Tackling Racism on Campus Assets

The assets were co-created by the Steering Group members and Advance HE, and styled by Morton Ward.

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Tackling Racism on Campus Assets

Nighet Riaz

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)

Chair
1. Asset: Posters, Leaflets

Posters and leaflets can be downloaded from the project assets webpage. 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
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

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

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

GUIDE TO COMPLAINT HANDLING CONSULTING_tool

Provide a step-by-step guide to the complaint handling process. Ensure the guide is easy to understand and includes actionable steps for both complainants and those handling the complaint.

APPENDIX 1

The complaints handling process


2. Complaint form: A standardized form for recording complaints, ensuring all relevant details are captured.

3. Response time: Specify the time frame within which a response will be provided.

4.跟进步骤：1. 投诉的初步响应 (Stage 1: Prompt Response) 当顾客对服务或质量有任何不满时，应立即采取行动。

5. 责任部门：投诉应由负责该事务的部门进行处理，确保投诉得到及时和适当的处理。

6. 跟进步骤：2. 投诉的调查 (Stage 2: Investigation) 针对投诉的具体情况，进行调查，确保投诉得到有效解决。

7. 结果：投诉处理完成后，应将结果反馈给顾客，确保顾客感到满意。

NECESSARY COMPONENTS

1. 责任人的培训：确保所有投诉处理人员接受必要的培训，了解公司政策和程序。

2. 投诉记录：建立投诉记录系统，确保所有投诉都能被妥善记录并跟踪。

3. 投诉跟进：投诉处理后，应进行跟进，确认投诉是否已经被解决。

4. 投诉管理：建立投诉管理程序，确保投诉处理的透明度和公平性。

5. 投诉政策：确保所有投诉政策和程序都公开透明，便于顾客了解。

6. 投诉处理结果：确保投诉处理结果被妥善记录并跟踪，以便后续参考。

7. 投诉处理结果：确保投诉处理结果被妥善记录并跟踪，以便后续参考。

8. 投诉处理结果：确保投诉处理结果被妥善记录并跟踪，以便后续参考。
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 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.
This is a diagnostic tool which uses the Statement of Intent and the ‘White Supremacy to White Allyship’ (Singh, 2020) model to:

a. 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.

b. 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

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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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