Tackling Racism on Campus Assets

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## Tackling Racism on Campus Assets

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Tackling Racism on Campus Assets

This document shares examples of editable assets which can be localised to your institution.

Information about the project and steering group members can be found here: https://www.advance-he.ac.uk/tackling-racism-campus

Blogs, webinars, and the Declaration Against Racism event are also found on this page.

There are Gaelic and BSL versions of the Declaration and Statement of Intent.

The assets can be downloaded from the project page.
Foreward

The EHRC inquiry explored racial harassment in universities. In Scotland, we recognise that the issues raised are not contained to university campuses but reflect the experience of the black and minority ethnic population in Scotland. Accordingly, we recognise that the experience that staff and students report in our universities is likely to be experienced in our colleges. For this reason, this project provides resources for use in both colleges and universities. The aim is that a student or staff member moving between sectors or moving from one institution to another will understand the expectation placed on them with regard to acceptable behaviours and that they will have the confidence that there is a zero-tolerance approach to racial harassment on campus.

The Tackling Racism on Campus Project rests upon the uncomfortable truth that racism is pervasive. It is in our society, our education settings and in the everyday! The Steering Group worked on the premise that this was a ‘non-negotiable’. It was not enough to say that ‘we are not racist’ which is often the default statement – the goal, surely, is to become Anti-Racist. There was a need to question the silence on race matters and embark on a journey of racial reality.

We created a safe space in which we declared our intention to stand in solidarity and interrogate the systemic racism in our institutions. Not long after we started our journey the world literally came to a standstill. In the midst of a global pandemic, we found more creative and productive ways to keep going - our commitment did not falter.

We have a collective responsibility for ensuring that our institutions are more equal, diverse and socially mobile. We ask our vice-chancellors, principals, university leaders and governing bodies to demonstrate leadership and accountability for eliminating racism and consider how race is enacted in their institutions and focus on addressing it as a strategic priority.

From critical conversations to critical actions, this project received overwhelming support from Principals in the HE/FE sector to endorse their commitment to tackling racism on our campuses.

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

Indeed, this is a landmark commitment, from Scotland’s universities and colleges and is testament to the shared agency and leadership we hoped to achieve across the sector.
The assets have been designed to support and sustain critical conversations in tackling racism in all of its forms as part of our day to day interactions. Endorsing the declaration is just the beginning and actions need to follow. The statement of intent is designed to support institutional leaders to ‘enact’ the declaration. The assets will be augmented by a blended learning toolkit.

It has been an absolute honour and privilege to work with an expert group of EDI practitioners, academics, tertiary education staff and students. It was important to centre the voices of those with lived experiences of racial harassment and as such, the majority of the steering group comprised of staff and students from Black, Asian and Minority Ethnic groups. This enabled different ways of seeing, thinking and doing. Our discussions, of course, centred on racism and whiteness and we saw this as a ‘one chance’ opportunity to support the sector in providing clear, critical guidance leading to tangible outcomes.

It marks a new beginning, a road less travelled, a journey of unlearning which will include uncomfortable conversations and honest reflections. This is a call to the HE/FE sector for acknowledgement, action and accountability.

There is no room for complacency!

‘It would be unfortunate, indeed, to look back one day and echo the words of poet John Greenleaf Whittier, who wrote, “For all of sad words of tongue or pen, the saddest are these: It might have been!”.’

(Derald Wing Sue, 2015)
1. Asset: Posters, Leaflets

Posters and leaflets can be uploaded from the project webpage. [https://www.advance-he.ac.uk/tackling-racism-campus]. The purpose of the posters is to raise awareness of the impact of racism through microaggressions. By making microaggressions visible in this way, it is harder to dismiss them as ‘banter’.

- Raises awareness
- Visible representation
- Different formats available to be used online and offline
Tackling Racism on Campus Assets
Nighet Riaz
2. Declaration Against Racism

The Declaration is the steering group’s response to EHRC recommendation 9: “Higher education leaders and governing bodies demonstrate leadership and accountability for embedding an inclusive culture across their institution.”

The EHRC recommended that Heads of providers and senior leaders:

a) take steps to better understand issues of harassment, including racial harassment

b) publish a public commitment to tackling harassment, and

c) embed the responsibility to eliminate harassment into their institution’s culture, knowledge and practices.

The declaration was publicly endorsed by the Scottish Minister for Further and Higher Education, Mr Richard Lochhead, and tertiary sector leaders on the 14th August: [https://www.advance-he.ac.uk/we-stand-united-against-racism](https://www.advance-he.ac.uk/we-stand-united-against-racism)

(Gaelic and BSL versions available).
3. Asset: Race Statement of Intent

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

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

Further and Higher Education is an integral part of Scottish society and therefore has a key role to play in addressing racism.

Fostering an anti-racist culture of understanding.

Supporting an Anti-Racist Curriculum.

Recording and responding effectively to racist incidents.

5. Monitoring and reviewing organisational race data.

Consulting with Black* and community partners.

Responsibility and Accountability.

Investing in a diverse workforce.

*Where representation of Black* individuals is good, we have a duty to ensure equal protection and opportunity, allowing that mutual respect, effective communication and support all work together.

To this end, Scottish Universities Management Services (SUMS) has four key objectives:

1. To be a model in Scotland
2. To be a model in the UK
3. To be a model in the world
4. To be a model in the world

SUMS is committed to continuously improving the diversity of its employees and to creating a welcoming and inclusive environment for all.

Space for our call to action and contact details.
The purpose of the Race Statement of Intent is to underpin the Declaration Against Racism. It unequivocally states that racism exists and is embedded within policies, processes and practices, and makes visible how racism can manifest, and how it can be tackled.

This document recommends 8 areas within tertiary education sectors which are based on evidence (academic, sector reports and lived experiences) where racism can be pinpointed and addressed:

1. Fostering an antiracist culture of understanding
2. Supporting and anti-racist curriculum
3. Constructing systematic anti-racist development practices
4. Investing in a diverse workforce
5. Recording and responding effectively to racist incidents
6. Monitoring and reviewing organisation race data
7. Consulting with Black community partners
8. Responsibility and accountability

<table>
<thead>
<tr>
<th>White Supremacy</th>
<th>White Indifference</th>
<th>White Awareness</th>
<th>White Allyship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepts, and in some cases promotes, theories designed to justify white dominance and racial hierarchy typically associated with ‘scientific racism’.</td>
<td>Passionate defender of western universalism, academic freedom and the right to offend.</td>
<td>Belief that racism is real and that it is a product of ‘prejudice plus power’.</td>
<td>Racism is a complex interaction between structural, ideological, institutional and behavioural processes, but it can be overcome.</td>
</tr>
<tr>
<td>Fear/fooling/exetration of the non-white other which may be overt or covert.</td>
<td>Belief in meritocracy but also recognises that some (deserving) disadvantaged people need help.</td>
<td>Characterised by a desire to critically reflect.</td>
<td>Characterised by the desire to take responsibility for change, which is not restricted to behaviour alone.</td>
</tr>
<tr>
<td>Characterised by the ‘white gaze’.</td>
<td>Characterised by a refusal to take a serious look at racism and views anti-racist initiatives as ideological endeavours linked to culture wars and political correctness.</td>
<td>Functions like a mental illness that only white people have (Katz) hence focus on ‘discovering’ unconscious bias and cognitive distortions.</td>
<td>Focus on paradigm shifts and concrete interventions</td>
</tr>
<tr>
<td>Uncritical/favourable view of empire and colonialism - the white man’s burden.</td>
<td>Self-concept is based on being rational and moral, which results in avoidance of responsibility for discriminatory behaviour!</td>
<td>Desire to engage with ‘black issues and people, but only in limited spaces (committees, training events).</td>
<td></td>
</tr>
<tr>
<td>Subscribes to scientific racism.</td>
<td>Willing to ‘tolerate’/‘neutralise’/‘play the ‘non-white’ other.</td>
<td>This may be as a result of feeling guilty of historic racism and/or a desire to make some amends.</td>
<td></td>
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<tr>
<td>“Black underachievement is seen to be due to their dysfunctional/pathology.</td>
<td>Happy to make tokenistic gestures, but total refusal to accept one’s own complicity in the (re)production of racism.</td>
<td>White privilege is recognised and becomes a source of shame and embarrassment.</td>
<td></td>
</tr>
<tr>
<td>Whiteness and its proxies’ function as badges of honour</td>
<td>Whiteness is denied, so it functions as an atomised/insubstantial/mythical norm leaving white privilege intact.</td>
<td>Most activity however restricted to self-development and deployment of politically correct language.</td>
<td>Share power, privilege, risk and vulnerability.</td>
</tr>
<tr>
<td>White privilege is rationalised as the natural order.</td>
<td>Onus on Black People to accept their place.</td>
<td>Onus on white people to overcome unconscious bias.</td>
<td>Actively digesting from histories, systems and structures that reproduce racism.</td>
</tr>
<tr>
<td>Onus on Black People to accept their place.</td>
<td>Onus on Black People to build up their ‘resilience’.</td>
<td></td>
<td>Onus on white to build sustained partnerships with black people.</td>
</tr>
</tbody>
</table>

Note: “The term ‘black’ here is used to denote all those people who are positioned outside of whiteness and as a result experience racial disadvantage. The degree of racial disadvantage will vary as a result of other factors primarily associated with gender, class, ethnicity.

© Gurnam Singh, 14th July 2020.

The Statement of Intent and the Dr Gurnam Singh model (2020) form the Tackling Racism diagnostic tool to develop an action plan (see Utilisation Plan).
4. Asset: Scottish Code of Good Higher Governance

The purpose of this document is to use the current codes of good tertiary education governance to demonstrate how the declaration, the statement of intent and campaign materials can be embedded into practice and evidence good governance.

As part of EHRC (2019) recommendation 9, governing bodies of higher and further education providers should have procedures in place to:

- satisfy themselves that their institutions identify, reduce and report on harassment as part of their due diligence processes, and support their obligations under the PSED, where these apply.
- satisfy themselves that higher education providers are identifying and reducing harassment.

Governing bodies of higher education providers should ask for information and evidence on how the provider has:

a) reinforced its commitment to tackling harassment among students and staff.
b) allocated responsibility for tackling harassment, particularly racial harassment, and equipped staff for those roles.
5. Code of Good Governance for Scotland’s Colleges

Opportunity

There is an equivalent Code of Good Governance in Scotland’s Colleges. We are currently in conversation with Colleges Scotland Secretaries Group. We were asked by the SFC to create a more specific document based on the ‘Code of Good Governance for Scotland’s Colleges’ (2016) for colleges to use to situate and action the Declaration, the Statement of Intent and project resources. However, we quickly saw that the document only mentioned equality and diversity once; “The board must provide leadership in equality and diversity” (section A.12, page 5). This is an opportunity to engage with college secretaries on how the ‘Code of Good Governance for Scotland’s Colleges’ can be developed to embed equality and diversity and more effectively support the sector’s ambitions on race equality.

Recommendations:

- Hold a workshop with college secretaries to discuss how to support conversations on race equality in college boards and consider how equality and diversity could be embedded in the college code. This should cover what a whole organisation, strategic approach to race equality looks like, and how governing body leadership, accountability, reporting, governor diversity, and training/induction support implementation of the Race Declaration, Statement and use of resources.
- A recommendation is made to Scottish Government on the development of the code and incorporation of EDI, based on the outputs of the workshop.
- A resource to support college governance engagement is developed as an output of the workshop and follow up engagement, similar to the one developed with universities.
6. Asset: Reporting Mechanism

In response to EHRC (2019) Theme 2 – Effective redress mechanisms, Recommendation 4:
“Higher education providers must enable students and staff to report harassment and ensure their complaints procedures are fit for purpose and offer effective redress”, we recommend that higher education providers:

- Ensure that all students and staff understand the options to report incidents (for example, named or anonymously), the potential limitations of each option and the support available to them.
- Ensure publicised mechanisms are in place to enable students on placements, studying abroad, on joint degrees, or internships in industry, to report harassment. Providers should consider setting clear expectations of the relevant placement provider.
- Review their procedures to ensure they consistently follow guidance from Acas, the Office of the Independent Adjudicator / Scottish Public Services Ombudsman, and the Equality and Human Rights Commission on complaint handling and managing harassment, and amend their approach where this is not the case.
- Ensure formal complaints handling procedures:
  a) are led by impartial staff who are trained to understand and investigate harassment, including racial harassment
  b) enable complainants to understand the possible outcomes from the start and receive a clear explanation for complaint decisions, and
  c) when disciplinary action is taken, inform the complainant and alleged perpetrator that the provider may communicate any sanctions imposed, where it is appropriate to do so, subject to the requirements of data protection legislation.

The steering group advises institutions within Further Education and Higher Education to structure reporting systems in accordance with the following recommendations. The sections below lay out some reporting procedures already used in HE/FE, most notably the Scottish Public Sector Ombudsman Complaints procedure and the Equally Safe Toolkit recommendations. Combining the advice allows individual institutions to create more streamlined reporting mechanisms. Referencing the Equally Safe recommendations should also allow for a stronger and uniform reporting process across a variety of protected characteristics.
7. Asset: Workshop Material

**Tackling Racism on Campus**

You just look like you’ve got a tan.
Do you have hair under your hijab?
Do people eat insects in your country?
I just don’t see colour.
I don’t think of you as black.

**Tackling Racism on Campus Presentation**

- A bespoke master presentation containing slides and notes which can be tailored for a variety of sessions. The purpose of the presentation is to provide background knowledge to better facilitate conversations on race, racism and whiteness, and recognising the interplay of power and privilege.

There are four 60 minute sessions on:

1. History, Race Relations and Racism
2. Racial literacy
3. Microaggressions
4. Declaration and Statement of Intent
This document shares what a microaggression can look like and the impact it has on the individual it is aimed at.

These are all examples of microaggressions for staff and students, everyday verbal and nonverbal slights or snubs, which are frequently not intended to cause harm or hurt feelings, but their impact often does just that. They communicate negative or hostile messages that are based solely on the recipient’s perceived marginalised group membership. Even though the recipient is the one who may feel that the message is hostile, it’s the obligation of all of us to make sure we avoid using language that could be perceived as a microaggression. By making these statements visible, it enables us to understand and address why these are not acceptable. As an editable document, it can be added to. [Asset 7. Workshop Material has a short session which is focused on Microaggressions].
The purpose of the race literacy glossary is to meet the outcome of this project where individuals in institutions can have critical conversations on race, racism and whiteness. To understand the language used in race equality, it is important that we all have an understanding of what different terms mean and how terminology can change and evolve over time, in different historical and geographical contexts.

‘Diversity in Diction Equality in Action: A guide to the appropriate use of language’ is a good source to understand the importance of language. Published by TUC and UNISON, it states on p.2 that “If we are truly to demonstrate respect, understanding and fairness, tackle discrimination and exclusion, we need to ensure that the language we use is consistent with those intentions.”

Advance HE’s webpage on ‘Use of language: race and ethnicity’ is also a good source.
### 10. Asset: Diagnostic Tool

<table>
<thead>
<tr>
<th><strong>WHITE SUPREMACY</strong></th>
<th><strong>WHITE INDIFFERENCE</strong></th>
<th><strong>WHITE AWARNESS</strong></th>
<th><strong>WHITE ALLYSHIP</strong></th>
</tr>
</thead>
</table>

1. **Fostering an anti-racist culture of understanding**
   - Acceptance and active support of existing cultures including active and denial of FEME culture supporting embattled racism.
   - Reluctance to recognize the pervasiveness of racism and the need to address the FEME culture.
   -oodles the link between racism and power andswiper to find ways to address the FEME culture.
   - Interventions in place addressing the notion of Blackout Day and the need to address racism in all areas.
2. **Supporting an Anti-Racist Curriculum**
   - Does not engage with curriculum review based on removing embattled racism; takes steps to preserve existing curriculum and prevent redress.
   - Continues to make decisions of winners and losers based on the development of the curriculum.
   - Engages with the concepts of historical racism and all debates around learning and teaching as vehicles through which to engage in systematic and practical disciplines.
   - Programme of curriculum review results in curricular.
   - Free from components that reproduce racism.
   - Learning as knowledge and addresses racism where it has existed.
   - Effective capability to call out/stop racism in the learning environment.
3. **Constructing systematic, anti-racist development practices**
   - Does not recognize that development routes within FE/HE supports existing harm of whiteness through the development of the curriculum, the delivery of the content.
   - Lacks engagement in development activities, supports for some learners or groups to engage beyond the minimal.
   - Accepts racism as a product of society and engages with unconscious bias concepts.
   - Takes steps to engage across a range of events and activities but does not embed development beyond the development space. There is an emotional engagement with racism and its impact.
4. **Investing in a diverse workforce**
   - The FE/HE does not engage with efforts to diversify the employee population focusing on replacing status quo activities supporting the assumption that person only monocentric.
   - Belief in monocentric but also that racism means ‘diversity’ in the workforce (student population) through tangible and SMART activity is not realised.
5. **Recording and responding effectively to racist incidents**
   - The FE/HE does not actively engage with issues about racism and the responses to racism in staff/student incidents resulting in poor non-existent incident reporting.
   - There is a lack of engagement with what constitutes racist behaviour in terms of incidents that occur or on its own behaviour or in the structures of the FE/HE.
   - Discussions around race and racism are tentatively approached.
   - Language is a difficult area, the articulation for individuals or as organization is emotive rather than national and action focused.
6. **Monitoring and reviewing organisational race data**
   - The FE/HE does not accept that data measures links to privilege and as a result misses the need to address unmeasurable advantage resulting from being white.
   - Assumes responsibility of poor data measures is always due to the individual rather than addressing FE/HE issues that prevent data sharing.
   - Data becomes the proxy for activity to address racism.
   - The FE/HE ensures all reporting on ‘people’ information explicitly reports ethnicity data.
   - Removes the proxy of activity to address racism.
7. **Consulting with Black community partners**
   - There is no attempt to engage with Black/SWAN members of the FE/HE community - there is a denial that specific lived experiences are relevant in the FE/HE environment.
   - There is no acceptance of willingness and white privilege and therefore engaging with groups of interest is necessary in engaging with the overall population.
   - There is a desire to engage with relevant issues in relevant spaces.
   - The FE/HE demonstrates engagement with the community.
   - Works with staff and student networks.
   - Engages beyond the institution through professional and academic bodies and networks.
   - Creates open spaces and amplifies voices through engagement activities such as staff/student surveys.
8. **Being held accountable**
   - The FE/HE does not participate in public or visible actions addressing racial bias or inequality.
   - There is no diversity support to individuals to accept and take responsibility.
   - There is a focus on BAME staff and students building resilience, rather than an institutional responsibility.
   - There is an understanding of the need to overcome unconscious bias which supports personal and institutional responsibility.
   - The FE/HE takes a lead role in accepting and taking responsibility.

This is diagnostic tool which uses the Statement of Intent and the ‘White Supremacy to White Allyship’ (Singh, 2020) model to:

- **determine strategic commitment and leadership, from our principal, governing bodies, and executive teams, school and department heads, as well as programme and course leaders, alongside professional services staff, to enable pre-assessment, plan action and implementation, and measure impact.**
- **determine how we will move towards a racially just institution, and the role that they must play within the institution to make it happen.**
11. Asset: Anti-racist Stamp

The purpose of the stamp is to show your commitment as an individual and as an institution to tackling racism.

The stamp is to use with your email signature. It asserts your institution’s commitment to tackling racism. It promotes trust, confidence and social responsibility. The stamp can be localised, where a link can be embedded into the stamp to take it back to the main project page, raising further awareness of the project and the commitment from institutions and the sector. Or, it can be localised to showcase the work being done by you as an institution.

In short, the purpose of the stamp is to be used with your e-mail to

- show visible commitment
- build trust
- promote the project
12. Asset: Anti-racist Utilisation Plan

<table>
<thead>
<tr>
<th>Asset</th>
<th>Where can this be used? i.e. notice boards, team meetings, lunch and learn, governing body</th>
<th>What support do I need? i.e. comms team, students' union</th>
<th>How can I evaluate its use and impact?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Anti-Racist Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Declaration Against Racism</td>
<td></td>
<td></td>
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<tr>
<td>C</td>
<td>The Race Statement of Intent.</td>
<td></td>
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<tr>
<td>D</td>
<td>Scottish Code of Good Higher Education Governance</td>
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<tr>
<td>E</td>
<td>Code of Good Governance for Scotland's Colleges (to be developed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Reporting</td>
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</tbody>
</table>
The Utilisation Plan brings together the Statement of Intent and Dr Gurnam Singh’s model to create a document where a strategy can be developed across the institution, from senior management level, Deans of Schools, Departments, Programme Leaders, lecturing and professional staff.
13. Acknowledgements

We would like to thank the steering group members and Chair Khadija Mohammed for going above and beyond as a group, working together to create assets linked directly to the EHRC (2019) recommendations 4, 5, 7 and 9. We would also like to take this opportunity to thank the Scottish Funding Council for funding this project, and a special thank you to Lynn Killick for her support. Thank you also to David Bass and Dr Nel Whiting for their support as well as the wider EDI Scotland team, Sophie Dodds, Stephanie Miller, Kay Stevens, Melanie Smith, Georgios Pappas, Catriona Bell, Kevin Guyan and Tom Botterill. Thank you also to Ewan Morton from Morton Ward and his team for styling the toolkit, producing the animation and video, and listening to us so attentively throughout this journey.

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