

Appendix: Full Report for the Questionnaire Studies

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This appendix provides an overview of existing investigations on racism in higher education institutions, offers a rationale for the questionnaire scales used for the current project, describes data collection, displays the descriptive results of the questionnaires, presents the statistical analyses of the questionnaire responses, and synthesises and discusses the implication of the findings.

1. Background: Racism in Higher Education

Racism in higher education institutions is a pervasive and enduring problem (Alexander & Shankley, 2020; Arday & Mirza, 2018; Equality and Human Rights Commission, 2019a; 2019b; 2019c; Universities UK, 2020). It has historical roots and affects the experiences of both students and staff members from racially and ethnically minoritised backgrounds (Arday & Mirza, 2018). This brief overview presents some existing findings on racism in higher education institutions, which lay the foundation for the current project.

Researchers have identified major and lasting problems of racial inequality within higher education institutions. For students, admission rates are lower for students from ethnically and racially minoritised backgrounds (Reay, 2018). Attainment rates and grades are comparatively poorer for students from racially and ethnically disadvantaged communities. Students have also reported challenges of studying and living in elite (or historically and culturally white-predominant) universities (Osbourne, Barnett, & Blackwood, 2023; Reay, 2017). Students from ethnically and racially minoritised backgrounds are also less likely to pursue postgraduate and doctoral studies due to lack of financial support, limited mentor and peer support, and poorer mental health due to experiences of racial discrimination (Universities UK, 2020).

Racial inequality also affects staff members from racially and ethnically minoritised background in various dimensions of their work experiences. Johnson and Joseph-Salisbury (2018) observe that the inequality is evident at the job application and interview stages. Staff members from ethnically and racially minoritised backgrounds lack career progression in comparison to their white counterparts. The authors also contend that staff members from racially and ethnically minoritised backgrounds are not seen as 'knowledge producers but objects of knowing' (p.151). As Loke (2018) emphasises, 'institutional racism is still endemic. This is evidenced among other things by the lack of progression for Black academics and the exclusion of students of colour from elite universities' (p.19).

To address racial inequality, interventions, such as diversity training, are implemented (Chang et al., 2019; DeSante & Smith, 2020; Dobbin & Kaley, 2018). However, findings show that diversity training on unconscious bias or new forms of racism are not effective (Noon, 2018). As Dobbin and Kaley (2018, p.52) remark, 'change in unconscious bias does not lead to change in discrimination. Discrimination may result from habits of mind and behavior, or organizational practices, that are not rooted in unconscious bias alone'. Noon (2018) also identifies the caveat of adopting diversity training, which can be used 'as a quick-fix' to show that an institution is taking some action to address racial inequality. Yet ongoing and reflexive discussions and assessments are missing in resolving 'the embedded, structural disadvantages within organisations; disadvantages that require far more radical solutions than introspective sessions' (Noon, 2018, p.206).

In the wake of the call to decolonise the higher education institutions, and enhance universities' inclusiveness and diversity, a growing number of studies are conducted to explore students' perspectives and experiences of decolonisation (Elhinnawy, 2022; Takhar, 2023; Tamimi et al., 2023). The findings highlight the importance of engaging with and involving students, as their views enable us to see how colonial values are sustained in teaching and knowledge production. Nevertheless, Shain and their colleagues (2021) show that decolonisation can be met with rejection and therefore slow down progress in higher education institutions. While these investigations are forward-looking and transformational, there remains a lack of understanding about how racial inequality persists and remains endemic as universities undergo decolonial transformations.

Overall, these studies have conceptualised and described institutional racism in higher education institutions (Loke, 2018; Mirza, 2018), captured racial discrimination and harassment experienced by members of racially and ethnically minoritised groups, and unveiled the impact of racism and racial inequality on people's overall experiences within the institution (Bhopal, 2022; Osbourne, Barnett, & Blackwood, 2023; Wong et al., 2020). Despite the growing research and initiatives, institutions have made little progress to tackle racial inequality and improve the institutions' inclusivity and diversity (cf. Shain, et al., 2021).

Following suit, the University of Edinburgh has introduced some initiatives and made some efforts to understand and address racial inequality within its institution. For instance, the '[Thematic Review 2018–19: Black and Minority Ethnic Studies](#)' was convened by Professor Rowena Arshad and the '[Report of the Task Group on Using the Curriculum to Promote Inclusion, Equality and Diversity](#)' was published in 2019. Building on these existing reports and initiatives, the current project aims to provide new evidence and insights into the University's racial climate. Two questionnaires (further information is provided in the next section) were implemented to capture members' racial thoughts and racism experienced by those who are racialised and ethnically minoritised. The findings from these questionnaires will also provide an important evidence base to progress the [REAR Action Plan](#), for example by providing important data on staff experience that can go on to inform and guide REAR activities at a strategic and implementation level.

2. Measures

To achieve these aims, two questionnaires were implemented university-wide.

2.1. Questionnaire 1: Understanding the Present Racial Climate in UoE

Questionnaire 1 (Q1 thereafter) investigated the present racial climate on campus by assessing people's attitudes towards race and racism, and was intended for the whole university population (students and staff).

Two hypotheses were tested:

Hypothesis 1: There is group difference in attitudes towards members who are racialised and ethnically minoritised.

Hypothesis 2: Participants who self-identify as white show higher levels of racial prejudice and negative attitudes compared to participants of other ethnic backgrounds.

To capture people's racial attitudes, two scales were modified and combined: 'Color- Blind Racial Attitudes Scale' (CoBRAS)¹ and 'Motivation to Control Prejudiced Reactions'². The CoBRAS scale was devised to measure the cognitive aspects of colour-blind racial attitudes. Underlying CoBRAS is the assumption that people who adopt a colour-blind approach to tackling racism believe that race does not matter and are more prejudiced and racially biased than those who do not.

The original scale consisted of 20 questions, encompassing three subscales: unawareness of racial privilege; institutional discrimination; and blatant racial issues.

The 'Motivation to Control' scale was developed to assess the behavioural aspects of prejudice and measure individual desire to control the expression of prejudice. The original scale consisted of 17 questions.

These two scales were combined to create a survey with 27 questions. Rated by a 7-point Likert scale, the highest possible score was 189 and the lowest was 27. A higher score indicated higher levels of racial prejudice and a more negative attitude toward members of racialised and ethnically minoritised groups. The questionnaire took on average twelve minutes to complete (based on the piloting outcome).

The list below shows the items used in Q1.

- 1) Race plays a major role in the type of services that people receive at the University of Edinburgh (such as academic support, career development, and other social and institutional services provided on and around campus).³
Race plays a major role in the type of services that people receive at the University of Edinburgh (such as career development, and other social and institutional services provided on and around campus).⁴
- 2) Due to racial discrimination, programmes such as equality or anti-racism training are necessary to help create equality.
- 3) Racism is a prominent and relevant problem at the University of Edinburgh.
- 4) Race is very important in determining who is successful and who is not in the University.
- 5) Racism may have been a problem in the past, but it is not today.
- 6) Racialised and ethnic minorities do not have the same opportunities as white people at the University of Edinburgh.
- 7) White people at the University of Edinburgh are discriminated against because of the colour of their skin.

¹ H. A. Neville, R. L. Lilly, G. Duran et al., 'Construction and Initial Validation of the Color-Blind Racial Attitudes Scale (CoBRAS)', *Journal of Counselling Psychology*, 47 (2000), 59–70.

² B. C. Dunton and R. H. Fazio, R. H., 'An Individual Difference Measure of Motivation to Control Prejudiced Reactions', *Personality and Social Psychology Bulletin*, 23 (1997), 316–26.

³ Student version.

⁴ Staff version.

- 8) It is important for leaders of the University to talk about racism to help work through or solve problems of inequality on campus.
- 9) White people at the University of Edinburgh have certain advantages because of the colour of their skin.
- 10) White people are more to blame for racial discrimination at the University of Edinburgh than racialised and ethnic minorities.
- 11) Policies, such as the *Equality Act*, discriminate unfairly against white people.
- 12) It is important for the University to offer courses or extracurricular events to teach about the history and contributions of racialised and ethnic minorities.
- 13) Racialised and ethnic minorities at the University of Edinburgh have certain advantages because of the colour of their skin.
- 14) Racial discrimination and racism at the University of Edinburgh are rare, isolated incidents.
- 15) In today's society, and while studying in the University, it is important that individuals are not perceived as racially prejudiced in any manner.
- 16) I always express my thoughts and feelings, regardless of how controversial they might be, and regardless of the cultural and ethnic background of the person I am speaking with.
- 17) I get angry with myself when I have a thought or feeling that might be considered racially prejudiced.
- 18) If I were participating in a class discussion and a peer from a racialised or ethnically minoritised group expressed an opinion with which I disagreed, I would be hesitant to express my own viewpoint.⁵
If I were participating in a meeting and a colleague from a racialised or ethnically minoritised group expressed an opinion with which I disagreed, I would be hesitant to express my own viewpoint.⁶
- 19) Going through life worrying about whether you might offend someone is just more trouble than it's worth.
- 20) It's important to me that other people do not think that I'm racially prejudiced.
- 21) I feel it's important to behave according to anti-racism and pro-equality norms.
- 22) I'm careful not to offend my friends, but I don't worry about offending people I don't know or don't like.
- 23) I think that it is important to speak one's mind rather than to worry about offending someone.
- 24) I feel guilty when I have a negative thought or feeling about a person from a racialised or ethnically minoritised group.
- 25) When speaking to a person from a racialised or ethnically minoritised group, it's important to me that they do not think that I'm prejudiced.
- 26) It bothers me a great deal when I think I've racially offended someone, so I'm always careful to consider other people's feelings.
- 27) I would never tell race-related jokes that might offend others.

2.2. Questionnaire 2: Capture People's Experiences of Racial Discrimination

⁵ Student version.

⁶ Staff version.

Questionnaire 2 (thereafter Q2) measured people's experiences of racial discrimination and was intended for any student or staff member who self-identifies as belonging to a racially/ethnically minoritised group and whose heritage is linked to areas of the world that have been directly and continuously affected by European-led colonialism and enslavement.

Three hypotheses were tested:

Hypothesis 1: Participants who self-identify as racially/ethnically minoritised experience racism whilst studying or working in the UoE.

Hypothesis 2: Participants of different ethnic backgrounds experience different levels of racism.

Hypothesis 3: The longer a participant studies or works at the university, the more frequently they experience racism.

To document experiences of racism, a modified version of the Perceived Racism Scale (PRS; McNeilly, et al., 1996) is used. 77 PRS is devised to measure the multidimensional manifestations of racism, including individual and institutional, covert and overt, attitudinal, behavioural and cultural aspects of racism. It also attends to racism across work, academic and public settings. This is ideal for the social and institutional context of the university (where the university campus is integrated into Edinburgh City), as well as our targeted participants, i.e. students and staff members. PRS also considers people's emotional and behavioural responses to racism.

The original PRS consists of 51 items classified into three sections: experiences of racism within the workplace, educational settings and the public realm, as well as people's responses to racist statements; participants' emotional responses to experiencing racism; and participants' behaviours in coping with racism.

To reduce both response fatigue and the time required to take the survey, different sections of PRS were used for two participant groups. Students rated 10 items that measure racism in school or educational settings, whereas staff members rated 10 questions that measure their experiences of racism at workplace. All participants rated 14 items that capture racism in the public realm, and 4 items that look into their emotional and behavioural responses to racial discrimination. In total, participants responded to 28 items. For experiences of racism, participants indicated the frequency of their experience on a 6-point Likert scale (i.e. 'Not Applicable', 'Never', 'Occasionally', 'Sometimes', 'Frequently' and 'All the Time'). To indicate their responses to racial discrimination, participants ticked all descriptions that apply and provided further description if necessary. The highest possible score was 144 and the lowest was 24, with higher scores indicating more frequent experiences of racism. The highest scoring for the emotional responses was 80, indicating intense and negative emotional reactions, while the lowest was 16. The highest rating for coping mechanisms was 16, indicating that the participant had tried all of the listed coping strategies, and the lowest rating was 0. The questionnaire took on average 17–20 minutes to complete (based on the piloting outcome).

The list below shows the items used in Q2. The students' version* was presented before the *staff's version*⁺ for items 1) to 10).

- 1) I have been made to feel uncomfortable in a classroom/lecture/seminar and similar situations.*
*Because of my race, I'm assigned the jobs no one else wants to do.**
- 2) Lecturers and students assume I'm less intelligent because of my race.*
*At work, when different opinions would be helpful, my opinion is not asked for because of my race.**
- 3) Lecturers and students assume I gained admission to school because of things other than my abilities or intelligence.*
*I am treated with less dignity and respect than I would be if I were white.**
- 4) My assignments and overall performance are judged more critically because of my race.*
*I am watched more closely than other workers because of my race.**
- 5) Although I'm equally prepared and responsive, I am called on less than my peers in the class.*
*Racial jokes or harassment are directed at me at work.**
- 6) When I excel academically, I am looked upon as an exception to my race.*
*Because of my race, I feel as if I have to work twice as hard.**
- 7) I find it difficult to trust white teachers and/or students.*
*Tasks that require intelligence are usually given to white colleagues, while employees of the racialised or ethnically minoritised get those that don't require much thought.**
- 8) My academic advancement has suffered because of my race.*
*I am often ignored or not taken seriously by my line managers or supervisors because of my race.**
- 9) Although I am equally intelligent, peers don't include me in study groups because of my race.*
*Staff and students often assume I work in a lower status job than I do and treat me as such.**
- 10) I have heard conversations that Europe is civilised and other parts of the world are primitive.*
*A white co-worker with less experience and qualifications got promoted before me.**
- 11) I have been called insulting names related to my skin colour.
- 12) When I go shopping, I am followed or watched by security guards.
- 13) I hear comments from people of different ethnicity expressing surprise at my or other minoritised individuals' intelligence or industriousness.
- 14) People 'talk down' to me because of my race.
- 15) I have been refused accommodation and/or other services, that were later offered to a white person of similar standing (e.g., comparable income).
- 16) I know of people who have got into trouble (been hurt, beaten up, shot at) by white people, gangs, police, hate groups, and so on.
- 17) I have difficulty getting a loan, mortgage, or other credit-based financial support because of my race.
- 18) I am followed, stopped or arrested by white police officers or security guards more than others because of my race.
- 19) I have to change my speech and posture when interacting with white people.
- 20) White customers are served first, whereas I am ignored.
- 21) I have heard conversations about not desiring members of the racialised or ethnically minoritised groups for 'serious' relationships.

- 22) My accommodation/property has been vandalised because of my race.
 23) I have had to allow white people to obtain the best seats in public places.
 24) I have been denied GP registration, appointment, hospitalisation, or medical care because of my race.
 25) Please **CIRCLE** the number to indicate the degree to which you experience the described feeling **last time** you experienced racial discrimination.

	Not at all	A little bit	Moderately	Very	Extremely
Angry	1	2	3	4	5
Hurt	1	2	3	4	5
Frustrated	1	2	3	4	5
Sad	1	2	3	4	5
Powerless	1	2	3	4	5
Hopeless	1	2	3	4	5
Ashamed	1	2	3	4	5
Isolated	1	2	3	4	5

- 26) Please **CIRCLE** the number indicate the degree to which you experience the described feeling when you experience racial discrimination **in general**.

	Not at all	A little bit	Moderately	Very	Extremely
Angry	1	2	3	4	5
Hurt	1	2	3	4	5
Frustrated	1	2	3	4	5
Sad	1	2	3	4	5
Powerless	1	2	3	4	5
Hopeless	1	2	3	4	5
Ashamed	1	2	3	4	5
Isolated	1	2	3	4	5

- 27) Please **TICK** to indicate what describes the way(s) you dealt with a **recent** experience of racial discrimination (please tick ALL that applies):

- Challenging the actor(s) or requesting an explanation from them ☐
 Accepting the situation, and keeping it to myself ☐
 Ignoring or forgetting it ☐
 Speaking to a trusted member of staff or colleague ☐
 Reporting it to the police ☐
 Telling families/friends about it ☐
 Avoiding the area(s) or similar situation(s) ☐
 Others, please specify: _____

- 28) Please **TICK** to indicate what best describes the way(s) you dealt with racial discrimination **in general**:

- Challenging the actor(s) or requesting an explanation from them ☐
 Accepting the situation, and keeping it to myself ☐
 Ignoring or forgetting it ☐
 Speaking to a trusted member of staff or colleague ☐

- Reporting it to the police ☐
- Telling families/friends about it ☐
- Avoiding the area(s) or similar situation(s) ☐
- Others, please specify: _____

2.3. Personal Information and Demographics

Personal information was collected in addition to gathering questionnaire responses. Specifically, we asked participants for their gender category, age group, ethnic category, nationality/nationalities, religion, affiliated School or Department, time spent in the University, highest educational attainment, average achievement (for students only), contract type (for staff members only) and pay range (for staff members only). This information enabled us to examine and capture group differences in these measures, if any. It also allowed us to perform further analyses and comprehend factors that can contribute to, or mediate, people's (varied) attitudes towards racially/ethnically minoritised members, and experiences of racism. Personal information was collected on voluntary basis. 'Prefer not to say' was provided as an option.

Information about this study and the link to the online questionnaires are available [here](#).

3. Ethical Agreement and Data Protection

Ethics approval was sought and granted by the ethics committee of School of Philosophy, Psychology and Language Sciences (Application Reference Number: 270-2223/4).

The first ethical application was submitted on 28 March 2023 for piloting study (more information is provided in the next section). Approval was obtained on 18 May 2023.

The ethical application was revised and resubmitted on 3 October 2023 for the official launch of the questionnaires, and was approved on the 24 October 2023.

Additional ethical approval was sought on 3 July 2024 for Questionnaire 2, aimed to extend the data collection period and generate more responses. The approval was granted on 28 August 2024.

4. Data collection

Both questionnaires were administered on an online survey platform called *Qualtrics*. *Qualtrics* is a secure space to run the survey and collect data. It offers self-service products via an Application Service Provider Model delivered via the Internet and using standard web browser software. It abides by the EU's General Data Protection Regulation (GDPR). All user data are owned by the user, and protected with sophisticated layers of security.

4.1. Piloting

Following ethics approval, a pilot study was conducted between May and August 2023. The pilot study yielded 27 responses for Questionnaire 1, and 18 responses for Questionnaire 2. The feedback we received from volunteers were used to refine and improve the questionnaires.

4.2. Official Data Collection

Data collection took place between 20 November 2023 and 31 May 2024. Both questionnaires were officially closed on 31 May 2024.

Data collection for Q2 was resumed on 28 August 2024 after further ethical approval was sought and obtained. The extended data collection lasted until 6 September 2024.

4.2.1. Participant recruitment

Participant Information Sheets for both questionnaires were made available on the Project's blog site⁷.

Participants were required to read the Participant Information Sheet and give full consent before completing the questionnaires (links are provided at the bottoms of the pages). The Participant Information Sheet outlines the aims/objectives of the project, what participants will be asked to do if they decide to take part, ways of compensation, possible risks and benefits associated with their participation, how their data is used, stored and managed, their rights as participants, and the contact information of the researcher.

The first 500 participants were rewarded with a £5 worth e-voucher per head. To claim the vouchers, whilst ensuring the participants' anonymity, they were directed to a different online form to provide an email address in which they wished to receive the voucher.

Calls for participation were distributed via the following channels:

- An email newsletter was sent out through the University's central mailing system on 28 February 2024.
- Posters and flyers were put up by Yarong Xie across Central/George Square campus and King's Building campus with the permission of local staff members.

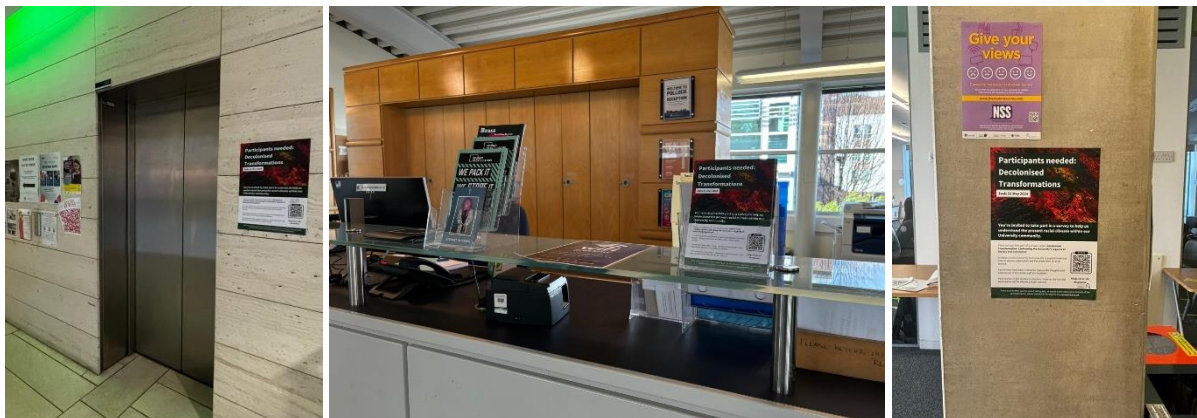


Figure 1. Examples of poster/flyer distributions

- Digital displays on plasma/advert screens across campus were rolling from Monday 4 March to 31 May 2024.

⁷ Participant Information Sheet for Questionnaire 1 is accessible on:

<https://blogs.ed.ac.uk/decolonise/2023/11/13/questionnaire-to...iences-of-racism/>

Participant Information Sheet for Questionnaire 2 is accessible on:

<https://blogs.ed.ac.uk/decolonise/2023/11/13/information-shee...s-racial-climate/>

- Screensavers were on display in all Open Access computers within the University from midnight 1 March.
- Local communication and student support offices at the Edinburgh College of Arts and Moray House School of Education and Sport distributed the recruitment messages within local student newsletters. The Institute for Advanced Studies in the Humanities also circulated the call for participants in the institute's weekly newsletter.
- Report + Support service created a campaign page to help circulate the recruitment message.

5. Analysis

All statistical analyses were performed using IBM SPSS Statistics, Version 29.0.1.0(171), on a Windows desktop computer (Windows 10 Education, Version 22H2).

6. Results

At the time of data collection (November 2023 – 31 May 2024 for Q1, and November 2023 – 6 September 2024 for Q2), roughly 49,485 students were matriculated in the University of Edinburgh⁸. There were approximately 17,655 staff members as of August 2024⁹. In sum, there were around 67,140 members within the university in 2023-2024. This yielded 0.87% response rate for Q1 (where all members of the university were invited to complete the survey). Further details are shown in Section 6.1, the next section.

The response rate for Q2 (where only members who self-identify as belonging to a racially/ethnically minoritised group and whose heritage is linked to areas of the world that have been directly and continuously affected by European-led colonialism and enslavement were invited to complete) was estimated by drawing on the '[Report on the University of Edinburgh Staff and Students from 2019 to 2023](#)' (produced by Obasanjo Bolarinwa). As Bolarinwa's report shows, the percentage of members who are of white background was 84% for 2021-2022 and 2022-2023 terms. If this ratio remained roughly intact for the 2023-2024 term, we would expect 16% members of the university (i.e., approximately 10,742 heads) to be from racially/ethnically minoritised background at the time of data collection. This result would yield a response rate at 4.49% for Q2 (further details are shown in Section 6.2.).

The email newsletter resulted the largest number of participants. Based on the record from the Marketing and Communications':

- 6.1.** "The email was issued on 1 March to 17,590 people. 6,348 emails were opened (36%) and 1,402 contacts clicked on the survey link (8%). This makes the click-to-open rate 22%." **Questionnaire 1: Understanding Present Racial Climate in UoE**

In total, 585 responses were recorded for Questionnaire 1.

⁸ According to the *Factsheet of Student Figures, 2023/24*. Accessed on: <https://governance-strategic-planning.ed.ac.uk/sites/default/files/2024-08/Factsheet%202023/24.pdf>

⁹ Based on the University of Edinburgh's Standard Staff Population Summary, recorded by the HR BI Dashboards.

On average, participants spent approximately 116 minutes to complete a questionnaire (the questionnaire was set up to allow participants to continue on several occasions). The longest time taken was 21 days 19 minutes, and the shortest recorded was 2 minute 56 seconds.

Two responses were removed for analysis as the questionnaires were incomplete, and no final scores were recorded. One response was added manually as a participant took part in the questionnaire offline, with the assistance of the researcher. This yielded 584 responses for final analyses.

Below I provide further descriptions and illustrations for the participants and their responses.

6.1.1. Descriptive Statistics

The questionnaire recorded an average score of 78.71 ($SD^{10} = 24.86$). The highest score recorded was 172, and the lowest 29.

Figure 1 below displays the distribution of the scores. The distribution of score was found to be positively (or right) skewed (skewness = 0.999). It indicates a greater number of values clustered on the left side of the distribution, with a long tail on the right side (see *Figure 1* below). In this case, it shows that most of our responses fell in the lower range of the scoring. The kurtosis value (kurtosis = 1.009) shows that the distribution of our scores is moderately peaked, with thinner tails.

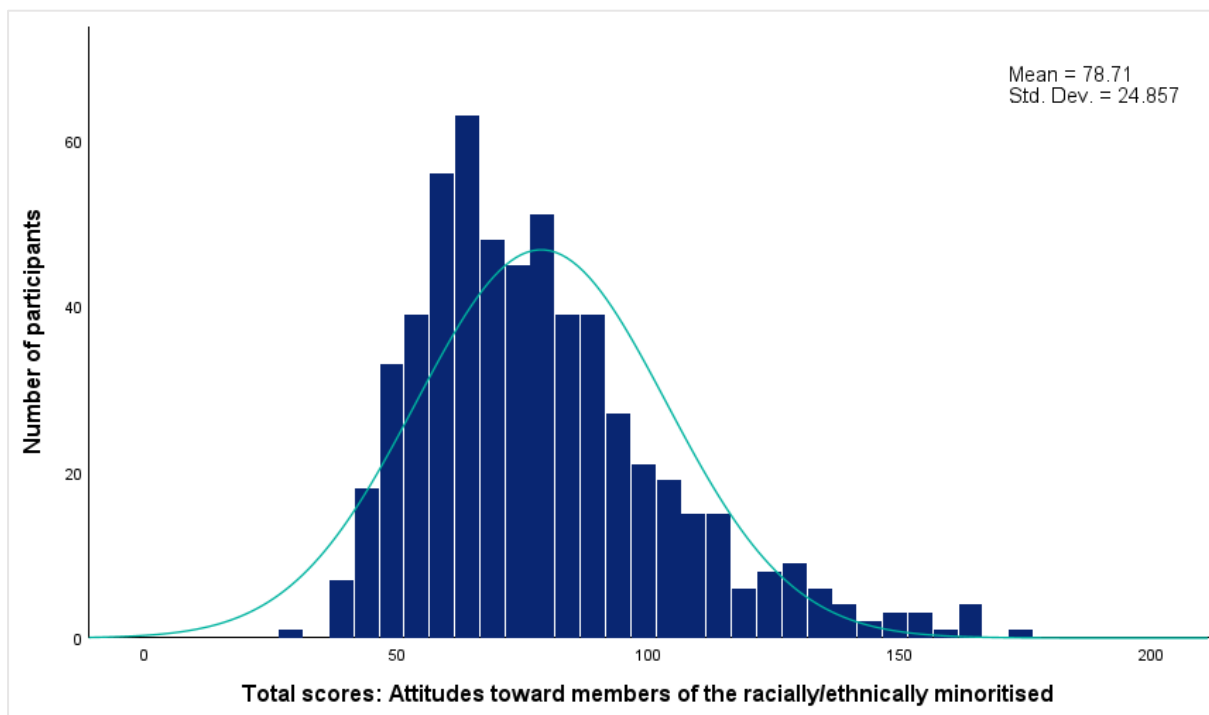


Figure 2. Distribution of the scores of Q1.

6.1.2. Participants' Demographics

The chart below (*Figure 2*) displays the distribution of our participants by their roles within the university. In sum, 216 students and 368 staff members took part in this questionnaire.

¹⁰ SD is short for Standard Deviation. It is the measure of the spread of data around the mean value.

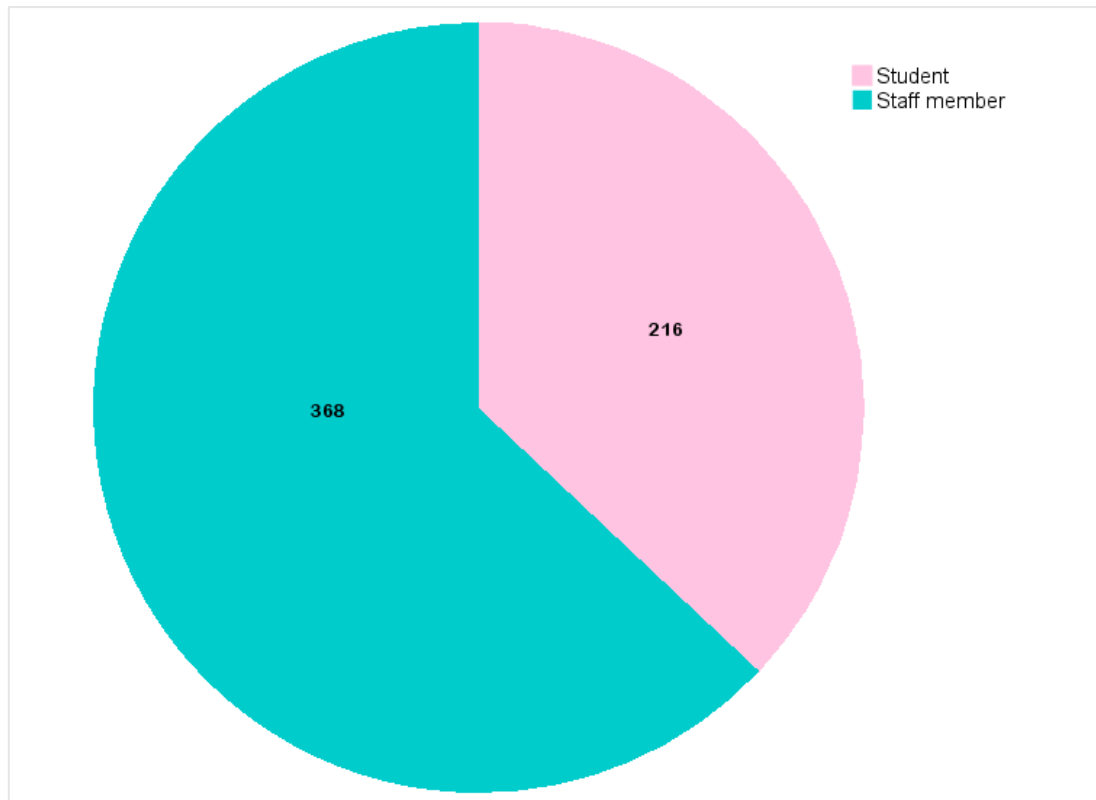


Figure 3. Distribution of participants by their roles in the University

The pie chart (*Figure 3*) below displays the distribution of participants by the gender categories that they wished to include in this questionnaire.

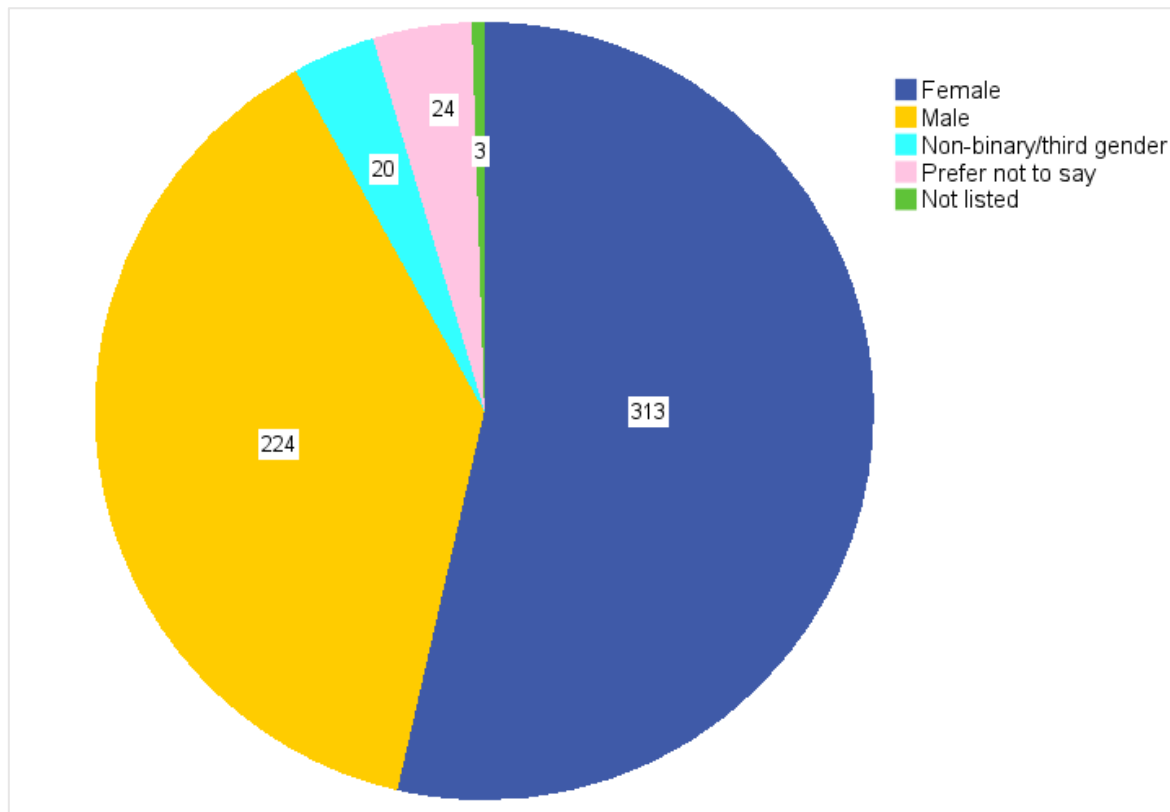


Figure 4. Distribution of participants by the gender categories they wished to include

The graph below (*Figure 4*) below shows the distribution of the age groups of our participants.

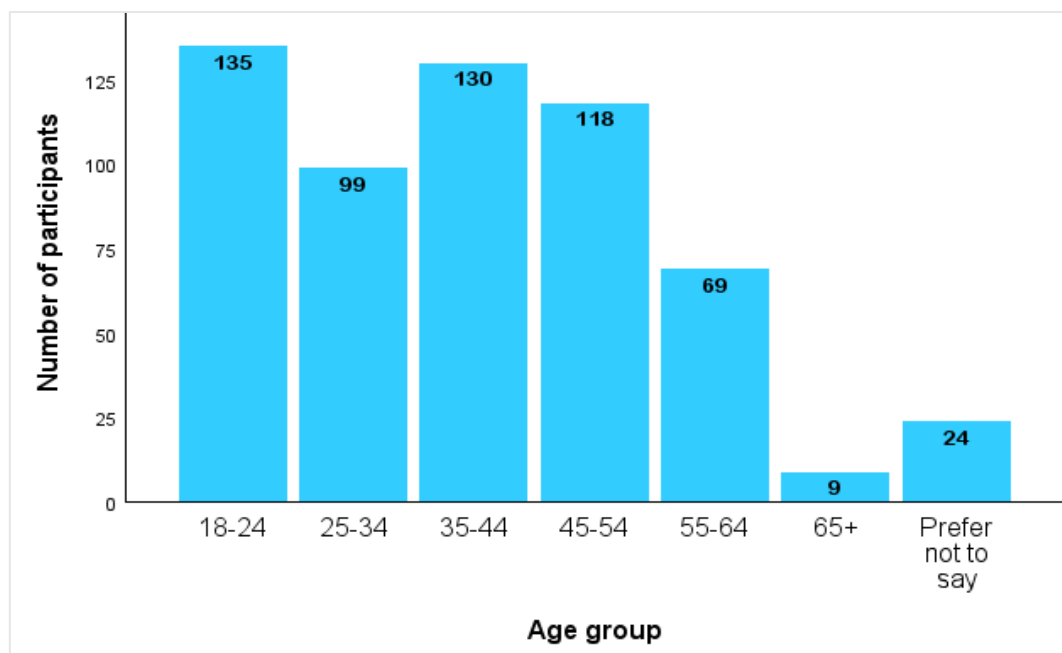


Figure 5. Distribution of participants' age groups

The graph (*Figure 5.*) below illustrates distribution of the ethnic groups by which our participants wished to identify themselves. Table 1 also provides a summary of the number of participants in each ethnic group. In the original list, we borrowed the ethnic groups listed on the UK's government website: Arab, Bangladeshi, Black African, Black Caribbean, Chinese, Gypsy or Traveller, Indian, Mixed – White and Asian, Mixed – White and Black African, Mixed – White and Black Caribbean, Others, Other Asian Heritage, Other Black Heritage, Other Mixed Heritage, Other White Heritage, Pakistani, White, White British, White Irish, White Scottish, and 'Prefer not to say'. A new category 'Latinx' was added as a good number of participants have indicated their ethnicity as 'Latinx', and one participant specifically wrote to the researcher and explained the growing number of people in the Latinx community in the university and in the UK.

A few other participants provided additional information for their ethnic groups that fall into the 'Others' category. However, these are rare cases. Whilst we sympathise with participants' rights and entitlement to identify themselves in their preferred ethnic categories, we also have a duty to protect participants' privacy and abide by our ethical agreement conducts and GDPR. To minimise the identifiability of these participants, we therefore analysed the data by using the original options provided in the list.

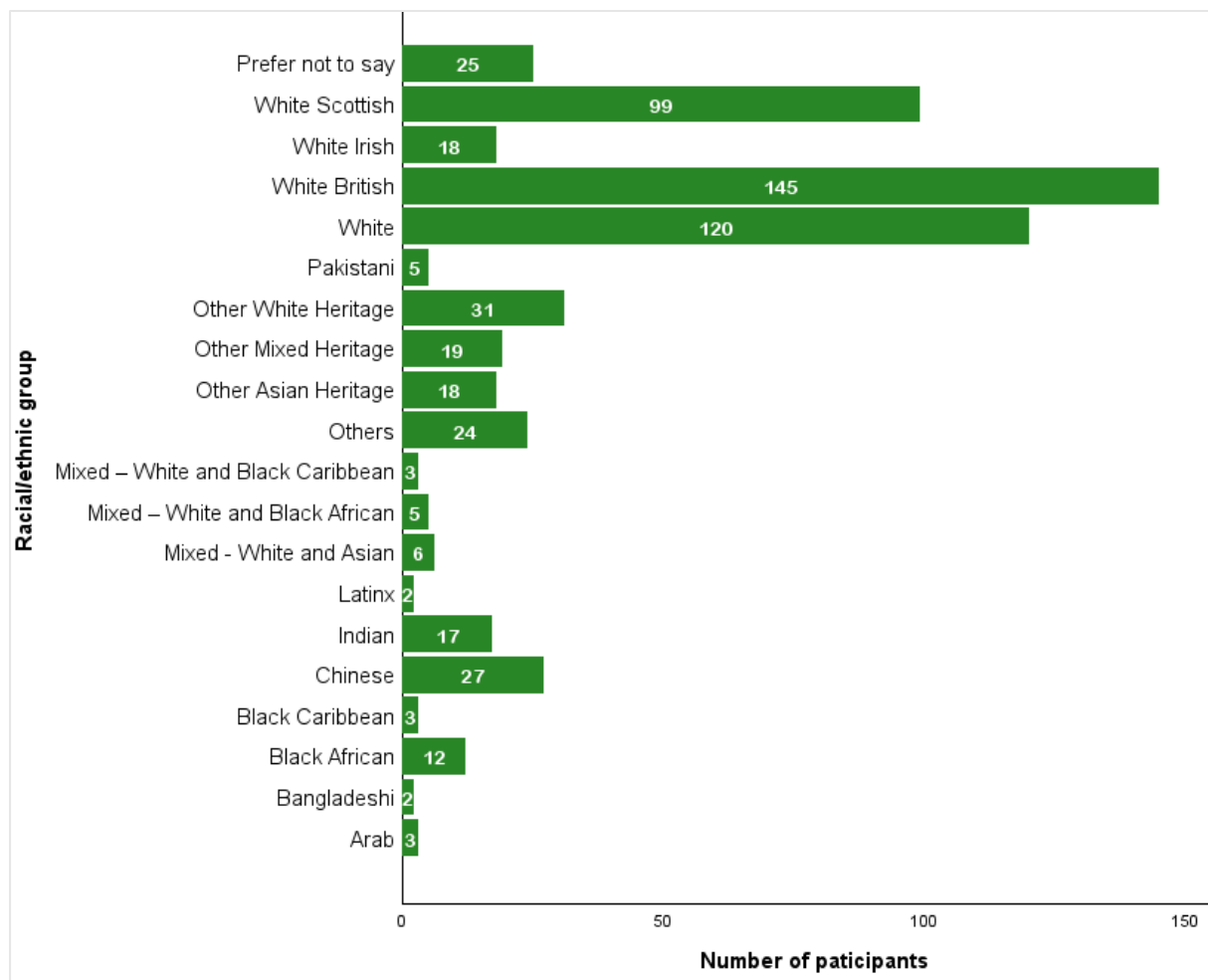


Figure 6. Distribution of participants by ethnic groups

Table 1. Number of participants in each ethnic group

Ethnic groups	Number of participants
Arab	3
Bangladeshi	2
Black African	12
Black Caribbean	3
Chinese	27
Indian	17
Latinx	2
Mixed – White and Asian	6
Mixed – White and Black African	5
Mixed – White and Black Caribbean	3
Others	24
Other Asian Heritage	18
Other Mixed Heritage	19
Other White Heritage	31
Pakistani	5
White	120
White British	145
White Irish	18
White Scottish	99
Prefer not to say	25

Table 2 and *Figure 6* below display a summary of the number of participants in each religious group. As above, this summary table only reports the information collected based on the original list of religious groups provided (which was informed by the UK government's record). This includes: Buddhism, Christianity, Catholic, Protestant, Baptist or Methodist, Hinduism, Islam, Judaism, No Religion, Sikhism, Others, and Prefer not to say. Although a few participants provided extra information for their religion (when it is not listed in the original options), we decided to only present the data according to the original list.

Table 2. Numbers of participant in each religion group

Religion	Number of participants
Buddhism	4
Christianity, Catholic, Protestant, Baptist or Methodist	103
Hinduism	6
Islam	18
Judaism	10
No Religion	373
Others	10
Prefer not to say	57
Sikhism	3

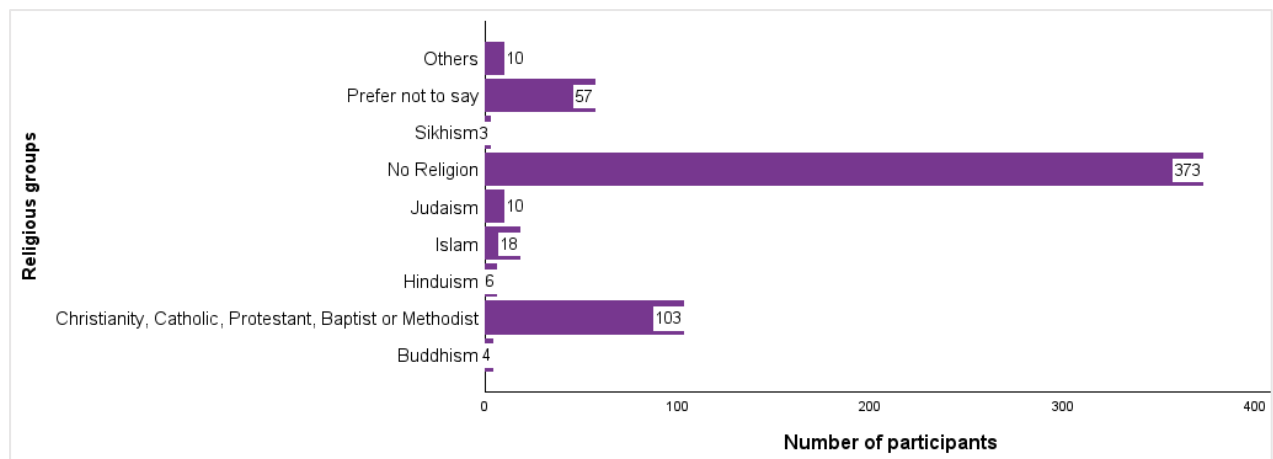


Figure 7. Numbers of participants in each religious group

Figure 7 below displays a distribution of participants according to the time (in years) that they have spent in the University.

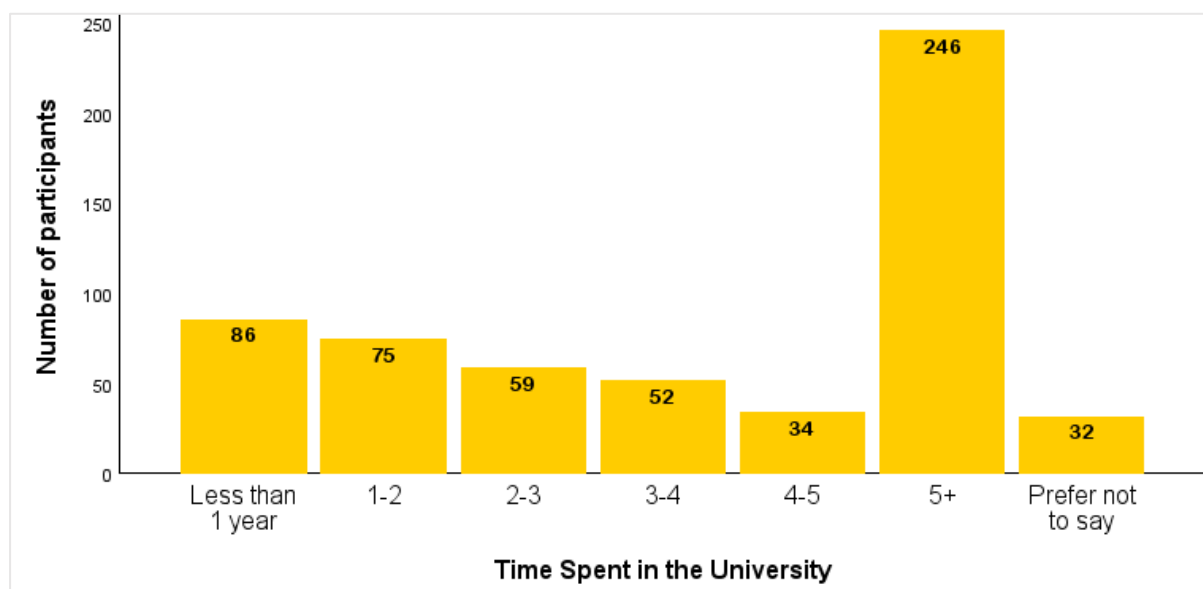


Figure 8. Time spent in the University for participants

Figure 8 on the next page shows the distribution of participants by the Schools or Departments in which they are based. In the first version of the questionnaire, Department/Schools such as Corporate Services Group, Deanery of Molecular, Genetic and Population Health Sciences, Development and Alumni, EPCC (Edinburgh Parallel Computing Centre), Estates and Accommodation, Catering and Events (ACE), The Centre for Cardiovascular Science, University Secretary's Group, and 'Others, or not listed' were not provided in the response. Some participants informed the researcher collecting the data and explained that they had chosen 'Prefer not to say' instead. The list was updated by the researcher at the earliest possible instance according to participants' feedback. It must be noted that information collected for 'Department/School', between 29 February 2024 and 5 March 2024, could have been unreliable and inconsistent due to the revision of the options. This demographic information will therefore be excluded from further statistical analyses.

Appendix: Questionnaire Studies

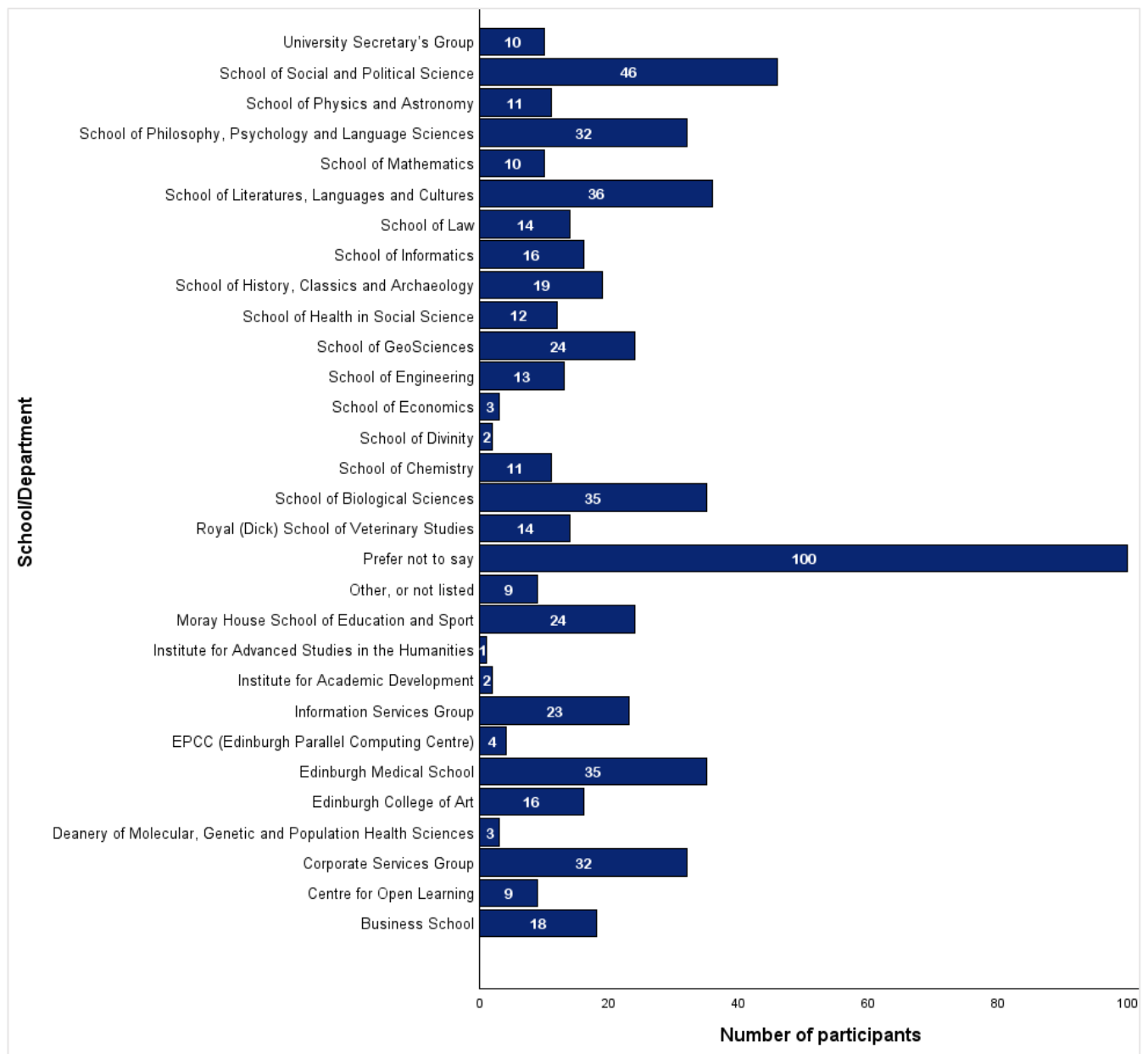


Figure 9. Participants' affiliated Departments/Schools within the University

Figure 9 below illustrates the distribution of participants' highest qualifications.

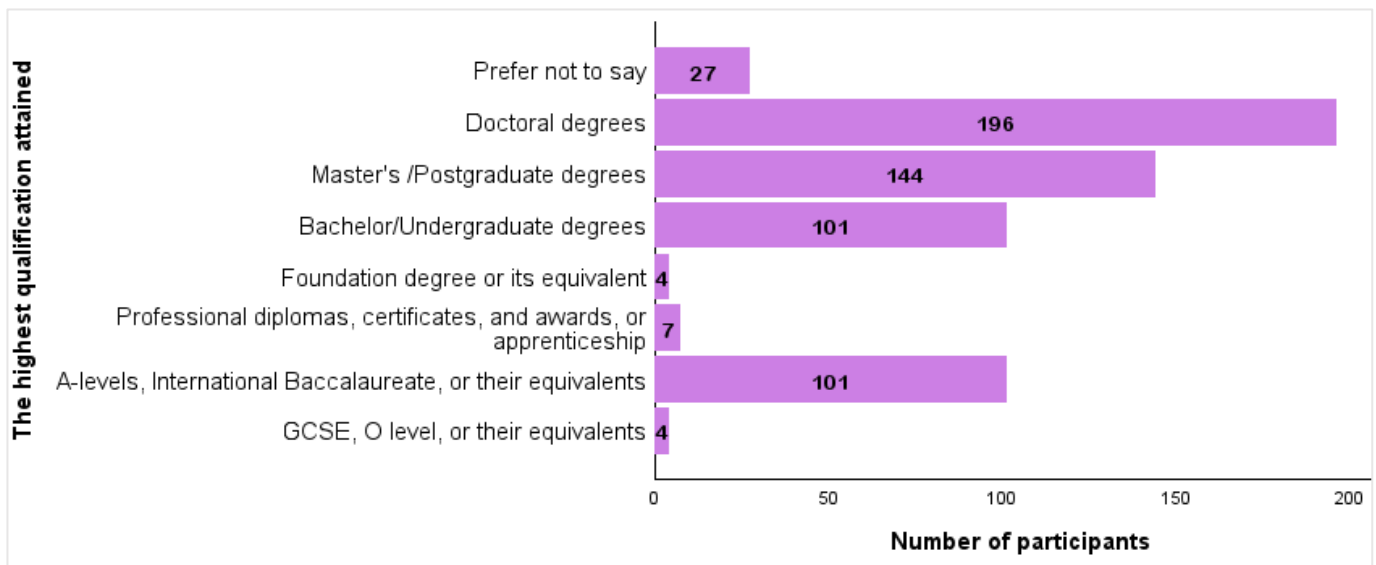


Figure 10. The Highest qualifications attained by participants

6.1.3. Differences in attitude between ethnic groups

A one-way ANOVA¹¹ was conducted to testify our hypotheses.

The analysis confirmed Hypothesis 1 and revealed a statistically significant group difference in attitudes towards members who are racialised and ethnically minoritised ($F(19, 563) = 2.71, p < .001$).

Post hoc comparisons using the Tukey HSD test indicated that the mean scores for participants who did not disclose their ethnic identity ($M = 102.16, SD^{12} = 30.52$) was significantly *higher* than participants who self-identified as

- Black African ($M = 69.33, SD = 10.36, p = .018, 95\% CI = 2.57, 63.08$),
- Indian ($M = 66.71, SD = 20.25, p < .001, 95\% CI = 8.37, 62.54$),
- Other Mixed Heritage ($M = 69.44, SD = 16.50, p = .002, 95\% CI = 6.08, 59.35$),
- Other White Heritage ($M = 72.55, SD = 23.50, p = .001, 95\% CI = 6.45, 52.77$),
- white British ($M = 76.57, SD = 25.21, p = .003, 95\% CI = 3.92, 41.80$),
- white Irish ($M = 68.33, SD = 12.37, p = .001, 95\% CI = 7.20, 60.46$),
- white Scottish ($M = 78.64, SD = 23.57, p = .003, 95\% CI = 4.24, 42.81$).

Table 3 below shows the descriptive statistics for the average scorings for each of the ethnic group.

Table 3. Average scorings in each ethnic group

Ethnic groups	Mean	SD	95% Confidence Interval
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¹¹ ANOVA is short for the Analysis of Variance. It is a statistical test used to assess the difference between the means of more than two groups.

¹² SD stands for standard deviation. It tells, on average, how far each value is from the mean. A high standard deviation means that values are generally far from the mean.

			SE ¹³	Lower	Upper
Arab	87.00	26.67	15.40	20.76	153.24
Bangladeshi	66.50	28.99	20.50	-193.98	326.98
Black African	69.33	10.36	2.99	62.75	75.92
Black Caribbean	83.33	48.01	27.72	-35.94	202.61
Chinese	83.85	21.78	4.19	75.24	92.47
Indian	66.71	20.25	4.91	56.30	77.11
Latinx	93.50	45.96	32.50	-319.45	506.45
Mixed - White and Asian	84.67	22.88	9.34	60.66	108.68
Mixed – White and Black African	98.40	31.97	14.30	58.70	138.10
Mixed – White and Black Caribbean	64.00	1.73	1.00	59.70	68.30
Others	89.46	32.89	6.71	75.57	103.35
Other Asian Heritage	76.89	21.71	5.12	66.09	87.69
Other Mixed Heritage	69.44	16.50	3.89	61.24	77.65
Other White Heritage	72.55	23.49	4.22	63.93	81.17
Pakistani	83.40	6.80	3.04	74.95	91.85
White	79.30	24.01	2.19	74.96	83.64
White British	76.57	25.21	2.09	72.43	80.71
White Irish	68.33	12.37	2.92	62.18	74.49
White Scottish	78.64	23.57	2.37	73.94	83.34
Prefer not to say	102.16	30.52	6.10	89.56	114.76

Figure 10 below illustrates the difference in mean scores between ethnic groups.

¹³ SE is short for standard error. It is a measure of variability that describes how much a value is likely to deviate from all possible samples. A high standard error means that the sample data does not accurately represent the population data.

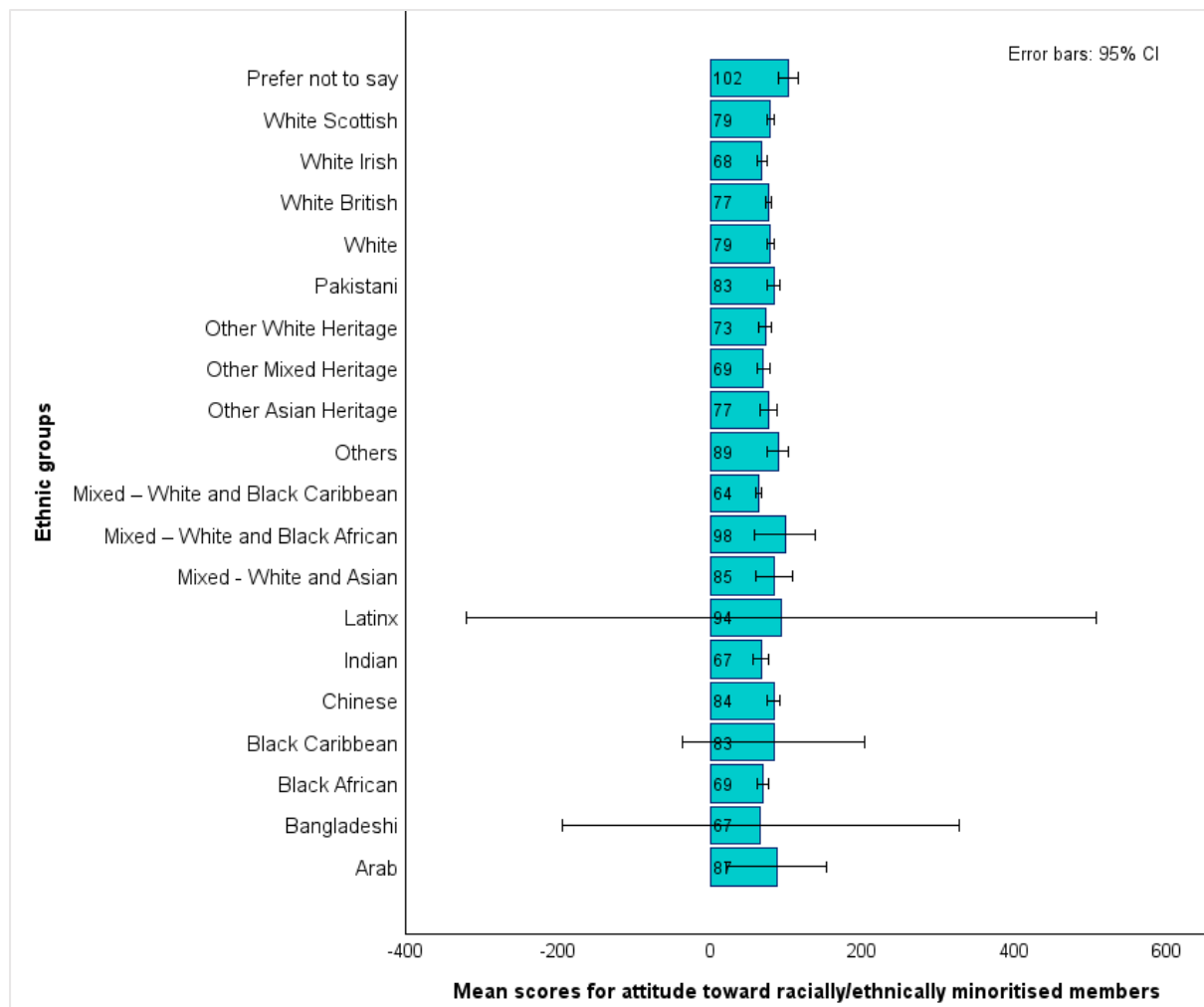


Figure 11. Difference in mean scores between ethnic groups

6.1.4. Differences in attitude between students vs. staff members

Additional analyses were also conducted to examine the potential contribution of other factors on participants' attitudes and thoughts towards racially and ethnically minoritised members.

A one-way ANOVA was performed to assess the differences of participants' attitudes and thoughts toward members of the racially/ethnically minoritised based on their roles within the university. The analysis reveals that students scored significantly higher than staff members ($F(1, 581) = 5.08, p = .025$), indicating that students are more prejudiced racially/ethnically.

On average students scored 81.73 ($SD = 27.64, SE = 1.89$), whereas staff members scored 76.94 ($SD = 22.93, SE = 1.20$). The graph below exhibits the mean score's difference between students and staff members.

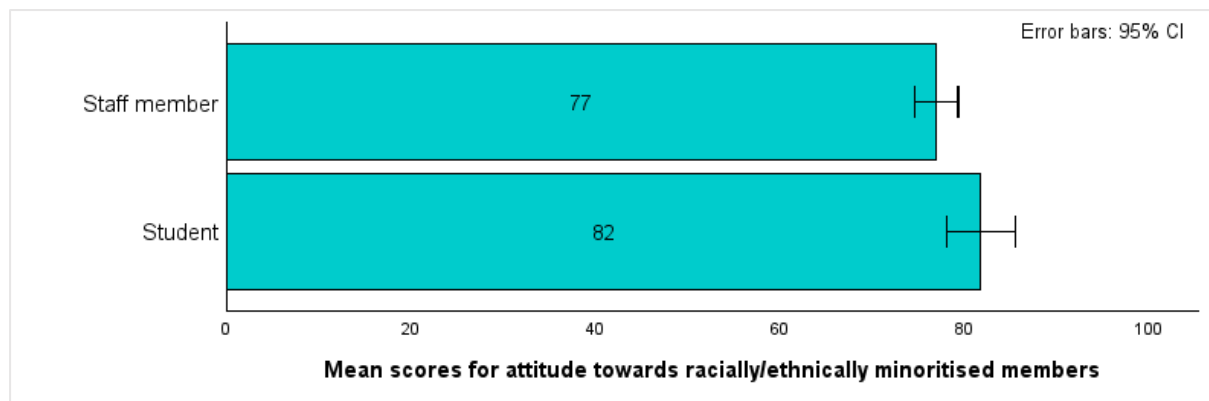


Figure 12. Difference in attitude between students and staff members

6.1.5. Differences in attitude between gender groups

A one-way ANOVA was conducted to examine the different mean scores of attitudes between participants' gender categories. A significant difference was found ($F(4, 578) = 27.55, p < .001$). Table 4 below displays the descriptive statistics for the average scorings for each gender category. Figure 12 below illustrates the difference of mean scores between participants' gender categories.

Table 4. Average scorings in different gender categories

Gender categories	Mean	SD	SE	95% Confidence Interval	
				Lower Bound	Upper Bound
Female	71.50	18.24	1.03	69.47	73.53
Male	87.04	27.30	1.82	83.44	90.63
Non-binary/third gender	61.00	20.79	4.77	50.98	71.02
Prefer not to say	106.54	30.03	6.13	93.86	119.22
Not listed	99.00	41.58	24.00	-4.29	202.29

Post hoc comparisons using the Tukey HSD test revealed that the mean scores for participants who self-identified as male ($M = 87.04, SD = 27.30$) are significantly higher than participants of the female category ($M = 71.50, SD = 18.24, p < .001, 95\% CI = 10.06, 21.01$) and non-binary/third gender category ($M = 61.00, SD = 20.79, p < .001, 95\% CI = 11.09, 40.98$).

On average, participants who chose 'Prefer not to say' ($M = 106.54, SD = 30.03$) scored significantly higher than female ($M = 71.50, SD = 18.24, p < .001, 95\% CI = 21.79, 48.29$), male ($M = 87.04, SD = 27.30, p < .001, 95\% CI = 6.07, 32.94$), and non-binary/third gender ($M = 61.00, SD = 20.79, p < .001, 95\% CI = 26.33, 64.75$).

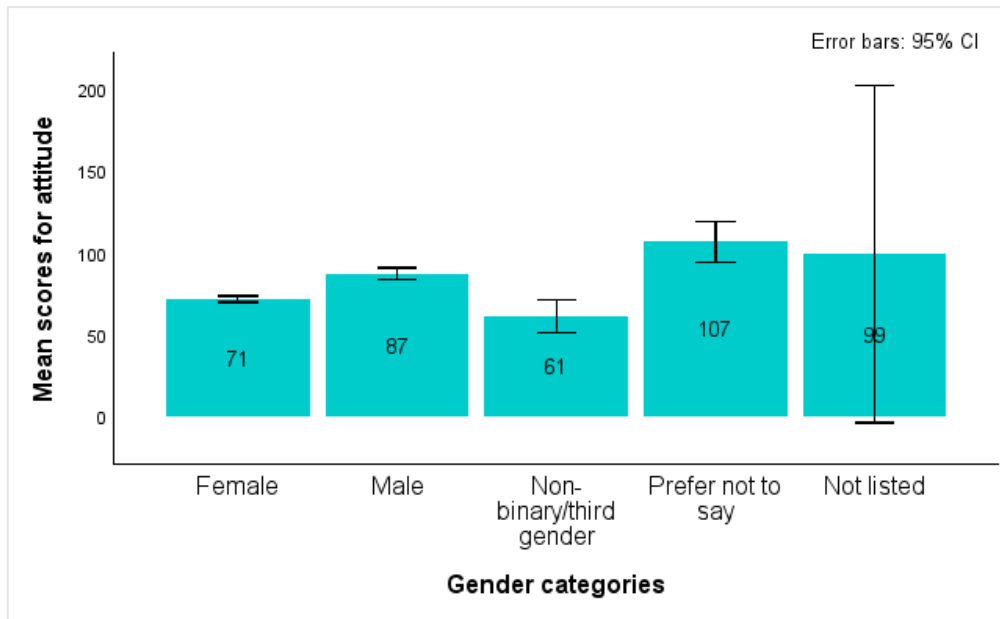


Figure 13. Difference in attitude between gender categories

6.1.6. Differences of attitude between age groups

A one-way ANOVA was computed to inspect the difference in average scores between age groups. A significant difference was detected ($F(6, 576) = 5.62, p < .001$).

Post hoc comparisons using the Tukey HSD test showed that participants who did not reveal their age group ($M = 104.58, SD = 30.36$) scored significantly higher than all age groups, except participants who self-identified as 65 and above. Specifically, their average scores were higher than participants aged:

- 18-24 ($M = 81.44, SD = 29.01, p < .001, 95\% CI = 7.23, 39.06$),
- 25-34 ($M = 75.39, SD = 23.56, p < .001, 95\% CI = 12.83, 45.56$),
- 35-44 ($M = 75.61, SD = 21.82, p < .001, 95\% CI = 13.01, 44.94$),
- 45-55 ($M = 76.83, SD = 21.44, p < .001, 95\% CI = 11.66, 43.84$),
- 55-64 ($M = 77.91, SD = 21.80, p < .001, 95\% CI = 9.64, 43.70$).

Table 5. Average scorings in each age group

Age groups	Mean	SD	SE	95% Confidence Interval	
				Lower Bound	Upper Bound
18-24	81.44	29.012	2.497	76.50	86.38
25-34	75.39	23.563	2.380	70.66	80.11
35-44	75.61	21.815	1.913	71.82	79.39
45-54	76.83	21.436	1.973	72.92	80.74
55-64	77.91	21.793	2.624	72.68	83.15
65+	80.56	23.527	7.842	62.47	98.64
Prefer not to say	104.58	30.364	6.198	91.76	117.41

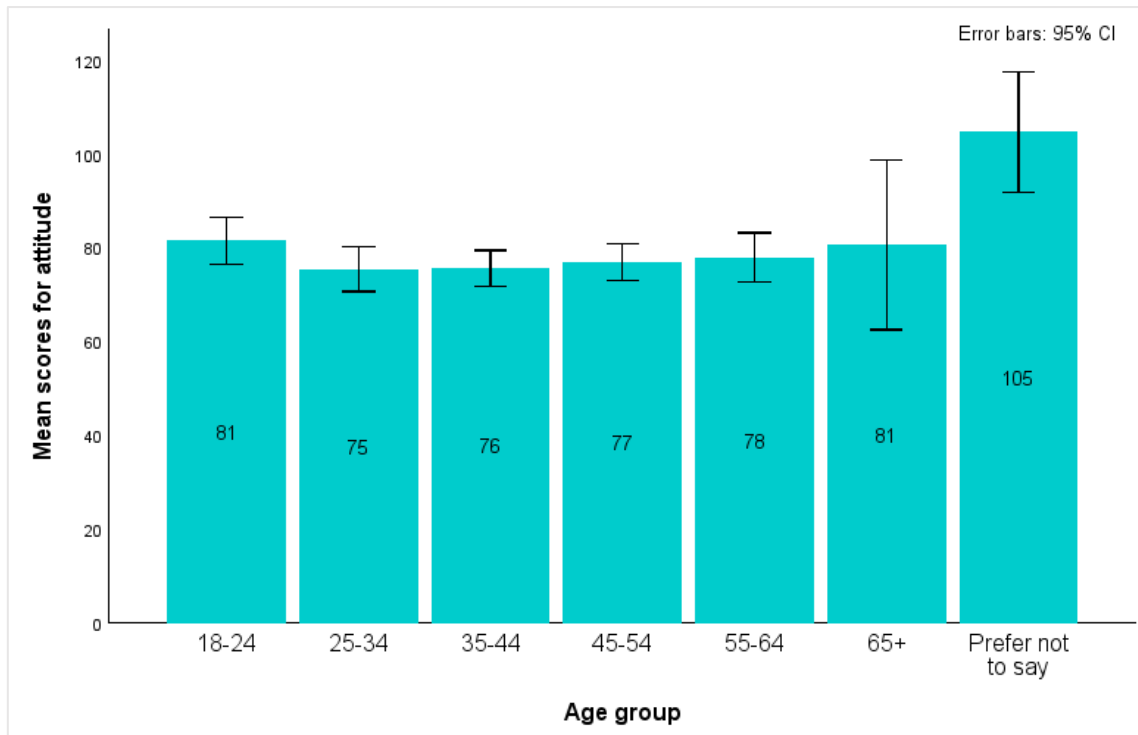


Figure 14. Difference in attitude between age groups

6.1.7. Differences in attitude based on time spent in the University

A one-way ANOVA was performed to take into account participants' time spent in the University, and the variation of participants' attitudes and thoughts toward racially/ethnically minoritised members. The analysis revealed that there is a statistically significant difference in people's attitudes depending on how long they have been in the University ($F(6, 576) = 5.17, p < .001$).

Post hoc comparisons using the Tukey HSD test indicated that the mean scores for participants who spent 3-4 years in the University ($M = 88.50, SD = 33.62$) was significantly higher than participants who have been in the University for:

- 1-2 years ($M = 72.91, SD = 21.35, p = .008, 95\% CI = 2.60, 28.59$),
- 2-3 years ($M = 72.42, SD = 22.15, p = .010, 95\% CI = 2.38, 29.77$),
- more than 5 years ($M = 77.33, SD = 22.42, p = .044, 95\% CI = 0.18, 22.17$).

The same test showed that participants who did not disclose their time spent in the University ($M = 92.84, SD = 35.58$) scored significantly higher than participants who have been in the University for:

- 1-2 years ($M = 72.91, SD = 21.35, p = .002, 95\% CI = 4.73, 35.14$),
- 2-3 years ($M = 72.42, SD = 22.15, p = .003, 95\% CI = 4.61, 36.23$),
- 4-5 years ($M = 74.85, SD = 20.01, p = .044, 95\% CI = 0.25, 35.73$),
- more than 5 years ($M = 77.33, SD = 22.42, p = .013, 95\% CI = 1.98, 29.05$).

Table 6. Average scorings of participants who have spent different time in the University

Times spent in the University	Mean	SD	SE	95% Confidence Interval	
				Lower Bound	Upper Bound
Less than 1 year	82.37	23.36	2.52	77.36	87.38

1-2	72.91	21.35	2.47	67.99	77.82
2-3	72.42	22.15	2.88	66.65	78.20
3-4	88.50	33.62	4.66	79.14	97.86
4-5	74.85	20.01	3.43	67.87	81.83
5+	77.33	22.42	1.43	74.51	80.15
Prefer not to say	92.84	35.58	6.29	80.02	105.67

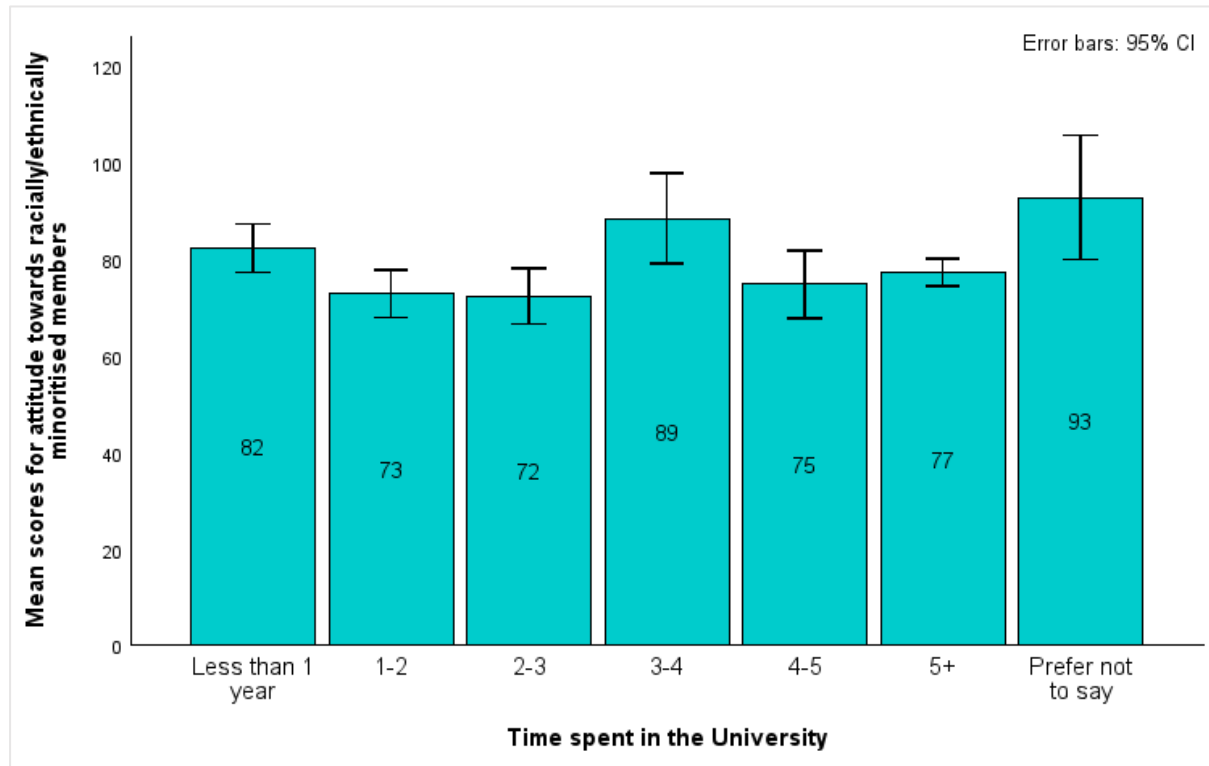


Figure 15. Difference in participants' mean scores depending on the time spent in the University

6.1.8. Differences in attitude between religious groups

A one-way ANOVA was conducted to test the differences of participants' attitudes toward members of the racially/ethnically minoritised groups depending on their religion. The analysis revealed a statistically significant difference among religious groups ($F(8, 574) = 4.95$, $p < .001$). A summary of the descriptive data for each religious group is shown in Table 4.

Table 7. Average scorings by participants in each religious group

Religious groups	Mean	SD	SE	95% Confidence Interval	
				Lower Bound	Upper Bound
Buddhism	62.25	15.78	7.89	37.15	87.35
Christianity, Catholic, Protestant, Baptist or Methodist	89.12	26.17	2.58	84.00	94.23
Hinduism	90.00	30.85	12.59	57.63	122.37
Islam	80.44	15.64	3.69	72.67	88.22
Judaism	86.60	30.96	9.79	64.46	108.74
No Religion	74.64	21.92	1.14	72.41	76.88

Sikhism	77.00	9.00	5.20	54.64	99.36
Prefer not to say	85.79	33.51	4.44	76.90	94.68
Others	71.44	28.44	9.48	49.58	93.30

Post hoc comparisons using the Tukey HSD test showed that the mean score for participants who claimed to have no religious beliefs ($M = 74.64$, $SD = 21.92$) was significantly *lower* than participants who claimed faith in Christianity, Catholic, Protestant, Baptist or Methodist ($M = 89.12$, $SD = 26.20$, $p < .001$, 95% CI = 6.08, 22.86).

Participants with no religious beliefs also scored significantly *lower* than participants who did not disclose their religion ($M = 85.79$, $SD = 33.51$, $p = .034$, 95% CI = 0.43, 21.87).

Figure 13 below displays the differences of mean scorings between religious groups.

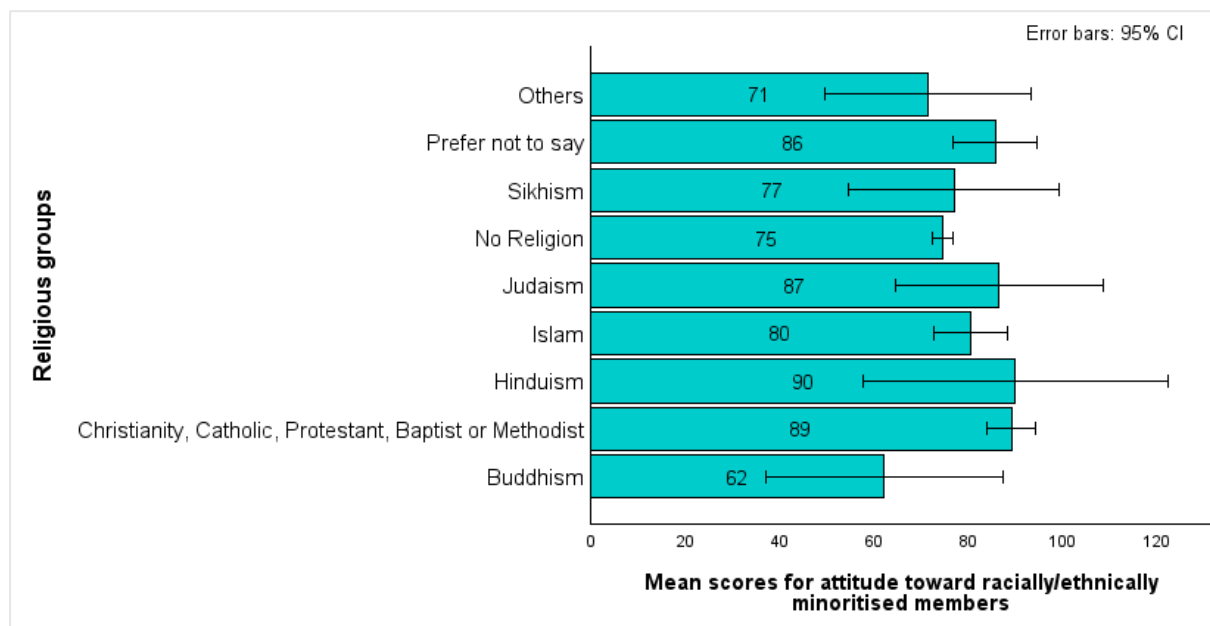


Figure 16. Differences in mean scores between religious groups

6.1.9. Differences of attitude between different qualification levels

A one-way ANOVA was implemented to examine the variations of participants' attitudes by the highest qualification that they have attained. A statistically significant difference was found ($F(7, 575) = 4.23$, $p < .001$).

Post hoc comparisons using the Tukey HSD test revealed that the mean score for participants who did not provide information about their qualifications ($M = 101.41$, $SD = 33.48$) scored significantly *higher* than participants who have attained:

- A-levels, International Baccalaureate, or their equivalents ($M = 79.47$, $SD = 29.93$, $p = .001$, 95% CI = 5.85, 38.03),
- Bachelor/Undergraduate degrees ($M = 78.38$, $SD = 20.65$, $p < .001$, 95% CI = 6.96, 39.11),
- Master/Postgraduate degrees ($M = 78.74$, $SD = 22.59$, $p < .001$, 95% CI = 7.11, 38.23),
- Doctoral degrees ($M = 74.91$, $SD = 23.08$, $p < .001$, 95% CI = 11.26, 41.72).

Table 8. Average scorings by participants with different levels of qualification

Qualification types	Mean	SD	SE	95% Confidence Interval
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				Lower Bound	Upper Bound
GCSE, O level, or their equivalents	80.00	23.62	11.81	42.41	117.59
A-levels, International Baccalaureate, or their equivalents	79.47	29.93	2.99	73.53	85.41
Professional diplomas, certificates, and awards, or apprenticeship	89.29	20.80	7.86	70.05	108.52
Foundation degree or its equivalent	80.25	12.09	6.05	61.01	99.49
Bachelor/Undergraduate degrees	78.38	20.65	2.06	74.30	82.45
Master's /Postgraduate degrees	78.74	22.59	1.88	75.02	82.46
Doctoral degrees	74.91	23.08	1.65	71.66	78.17
Prefer not to say	101.41	33.48	6.44	88.16	114.65

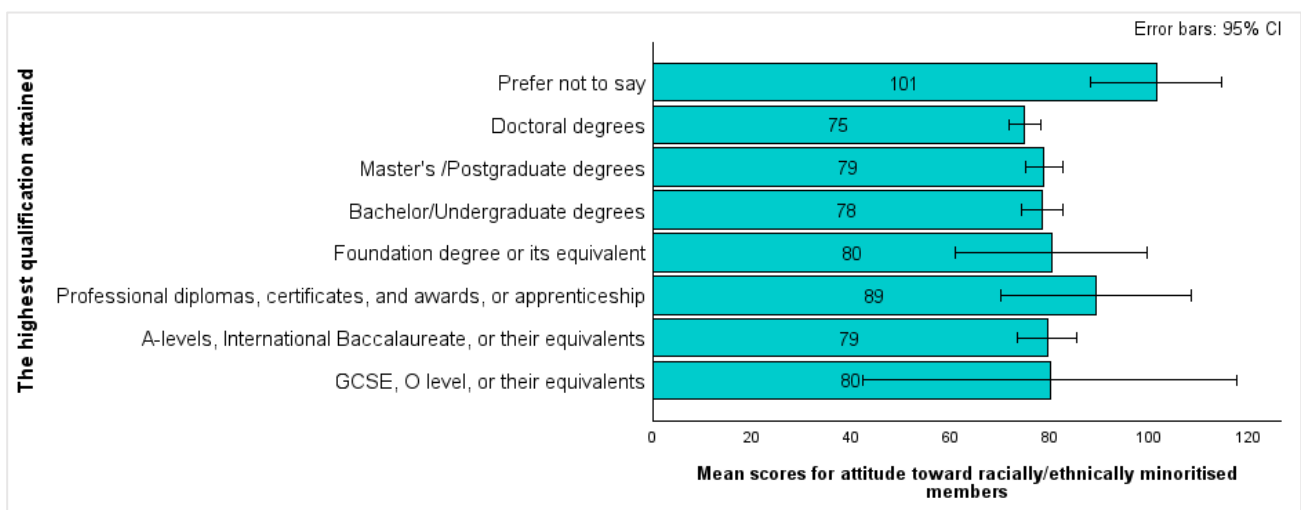


Figure 17. Differences in mean scores between different qualifications attained

6.1.10. Differences of attitude: students' academic achievement

A one-way ANOVA was operated to evaluate students' academic achievement and its effect on the participants' average scoring. No significant difference was found between participants of varied academic achievements ($F(4, 210) = .44, p = .779$).

Table 9. Average scorings by student participants with different grades

Grade ranges	Mean	SD	SE	95% Confidence Interval	
				Lower Bound	Upper Bound
70 and above	80.48	29.39	2.94	74.65	86.31
60–69	84.01	27.04	2.95	78.14	89.88
50–59	74.92	20.63	5.96	61.81	88.02
40–49	92.00	2.83	2.00	66.59	117.41
Prefer not to say	81.47	26.57	6.44	67.81	95.13

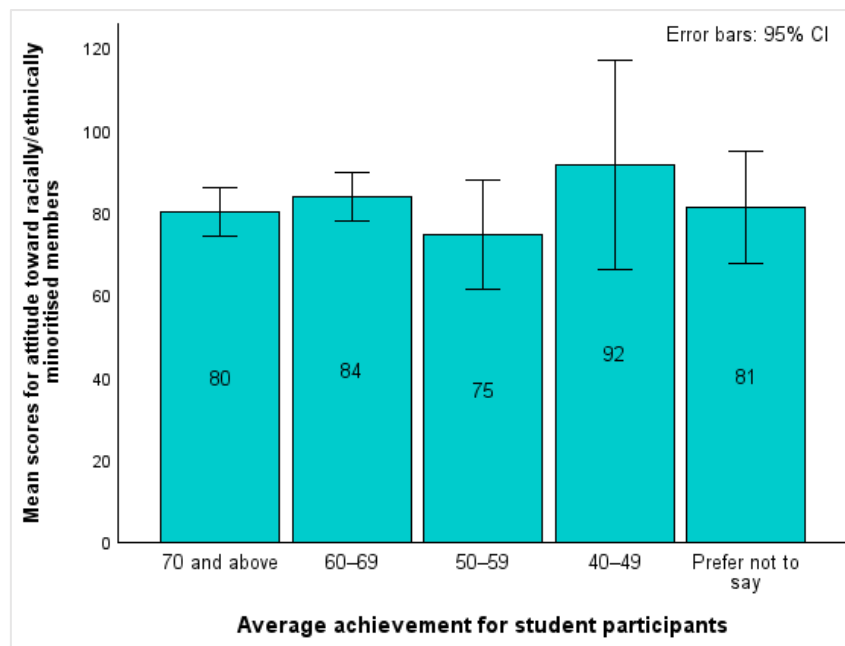


Figure 18. Difference in attitude for students with different attainment levels

6.1.11. Differences of attitude between different staff members' contract types

A one-way ANOVA was performed to explore the variations of staff members' attitudes by taking into account their current contract types. A statistically significant difference was found ($F(5, 362) = 7.51, p < .001$).

Post hoc comparisons using the Tukey HSD test revealed that the mean score for participants who provided no information about their contract types ($M = 99.41, SD = 29.20$) scored significantly *higher* than participants who worked on:

- Fixed-term contract ($M = 70.47, SD = 21.45, p < .001, 95\% CI = 13.85, 44.03$)
- Open-ended/Permanent contract ($M = 76.46, SD = 21.38, p < .001, 95\% CI = 10.25, 35.65$)
- Part-time contract ($M = 68.20, SD = 21.23, p = .043, 95\% CI = 0.55, 61.86$)
- Other types of contracts ($M = 55.00, SD = 10.23, p = .003, 95\% CI = 10.67, 78.14$)

Table 10. Average scorings for staff participants working on different contract types

Types of contracts	Mean	SD	SE	95% Confidence Interval for	
				Lower Bound	Upper Bound
Fixed-term contract	70.47	21.45	3.07	64.31	76.63
Guaranteed Minimum Hour Contract	73.57	21.47	8.12	53.72	93.43
Open-ended/Permanent Contract	76.46	21.38	1.29	73.92	78.99
Part-time contract	68.20	21.23	9.49	41.84	94.56
Others	55.00	10.23	5.12	38.72	71.28
Prefer not to say	99.41	29.20	5.62	87.86	110.96

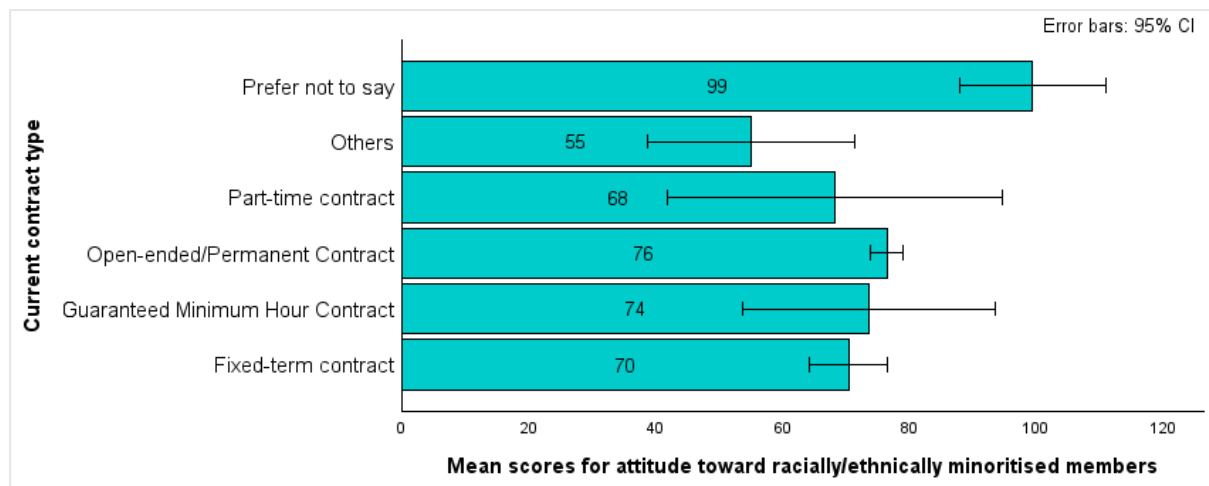


Figure 19. Difference in attitude for staff working on different contracts

6.1.12. Differences in attitude: staff members' pay ranges

A one-way ANOVA was run to investigate the difference of staff members' attitudes by taking into account their pay range. A statistically significant difference was found ($F(10, 352) = 3.72$, $p < .001$).

Post hoc comparisons could not be performed as only one participant reported earning a certain pay range. Therefore, the difference between two groups could not be located.

A descriptive summary of the average scorings by each pay range is presented in the table below.

Table 11. Average scorings for staff members' receiving different pay ranges

Pay range	Mean	SD	SE	95% Confidence Interval	
				Lower Bound	Upper Bound
20,000 and below	74.56	18.22	6.07	60.55	88.56
20,000 – 29,999	75.06	20.25	3.53	67.88	82.24
30,000 – 39,999	71.29	20.30	2.31	66.68	75.89
40,000 – 49,999	74.49	20.95	2.56	69.38	79.60
50,000 – 59,999	75.11	20.46	2.79	69.53	80.70
60,000 – 69,999	72.44	19.97	3.12	66.13	78.74
70,000 – 79,999	80.00	27.60	8.32	61.46	98.54
80,000 – 89,999	87.14	24.32	9.19	64.65	109.64
90,000 – 99,999	65.00	-	-	-	-
100,000 and above	82.44	21.38	7.13	66.01	98.88
Prefer not to say	92.54	29.22	3.98	84.56	100.51

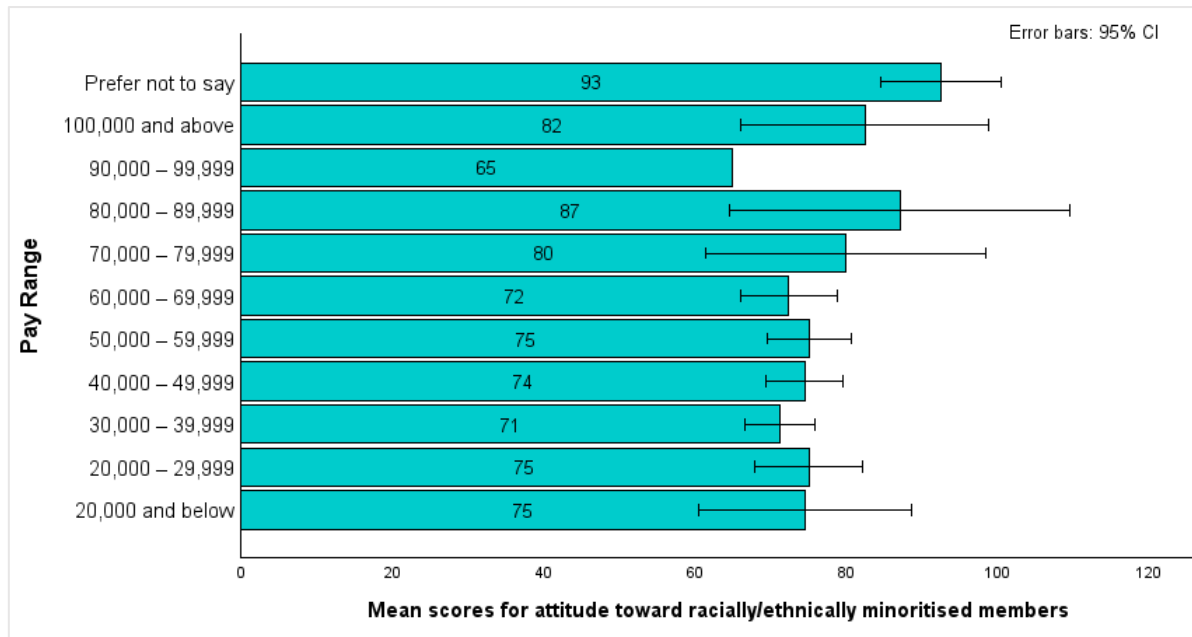


Figure 20. Difference in attitude between staff members on different pay range

6.1.13. Differences of scorings based on ethnicity and participants' roles in the University

A two-way ANOVA was performed to evaluate the effects of participants' ethnic group and their roles within UoE, in combination, on their racial attitudes. The results indicated no significant interaction between participants' ethnic groups and their roles within UoE ($F(18, 544) = .779$, $p = .726$, partial $\eta^2 = .025$).

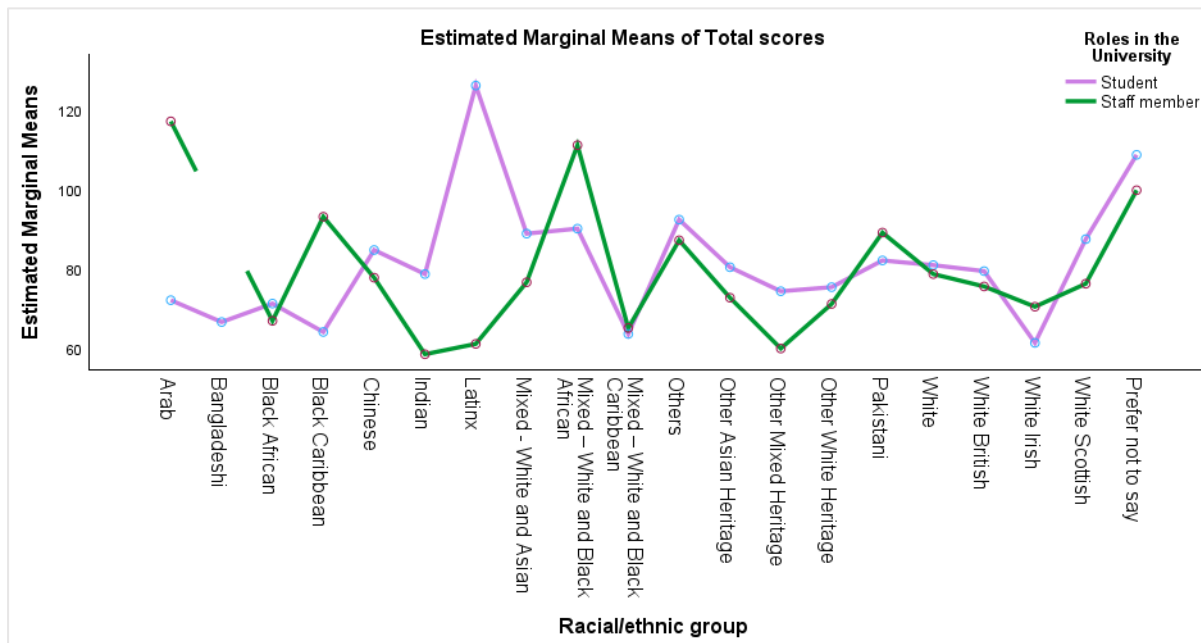


Figure 21. Interaction between participant's role in UoE and their racial/ethnic groups

6.1.14. Differences in attitudes based on ethnicity and gender categories

A two-way ANOVA was performed to evaluate the effects of participants' ethnic group and gender categories, in combination, on their racial attitude. The results indicated no significant

interaction between participants' ethnic groups and gender categories ($F(30, 529) = .996$, $p = .474$, partial $\eta^2 = .053$).

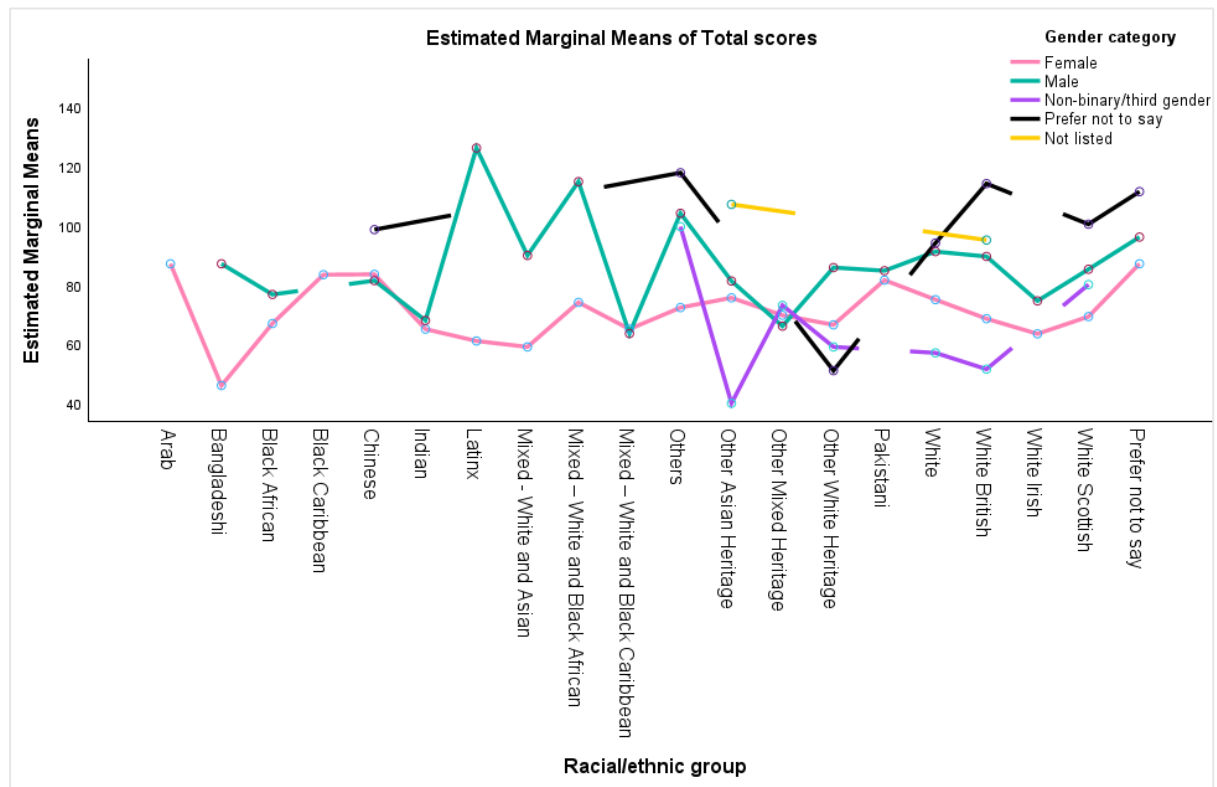


Figure 22. Interaction between participants' ethnic group and gender categories in their mean scores

6.1.15. Differences in scorings based on ethnicity and religion

A two-way ANOVA was performed to evaluate the effects of participants' ethnic group and religion, in combination, on their racial attitudes. The results indicated no significant interaction between participants' ethnic groups and religion ($F(44, 511) = 1.22$, $p = .167$, partial $\eta^2 = .095$).

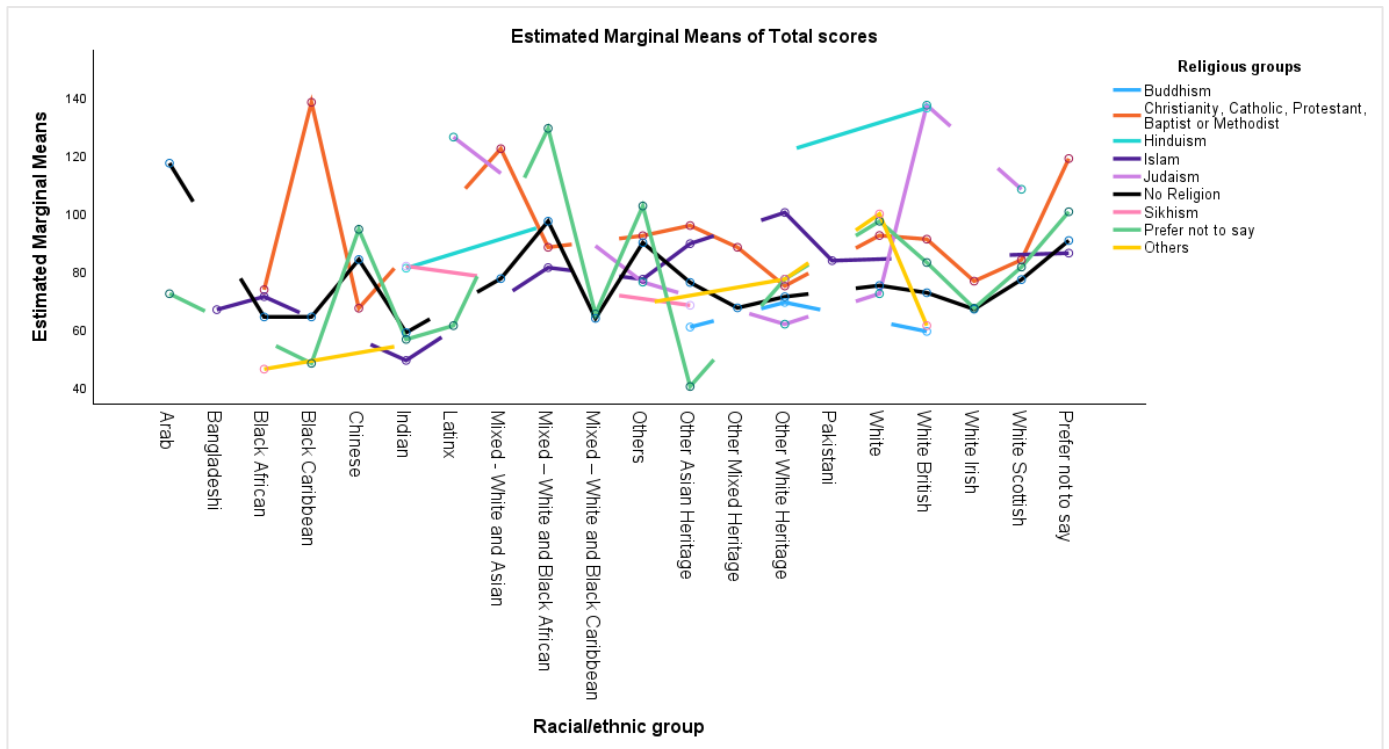


Figure 23. The interaction between participant's ethnic groups and religious groups

6.1.16. Regrouped means for attitudes toward members of racially/ethnically minoritised groups

As shown in section 6.1.3., the results did not confirm Hypothesis 2, i.e., participants who self-identify as white did not show higher levels of racial prejudice and negative attitudes compared to participants of other ethnic backgrounds.

To further test Hypothesis 2, whilst aligning our data with the University's Human Resource data (collected and analysed by Obasanjo Bolarinwa for the 'Report on the University of Edinburgh Staff and Students from 2019 to 2023'), additional comparisons were computed after regrouping ethnic groups collected for this questionnaire. The regrouped ethnic groups are: 'Asian' (consisting of the original ethnic groups 'Arab', 'Bangladeshi', 'Chinese', 'Indian', 'Other Asian Heritage', and 'Pakistani'), 'Black' (consisting of 'Black African', 'Black Caribbean', and 'Other Black Heritage'), 'Mixed' (formed from all mixed-ethnic groups), 'Others' (where 'Gypsy or Traveller' and 'Latinx' are added to the existing 'Other' group), and 'White' (wherein all white ethnic groups were). Participants who chose 'Prefer not to say' remained in the same group. Figure 23 below illustrates the participants' ethnic groups before and after regrouping.



Figure 24. Participants' ethnic groups before and after regrouping

Table 12 below displays the number of participants in each new ethnic group.

Table 12. Number of participants in regrouped ethnic group

Ethnic groups	Sum	Proportion to total number (in %)
Asian	72	12.3
Black	15	2.6
Mixed	33	5.7
Others	26	4.5
White	413	70.7
Prefer not to say	25	4.3

The bar chart (Figure 24) below displays the number of participants in each new ethnic group.

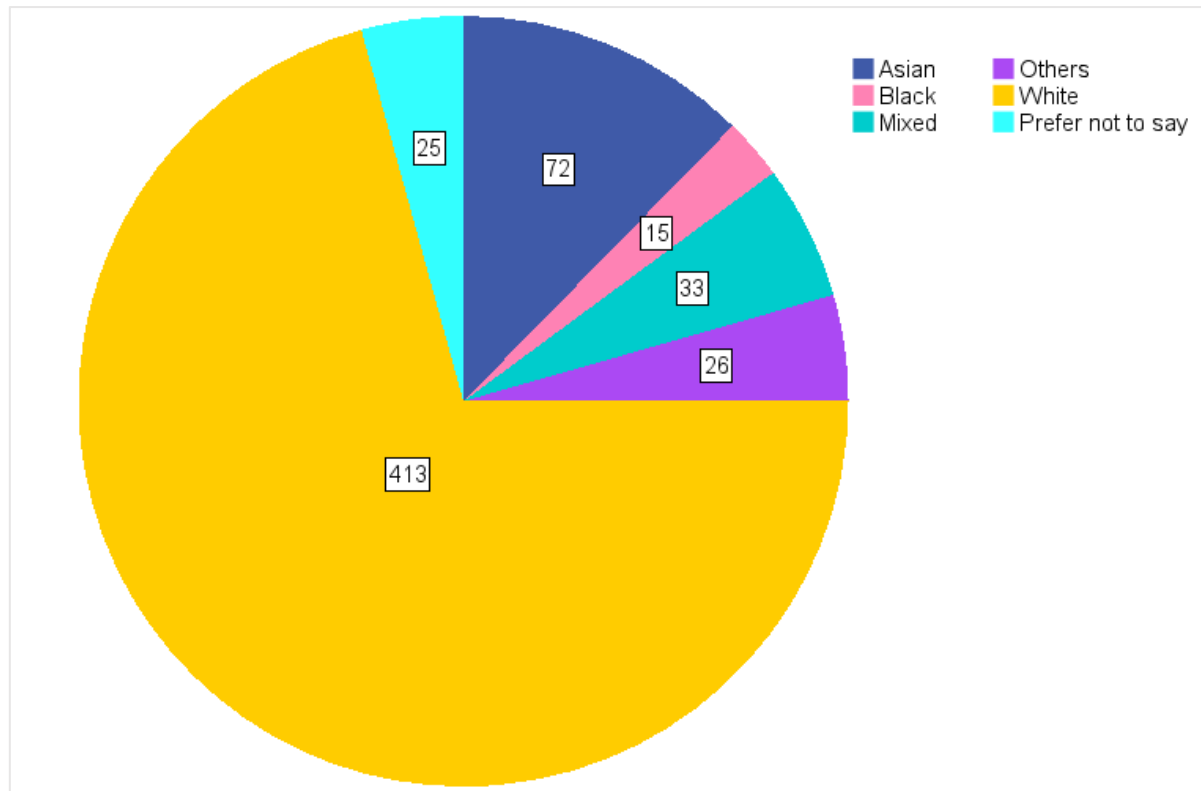


Figure 25. Numbers of Participants in Regrouped Ethnic Groups

A one-way ANOVA was conducted to assess the re-grouped group differences in attitude toward members of the racially and ethnically minoritised groups. A statistically significant difference was found between ethnic groups' racial attitude ($F(5, 577) = 6.36, p < .001$).

Post hoc comparisons using the Tukey HSD test indicated that the mean score for participants who did not disclose their ethnic identity ($M = 102.16, SD = 30.52$) was significantly higher than participants whose ethnic groups are:

- Asian ($M = 77.68, SD = 21.60, p < .001, 95\% CI = 7.85, 41.11$),
- Black ($M = 72.13, SD = 21.15, p = .003, 95\% CI = 6.63, 53.42$),
- Mixed ($M = 76.31, SD = 22.36, P = .001, 95\% CI = 6.73, 44.97$),
- White ($M = 77.20, SD = 23.96, P < .001, 95\% CI = 10.21, 39.72$).

Table 13 below exhibits the descriptive statistics for each ethnic group.

Table 13. Average scorings of attitude for regrouped ethnic groups

Regroups Ethnic Groups	Mean	SD	SE	95% Confidence Interval	
				Lower Bound	Upper Bound
Asian	77.68	21.60	2.55	72.61	82.76
Black	72.13	21.15	5.46	60.42	83.85
Mixed	76.31	22.36	3.95	68.25	84.37
Others	89.77	32.88	6.45	76.49	103.05
White	77.20	23.96	1.20	74.88	79.52
Prefer not to say	102.16	30.52	6.10	89.56	114.76

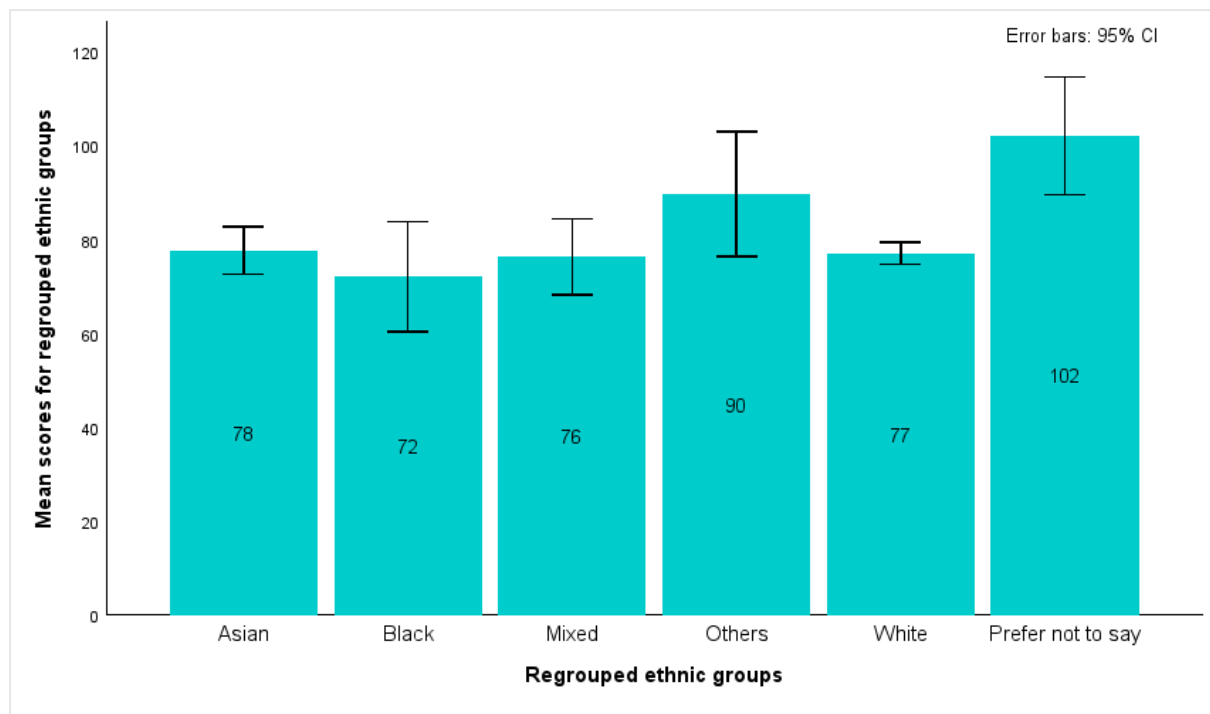


Figure 26. Difference in mean scores of attitude after regrouping ethnic groups

6.2. Questionnaire 2: Capture People's Experiences of Racial Discrimination

In total, 482 responses were recorded for Questionnaire 2.

It took on average 2 hours and 22 minutes for participants to complete the questionnaire. The shortest time spent was 17 seconds and the longest was roughly 25 days 22 hours (as above, the questionnaire was set up to allow participants to complete on several occasions).

During data cleaning, ninety-two responses were incomplete (i.e., participants did not respond to all of the items and hence no final scores were recorded) and thereby removed for the statistical analysis. This yields a sample size of 362 participants.

Below I describe and illustrate the demographics of our participants and their responses.

6.2.1. Descriptive Statistics

Our final sample included 230 responses contributed by the students, and 132 contributed by staff members (as shown below in *Figure 26*).

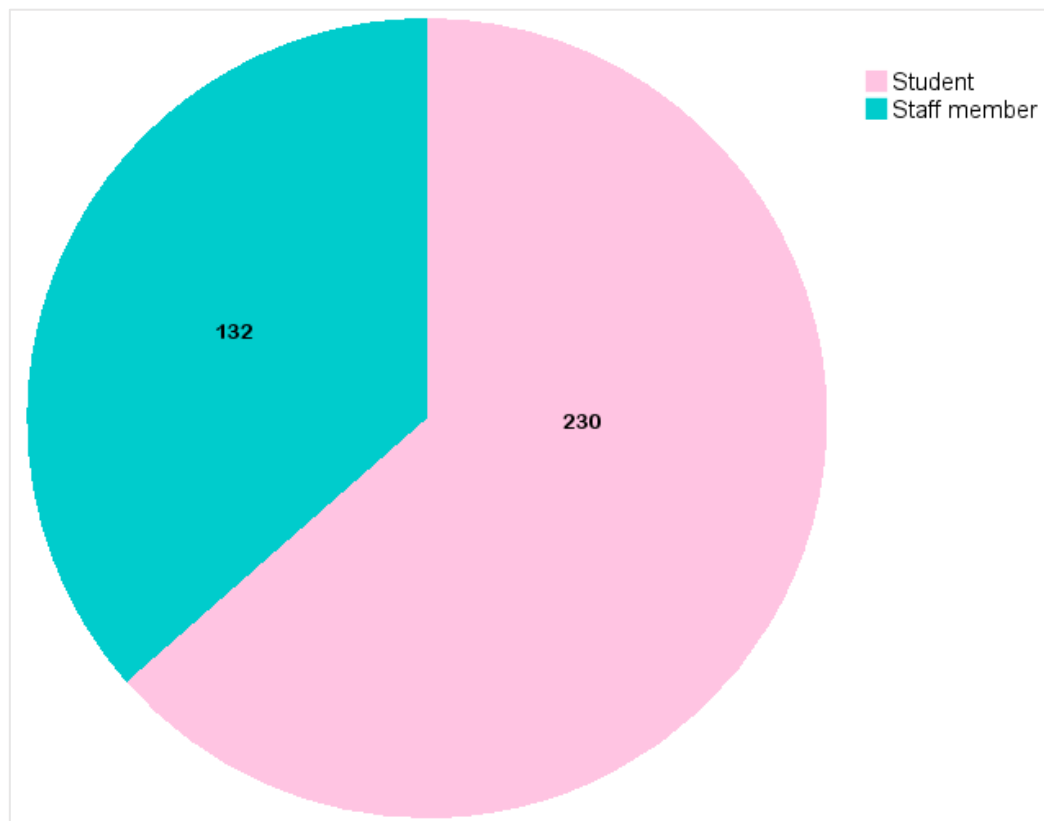


Figure 27. Distribution of participants by roles in the University

The questionnaire recorded an average score of 58.83 (SD = 20.44). The highest score recorded is 140 (indicating that this participant experienced almost all of the items 'All the time'), and the lowest 24 (indicating that this participant chose 'Not Applicable' for all items listed). *Figure 27* below displays the distribution of the mean scores. The skewness of the scoring was found to be 0.779, indicating that the data is positively skewed, and the skewness is moderate. As shown in the figure below, the majority of the data is on the left side of the mean value. The kurtosis was found to be 0.757, indicating a Platykurtic distribution of the

scorings. This demonstrates that there is a low presence of extreme values, comparing to a normal distribution.

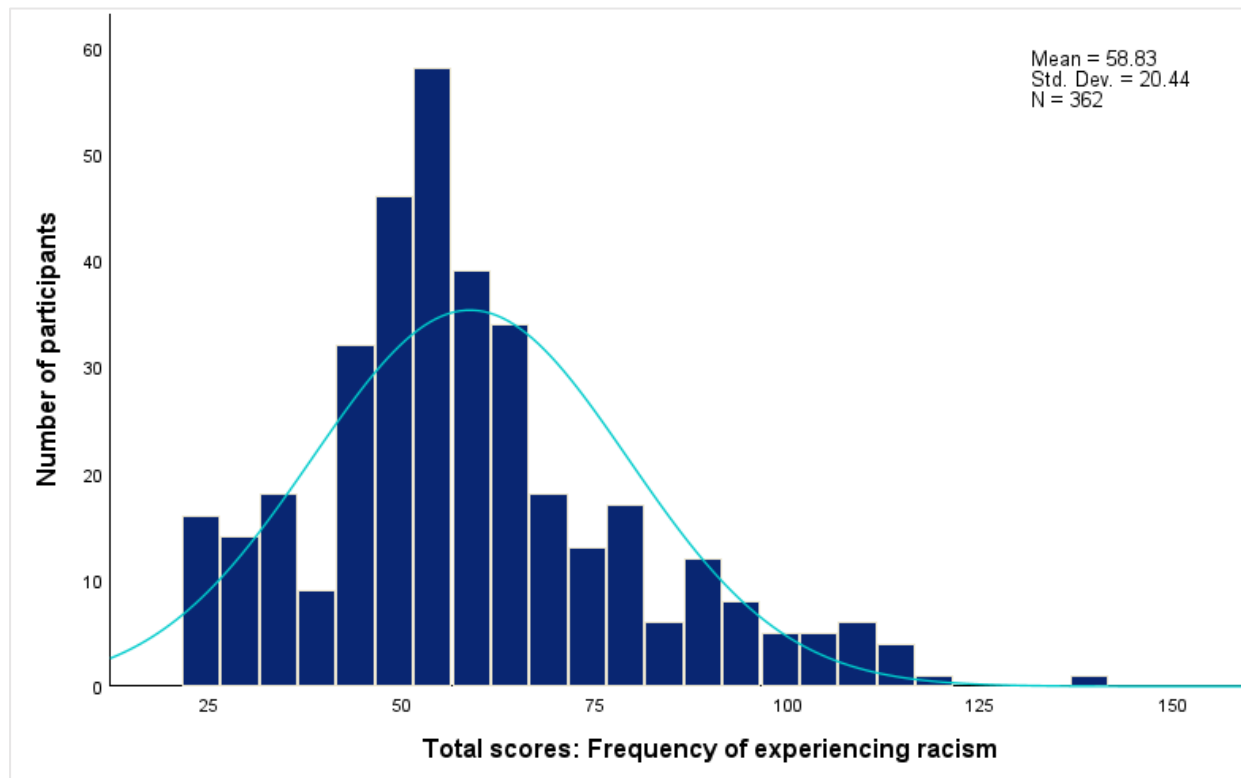


Figure 28. Distribution of the mean scorings

Figure 28 below shows the distribution of participants (in percentage) by the gender categories that they wish to be included in their responses.

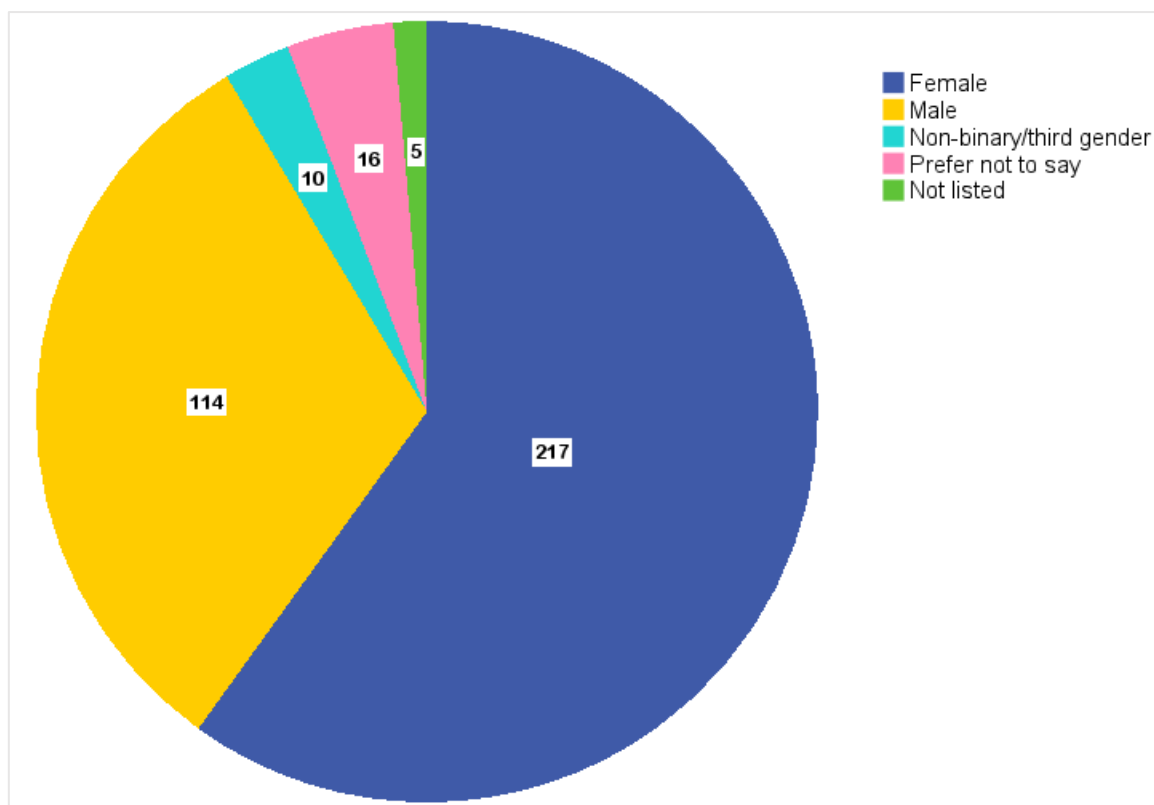


Figure 29. Number of participants in each gender category

The bar graph below displays the distribution of participants by their age group.

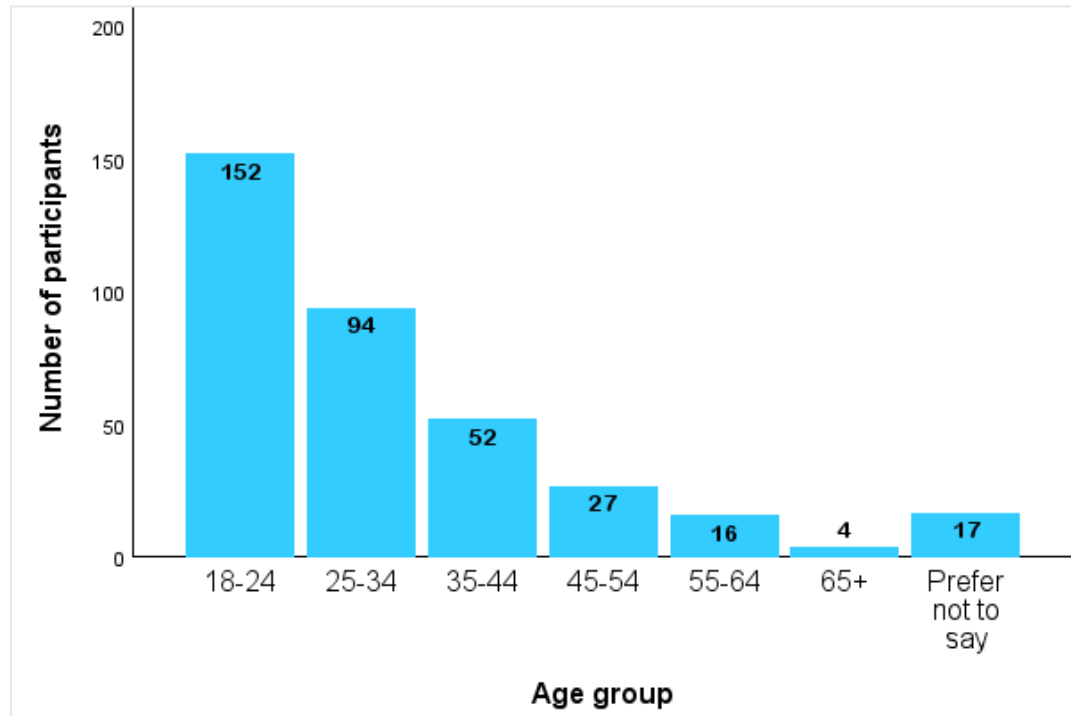


Figure 30. Number of participants by age groups

Table 14 below exhibits the ethnic groups recorded from our participants.

Table 14. Number of participants in each racial/ethnic group

Ethnic groups	Sum	Per cent
Arab	11	3.0
Bangladeshi	7	1.9
Black African	20	5.5
Black Caribbean	6	1.7
Chinese	56	15.5
Gypsy or Traveller	2	0.6
Indian	47	13.0
Latinx	3	0.8
Mixed – White and Asian	22	6.1
Mixed – White and Black African	10	2.8
Mixed – White and Black Caribbean	10	2.8
Others	31	8.6
Other Asian Heritage	39	10.8
Other Black Heritage	5	1.4
Other Mixed Heritage	28	7.7
Other White Heritage	7	1.9
Pakistani	7	1.9
White	19	5.2
White British	6	1.7
White Irish	2	0.6
White Scottish	3	0.8
Prefer not to say	21	5.8

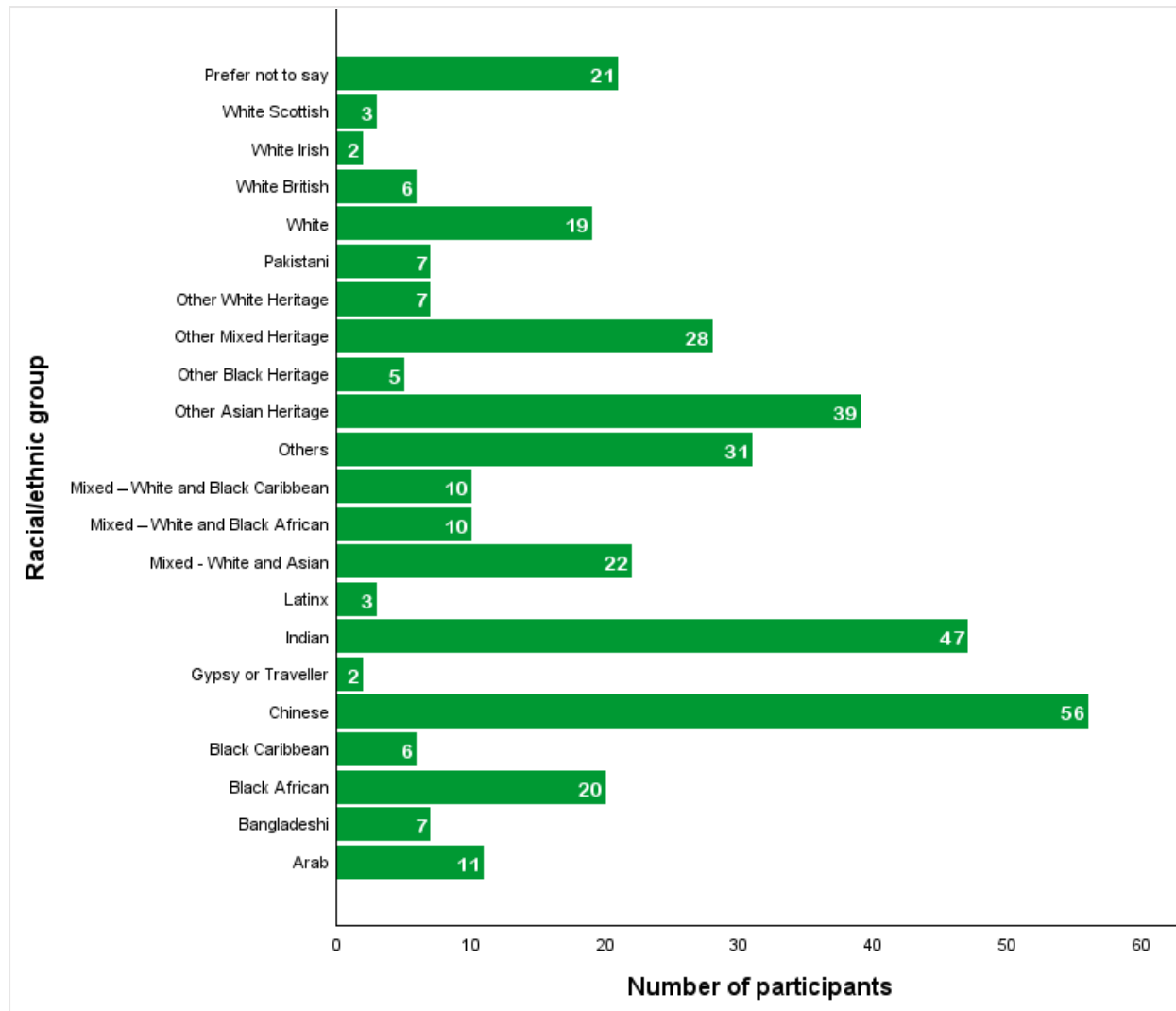


Figure 31. Number of participants by each racial/ethnic group

Figure 31 shows the numbers of participants in each religious group.

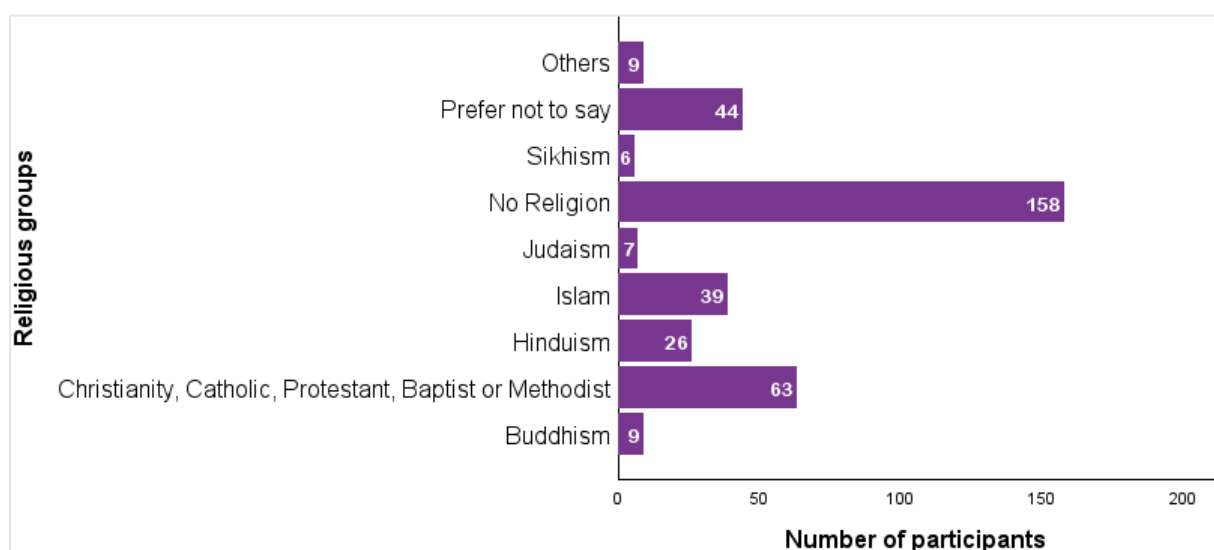


Figure 32. Number of participants in each religious group.

Figure 32 displays the schools/departments to which the participants identify themselves as being affiliated. (As explained in section 6.1.2., this information is reported for describing the demographics of the participants. Further statistical analyses will not involve this due to options added to the list in the early data collection).

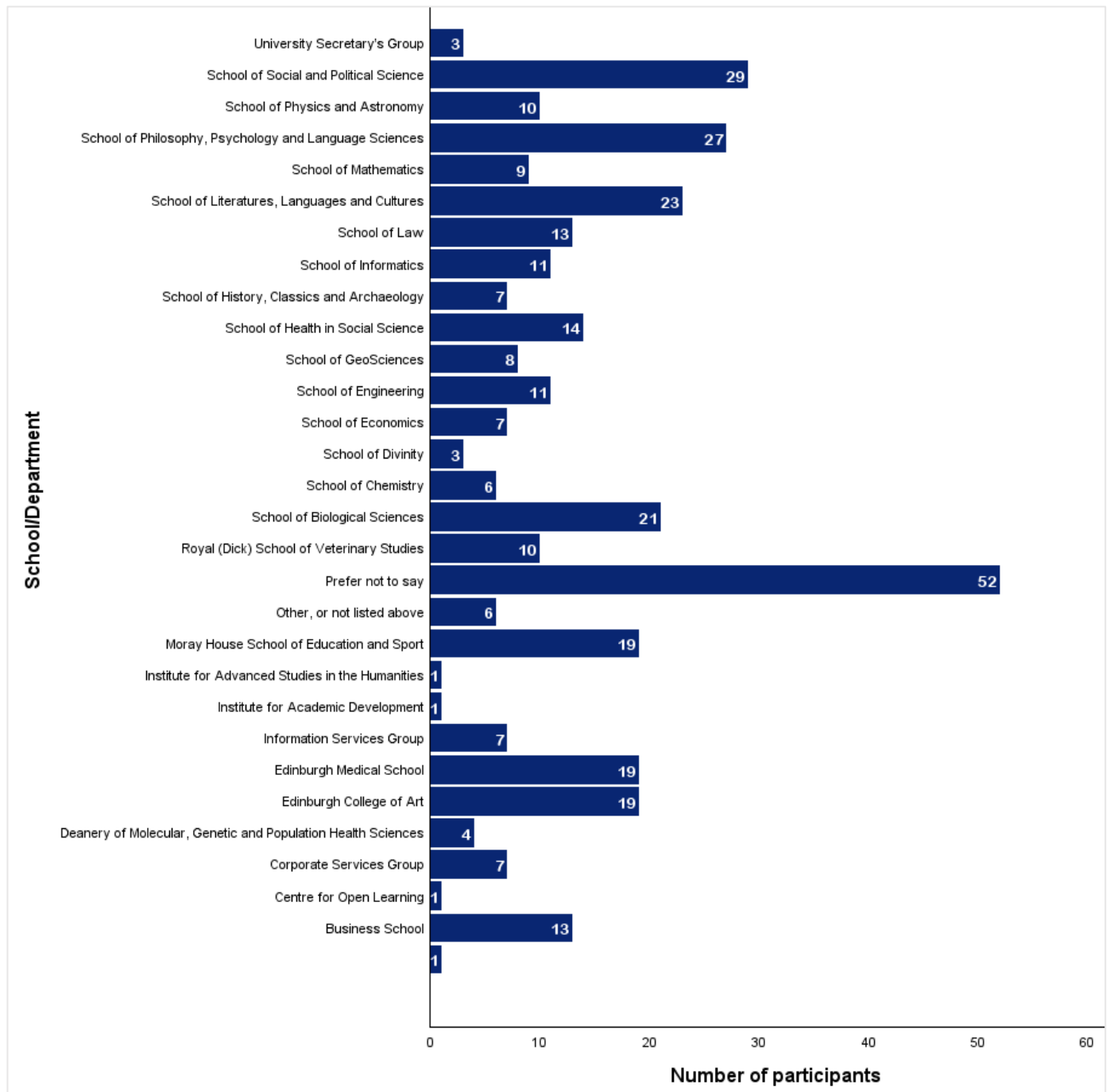


Figure 33. Number of participants from different school/departments

Figure 33 displays the number of years that participants have spent in the UoE.

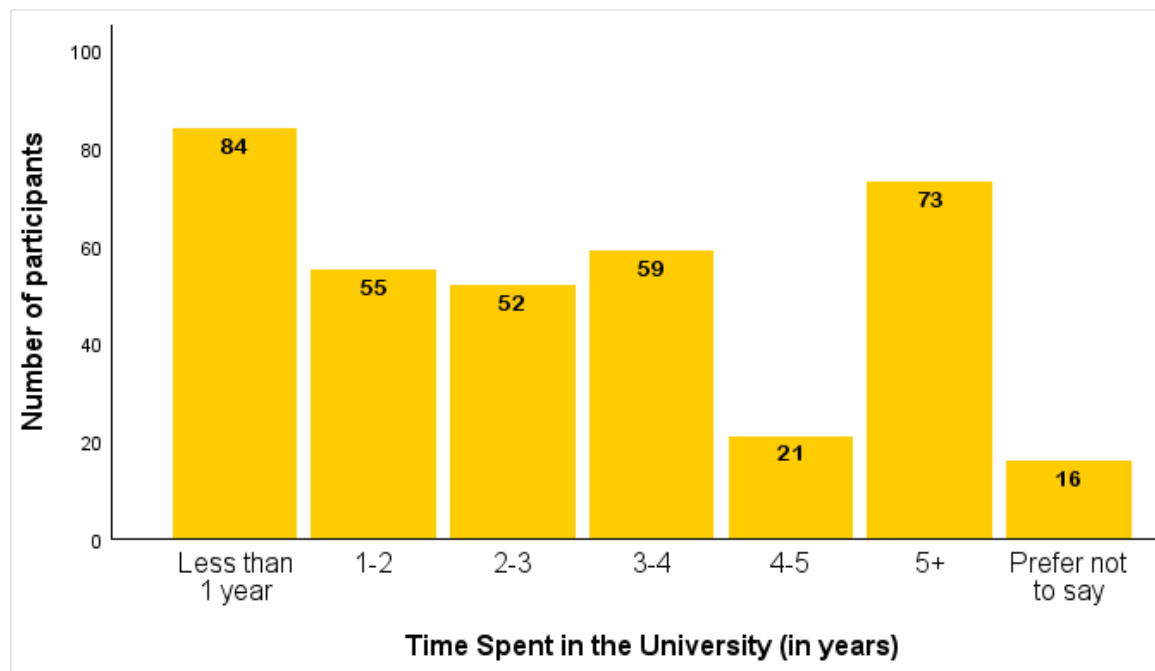


Figure 34. Number of participants by the duration they have spent in the University

Figure 34 below exhibits the number of participants by the highest qualifications they reported to have attained.

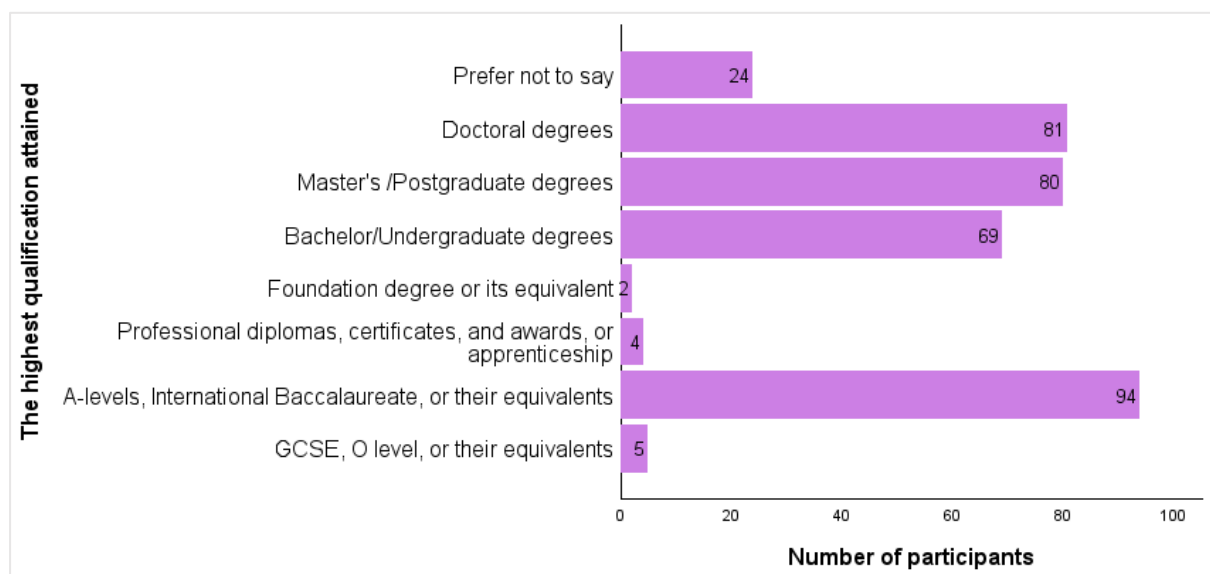


Figure 35. Number of participants by the highest qualifications achieved

6.2.2. Differences in experiences of racism between ethnic groups

The results yielded from the Q2 confirms our Hypothesis 1. Participants who self-identify as racially/ethnically minoritised experience racism whilst studying or working in the UoE (average score = 58.83, indicating a moderate level of experience of racism).

To test Hypothesis 2 and examine the difference between ethnic groups in the experiences of racism, a one-way ANOVA was conducted. The results indicated a significant difference ($F(21, 340) = 3.25, p < .001$).

Post hoc comparisons using the Tukey HSD test indicated that the mean scores for participants who self-identified as Black African ($M = 70.65$, $SD = 21.10$) experienced racism significantly more than participants who self-identified as white ($M = 40.05$, $SD = 9.3$, $p < .001$, $95\% CI = 8.29, 52.90$), as white British ($M = 35.83$, $SD = 10.72$, $p = .020$, $95\% CI = 2.41, 67.23$), and participants who did not disclose their race/ethnicity ($M = 45.57$, $SD = 21.91$, $p = .007$, $95\% CI = 3.32, 46.83$).

Participants who self-identified as Black Caribbean ($M = 73.33$, $SD = 16.33$) experienced racism significantly more than participants who self-identified as white ($M = 40.05$, $SD = 9.3$, $p = .039$, $95\% CI = 0.68, 65.89$).

Participants who self-identified as Chinese ($M = 58.95$, $SD = 19.33$) experienced racism significantly more than participants who self-identified as white ($p = .039$, $95\% CI = .41, 37.38$).

Participants who self-identified as Indian ($M = 66.81$, $SD = 21.61$) experienced racism significantly more than participants who self-identified as white ($p < .001$, $95\% CI = 7.83, 45.68$), as white British ($p = .037$, $95\% CI = .79, 61.16$), and participants who did not disclose their race/ethnicity ($p = .006$, $95\% CI = 2.96, 39.51$).

Participants who self-identified as Mixed – White and Black Caribbean ($M = 68.70$, $SD = 29.71$) experienced racism significantly more than participants who self-identified as white ($p = .026$, $95\% CI = 1.45, 55.85$).

Table 15 below exhibits the mean scorings for each of the ethnic groups.

Table 15. Mean scorings for experiences of racism in each ethnic group

Ethnic groups	Mean	SD	SE	95% Confidence Interval	
				Lower	Upper
Arab	64.36	14.22	4.29	54.81	73.92
Bangladeshi	64.14	27.74	10.49	38.49	89.80
Black African	70.65	21.10	4.72	60.77	80.53
Black Caribbean	73.33	16.33	6.67	56.20	90.47
Chinese	58.95	19.33	2.58	53.77	64.12
Gypsy or Traveller	77.00	8.49	6.00	.76	153.24
Indian	66.81	21.61	3.15	60.46	73.15
Latinx	51.67	4.93	2.85	39.41	63.92
Mixed - White and Asian	56.91	13.79	2.94	50.80	63.02
Mixed – White and Black African	58.40	15.37	4.86	47.40	69.40
Mixed – White and Black Caribbean	68.70	29.71	9.40	47.44	89.96
Others	58.45	20.30	3.65	51.01	65.90
Other Asian Heritage	58.56	20.39	3.27	51.95	65.17
Other Black Heritage	66.00	18.10	8.09	43.53	88.47
Other Mixed Heritage	59.07	19.66	3.72	51.45	66.69
Other White Heritage	51.71	6.82	2.58	45.40	58.03
Pakistani	61.43	10.81	4.09	51.43	71.43
White	40.05	9.30	2.13	35.57	44.54
White British	35.83	10.72	4.38	24.58	47.09
White Irish	46.50	2.12	1.50	27.44	65.56

White Scottish	38.67	12.86	7.42	6.73	70.61
Prefer not to say	45.57	21.91	4.78	35.60	55.54

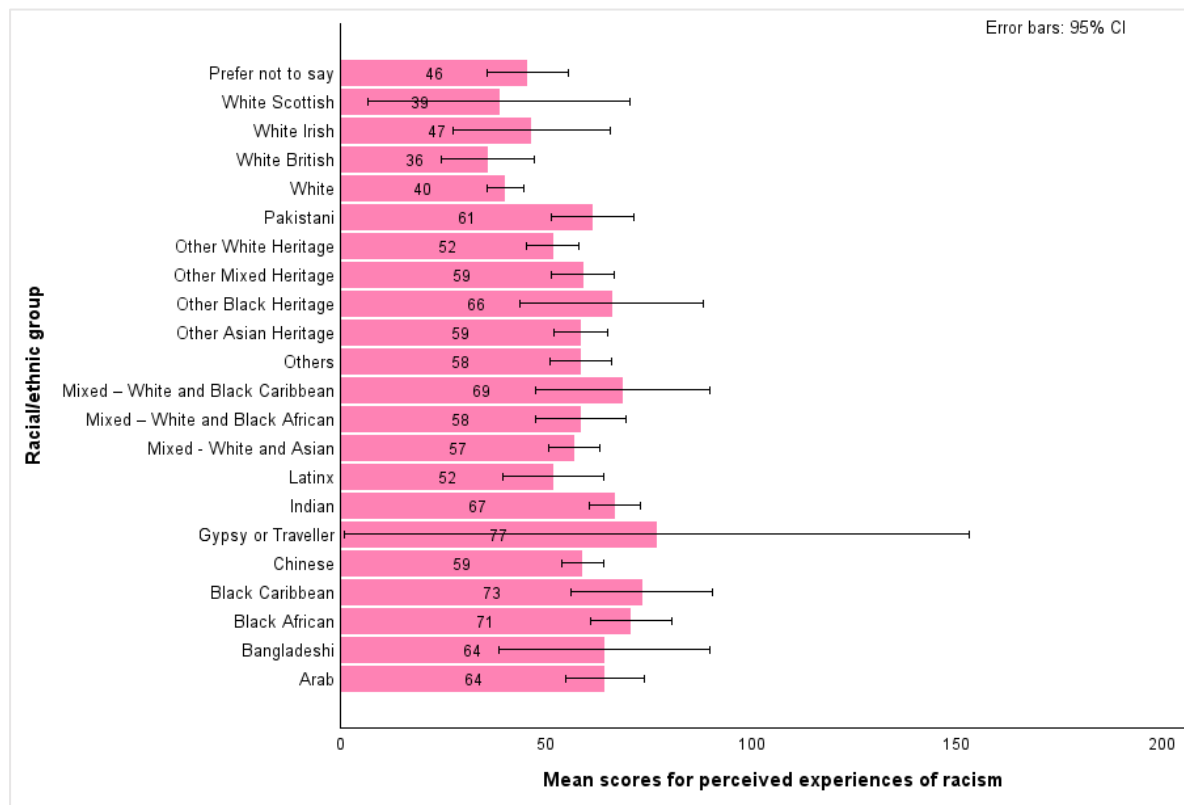


Figure 36. Mean scores of perceived experiences of racism for each ethnic group

6.2.3. Differences in experience of racism based on time spent in the University

To test Hypothesis 3, an ANOVA test was conducted to examine participants' experiences of racism based on their time spent in the University. No significant difference was found between ($F(6, 353) = 2.18, p = .044$). Descriptive summary for various durations spent in the university is provided below in Table 16.

Table 16. Average scorings for experiences of racism and time spent in the University.

Time spent in the University	Mean	SD	SE	95% Confidence Interval	
				Lower	Upper
Less than 1 year	55.89	18.90	2.06	51.79	60.00
1-2	55.91	17.96	2.42	51.05	60.76
2-3	61.25	19.86	2.75	55.72	66.78
3-4	63.14	19.19	2.50	58.13	68.14
4-5	58.86	18.06	3.94	50.64	67.08
5+	61.11	20.74	2.43	56.27	65.95
Prefer not to say	47.25	28.14	7.04	32.26	62.24

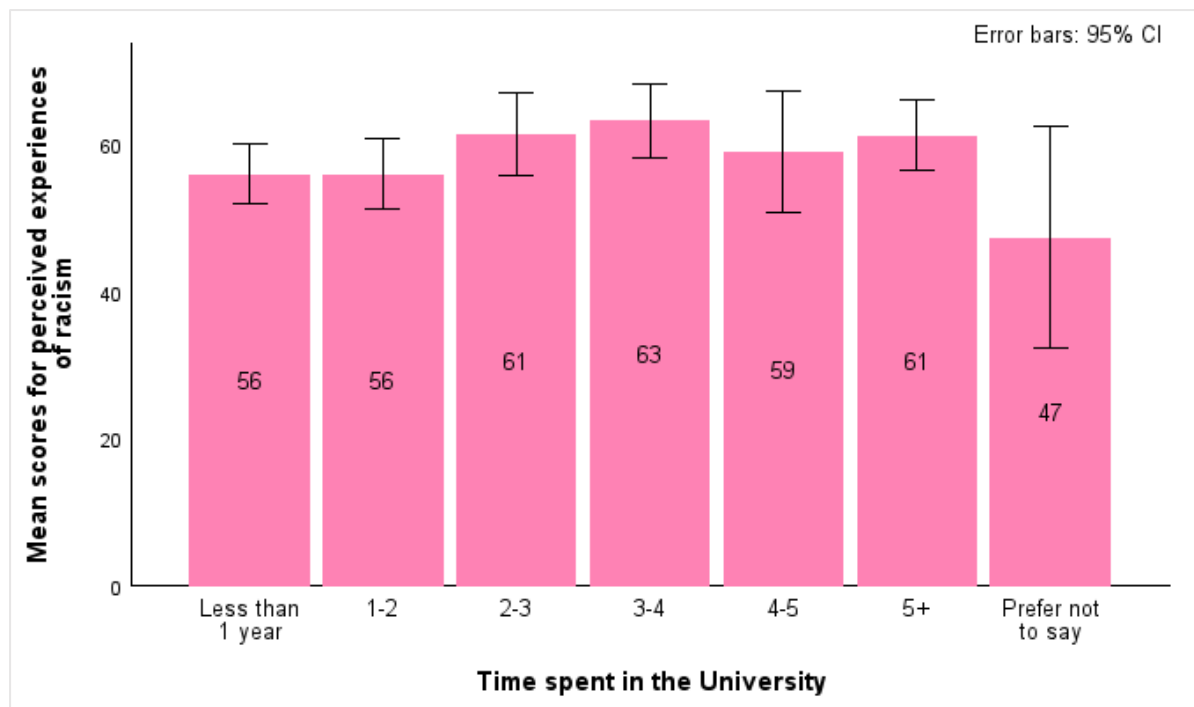


Figure 37. Perceived experiences of racism based on the duration participants have spent in the University

Additional one-way ANOVA tests were computed to explore the differences of participants' experiences of racism in relation to other factors.

6.2.4. Difference in experiences of racism between students versus staff members

No significant difference was found between the students' experiences of racism and staff members' experiences of racism ($F(1, 360) = .12, p = .730$).

Table 17. Average scorings for experiences of racism for students and staff members

Roles within the University	Mean	SD	SE	95% Confidence Interval	
				Lower Bound	Upper Bound
Student	59.11	20.205	1.332	56.49	61.74
Staff member	58.34	20.911	1.820	54.74	61.94

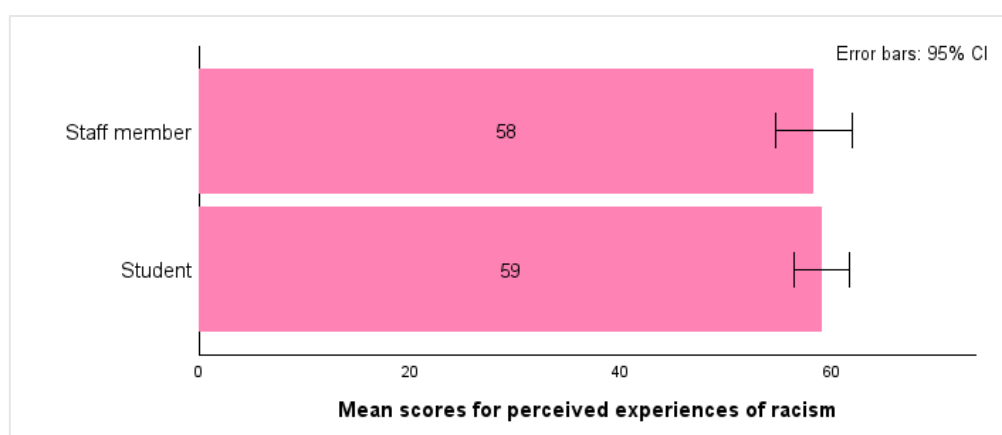


Figure 38. Mean scores in perceived experiences of racism for students and staff members

6.2.5. Difference in experiences of racism between gender categories

A significant difference of experiences of racism was found when taking into account participants' gender categories ($F(4, 357) = 2.94, p = .021$).

Post hoc comparisons using the Tukey HSD test indicated that participants who self-identified as Non-binary/third gender ($M = 70.80, SD = 32.68$) experienced racism more frequently in comparison with participants who did not wish to disclose their gender identity ($M = 48.19; SD = 23.89; p = .046, 95\% CI = .26, 44.96$).

Table 18. Average scorings for experiences of racism between gender categories

Gender categories	Mean	SD	SE	95% Confidence Interval	
				Lower Bound	Upper Bound
Female	59.42	17.82	1.21	57.03	61.80
Male	58.91	21.90	2.05	54.85	62.98
Non-binary/third gender	70.80	32.68	10.33	47.42	94.18
Prefer not to say	48.19	23.89	5.97	35.46	60.92
Not listed	41.60	35.57	15.91	-2.57	85.77

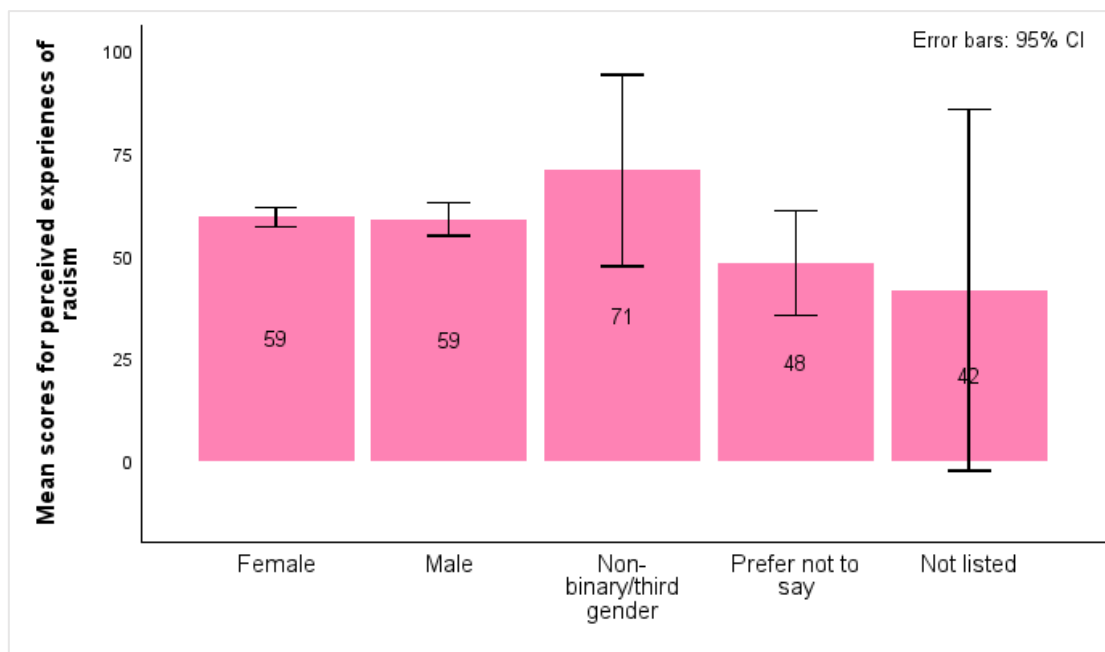


Figure 39. Mean scores in perceived experiences of racism for different gender categories

6.2.6. Differences in experiences of racism between age groups

No significant difference of experiences of racism was found according to participants' age groups ($F(6, 355) = 1.77, p = .105$).

Table 19. Average scorings for experiences of racism between age groups

Age groups	Mean	SD	SE	95% Confidence Interval
------------	------	----	----	-------------------------

				Lower Bound	Upper Bound
18-24	58.18	19.44	1.58	55.06	61.29
25-34	63.03	19.30	1.99	59.08	66.99
35-44	57.77	20.18	2.80	52.15	63.39
45-54	56.04	19.29	3.71	48.41	63.67
55-64	62.00	28.55	7.14	46.78	77.22
65+	49.50	6.95	3.48	38.44	60.56
Prefer not to say	48.35	27.30	6.62	34.32	62.39

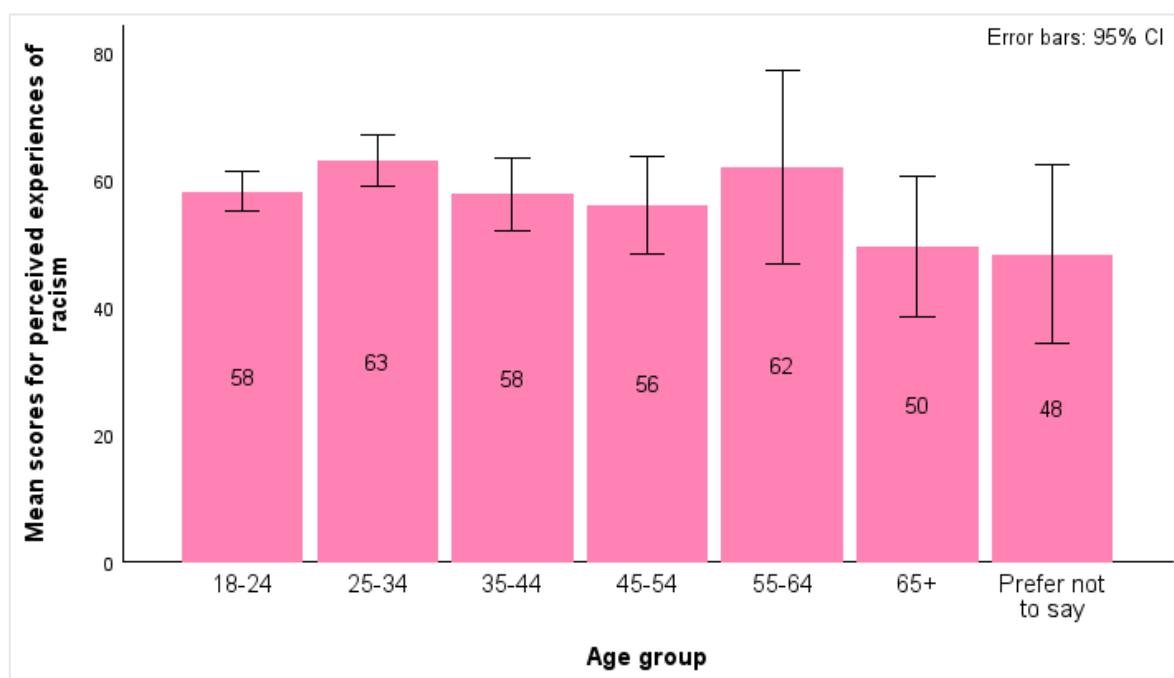


Figure 40. Mean scores in perceived experiences of racism for different age groups

6.2.7. Differences in experiences of racism between religion

A one-way ANOVA test was performed and a significant difference of experiences of racism was found in relation to participants' religious groups ($F(8, 352) = 2.18, p = .028$). Post hoc comparisons using the Tukey HSD test did not indicate where the significant difference lies between the religious groups. Table 20 below displays the descriptive summary for the average scores of perceived experiences of racism between participants' religions.

Table 20. Average scorings for experiences of racism between religious groups

Religious groups	Mean	SD	SE	95% Confidence Interval	
				Lower	Upper
Buddhism	67.67	24.80	8.27	48.60	86.73
Christianity, Catholic, Protestant, Baptist or Methodist	57.98	20.61	2.60	52.79	63.17
Hinduism	59.81	19.44	3.81	51.96	67.66
Islam	66.26	19.58	3.14	59.91	72.60
Judaism	41.71	12.50	4.72	30.15	53.27
No Religion	56.58	17.82	1.42	53.78	59.38

Sikhism	72.00	24.17	9.87	46.64	97.36
Prefer not to say	58.55	23.06	3.48	51.53	65.56
Others	57.44	26.40	8.80	37.15	77.73

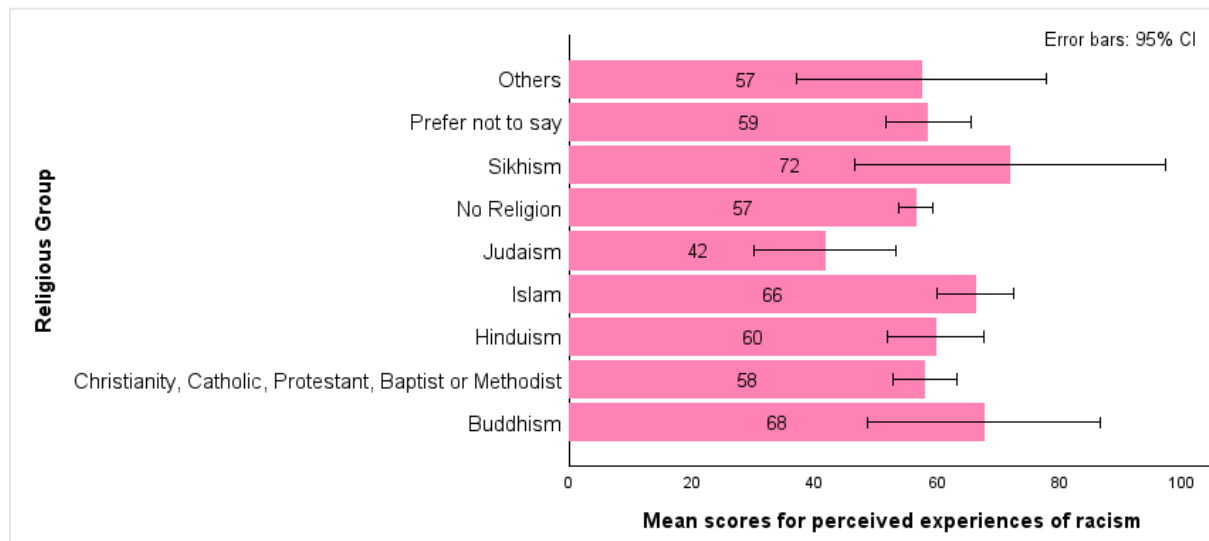


Figure 41. Mean scores in perceived experiences of racism for different religious groups

6.2.8. Differences of experiences of racism based on highest qualifications attained

A one-way ANOVA test was conducted and no significant difference was detected in the experiences of racism based on participants levels of qualifications ($F(7, 351) = 1.96, p = .059$).

Table 21. Average scorings for experiences of racism based on the highest qualifications that participants have attained

Qualification types	Mean	SD	SE	95% Confidence Interval	
				Lower Bound	Upper Bound
GCSE, O level, or their equivalents	66.00	31.15	13.93	27.32	104.68
A-levels, International	58.98	17.82	1.84	55.33	62.63
Baccalaureate, or their equivalents	50.75	19.65	9.83	19.48	82.02
Foundation degree or its equivalent	41.00	9.90	7.00	-47.94	129.94
Bachelor/Undergraduate degrees	58.39	20.73	2.50	53.41	63.37
Master's /Postgraduate degrees	58.86	18.06	2.02	54.84	62.88
Doctoral degrees	62.31	20.93	2.33	57.68	66.94
Prefer not to say	47.21	23.72	4.84	37.19	57.22

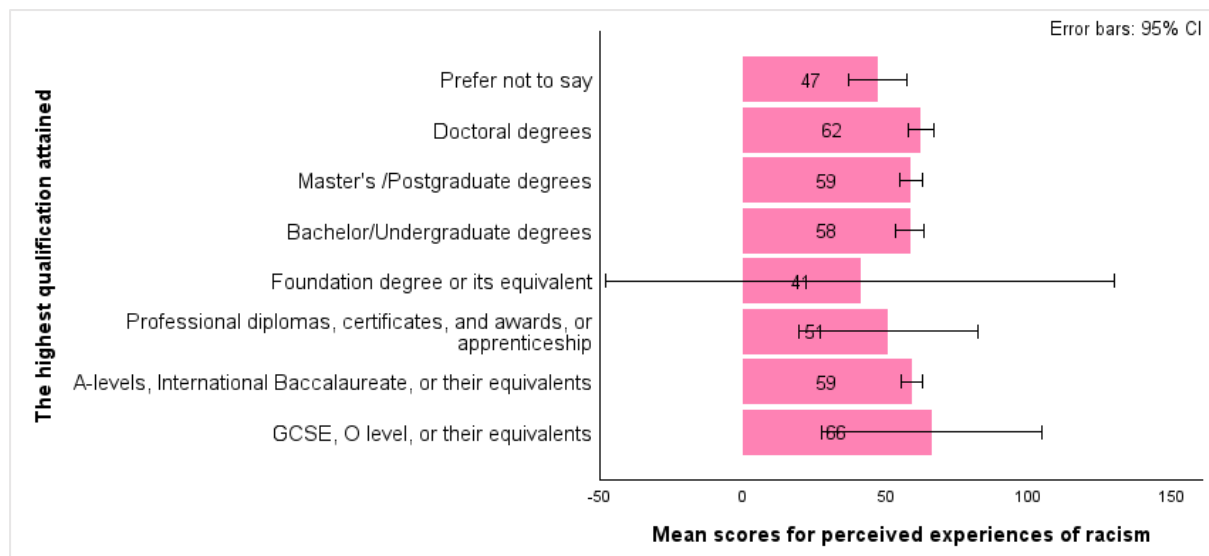


Figure 42. Differences in perceived experiences of racism based on the highest qualifications that participants have attained

6.2.9. Differences in experiences of racism between levels of academic achievements

A one-way ANOVA test was performed to examine the differences of student participants' experiences of racism depending on their average academic achievements. A statistically significant difference was found ($F(4, 223) = 4.50, p = .002$). Post hoc test could not be performed as at least one group had fewer than two cases, hence it is elusive where the significant difference locates between different academic achievements. Table 22 below displays the descriptive summary for the average scores of perceived experiences of racism based on different ranges of student academic achievement.

Table 22. Average scorings for experiences of racism based on student participants' academic grades

Academic grades	Mean	SD	SE	95% Confidence Interval	
				Lower	Upper
70 and above	59.70	20.00	1.91	55.92	63.48
60–69	55.63	16.29	1.83	51.98	59.28
50–59	78.67	24.77	7.15	62.93	94.40
40–49	95.00	NA	NA	NA	NA
Prefer not to say	58.27	23.92	4.69	48.61	67.93

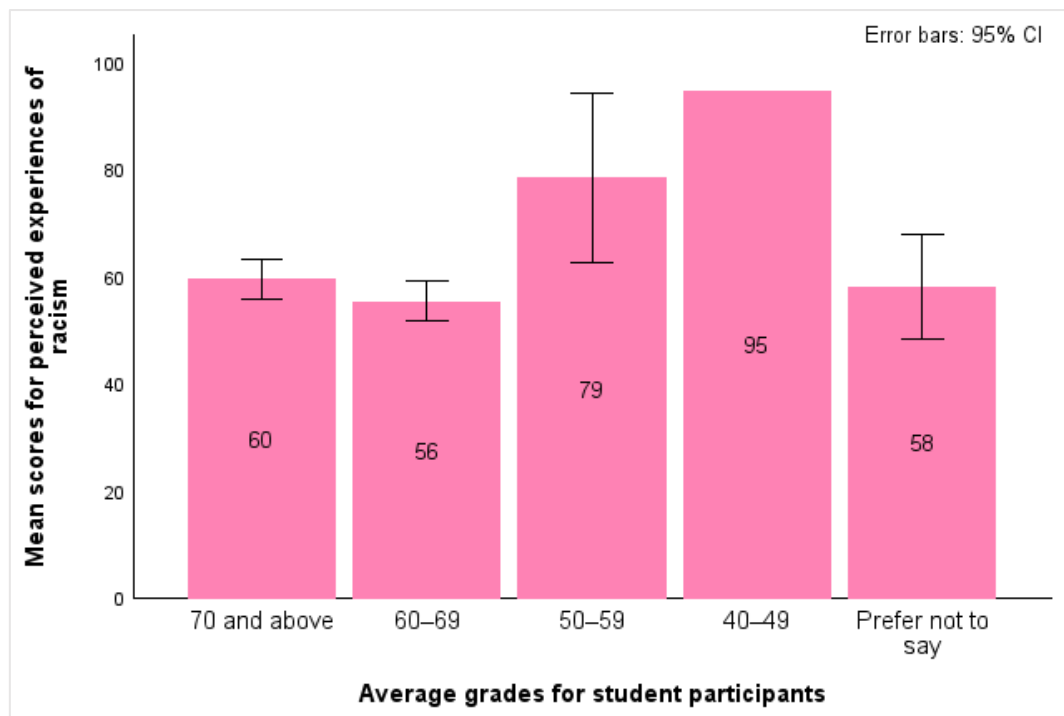


Figure 43. Perceived experiences of racism for student participants with different grade

6.2.10. Differences in experiences of racism based on staff members' contract type

An ANOVA test was performed and no significant difference of experiences of racism was found based on staff members' contract type ($F(5, 124) = .397, p = .850$).

Table 23. Average scorings for experiences of racism for staff members working on different contract types

Contract types	Mean	SD	SE	95% Confidence Interval	
				Lower Bound	Upper Bound
Fixed-term	59.14	18.65	3.11	52.83	65.45
Guaranteed Minimum Hour	63.00	31.17	15.58	13.41	112.59
Open-ended/Permanent	58.01	18.18	2.22	53.58	62.45
Part-time	52.50	9.95	4.98	36.67	68.33
Others	52.33	7.64	4.41	33.36	71.31
Prefer not to say	52.69	28.08	7.02	37.73	67.65

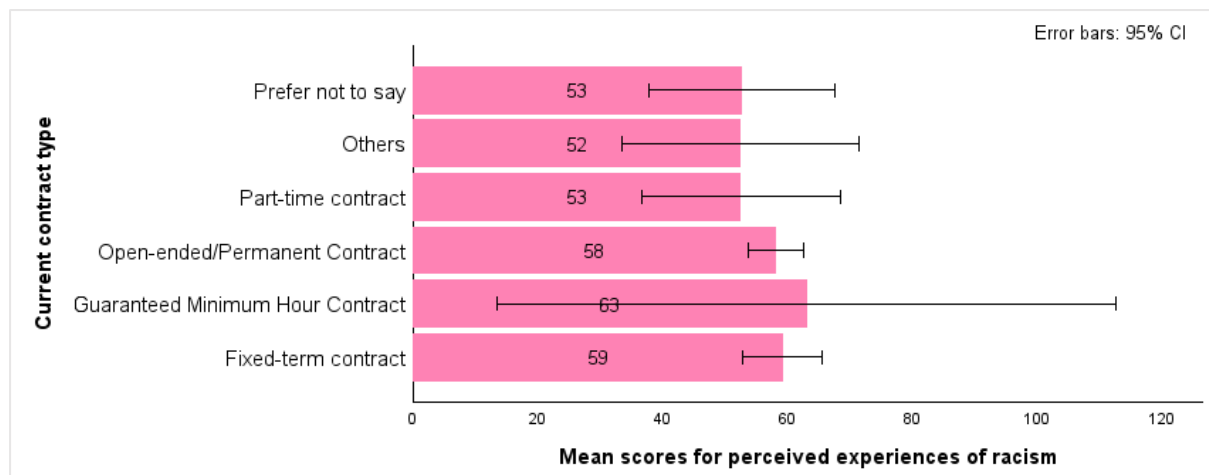


Figure 44. Perceived experiences of racism for staff participants working on different contract types

6.2.11. Differences in experiences of racism based on staff members' pay range

An ANOVA test found that no significant difference in experiences of racism could be found with respect to staff members' pay range ($F(9, 117) = .552, p = .833$).

Table 24. Average scorings for experiences of racism for staff members receiving different pay ranges

	Mean	SD	SE	95% Confidence Interval	
				Lower Bound	Upper Bound
20,000 and below	59.00	22.14	8.37	38.52	79.48
20,000 – 29,999	51.22	16.60	5.54	38.46	63.99
30,000 – 39,999	58.47	15.13	2.52	53.35	63.59
40,000 – 49,999	58.96	18.12	3.78	51.12	66.79
50,000 – 59,999	61.06	23.41	5.85	48.59	73.54
60,000 – 69,999	54.36	17.03	5.14	42.92	65.81
70,000 – 79,999	58.00	-	-	-	-
80,000 – 89,999	45.00	2.83	2.00	19.59	70.41
100,000 and above	41.50	7.78	5.50	-28.38	111.38
Prefer not to say	61.95	27.20	6.08	49.22	74.68

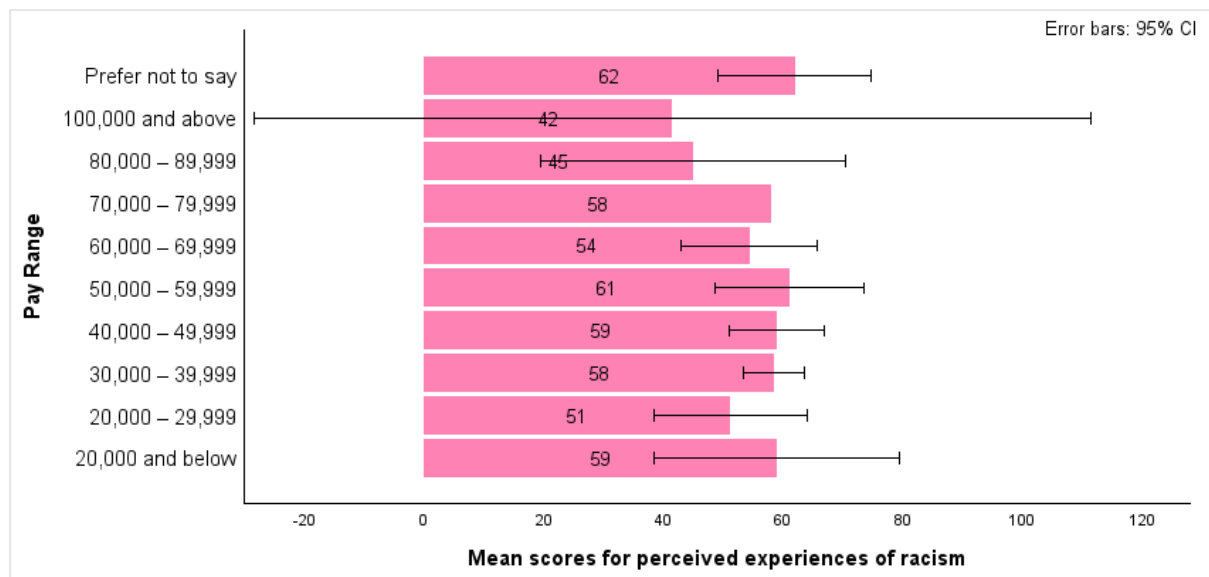


Figure 45. Perceived experiences of racism for staff participants on different pay range

6.2.12. Combined contributors to differences in the perceived experiences of racism

Univariate Analysis of Variance were performed to evaluate the effects of participants' ethnic group and other demographics, in combination, on their experiences of racism.

When taking into account the interaction between participants' ethnic groups and their roles within UoE, no significant interaction between participants' ethnic groups and their roles within UoE was detected ($F(20, 319) = .556, p = .940, \text{partial } \eta^2 = .034$).

In examining the interaction between participants' ethnic groups and their gender categories, no significant interaction was found ($F(34, 302) = 1.13, p = .289, \text{partial } \eta^2 = .113$).

When considering the interaction between participants' ethnic groups and age groups, no significant interaction was detected ($F(55, 279) = 1.34, p = .067, \text{partial } \eta^2 = .209$).

The interaction between participants' ethnic groups and religions was not significant ($F(51, 280) = 1.034, p = .419, \text{partial } \eta^2 = .158$).

Participants' ethnic groups and their time spent in the University did not yield a significant interaction ($F(71, 261) = 1.105, p = .285, \text{partial } \eta^2 = .231$).

Participants' ethnic groups and their highest qualification did not produce a significant interaction ($F(61, 269) = .890, p = .703, \text{partial } \eta^2 = .168$).

For student participants, their ethnicity and academic achievement did not interact significantly ($F(31, 171) = 1.097, p = .344, \text{partial } \eta^2 = .166$).

For staff members, their ethnicity and contract types had no significant interaction, ($F(24, 81) = .932, p = .560, \text{partial } \eta^2 = .216$), nor did their ethnicity and pay ranges ($F(38, 59) = .973, p = .530, \text{partial } \eta^2 = .391$).

6.2.13. Regrouped group differences in experiences of racism

As shown in Section 6.1.16., ethnic groups in this questionnaire study were regrouped in alignment with the University's Human Resource documentation (as collected and analysed by Obasanjo Bolarinwa for the 'Report on the University of Edinburgh Staff and Students from 2019 to 2023'). Figure 23 is reproduced below to illustrate the participants' ethnic groups before and after regrouping.

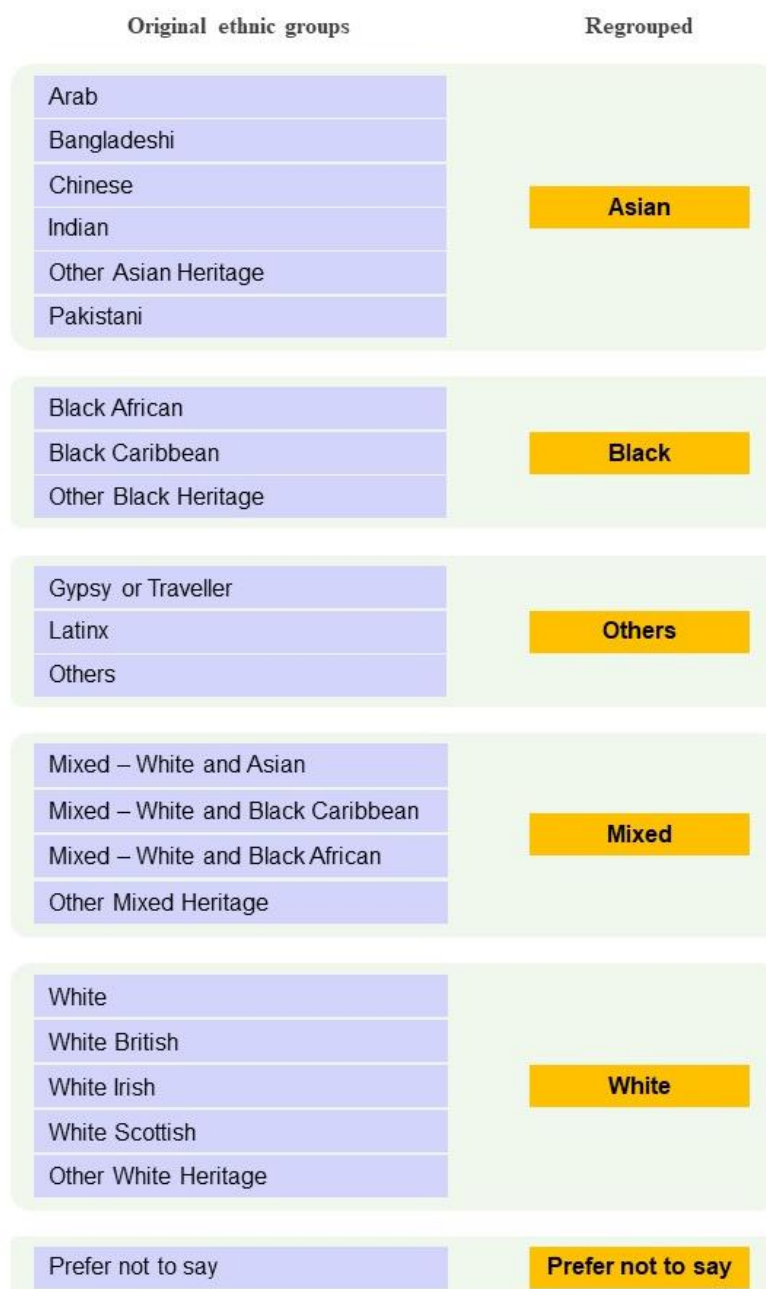


Figure 23 (reproduced). Participants' ethnic groups after regrouping

Table 25 below displays the number of participants in each new ethnic group.

Table 25. Number of participants in the regrouped ethnic groups

Ethnic groups	Sum	Proportion to the total number (in %)
Asian	167	46.1

Black	31	8.6
Mixed	70	19.3
Others	36	9.9
White	37	10.2
Prefer not to say	21	5.8

The bar chart below shows the numbers of participants in the new ethnic groups after regrouping.

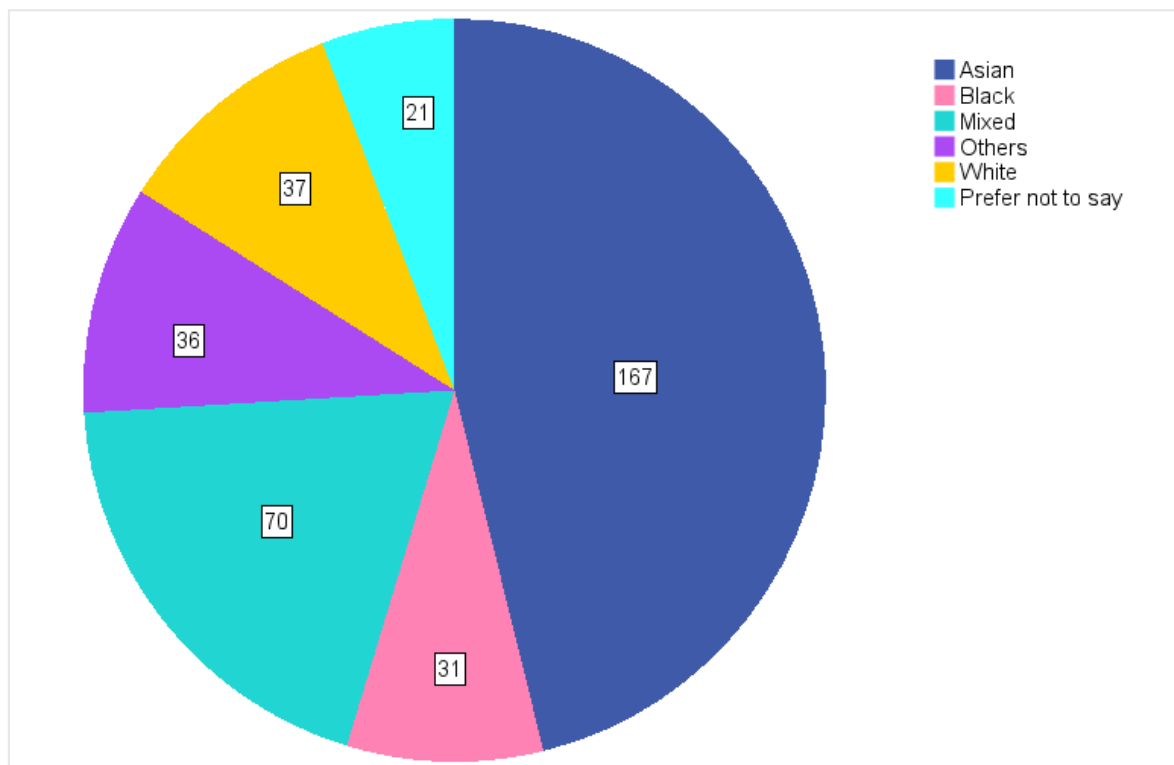


Figure 46. Numbers of participants in new ethnic groups

A one-way ANOVA was conducted to assess the re-grouped groups differences in perceived experiences of racism. A statistically significant difference was detected between ethnic groups' experiences of racism ($F(5, 356) = 10.91, p < .001$).

Table 26. Mean scores for perceived experience of racism for regrouped participants

	Mean	SD	SE	95% Confidence Interval	
				Lower Bound	Upper Bound
Asian	61.75	20.14	1.56	58.67	64.83
Black	70.42	19.37	3.48	63.31	77.52
Mixed	59.67	19.23	2.30	55.09	64.26
Others	58.92	19.50	3.25	52.32	65.51
White	41.81	10.25	1.69	38.39	45.23
Prefer not to say	45.57	21.91	4.78	35.60	55.54

Post hoc comparisons using the Tukey HSD test indicated that the mean score for participants who are of white background ($M = 41.81$, $SD = 10.25$) was significantly lower than participants whose ethnic groups are:

- Asian ($M = 61.75$, $SD = 20.14$, $p < .001$, 95% CI = -29.92, -9.96),
- Black ($M = 70.42$, $SD = 19.37$, $p < .001$, 95% CI = -41.98, -15.24),
- Mixed ($M = 59.67$, $SD = 19.23$, $P < .001$, 95% CI = -29.02, -6.70),
- Others ($M = 58.92$, $SD = 19.50$, $P = .002$, 95% CI = -29.96, -4.25).

The post hoc test also showed that the mean score for participants who did not disclose their ethnic groups ($M = 45.57$, $SD = 21.91$) was significantly lower than participants whose ethnic groups are:

- Asian ($M = 61.75$, $SD = 20.14$, $p = .004$, 95% CI = -28.89, -3.46),
- Black ($M = 71.41$, $SD = 19.47$, $p < .001$, 95% CI = -40.37, -9.33),
- Mixed ($M = 59.67$, $SD = 19.23$, $P = .039$, 95% CI = -27.76, -0.44).

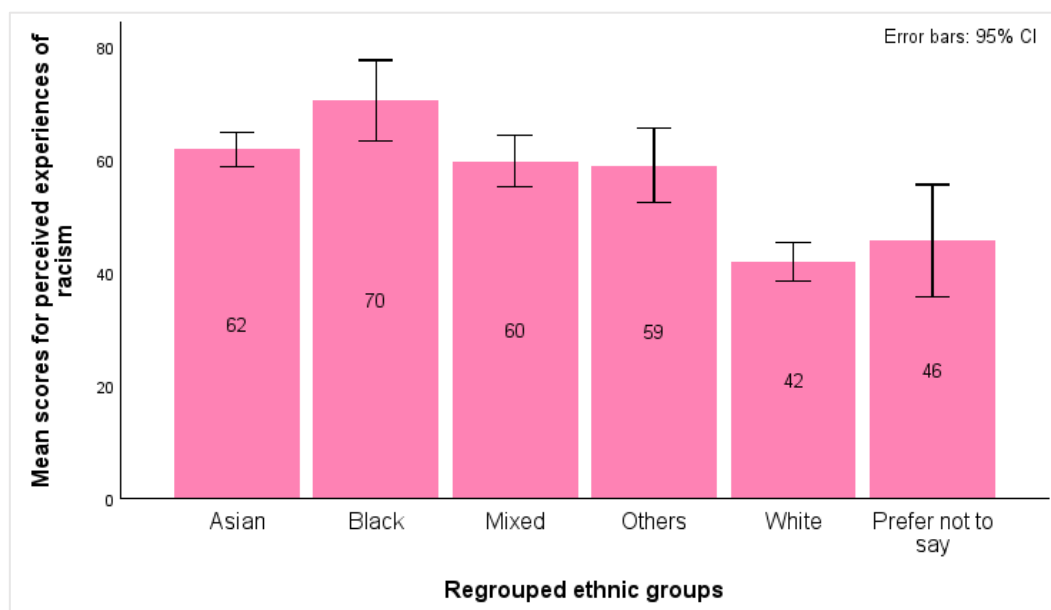


Figure 47. Mean scores for experiences of racism for regrouped ethnic groups

6.2.14. Emotional Responses

Questionnaire 2 asked participants to indicate their emotional reactions when they *last* experience racial discrimination, and when they experience racism in general. Each emotional response is rated on a 5-point scale, where rating 1 indicates 'not at all', 2 = 'a little a bit', 3 = 'moderately', 4 = 'very', and 5 = 'extremely'. Table 27 below shows the average rating of participant's emotional reactions when they last experience racial discrimination, versus their emotional responses in general. The mean scores for the emotional responses associated with the latest experience of racism were computed based on 342 responses (15 were missing).

Table 27. Participant's emotional responses when they experienced racism

Emotion	Mean	
	latest experience	in general
Angry	3.41	3.45
Hurt	3.16	3.06

Frustrated	3.58	3.55
Sad	3.01	2.98
Powerless	3.01	2.93
Hopeless	2.59	2.62
Ashamed	1.97	2.00
Isolated	2.83	2.81

The scores indicate that our participants experience moderate levels of anger, hurt, frustration, sadness, and powerlessness when they experienced racism the last time, and in general. They experience some level of hopelessness and isolated-ness. Feeling ashamed is the least rated emotion.

6.2.15. Coping responses

Participants were asked for their coping strategies when they *last* experience racism, and in general. Seven responses were provided, based on the original PRS. Table 28 below summaries the number of participants for each coping strategy.

Table 28. Participant's ways of coping when they experience racism

Coping strategies	Number of participants	
	latest experience	in general
Challenging the actor(s) or requesting an explanation from them	117	133
Accepting the situation, and keeping it to myself	123	142
Ignoring or forgetting it	130	159
Speaking to a trusted member of staff or colleague	69	86
Reporting it to the police	17	28
Telling families/friends about it	219	242
Avoiding the area(s) or similar situation(s)	137	170

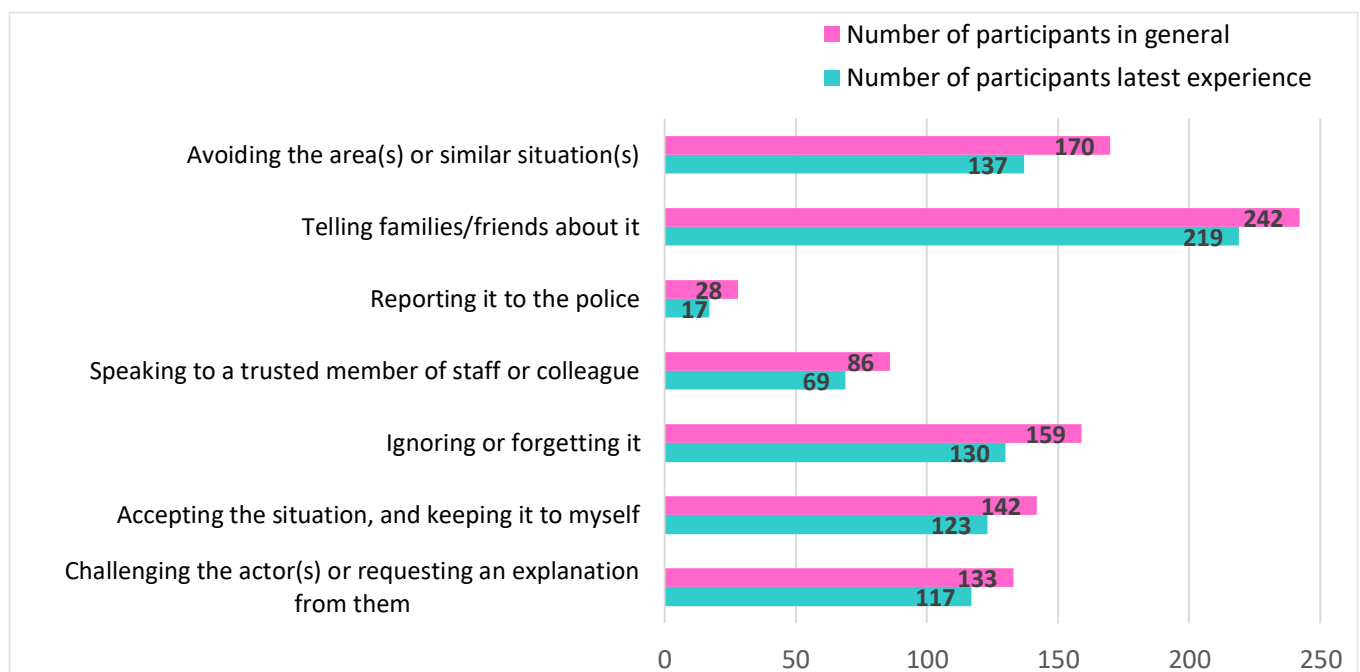


Figure 48. Participants' ways of coping with their latest, and overall, experiences of racism

6.2.16. Additional response from participants

In Questionnaire 2, open-text boxes (asking 'Could you tell us more?') were offered for participants to describe other ways of coping when they experience racism, should they wish to discuss. The responses were presented below. Comments that did not address what was asked by the questionnaire, or with an ostensibly ill intention to disapprove of the questionnaire, were excluded in this report.

When asked 'Could you tell us more' for the ways participants dealt with a *most recent* experience of racial discrimination, one participant who self-identified as Black Caribbean shared one specific event:

'It happened in Costco - emailed their customer support to explain that i had asked the same question as the white woman in front of me but was met with a rude response and having to do the task myself. The white woman on the other hand was greeted as "darling" and had the task done for her. It wasn't anything major, just wanted my pizza wrapped in clingfilm. Costco emailed and called to apologise which was weird because noone ever goes that far'

Another participant who self-identified as Black Caribbean also shared an incident:

'There was an incident in Costco and the member of staff wasnt rude but their actions spoke louder than words. Another customer in the same postion as I was in was treated better than I had been and the language was more inviting. The situation was report to Costco online straight after as it was the first time that I'd felt racially discriminated against when shopping in Costco. Their complaints team got back to me via email and then called to talk about what happened. They apologised and reassured me that this would be taken further and relevant measures would be taken to prevent this happening again.'

One participant (self-identified as other ethnically minoritised background) compared and reflected on their experience when they were a student and now a tutor:

'I have experienced these feelings in the University mainly when I was a postgraduate student in [Name of a School]¹⁴. I am now a tutor hence the reason of ticking of the initial box of the questionnaire but I think this is important. I now as a tutor try to constantly reflect about this experience from my role trying NOT to inflict the same treatment to my students...'

Another participant who self-identified as white shared:

'I created a survey like this one and then helped write a report and action plan to help reduce racism at my work place. This was partly motivated by racism I had experienced and witnessed'.

¹⁴ Masked to protect the participant's identity.

One participant who self-identified as white described in detail what they would do when they experience racial discrimination:

‘Make sure to note who, what and where it occurred and assess whether it is a company/institutional issue or individual. Deciding further interactions and engagement for myself and my network based on my assessment. If providing feedback is an option, I will state that I am removing myself/no longer affiliating as I do not wish to align with racist behaviour or policies. This survey is rather binary, as was the other one from the same researcher. Being white presenting I am often not assumed a minority, I also have no way of being certain about why I have or have not been included or excluded, racial biases are rarely openly expressed’.

Another participant who self-identified as Mixed – White and Asian wrote:

‘Most people do not treat me differently than my peers. It’s regrettable when someone does, though it exceedingly rare. In truth, so long as I feel I am not in physical harm, I find these situations funny - perhaps I know the majority now stands beside me. This does not apply when someone from a minority background feels upset or distressed, where I respect and support them. My biggest concern is that white colleagues now are afraid to speak freely, and constantly censor themselves in a misguided attempt at so-say ‘equality’ - DEI should not be at the expense of free speech where the speech is not harmful’.

Participants also reported actions such as ‘Angrily confronting’, ‘Reported it to the University Support and Report system’, ‘Avoiding interacting with those people again’, and ‘taking a year out from my study’.

There are also participants who claimed no experience of racism. For instance, one participant wrote ‘I have never felt racially discriminated in any way or form in the University or in any other place’.

When asked ‘Could you tell us more’ for the ways participants dealt with their experiences of racism *in general*, three participants reported turning to social media or online platform to seek support. One participant wrote ‘SOCIAL MEDIA TIRADES’, one participant reported ‘I talk to my community online’, and the other participant shared

‘I do usually post about the experience on social media to inform others. I never feel safe addressing racism especially when I’m the only racial minority present.’

A member of staff wrote:

‘I work within the University but in spite of my excellent performance when a student (distinction graduation) in my specific field at [name of a School], I avoid applying to vacancies within that specific department to avoid having to interact with these specific staff members that were racist in their behaviour towards me and other students there. Racist behaviour is very difficult to prove or explain....’

Other responses collected are ‘Reported to the University Support and Report system’, ‘Showing empathy and solidarity toward victims of discrimination and offering support’, ‘Use

humor/self-deprecation/facetious acceptance of stereotypes as a coping mechanism’, and ‘for the university to know. I have access and funding for the specialised and decolonised therapist’.

A participant who self-identified as a member of other ethnically minoritised background claimed ‘Can’t say. I have never felt racially discriminated in any way or form whilst leaving in Europe’.

7. Discussions

7.1 Implications of Questionnaire 1’s findings

Questionnaire 1 incorporates items from two established questionnaires, the Color-Blind Racial Attitudes Scale (CoBRAS) and the Motivation to Control Prejudiced Reactions. It aimed to capture members of the University’s attitude towards racially and ethnically minoritised communities. The study was guided by two hypotheses:

- i. There is group difference in attitudes towards members who are racialised and ethnically minoritised.
- ii. Participants who self-identify as white show higher levels of racial prejudice and negative attitudes compared to participants of other ethnic backgrounds.

The questionnaire responses and results confirmed Hypothesis I, where a difference in attitude was found between participants of different ethnic groups. As illustrated in section 6.1.3., participants who did not disclose their ethnic background scored significantly higher, indicating a higher level of prejudiced attitude toward racially and ethnically minoritised members.

The findings rejected Hypothesis II, as participants who identify themselves as white did not show more prejudiced attitude and thoughts towards members of the racially and ethnically minoritised.

To align our data with the University’s Human Resource data (collected and analysed by Obasanjo Bolarinwa for the ‘Report on the University of Edinburgh Staff and Students from 2019 to 2023’), ethnic categories in the questionnaire were regrouped for an additional statistical test. The results, again, supported Hypothesis I but rejected Hypothesis II. The findings also showed that participants who did not disclose their ethnic background displayed more prejudiced attitude against members of the ethnically/racially minoritised backgrounds. This indicates that race/ethnicity remains determinant in explaining the varied attitudes between groups. We would also like to argue that by choosing not to provide information for their race/ethnicity, these participants treat their attitudes as attributable to their racial/ethnic backgrounds.

Further statistical analyses were performed to explore other elements that may account for the group differences in attitude. We discovered that participants’ roles within the University (students vs. staff members, see section 6.1.4.), gender categories (see section 6.1.5.), age groups (see section 6.1.6.), time spent in the University (see section 6.1.7.), religious groups (see section 6.1.8.), qualification levels (see section 6.1.9.), staff members’ contract types (see section 6.1.11) and pay ranges (see section 6.1.12.) accounted for the varied levels of attitude.

On average, students reported more prejudiced attitude comparing to staff members. This pattern is mirrored in participants' average scorings by age groups. Participants of '18-24' age group scored 81.44 on average. Most of the participants in this age group are students, with the highest qualifications attained being 'A-levels, International Baccalaureate, or their equivalents' and 'Bachelor/Undergraduate degrees'. The average scores for attitude lowered for participants in age groups '25-34' and '35-44', who reportedly hold at least 'Master's /Postgraduate degrees' or 'doctoral degrees'. The level of attitude also reduces by the level of qualification, wherein participants with 'doctoral degrees' scored 74.91 on average, in comparison with participants with 'Master's /Postgraduate degrees' (mean score of 78.74).

In line with existing research (Hartlep & Lowinger, 2014; Hughes & Tuch, 2003; Smith, Senter, & Strachan, 2013), this questionnaire's investigation showed that participants who identified as male displayed more racial prejudice than their female counterparts. We also received most of the questionnaire responses from female participants (n = 313) than participants from other gender categories. This indicates that participants who self-identify as female are not only more concerned with this project ('*Decolonised Transformations*'), but are also more willing to contribute to the findings and more favourable toward members of the racially and ethnically minoritised backgrounds. Future equality training and workshop on equality, diversity, and inclusivity, and education on decoloniality, should be designed to engage with male members more.

Further analyses also revealed that participants who have spent 3-4 years studying or working within the University reported a significantly higher level of prejudiced attitude (see section 6.1.7.). The majority of these participants also self-identified as students. Three to four years ago (from the time when the questionnaire was distributed: 2023-2024) matches the start of the lockdown and the Covid-19 pandemic. During the spring term of 2020, and the academic year of 2022-2021, most of the teaching was delivered remotely. Many students could not travel to Edinburgh and had to study at home. Access to the majority of the University buildings, resources and facilities was under restriction. The restriction also applied to social and intergroup contacts, which make up a crucial part of the university experience. According to existing research on intergroup contact (Crystal, Killen, & Ruck, 2008; Pettigrew, et al., 2011; Van Assche, et al., 2023), increased intergroup contacts – direct or indirect – reduces prejudice. This temporal and societal context could potentially explain the significantly higher scoring on prejudiced attitude for participants who have joined the University for 3-4 years. It also implicates that social contacts in higher education setting may be crucial in reducing racial prejudice. Future and follow-up research is needed to testify this explanation.

The synthesised findings provide directions for future actions on decolonisation, as well as improving and working toward racial equality. As the results suggest, education is pivotal in reducing people's prejudiced attitude toward members of racially and ethnically minoritised groups. Intergroup contacts also appear to be key in moderating members' perception and attitude toward members of a different ethnic and racial background. It is thus useful to consider how best to design the pedagogy, various aspects of student life (e.g., across learning, accommodation, and more) and staff support, and the campus to foster an integrated and dynamic space, and encourage intercultural and intergroup integration.

7.2 Implications of Questionnaire 2's findings

Questionnaire 2 consisted of items from the Perceived Racism Scale (PRS). It aimed to measure racism experienced by members of racially and ethnically minoritised communities and those who are from areas of the world that have been directly and continuously affected by European-led colonialism and enslavement. Three hypotheses were examined:

- i. Participants who self-identify as racially/ethnically minoritised experience racism whilst studying or working in the UoE.
- ii. Participants of different ethnic backgrounds experience different levels of racism.
- iii. The longer a participant studies or works at the university, the more frequently they experience racism.

The questionnaire responses and results confirmed Hypothesis I, as participants who self-identify as racially/ethnically minoritised experience racism whilst studying or working in the UoE.

The findings also confirmed Hypothesis II, as group differences were detected in experiences of racism. As shown in Table 15/Figure 35 (section 6.2.2.), participants who self-identified as Black African, Black Caribbean, Chinese, Indian, and Mixed – White and Black Caribbean experience racism more than their white counterparts.

Both of these hypotheses were further supported after participants' ethnic groups were re-organised (See Table 26./Figure 4.7, Section 6.2.13.). Group differences in the experiences of racism were found, and participants of white background experienced less racism compared to participants of Asian, Black, Mixed, and Other backgrounds.

Hypothesis III was rejected, as no significant difference in experiences of racism was found taking into account the number of years participants have spent in the University. This provides insights into the prevalence of racism on campus, which is not dependant on how long a member has been in the University (and therefore has had more interactions with people from other ethnic or racial communities).

Additional statistical analyses provided further evidence for the pivotal role of race/ethnicity in determining a participant's experiences of discrimination. No differences in experiences of racism were found between students and staff members (see section 6.2.4.), different age groups (see section 6.2.6.), participants holding different levels of qualifications (see section 6.2.8.), staff members working on different contract types (see section 6.2.10.) and receiving different pay range (see section 6.2.11.). These findings provide clear evidence for participants' race and ethnic backgrounds being a strong determinant of their varied experiences of racism. The synthesised findings imply that racism is phenomenal in both learning and work environments, and embedded in various dimensions of university life.

Questionnaire 2 also requested participants to indicate how they cope with their recent and general experiences of racism. The findings revealed that telling families or friends about experiences of racism is the most common coping strategy used by our participants, for both recent and general experiences of racism. Around half of the participants reported the coping strategies of 'challenging the actor(s) or requesting an explanation', 'accepting the situation and keeping it to themselves', 'ignoring or forgetting it', and 'avoiding the area(s) or similar situation(s)' (see Table 28, section 6.2.15.). Reporting racism to the police was the least common way of responding to racism. There are two possible explanations for this. First, participants may not have perceived their experience, and the discrimination, as having

involved a criminal act and therefore not worth reporting to the police. Second, discursive psychologists have shown that reporting racism is challenging in many institutionalised and formalised settings (Kirkwood, McKinlay, & McVittie, 2013; Xie, 2023; 2024; Xie & Durrheim, 2024).

Participants' reported responses to experiences of racism also suggest that support from colleagues or members of staff from the university was not often sought. As shown in Table 28 (section 6.2.15.), only 69 participants indicated 'Speaking to a trusted member of staff or colleague' when they last experienced racial discrimination. And 86 participants chose this option for general experience of racism. This implies a lack of, and potentially inadequate, support from staff members in the University. It may as well be that the participants did not feel comfortable seeking help from their tutors, supervisors or colleagues in the University. According to Xie (2023), 'the experience of racism, and the entitlement to know and claim such experience, tie with not only a person's victimhood, but also historically, culturally and categorially who (or which group of people) is more likely to be targeted and abused racially' (p. 1482). As Bolarinwa's 'Report on the University of Edinburgh Staff and Students from 2019 to 2023' shows, ethnically and racially minoritised staff members are under-represented in the University. Sharing experiences of racism with the white majority may not therefore be received with empathy and handled sensitively, because white people are 'historically and culturally privileged [... and] members who are less likely to be targeted' (Xie, 2023, p. 1482). Therefore, increasing the number of staff members from ethnically and racially under-represented background can be crucial in building rapport and trust with students and staff members (of ethnically minoritised backgrounds), helping to improve the experiences of reporting racism, and providing support for members who experienced racism.

In open-boxes, we asked participants to provide further information about how they cope with their recent and general experiences of racism. We found that one participant has reported experiencing racism in a setting outside of the University. This is important for the University to consider in creating a safe and equal space for all members. University life is inseparable and very much integrated with a person's everyday life in Edinburgh. The campus of University of Edinburgh is situated in the hub of the Edinburgh city. It therefore requires a collective community effort to decolonise the University of Edinburgh, the city of Edinburgh and foster a space that welcomes members of all backgrounds.

7.3 Reflections

The response rate for both questionnaires was lower than expected. Although the numbers of participants for both questionnaires were statistically strong and yielded reliable results¹⁵, caution should still be taken when generalising the findings. This is so for two reasons.

First, members of the university, especially students, are in constant flow. There are many determinants for a person's prejudice and attitude, and some determinants may play a role before a student or staff member joined the University. To track member's racial attitude and explore how it changes (or not) over time, a longitudinal study may be considered in the future.

¹⁵ Ideal sample size for our project (with a 95% confidence level and 5% margin of error) is 384. Our final sample sizes for Questionnaire 1 is 585, and for Questionnaire 2 is 362.

Second, it is reasonable to assume that participants who took part in the questionnaire studies are concerned with, and willing to support, the project 'Decolonised Transformations' and racial equality in general. This is supported by communications we received from participants and colleagues over the course of data collection.

We did not obtain ethical permission to reproduce and share these personal communications publicly, hence we will only provide an anonymised gist for some of these messages. Some participants, after taking Questionnaire 1, wrote emails to us and expressed their support and gratitude for this investigation. For instance, they commented that this project is 'important work', 'is really important the university does this work', and 'it's a wonderful project'. Many of them also expressed well wishes to 'this important work'

Furthermore, some participants took their time to help us improve the questionnaires by offering suggestions for improvement. For instance, some participants wrote to the researcher collecting data and explained that they chose 'Prefer not to say' or 'Other, not listed' for the School/Department information because theirs is not listed (see Figure 8 in section 6.1.2., and Figure 32 in section 6.2.1.). They provided the researcher with further details to refine the options for School/Department. This resulted 'University Secretary Group', 'Estate Group' and independent research institutes being added to the options. The researcher also spoke with participants who requested a meeting. Having reached out to, and had conversations with, the researcher further demonstrates that participants who completed the questionnaires were favourable toward the project.

We occasionally received emails from members of the University who expressed their disagreement with the project and the questionnaire. Similarly, during the piloting (June–August 2023), some volunteers wrote to the researcher collecting data and expressed that they could not, or did not, wish to finish the questionnaire for various reasons. These personal communications thus exemplify that our samples are not likely to be representative of the entire population of the University, and their attitudes and experiences of racism.

The data collection period for both questionnaires was relatively short. Although the online questionnaires were published in November 2023, the university-wide recruitment only began in March 2024 (and the highest numbers of responses were recorded in March 2024 for Questionnaire 1). Data collection for Questionnaire 2 was extended until 6 September 2024, after the first period of data collection (which ended on 31 May 2023). The extension only yielded four new responses. The challenges of recruiting participants for questionnaires can be a result of response fatigue. Some schools and departments distribute similar surveys to address equality or cultural diversity issues locally, and on regular basis (e.g., once every other year). Other projects, such as the results reported in the 'Thematic Review 2018–19: Black and Minority Ethnic Studies', also suggest that investigations on racial inequality within the University is not novel. This could contribute to participant fatigue in responding to these questionnaires. Future projects should consider synthesising findings from existing projects.

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