

UoE Race Equality and Anti-Racist Action Plan for 2020/21

The University of Edinburgh will take action against racism in its various forms (personal, cultural and institutional). We do not wish to be complicit through silence and inaction. We wish to establish an ethos and culture that promotes inclusion, respect and dignity and has a zero-tolerance approach to any form of discrimination.

While we do use the term Black and Minority Ethnic (BAME) and People of Colour (PoC) and these terms are useful when considering groups impacted on by racism, not all ethnic minorities have similar lived experiences and these experiences cannot be fully captured by such umbrella terms. Our anti-racist approach will look at the areas of common experience but also address the specificities of each, such as addressing the concept and practice of anti-blackness which is when racism and racial prejudice are specifically directed towards black people.

We will do so through learning and teaching and research. We will work in partnership with Black and Minority Ethnic students and staff alongside staff and students who are anti-racist allies to take forward the following action plan. Our work will be guided by the lived experiences of those who are impacted by racism but the responsibility for action lies with the institution.

This action plan will be a work in progress. Many of the actions are targeted to commence for session 2020/21. We will endeavour to take forward as many of these actions possible in this session. However, in recognition of the current situation of working within the impact of a pandemic, there will be inevitable timescale adjustments required. This Action Plan will be evaluated and updated by the Race Equality and Anti-Racist (REAR) Sub-Committee at each meeting (February and May 2021)

If you would like to comment or make a suggestion for the REAR Sub-Committee to consider, please email us on REAR@ed.ac.uk or contact Shireen Jawas (Sub-Committee Administrator).

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ACTION PLAN FOR 2020/21

FOCUS	WHAT NEEDS DONE	ACTION OWNER	TIMESCALE
1. BAME and COVID – asked Sarah C-B for update	1.1 BAME staff and students or someone sharing a household with a BAME person to be given clear advice that they can request an individual risk assessment. Guidance to be given to Heads of Service, Heads of Schools, Research Units, DoPs, PTs raising the issue of BAME vulnerability to COVID 19 and the need for appropriate risk assessment. BAME staff to be provided with a self-assessment template which they could use to discuss concerns with their line manager and students with their PT.	Adaptation and Renewal Groups working on COVID-19	To be ready for start of session 2020/21 (EIS guidance could be seen as an example https://www.eis.org.uk/Coronavirus/BAMEGuidance)
	1.2 UoE needs to be alert to the potential of racial harassment and prejudice -based bullying as a result of some misconception around COVID 19 – in particular students viewed to be Chinese might be at a greater risk of being targeted. Ensure clear signposting for students on Report and	Adaptation and Renewal Groups working on COVID-19	

	<p>Support, to staff on the UoE Dignity and Respect policy and to managers on how to deal with racial discrimination, racially-motivated bullying are put in place. A one format mechanism should be in place rather than having different systems in each School/College.</p> <p>1.3 Identify how students who have suffered racism or racial harassment due to COVID will be supported</p> <p>1.4 Establish and publish what ongoing support will be available for BAME students and others who have been impacted by COVID.</p>	<p>Adaptation and Renewal Groups working on COVID-19</p> <p>Adaptation and Renewal Groups working on COVID-19</p>	
<p>2. Promoting an Anti-Racist Culture (establishing institutionalised anti-racism)</p>	<p>2.1 Principal to lead/co-lead a conversation on 'race' in higher education and the implications for UoE</p> <p>2.2 BlackEd students to meet with University Executive and members of University Court as part of the above conversation</p> <p>2.3 Provide guidance notes to Heads of Schools and DoPs on how to take forward institutionalising anti-racism in their Schools. The seminar will be repeated to enable attendance by all HoSs and DoPs.</p> <p>2.4 Campus wide awareness (posters, leaflets in restrooms, as part of induction) raising about reporting racism, racial harassment, racially motivated bullying and racial incidents</p>	<p>Principal</p> <p>Sarah Smith with Uni EDIC</p> <p>EDIC Race Equality Sub- Group plus three co-opted HoS</p> <p>CAM with College EDI Committees</p>	<p>This has begun with specific meetings with the Academic Strategy Group (17th June) and Leaders Forum (7th July), Court (July 24th). The Principal has opened and closed the first three Race:Ed lectures signalling senior support including contributing to the BlackEd organised Black History Month event</p> <p>Continued conversations in the future with Senate and one online meeting with the University/College EDI leads will take place (date agreed for Dec 2020) and followed by one staff townhall meeting (Semester 2, 2020//21)</p> <p>As soon as possible for academic year 2020/21</p> <p>2020/21</p> <p>Online and in time for Semester 2 of 2020/21 session</p>

	<p><i>(materials from Advanced HE available from October)</i></p> <p>2.5 As part of induction and an introduction to the University, all staff and students to be given clear messages about joining a University with a clear zero-tolerance culture of any form of prejudice, discrimination</p> <p>2.6 Revisit Hate Crime reporting mechanism to be put in place for people to report anonymously as well as the option of being named (see also 7.4). Such a review should also look to firm up processes for reporting offline.</p> <p>2.7 Review Racial Harassment and Hate Crime to ensure greater institutional responsibility is in place taking into account EHRC review. Annual reporting of Hate Crime statistics and types of Hate Crime to be published and appropriate action taken where necessary</p> <p>2.8 Provide feedback to those who report, complain and give yearly report of the types of incidents, where (e.g. which campus site, in classrooms etc) and what is being done about these complaints.</p> <p>2.9 Develop better data on BME staff experience (e.g. consider a UoE study for BAME staff using the Harvard Measuring Discrimination Resource – Williams 2012) and boost with more granular data via qualitative methods</p> <p>2.10 Embark on a University wide awareness raising education programme for staff and students about improving racial literacy (build</p>	<p>HR with College and School HR – to cover staff</p> <p>Action for students – to be led by EUSA</p> <p>Gavin Douglas</p> <p>Gavin Douglas and EDMARC</p> <p>Gavin Douglas and EDMARC</p> <p>EDIC Race Equality and Anti-Racist Sub-Committee</p> <p>HR, EUSA, WP, IAD, Careers and Employability</p>	<p>In time for start of 2020/21</p> <p>Semester 2: 2020/21</p> <p>Semester 1: 2020/21</p> <p>Session 2021/22</p> <p>Session 2021/22 seeking update from Sarah C-B</p> <p>2020/21</p>
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	<p>on the work developed by Ayanda Ngobeni and Veronique Desnain with BlackEd students)</p> <p>2.12 EUSA to remind societies at the beginning of each semester that racism will not be tolerated in societies and the consequences of such action. Promote the 'Do not be a bystander' initiative.</p> <p>EUSA to publish how they will audit the outcomes of 2.12 and the penalties that will be imposed where guidelines have been breached.</p> <p>2.13 Recruit a student intern to help plan for a University funded Black History Month as well as establishing a strategic approach to the Equality Calendar (incorporating other History Months)</p> <p>2.14 Begin discussions to apply for the Race Equality Charter by summer 2021. These discussions should consider the benefits as well as consequences for staff workload in taking forward such an application.</p>	<p>Sarah Purves</p> <p>Sarah Cunningham-Burley (EDIC)</p> <p>EDIC Convenor with Race Equality and Anti-Racist Sub-Committee</p>	<p>September 2020</p> <p>Semester 1 2020</p> <p>Application in 2022</p>
<p>3. SERVICE IMPROVEMENT</p>	<p>3.1 Benchmark how other Universities support BME students (including but not limited to mental health support services)</p> <p>3.2 UoE to proactively contribute to the inter-University network to share and spread good practice on race equality</p> <p>3.3 Race equality and anti-racist training is provided to all staff commencing with personal tutors and Student Support Services staff. Attendance at such training is seen as</p>	<p>Student Experience Action Plan team</p> <p>EDIC Convenor</p> <p>HR (HoS and Heads of Service) and IAD</p>	<p>2020/21 Asking for advice from Gavin Douglas</p> <p>2020/21 and onwards</p> <p>Commence 2020/21 and ongoing</p>

	<p>part of capacity building and endorsed by line managers</p> <p>3.4 Student Support Team Review to include a clear explanation of how the review has included BAME issues. *This Review is paused at the moment but would take this point up when the Review resumes*</p> <p>3.5 Priority: The University Counselling Service for students to be extended to ensure services are culturally sensitive, appropriate, varied and far more aware of how micro-aggressions and everyday racism occurs and are faced by staff and students. Training to be provided for staff and specialist counselling staff currently working within the Service.</p> <p>3.6 In the short term, there is urgent need to establish a service that is BAME specific. The use of Third Sector counselling agencies, individual therapists and robust service level agreements to cover gaps to be formalised.</p> <p>3.7 In the mid-term, the Service to engage in the specific recruitment of a BAME counsellor who will have the knowledge and skill set to specifically counsel those who have experienced racism and micro-aggressions. Peer mentoring or buddy system to be considered as further mechanisms for providing support.</p>	<p>Rosie Edwards/Rosalyn Claase</p> <p>Andy Shanks</p> <p>Andy Shanks</p> <p>Andy Shanks</p>	<p>When the Review resumes</p> <p>2020/21</p> <p>2020/21 (Semester 1)</p> <p>2020/21</p>
<p>4. An Anti-Racist Curriculum /Decolonising the Curriculum</p>	<p>4.1 The current Curriculum reform as well as new initiatives such as EFI to nominate a lead person to champion the adoption of an anti-racist approach.</p> <p>4.2 Each School to set up a Short-life working group on Decolonising the curriculum, to consider what this</p>	<p>Colm Harmon</p> <p>Heads of Schools and School EDI Convenors</p>	<p>2020/21</p> <p>For 2021/22 intake</p>

	<p>means for their various subject areas and summarise progress to Heads of School (see also 4.5)</p> <p>4.3 Support the Race-Ed 20 credit course for UGs and promote take up across the three Colleges</p> <p>4.4. Promote and support RACE.ED as a hub for the University's work on teaching, research and knowledge exchange on matters of race and anti-racism</p> <p>4.5 IAD to be asked to provide seminars and training on introducing culturally-relevant pedagogies in relation to race equality. Such work to be undertaken with academics and students with anti-racist expertise in this area. This could be achieved through a secondment to IAD.</p>	<p>Deans of L&T in the three Colleges</p> <p>College EDI Convenors, HoS</p> <p>Jon Turner</p>	<p>Commencing August 2021 and ongoing</p> <p>Semester 2 2020/21 and ongoing</p> <p>2020/21 and ongoing</p>
5. Race equality, anti-racism and research	<p>5.1 To develop good practice guidance on embedding anti-racist and wider equality, diversity and inclusion principles into research, research grant applications, research culture and support, research events and publications/authorship collaborations</p>	<p>College Research leads</p>	<p>Semester 2 2020/21</p>
6. Improving the diversity and representation of BAME (students and staff)	<p>6.1 Each College EDI Committee to work with their respective schools to identify steps they need to take to address under-representation. Once steps are identified to consider further what can be taken forward at School level and what needs to be at College and University level.</p> <p>6.2 HR working with Edinburgh Local to engage with BAME communities to promote the University as an employer of choice</p>	<p>College EDI Committee with Head of School/DoPs</p> <p>HR/Edinburgh Local</p>	<p>2020/21</p> <p>Semester 1: 2021 onwards</p>

	6.3 UoE SLT to review representation on all senior level committees, Senate Assessors, University Court	GASP	Semester 1: 2020/21
	6.4 Schools to review representation of BAME staff in their committees	Heads of School	Semester 1: 2020/21
	6.5 Benchmark how other institutions have developed positive action regarding staff recruitment and retention	HR	Semester 2: 2020/21
	6.6 Identify and agree steps to improve the number of BAME staff in academic and professional services, with immediate priority in the professional services area using positive action measures as allowed under The Equality Act 2010 (As part of diversifying the workforce, there is a need to ensure that UoE ethos is welcoming and where racial micro-aggressions will not be tolerated.)	HR	2020/21
	6.7 Provide a checklist to all recruitment and selection panels (for all grades and types of jobs) to address unconscious bias and to positively act to improve under-representation.	HR	2020/21
	6.8 Alongside excellent publications and teaching ability, each prospective candidate to be asked to describe how they would contribute to the University's goals of diversity and inclusivity.	HR	2020/21
	6.9 The engagement in equality, diversity and inclusion roles and initiatives is now recognised as a citizenship contribution in the new promotions policy. Establish how this will be monitored.	HR	2020/21
	6.10 Set up a Sponsorship scheme for senior staff (acting as allies) whose key role is to promote the presence and	SRA with Edinburgh Global	2020/21

	<p>contributions of BAME staff and students</p> <p>6.11 Explore the use of positive action and scholarships to boost the recruitment of BAME home and international students</p> <p>6.12 Outreach work to be put together to target BAME school pupils into subject areas and disciplines where there is current under-representation. A similar initiative to be extended to cover the whole of UK.</p> <p>6.13 EUSA to work with societies that represent black students to improve representation across societies and the work of EUSA</p> <p>6.14 EUSA to work with societies to ensure all EUSA events and society events and social media pages are inclusive (e.g. ethos, music, food) and subscribe to an anti-racist approach.</p>	<p>SRA</p> <p>SRA</p> <p>Sarah Purves</p> <p>Sarah Purves</p>	<p>2020/21</p> <p>2020/21</p> <p>Session 2020/21</p> <p>Session 2020/21</p>
7. Supporting BAME students	<p>7.1 Refresh advice for BAME students on local services available in the City and beyond e.g. local food shops that cater for different cuisines, hair and beauty shops, cultural associations, local places of worship</p> <p>7.2 MyCareer Hub to provide more jobs and events which are actively targeting BAME students</p> <p>7.3 Support the BAME Mentoring network for students.</p> <p>7.4 Priority: Re-visit the Racial Harassment and Hate Crime procedures at UoE with students of the BlackEd Movement and the EUSA BME Liberation Officer to ensure relevance and accessibility (see also</p>	<p>Sense of Belonging Taskgroup and EUSA(Sarah Moffat/Laura Smith)</p> <p>Shelagh Green</p> <p>Katie Scott</p> <p>Gavin Douglas</p>	<p>Semester 2: 2020/21</p> <p>Semester 2: 2020/21</p> <p>Semester 1: 2020/21</p> <p>Semester 1: 2020</p>

	<p>actions under Promoting an Anti-Racist Culture) https://www.ed.ac.uk/students/health-wellbeing/crisis-support/racial-harassment-and-hate-crime</p> <p>7.5 Raise awareness and confidence of staff and students to report racism and racial incidents (e.g. during Freshers Week, Programme Induction sessions) Monitor and provide annual reports to the University Equality, Diversity and Inclusion Race Equality Sub-Group for comment and action.</p> <p>7.6 Priority Publish clear steps to staff, students and visitors of action the University will take to deal with racism, racial harassment and racist incidents.</p> <p>7.7. Priority Identify how students might report examples of racism, prejudice and stereotyping within learning and teaching to their respective School EDI leads for action and change</p>	<p>EUSA(Sarah Purves), College Staffing Committees</p> <p>HR/Gavin Douglas</p> <p>College EDI Convenors</p>	<p>2020/21</p> <p>2020/21</p> <p>2020/21</p>
<p>8. Degree awarding and attainment gaps of BAME students</p>	<p>8.1 Support the UUK/NUS 'Closing the Gap' report 5 key steps within this Action Plan – see also 8.4</p> <p>8.2 Each School to work with their College EDI Committee to identify steps to address the attainment/awarding gap where that exists between BAME and white students. This work to be monitored by each College EDI Committee with annual reports to the University EDI Committee</p> <p>8.3 Improve the visibility of the EDMARC data for Heads of Schools. Heads of School to provide annual feedback on the Data to College.</p>	<p>Principal</p> <p>Head of School, Head of College, College EDI Committees</p> <p>GaSP</p>	<p>2020/21</p> <p>Semester 1: 2020/21 session</p> <p>Semester 1: 2020/21 session</p>

	<p>8.4 Embed lessons emerging from the PTAS grant looking at BAME student attainment</p> <p>8.5 Senate Quality Assurance Committee to implement systematic monitoring of retention, progression and degree outcome data for BME students and, if appropriate, recommend interventions where there are clear and consistent patterns of divergence between BME students and white students.</p>	<p>Mohini Gray/EDIC</p> <p>QAC</p>	<p>December 2021</p> <p>2021/2022</p>
9. Ethos and Communications	<p>9.1 University marketing, communications and social media to better reflect and represent the University's diverse community</p> <p>9.2 Open Days to better signal a desire to create a more diverse UoE by fielding more diverse staff and student representatives as well as via marketing</p> <p>9.3 University social media channels and communications to work proactively to address racist tweets, posts on the formal sites and that all communications are in line with Dignity and Respect policy</p>	<p>CAM</p> <p>SRA</p> <p>CAM</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
10. Reparation and Reparative Justice	<p>10.1 Set up Web page and content to link to RACE.ED and Universities Studying Slavery work</p> <p>10.2 Deliver a series of focus groups and community engagement activities to advise UoE on next steps for taking forward reparation justice work</p> <p>10.3 Appoint a Chancellor's Fellow to research UoE's historical relationships</p>	<p>Edinburgh Global/RACE.ED (James Smith/Nasar Meer)</p> <p>Reparative Justice Coordination Group - Nicola Frith</p> <p>Reparative Justice Coordination Group -</p>	<p>September 2020</p> <p>Semester 1</p> <p>2021/22</p>

	<p>with Atlantic Slavery and the development of racism</p> <p>10.4 To identify immediate changes that can be made to better represent BAME contributions and successes (e.g. busts in Playfair, re-naming of the David Hume Building)</p> <p>10.5 Work with the National Museum of Scotland, the City of Edinburgh Council and the Royal Society of Edinburgh to agree a plan for Edinburgh to become a City of Justice</p>	<p>Diana Paton with HoS HCA</p> <p>Reparative Justice Coordination Group - James Smith</p> <p>Edinburgh College of Art with the Reparative Justice Co-ordination Group</p>	<p>Semester 1</p> <p>Session 2020/21</p>
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