

EDI Race Equality and Anti-Racist (REAR) Sub-Committee

Tuesday 11th May 2021, 10pm MS Teams

Attendees

AKINOLA Janka, Aisha - BlackEd

BEVAN, Charlie – MasterCard Foundation Program, Edinburgh Global

BLACKING, Thalia – Co-Chair of E&D Group, Roslin Institute

CATTELL, Laura – Head of Widening Participation

CHIGUMBA, Mukai – BlackEd

CREIGHTON-OFFORD, David - EREN

CURRY, Tommy – co-opted in, School of Philosophy, Psychology and Language Sciences

DE SILVA-WILLIAMS, Deepthi – Communications and Marketing

DOUGHTY SHENTON, Dahlia – CMVM

GIEBAN-GAMAL, Emma, CAHSS EDI Committee

GREWAL-KANG, Gurpreet, Student Admissions, R(D)SVS & The Roslin Institute

HALLIDAY, Karen – CSE E&D Convenor, College of Science & Engineering

HALL-LEW, Lauren – Women of Colour Staff Network

HOLTAN, Johanna – Co-Convenor

IRAKOZE, Martine – BlackEd

LIKONDE, Samantha – Incoming BAME EUSA Liberation Officer

LIU, Sarah – BAME Network

MCCROSSAN, Niamh – EUSA VP Welfare

MEER, NASAR - RaceEd

NGOBENI, Ayanda – BME EUSA Liberation Officer

PINNICK, Timmy – BlackEd

REILLY, Liz – Director of Philanthropy & Donor Relations, D&A

ROWLAND, Nick – Edinburgh Global

ROWSON, Emma – SRA sub-programme, SEP

SANTAYANA, Vivek – Joint Unions Liaison Committee

SENA, Emily – EREN

SHIRLEY Jefferson – Student Recruitment & Admissions

TAO Can – Racism Unmasked Edinburgh

TURNER, John, Dr – Director, Institute for Academic Development

VADASAIRA, Shaira – RaceEd

In attendance

CUNNINGHAM-BURLEY, Sarah – UoE EDI Lead

JAWAS, Shireen – PA to Sarah Cunningham-Burley, UoE Lead for EDI – Admin Support

1. Welcome and apologies

Rowena Arshad (RA) welcomed everyone to the meeting, in particular new members Samantha Likonde (SL) incoming BAME EUSA Liberation Officer and Olivia Hale (OH), College of Science & Engineering who sends apologies for this meeting. Welcome too to guest speakers Nick Rowland (NR) from Edinburgh Global, and Gurpreet Grewal-Kang (GGK) from Royal (Dick) School of Veterinary Studies (R(D)SVS) . Apologies received from Olivia Hale, Mohini Gray, Rashne Limki, Caroline Wallace and Robbie Willis.

RA expressed thanks to Ayanda Ngobeni for her contribution to REAR in her capacity as BAME EUSA Liberation Officer, and to a Niamh McCrossan EUSA VP Welfare, as this would be the last meeting for both in the roles.

RA introduced Emily Sena (ES) as the new co-Convenor of REAR (alongside Johanna Holtan JH) from this point forward. RA thanked all those involved in REAR for their contribution in the last year. Sarah Cunningham-Burley dropped into the meeting to express her sincere thanks to RA in particular for her efforts in the last year in getting the REAR committee set up and running.

2. Minutes of the last meeting and matters arising.

Action	Owner	Update
<i>Circulate recommendations for ways to start improving BAME attainment gap to committee</i>	<i>MG</i>	<i>Not done yet, SJ to chase</i>
<i>Compare MasterCard scholar outcomes with those students of a similar background and share with MG</i>	<i>JH</i>	<i>JH to update at this meeting</i>

Other actions to be addressed at this meeting.

3. Review of progress on 5 areas agreed by University Executive

BAME counsellors

2 full time counsellors have been appointed, the start date of the third appointment is still to be confirmed. Third party providers who can provide BAME counsellors/multi-lingual services will be utilised by UoE.

Report and Support (R&S)

A specific platform for reporting incidents of racism and microaggressions will launch on 22nd Jan 2022. To ensure full support for reporting staff and students, a PhD research intern post has been approved and will be advertised in June.

Decolonising the Curriculum

Data and information has been received from 13 schools, some are still outstanding. Not all the material has the same level of detail. The material will be collated and used to create a decolonising 'space' at the Learning and Teaching conference on June 15th.

Action: SJ to chase for the remaining school updates.

As part of the L&T Conference, six podcasts will be produced where people will be asked three questions – 1) what does decolonisation mean for you? 2) how have you tried to put this into practice in your own area? 3) Do you have any articles or journal readings you would recommend? Ayanda Ngobeni will also have a podcast and this along with the other podcasts and data received from the different schools will be 'launched'. A brief advisory paper will be submitted to the Curriculum Transformation Project to help those involved with embedding/mainstreaming decolonising into their work.

a) Organising resources/training for curriculum decolonisation (Karen Halliday)

College of Science and Engineering (CSE) has had extensive discussions about decolonising and inclusive curriculums. Three schools are very active in this area. The School of Biological Sciences has been trying to improve its curriculum over a couple of years and now has a refactored level 1 curriculum. Chemistry and Engineering have made progress in this area and have a keen interest in decolonising the curriculum. Some EDI leads within the College have expressed their concern about the lack of understanding as to what decolonising the curriculum actually means and how it plays out in a science context. Educational and training resources should collectively be pulled together. KH has been developing an infrastructure and support model so that College leads have some support and there is now a team of six, with Olivia Hale joining recently. She has also recruited a diversity and inclusion officer and part of the remit will be in areas linked to this. The team can work with REAR members to create the needed training resources. The committee then discussed and the main points were:

- Literatures, Languages & Cultures (LLC) have commissioned workshops by projectmyopia that focus on decolonising the curriculum and developing resources. Engaging organisations like this would be a good way not reinventing the wheel.
- LLC have a dedicated budget that funds facilitators coming in and providing training. Some other schools have dedicated budgets too.
- Discipline-specific resources would also be useful.
- How do we formalise the activity of gathering all this information? Where do we put the information? CSE is looking to improve communications, web pages and other means of

communicating EDI material. The intention is that the material will be accessible through the web pages and the other channels.

- The REAR committee's role is to make sure that SCB is armed with the right information to report upwards.
- This needs to be discussed with IAD

Action: RA, JH and ES to discuss where resources should sit.

Attainment Gap Project

Action: SJ to chase Mohini Gray for recommendations document.

Action: RA, JH and ES to check Equality Diversity Monitoring and Research Committee (EDMARC) reports for BAME attainment gap data

- A fixed-term role is required to extract the relevant data for the different schools. School EDI Leads do not have the time.
- Data needs to be published so schools can respond
- Data extracted needs to be more granular to make it meaningful for schools
- If people are not self-declaring then that needs to be addressed.

Representation of BAME staff in Professional Services (PS)

- RA has been in discussions with Dave Gorman (DG). Corporate Service Group (CSG) are looking for assistance in how to consider wider issues of recruitment to create an inclusive, welcoming atmosphere.

Action: RA to follow this up with DG

REAR can report that three out of the five areas that UE tasked it with to take forward, are being progressed robustly. The attainment gap and BAME representation in PS need more attention.

Discussions about applying for Race Equality Charter have already begun but resource is an issue. A strength vs weakness review will be done to determine whether to go progress. Caroline Wallace (CW) will need to support to progress.

JH has been working with colleagues in C&M to produce a 1yr report on the REAR action plan. Times to be determined although REAR should aim for it to be published online by the end of July/beginning august.

Action: REAR members to send JH any suggestions for content/timings/target audience etc.

In response to the Sewell report published last month, REAR via EDIC has asked UoE for assurances that it will continue to tackle racism at cultural and institutional levels.

Action: SJ to chase James Smith for progress on UoE response.

Debora Kayembe has been invited to attend a future REAR committee meeting. The committee should agree its next set of priorities for Senior Leadership Team and UoE approval.

4. Review of Action Plan (Emily Sena)

ES shared a snap shot of the new action plan 'planner', which sets out all tasks and priorities under the 12 action plan headings. The planner displays an inclusive summary and has the functionality to allow tasks and priorities to be grouped and assigned ownership/lead. The committee agreed this was a good way for REAR to be kept updated. REAR committee members could be involved in updating content if they so wish.

5. Definition of Islamophobia (Emily Sena)

The Islamophobia working group has four broad objectives – 1) to ensure adoption of a definition, 2) to ensure islamophobia is specifically included in reporting mechanisms, 3) to review action plan and flag items where islamophobia should be considered, 4) to be involved in data collection around racism.

Action: ES to feedback to REAR on progress.

MEND (Muslim Engagement & Development) is a charity that has volunteered a referral agreement to be set up between UoE and the Islamophobia Reporting Unit (IRU). The unit has trained staff that can provide support to victims of islamophobia and UoE could signpost students/staff to this service or IRU could provide a caseworker or training. NM suggested flagging this to the R&S PhD intern. In respect to report and support, students at R(D)SVS have been regularly surveyed on current report and support mechanisms. Feedback was that many of them did not want to go down formal complaint routes as they were worried about the implications for themselves and those they were reporting – they were looking to register their concerns and for them to be dealt with at a local level. Schools should be encouraged to make sure they had that level of reporting. A clear understanding of the process is needed. The role of the PhD intern will be to get a 'lay of the land' and understand what mechanisms exist throughout UoE so to enable discussions about the best way forward.

6. UG BAME Recruitment (Gurpreet Greal-Kang)

The priority of the undergraduate admissions and recruitment team at R(D)SVS is to meet its recruiting targets and increase diversity. UK outreach in terms of targeting BAME students has been done broadly through Widening Participation. Review of UK BAME recruitment at the Vet School is minimal. Some of the challenges facing admissions and recruitment when specifically targeting BAME students:

- A lack of central strategic approach
- No clear channels on guidance and support – very fragmented
- Liaising with central WP team to study more closely but not every BAME students falls into WP
- Issues around contextualised data around student recruitment – pipeline issues
- Targeted recruitment around BAME needed
- Fear around targeted recruitment
- No UoE targeting of Scotland's largest diverse communities
- Other institutions have dedicated staff and events to support diverse recruitment i.e. BAME specific open days, targeted information, subject-specific information admission sessions, family learning days, and campus community days.
- Foundation programme – Vet School ideally wants this to be a college-wide programme. Funding issue

REAR asked for advice on how to tackle this issue and move it forward. ES confirmed this was an item on the action plan but no updates had been received.

Action: SJ to chase college/school EDI leads for updates.

WP action update (Laura Cattell)

- Approval to recruit an outreach officer to focus on local ethnic minority communities and recruitment. In the longer term this will be UK-wide.
- Moray House conducting short-term research, doing some local surveying in schools to try to identify some of the existing barriers facing students. Part of this will include encapsulating existing research and data to help show what underrepresentation in schools looks like.
- Short-term marketing communications work with Ed Global colleague initially leading. Will focus on messaging and long-term marketing communications plan for scholarship promotion and to supervise a student intern.
- Survey research is starting now with some findings available by July with wider results in August.
- GGK invited to attend next meeting with LC and comms team.

REAR needs to get an understanding of what is happening in the other Colleges before formulating a plan to move forward.

Tommy Curry (TC) and others are part of the engagement team linked to the high-level report looking into UoE's historical relationship with racism and colonialism. The team are looking at the lack of infrastructure around recruitment and retention and would like to get involved in any plans in this area.

Other points made were:

- A strong central message needs to be sent to school recruitment teams about categorising WP/BAME students – to help try to combat the 'reluctance'.
- BAME and specifically Chinese student safety – a communications strategy would help to mitigate fears.
- Should REAR propose this as one of the next priorities?
- R&S and recruiting - are they any plans to work with students perceived as having Chinese ethnicity, background or nationality? Perhaps a coordinated welfare officer?
- Students are reporting their feelings about racism and how it is reported in the media on social media accounts – they will need support. This could be something for the student research assistant post.

7. PG Recruitment – unnecessary hurdles and barriers (Nick Rowland)

Part of NR's role is supporting students from sub-Saharan Africa to apply to UoE and with arrival, plus supporting colleagues to forge new and develop partnerships with institutes on the continent for research, learning and teaching purposes. With respect to international postgraduate recruitment, the hurdles are:

- Finance. Premium fees that are not achievable for most of the students. UoE focuses on partial and merit-based scholarships that are not always equal and efficient. Hidden costs such as TB tests, multiple English language tests and flights to and from the country.
- Admission. Across UoE, there is still unfamiliarity with qualifications from a wide range of countries. Context is always important in admissions strategy. Formal testing often still required for students who feel they have demonstrated the required skill through their qualifications. Many students are not prepared enough to take a test they are

unfamiliar with. The perception that can be drawn to application numbers to offer numbers to acceptance rates – how does this impact our understanding of applications coming from certain regions that UoE have received lots from but are not successful.

Perception and reputation. Students are currently choosing not to study in Europe and UoE due to a country's history/legacy. Lots of evidence of unequal student experiences in various parts of UoE. Is there a community for BAME students on campus? Edinburgh Global have been working on:-

- Streamlining the due diligence process at the University specifically for India and the African content for English language purposes. A further 30 universities have been added to the non-majority English speaking countries. Students from these countries now no longer need to take a formal English language test (ELT).
- Offering a UoE run online ELT for small specific groups of students
- Publishing a yearly guide for admissions colleagues, which advises on international grade comparisons.
- Regional offices holding cultural weeks.
- Undertaking anti-racism work.

There are opportunities to be more student centred in our thinking and planning and think about the needs of students from specific regions.

Connected to postgraduate recruitment, a number of students who have qualifications from different countries are running into barriers about the level of those qualifications. Ed Global to work with a number of different services that help and advise on international grade comparisons.

Action: REAR committee members to get in touch with NR directly with comments and feedback.

8. Key Points from the Mastercard Foundation Scholar report and WGH survey (Johanna Holtan)

- Mastercard Foundation Scholars Programme is a full scholarship for students from Africa with great potential but few educational opportunities. A leadership programme is offered on top of financial and pastoral support. Completed a 7-month mid-term review looking at the work being done and the impact on scholars and stakeholders. An executive summary of the main report was circulated prior to the meeting.
- Online students need to be kept in mind.
- Racism and microaggressions were themes of the review – the experiences of scholars across UoE, the impact it has on their life and their mental health.
- Peer support in the community is a big resource for scholars – building an ecosystem of support. Developing a community for scholarship students and looking at the experiences of online students.
- Putting in a second bid to the foundation based on academic programmes.
- Pulling together a report for MH on attainment numbers.

Western General CMVM Campus staff survey. Three interesting points – 1) cluster analysis. Depending on how people answered questions, they were split into different groups (white, BAME, content and anti-racist). 2) Aligned recommendations with the action plan. 3) survey highlighted the lack of racial literacy.

9. Date of next meeting

Tuesday 5th October 2021 10am

Table of Action Points from this meeting

Agenda item	Action Point	Owner	Action plan item
3	<i>SJ to chase for the remaining school updates.</i>	SJ	
	<i>RA, JH and ES to discuss where resources should sit.</i>	RA, JH, ES	
	<i>SJ to chase Mohini Gray for recommendations document.</i>	SJ MH	
	<i>RA, JH and ES to check EDMARC reports for BAME attainment gap data</i>	RA, JH, ES	
	<i>RA to follow this up with DG (BAME rep in PS)</i>	RA	
	<i>REAR members to send JH any suggestions for content/timings/target audience re annual action report</i>	REAR	
	<i>SJ to chase James Smith for progress on UoE response.</i>	SJ	
5	<i>ES to feedback to REAR on progress (islamophobia working group)</i>	ES	
6	<i>SJ to chase college/school EDI leads for updates.</i>	SJ	
7	<i>REAR committee members to get in touch with NR directly with comments and feedback.</i>	REAR	