a plaque in the University cloisters acknowledging that the site of Gilmorehill was previously owned by a slave owner.

This significant body of research and programme of reparatory justice has provided a foundation for the University to refocus and address current staff and student experiences of racism, and racial inequality. The EHRC's report in 2019 *Tackling Racial Harassment: Universities Challenged*² provides the UK context of campus experiences of racism. This report was considered by the University's Equality and Diversity Strategy Committee, chaired by the Principal, who commissioned this investigation into student and staff experience at the University of Glasgow³.

As an organisation, we want to support our organisation to have the confidence and courage to hold challenging conversations about racism and racial equality.

Furthermore, we recognise the experience of racism by anyone in our community will be detrimental to their wellbeing, productivity and ultimately their success as a student or

¹ <https://www.gla.ac.uk/research/az/slavery/report2018/#d.en.606332>

² <https://www.equalityhumanrights.com/en/publication-download/tackling-racial-harassment-universities-challenged>

³ We would like to thank all the students and staff who contributed to this report, either via the survey or an interview.

staff member. We want all our community to thrive, and therefore we need to understand when and where our processes are not working, and how we can change these.

This report makes for difficult reading and outlines challenging experiences. However, to take the organisation forward we need to build trust and being transparent about the research findings is key to this.

A summary of the findings is below.

Students and racial harassment

The survey of 500 students found:

- One in two ethnic minority students had been racially harassed highlighting a significant variance with the handful of student racial harassment cases captured by our University processes;
- Half of all ethnic minority students reported being harassed between two and five times since beginning their studies at the University of Glasgow while one in 20 students reported more than 20 separate incidents of harassment;
- A reluctance to report such harassment because of a lack of confidence that such incidents would be treated seriously combined with a fear of reprisals from fellow students and staff;
- More than a quarter of ethnic minority students say the University of Glasgow has a serious problem with racism.

Staff and racial harassment

The qualitative interviews with 20 ethnic minority staff⁴ across the four Colleges and University Services found:

- Coded forms of racism were more prevalent than overt racism;
- Such coded but persistent racial harassment has a corrosive and scarring effect on the physical and mental health of ethnic minority staff;
- Ethnic minority staff are reluctant to report the problem to University processes because of a lack of confidence that they will be treated seriously and, a fear of reprisals from managers and colleagues.

Patterns of ethnic minority employment

Our analysis found that:

- Overall, there has been an increase in ethnic minority employment from 6.8% in 2015 to 8.7% in 2019 but this remains out of alignment with the City of Glasgow's ethnic minority population of 11.6%.
- Proportionately, the College of Science and Engineering (CoSE) and the College of Social Sciences (CoSS) employ between two and three times more ethnic minority staff than the College of Arts (CoA) and University Services (US).
- Two-thirds of ethnic minority staff are from overseas and a third from the UK. The former are heavily represented in Grades 6 and 7 particularly in the areas of

⁴ Racism is a form of stigmatisation that, over time, dehumanizes ethnic minorities such that parts of the wider population become indifferent to the indignities and inequalities to which they are subjected (Virdee 2019, Tyler 2020). This qualitative element of the project was designed with the specific intention of creating a space for ethnic minority staff to articulate, in their own words, their lived experience of racism and harassment at the University of Glasgow and how it impacts on their well-being, career and the wider contributions they might otherwise make to the University. While this qualitative component of the research does not claim to be statistically representative, it does make an important contribution in re-humanizing ethnic minority staff and draws attention to how the University of Glasgow could do more to challenge racism and its effects if it is to benefit fully from *all* the human resources at its disposal.

Research and Teaching/ Clinical while the latter are more likely to be clustered in Grades 1-4 in the areas of Clinical/ Operational and Technical services.

- Ethnic minority staff are between two and three times more likely to be on different types of fixed term contract than permanent ones which likely reflects their disproportionate representation in post-doctoral research posts and junior lectureships.
- There is no ethnic minority representation on the Senior Management Group, Senate or Court – the three major decision-making bodies of the University of Glasgow.
- There is a substantial variance between ethnic minority applications and appointments. It is greatest in the Clinical job family (33%) and smallest in Research and Teaching (10%).
- There is no evidence of an ethnic pay gap other than at Grade 5 (4%).

Patterns from degree award data

The University has developed a Student Protected Characteristic Analysis Tool, which reviews student recruitment, progression, award and destinations to understand if there are any disparities for minority groups. While this tool is still in its final stages of development it found:

- In each of the past five years there has been an ethnicity degree awarding gap in favour of White students;
- In 2018/19 there was a degree awarding gap between Black, Asian and Minority Ethnic students of over 10% in comparison to their White peers, a statistically significant figure.

Summary

This report demands action to address the experiences outlined. To do this we have identified four principles which require leadership and advocacy by the University:

- The University of Glasgow takes an anti-racist approach to race equality work and accept our processes will contain structural inequalities.
- Racial harassment in any form is unacceptable on our campus.
- Our curriculum and learning community will thrive when it is reflective of global perspectives and when race equality is embedded.
- We want all our staff and students, particularly those from ethnic minorities to achieve their potential through our excellent learning and career development opportunities.

In developing this report, we have devised a wide-ranging action plan. It is acknowledged in conducting this research it was not possible to conduct in-depth analysis of all cohorts of students or staff experience, and therefore we would encourage leaders and decision makers to conduct their own research and/or analysis and devise actions in consultation with the Race Equality Group. In addition, it was not possible to conduct all this research in a fully intersectional way, and we recognise this limitation, however we commit to taking this forward through the action plan.

1. Introduction

In October 2019, the *Equality and Human Rights Commission* (EHRC) published a report into racial harassment faced by Black, Asian, and Minority Ethnic (BAME⁵) students and staff in universities in the UK, entitled *Tackling Racial Harassment: Universities Challenged*. In summary, the report found that:

- i. One in four ethnic minority students had experienced some form of racial harassment. Given there are approximately 400,000 UK-domiciled ethnic minority students in higher education, this suggests there were approximately 100,000 separate incidents of harassment.
- ii. One in five ethnic minority students had been physically assaulted.
- iii. Of those students who reported being racially harassed, more than half said it had taken the form of racist name-calling and insults.
- iv. In most cases, the perpetrator was identified as a fellow student, but a significant minority were academics.
- v. Half of ethnic minority staff reported being ignored or excluded because of their race.

⁵ A note on terminology: throughout the report, we have used the acronym 'BAME' and the term 'ethnic minority' interchangeably to denote all those social groups who have been subject to historic and contemporaneous forms of racism and exclusion. We are attentive to the fact that such aggregate forms of conceptualisation are not always ideal and can sometimes mask important differences between groups, and so, when the data are sufficiently robust, we also present information that is disaggregated into categories like Black, Asian and Mixed. This report is underpinned by an understanding that there exists in society a plurality of racisms that serve to exclude or marginalise people of colour and those of Jewish descent (Virdee 2014; Feldman et al 2020). And finally, we recognise that racism is somewhat of a scavenger ideology that mutates and reconfigures in response to national and geopolitical developments. In the aftermath of the Holocaust and decolonisation, scientific racism transformed into what some have referred to as a 'differentialist racism' that works through the production of discourses that allege the cultural incompatibility of some groups with membership of liberal democratic nation-states (Tagiueff 1990). The effect of these new, cultural racisms is however the same as scientific racism, namely, to exclude the racialised other. The dominant form of this cultural racism today is Islamophobia (Meer 2013).

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation, on the basis on nine identified protected characteristics, including race. In the Equality Act, race can mean your colour, or your nationality (including your citizenship). It can also mean your ethnic or national origins, which may not be the same as your current nationality. This report considers the impact of race on student and staff experience at the University.

- vi. One in four ethnic minority staff had experienced racist name-calling and insults.
- vii. Most ethnic minority students and staff do not report racial harassment. There were only 559 recorded complaints of racial harassment over three years in 159 universities.
- viii. One in 20 ethnic minority students had left their studies due to racial harassment while 3 in 20 ethnic minority staff had resigned from their jobs for the same reason.

The EHRC produced a series of recommendations undergirded by the following three themes:

- i. *Protections, transparency and scrutiny* focusing on increasing university transparency about how they are tackling racial harassment and building trust in reporting mechanisms;
- ii. *Effective redress* including how accessible and effective their routes to redress are and how data is used to build trust and inform a cycle of learning and improvement;
- iii. *Changing university culture* where leaders understand issues of racial harassment, implement training and education and through this embed a culture free from harassment.

In March 2020, the University of Glasgow established the *EHRC Inquiry Tackling Racial Harassment Short Life Working Group* (see Appendix 1 for Remit and Membership) and launched a major review of its policies and procedures concerning racial harassment including:

- i. An investigation of instances of racial harassment as reported to the University, and the resultant outcomes;
- ii. A survey of approximately 500 students exploring the nature and extent of racial harassment they had experienced; and,
- iii. Qualitative interviews with approximately 20 ethnic minority staff to better understand in their own words, their lived experience of racial harassment.

Additionally, recognising that racial harassment is often the visible tip of the racism iceberg and that such incidents of harassment derive their power and legitimacy from a wider reservoir of societal racism (Virdee 1995; 2014), we also undertook a related programme of work exploring whether ethnic minority staff and students faced structural patterns of disadvantage and inequality at the University. To explore this, we looked at:

- iv. Employment patterns in the University, including by College, grade, job family and contract type;
- v. The variance in patterns of application and appointment by College;
- vi. Pay differentials by grade;

And in relation to ethnic minority students, we explored:

- vii. the awarding gap by ethnicity.

A central aspect informing our programme of work is the desire to secure the type of cultural change that will enhance ethnic minority staff and students sense of belonging and create an inclusive community at the University. A key component of this thinking is to find mechanisms that can actualise the University of Glasgow becoming a place of learning committed to delivering racial equality for its staff and students? As a result, we propose a series of recommendations that will begin to effect long-term structural change and craft a modern University workplace where its ethnic minority staff and students aren't made to feel like 'space invaders' or bodies out of place who don't fit the somatic norm (Puwar 2004) of an academic, student or manager but rather individuals whose contributions to university life are welcomed and valued. In addition, we recognise that ethnic minority students and staff experiences of racial harassment have changed, and that overt forms of racism are less prevalent in a University environment than more coded forms of racism such as microaggressions and incivilities (see Appendix 4).

While the publication of the EHRC report on 'Tackling Racial Harassment' was the primary catalyst for this programme of work, it is important to remember that the University is not hermetically sealed off from the rest of society. The past decade has witnessed a dramatic increase in social inequalities (Piketty 2014) which in turn has

produced a marked polarisation in politics. Across the world, we have witnessed the rise of populist movements and parties who demand a restoration of a mythical golden age of sovereign nation-states defined by cultural and racial homogeneity (Mondon and Winter 2020). This has brought in its wake, evidence of the rise of both structural and interpersonal racism. Britain isn't inoculated from this economic and political turbulence, and, in the aftermath of Brexit more than 6,000 racist hate crimes were reported to the National Police Chiefs Council (NPCC) in the four weeks after the referendum result was declared. Incidents ranged from physical assault and property damage to verbal abuse (Virdee and McGeever 2018). The University hasn't been immune to this tide of rising racism and has experienced in recent years a growth in 'low-level' racist activity including antisemitic far-right graffiti on campus⁶.

At the same time, it should be noted that the University of Glasgow was the first in the UK to recognise its role in the transatlantic slave trade and, in acknowledgment of what the University gained financially from that deeply immoral practice, it has agreed a programme of reparative justice, including the joint funding of a research centre with colleagues from the University of West Indies. Accompanying this is a commitment to increase the racial diversity of students through the award of scholarships to students of African Caribbean descent to help address their under-representation in the University.⁷ A new urgency to move the dial on matters of racial equality has been created in the aftermath of the horrific police killing of George Floyd in Minneapolis and the resulting world-wide Black Lives Matter protests.⁸

We believe the actions already taken by the University to redress historical wrongs provide it with strong foundations to make the next set of transformative changes that will deliver on our commitment to racial equality for our community.

⁶ <https://www.glasgowlive.co.uk/news/glasgow-news/far-right-groups-target-glasgow-15610407>

⁷ see *Slavery, Abolition and the University of Glasgow* by Simon Newman and Stephen Mullen (2018).

⁸ We are aware of the differential impact of Covid-19 on ethnic minorities and the University of Glasgow are taking measures to ensure they will not be adversely impacted.

2. University of Glasgow systems for recording racial harassment and delivering redress

The University of Glasgow has created several distinctive pathways through which staff and students can report episodes of racism. These include the:

- i. Respect Advisors Network (RAN);
- ii. Online reporting tool (Students only);
- iii. Glasgow Undergraduate Medical School's – Raising Concerns Policy;
- iv. Human Resources (HR) data on grievance and disciplinaries;
- v. Complaints data;
- vi. Student conduct data.

When it comes to RAN, over a four-year period between 2015 and 2019, we identified only 11 cases from a total of 33 that involved Black, Asian, or Mixed members of staff. However, the recording of data was so poor that we were unable to determine with any certainty the number of cases that were motivated by racism nor the outcomes in each individual case. When it comes to grievance and disciplinary data collected by HR, we found five cases of racial harassment and abuse recorded between December 2017 and August 2019. Outcomes included the following:

- i. Two members of staff were given final written warnings;
- ii. One member of staff was given an oral warning;
- iii. One member of staff was instructed to attend equality and diversity training; and,
- iv. One member of staff did not have their complaint upheld.

As for the complaints data, we found 14 cases of racism between March 2015 and May 2019 involving discrimination and abuse. Of these, two cases were upheld. A further 10 cases were not upheld while one individual received an apology and the other withdrew their complaint. When it comes to student conduct data, we found eight cases of mainly online racism recorded over three years between 2017 and 2020. Most of these comprised racist and antisemitic tweets and Facebook posts and almost all of them were accompanied by homophobic and sexist comments. In terms of outcomes, two

complainants received letters of apology but in six cases no further action was taken. The Medical School stated four reports had been raised relating to racism under their Raising Concerns Policy.

3. Racial harassment of students at the University of Glasgow

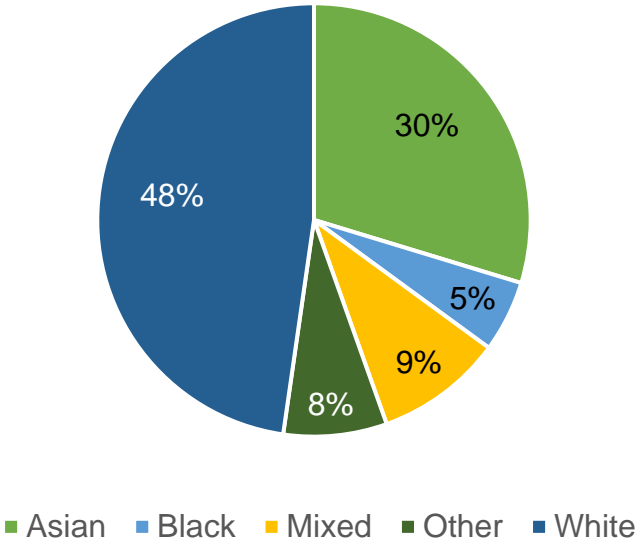
To investigate the extent and nature of racial harassment facing students at the University of Glasgow and establish if there is a variance with our reported episodes of racism (see Section 2 above), a survey of approximately 500 undergraduate and postgraduate students was undertaken in the spring of 2020⁹. The survey focused its attention on:

1. Mapping the prevalence of racial harassment at the University of Glasgow;
2. Identifying the form and frequency of such harassment;
3. Understanding the sites where such harassment occurs;
4. Whether students reported such harassment to University authorities. And, if not, why?
5. The impact of such harassment on students.

In 2019/20, the University had 29,837 students (10.1% identified as Black, Asian and Minority Ethnic) and 496 responded to the survey which equates to approximately 2% of the student population. Of the 496 students that responded to the survey, 58% identified as female, 40% as male and 2% as other. Around two-thirds (63%) were undergraduate students and a third were postgraduates (32%). The majority of students were aged between 18 and 24 (69%) with a further 17% aged between 25 and 29 years and 14% aged 30 or over. As for level of study, more than two-fifths of students who responded to the survey were in their first year (43%), 19% in their second year, 20% in their third year, 14% in their second year and 4% in their fifth year. Of the 496 students who responded to the survey, around half identified as White (48%), 30% as Asian, 9% as Mixed, 5% as Black and 8% Other. Due to the sample size, these broad categories could not be further disaggregated.

⁹ The survey was sent to all students based in the UK, not Transnational Education (TNE) students.

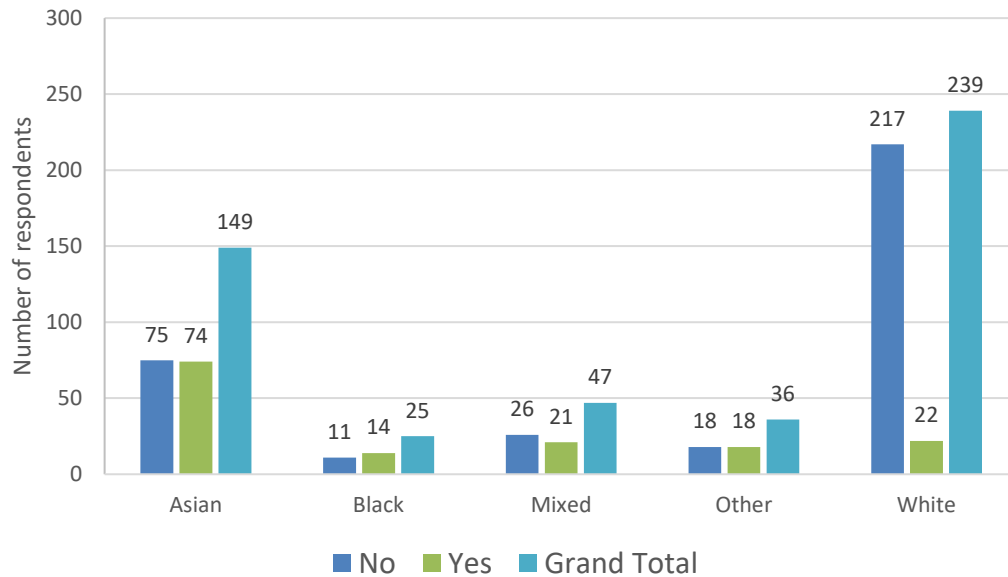
Figure 1: Students by ethnicity



The prevalence of racial harassment at the University of Glasgow

Of the 496 students surveyed, 149 (30%) reported they had been subject to racial harassment at least once since starting their course. When further disaggregated by ethnicity, we found around half of Asian (50%), Black (56%) and Mixed students (46%) said they had been racially harassed compared with around 9% of White students. Significantly, those who identified as ‘Other’ reported similar levels of racial harassment as those from so-called visible minority groups. This latter category may include students of East European descent as well as those of Jewish descent reporting antisemitism. This analysis also draws attention to the significant variance between the prevalence of racial harassment captured in the student survey and the handful of cases recorded by our University reporting mechanisms reported in Section 2 above.

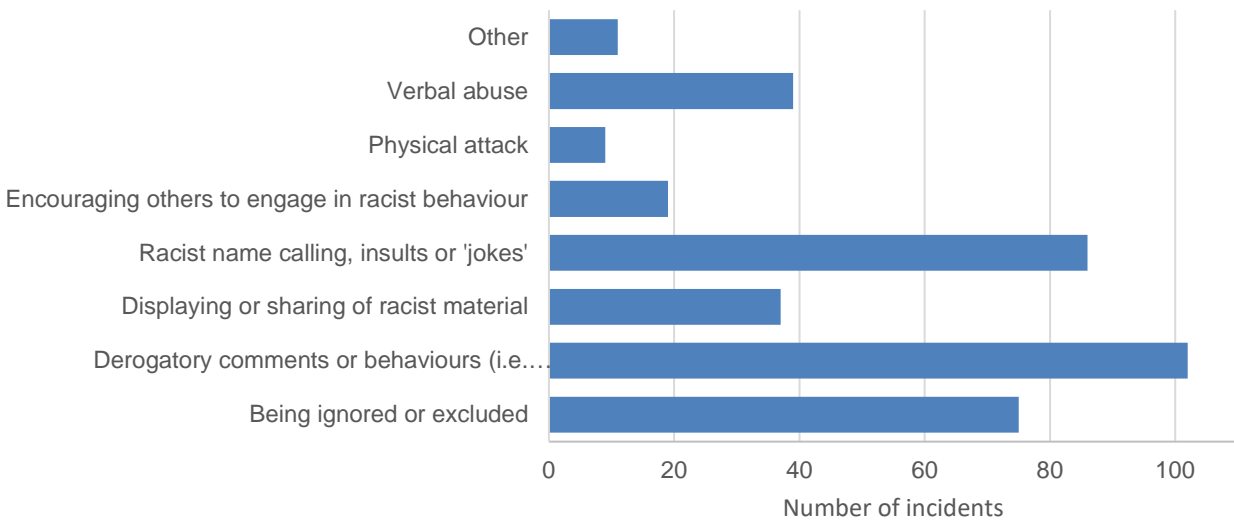
Figure 2. Racial harassment by ethnicity



The forms and frequency of racial harassment

Figure 3 reveals that racial harassment takes many forms ranging from racist name-calling and other derogatory comments to micro-aggressions aimed at wilfully excluding or ignoring ethnic minority students being the most prevalent. Approximately 40 students reported racist material being shared among students and around 10 individuals said they or a fellow student had been subject to racist violence while studying at the University of Glasgow.

Figure 3: Students reporting racial harassment by type



Repeat victimisation is an important feature of racial harassment at the University of Glasgow. Figure 4 reveals that of those 149 students reporting racial harassment, more than half (52%) said they had been subject to harassment between two and five times over the course of their university studies. Almost a quarter (23%) said they had been harassed between six and 20 times while 6% (around 10 students) reported experiencing such harassment on more than 20 occasions since they began their studies.

Figure 4: Frequency of racial harassment since starting university course

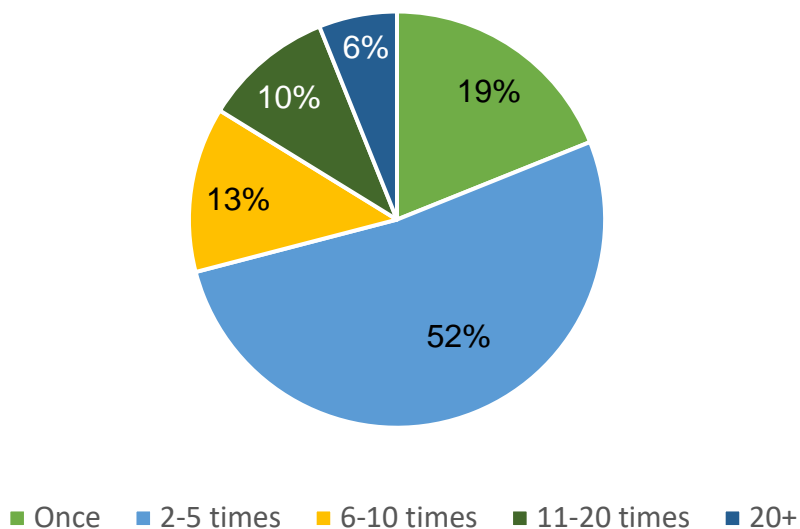


Figure 5: The sites of racial harassment

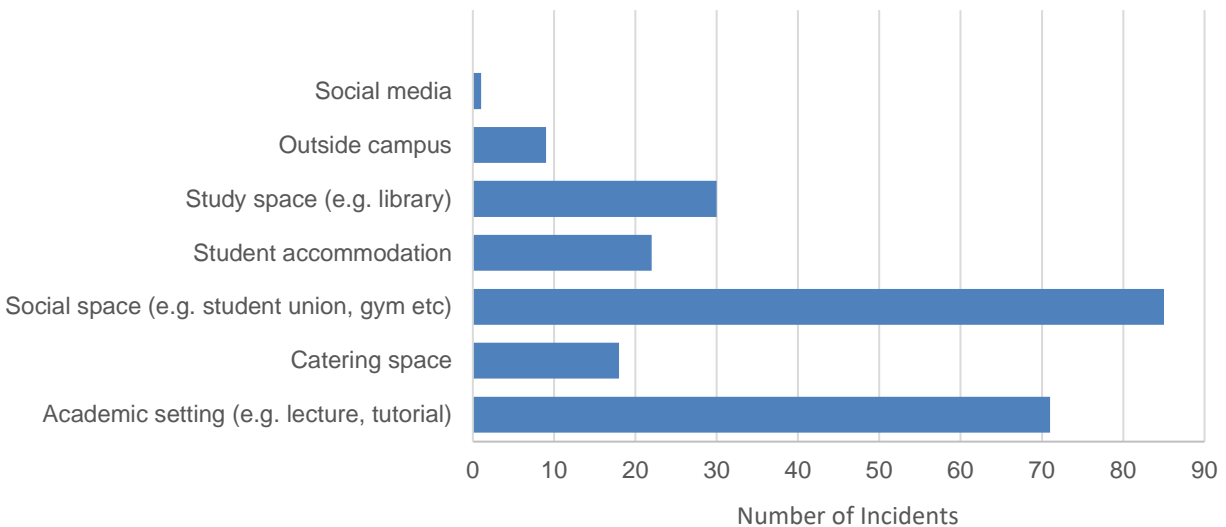


Figure 5 highlights how this survey of approximately 500 students found there were few safe spaces within the University where ethnic minority students can live and learn free from the threat of racism. Of those students reporting racial harassment, more than half said it had taken place in social spaces (e.g. student union and gym) and in academic settings (lectures and tutorials). While the survey did not ask for details of the harasser, analysis of free text responses provided at the end of the survey reveals that racial harassment from academics was not uncommon and that much racism witnessed by academics went unchallenged.

3.1 Student experiences of reporting racial harassment

A key component of the survey was to examine whether students reported racial harassment to university authorities as well as the extent to which they were satisfied with how the University had addressed their complaint. What emerges from the survey is that the vast majority (87% of 149) of those who had been subjected to racial harassment chose not to report it to the University. When probed further about their decision, the students offered a range of responses of which the most important were:

- i. The university doesn't treat racial harassment seriously;

- ii. The student reporting harassment would be further victimised by the perpetrator (e.g. academics would grade their coursework and exams adversely or students would intensify the harassment);
- iii. A resigned acceptance born from an understanding that racism was something which they had become accustomed to living with (e.g. “it happens so often you let it wash over you. Sometimes you don't even realise until later because it has become a normal part of university culture to make jokes and you learn to zone out when it happens.”)
- iv. Given most respect advisors are white they may not have the anti-racist literacy to understand the significance and force of microaggressions and incivility when carried out on a persistent basis;
- v. A lack of awareness of University policies and mechanisms to address racial harassment.

What of that small minority of students, 13% of 149 who did choose to report racial harassment to the University? Figure 6 reveals that most were likely to report such episodes of harassment to the Students' Representative Council (SRC) Advice Centre or their lecturer or tutor. Only a handful used the University online reporting tool or the Respect Advisors Network (RAN) aimed specifically at capturing such harassment thereby raising challenging questions about their efficacy.

Figure 6: To whom do students report racial harassment?

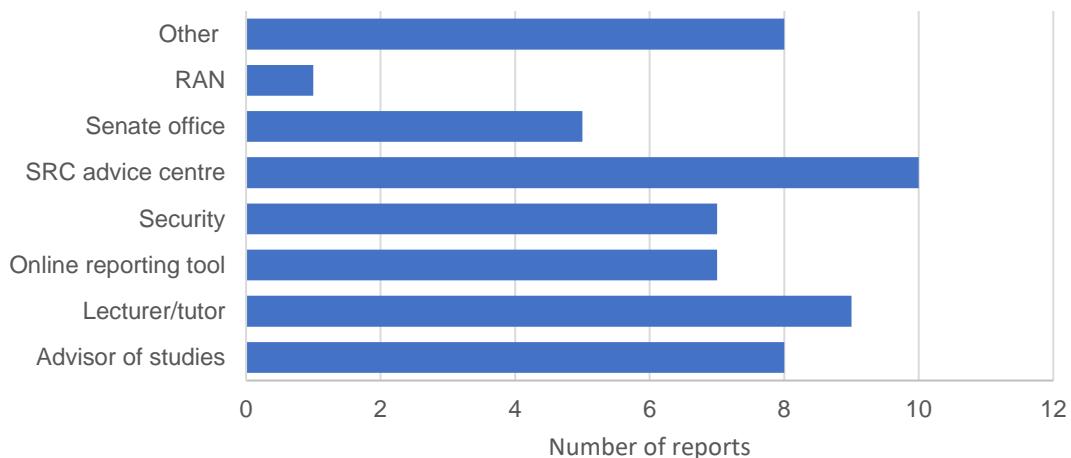
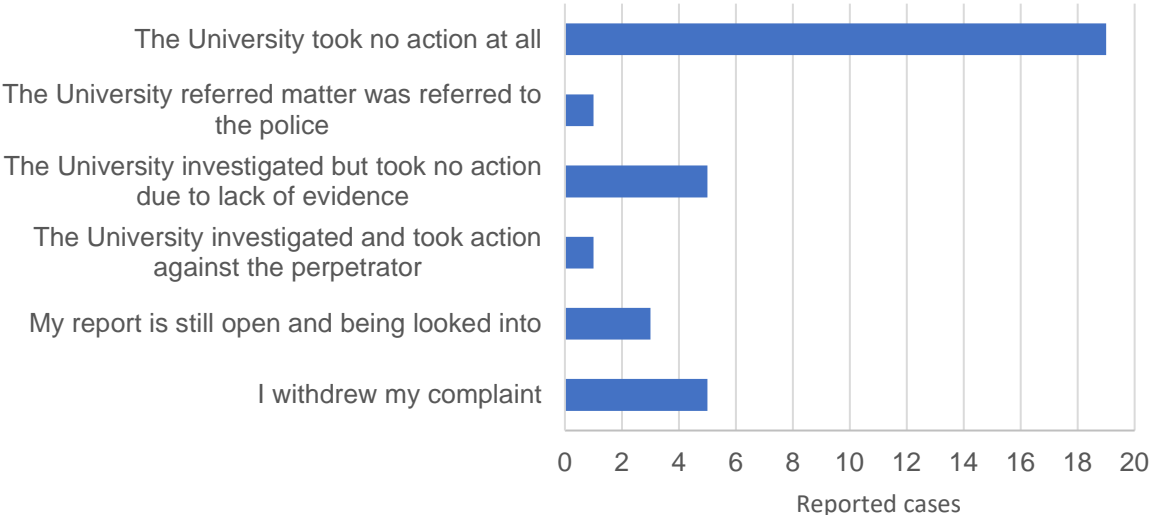


Figure 7 highlights how the student survey found that the most common outcome of a reported case of racial harassment was no action from the University. The University took further action in support of the complainant in only two of the reported cases; one where the University reported the incident to the police and the other where the University acted against the perpetrator.

Figure 7. Outcome of reported cases of racial harassment to the University



3.2 The damaging consequences of racial harassment

Figure 8 draws attention to some of the emotions induced among our sample of students subjected to harassment including anger, anxiety, and suicidal thoughts. We found that many students were disheartened and almost resigned to their fate. For example, in the open text feedback, one student revealed how “some days I feel so angry or sad and I hate it here, it makes me just want to go home while at other times you don't feel anything because you get used to it”.

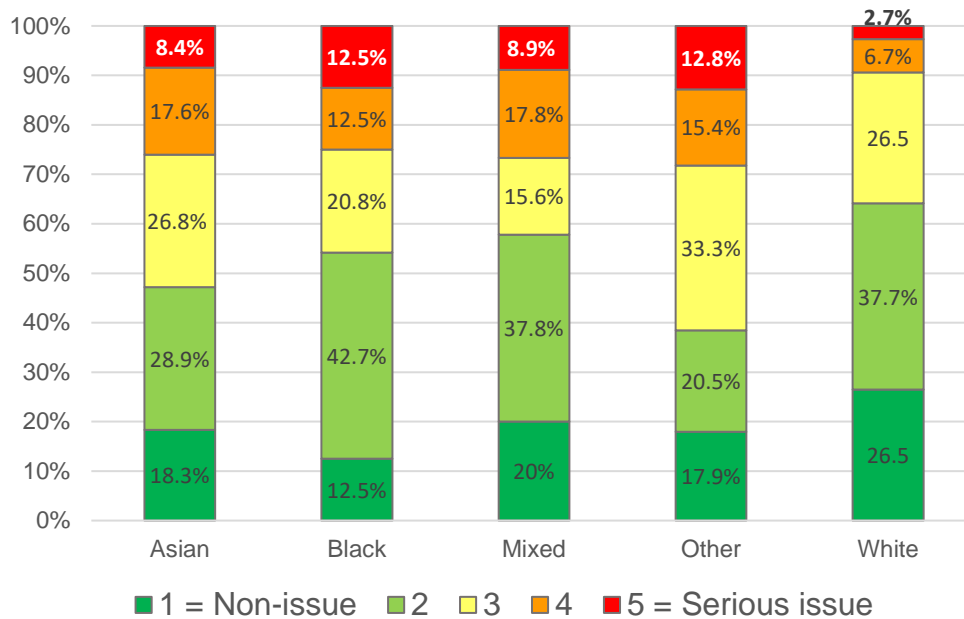
Figure 8: How has your experience of racial harassment made you feel?



3.3 Impressions of racial harassment at the University of Glasgow

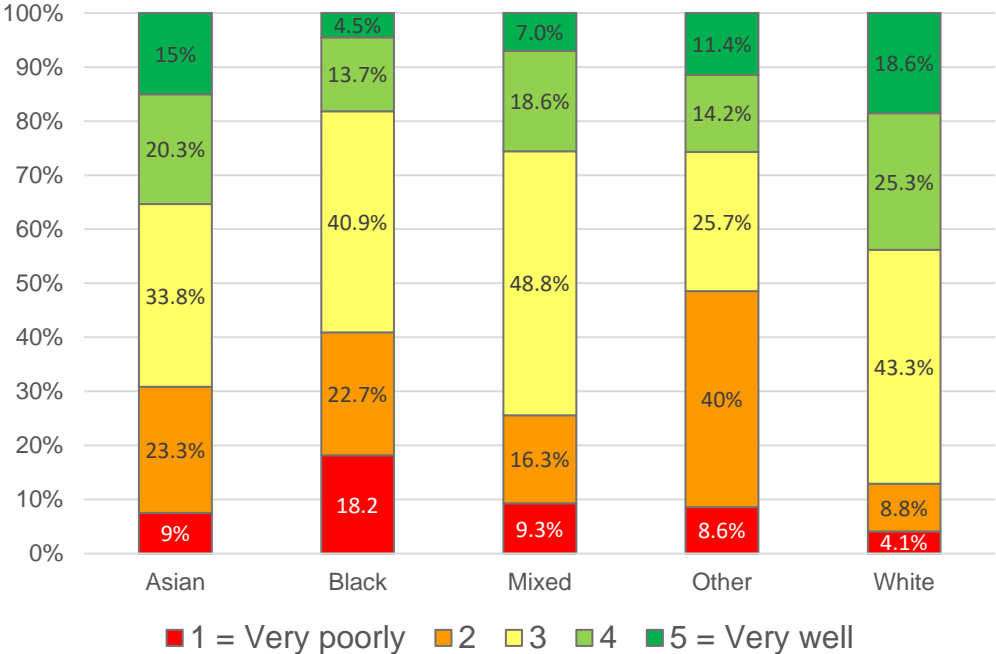
When the 496 students were invited to comment on how serious the problem of racial harassment was at the University of Glasgow, more than a quarter of Asian, Black, Mixed and Other groups reported it was very serious or serious compared with around 10% of those who were White (see Figure 9).

Figure 9: How serious is the problem of racial harassment at the University of Glasgow?



This was followed by a supplementary question exploring student impressions of how well the University of Glasgow addressed issues of racial harassment. As Figure 10 below highlights, a large minority of all students have little confidence in the University and its capacity to combat racial harassment. Specifically, almost 50% of those who identified as ‘Other’ and around 40% of those who were Black believed the University of Glasgow was either very poor or poor at combatting racial harassment compared with around 30% of Asians and 25% of those who identified as Mixed. This combination of widespread prevalence of racial harassment in this survey sample, combined with the relative lack of confidence in the University to effectively address it may explain the significant levels of fear and worry generated among ethnic minority students. Specifically, 20% of Asian students, 13% of Black students and 16% of students who identified as Mixed reported being very worried or worried about racial harassment at the University of Glasgow compared with less than 5% of those who identified as White.

Figure 10: How well do you think University of Glasgow tackles issues of racial harassment?



4. Racial harassment of staff employed at the University of Glasgow

Accompanying the survey of 500 students was a qualitative study of 20 ethnic minority staff¹⁰. This qualitative component of the research project makes no claims to be statistically representative but was instead designed with the specific intention of creating a space for such staff to articulate, in their own words, their lived experience of racism and harassment at the University of Glasgow and how it may impact on their well-being, career development and the wider contributions they might otherwise make to the University.

The 20 participants were recruited from University Services and the four Colleges of the University (e.g. Arts; Medical, Veterinary & Life Sciences (MVLS); Science & Engineering and Social Sciences). All the participants were individuals who identified as Asian, Black, Mixed or East European. While the intention was to conduct in-depth face to face interviews, due to the outbreak of Covid-19, the research team had to revert to telephone interviews. The interviews lasted approximately between 45-60 minutes and took the form of a guided conversation using a thematic topic guide (see Appendix 2).

4.1 The nature of racial harassment at the University of Glasgow

The majority of the 20 individuals confirmed they had been subject to multifarious and often persistent forms of harassment at work ranging from racist abuse and the posting of racist material online to repeated micro-incivilities/microaggressions and other forms of behaviour aimed at excluding or undermining ethnic minority staff.

Overt racism: ‘Management made me know I was a black person in Scotland’

We found that manifestations of explicit racism tended to occur more often within University Services (especially Operational Services) than in the four academic

¹⁰ In 2019/20 8.6% of staff identified as BAME, 73.2% as White and 1% stated they’d prefer not to say. The University has a significant under-reporting issue, with 17.2% not informing us of their ethnicity.

Colleges. In one distressing episode, an ethnic minority staff member was called a 'black bastard' by a fellow colleague. When the minority staff member reported the incident to their line manager, the latter's response was to ask, 'What did you do to make her say that?'. Another member of staff spoke of the persistent harassment they had faced from fellow colleagues at the University. In their words, working life had been made so difficult that:

...there is a tension that I carry with me all of the time, it never goes away...I go into work thinking what will I have to fight off today.

In a separate account, another staff member drew attention to the indifference and complicity of line management towards such racism. As they put it:

Management made me know I was a black person in Scotland...I have never been so demoralised in my life and have lost all my dignity...I almost committed suicide and had to visit mental health services.

Coded expressions of racism: 'The higher up you go, the more articulate you become at concealing your prejudice'

Nearly all the 20 ethnic minority staff reported being subjected to more coded forms of racial harassment where an individual's colour was not negatively signified but where they perceived themselves to be singled out for unjustified and unequal treatment compared with their white colleagues. For example, we found a pattern of questioning the national origins of ethnic minority staff with such staff having to field questions such as 'where are you from'; 'where are you *really* from' or 'where are your parents from.' Some white colleagues and managers found it difficult to grasp that a person of colour could also be simultaneously Scottish and/or British with one minority staff member recounting how her manager was 'shocked at a brown person having a Scottish accent'.

The dangers of such thinking are clear. One of our respondents described how 'not [being] seen as fully Scottish or British' led to their contributions being devalued and marginalised in team meetings. Such experiences were commonplace in our interviews and were interpreted as signalling to ethnic minority staff that they did not belong. What makes the authors believe such behaviour was motivated by racism is the persistent

and repetitive character of the marginalisation and devaluation experienced by our sample of ethnic minority staff. Significantly, this more coded form of exclusionary behaviour was also identified by visible minorities from abroad, although they tended to identify accent as the principal way in which their contributions were devalued and marginalised.

Several ethnic minority staff were cognisant of how racism had changed shape and form in the modern workplace making it more difficult to name and seek redress from employers. One observed that 'overt racism is not a problem like it was 20 years ago...it doesn't usually come in the form of a racial attack'. Another reported how staff 'who hold racist beliefs know how to turn them on and off at the appropriate time'. One member of staff praised the University of Glasgow for the production of its racial harassment policy while at the same time claiming that while it deterred most individuals from making explicit racist comments, others had found ways 'to work around it'.

The difficulty of naming racism today requires a much deeper understanding on the part of the University of how it has mutated since the 1970s. After the horror of the Holocaust and the movements for colonial independence, scientific racism and the hierarchical ordering of racialised groups based on skin colour which was intrinsic to the ideological legitimisation of the Shoah and colonialism became discredited among Western elites (see Banton 1990; Virdee 2014). However, racism didn't disappear but came to find expression through an essentialisation of culture and its articulation to questions of national belonging (Gilroy 2004). For example, since the 1990s we have seen the emergence of an increasingly powerful anti-Muslim racism throughout Europe where those of Muslim descent are devalued not because of their skin colour but because they are alleged to hold beliefs incompatible with the norms of western liberal democratic states (Farris 2017).

4.2 The effects of racial harassment on ethnic minority staff

The persistent character of what is sometimes termed racist micro-aggressions has a deeply corrosive and scarring effect on the physical and mental well-being of ethnic

minority staff (Chauhan and Nazroo 2020). We have exemplified cases of explicit racism: one member of staff became suicidal and required medical intervention while others became increasingly anxious about going into work for fear of being subjected to further racism. Such protracted, heightened anxiety has contributed to the undermining of the confidence of many minority staff and was a recurring feature of their working lives at the University of Glasgow. It appeared particularly prevalent among postdoctoral researchers and more junior lecturing staff. Given a significant number of ethnic minority staff join the organisation at Grades 6 and 7 in the Research and Teaching job family, this is concerning for retention.

To navigate such racism, several minority staff reported how they had adjusted their behaviour to avoid particular physical sites associated with the University where they experienced such harassment (social areas including staff common rooms were regularly cited): 'I won't join any groups or participate in events that would put me in the same position again.'

Others reported how because they 'never felt part of the team' they had taken the decision to 'get on with work and then go home' and not participate in the wider life of the University. Strategies of avoidance but also a growing sense of social isolation and disconnectedness were common impressions among those who had experienced racism. Those who had seen racially offensive material being posted online no longer engaged with the platform; those who overheard racist comments avoided areas where such racists would gather; and those who experienced racism at University cultural and social events were so disillusioned by their experience that they stopped attending such functions.

As a result, the University is not benefitting from the full contributions that ethnic minority staff could make to the wider life of the institution. The University's has an obligation to take decisive actions to support staff and reduce the individual decisions staff are making to circumvent racism. In addressing this in full, the benefits to the individual and the organisation are potentially exceptional.

4.3 Reporting racial harassment

While our sample of ethnic minority staff were aware of University procedures and policies about racism, most expressed a reluctance to report it for two main reasons. First, was the impression that the University processes were not designed to treat individual acts of racialised incivility seriously. That is, because of their incident-based approach to gathering data on the subject, there was a tendency to dis-connect one episode of racialised incivility from another thereby diminishing the corrosive force and significance of such harassment in its totality. Compounding this difficulty was a second concern that ethnic minority staff identified, namely, the fear of being labelled as a 'troublemaker' and being further victimised for reporting such racism to the University authorities. Several of our respondents said they would face negative consequences including the restriction of opportunities for further career development and other kinds of punitive actions from line management.

5. On the importance of demonstrable action on racial harassment

This programme of research reveals that the University of Glasgow's processes for reporting racism and delivering justice are not currently fit for purpose because they do not capture the majority of episodes of racism and harassment that occur within the institution. In this sense, our research confirms the findings of the EHRC report about the higher education sector overall. While it is vital that we technically refine our mechanisms for reporting and dealing with racial harassment (and we are proposing measures to do so (see Action Plan), we will only generate confidence in our reporting mechanisms if we understand racism holistically. Specifically, building trust in our reporting mechanisms requires understanding both the social power dynamics involved in reporting incidents, and developing a more nuanced understanding of what racism is (Smith 2016).

This will require among other things a re-construction of our processes of reporting so that they avoid the tendency to detach one incident of racism from other episodes that an ethnic minority student or member of staff may have experienced at the University. That is, we must be more attentive to the processual nature of racism and that any individual incident may be part of a process of repeat victimisation if we are to avoid trivialising the problem (Virdee 1995). To some, a single racial epithet may be seen as innocuous but when it is situated in the context of a history of repeat victimisation faced by that individual, the profoundly serious and detrimental consequences become much more transparent.

Racism is often the daily, unwanted companion of ethnic minority staff and students. While the impact of such racism on ethnic minorities is scarring and life changing (Chauhan and Nazroo 2020), the failure to properly recognise the meaning and significance of racism also damages the places they study and work. Specifically, our concern is that the University loses many of the vital contributions that ethnic minority staff and students would otherwise make to the intellectual and cultural life of the University. In that sense, racism and the partial withdrawal from public life that it so

often engenders stifles the creative capacities and contributions that are so vital to modern universities flourishing in our globally interconnected world.

Action plan

Taking an Anti-Racist approach:

- SMG to publicly commit to taking an anti-racist approach to University processes and systems, promoting zero tolerance to racial harassment on campus. (AP 1.1)
- Devise and develop pre-entry courses for staff and students on acceptable codes of behaviour at the University. (AP 1.3)

Racial harassment:

- Craft racial equality/anti-racism campaign on campus – which details experiences of racism and how all students/staff can address it, with an active promotion of informal and formal routes for resolution in racial harassment cases. (AP 2.1)
- Make specific reference to racial harassment in:
 - Equality and Diversity Policy
 - Dignity at Work and Study Policy
 - Student Codes of Conduct
 - Complaints process (AP 2.2)
- Develop a case management system and online reporting tool, linking through to Complaints/Senate/HR processes; report aggregate numbers of cases relating to racism annually. (AP 2.3)
- Amend the withdrawal process to understand if racial harassment is a factor when students withdraw. (AP 2.4)
- Recruitment of new Respect Advisers to ensure ethnic diversity. (AP 2.5)
- Anti-racist and cultural awareness training for all staff, prioritising those involved in staff or student investigation processes.
Review existing internal and external training provision and ensure it is founded on anti-racist principles and culturally aware and appropriate. (AP 2.6)

Global perspectives, learning and teaching:

- With the SRC, ensure students are fully aware of the Anonymous Marking Policy. (AP 3.1)

Students and staff achieve full potential:

- Implementation of further anti-racist training beyond the mandatory requirement for certain roles:
 - SMG members and University's Senior Leaders Forum
 - A reverse mentoring system for SMG members and leaders/managers in key functional areas
 - Cultural awareness training for line managers
 - Specific training for Operational staff
 - Bystander intervention training (AP 4.1)

6. Reconnecting racial harassment to structural disadvantage

Racial harassment is best understood as the visible tip of a racism iceberg (Virdee 1995). Incidents of harassment derive their power and legitimacy from a wider reservoir of societal racism that initially accompanied the processes of British colonialism and slavery. By racism we mean that process of signification, of race-making used to recalibrate the moral worth and material value of humankind. The colonial elites of Western Europe sifted, classified and hierarchically ordered humankind using the yardstick of colour for populations outwith Europe (other somatic characteristics for those within Europe) such that a racialised Christian whiteness became the measure of the true human being. Such a symbolic devaluation of the life of the so-called racialised other made it possible to justify and enforce practices which would otherwise have been considered inhumane contributing to the creation of structurally based racialised orders of domination (Virdee 2014).

Significantly, this racism didn't just remain in the colonies but came home with the colonists where it became enshrined in art, ideas and science (Feldman et al 2020). One of the founders of the Scottish Enlightenment, David Hume, commented 'I am apt to suspect the negroes to be naturally inferior to the whites' while other influential figures set about systemising forms of racial classification (Goldberg 1993). Alongside the history and geography readers at school celebrating the so-called heroic achievements of Britons abroad, imperial exhibitions were organised which helped generate an awareness and pride in the Empire and whiteness among the working class (Virdee 2014). Glaswegian owners of plantations and enslaved people had streets named after them and monuments built commemorating their achievements (Mullen 2009). These are just some of the mechanisms by which racism became sedimented to form an organic component of Britain and Scotland's culture (see also Davidson et al 2018).

Today, such racism is a common cultural inheritance and no institution, including universities, are immune to its pernicious effects. The embeddedness of racism in this country is such that key geopolitical, national and local events consistently help to

revitalise and reproduce new waves of racist sentiment and discrimination. The latest has been the disturbing ways in which the outbreak of Covid-19 has produced a flurry of anti-Chinese sentiment, including violence and abuse directed at our international students, including on our campus. The following are indicative examples drawn from our Student Survey:

I am a Chinese student. Some students hide from me because they think Chinese people carry Covid-19. They say bad things about Chinese people and call the virus "Chinese virus" or "Wuhan virus".

My friend and her classmates have experienced racial harassment about the Covid-19 during a class from one of the tutors. They were angry and upset but they didn't know what to do about it, so my friend had to continue that course with a complex feeling until it ended.

What with the escalating Covid crisis, people are lumping all Asians together and using the crisis as a front to display racist sentiments.

In order to achieve systemic cultural change, the EHRC report recommends we re-connect questions of racial harassment to structural inequality. Specifically, we undertook a programme of work which investigated whether ethnic minority staff were subject to structural patterns of racialised disadvantage and inequality by looking at:

- i. Employment patterns in the University including by College, grade, job family and contract type
- ii. The variance in patterns of application and appointment by College
- iii. Pay differentials by grade

Additionally, we investigated whether ethnic minority students were subject to racialised disadvantage by considering the awarding gap by ethnicity.

7. Employment patterns by ethnicity at the University of Glasgow

The University of Glasgow produces an annual staff equality monitoring report as part of its efforts to meet the legislative requirements of the Public Sector Equality Duty (PSED). The results presented below are a summary of our analysis of the changing patterns of employment by ethnicity at the University between 2015 and 2019. All data presented here is drawn from the HR Core database, where staff self-select their ethnicity category from a list determined by the Higher Education Statistical Agency (HESA)¹¹.

7.1 General employment and contract data by ethnicity

Figure 11 shows that the proportion of ethnic minority staff employed at the University of Glasgow has increased from 6.8% in 2015 to 8.7% in 2019. While this represents a steady rise in minority staff employment at the University, this is still out of alignment with the minority population of 11.6% in the City of Glasgow. It should also be noted that academic forecasts suggest that by 2031, one-fifth of Glasgow's population will be from ethnic minorities.¹² Only 0.7% of the 8.7% ethnic minority staff are from a British African or Caribbean background.

¹¹ A significant number of staff do not complete this data, in 2019 this amounted to 15% of staff.

¹² Walsh, D., Buchanan, D., Douglas, A., Erdman, J., Fischbacher, C., McCartney, G., Norman, P. and Whyte, B., 2018. Increasingly Diverse: The Changing Ethnic Profiles of Scotland and Glasgow and the Implications for Population Health. *Applied Spatial Analysis and Policy*, 12(4), pp.983-1009.

Figure 11: Employment at the University of Glasgow by ethnicity, 2015-2019

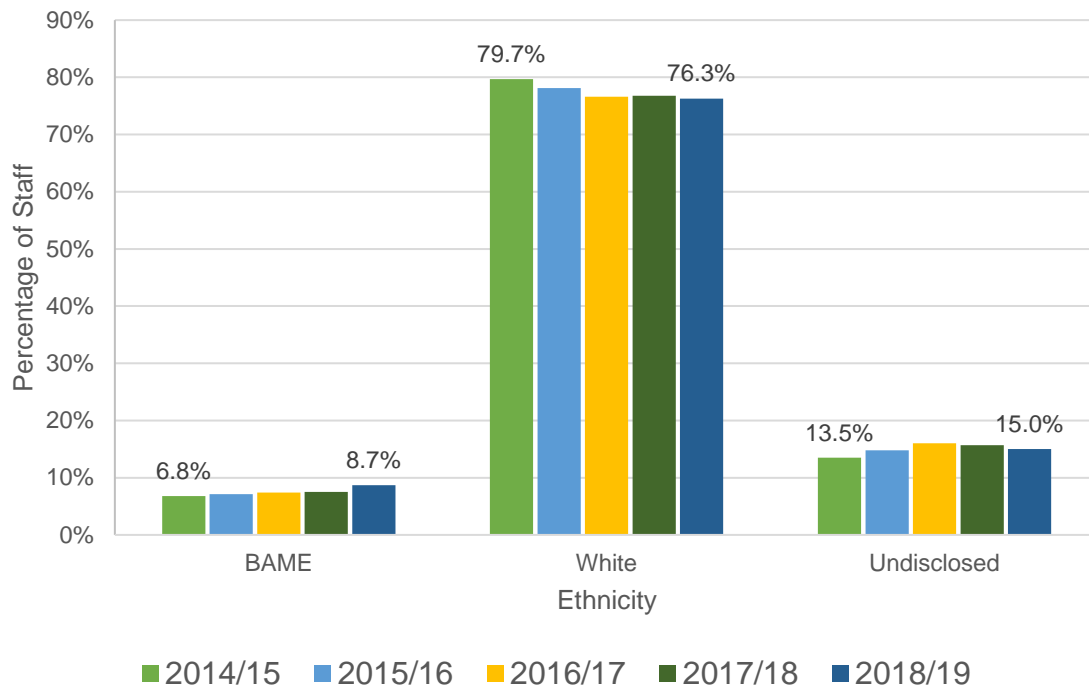


Figure 12 highlights that ethnic minority staff are unevenly spread across the four Colleges and University Services with the Colleges of Science and Engineering (14.4%) and Social Sciences (11.5%) employing between two and three times more ethnic minority staff than those in the College of Arts (5.3%) and University Services (4.6%). While all four Colleges have seen a steady rise in ethnic minority employment since 2015, it was the College of Social Sciences which saw the largest increase from 8.2% in 2015, to 11.5% in 2019. University Services saw a marginal decrease in ethnic minority employment over this five-year period from 4.7% in 2015 to 4.6% in 2019.

Figure 12: Ethnic minority employment by College/ University Services, 2015-2019

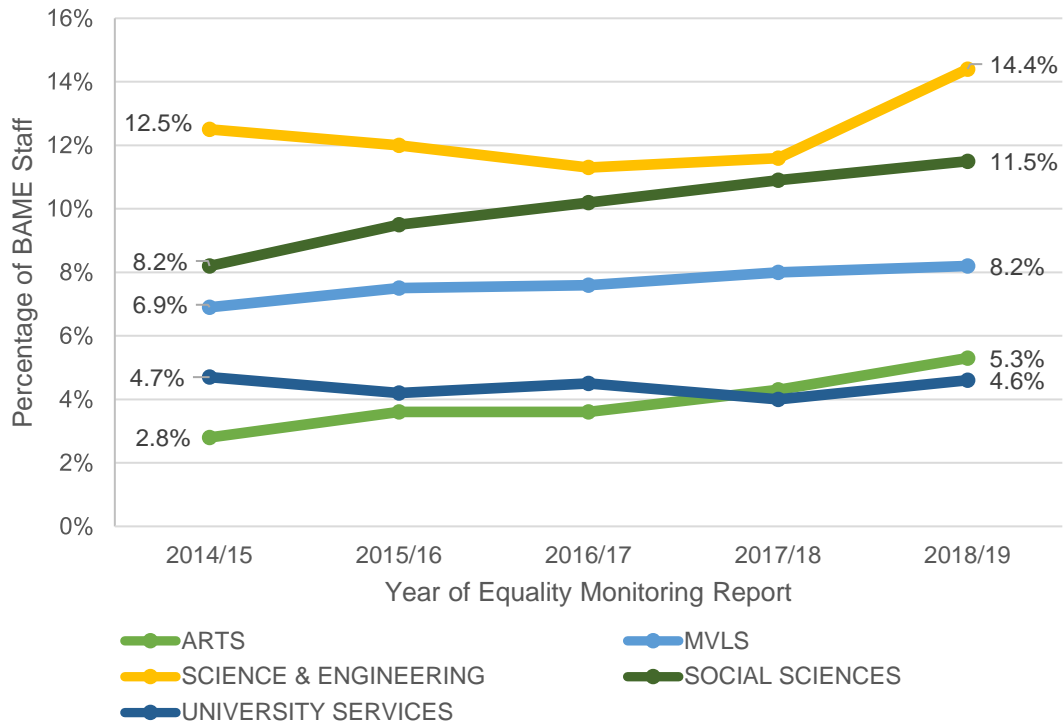


Figure 13 shows all job grades have seen an increase in ethnic minority employment since 2015, with the largest increases occurring within Grades 6 (2.5%), 7 (2.3%) and 8 (3.1%) comprising principally of technical and operational jobs, postdoctoral research positions and early career lecturers.

Figure 13: Ethnic minority staff by grade, 2015-2019

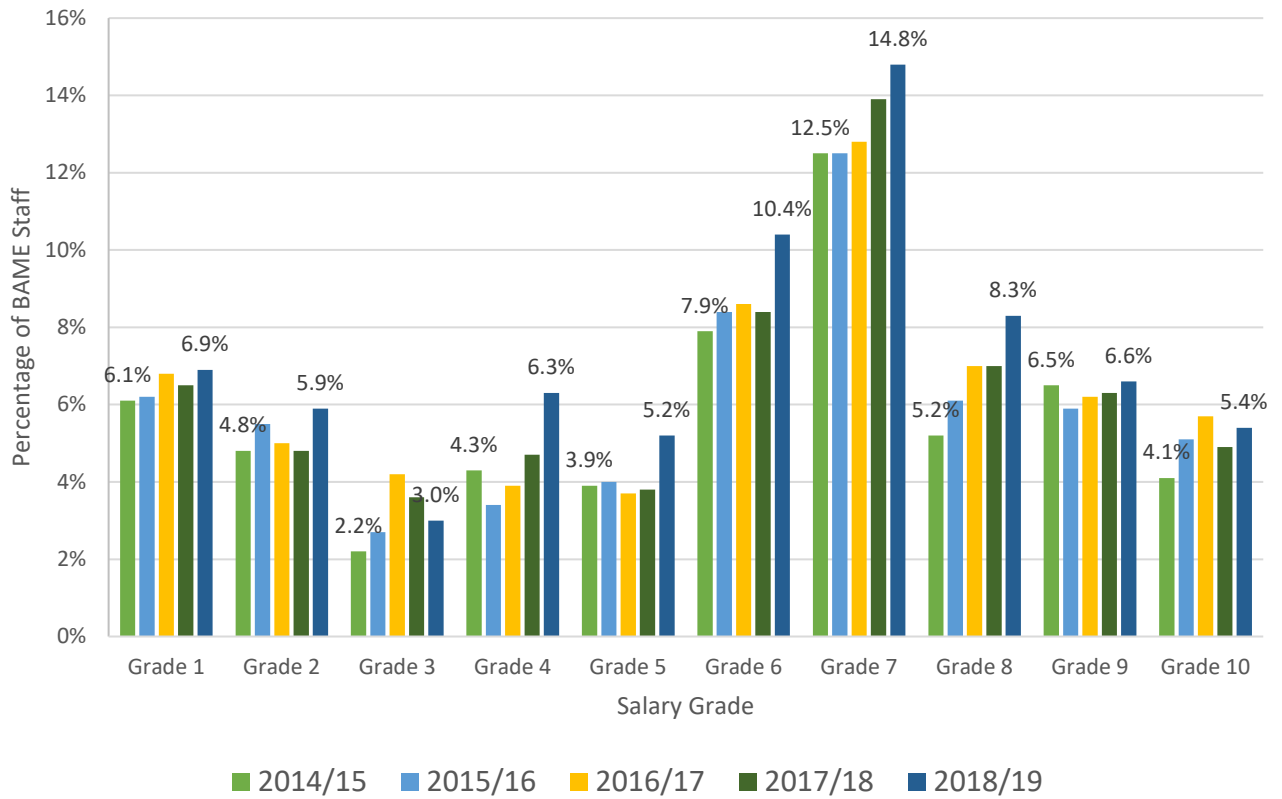
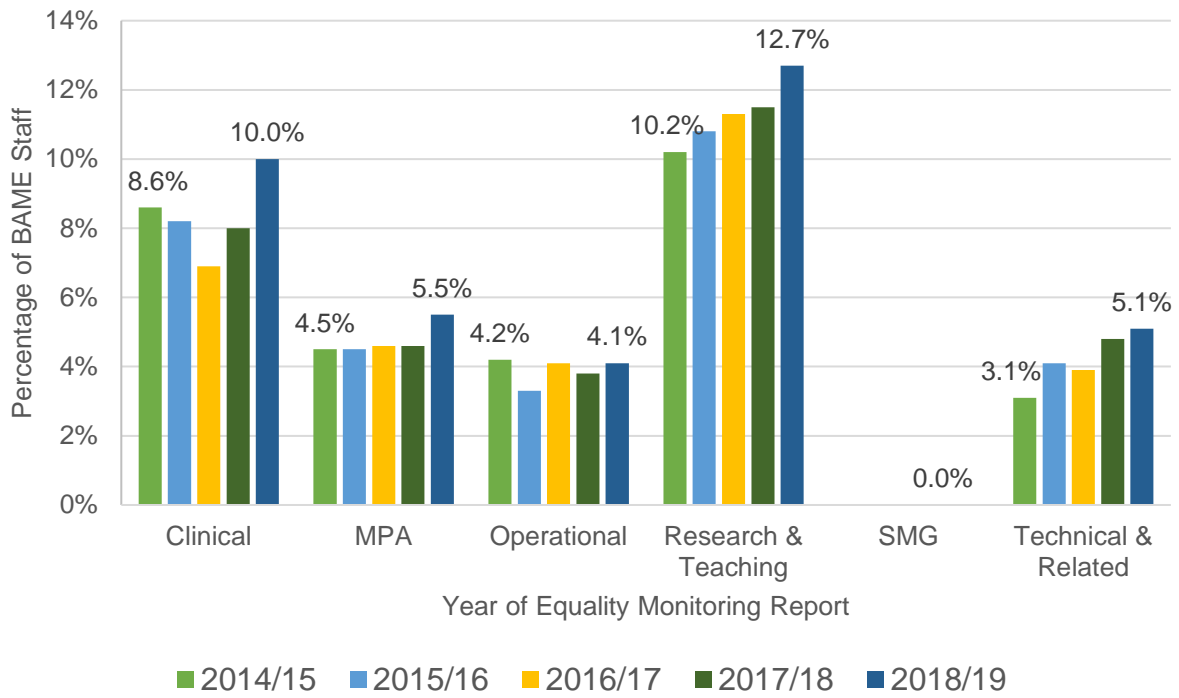


Figure 14: Ethnic minority staff by job family, 2015-2019



Another way of understanding the spread of ethnic minority employment across the University is to explore representation by job family. Figure 14 demonstrates that ethnic minorities are more than twice as likely to be found in Research and Teaching (12.7%) and Clinical jobs (10%) than in managerial and professional services (5.5%); operational jobs (4.1%) or technical services (5.1%). And significantly, there is no ethnic minority representation on the Senior Management Group – the key strategic and operational decision-making body of the University. In fact, one of the striking findings of the report is the relative absence of ethnic minorities in senior managerial and leadership positions within the University. For instance, it was found that in 2019 only 5.4% of staff employed at Grade 10 or above are from ethnic minorities, and this figure has increased only marginally from 4.1% in 2015. In absolute terms, this represents just 31 ethnic minorities at Grade 10 or above in 2019.

The types of employment at the University of Glasgow

Both full-time and part-time ethnic minority employment has increased at the University of Glasgow. Full-time minority employment rose from 7.7% in 2015 to 9.6% in 2019 while part-time employment increased from 4.9% in 2015 to 7.2% in 2019. It is the distinction between permanent and fixed-term employment where key disparities become more transparent. Specifically, ethnic minority staff are between two and three times more likely to be on different types of fixed term contracts than permanent ones, perhaps reflecting their disproportionate representation in post-doctoral research posts and junior lectureships. Further, this disparity between contract types has increased over the past five years since the number of ethnic minorities holding permanent positions has remained relatively stable while the numbers holding fixed-term positions has increased markedly as seen in Figure 15.

Figure 15: Ethnic minority staff by contract type, 2015-2019

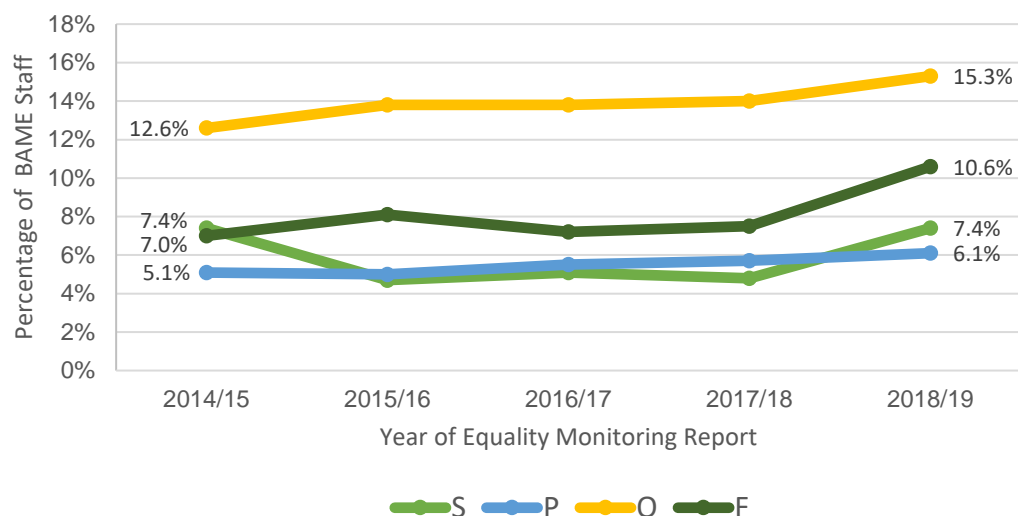


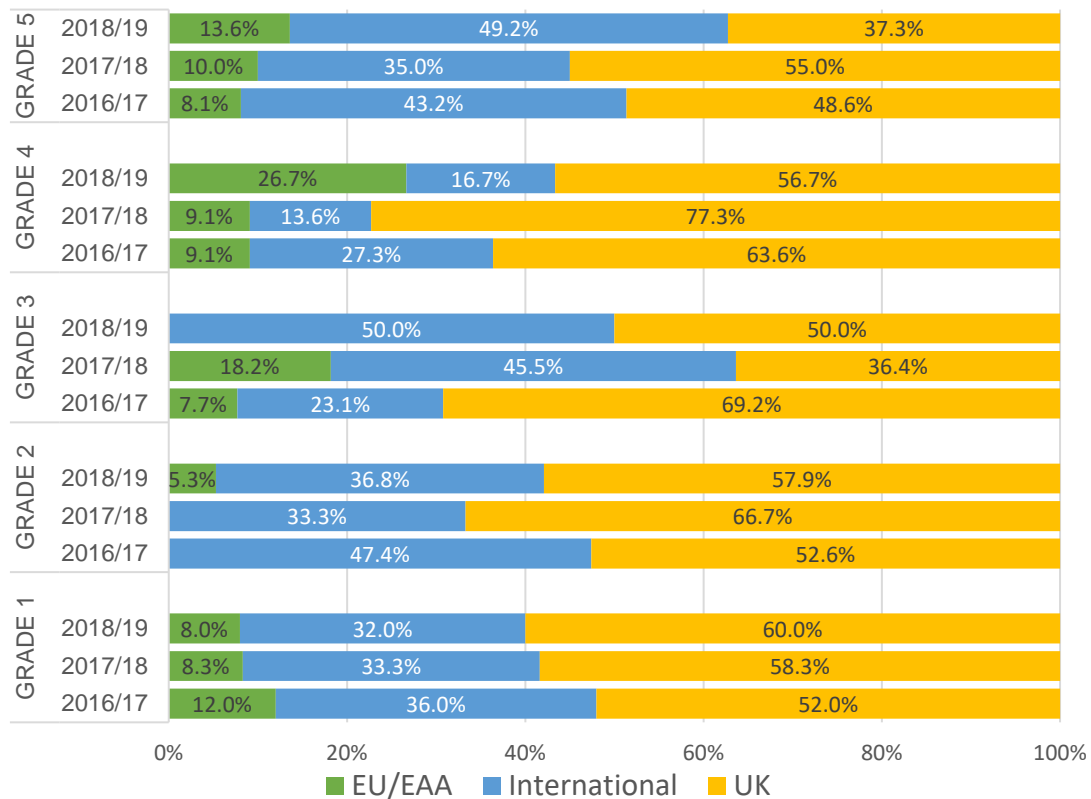
Figure 15 - Contract Type Key
F = Fixed term
O = Open ended with funding end date
P = Open ended + Permanent in Temporary Fixed Term Appointment (Head of College/Principal/Vice Principal roles etc.)
S = Fixed term - SOSR e.g. Maternity leave cover

Given the transnational composition of staff at the University of Glasgow, we were also keen to explore patterns of ethnic minority employment disaggregated by nationality, focusing in particular on those ethnic minorities born in Britain as against those born outwith Britain. One of our hypotheses was that only through disaggregation would we be able to disentangle whether the process of internationalisation at the University was masking on-going ethnic inequalities within the University when it came to the appointment of British-born people of African, Caribbean and Asian descent.

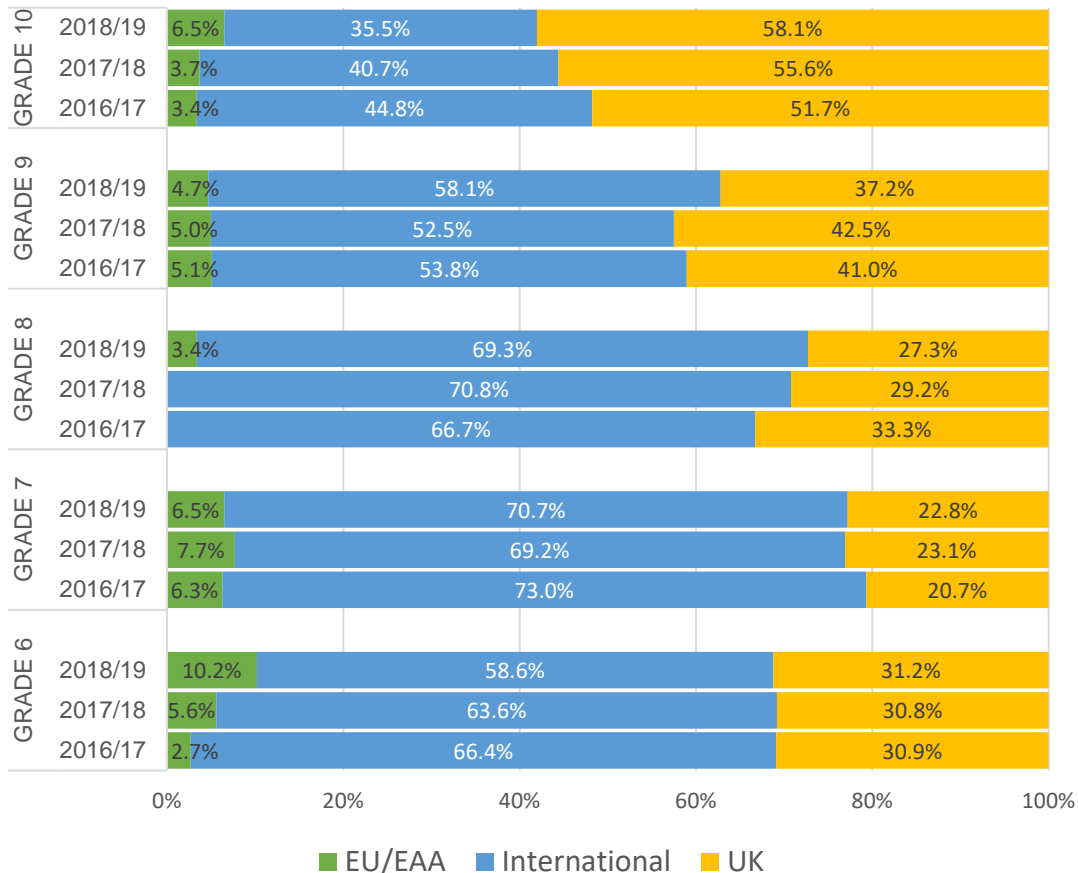
We found that in 2019 around two-thirds of all ethnic minority staff employed at the University (65.2%) were born abroad with a third (34.8%) born in Britain. Ethnic minority staff born in Britain are more likely to be employed in University Services and MVLS than international ethnic minorities whereas the reverse is true in Social Sciences and Science and Engineering. Looking at distribution using the related indicator of job family, we found that British-born minorities were between two and three times more likely to be found in operational services, technical services and clinical posts than

minorities from abroad, whereas it was international ethnic minorities who were three times more likely to be employed in Research and Teaching posts. When this data are combined with that of grades, we found some possible patterns of inequality facing British-born ethnic minorities. As Figures 16a and 16b below highlights, reflecting their preponderance in the Operational job family, British-born ethnic minorities are more likely to be found in Grades 1 to 4 than international ethnic minorities whereas the reverse is true for Research and Teaching posts, particularly at Grades 6-9. Interestingly, British-born minorities are more likely to be represented in professorial and senior managerial positions than international ethnic minorities although the aggregate numbers are so small that one has to be cautious about what inferences can be drawn.

Figure 16a: Nationality of Ethnic minority staff by Grades 1-5, 2017-2019



Figures 16b: Nationality of Ethnic minority staff by Grades 6-10, 2017-2019



Application and appointments by ethnicity at the University of Glasgow

A comparison of Figures 17a and 17b reveal there is a substantial variance between the proportion of ethnic minorities who apply for jobs and those who get appointed across every job family. The variance in ethnic minority applications and appointments is greatest in the Clinical job family (43.9% versus 10.5% in 2019) and smallest in Research and Teaching (40.1% and 30.7% in 2019).

Figure 17a: Ethnic minority applicants by job family, 2015-2019

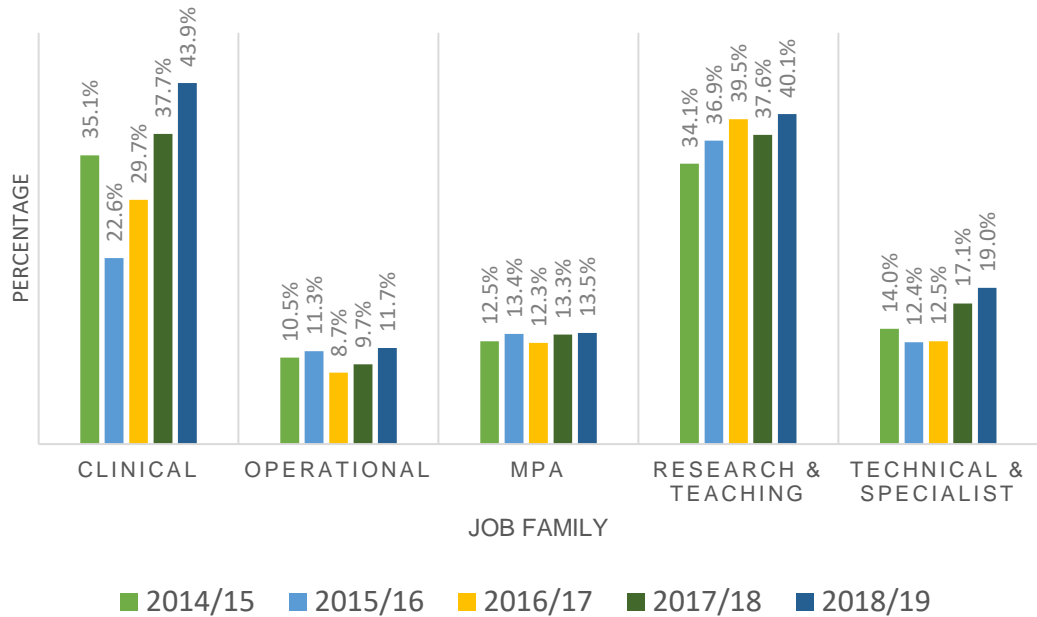
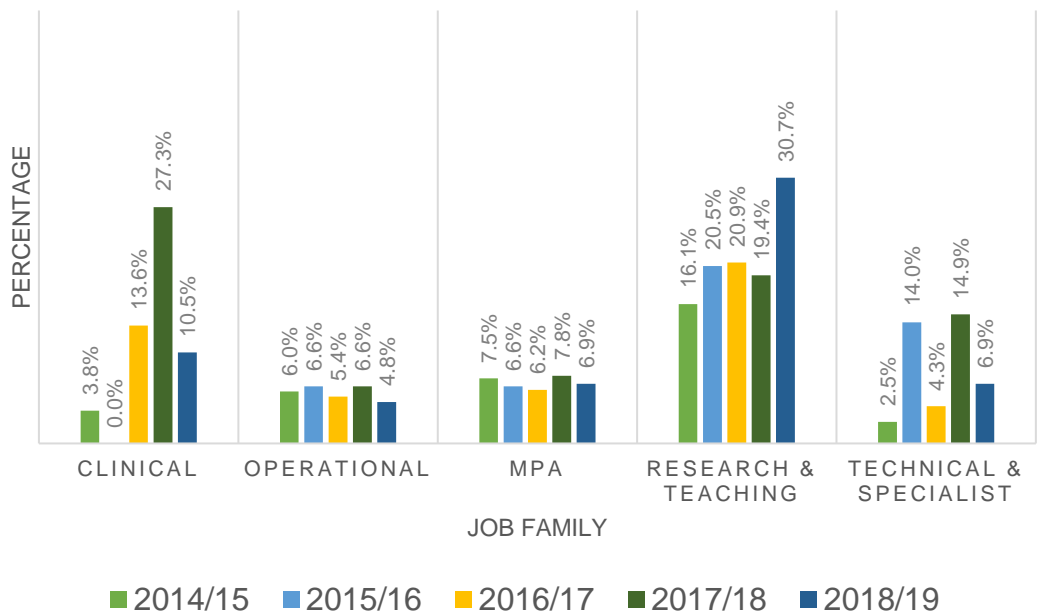


Figure 17b: Ethnic minority applicants appointed by job family, 2015-2019



7.2 The ethnicity pay gap at the University of Glasgow

Another useful way of mapping patterns of racialised inequality is to explore pay differences by ethnicity across each job grade. In line with Public Sector Equality Duty (PSED) requirements, the University of Glasgow publishes data on ethnicity and pay every four years. The table below presents data from the most recent evaluation carried out in 2017.

Table 1: Ethnicity and pay by grade

Grade	White	BAME	Pay Gap
Grade 1	15,422	15,422	0%
Grade 2	15,866	15,842	0%
Grade 3	17,375	17,418	0%
Grade 4	20,267	19,837	2%
Grade 5	23,676	22,827	4%
Grade 6	30,030	29,610	1%
Grade 7	36,981	36,626	1%
Grade 8	46,874	46,450	1%
Grade 9	55,632	55,865	0%
Grade 10	80,828	85,255	-5%

Overall, there seems to be little evidence of marked ethnic inequalities in pay compared with other measures although caution needs to be exercised given the relative unreliability of the data due to the high non-compliance rate of 15%. Nevertheless, the key finding is that there are only marginal ethnic pay differentials of between 2% and 4% in Grades 4 and 5, along with a 5% pay differential in favour of ethnic minority staff at Grade 10¹³.

¹³ Further information on the above can be found on the Human Resources [Equal Pay Statements](#) webpages.

Action Plan

Taking an Anti-Racist approach:

Conduct a pro-active campaign, focusing on:

- Encouraging employees to complete ethnicity data
- Strategic recruitment
- A review of the career development structure and Diverse Recruitment Guidance
- Analysis of ethnic minority/white data - looking at candidate application journey, career development, promotion, appraisal, pay reviews and any disparity between researchers and access to grants/fellowships. (AP 1.5)

Staff and students achieve full potential:

Actively address the lack of ethnic minority representation within the University leadership, with a focus on marketing and recruitment processes, and a succession plan for leadership roles with ethnic diversity as a priority. (AP 4.2)

8. The student awarding gap by ethnicity at the University of Glasgow

The University has recently developed a tool that will allow for the regular review of a range of protected characteristic data. Specifically, we can conduct a more detailed analysis of our ethnic minority students, where they study, at what level and success rates. For the purposes of this report, and as the data tool is still under development, the focus has been on the degree awarding gap, as this has been identified more widely as problematic.

8.1 Degree award and BAME student population

The ethnicity awarding gap has been widely researched and discussed by HEI's in the UK for a number of years, and in 2019 Universities UK and NUS published a report *Black, Asian, and Minority Ethnic Student Attainment at UK Universities: #ClosingtheGap*.¹⁴ However, in Scotland there has been less of a focus on this issue. The University recognised this key information was required to fully understand the education experience of our students and commissioned the development of the analysis tool to support this.

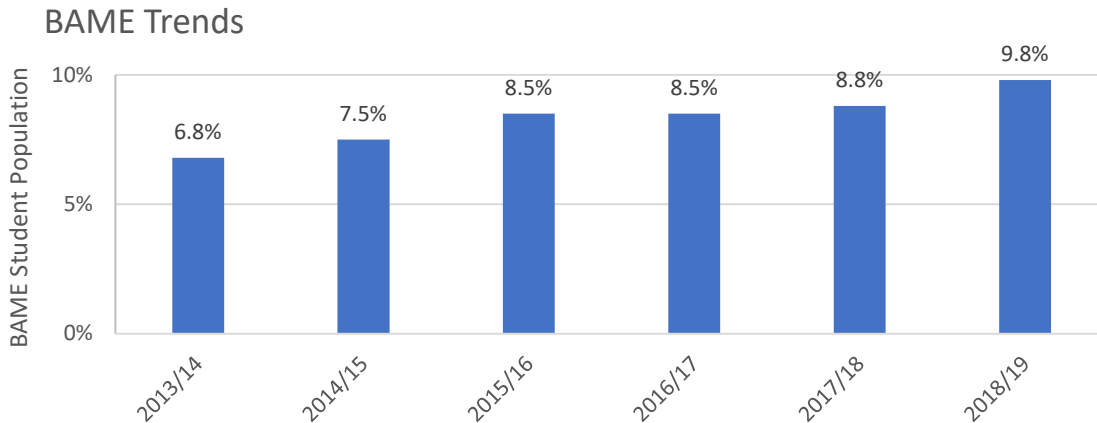
The ethnicity awarding gap is the difference between ethnic groups who achieve good honours degrees. For definition, a good honours degree refers to the number of graduates who secure a first or upper second-class degree divided by the total number of graduates with classified degrees. Unclassified enhanced first degrees such as MEng awarded after five-year engineering course were treated as equivalent to a first or upper second for this purpose, while Ordinary degrees (awarded after three years rather than four) are excluded.

¹⁴ <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2019/bame-student-attainment-uk-universities-closing-the-gap.pdf>

In developing the tool, the University considers trend data relating to degree award for ethnicity and this data are taken from the Student HESA return provided annually. It excludes students with unknown ethnicity.

To provide context, Figure 18 shows the overall percentage of BAME students at the University from 2013/14 - 2018/19. This shows that the percentage of Black, Asian and Minority Ethnic (BAME) students has grown by 3% in the past five years - from 6.8% in 2013/14 to 9.8% in 2018/19.

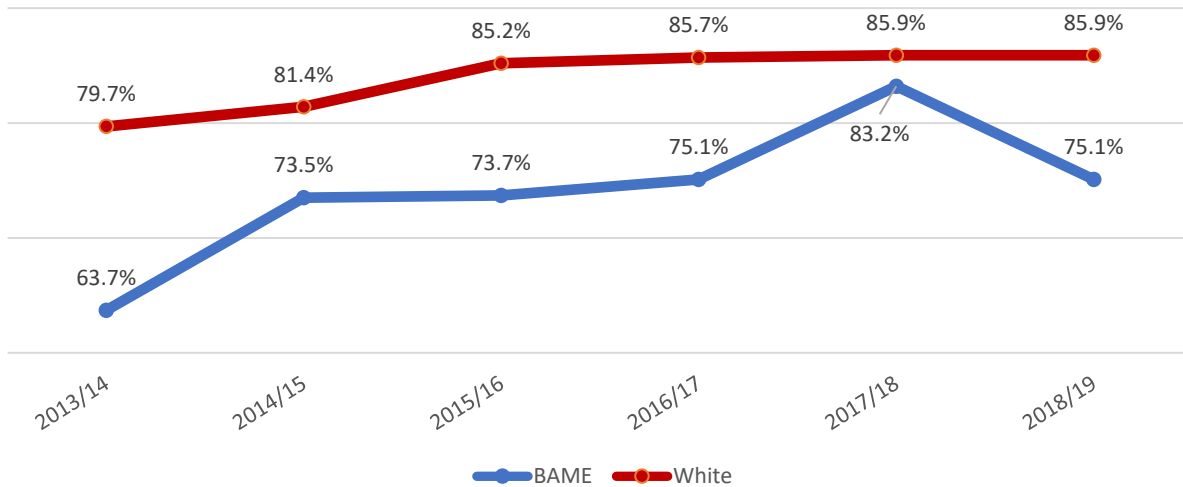
Figure 18 - Overall BAME students at UofG – 2013/14 to 2018/19



8.2 BAME Degree Awarding Gap

Figure 19 shows the degree awarding gap between BAME students (bottom line) and White students (top line) from 2013/14 to 2018/19. From the chart, BAME students are less likely to achieve good honours than White students in each year. It is worth noting this gap was narrowed considerably in 2017/18 but widened again in 2018/19. The difference in 2018/19, was 10.7%, and this is statistically significant.

Figure 19 - UG Good Honours Qualifiers 2013/14 to 2018/19



Difference (2018/19) -10.7% (Chi Sq test stated this was statistically significant).

This information only provides us with part of the picture, as we do not know why BAME students are less likely to achieve good honours than their White peers. At the same time, experiences of racial harassment may well be one important determinant. The analysis tool developed by the University allows for a further detailed analysis as it can breakdown the BAME category into Black, Asian, Chinese and Mixed and Other. Further investigations should be conducted once the analysis tool is available to understand and address this disparity in award.

9. Securing cultural change and the University as a civic institution for all: From colour-blindness to the proactive delivery of racial equality

Our desire is to become a site of sanctuary from societal racism and start to roll back the racialised inequalities facing our ethnic minority staff and students. To actualise this objective, a shift in our current philosophical position is required from one informed by a generic commitment to colour-blindness to a more proactive stance underpinned by a commitment to anti-racism and the delivery of racial equality.

Achieving cultural change in the workplace

A central aspect of our work is to find mechanisms that will enhance the sense of belonging and attachment that ethnic minority staff and students have to the University. How can the University of Glasgow become a place of learning that is committed to delivering racial equality for its staff and students? How do we craft a modern University workplace where its minority staff and students don't feel like bodies out of place who don't fit the somatic norm of an academic, student or manager but rather individuals whose contributions to university life are welcomed and valued? Also, how do we ensure white staff are comfortable asking questions and are given the language and tools to do this?

As previously noted, and to its credit, the University has already taken bold steps in this direction by recognising its contribution and role in the transatlantic slave trade. But why must we do more? We need to avoid reducing racism to an historical artefact of slavery. As highlighted above, racism accompanied not just slavery, but colonialism more broadly such that it would be more appropriate to conceive of multiple and inter-locking modalities of racism (Virdee 2014). Further, racism is an ideology that adapts in response to events such that today racism increasingly assumes a cultural form which works to exclude by articulating with questions of national belonging. For instance, one dominant modality of racism today is anti-Muslim racism or Islamophobia which doesn't usually reference a negative evaluation of skin colour but religious belonging. But when that religious identification is connected to national belonging the outcome is the same –

the symbolic devaluation of the group resulting in said group becoming incompatible with full membership of the nation (Meer 2013).

Action Plan

In support of transformational cultural change and enhancing a sense of belonging the following actions are suggested:

Taking an Anti-Racist approach:

SMG to publicly commit to taking an anti-racist approach to University processes and systems, promoting a zero tolerance to racial harassment on campus:

- members to identify and publicise race equality objective relative to their area of responsibility
- profile the Race Equality Champion and the REG (AP 1.1)

Set an ethnic diversity Key Performance Indicator (KPI) in the new University strategy to ensure sustained focus on race equality. (AP 1.2)

Commit to hosting a variety of regular events with an anti-racist focus, ensuring co-creation with ethnic minority staff and students. This should include:

- A public Racial Justice Lecture series
- Further development of the Black History Month programme of events
- An internal conference focusing on the contributions of ethnic minority staff
- An internal Equality, Diversity and Inclusion (EDI) blogs. (AP 1.4)

The creation and hiring of one FTE in order to have the necessary resource, time and support to implement actions and produce demonstratable results in relation to racial equality. (AP 1.6)

Global perspectives, learning and teaching:

- Conduct a detailed analysis of the spread and focus of all students by ethnicity. Identify any key discrepancies by ethnicity – such as any awarding gaps - and address with the relevant responsible area. (AP 3.2)
- Create a student-staff partnership scheme that focuses on co-creating the de-colonised curriculum. (AP 3.3)

- Conduct Continuing Professional Development (CPD) workshops for staff as part of improving staff awareness of and engagement with decolonising the curriculum. (AP 3.4)
- SMG to fund an internship project that creates a report on changing/alternative teaching pedagogies for decolonising. (AP 3.5)
- School Learning and Teaching Committees tasked with decolonising their curriculum by ensuring greater representation and historical awareness. (AP 3.6)
- Hold an annual Decolonising the Curricula event. (AP 3.7)

Students and staff achieve their potential:

- Actively support the development of an ethnic minority staff-led network. (AP 4.3)

Conclusion

A University is a people organisation and ethnic minority inclusion and belonging is central to ensuring a diversity of ideas, talents and success. We cannot envision how the University can reach its full potential unless it benefits from the talents of individuals from all ethnic backgrounds.

Experiences of racial harassment combined with distinctive patterns of structural disadvantage don't just undermine ethnic minority staff and students but the University as a whole by diminishing the possibility of such staff making innovative contributions to University life and to society as a whole.

Fundamental to ensuring that they flourish in this environment will be the need to reconceive the University as an engine for delivering racial equality to our staff and students, and this will require us to reorientate our underlying presupposition towards these questions from one underpinned by colour-blindness to one informed by a proactive commitment to deliver racial equality. Only then will ethnic minority staff and students genuinely feel they are part of an inclusive University community, and this will benefit our whole community.

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Appendix 1: Remit and membership of the University of Glasgow EHRC working group

EHRC Inquiry – Tackling Racial Harassment – Short Life Working Group

Responsibility

The EHRC Inquiry – Tackling Racial Harassment – Short Life Working Group (SLWG) was set up to co-ordinate the University of Glasgow response to the [EHRC Inquiry Tackling Racial Harassment: Universities Challenged](#) published in October 2019.

Remit

- To respond to the relevant recommendations in the EHRC report – outlining which the University will address, and the timeframe for implementation.
- To review the response to the report from the Scottish Funding Council, and address any specific issues raised, or refer them to the relevant University sections.
- To identify a strategic approach to increasing comfort and understanding of race and the impacts of racism with the student and staff community.
- Set up mechanisms to find out what staff and students want from the University in relation to tackling racism on campus.
- Review resources already available or needed to equip staff and students on how to discuss and tackle racism in the classroom/on campus.
- Investigate how the University can address the lack of transparency on outcomes when incidents are reported.
- To communicate outcomes to the report to the University community.

Reporting line

The Race Equality Group and Equality and Diversity Strategy Committee but liaising widely with other committees and managers as required.

Membership

The Tackling Racism SLWG may invite others to attend meetings on an ad hoc basis where this would help to expedite its work. In addition, the REG may co-opt individuals with specific expertise as members to deal with specialist items of business, but not to fulfil a representative function. In either case, the individuals may come from within or outwith the University.

- Race Equality Champion (Co-Convener)
- Race Equality Champion (Co-Convener)
- Equality and Diversity Manager
- Student representative – Students' Representative Council (SRC) Vice President
Student Support
- Student representative – SRC Race Equality Officer
- Student representative – GU Students of Colour Network President (or Vice President as Nominee)
- Student representative – Postgraduate
- Staff representative – Two nominated from Race Equality Group (REG)
- Senate Office
- Complaints Resolution Office
- Human Resources
- Student Wellbeing and Inclusion
- Clerk

Appendix 2: Staff Interview Topic Guides

Introduction

Can you tell me a little about yourself e.g. who you are and what you do?

How long have you lived in Glasgow? How long have you worked at the University?

Do you enjoy living in city of Glasgow/ working for the University?

What do you like about it? What do you not like about it?

Experience of Race at UofG

Have you ever had instances where you felt you were excluded or treated differently because of your ethnicity or the colour of your skin?

Could you tell me a bit more about this experience, or experiences?

Prompt if sufficient detail not provided in answer to previous question

- Who treated you differently? A single person or a group?
- Has this been on going or a single incident?
- In what kind of environment did this incident(s) occur?
- Are you aware of any others that share similar experiences? Could you tell me more about this?

In your opinion, is there an issue of racial harassment at the University of Glasgow? If so, in what ways does this manifest itself?

Do you think the University of Glasgow sufficiently promotes race equality and address any issues of racial harassment?

If so, what do they do well? If not, could you explain why? What could they do better?

Experience of Reporting

Did you consider reporting your experience? If not, what were the reasons you decided not to report?

If you did report the incident, how did you do so? (i.e. was the report informal or formal and who was the issue brought up with e.g. line manager, RAN etc.)

How did you find the experience of reporting? What was the outcome?

Were you happy with the outcome? If not, what would have been the most ideal outcome?

How effective do you think the University were at dealing with your issue?

What could the University have done better in your opinion?

How has this experience affected your confidence in reporting instances of racial harassment at the University of Glasgow?

Personal Impact

In what ways has your experience of [racial harassment/discrimination/racism] impacted you?

Do you feel supported by the UoG and the university community?

Final comments & thanks

Is there anything else you would like to share in this interview regarding race and racial harassment that we've not been able to cover today?

[Thank respondent and close interview]

Appendix 3: Student Survey Questions

Section 1: Demographics

Age

Gender

Ethnicity/Race/Nationality

Degree Program

Year of Study

Section 2: Experience of racial harassment

Have you personally experienced racial harassment since starting your course?

In what settings have you experienced racial harassment?

How many times have you experienced racial harassment?

What kind of racial harassment have you experienced?

Could you share a short description of the context around the most recent incident?

Section 3: Reporting racial harassment

Have you ever reported the racial harassment you experienced?

How did you choose to report the most recent incident?

What was the outcome of your most recent report?

Were you satisfied with the outcome?

Section 4: Barriers to reporting

If you decided not to report, what was your reasons for this?

How efficient do you think UofG methods of reporting are?

Section 5: Emotional impact of racial harassment

Have the incident(s) impacted your studies?

How did the incident(s) make you feel?

Section 6: Witnessing racial harassment

Have you witnessed racial harassment?

How many times have you witnessed racial harassment?

What type of racial harassment did you witness?

Could you share a short description of the context around the most recent incident?

Section 7: Perception of racial harassment at the University of Glasgow (UofG)

"Are you worried about being racially harassed at the UofG?"

If so, how worried are you about being racially harassed at the UofG?

How much of an issue do you think racial harassment is at the UofG?

How well do you think the UofG combats the issue of racial harassment?

"Would you like to provide further comments on this?"

Appendix 4: The University of Glasgow's Guide to Racial Harassment

What is racial harassment?

Racial harassment is defined as any unwanted conduct on grounds of race, ethnic or national origins. Under the Equality Act 2010, harassment is any behaviour which

- violates a person's dignity
- creates an intimidating, hostile, degrading, humiliating or offensive environment.

Racial harassment is not limited to overtly insulting remarks or behaviour but can be any kind of unwanted conduct related to race. The important point is that the conduct was unwanted by the victim. Racial harassment can take many forms- some examples include;

- Name calling, slurs, mocking or offensive racial jokes
- Derogatory remarks about a person's race, language or accent
- Making stereotypical assumptions about an individual based on their race, ethnic or national origins
- Offensive manner of communication, regardless, for example email, leaflet, poster, graffiti, internet sites)
- Deliberate exclusion based on race, ethnic or national origins
- Conduct that focuses on persons appearance, dress culture or customs, for example, vigorous questioning

This list is not exhaustive as racial harassment can occur in a number of ways. If you are wondering if what you have experienced constitutes as racial harassment you should ask yourself "would a reasonable person witnessing this behaviour

Racial microaggressions/micro incivilities

A lot of the time, racial harassment can be more nuanced or covert. All too often, racial harassment comes under the guise of ‘banter’. Unconscious bias may cause people to speak or act in a racist way without them necessarily realising- these are often referred to as ‘microaggressions’. Microaggressions are commonplace verbal or behavioural indignities— whether unintentional or intentional— that communicate hostile, derogatory or negative preadjusts towards a minority group. Instances of racial microaggression’s could include comments like “Yes, but where are you *really* from?” or “Your English is so good!” or they may present themselves as behaviours such as continues mispronunciation of someone’s name or mistaking a person of colour for a service worker. Although such instances may not always be done to intentionally cause harm, it is important to be mindful of your own biases. The University of Glasgow currently offer online unconscious bias training.

The impact of racial harassment

Over time, these comments and remarks build up and becoming increasingly hurtful. Studies have shown that racial harassment negatively impacts individual’s mental health, wellbeing, academic studies and career progression. Research by the Equality of Human Rights Commission (2019) shows that many instances of racial harassment go underreported and are ineffectively addressed. At Glasgow, we believe no one— student or staff— should ever be subjected to racial harassment in any setting, and that it is our responsibility to recognize these issues and tackle racial harassment.

What can I do if I have been racially harassed?

If you have been racially harassed, we strongly encourage you to report this to us through the method you feel most comfortable. This will help us to effectively address your situation, offer you support and also help us to make decisions about appropriate

preventative action in the future. There are several options you can take if you have been racially harassed, depending on whether you are a student or a member of staff.

Contacts for Students	Contacts for Staff
SRC Advice Centre contact details	Respect Advisors Network contact details
Respect Advisors Network contact details	Line manager
Online Reporting Tool	E&D Unit
Advisor of Studies	HR contact details
Senate Office	Trade Union
E&D Unit	

Online Reporting Tool (student only)

The online reporting tool gives you the opportunity to report racial harassment either anonymously or non-anonymously. The reporting tool will ask you what type of behaviour you wish to report, an explanation of the incident(s).

Anonymous reporting

If you wish to report anonymously the University is likely unable to investigate the matter or take further action (such as disciplinary). Although the University cannot take any further action, an anonymous report will still help us to gather data about the nature of harassment at UofG.

Named reporting

If you provide your contact details when making a report the University will be able to contact you to explain the support that is available to you and the options available to you. Named reporting allows the University to investigate the matter (if you wish to do so) and come to an appropriate solution.

Respect Advisors Network (student and staff)

The respect advisors' network is a group of trained individuals who can provide confidential, impartial one-to-one advice with issues of racial harassment. If you have been racially harassed, you may want to speak to a respect advisor to talk through your issue and get an understanding of the option available to you and what might be best for your situation. Respect advisors can also facilitate any informal resolution if you wish to confront the alleged harasser to seek a resolution.

What if I have witnessed someone else being racially harassed?

Even if you are not the recipient of the harassment you are still able to report it through any of the above methods. Everyone at the University is responsible for creating a respectful work and study culture. If you witness someone being racially harassed, we would also encourage you to step in and address the issue if you feel comfortable doing so. The University offer bystander training to give you the tools and confidence to effectively address harassment you may witness.

How do I deal with hurtful behaviours or comments?

If someone has made a hurtful comment through thoughtlessness or perhaps through unconscious bias, we would recommend speaking to the person directly, explain to them why their behaviour was upsetting and that you would like it to stop. Often the most effective way at dealing with these situations is at the point at when it happens. Many people are glad to learn if they are unintentionally upsetting someone so they can avoid such thing happening in the future. We suggest you keep record of any communications in the event that the behaviour ceases to stop and you wish to take the matter further. If you feel uncomfortable about a direct approach you can contact one of our respect advisors who will be able to suggest and facilitate a way of addressing the situation informally.

What if I want to take the matter further?

If the matter is unable to be resolved informally and you wish to take the matter further the route of action will depend on whether you are a member of staff or student. If you are a member of staff, you should raise a formal grievance using the University's grievance procedures. If you are a student and the report is against a member of staff, you can use the University's Complaints procedure. If the report is against a student, then this will be considered in line with the Code of Student Conduct. This [process map](#) will be able to help you understand the available routes of reporting and resolving racial harassment.

What will happen when I report racial harassment?

In all cases we will initially try to resolve the issue informally, unless very serious, as this usually produces the best outcome. Of course, if this fails, we can discuss ways of taking the matter forward. You will need to put your experience of racial harassment in writing which will then be investigated by an appropriate officer. You will then be asked to attend a meeting with the investigating officer to gather more information. The person(s) handling your case will keep you updated as appropriate and the outcome will be communicated to you.

Will there be any repercussions for making a report of racial harassment?

We strongly encourage those who have experienced racial harassment to report it. The University of Glasgow takes reports of racial harassment very seriously. Our aim is to create a respectful and inclusive environment for all our staff and students. We take a zero-tolerance approach to any instances of victimisation that occur as a result of making a report. Victimisation can include acts such as:

- Bullying, intimidation, or exclusion from work or social activities
- Being denied a promotion or moved to a position with lower responsibility
- Penalisation such as being given unrealistic deadlines

Victimisation is unlawful according to the Equality Act 2010 and will be dealt with appropriately by the University. We hope that we can give you the confidence to report racial harassment knowing that the University fully supports you.

Emotional support

Counselling services are available to both staff and students and can be accessed whether you decide to make a report or not. Information on how to get in touch and [opening times can be found on the University website](#).

Appendix 5: Review of Policy Relating to Racial Harassment

Introduction

This report outlines five policies which are expected to relate to racial harassment. These policies include (i) Equality and Diversity Policy, (ii) Dignity at Work and Study Policy, (iii) Code of Student Conduct, (iv) Complaints Procedure and (v) Code of Practice on Unacceptable Behaviour. The purpose of this report is to identify where racial harassment is specified within each policy and, if so, are the relevant procedures communicated to address the issue. Comments are provided concerning any suggested amendment or inclusion to each policy.

Equality and Diversity Policy

The Equality and Diversity Policy (E&D Policy) is designed to set out the University's commitment to an inclusive and supportive environment where all members of staff, students and visitors are free from discrimination.

Appendix G. (Race)

- E&D policy describes and provides definitions of each protected characteristic including race. The policy provides evidence of how the University is promoting and protecting race within the institution through dedicated equality outcomes, internal organisations (e.g. Race Equality Group, BAME society), race related events (Black History Month) and associations with external bodies like Black Ethnic Minority Infrastructure in Scotland (BEMIS).
- No specific mention of racial harassment in this Appendix. Although 'harassment' is mentioned under *Section 6* and all avenues for complaint are provided under *Section 7*, highlighting and defining racial harassment in this section is perhaps desirable. However, it is worth noting this would likely also need to be implemented with regards to other protected characteristics (e.g. sex and sexual harassment).

Section 6. Unacceptable Actions or Behaviours

- Racial harassment, or harassment more generally is not mentioned in this section. Instead readers are directed to (i) Dignity at Work and Study Policy, (ii) Student Code of Conduct, (iii) Code of Practice on Unacceptable Behaviour and (iv) Staff Disciplinary Procedure to find examples of ‘unacceptable behaviours’.

Section 7. Concerns and Complaints

- Under this section the only reference to what constitutes a complaint is ‘unfair treatment’ in respect of a protected characteristic. This definition suggests ‘racial harassment’ would constitute a complaint.
- All avenues for making a complaint regarding unfair treatment are outlined and cited in this section.

Dignity at Work and Study Policy

The Dignity at Work and Study Policy is designed to advocate the importance of dignity and respect at work, deter bullying and harassment and offer guidance to those who feel they have experienced either of these unacceptable behaviours.

Section 3.1 University Responsibility

- Section states that University must take all claims seriously and deal with them ‘promptly’. No definition of promptly is given or the expected timeframe to which a claim of bullying or harassment should be dealt with.
- It is also mentioned that the University will ensure those who makes reports are not victimised. In light of the EHRC report it would be useful to know what measures the University has in place to ensure this does not happen.

Section 4. Definition of Harassment and Bullying

- Section 4 provides general definitions of both bullying and harassment. Reference is given to *Appendix B* which provides a total of 18 examples of bullying and harassment, one of which pertains to race: “racist jokes and ridicule relating to cultural differences”.
- Considering the definition of racial harassment is widely misunderstood greater clarity is needed around what this means, perhaps with examples. It should be considered whether racial harassment should have its own sub-heading within this section.

Section 5. Procedures

- Section 5 outlines the procedures for resolving a complaint both informally and formally for both students and staff. There is no mention of the online reporting tool. It should be highlighted here that reporting via the online reporting tool should be encouraged- even if dealt with informally- to help the University gather information about the nature of racism and take preventative action.

Section 8.2 Employee Policies

- In this section readers are directed to a guidance document on what employer should do/expect if they have been accused of bullying or harassment. It may be useful to have a similar, informal guidance or ‘walk through’ of what steps to take when experiencing racial harassment and what to expect throughout the process.

FAQ

- This section is very good, particularly the ‘what will happen?’ question as this provides a quick summary of what individuals should expect should they make a complaint. This section may benefit from additional questions that individuals have relating to experiences of racial harassment.

Complaints Procedure

The complaints procedure is designed to provide individuals with an understanding of the process of making a complaint.

Section 29.2 Definition of Complaint

- This section provides the definition of a complaint with examples of what a complaint may relate to. Racial harassment could be classed under “treatment by or attitude of a staff member, student or contractor” or, “inappropriate behaviour by a student, staff or contractor”. Perhaps harassment (any type) should be included as an example of grounds for a complaint.

Section 29.3 Anonymous Complaints

- This section outlines the possible actions a University can take with an anonymous complaint, but no reference is given to the online reporting tool. It is important individuals know how and where to make an anonymous complaint. It might also be useful to let readers know the value of anonymous complaints.

Code of Student Conduct

The code of student code of conduct sets out expectations for students whilst members of the University community. It also lays out the process of a misconduct allegation.

Section 33.6 Student Conduct Offences

- In this section a (non-exhaustive) list is provided of behaviours that may constitute an offence. Item (viii) ‘Harassing any Person’, does not specify types or examples of harassment, nor does it guide readers to policies where they will find a definition.

- It is suggested that readers are provided with a definition of harassment in this section or guided to the relevant materials.

Code of Practice on Unacceptable Behaviours

The code of practice on unacceptable behaviours aims “to ensure the fair, honest and consistent treatment of all individuals with whom the University interacts” by defining unacceptable behaviour and the process for managing this.

Section 37.3 Definition of Unacceptable Behaviour

- Under the definition of unacceptable behaviour only one sentence pertains to the issue of harassment; “The University also has procedures for students and staff who consider that they are being harassed”. No attention is given to particular types of harassment (e.g. racial harassment)
- No statement follows this sentence which clarifies that this behaviour will not be tolerated.
- It is suggested that this section includes a subheading on harassment and it’s various forms. The same weight should be given to harassment as is “violent behaviour”, “demanding behaviour” and “unreasonable demands” which all have their own sub-headings.

Understanding Racism, Transforming University Cultures – Action Plan

This action plan is not exhaustive, nor set in stone and the report authors would encourage policy owners and leaders to take a systemic approach to race equality, and therefore if there is an area of the action plan not covered, or if you are taking forward project work where you think there is potentially a differential impact based on race, please feel empowered to investigate and address. The Race Equality Group is available to advise when required. If required, alternative formats of the Action Plan can be requested.

The University of Glasgow takes an anti-racist approach to race equality work and accept our processes will contain structural inequalities.						
Action: Description	Rationale	Ref.	Actions Planned	Timescale	Responsibility	Success Measure
Leadership and addressing systemic racial inequality is required to build faith in the University's approach to race and racism.	The University must be vocal in its approach, otherwise this is interpreted as silence and the organisation is then considered to be complicit.	1.1	SMG to publicly commit to taking an anti-racist approach to University processes and systems, promoting a zero tolerance to racial harassment on campus: <ul style="list-style-type: none"> • members to identify and publicise race equality objective relative to their area of responsibility • profile the Race Equality Champion and the Race Equality Group (REG) 	At launch, Q1 2021	Principal SMG	Publication of SMG commitment and anti-racist objectives
		1.2	Set an ethnic diversity KPI in the new University strategy to ensure sustained focus on race	At launch	DVP/SMG	KPI in new strategy.

The University of Glasgow takes an anti-racist approach to race equality work and accept our processes will contain structural inequalities.

Action: Description	Rationale	Ref.	Actions Planned	Timescale	Responsibility	Success Measure
			equality.			
Develop pre-entry/induction behaviour expectations, referring to race/racism	The University needs to set expectations of behaviour for students and staff.	1.3	Devise and develop pre-entry courses for staff students on acceptable codes of behaviour at the University.	Q3 2021 (staff) 2022/23 intake (students)	HR Induction (staff) VP L&T/ Clerk of Senate (students)	Course devised and rolled out with registration.
To publicly support an anti-racist approach, the University will embrace its civic responsibility and build an inclusive	The University needs to articulate its voice within a Glasgow, Scotland and global setting that it is an anti-racist organisation.	1.4	Commit to hosting a variety of regular events with an anti-racist focus, ensuring co-creation with ethnic minority staff and students. This should include: <ul style="list-style-type: none"> • A public Racial Justice Lecture series • Further development of the Black History Month programme of events • An internal conference focusing on the contributions of ethnic minority staff 	From Q1 2021	ER, REG, EDU, SRC, EDSC, CRREN, SSPS	Develop courageous conversations internal and external through these mechanisms.

The University of Glasgow takes an anti-racist approach to race equality work and accept our processes will contain structural inequalities.

Action: Description	Rationale	Ref.	Actions Planned	Timescale	Responsibility	Success Measure
community.			<ul style="list-style-type: none"> An internal Equality, Diversity and Inclusion blog 			
To understand our processes and whether they have a differential impact due to ethnicity requires a programme of data analysis.	The University cannot know whether the processes it uses are not discriminatory without conducting analysis.	1.5	Conduct a pro-active HR campaign, focusing on: <ul style="list-style-type: none"> Encouraging employees to complete ethnicity data Strategic recruitment A review of the career development structure and Diverse Recruitment Guidance Analysis of ethnic minority/white data - looking at candidate application journey, pay reviews and any disparity between BAME and White researchers 	From Q1, 2021	SMG, ER, HR, EDU, EDSC	Strategic branding campaign supporting diversity in recruitment. Data analysed and priority actions identified.
One FTE based in Equality and	UofG work in relation to race equality has not	1.6	The creation and hiring of one FTE in order to have the necessary resource, time and support to implement actions and produce	Budget round	COO	Additional resource in EDU to support

The University of Glasgow takes an anti-racist approach to race equality work and accept our processes will contain structural inequalities.

Action: Description	Rationale	Ref.	Actions Planned	Timescale	Responsibility	Success Measure
Diversity Unit to support the growing requirements in relation to this action plan and race equality work.	matched other protected groups. To achieve demonstrable differences, it needs to commit resources.		demonstratable results in relation to racial equality.	2021/22		this programme of work.

Racial harassment in any form is not acceptable on our campus						
Action: Description	Rationale	Ref.	Actions Planned	Timescale	Responsibility	Success Measure
Decisive leadership and appropriate policy frameworks are required to address racial harassment.	To build faith in processes and procedures, racial harassment must be called out by leadership, and backed up with the relevant policy and procedures.	2.1	Racial equality/Anti-racism campaign on campus – which details experiences of racism and how all students/staff can address it, with an active promotion of informal and formal routes for resolution in racial harassment cases	Q3 2021	ER/SRC/HR/EDU/REG	Anti-racist campaign which states how the University will challenge and address racism, higher awareness of routes to report harassment.
Direct referencing to racial harassment is required in student/staff policies with examples embedded.	To build faith in processes and procedures, racial harassment must be called out by leadership, and then back up with the relevant policy and procedures.	2.2	Specific reference made to racial harassment in: <ul style="list-style-type: none"> • Equality and Diversity Policy • Dignity at Work and Study Policy • Student Codes of Conduct • Complaints process 	Start academic session 2021/22	EDU, EDSC	Definition in the E&D Policy and Student Codes of racism, including cultural racism.

Racial harassment in any form is not acceptable on our campus

Action: Description	Rationale	Ref.	Actions Planned	Timescale	Responsibility	Success Measure
Developing a robust mechanism of recording and supporting students and staff who experience racial harassment.	The investigation identified a reluctance to report instances due to: <ul style="list-style-type: none"> • lack of knowledge on how; • little faith in the processes having impact. 	2.3	Develop a case management system and online reporting tool, linking through to Complaints and Senate processes; report aggregate numbers of cases relating to racism annually	Implement from Q3 2021	SAS	Case management tool developed & launched, annual reporting to relevant group.
		2.4	Amend the Withdrawal process to understand if racial harassment is a factor when students withdraw.	From 2021/22	VP L&T	Withdrawal form amended.
		2.5	Recruitment of new Respect Advisers to ensure ethnic diversity.	Q2 2021	EDU	New RAs recruited.
Ensure staff supporting those who have experienced racial harassment understand cultural sensitivities & challenges.	The investigation outlined little understanding of the nuances and subtleties of racism.	2.6	Anti-racist and cultural awareness training for all staff, prioritising those involved in staff or student investigation processes. Review existing internal and external training provision and ensure it is founded on anti-racist principles and culturally aware and appropriate.	Q2 2021	EDU, H&S, SAS	Training complete.

Our curriculum and learning community will thrive when it is reflective of global perspectives and race equality is embedded

Action: Description	Rationale	Ref.	Actions Planned	Timescale	Responsibility	Success Measure
Build faith in the University systems to ensure students will come forward and if they do, they are appropriately supported.	Students perceived they would be negatively impacted if they reported racism. In addition, some R&T staff were identified as being perpetrators.	3.1	With the SRC, ensure students are fully aware of the Anonymous Marking Policy.	Q3 2021	VP L&T, Clerk of Senate, SRC	Students understand reporting harassment will not negatively impact their grades.
Understanding the experiences of ethnic minority students.	Understanding the experiences of ethnicity within the student journey, will focus resources and action.	3.2	Conduct a detailed analysis of the spread and focus of all students by ethnicity. Identify any key discrepancies by ethnicity – such as any attainment gaps - and address with the relevant responsible area	Q2 2021, and ongoing.	VP L&T, Transitions WG	A detailed understanding of the BAME student journey and inequalities highlighted and addressed.
Build a strand of decolonising the curriculum into the	The University needs to consider developing a	3.3	Create a student-staff partnership scheme that focuses on co-creating the decolonised curriculum.	From 2022	VP L&T	Partnerships created.

Our curriculum and learning community will thrive when it is reflective of global perspectives and race equality is embedded

Action: Description	Rationale	Ref.	Actions Planned	Timescale	Responsibility	Success Measure
next Learning and Teaching Strategy, using the following actions to shift and build understanding and appreciation.	curriculum which is globally reflective, to ensure all students can engage fully in the learning experience.	3.4	Conduct CPD workshops for staff as part of improving staff awareness of and engagement with de-colonising the curriculum.	From 2022	VP L&T, ADD	Workshops delivered.
		3.5	SMG to fund an internship project that creates a report on changing/alternative teaching pedagogies for decolonising.	Q3 2022	SMG	Internship funded.
		3.6	School Learning and Teaching Committees tasked with decolonising their curriculum by ensuring greater representation and historical awareness.	From 2021/22	Deans of L&T, HoS	School LTC reviewing curricula. Researcher profiling the University's history.
		3.7	Hold an annual Decolonising the Curricula event.	From 2021 Annually	Archives VP L&T, SAS	Annually event.

We want all our staff and students, particularly those from ethnic minorities to achieve their potential through our excellent learning and career development opportunities

Action: Description	Rationale	Ref.	Actions Planned	Timescale	Responsibility	Success Measure
All staff need to understand race, racism and the impact of this on minority staff and students.	Research highlighted that the complex nature of modern racism is not understood widely, and staff education is imperative.	4.1	Implementation of further anti-racist training beyond the mandatory requirement for the certain roles: <ul style="list-style-type: none"> • SMG members and University's Senior Leaders Forum • A reverse mentoring system for SMG members and leaders/managers in key functional areas • Cultural awareness training for line managers • Specific training for Operational staff • Bystander intervention training 	Q4 2021	EDU, SMG, SLF, ECS, Line Managers	Training sourced, promoted, and completed. More diverse leadership.

We want all our staff and students, particularly those from ethnic minorities to achieve their potential through our excellent learning and career development opportunities

Action: Description	Rationale	Ref.	Actions Planned	Timescale	Responsibility	Success Measure
		4.2	Actively address the lack of ethnic minority representation within the University leadership, with a focus on marketing and recruitment processes, and a succession plan for leadership roles with ethnic diversity as a priority.	Ongoing	SMG, HR Recruitment	More diverse leadership
Support the development of an ethnic minority staff network, this should be grassroots and be able to self-determinate.	Ethnic minority staff require a space to discuss issues and raised them with the University.	4.3	Actively support the development of an ethnic minority staff-led network.	Q1 2021	Race Champion, REG, EDU	A thriving network which feeds into appropriate University structures.