

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.

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			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.

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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

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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

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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.

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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

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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.

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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

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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.

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		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.