Understanding Racism, Transforming University Cultures – Action Plan: January 2024 Update

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** | **Time-scale** | **Respon-sibility** | **Success Measure** | **Progress/Update January 2024 [RAG]** |
| 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:* 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 | PrincipalSMG | Publication of SMG commitment and anti-racist objectives | Complete – Objectives published; annual update planned for two-year review.Profiling of the REG and Race Equality Champion for URTUC two-year review. [GREEN] |
| 1.2 | Set an ethnic diversity KPI in the new University strategy to ensure sustained focus on race equality. | At launch | DVP/SMG | KPI in new strategy. | Complete -KPI approved. 0.8% increase in UK BAME colleagues from 2019/20 to 2021/22 and a further 0.8% increase to 5.7% in 2022/23. [GREEN] |
| 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. | The student pre-entry course has stalled for now due to lack of resource.[AMBER] |
| The staff pre-entry course will be available in January 2024. [GREEN] |
| To publicly support an anti-racist approach, the University will embrace its civic responsibility and build an inclusive community. | 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:* 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 blog
 | From Q1 2022 | ER, REG, EDU, SRC, EDSC, CRREN, SSPS | Develop courageous conversations internal and external through these mechanisms. | Public Racial Justice series is underway, speaker engaged, and dates being finalised for October 2024 [GREEN] |
| Black History Month 2023 is completed, BHM 2024 is in planning.[GREEN] |
| Internal conference in discussion with GM Network.[AMBER] |
|

|  |
| --- |
| Internal blog is in planning.Invitation to contribute to EDI blog have been accepted. The blog will go live in 2024. |

[GREEN] |
| 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: * 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 Q4, 2021 | SMG, ER, HR, EDU, EDSC | Strategic branding campaign supporting diversity in recruitment.Data analysed and priority actions identified. | Data analysis and report in development. Plan devised in discussion with POD. [AMBER] |
| Ethnicity Equal Pay published in April 2023. [GREEN] |
| Academic promotion’s data was analysed with ethnicity data. For those from an ethnic minority background (19.4% of applicants) the success rate was 85.7% (2022/23).[GREEN] |
| Senior VP held focus group with ethnic minority staff on experiences of promotion.[AMBER] |
| RSI Talent Lab is proactive in supporting ethnic minority researchers.[GREEN] |
| One FTE based in Equality and Diversity Unit to support the growing requirements in relation to this action plan and race equality work. | UofG work in relation to race equality has not matched other protected groups. To achieve demonstrable differences, it needs to commit resources. | 1.6 | 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. | Budget round 2021/22 | COO | Additional resource in EDU to support this programme of work. | Complete - Dr Nighet Riaz appointed in September 2021.[GREEN] |

| **Racial harassment in any form is not acceptable on our campus** |
| --- |
| **Action: Description** | **Rationale** | **Ref.**  | **Actions Planned** | **Time-scale** | **Responsibility** | **Success Measure** | **Progress/Update January 2024****[RAG]** |
| 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 2022 | 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. | Complete – phase one campaign was launched 31st October. Phase two focused on education and allyship. Phase 3 is in planning.[GREEN] |
| 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:* Equality and Diversity Policy
* Dignity at Work and Study Policy
* Student Codes of Conduct
* Complaints process
 | Complete end2021/22 | EDU, EDSC | Definition in the E&D Policy and Student Codes of racism, including cultural racism. | EDI Policy Appendix on Race approved by REG; will go through other approvals in 2023.[AMBER] |
| Student Code of Conduct updated (2023/24)[GREEN] |
| 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:* 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 2022 | S&AS; POD | Case management tool developed & launched, annual reporting to relevant group. | POD case management in place, recording of informal cases in Ivanti/online reporting tool.[GREEN] |
| The action has moved from S&AS to Legal and Governance where the methodology for data captured will be through their new case management system, to allow for long term analysis of student academic and non-academic conduct cases. The new system will be in place next academic year of 2024/2025.  [AMBER] |
| 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. | Complete The retention and success group has added section on harassment to the withdrawal form. [GREEN] |
| 2.5 | Recruitment of new Respect Advisers to ensure ethnic diversity.  | Q1 2022 | EDU | New RAs recruited. | Complete - Respect Advisers recruited in February 2022. Ethnic diversity was ensured.[GREEN] |
| 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 2022 | EDU, H&S, SAS | Training complete. | Online training ‘Lets Talk about Race in the Workplace is available.Training for those involved in racial harassment investigations was delivered. Review of existing internal and external training provision is underway.[GREEN] |

| **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** | **Progress/Update January 2024****[RAG]** |
| 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 where 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. | Action Complete; this will be repeated for the next set of assessment in May 2023.[GREEN] |
| 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 | Q3 2021, and ongoing. | VP HoC CoSS, VP L&T, Transitions WG | A detailed understanding of the BAME student journey and inequalities highlighted and addressed. | Qliksense tool has been rolled out to School/RI/Services. VP HoC CoSS has conducted a detailed analysis of the ethnicity degree awarding gap; further analysis will be progressed by PIA. Plan to embed in L&T Strategy relating to course design and assessment. [GREEN] |
| 10 PhD Scholarships for UK Black Students in 2022/23; 17 awarded. 18 awarded in 2023/24. 2024/25 in recruitment.[GREEN] |
| Build a strand of decolonising the curriculum into the next Learning and Teaching Strategy, using the following actions to shift and build understanding and appreciation. | The University needs to consider developing a curriculum which is globally reflective, to ensure all students can engage fully in the learning experience. | 3.3 | Create a student-staff partnership scheme that focuses on co-creating the decolonised curriculum. | From 2022 | VP L&T | Partnerships created. | Conversations underway, VP L&T and College Deans to discuss how to build an active partnership.[AMBER] |
| 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. | Decolonising the Curriculum Community of Practice was launched in 2022 and has grown to over 170 members. [GREEN] |
| 3.5 | SMG to fund an internship project that creates a report on changing/alternative teaching pedagogies for decolonising. | Q3 2022 | SMG | Internship funded. | Internship plans will be discussed with Deans L&T in Jan 2024.[AMBER] |
| 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. | An informal audit of DTC carried out across university and presented at LTC Away day. [AMBER] |
| 3.7 | Hold an annual Decolonising the Curricula event.  | From 2021Annually | ArchivesVP L&T, S&AS | Annually event. | L&TC Away Day featured decolonising the curriculum, in discussion for L&T Conference, and Away Days.[GREEN] |

| **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** | **Time-scale** | **Responsibility** | **Success Measure** | **Progress/Update January 2024****[RAG]** |
| 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:* 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
 | Q3 2022 | EDU, SMG, SLF, ECS, Line Managers | Training sourced, promoted, and completed.More diverse leadership. | SMG training delivered. Reverse mentoring will be considered at a future point as the network becomes more established. Cultural training for online managers completed. Operational staff training complete.Specific training for staff leading investigations is complete. Bystander intervention training complete, and available online.[GREEN] |
| 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, POD Recruitment | More diverse leadership  | Appointments made to Court and SMG. VP HoC Arts looking at specific recruitment approaches.[GREEN] |
| Detailed recruitment data analysis in development – see action 1.5. [AMBER] |
| 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. | Q3 2021 | Race Champion, REG, EDU | A thriving network which feeds into appropriate University structures. | The Global Majority Network has been set up with EDU support. This is being led by co-chairs Professor Lubna Nasir and Aftab Ali.[GREEN] |