RACE EQUALITY CHARTER

Survey and Focus Group Findings and Analysis

April 2021

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1. Foreword by Principal and Vice-Chancellor

In successfully tackling any problem we first need to try to understand both the nature and extent of it. That is the spirit in which our race equality survey was carried out.

The cosy way of thinking may have been that a progressive institution such as a University, and the community that surrounds it, would not have a problem with race. The results of this survey show the dangers of making such assumptions.

The survey shows that problems that exist across much of our society are also problems within our University community. As a University, a place of learning, education, fairness and equal opportunity, we should not simply reflect society, we should be helping lead it. We should not wait for others to solve issues for us, we must find the answers ourselves.

The University has many policies in place regarding racial equality, diversity and inclusion. We have taken positive steps over many years to ensure fairness and a welcoming environment for all. The results of this survey show that it has not been enough. We must do more.

That applies to all of us. The University as an institution must do more. Every member of the University – staff and students – and of our surrounding community needs to do more, to combat racial prejudice and discrimination whenever we see it, and to prevent it happening in the first place.

Speaking personally, I have been enriched throughout my life, both personal and professional, by experiencing the incredible diversity of humankind around the world, in identifying and solving problems together, and in learning how to see things in new and empowering ways. As we seek to enable others – our students and community - to be so enriched it must be a central pillar of our being, as a community, to fight with every fibre of our beings against racism and truly to transform lives for the better.

My absolute commitment is that this survey must be the start of a process of acceptance of the issues which are laid out in these results, and lead to greater actions to make this University a truly fair and equitable place for all, celebrating and never penalising our differences as well as our sameness, and regardless of race.

Professor Iain Gillespie
Principal & Vice-Chancellor

2. A Note on Ethnic Terminology

Within this report we have used the widely recognised term Black, Asian and Minority Ethnic (BAME). We acknowledge that whilst this acronym has long been used to identify minoritised non-white ethnicities in the UK, use of the term is contentious, reductive and one that does not take account of the different ethnic, religious, cultural, and societal experiences of those grouped together under this umbrella designation. Consequently, while it may be convenient for reporting purposes, the failure to recognise the inherent heterogeneity of those identified as BAME can inadvertently mask the true extent of inequalities faced by some ethnic groups when reported as part of a BAME collective. The complexity associated with this heterogeneity therefore needs to be fully considered when reflecting on some of the findings presented within this report.

From the perspective of identifying prominent race-related issues that impact our University staff and student communities, the responses and views of individuals were classified based on the following groupings:

- Black (African and Caribbean), Asian (Indian, Pakistani, or Bangladeshi), Chinese, Dual/Mixed heritage or Other "non-white" were consolidated as "BAME" and disaggregated where considered appropriate.

- White British, White Scottish, White English, White Welsh, White Northern Irish, White Irish, White Gypsy or Traveller or any other White background (American, Australian, European) were consolidated as "White".

- Those who chose not to declare their ethnicity were consolidated as the "Undisclosed" group.

3. Introduction

The University of Dundee has a long-standing commitment to improving race equality and creating an inclusive environment and much work has already been undertaken by our community of staff and students through the initial development of a University race equality policy/scheme and action plan in 2005 and, subsequently, continuing the progress with the support of our Black and Minority Ethnic (BME) staff network that was formalised in 2007.

At Dundee, we realise that despite gradual changes and improvements over the years in addressing racial inequalities, there is a long journey ahead of us to seriously effect a sustainable and meaningful culture change that effectively tackles and dismantles the persistent racial inequalities that we know are insidiously impacting on wider society and the Higher Education (HE) sector. The University of Dundee recognises and acknowledges that these issues also exist within our own institutional structures and systems.

Several prominent sector-specific reports have recently been published highlighting research that suggest universities should show strong leadership, have conversations about race and racism, create racially diverse and inclusive environments and, significantly, demonstrate what initiatives work to tackle structural and systematic biases.

- Universities UK (UUK) produced a report in May 2019, titled *#ClosingTheGap*[1], which highlighted the award (attainment) gap that exists at the vast majority of universities between students of different ethnicities.

- In October 2019, the Equality and Human Rights Commission (EHRC) published the findings of its inquiry into racial harassment in publicly funded universities in England, Scotland and Wales[2]. Its report *Tackling Racial Harassment: Universities Challenged* painted a stark picture of the challenges the sector faces and the need for universities to adopt a proactive approach to address them. The EHRC indicated that many universities significantly underestimate the prevalence of racial harassment and therefore are not meeting their public sector equality duty obligations, which include the need to eliminate harassment and to foster good relations.

- In November 2020, Universities UK (UUK) published a report sharing a new set of recommendations designed to decisively tackle racial harassment and progress race equality in UK universities[3]. The report emphasises the importance of strong leadership and a whole-institution approach, as well as engaging with staff and students with lived experience of racial harassment. It also noted that UK higher education perpetuated institutional racism and cited racial harassment, a lack of diversity among senior leaders, the BAME student attainment gap and the ethnicity pay gap as evidence.

The recent events of 2020 have witnessed a year unlike any other, where the Covid-19 global pandemic and the Black Lives Matter protests have demanded that the HE sector reflect upon their internal structures and processes that inadvertently impact on their workforce and students, especially those with protected characteristics. These events have created unprecedented challenges, but also represent a watershed moment for the HE sector in terms of forcing a rethink of institutional priorities and practices that hitherto may have stifled equal opportunity and inclusion for all in the sector.

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[1] UUK and NUS Report (2019) Closing The Gap
[2] Equality and Human Rights Commission (2019) Tackling Racial Harassment: Universities Challenged
[3] Universities UK (2020) Tackling Racial Harassment in UK Universities

Significantly, the Covid-19 pandemic has radically changed the way we work, study, and live our lives. While everyone has been profoundly affected by the virus and/or the restrictions imposed in response to it, certain protected groups like, women, disabled and racial minorities have been adversely and disproportionately impacted by the pandemic. There has also been an increase in Covid-related hate crime against BAME communities, especially those of Chinese heritage. The University is mindful of such issues and is committed to tackling inequalities faced by disadvantaged groups through its equality outcomes plan that aligns with its institutional Race Equality Charter work.

It took the tragic killing of yet another Black American, George Floyd, to re-awaken the consciousness of individuals, organisations, and nations across the globe and the ensuing mass protests and activism to "spotlight" the systemic racism and persistent racial inequalities faced by the Black community. The BLM movement has resonated with people worldwide, encouraging individuals from every ethnic background out with the Black community to understand and learn more, and play an active role in driving effective and meaningful changes that may help support the movement going forward. Many of the UK Universities issued institutional statements denouncing racism with some outlining specific actions and commitments that they would take to tackle racial inequalities.

At Dundee, the response was positive with the Interim Principal making a public statement in June 2020 showing support and commitment towards fighting racism and inequalities faced by the Black community and clarifying the University's approach and interventions to address racial inequalities and institutional racism. The Interim Principal and members of the senior leadership team met with some of our Black students and representatives of the Students' Association to listen to their views and concerns about anti-black racism. Subsequently, the Interim Principal also met with members of the University Black Minority Ethnic (BME) Staff Network to hear their concerns and experiences on tackling institutional racism and persistent inequalities.

In response to the issues raised by staff and students during the Black Lives Matter protests the University underscored its commitment and rapidly developed a BLM Tracker Action Plan in consultation with the Students' Association, BME Staff Network and Black students to directly address the concerns raised to tackle systemic inequalities. This action plan is tracked and updated by a small working group established by the University Executive Group EDI Champion to monitor progress and completed actions.

The Interim Principal in his message to the University Community recognised that much was needed to be done in tackling structural and systemic racial inequalities. He also stated that through our engagement with the externally accredited Race Equality Charter (REC) we will develop actions that help the University combat racism and effect a positive and long-lasting cultural change in our community.

The report presented herein is based on key findings from the staff and student REC surveys and focus group discussions, which have highlighted some stark disparities between the responses from White and BAME groups.

Some people may find the responses from the survey analysis quite disturbing, shocking, and uncomfortable to read. These issues are complex and if they are to be tackled, require honest, open, non-judgemental dialogue by the entire University community. It is also clear that real and sustainable transformation can only occur with the collective effort and engagement from all our staff, students, and local partners.

We thank all those who came forward and took part in the REC surveys and focus groups, for sharing their lived experiences, and initiating this important dialogue.

4. Executive Summary

The University of Dundee (UoD) is committed to addressing racial inequalities and creating an inclusive culture and environment where individuals can thrive, irrespective of their race or ethnicity. In December 2018, the UoD submitted its application to Advance HE for membership of the Race Equality Charter (REC). The charter provides a framework through which Universities can work to self-reflect on institutional and cultural barriers that impact adversely on their minority ethnic staff and student community. This self-reflection process is coordinated and driven by a Self-Assessment Team (SAT) whose gender and ethnic composition is diverse and representative of staff and students across the UoD.

A key role of the SAT is to evaluate racial inequalities and barriers affecting progression, development, and success of its BAME staff and students. A mandatory aspect of the self-reflection process involves conducting race surveys and focus group discussions to understand how race and ethnicity affect the day-to-day lives of our staff and students, and what can be done to improve their lived experience. Significantly, the findings from the surveys and focus groups should inform the development of actions that promote positive and sustainable change in the University's internal structures, practices, and cultural ethos.

The UoD separately surveyed staff and student attitudes and experiences towards race and ethnicity issues between November 24 and December 11, 2020. A total of 876 staff and 506 students participated in the REC surveys, with 17% and 33% of respondents identifying as BAME in the two surveys, respectively. The survey and focus group discussions identified several wider staff and student issues that the University now needs to consider for action.

This report summarises issues that have emerged and highlights areas for further reflection, discussion, and change. Some of the prominent concerns being exposed have been outlined below:

- The REC surveys revealed how important the ethnic/racial diversity of the University and local community is to our BAME staff and students, but also highlighted a striking difference in perception of our White community of the existence of racism within the University and of racial tensions off-campus compared to the lived experience of our BAME staff and students. Many White respondents displayed a lack of awareness of race and cultural issues that impact their BAME colleagues, with a small minority expressing prejudicial and intolerant views of those whose heritage was non-white.

- A common theme to emerge from the staff and student surveys was that compared to White individuals, those of BAME backgrounds experienced a much greater incidence of racial victimisation/harassment both on and off the University Campus. Allied to this finding, BAME individuals were far less confident that reporting incidents of racial bullying/discrimination to their School/Service or to the University would be taken seriously or result in appropriate action.

- Staff and students expressed a strong desire for the University to promote a culture of zero tolerance against racial harassment, racial abuse, hate speech, including that on social media platforms that results in real justice for victims.

The infographic below highlights staff and student survey responses in relation to questions about the ethnic/racial diversity of the University and local community, experience of racism both on- and off-campus and a sample of some of the free-text comments made by White and BAME individuals within the surveys.

The ethnic/racial diversity of the UoD impacts on my sense of belonging	The ethnic/racial diversity of the local population impacts on my day-to-day life	I have witnessed or been the victim of racism On-Campus	I have witnessed or been the victim of racism Off-Campus
Staff / **Student**	**Staff** / **Student**	**Staff** / **Student**	**Staff** / **Student**
BAME 73% / White 36% — BAME 73% / White 24%	BAME 48% / White 17% — BAME 59% / White 14%	BAME 24% / White 7% — BAME 24% / White 10%	BAME 34% / White 8% — BAME 40% / White 11%

"There is a clear lack of ethnic diversity in the University's Senior Staff" – White Staff

"The University of Dundee must make Scottish students its prime focus and priority. And all Scots are White." – White Student

"There is not much diversity among the staff. I have not yet been taught by any black lecturers." – BAME Student

"Over my 42 years in the University I haven't seen any discrimination, and all cultures, races and creed work together well" – White Staff

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"Absolutely rightly My course curriculum DOES NOT consider the contributions of, impact on and opinions of diverse cultures, including race and ethnicity issues" – White Student

"I am white in a white majority space so feel represented but that is easy for me to say" – White Staff

"Before coming to Dundee I didn't consider how the ethnic/racial diversity would affect me, now I realise how uncomfortable I am when I notice I am the only person of colour in a room." – BAME Student.

"There are no deep structural and systemic racial inequalities that exist in the University of Dundee. If non-Whites don't like it they should leave the country." – White Student

"Pay for them to permanently return to their homelands." – White Student

"BLM is nothing but an anti-Scottish anti-White movement and should not be tolerated on Campus. Anyone openly expressing support for it should be disciplined." – White Student

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I don't think there are any ethnic/racial tensions within the local community. I have never encountered nor heard of anything even slightly reminiscent of it." – White Student

"My white friends don't share or understand how being a coloured student you feel differently about how locals perceive and treat you" – BAME Student

"I have been spat at on the street. Been called corona on campus." – BAME Staff

"I have reported racist incidents in the past and nothing has come of it. It has been a complete waste of my time" – BAME Staff

Specific staff-related concerns:

- A significant issue raised within the staff survey and focus groups was the perceived lack of BAME representation at all levels of the institution including decision and policy making committees, key leadership roles as well as within the University's Senior Management Group. This lack of diversity in staff profile is clearly evidencing that the UoD is not yet an inclusive institution.

- Staff respondents highlighted the lack of confidence that BAME individuals had with respect to the University's staff recruitment and selection processes. Some White respondents indicated they had witnessed bias on recruitment/interview panels, others highlighted the inconsistent implementation of positive action when considering appointing individuals based on gender or ethnicity to address key strategic priorities.

- Compared with White staff, BAME respondents cited fewer opportunities to develop within their roles and how the lack of diversity and autocratic nature within the academic structure/leadership of some Schools was an active barrier to progression and development of some BAME staff.

- Staff respondents within the survey and focus groups specifically highlighted how the lack of transparency and consistency in decision making processes around staff promotion, merit awards and pay equality was validating the perceived lack of institutional commitment in addressing racial inequalities and in understanding why BAME staff progress proportionately less well than their White colleagues.

Specific student-related concerns:

- Compared with White students, those of BAME backgrounds felt far less confident in being able to express their cultural identity or ethnic background within the University. This lack of confidence was born, in part, out fear of being ridiculed by fellow students both on and off campus, as well as on social media.

- A third of BAME student respondents indicated they did not feel their curriculum was diverse or inclusive. The inclusion of multi-cultural perspectives was considered important if BAME students were to see themselves reflected in programmes being taught and for them to realise they too could make genuine contributions to advancing knowledge and understanding. In contrast, White students questioned the relevance of diversifying the curriculum.

- The lack of academic BAME staff as role models had not gone unnoticed by the BAME student community. Students commented that in creating a sense of optimism in their potential to succeed within the Higher Education sector there needs to be greater visibility of BAME staff in both student-facing and senior leadership roles.

- The structural and social inequalities that disproportionately impact BAME communities was raised within the student focus groups. Whilst some BAME students push through into the University education system many continue to carry the burden of those pre-university experiences that make progression/development at University more difficult, and this gets reflected in terms of retention and

attainment. Students felt that the UoD was failing to adequately support BAME students. The responses of Black and "other" (non-white) students evidenced lower expectations with respect to gaining a good Honours degree compared with that of White students.

- Student respondents indicated that DUSA could be far more engaged and responsive in meeting the needs and concerns of its BAME student community, especially that of international students.

Many of the issues highlighted above were persistent and recurrent discussion points within the staff/student focus groups where there was a strong perception that the University's commitment and track record on advancing race equity was poor. Issues considered by staff and students as being particularly impactful on the University's BAME community have been thematically grouped and summarised in Figure 1, along with suggested broad actions that emerged from the survey and focus group activities.

Racism is a pervasive issue on and off the UoD campus	Poor racial and cultural awareness within the UoD community	Low BAME representation across the UoD	Perceived lack of institutional commitment	More inclusive, diverse learning practices and better teaching support
• Collate and act on experiences of racism on- and off-campus • Improve race complaint reporting procedures • Promote better victim support and communication on race complaint outcomes	• Improve awareness and understanding of racism, racial harassment, White privilege and microaggressions among all staff and students • Improve anti-racist and bystander training	• Improve diversity of UoD leadership, academic pipeline and BAME representation University wide • Address perceived bias in selection, recruitment and promotion processes of BAME staff	• Senior leadership should be more vocal and proactive in improving race equality and diversity of the UoD • Evidence meaningful and sustainable changes in UoD practices and culture	• Actively promote inclusion and decolonisation of the curriculum • Address attainment gaps between BAME and White students

Figure 1: Key areas of concern and broad actions emerging from the UoD staff/student REC surveys and focus group discussions.

An important objective of the REC surveys and focus group discussions was to offer staff and students an opportunity to share their thoughts and ideas on how existing race equality issues could be tackled by the University in a manner that was both meaningful and sustainable. In addition to specific responses to questions, the REC surveys were populated with over 2,200 text box comments (1,494 from staff and 727 from students) highlighting a rich diversity of opinion, mindset, and position. The staff/student focus groups were invaluable in offering up thought-provoking discussion on race issues affecting BAME individuals and the opportunity to hear first-hand of people's lived experiences, and their ideas on what the University was doing well and what it could do much better to address race inequality and diversity.

The views and suggestions shared by staff and students *via* the surveys and focus groups have been further distilled, with actionable recommendations that may help counter some of the fundamental concerns highlighted in Figure 1.

Thematic Issue	Actionable Recommendations
Racism is a pervasive issue on and off the UoD Campus	• The University should commit to a zero-tolerance culture on race discrimination, communicating unequivocally its position on racism and how it will deal with those who persist with racist behaviour. • Improve sign posting at School and University level of how race discrimination/harassment can be reported. • Clearly publicise and report on the outcomes of race-related complaints to improve community confidence that the University takes the matter of racism seriously. • Constitute a race-task group whose composition is diverse. The group should (i) encourage reporting of race incidents, (ii) offer support and guidance to staff and students who have been victims of racial abuse/discrimination, (iii) support the institution to act where appropriate and develop professional capability in managing incidents, (iv) promote greater institutional out-reach/dialogue with the local council and police to improve race-relations and awareness among Dundee locals of the wider benefits of a diverse community.
Poor racial and cultural awareness within the UoD community	• Broadcast the findings of REC surveys widely to raise awareness and understanding of the impact of racism on the day-to-day lives of BAME staff and students, both on and off the UoD campus. • Create safe spaces in all Schools/Services for holding open conversations about race with Senior Staff without fear of reprisal or detriment. • Tackle microaggressions and unconscious bias.

	• Encourage proactive white allyship and bystander intervention to promote a greater sense of belonging, empowerment, and community cohesion. • Strongly endorse values of inclusion and racial equity within School/Service and University-wide communications. • Commit to cultivating diversity and cultural competency by promoting a more decolonised curriculum, holding inter-cultural events among staff and students that help raise awareness and underscore the value and benefits of multi-culturalism. • Establish a University diversity calendar that marks important cultural dates that are acknowledged and actively celebrated by the University to raise cultural awareness and inclusion.
Low BAME representation across the UoD	• Commit publicly to setting targets to increase representation of BAME staff at all levels across UoD, including diversification of decision and policy-making committees. • Ensure staff recruitment/selection panels are diverse and that panels have undergone robust training to avoid risk of unconscious bias. • Implement positive action initiatives in recruitment and selection processes to address under-representation of BAME staff. • Address the perceived lack of transparency regarding decision making processes affecting progression and promotion of BAME staff at School/Service and University levels. • Alongside mentorship, implement effective sponsorship programmes that play a more actionable role in helping BAME staff to develop and succeed within the University. • Review UoD student recruitment, marketing and outreach to promote better and more consistent BAME student recruitment across the entire portfolio of degree programmes.
Perceived lack of institutional commitment	• UoD leadership to be unequivocal in its opposition to racism, to be explicit in its welcome to BAME staff and students and in communicating the value of a diverse and inclusive work/study environment to the wider University community. • Actively support and resource events that engage staff, students as well as the wider Dundee community about the

	uncomfortable discourse on racism within the University and local area.
	• Demonstrate an unyielding commitment to institutional culture change and social justice by promoting greater ethnic diversity within the governance of Schools/Services, Senate and Court.
	• Commit to implementing the Race Equality Action Plan irrespective of the outcome of the University's application for a Race Charter Mark.
More inclusive, diverse learning practices and better teaching support needed	• Develop a strategy for a more liberated curriculum that is both inclusive, decolonised and one that meets the expectations of a diverse and vibrant student community.
	• Establish new positions and role models that possess authentic BAME and international experiences that students of BAME heritage can relate to and who can help instil a greater sense of belonging to the UoD.
	• Review teaching/assessment practices and pastoral support for BAME students with a view to tackling the student attainment gap.
	• DUSA to demonstrate more active engagement and support for BAME students, especially the international student population.

Next Steps:

The analysis of institutional staff and student data, alongside responses and suggestions from the REC surveys and focus group discussions summarised above, form an integral part of the University's self-assessment strategy. This process is geared towards understanding how the University can improve representation, progression, and success of BAME staff and students and establish an inclusive culture in which everyone can achieve their full potential. Central to this approach, and part of the University's application to Advance HE for a Race Charter Mark, is the formulation of SMART (specific, measurable, achievable, relevant and time-bound) actions that going forward will help address racial inequalities in institutional practices that impact our BAME staff and students. These SMART actions are currently in preparation by the SAT overseeing our REC submission and will align with many of the summary recommendations that have been highlighted above. We want to be a University whose BAME staff and students will recommend working and study to others without hesitation, and the REC surveys show that is not currently the case. The proposed recommendations will help support us in achieving this goal.

5. Demographics of Staff and Student Survey Respondents

The UoD surveyed 3020 members of staff and 16,120 students on their attitudes and experiences towards race and ethnicity issues in late 2020 as part of its Race Charter Self-Assessment process. 876 staff (29%) and 506 students (3.1%) responded to the staff and student surveys, respectively. These response rates were higher than the race surveys conducted in 2017 by the University prior to its membership of the Race Charter with Advance HE in which the response rates for staff and students were respectively 12% and 1.2%.

Based on those who chose to declare their sex, analysis of the 2020 REC survey revealed that females accounted for most of the respondents in staff (56%) and student (68%) surveys, with a small number of respondents also identifying their gender as "other" or indicating they did not prefer to disclose their sex (Figure 2). Note that although 876 and 506 students took part in the survey the choice to respond to individual survey questions was optional. The number of staff and students who chose to respond to the survey questions is indicated in brackets within the figures shown in this report.
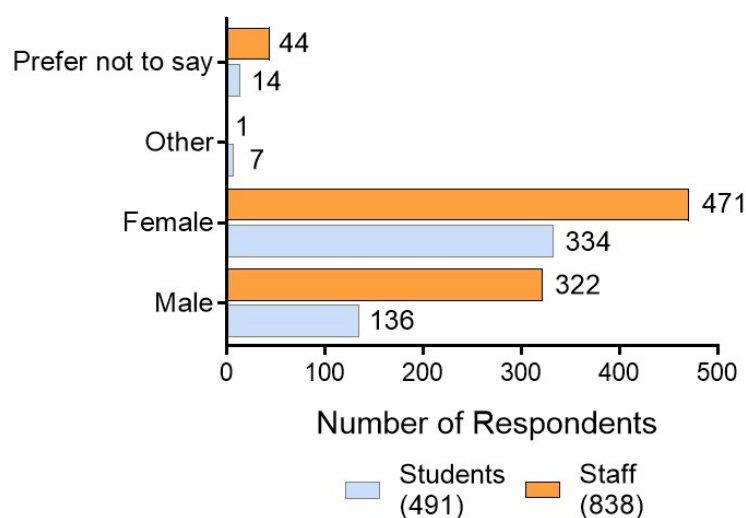
Figure 2: Staff and Student REC survey respondents – disclosure by sex.

Figure 3 shows the age demographic for staff and student survey respondents. Many of the staff who participated in the survey were between 40 and 59 years of age, whereas most student respondents were aged between 18 and 22, reflecting those predominantly of undergraduate age. Students aged between 23-29 accounted for 28.5% of respondents and those who would be considered more mature students (30 years +) accounted for 12.6% of the student respondents.
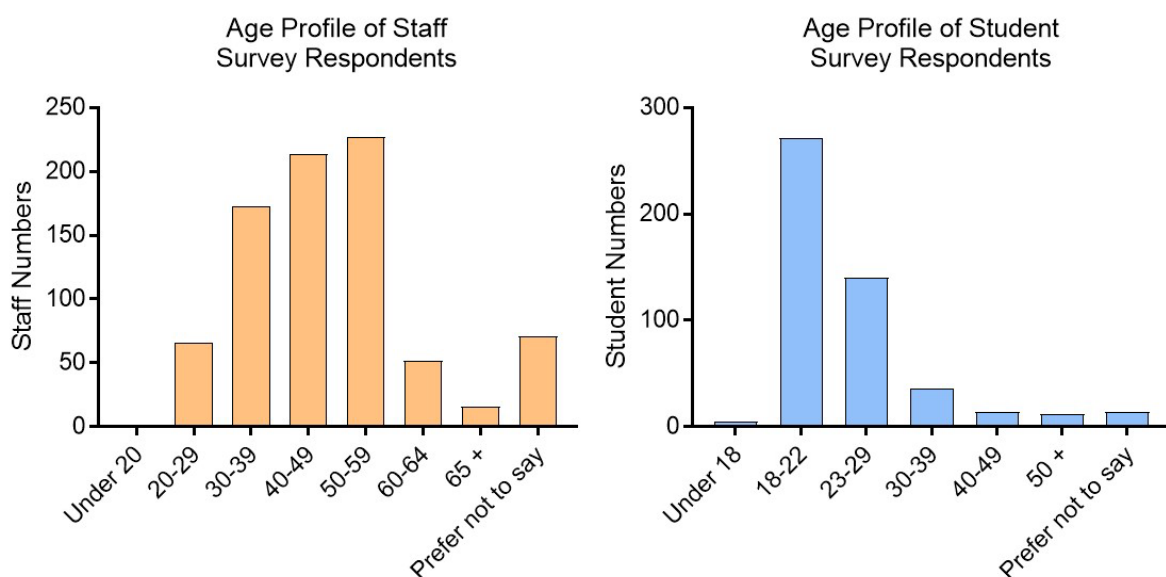
Figure 3: Age demographic of staff and student who responded to the REC surveys.

The belief/faith profile of staff and student respondents is shown in Table 1 and reveals that whilst most individuals indicated they were atheist or had no religious affiliation, a diverse belief and faith profile exists among the survey respondents.

Belief/Faith	Staff	Student
Atheist	122 (14.9%)	89 (18.3%)
Baha'i	0	0
Buddhist	9 (1.1%)	13 (2.7%)
Christian – Church of Scotland	101 (12.3%)	39 (8%)
Christian – Roman Catholic	72 (8.8%)	58 (11.9%)
Christian – Other denomination	60 (7.3%)	67 ((13.8%)
Hindu	27 (3.3%)	15 (3.1%)
Humanist	6 (0.7%)	2 (0.4%)
Islam	20 (2.4%)	36 (7.4%)
Jain	0	1 (0.2%)
Judaism	2 (0.2%)	3 (0.6%)
Pagan	7 (0.9%)	3 (0.6%)
Sikh	4 (0.4%)	0
Spiritual	9 (1.1%)	11 (2.3%)
Taoist	1 (0.1%)	0
No religion	288 (35.2%)	118 (24.2%)
Prefer not to say	80 (9.8%)	27 (5.5%)
Other	10 (1.2%)	5 (1%)

Table 1: Belief/faith profile of staff and student REC survey respondents

The breakdown of staff survey respondents by ethnicity is shown in Figure 4. Of the 876 staff who responded the majority (646) were White, accounting for 74% of respondents, which equates to 24% of the University's White staff roll. Staff of BAME backgrounds accounted for 149 of the total respondents, with 81 staff members choosing to not disclose their ethnicity. The figure also highlights the disaggregated ethnic profile of those labelled "BAME". It is noteworthy that the total BAME staff headcount at UoD in 2020 was 299 and, consequently, the BAME individuals who took part in the survey account for 49% of the UoD BAME staff headcount. The views and responses of this cohort are therefore likely to be representative of the University's BAME staff community.
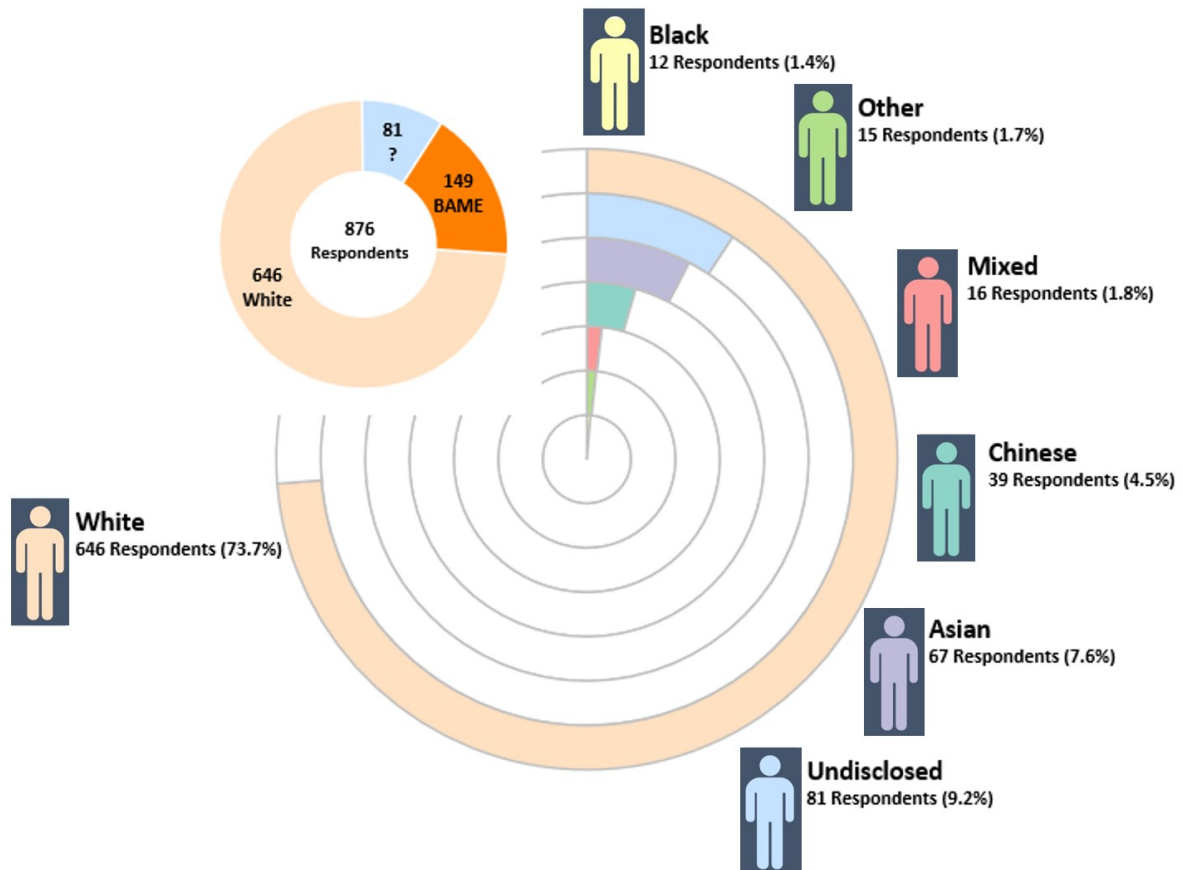
Figure 4: Staff REC survey profile by ethnicity.

The vast majority (~75%) of White and BAME staff who took part in the REC survey are located on the main City Campus (Figure 5). Approximately one quarter of all respondents were based at Ninewells Hospital. Except for one White individual and one other individual who did not disclose their ethnicity (numbers too low to show on the figure), there were no BAME respondents completing the survey from the Kirkcaldy campus. Notably, among the BAME staff responders, those of Black and Chinese heritage were more predominant at the City campus.
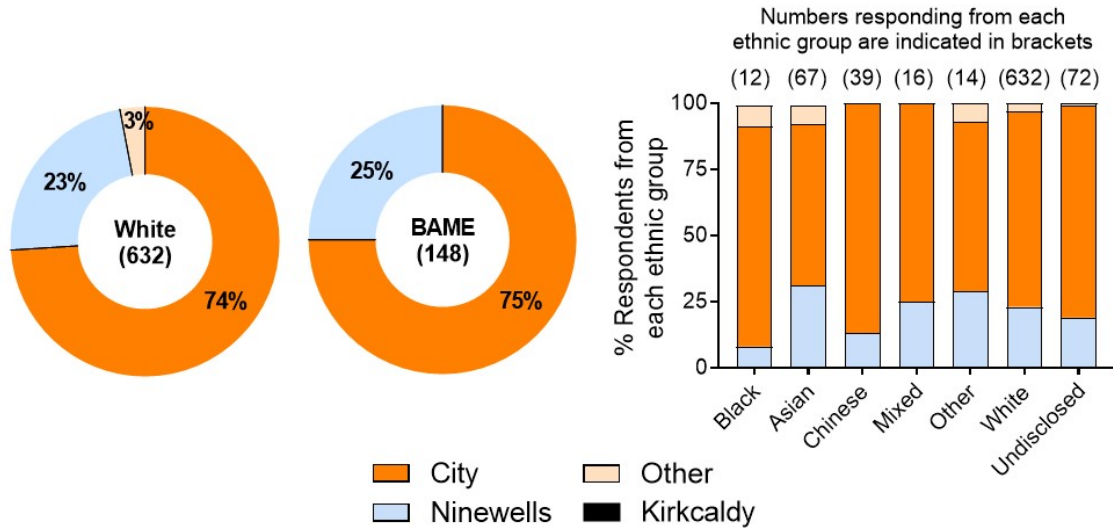
Figure 5: Disclosure of staff respondents on location by University campus. Location of the consolidated BAME group is further disaggregated by ethnicity in right hand panel.

The survey data reveals that most of the staff responses were from those within the School of Medicine and School of Life Sciences that respectively accounted for 21% and 17% of the total staff respondents (Figure 6). Both Schools hold the largest staff headcount within the University, collectively accounting for 37% of the University staff roll.

School of Medicine (186)
School of Life Sciences (150)
School of Dentistry (29)
School of Humanities (20)
DJCAD (23)
School of Buisness (9)
School of Education and Social Work (31)
School of Health Sciences (14)
School of Science & Engineering (34)
School of Social Sciences (29)
Academic & Corporate Governance (11)
Estates & Campus Services (14)
External Relations (50)
Finance (12)
HROD (23)
LLC, Culture & Information (15)
RIS (11)
Student Services (46)
UEG (8)
UoD IT (18)
Prefer not to say (28)

Figure 6: Staff Numbers (indicated in brackets) responding to REC survey by School/Service affiliation.

When staff response rate was examined as a percentage of the total staff pool within each School/Service who had been invited to take part in the survey, the data revealed a serious lack of engagement from staff within certain Schools and Services (Figure 7).
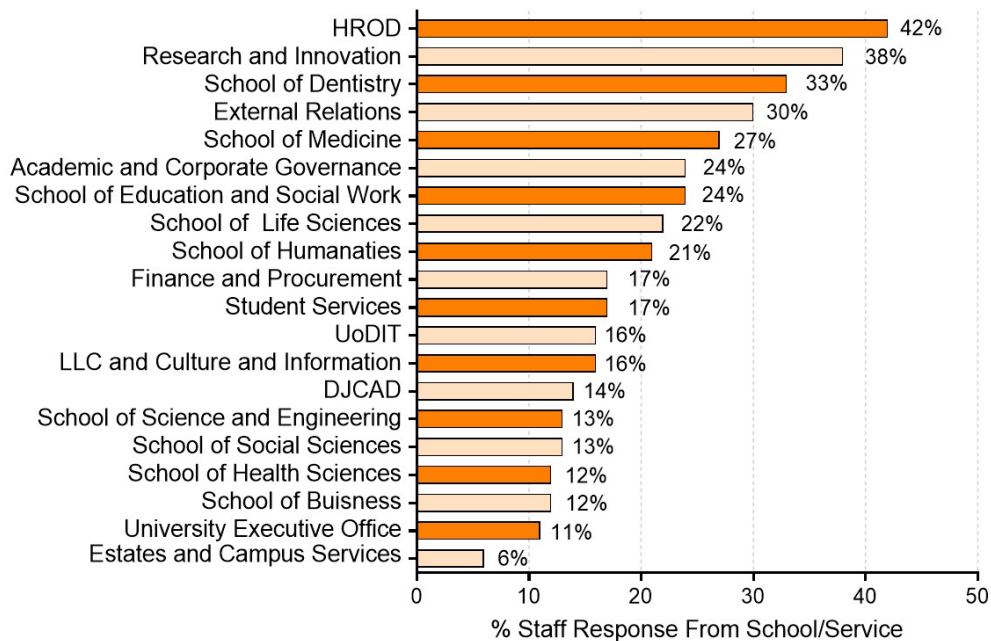
Figure 7: Staff response shown as a percentage of total staff number from within each School/Service invited to take part in the REC survey.

The ethnic breakdown of student respondents is shown in Figure 8.
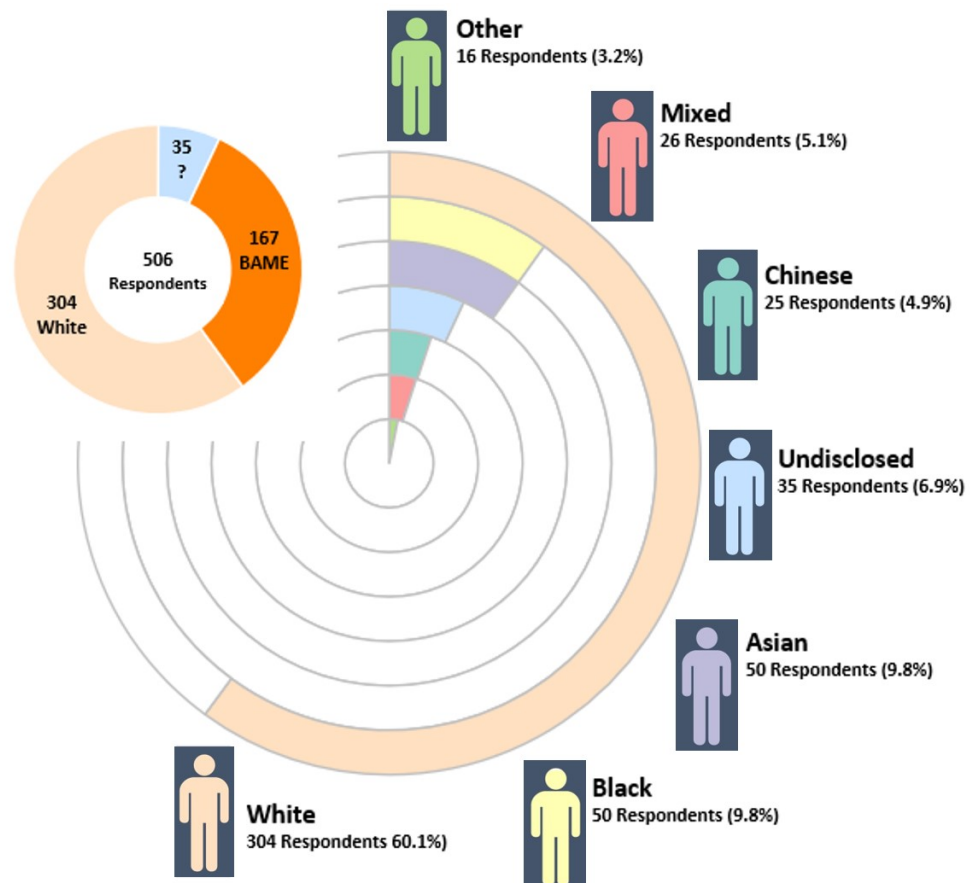
Figure 8: Student REC survey profile by ethnicity.

Of the 506 students taking part in the REC survey, 304 were White (60%),167 were of BAME backgrounds (33%) and 35 students (7%) chose not to declare their ethnic backgrounds. The figure also shows BAME student respondents further disaggregated by ethnicity. Based on the University's 2020 student headcount and declared ethnicities, the survey has captured the views of 2.8% and 5.8% of UoD White and BAME student population, respectively.

Most of the White and BAME students who responded to the REC survey were located on the main City UoD campus, with ~30% indicating they were at Ninewells. Only 2% of students who responded indicated their presence on the Kirkcaldy campus (Figure 9).
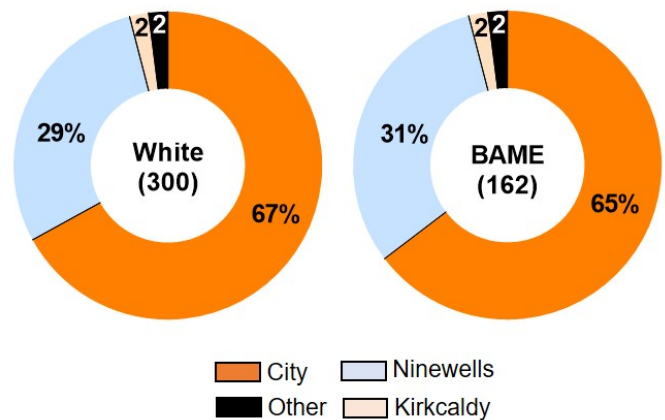
Figure 9: Location of student respondents by Campus

94% of student respondents to the survey indicated they were in full time study, with part-time and other/distance learners accounting for just 6%. The majority (58%) of student indicated their designation was Home (Scottish), with RUK, EU and International students respectively comprising 15%, 10% and 18% of the survey responders. Further analysis (Figure 10) showed that of most of the Home students were White (71%) with only a third identifying as BAME. A significant proportion of the BAME students (44%) who took part in the survey had international study status and were predominantly of Black, Asian, and Chinese heritage (Figure 10).
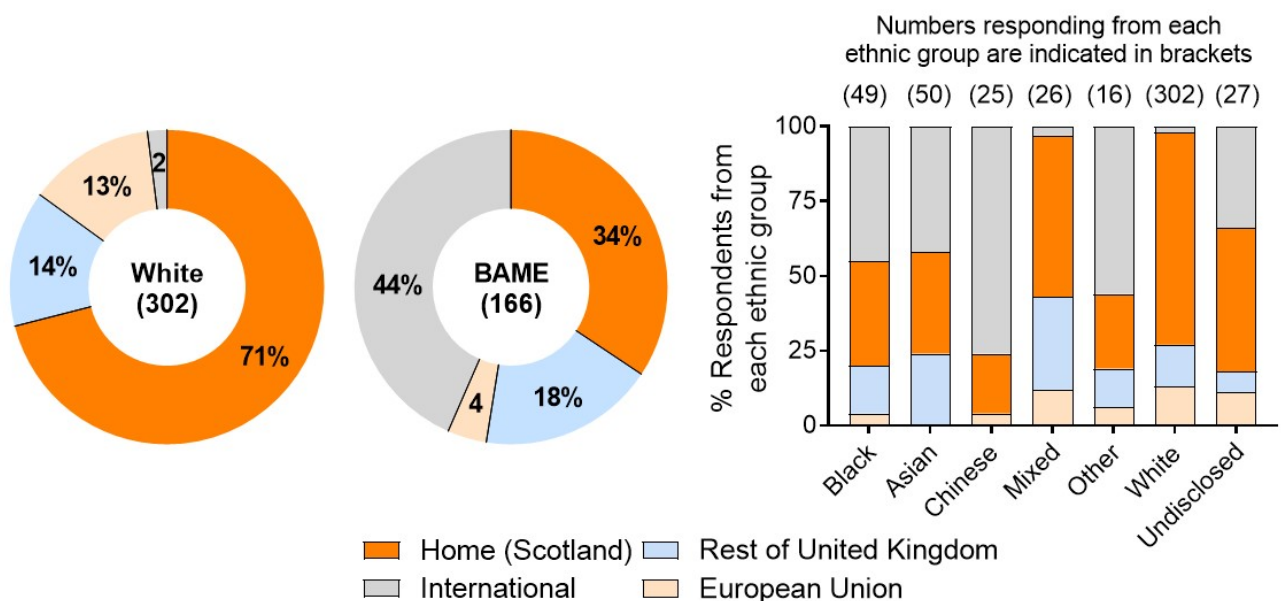
Figure 10: Student respondents to REC survey identified by study status and ethnic background.

The majority of White (80%) and BAME (64%) student respondents were undergraduates. Compared with White student numbers, there were considerably more BAME students registered as postgraduate taught and postgraduate research who took part in completing the REC survey (Figure 11).
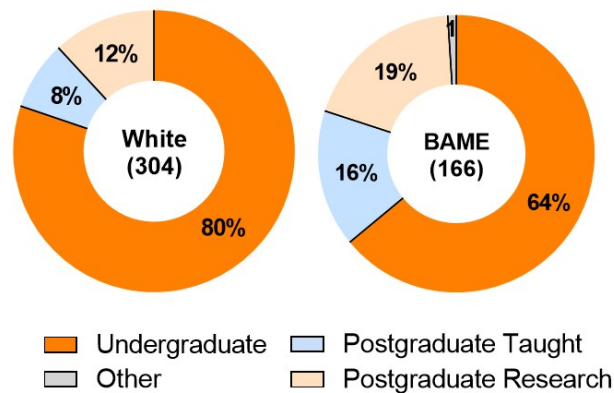
Figure 11: Student respondents to REC survey identified by level of study and ethnic background.

A total of 479 students answered the question of which School their studies were based in. Of those responding, the highest reply was from students within the School of Medicine who accounted for 33% of student respondents, followed by the School of Life Sciences (22%). Figure 12 also shows a further disaggregation of respondents based on whether they were White, BAME or undisclosed from the different Schools.
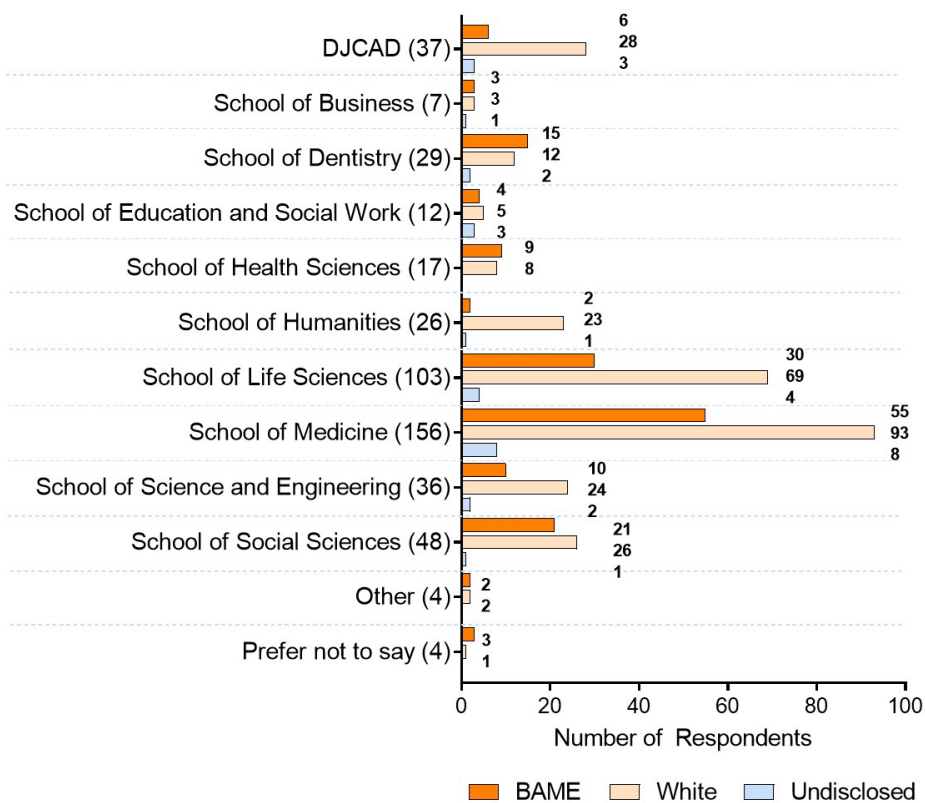
Figure 12: Student survey respondents identified by School of study. Numbers in brackets indicate total student respondents by School study affiliation. Numbers alongside the bars indicate relative headcounts of BAME or White students or those whose ethnicity was not disclosed from each School.

6. Race Equality Survey: Staff Responses

Staff were questioned on several issues to assess their response, attitudes, and experience in relation to race equality/discrimination within the UoD and local area, its impact within the workplace, on institutional culture and well-being. The most prominent findings to emerge from the staff survey in these areas are presented below.

6.1 Diversity of the institution and local community

Diversity is important, but without inclusion or a sense of belonging, the UoD will be unable to reap the full benefits that diversity brings, including institutional resilience, innovation and creative problem-solving. When staff were asked whether the racial diversity of the University was important for their sense of belonging, compared with White staff, those of BAME heritage were far more inclined (73%) to strongly agree/agree that the ethnic/racial diversity of the UoD impacts on their sense of belonging to the University community (Figure 13).
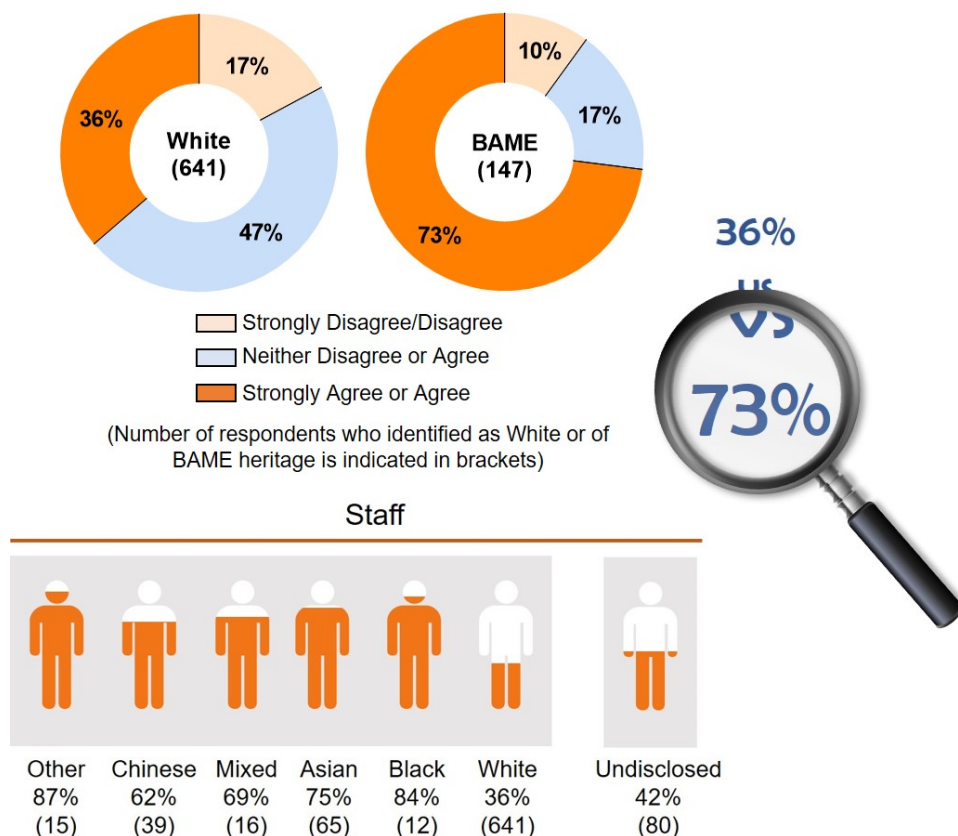
Figure 13: Staff were asked to agree/disagree on whether the ethnic/racial diversity of the UoD impacts on their sense of belonging. The disaggregated ethnic response from the BAME group indicates a consistent response, irrespective of ethnicity.

When staff were asked whether the ethnic/racial diversity of the UoD influences their desire to stay within the institution it was evident that a culturally diverse workplace was far more important to BAME staff respondents than their White colleagues (Figure 14).
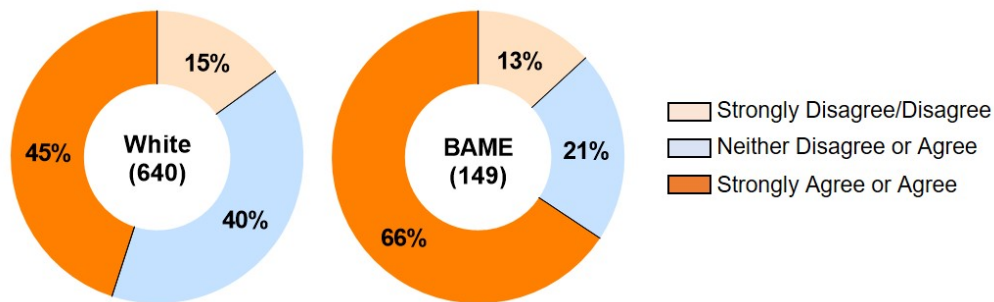
Figure 14: Staff were asked to agree/disagree on whether the ethnic/racial diversity of the UoD impacts on their desire to stay at the institution. Numbers responding from each ethnic background are indicated in brackets.

On a related question of whether the ethnic/racial diversity of the local population was impactful on the day-to-day lives of UoD staff, those of BAME heritage were far more inclined to agree that this to be the case. This was especially particularly evident in those of Chinese, Asian and "Other" non-white heritage who responded three times more strongly than their White colleagues on this issue (Figure 15).
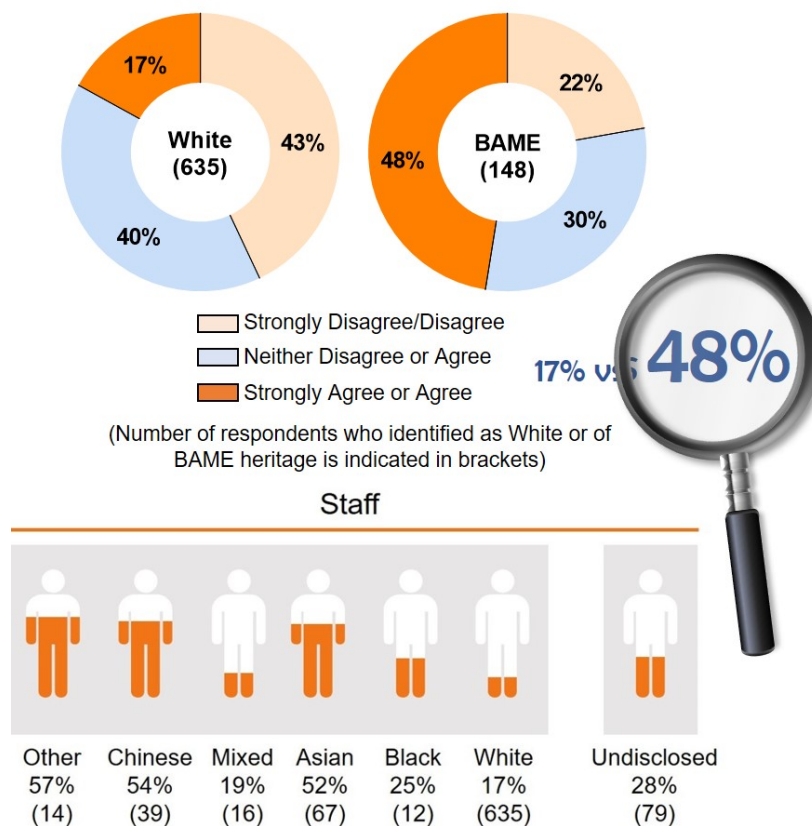
Figure 15: Staff were asked to agree/disagree on whether the ethnic/racial diversity of the local population impacts on their day-to-day life.

An important aspect of institutional diversity, inclusion and the sense of belonging is the belief that all staff groups are effectively represented across the University. Staff were asked whether they considered BAME staff were represented on decision-making committees and in leadership roles in numbers that were proportionate to the University's BAME population. Compared with White staff, BAME respondents were far less likely to agree that such representation was both appropriate and proportionate. From the free-text box comments, while some White staff respondents indicated there was a clear lack of BAME representation, a majority (58%) indicated they could not agree or disagree on this question as the University was far from transparent on this issue and they did not know the figures to be able to comment (Figure 16).
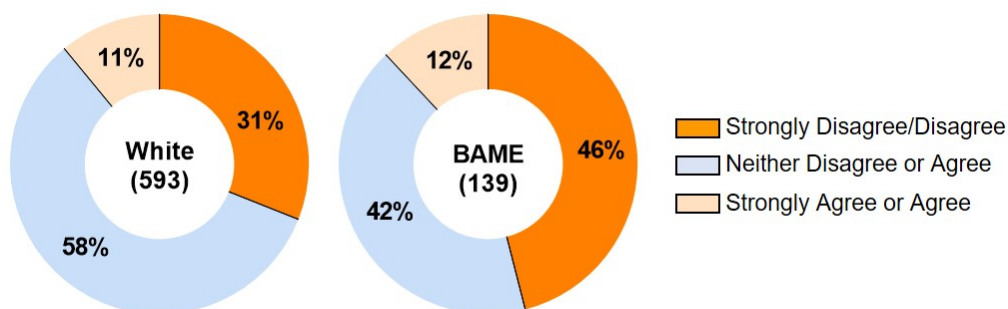
Figure 16: Staff were asked to agree/disagree on whether BAME staff representation on decision-making committees and leadership roles is proportionate to the University's BAME population. Numbers responding from each ethnic background are indicated in brackets.

Sample Staff Comments on Representation:

"I would not be surprised if my BAME colleagues answered the question above quite differently from the way I did. As far as I can tell, the management of the University of Dundee is a white male establishment. The optics are not good! Moreover, the top-down approach to management prevents other groups from taking part in decision-making in this university, and having their voices heard. I am afraid I keep returning to these fairly obvious points. But is anybody in management listening?" – White Staff

"I am white in a white majority space so feel represented but that is easy for me to say" – White Staff

"There is a clear lack of ethnic diversity in the University's Senior Staff" – White Staff

"I feel there is a degree of ignorance by staff about race issues and there is hostility in my school when BAME issues are raised, it gets reduced to identity politics. Furthermore, I have witnessed junior academics being gaslighted in promotion applications around cultural issues of communication. The message is that unless you assimilate you don't belong." – BAME Staff

"More transparency on the composition of School and Directorate decision making committees" – White Staff

"In my view BME numbers in the University are low and representation on decision making boards and committees poor, which would make me ambivalent about recommending UoD to a prospective staff member... especially from a BME background" – BAME Staff

Being valued and treated with respect by colleagues and students is known to impact on staff wellbeing and a sense of belonging to the University community. Staff were surveyed on the question of whether they consider they are treated fairly by colleagues and students irrespective of ethnicity and race. Figure 17 shows that a relatively high rate of BAME staff respondents (19%) perceive that they are not treated fairly by colleagues whereas this figure is much lower within White staff (5%). A similar trend was observed when staff were asked how they are treated by students.

I believe I am treated fairly and equally by colleagues irrespective of my ethnicity or race

White (636): 5% Strongly Disagree/Disagree, 11% Neither Disagree or Agree, 84% Strongly Agree or Agree

BAME (148): 19% Strongly Disagree/Disagree, 20% Neither Disagree or Agree, 61% Strongly Agree or Agree

I believe I am treated fairly and equally by students irrespective of my ethnicity or race

White (610): 4% Strongly Disagree/Disagree, 21% Neither Disagree or Agree, 75% Strongly Agree or Agree

BAME (140): 9% Strongly Disagree/Disagree, 29% Neither Disagree or Agree, 62% Strongly Agree or Agree

Legend: Strongly Disagree/Disagree; Neither Disagree or Agree; Strongly Agree or Agree

Figure 17: Staff were asked to agree/disagree on whether they consider they are fairly treated by work colleagues and students. Numbers responding from each ethnic background are indicated in brackets.

Sample Staff Comments on Local Community Race/Ethnicity Tensions:

"Being non-BME, I am not really in a position to experience such impacts/tension" - White Staff.

"As a white person, I have not perceived racial tensions, but I have been alerted by colleagues that they do exist" - White Staff

"The recent destruction of Sekai Machache's exhibition in Slessor Gardens reveals a racist element in the community which I was not hitherto aware of" - White Staff.

"I feel very unaware of any local ethnic/racial issues. I keep up with Dundee news on Twitter but haven't been aware of any tensions around this." - White Staff

"I may be a senior academic, but I am referred as "the Asian boy I saw last week" by patients in clinic who would never refer to a white Scottish consultant in the same way. Racism is very prevalent in certain sections of the community here in Dundee" BAME Staff

6.2 Awareness and reporting of racism within the institution and local community.

BAME staff respondents to the staff survey indicated that the ethnic/racial diversity of the local population has a strong impact on their day-to-day lives (Figure 15). Consequently, understanding how aware staff are of ethnic/racial tensions within the local Dundee community was surveyed. Figure 18 highlights a striking difference in perception between White and BAME staff with respect to awareness on this issue. Nearly 50% of White staff indicated they were not aware of community ethnic/racial tensions compared with just over one fifth of BAME staff. A quarter of White staff were aware, but this was considerably less than the 46% of BAME staff who indicated they were strongly conscious of local race tensions. The apparent lack of awareness or ambivalence about community race issues by White staff was evident in many of the survey comments.
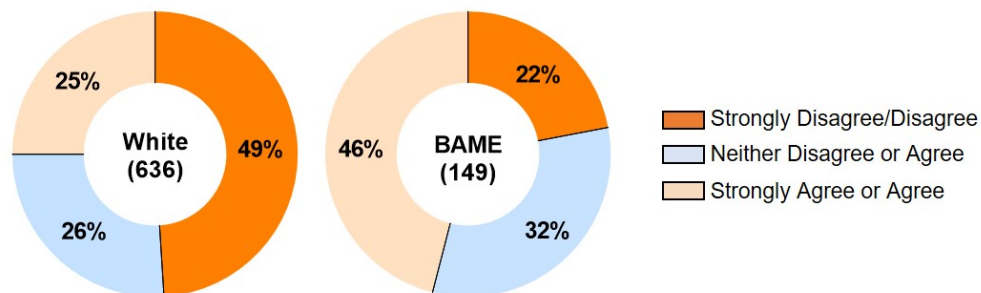
Figure 18: Staff were asked to agree/disagree on whether they were aware of ethnic/racial tensions within the community? Numbers responding from each ethnic background are indicated in brackets.

When staff were asked whether they had been witness/victim of race discrimination, harassment or bullying on the UoD campus, those of BAME heritage had experienced racist behaviour by more than three-fold compared to that reported by White staff (Figure 19). Black respondents were more likely to have been affected by racism than any other group (33%).
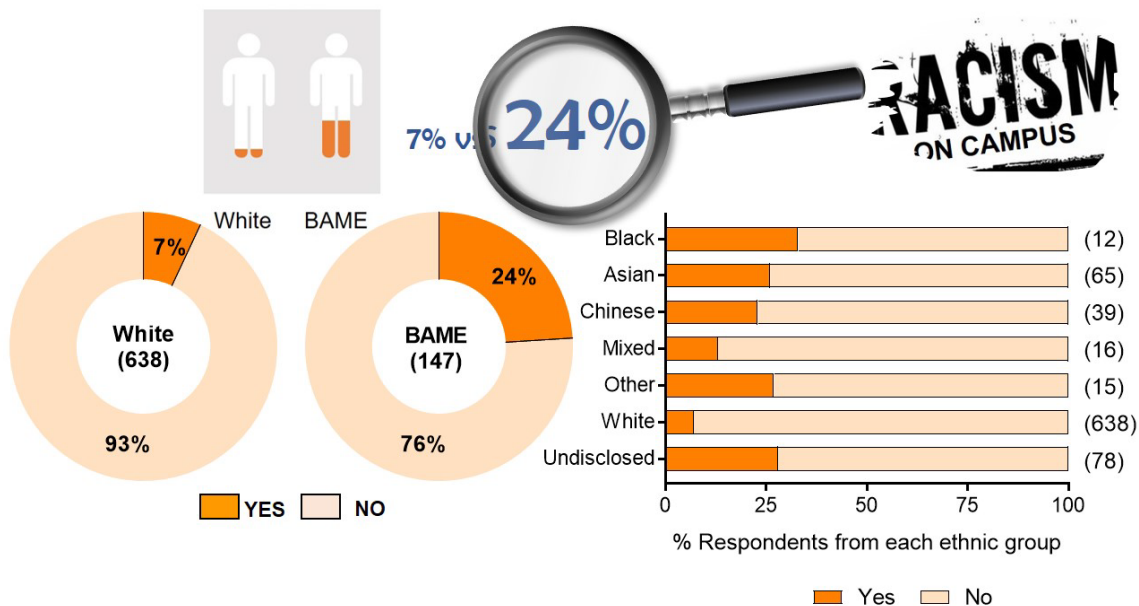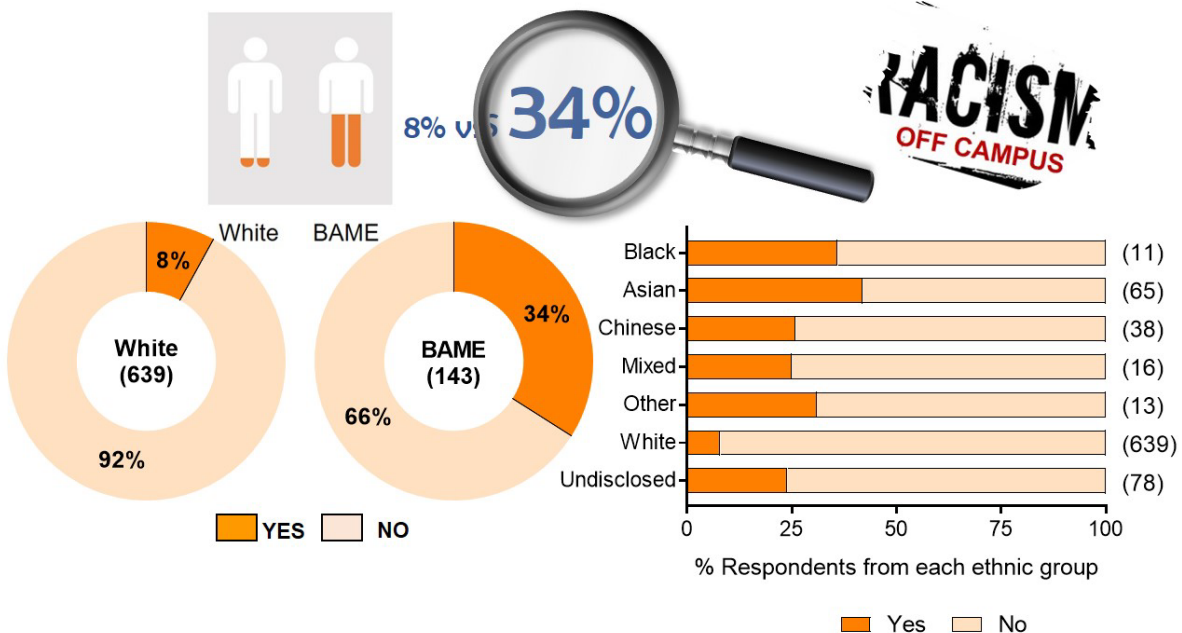

Figure 19: Staff were asked whether they had witnessed or been the victim of race discrimination, harassment and bullying on UoD Campus. Numbers responding from each ethnic background are indicated in brackets.

Despite the evidence in the survey that a high proportion of BAME staff have experienced racism on campus, comments from some White staff reflect a different lived experience, appreciation and understanding of its prevalence and impact of racism on their BAME colleagues within the workplace.

Sample Staff Comments on Awareness of Race Issues on Campus:

"Over my 42 years in the University I haven't seen any discrimination, and all cultures, races and creed work together well" – White Staff

"I don't have any issues or know of any issues within the University of Dundee with regard to ethnicity or race" – White Staff

"I have never encountered any race issues professionally or personally". White Staff

In addition to on-campus experience of racism, staff were also surveyed about their experience of racist behaviour off-campus in the local community. Compared with White staff respondents, BAME staff had experienced race discrimination, harassment and bullying off-campus in the local area by more than four-fold (Figure 20). When the response of BAME staff was further disaggregated those of Asian heritage had witnessed or been victims of racism by over 5-fold compared with White colleagues.

Figure 20: Staff were asked whether they had witnessed or been the victim of race discrimination, harassment and bullying in their local area. Numbers responding from each ethnic background are indicated in brackets.

Although BAME staff have experienced racism both on and off the University campus, reporting of race related incidents to the Schools/Services and the University is low. The survey responses indicate that compared with White staff, BAME respondents were far less confident that any complaint would be taken seriously and result in appropriate action against those perpetrating racist behaviour (Figure 21).
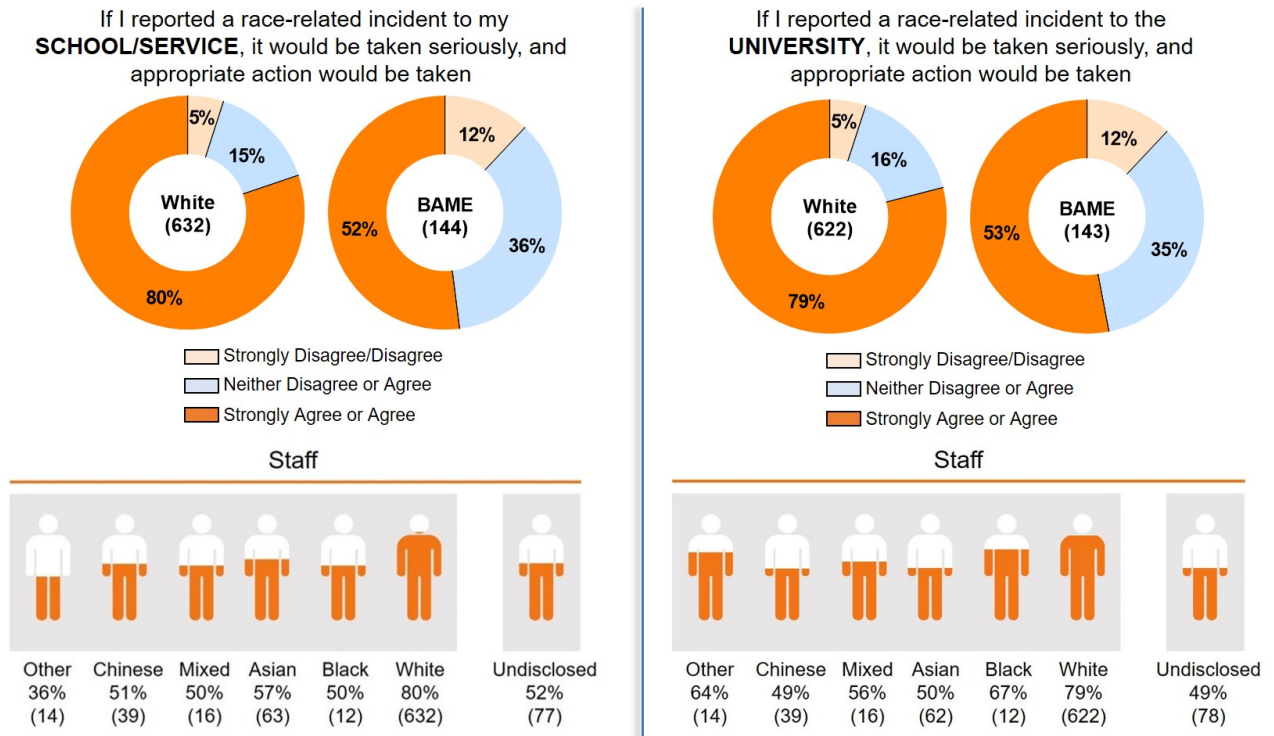
Figure 21: Staff were asked to agree/disagree on whether reporting race related incidents to School/Service or University would be taken seriously, and whether appropriate action would be taken. Numbers responding from each ethnic background are indicated in brackets.

In addition to the lower confidence in how complaints would be handled, compared with White staff, BAME respondents were significantly less likely to be aware of how to report race-related incidents, Figure 22.
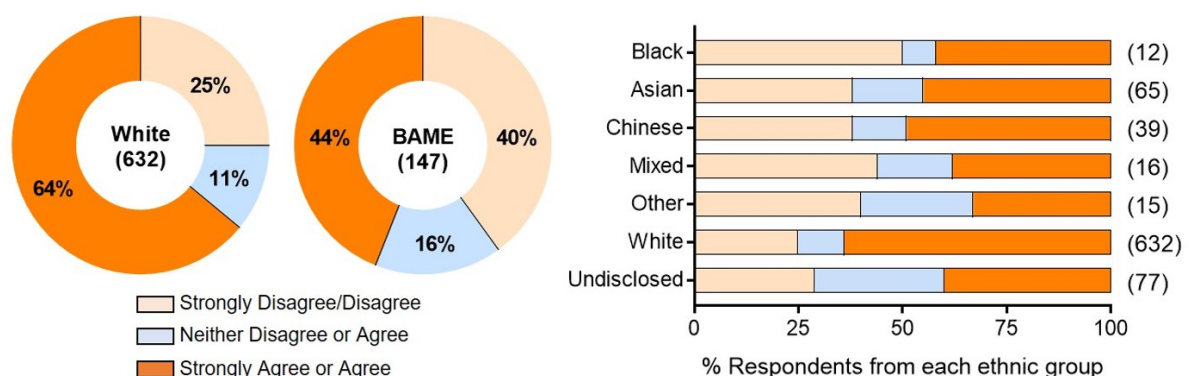
Figure 22: Staff were asked to agree/disagree on whether they aware of how to report any race-related incidents in their institution. Numbers responding from each ethnic background are indicated in brackets.

BAME staff were also significantly less likely to agree that the University was able to demonstrate and evidence that it was tackling racial inequalities than white respondents, with 27% of BAME respondents disagreeing that this was the case (Figure 23).
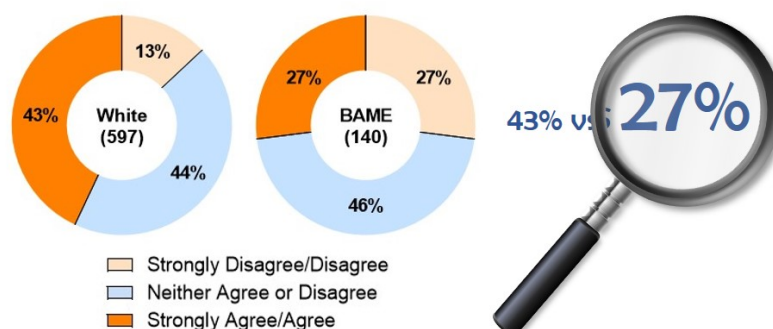
Figure 23: Staff were asked to agree/disagree on whether the University was able to demonstrate and evidence that it was tackling racial inequalities in all its forms.

Although the survey responses reveal that BAME staff were more uncertain to whom or where race-related incidents should be reported, staff comments also suggest that racist issues were not being reported because:

- Victims of racism perceived that nothing would be done.
- Harassment, bullying and persistent microaggressions were difficult to evidence.
- A lack of trust of the police/authorities further to the death of Sheku Bayoh.

Sample Staff Comments on Incident Reporting to Local Authorities:

"Racism is rife including in local authorities. Even if there are attempts made to deal with it, people can say it's a just a misunderstanding, you are being too sensitive, make a joke of it, deny it." - White Staff

"Nothing is done, and it is often a waste of time... and painful experience to try affirm your humanity to another person. You would think it is patently obvious in this century." - BAME Staff

"I have reported racist incidents in the past and nothing has come of it. It has been a complete waste of my time" – BAME Staff

"Little point in my view as nothing meaningful comes from reporting an incident in response racial slurs/name calling. Those involved in the incident do not hang around to give their details or answer for their actions." – BAME Staff

"The reason is because nobody will believe me." – BAME Staff

"I have no evidence to report to the local authorities. Even if I reported, I'm afraid they would not take it seriously, and some staff in the local authorities might even have bad attitude to people reporting racial discrimination." – Staff ethnicity not disclosed

6.3 Career Development, Progression, Culture, and Staff Wellbeing

Staff were asked about a number of career development and progression themes. Survey responses revealed that both White and BAME respondents agreed there was scope for them to develop in their roles, and that temporary promotions or profile-raising opportunities were allocated fairly and transparently, but the responses of BAME staff were less positive than those of White respondents. When surveyed on whether staff considered the University had clear and transparent recruitment and selection processes, 70% of White respondents, but only 57% of BAME respondents surveyed agreed the University had clear and transparent recruitment processes. The percentage of those respondents from Asian and Mixed ethnic backgrounds who disagreed with this statement was nearly three times higher than the percentage of White respondents who disagreed (Figure 24).
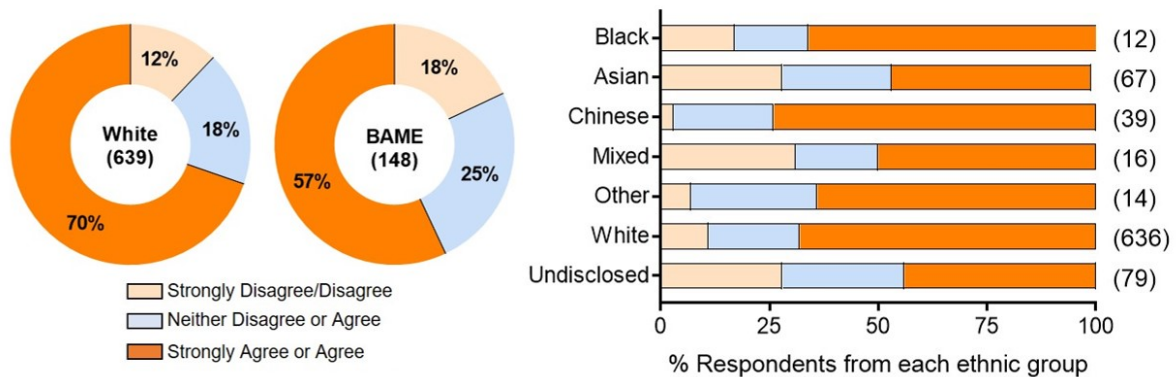
Figure 24: Staff were asked to agree/disagree on whether the University had clear and transparent recruitment and selection processes. Numbers responding from each ethnic background are indicated in brackets.

Irrespective of ethnicity, when professional and support staff were surveyed on the issue of progression and promotion, staff indicated no strong agreement or disagreement on whether they would be encouraged to apply for jobs at a higher grade. However, most staff respondents were inclined to disagree with the idea that, based on their current role and workload, they would be encouraged to have their role regraded. White staff were far more inclined to disagree (60%) with this view than BAME (42%) staff (Figure 25).
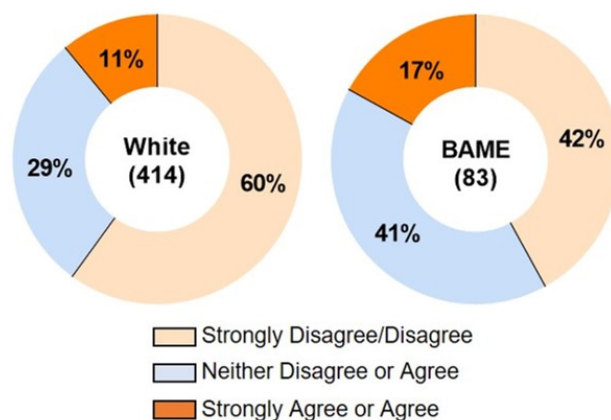
Figure 25: Specifically, professional and support staff were asked to agree/disagree on whether based on their current role and workload, they would be encouraged to have their role regraded.

When academic staff were similarly surveyed on whether they would be encouraged to apply for promotion, BAME staff respondents were 12% less agreeable and 10% more disagreeable that they would be encouraged to put forward for promotion compared to the response from White colleagues (Figure 26).
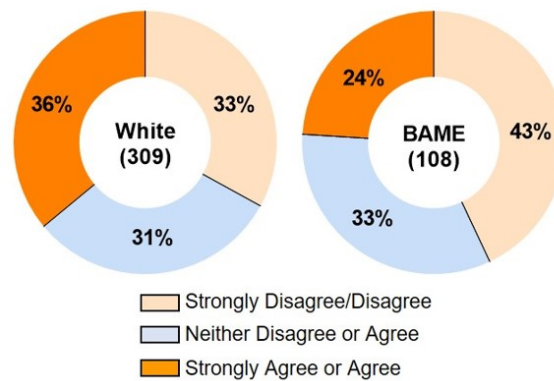

Figure 26: Specifically, Academic staff were asked to agree/disagree on whether they would be encouraged to apply for promotion. Numbers responding from each ethnic background are indicated in brackets.

Academic staff indicated that opportunities to develop and move on to full-time permanent positions within the University were rare and that this was particularly more difficult for those of BAME backgrounds. To assess if this perception was supported by data, staff respondents were asked to indicate the type of contract they currently held with the University, Figure 27 shows that while 66% of White respondents were in full-time permanent posts only 47% of BAME respondents held this contractual role. In contrast, BAME staff were much more represented (39%) in full-time fixed term contracts compared to White staff (15%) respondents. There were no substantive differences in part-time contracts, although proportionally more BAME responders were in part-time fixed term posts.
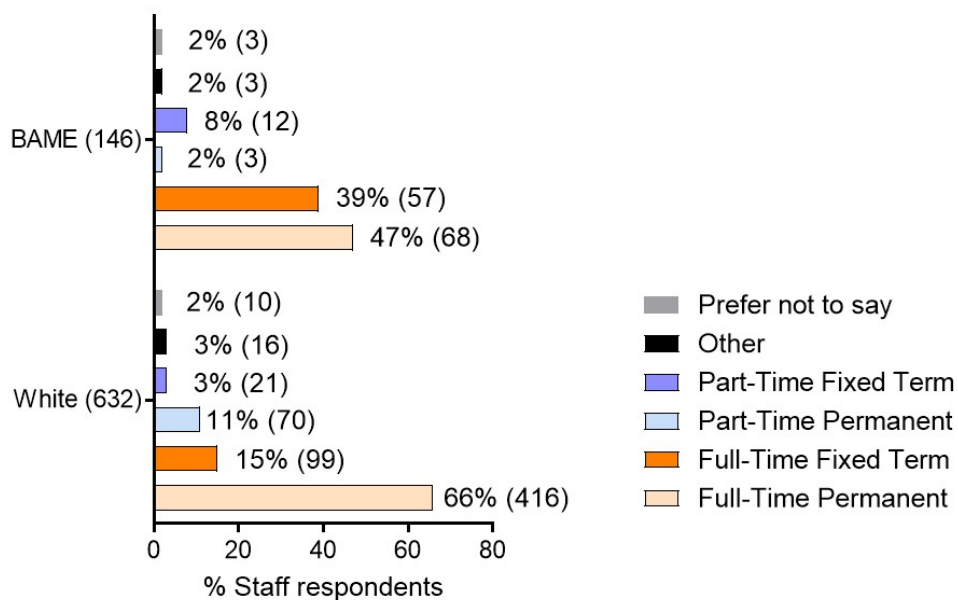
Figure 27: University contract held by staff respondents. Numbers responding from White and BAME backgrounds are indicated in brackets.

Staff from all backgrounds raised issues concerning the potential bias in the University's recruitment, selection, and promotion procedures. The need for greater transparency and better monitoring on how decisions on staff recruitment, selection and promotion were made at School/Service and University level was a recurring theme in many of the survey comments.

Sample Staff Comments on Staff Recruitment, Selection and Promotion:

"The recruitment and selection processes perpetuate the lack of diversity and need overhauled. A commitment to diversity requires systemic change and that includes recruitment and selection." – White Staff

"There appears to be a disproportionate number of BME individuals who are unsuccessful in securing a position at the UoD even after being short-listed for interview. We have no black Readers or Professors." – BAME staff

"Considering diversity in different schools and departments, the representation, especially at the higher levels, leaves doubt on the fairness despite well-intentioned processes during the recruitment. Perhaps there is an unconscious bias that needs to be looked at." – BAME Staff

"It appears that women, and especially women of colour have to work much harder to achieve promotion than men of the same ability and qualifications. This is demonstrated by the appalling gender pay gap." – White Staff

"Senior management and UEG is still predominantly white and male. There are serious issues of GENDER and RACE inequality at the top." – White Staff

"I believe fair recruitment depends on the panel not the process." – White Staff

"I was never encouraged to apply for promotion and had to use self-advocacy. Felt that doing so was always an uphill battle to make my case." – BAME Staff

"I've been told by my HOD there is no room for me to be promoted, so he is not even going to help me do this. I found this news very demotivating" – White Staff

"The promotion process was one of the most traumatic episodes that I have ever gone through in my career. Although successful, it destroyed all goodwill I had for the institution" – Staff ethnicity not disclosed

Staff were surveyed on issues related to culture and well-being within the University. They were asked whether they felt comfortable wearing physical evidence of their religious or belief identity in the workplace and not having to act differently because of their cultural/national identity or ethnic background. While most staff were ambivalent on the issue of wearing physical symbols of their religious or belief identity, BAME staff were less confident about being themselves at work because of their cultural/ethnic background (Figure 28).
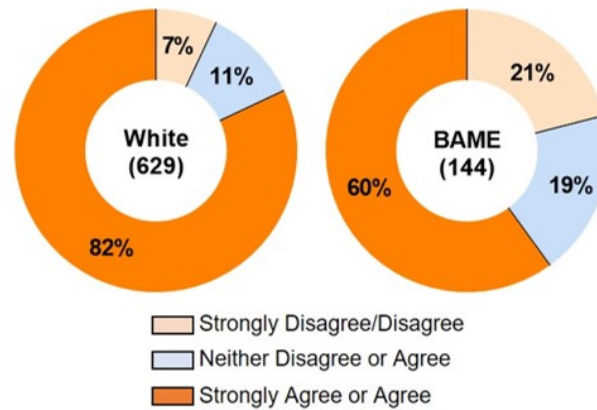
Figure 28: How disagreeable/agreeable were staff on the issue of whether they did not have to act differently at work because of their cultural/ethnic background? Numbers responding from White and BAME backgrounds are indicated in brackets.

Although most staff indicated that work-related social events, such as staff meals, parties and network events were inclusive and welcoming to anyone, regardless of their cultural/national identity or ethnic background there was a degree of lower confidence among those of BAME backgrounds that they did not feel they were a valued member of the workplace team. On the issue of whether racially offensive behaviour/banter was tolerated in the working environment, BAME respondents were generally less agreeable by 13% than their White colleagues on the notion that racist language/behaviour was not tolerated (Figure 29).
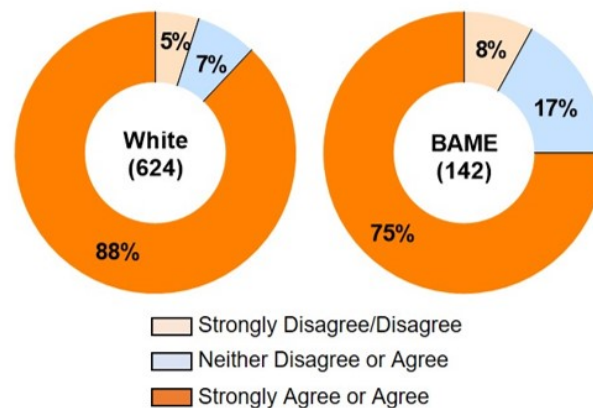

Figure 29: Staff were asked to agree/disagree on whether they thought racially offensive or inappropriate behaviour, language and banter is not tolerated in the University workplace. Numbers responding from White and BAME backgrounds are indicated in brackets.

6.4 Appraisals, Flexible Working and Pay

Staff were surveyed about appraisals, flexible working, and equal pay. Nearly ~90% of staff respondents indicated they have an annual appraisal (Objective Setting and Review, OSaR) with their line manager or a senior colleague (Figure 30). However, less than half of the staff respondents agreed that they found the OSaR process useful (Figure 31). There were no notable differences between how White or BAME staff responded to these questions when staff answers were disaggregated based on ethnicity.
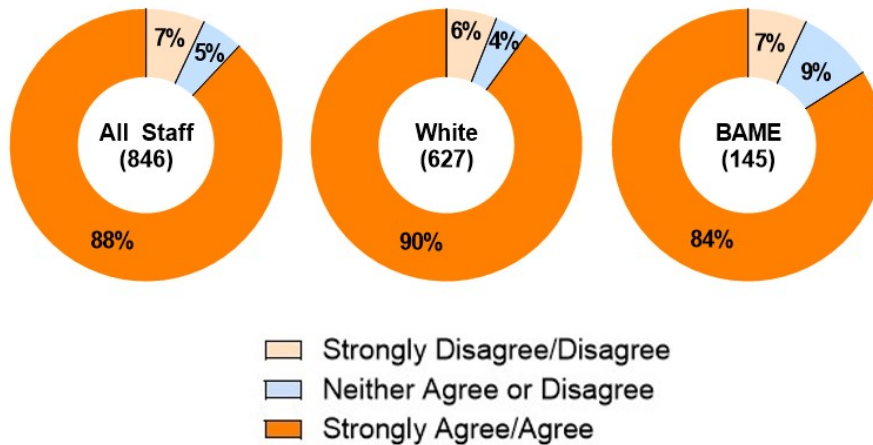
Figure 30: Staff survey response to the statement "I have annual OSaR meetings with my manager". Total number of staff responses are indicated in brackets.
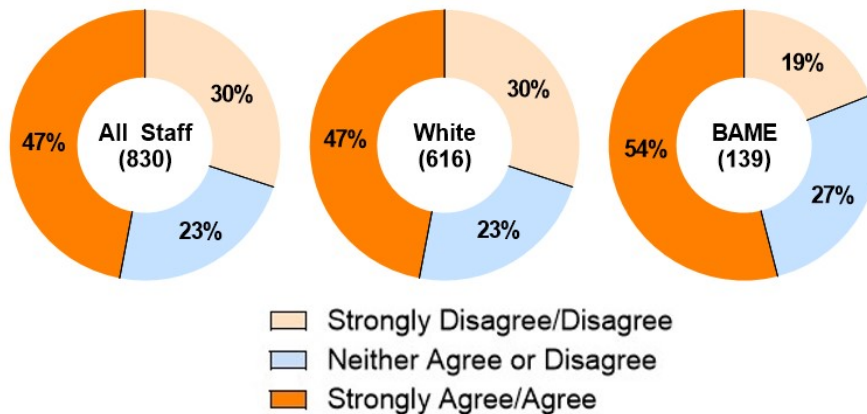
Figure 31: Staff survey response to the statement "I find the OSaR process useful". Total number of staff responses are indicated in brackets.

While some staff considered that the annual appraisal was an opportunity to reflect and review on personal work priorities, numerous staff comments highlighted considerable despondency about the value and effectiveness of the OSaR process as a tool for facilitating staff development. Some viewed the OSaR with their line managers as a "tick box" exercise that was both cumbersome and time consuming and which, many respondents felt did not help correct issues of concern when these were raised. There was also a view that the OSaR process was highly variable in how it is managed and run between different Schools/Services and, then again, for staff in different roles (i.e., academic versus professional and support staff, research versus teaching staff). Although the survey did not

highlight any differences in response between White and BAME staff on the appraisal process itself, BAME staff indicated during focus group discussions that OSaRs, in their experience, had neither been conducive or responsive to addressing inequality concerns around issues such as promotion and renumeration.

Sample Staff Comments on Appraisals:

Useful to discuss progress with line manager - but where does it go after that? Tick box exercise? – BAME Staff

"The OSaR process needs to be grounded in equalities and have a clear role in supporting promotion of staff with quieter voices and a reluctance to self-promote. I see this as cultural and gendered. The Equalities Act needs to be genuinely embraced." – White Staff

"The OSaRs serve as a useful annual touching point with the line manager, but issues raised with my manager when taken up the School hierarchy for discussion have never been adequately dealt with or resolved. Consequently, the OSaR appraisal becomes a process/ticky box exercise in my view." – BAME Staff

"Seems more like a box-ticking exercise and have never had follow-up until the next annual event. Seems to be the same with other colleagues." - White Staff

"OSARs are very dependent on who your manager is. My manager is appalling in terms of OSAR" - White Staff

"OSaR has little meaningful impact on anything, it only adds to the workload. It has become a time-consuming burden for most of my colleagues." - White Staff

"The OSaR process is very variable. Staff need training in its delivery and its importance needs to be highlighted in the University rather than it being seen as a tick box exercise." - White Staff

On the issue of flexible working, the survey responses indicated that most staff were aware of formal flexible working polices and arrangements (e.g., part time working or working from home) at the University and were confident that if they formally requested more adaptable working arrangements that these would be granted if possible. 76% of all staff respondents indicated that they could take advantage of flexible working on an informal basis, for example, sometimes working from home or coming in later and that their manager would be supportive. There were no notable differences in the response to questions concerning flexible working between White staff and those of BAME backgrounds.

When staff were surveyed on the question of whether they felt they were being paid the same as colleagues who were in the same job role, the majority of White and BAME staff respondents indicated they felt there was equity. There were no notable differences in the response to this question from White or BAME staff. However, despite this positive take by staff on the specific survey question regarding pay equality, staff comments within the survey and focus groups suggest that the issue of equal pay is much more polemic. Staff highlighted the lack of transparency around the issue of pay and how decisions on merit award or CRPs was decided upon. Furthermore, focus group discussions drew attention to the fact that the University had failed to address the pay disparity highlighted within its own equal pay and gender pay gap report published in 2017[4], in which significant pay gaps were identified between White and BAME staff in some working grades.

Sample Staff Comments on Pay:

"Academic staff have more promotion opportunities to progress within their jobs. Professorial pay is opaque and based on individuals. There is a glass ceiling for Professional Directorates and lack of equality to academic grades." – White Staff.

"There has been a long-standing differential between BME versus non-BME staff paid at all grades, yet I have not seen a serious, meaningful approach from the University to address this. The statistics displayed on BME pay differences are misleading" – BAME Staff.

Pay awards and being put up for these is very much at the discretion of the School head and who he/she thinks is deserving. There should be an internal committee in Schools that is balanced in race and gender to decide on such issues – BAME Staff.

"I have been asking for the UoD to justify a significant pay differential between myself and a colleague for 6 years. Despite line managers requests into HR, no reply has been received. I bring this up every OSAR" – Staff ethnicity not disclosed.

"I know that people in the exact same role as me are in a much higher pay band than me, in other schools across the university." – Staff ethnicity not disclosed

"I am aware of various people in other departments who have equal or less workload/responsibility but are on higher grades" – White Staff.

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[4] University of Dundee Equal Pay Statement and Gender Pay Gap Report 2017

6.5 Covid and Black Lives Matter

As a further reflection of University culture, staff were surveyed on institutional response during the Covid-19 pandemic and Black Lives Matter protests.
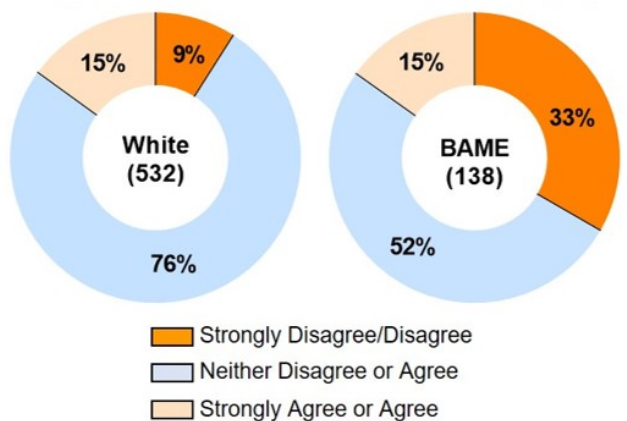
Most staff respondents (~66%) from White and BAME backgrounds indicated they had been equally affected by the Covid pandemic in terms of their emotional or mental well-being. However, when asked if any staff had experienced racism because of the pandemic, BAME staff reported on average a 4-fold higher incidence compared to White colleagues (Figure 32). When the BAME response was further disaggregated, those of Chinese and "Other" (non-white) heritage showed a 5-7 fold greater level of discrimination/harassment compared to White staff in which just 3% of the 634 who responded indicated they had been at the receiving end pandemic-linked discrimination.

Figure 32: Staff were asked to indicate whether they had experienced discrimination, harassment, bullying during the Covid-19 pandemic. Numbers responding from White and BAME backgrounds are indicated in brackets.
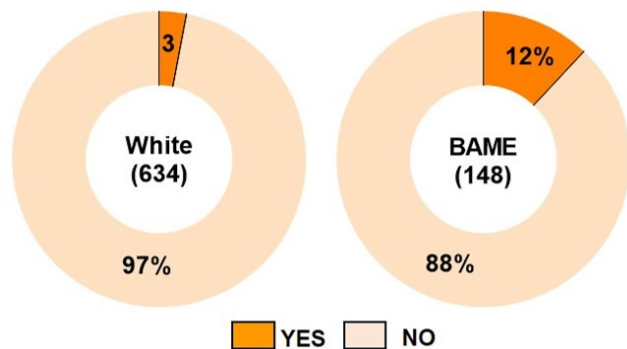
Allied to the above issue, given the disproportionate impact that Covid-19 has been shown to have on those of BAME backgrounds, staff were surveyed on whether the University had implemented appropriate support mechanisms for staff in this vulnerable group. Compared with 9% of White staff respondents, 33% of those from BAME backgrounds who responded were inclined to strongly disagree/disagree that the University had managed the situation satisfactorily (Figure 33).

Figure 33: Staff were asked to agree/disagree on whether the University has implemented appropriate support mechanisms for Covid-19 vulnerable groups, including BAME staff. Numbers responding from White and BAME backgrounds are indicated in brackets.

Staff comments detailing lived experiences of racist incidents during the pandemic and their views on the University's approach endorse the above survey response data.

The death of George Floyd triggered global protests and the "Black Lives Matter" (BLM) movement, which had begun in 2013, gathered considerable prominence in early summer of 2020. Staff were canvassed on whether they were familiar with BLM and whether they considered it had raised awareness of the many ways in which Black people were treated unfairly in society and how deeply embedded this discrimination was within many of our institutions, including Universities.
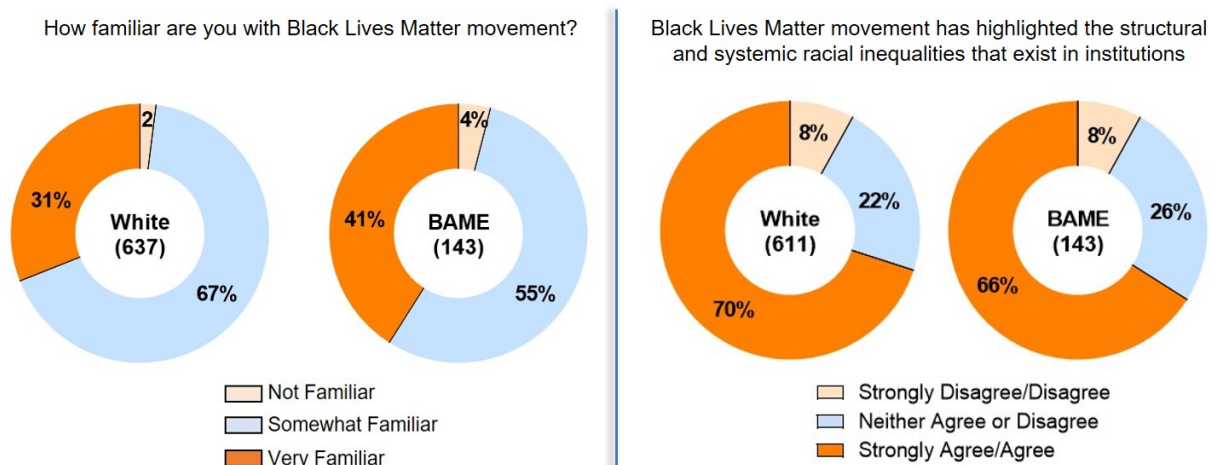

Figure 34: The survey responses reveal that irrespective of ethnic background, staff were somewhat or very familiar with BLM and mostly agreed that it had highlighted racial inequalities within institutions. Numbers responding from White and BAME backgrounds are indicated in brackets.

Despite the general appreciation and increased awareness that the BLM movement had created (Figure 34), many staff indicated that the institutional response at the height of the protests in 2020 was reactionary and that the University needs to be far more proactive and in step with race equality issues and get its "own house in order". There were also views from some White staff who clearly felt that the University should not kowtow to movements such BLM.

Sample Staff Comments on Black Lives Matter:

"The University handled the response to Black Lives Matters very poorly and it took an outcry from a number of members of staff and students for any public response. If they cannot do something as basic as that, it doesn't make me feel hopeful." - White Staff

"BLM was instrumental in starting conversations around discrimination, but I think we should move to include other minorities as well." – BAME Staff

"More events celebrating BAME culture on campus. More BAME speakers. More discussions about Scotland's role in the slave trade. More BAME academics working in senior roles of responsibility." – White Staff

"BLM has been useful to highlight inequalities but has also been hijacked by various self interest groups worldwide including anarchists. The University should adopt the principles of BLM but distance from the movement itself in its current form" – White Staff

"After attending some of the BHM events. I am shocked and disappointed that there hasn't been a statement from the University on how it will address the issues raised by our staff and students. It is clearly NOT a priority." – White Staff

"The BLM movement is not helpful and is utterly hypocritical. Its actions do not help black people." – White Staff

7. Race Equality Survey: Student Responses

Students were surveyed on several issues to assess their response, attitudes, and experience in relation to race equality/discrimination within the UoD and local area, its impact within the study place, learning and teaching practices as well as on personal well-being. The most prominent findings to emerge from the student survey in these areas are presented below.

7.1 Importance of institutional and local community diversity

It is widely accepted that diversity within the HE sector has numerous benefits for students including improved intellectual engagement, interaction with peers from different cultural backgrounds that helps broaden outlook, fosters tolerance, critical thinking and equips individuals with skills and attributes needed to succeed in a pluralistic society. To assess if the ethnic/racial diversity of UoD is important, students were asked if this was a consideration when they applied to study at Dundee University. Figure 35 shows that compared to White students, those of BAME backgrounds were on average nearly five-times more likely to have considered the ethnic/racial diversity of the University. When student response was further disaggregated by ethnicity, Black students (60%) valued institutional diversity the most among the BAME cohort.
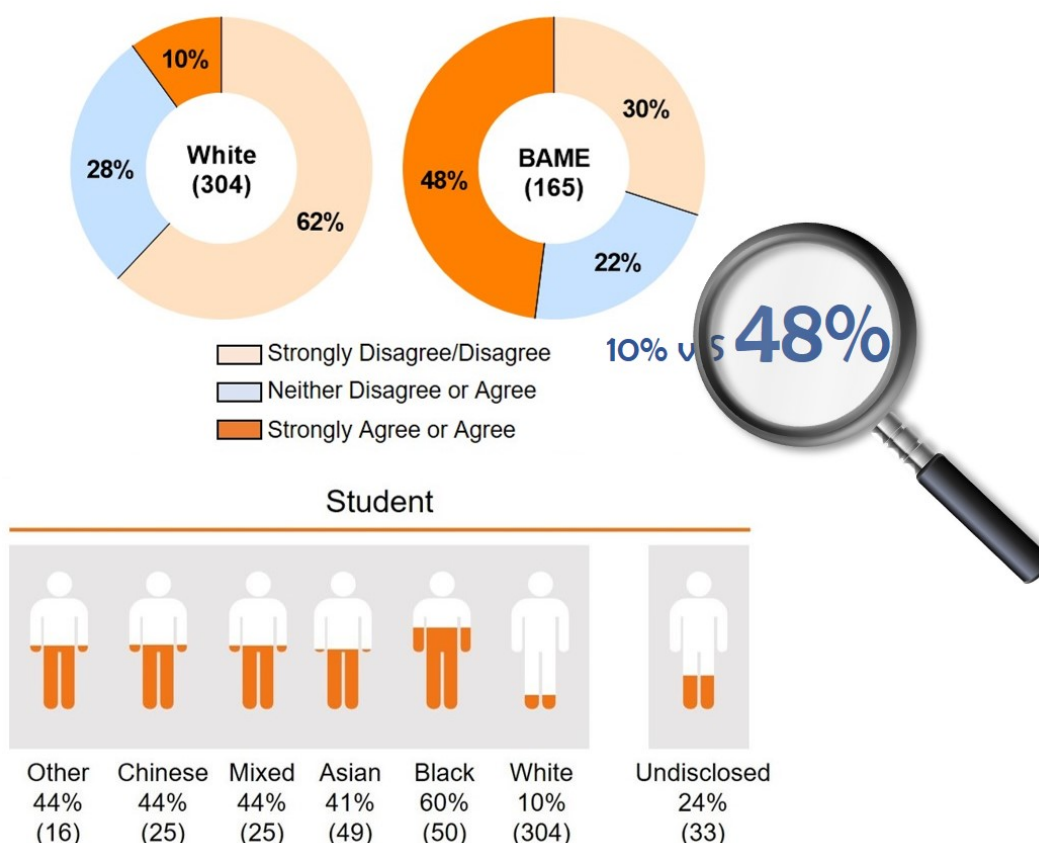

Figure 35: Students were asked to agree/disagree on whether they had considered the ethnic/racial diversity of the UoD before applying to study at the University. Numbers of students responding are indicated in brackets.

Students were surveyed on the issue of how important institutional diversity was in promoting their sense of belonging to the University. Figure 36 shows that compared with White student respondents, those of BAME heritage are three times more likely to be impacted by the ethnic/racial diversity of the University in terms of their sense of belonging to the institution's community.
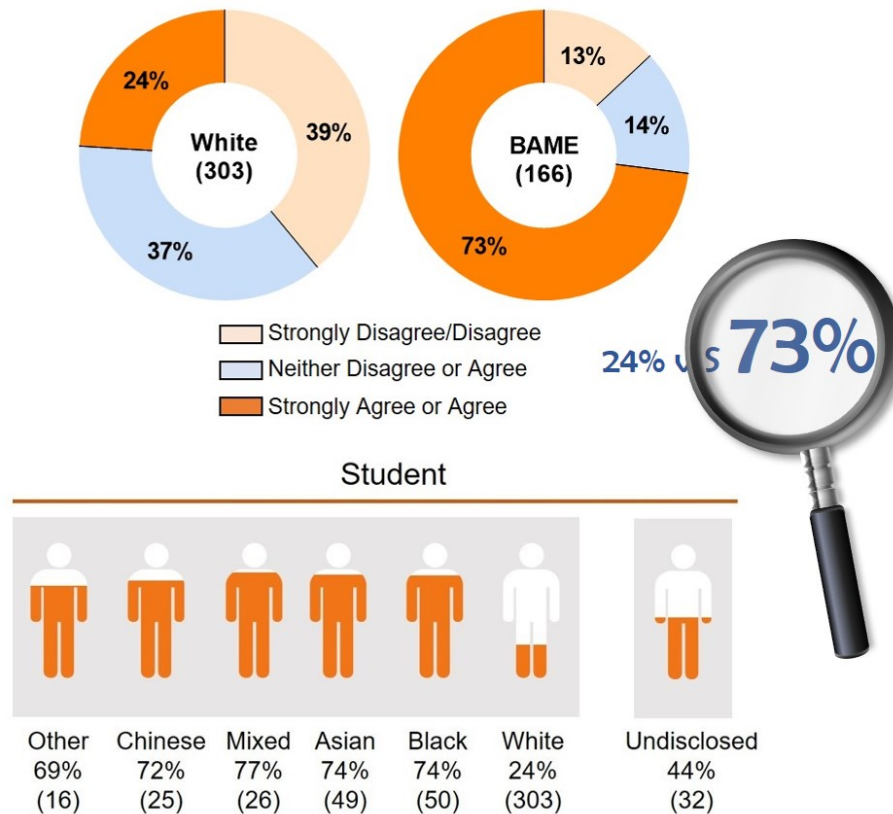

Figure 36: Students were asked to agree/disagree on whether the ethnic/racial diversity of UoD impacts on their sense of belonging. Numbers of students responding are indicated in brackets.

Institutional diversity not only promotes inclusion and a sense of belonging but can also impact on whether individuals would wish to remain at the UoD. Compared with White student respondents, those of BAME heritage (especially those who identify as Black, Asian, or Chinese agree that the ethnic/racial diversity of UoD impacts on their desire to stay (Figure 37).
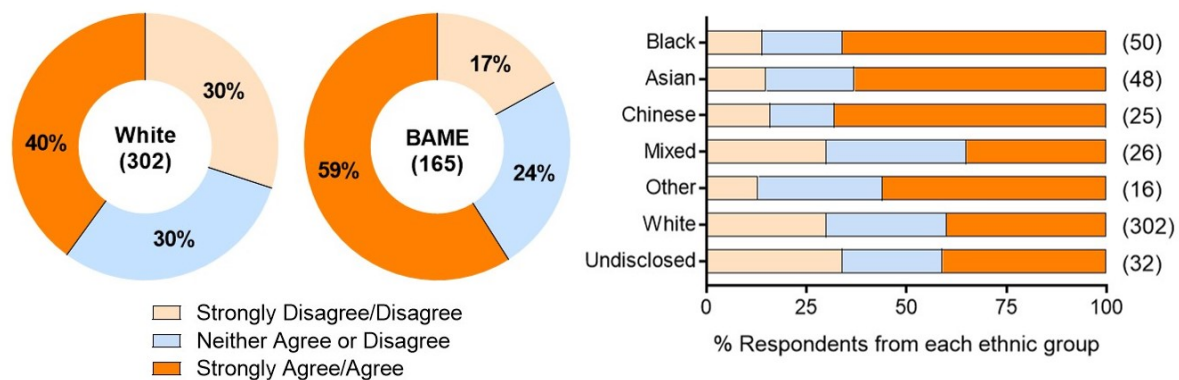

Figure 37: Students were asked to agree/disagree on whether the ethnic/racial diversity of UoD impacts on their desire to stay. Numbers of students responding are indicated in brackets.

In line with the data shown in Figures 35 and 36, students expressed a diverse set of opinions on the value of institutional diversity that, for the most part, seem to support the view that whilst this was important it is far greater consideration for students of BAME backgrounds.

Sample Student Comments on Institutional Diversity:

"With regards to diversity, the lack of diversity amongst teaching staff- or as a priority of teaching staff- means I'm unlikely to stay at Dundee beyond my undergraduate degree. Whilst I have enjoyed and valued the teaching on offer for the most part, it's also true that I have shared commiserations with some academics and students of colour, and feel that the institution is not critically focused enough on race for me to have faith in my studies at a level beyond undergrad. And I'm white, saying this." – White Student

"I definitely notice when I am the only person of colour in a room; it's something that I notice and sits in the back of my mind." – BAME Student.

"As a white person living in a country with a majority of white people, it never crossed my mind to question the diversity of the university I was applying to." – White Student.

"Before coming to Dundee I didn't consider how the ethnic/racial diversity would affect me, now I realise how uncomfortable I am when I notice I am the only person of colour in a room." – BAME Student.

"I was under the impression that Dundee was a diverse university before I came here, but I have been proved wrong. My BME peers suffer microaggressions and discrimination daily" – White Student.

If there are not many people like myself i.e. skin colour in my course or in my university it makes me feel like I don't belong, and it makes me feel uncomfortable" – BAME Student

When surveyed on the related issue of whether the ethnic/racial diversity of the local population was impactful on the day-to-day lives of UoD students, those of BAME heritage were over 4 times more inclined to agree that this was the case. This was particularly evident in those of Black, Asian, and "Other" non-white heritage who responded far more strongly in terms of agreement (60-70%) than their White colleagues (14%) on this issue (Figure 38).

White (303)
- 14%
- 30%
- 56%

BAME (165)
- 19%
- 22%
- 59%

- Strongly Disagree/Disagree
- Neither Disagree or Agree
- Strongly Agree or Agree

Student

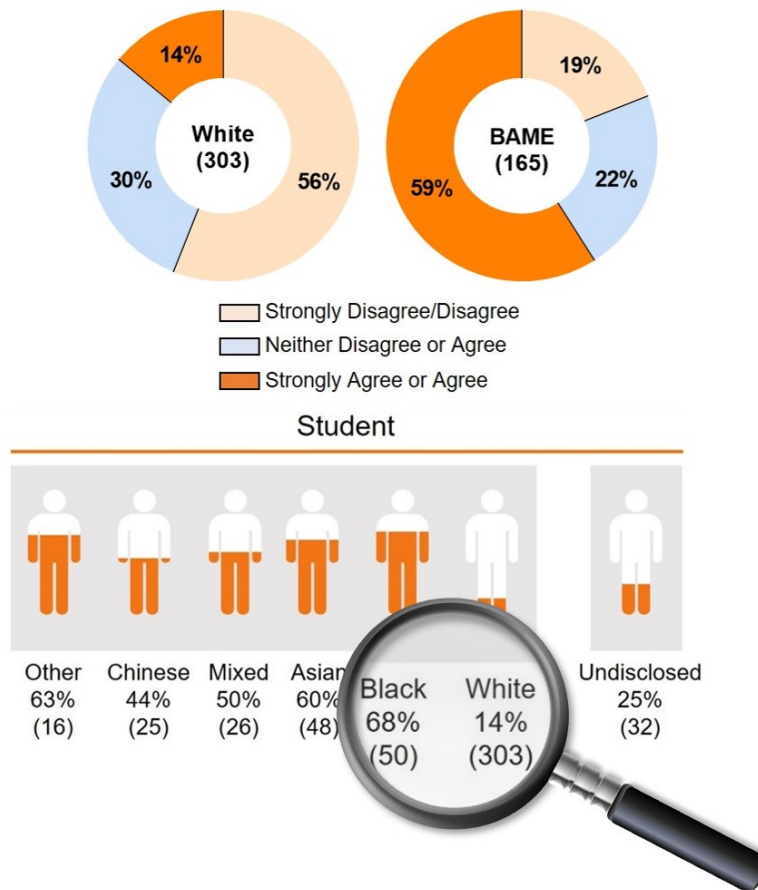| Other 63% (16) | Chinese 44% (25) | Mixed 50% (26) | Asian 60% (48) | Black 68% (50) | White 14% (303) | Undisclosed 25% (32) |

Figure 38: Students were asked to agree/disagree on whether the ethnic/racial diversity of the local community impacts on their day to day lives. Numbers of students responding are indicated in brackets.

When asked whether students were aware of ethnic/racial tensions within the local community, compared with students of BAME backgrounds, the responses from White students indicated far less awareness (nearly 2-fold) of race issues within their local area (Figure 39). Further disaggergation of the responses from the BAME cohort revealed, that of this group, Black (63%) and Asian (58%) students were particularly cognisant of community race tensions compared to their White colleagues (36%).

White (303)
- 36%
- 45%
- 19%

BAME (166)
- 23%
- 54%
- 23%

- Strongly Disagree/Disagree
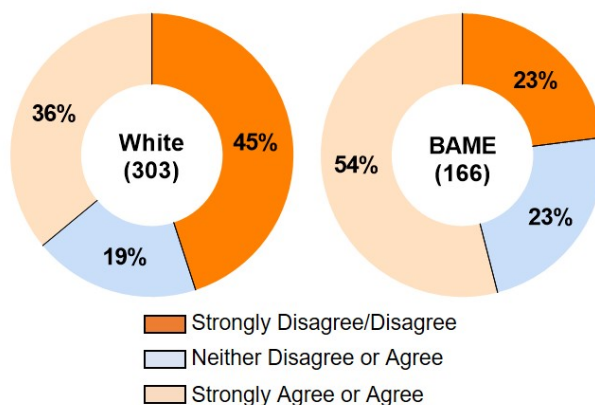- Neither Disagree or Agree
- Strongly Agree or Agree

Figure 39: Students were asked to agree/disagree on whether they were aware of any ethnic/racial tensions within the community? Numbers responding from each ethnic background are indicated in brackets.

Analysis of free text responses reveals disparately held opinions between White and BAME students on the diversity of the local population and race issues within the Dundee community.

Sample Student Comments on the Local Community Race and Ethnicity Tensions:

I don't think there are any ethnic/racial tensions within the local community. I have never encountered nor heard of anything even slightly reminiscent of it." – White Student

"As a white person I don't experience any ethnic/racial oppression, therefore I am mostly ignorant to the tension other people experience."- White Student

I'm unaware of any racial tension in Dundee although I'm sure there is" – White Student

"My white friends don't share or understand how being a coloured student you feel differently about how locals perceive and treat you" – BAME Student

"I have heard racial abuse and have friends who have experienced it so it clearly is an issue that needs addressing" – White Student

"Dundee has issues of racism - seen in recent vandalism acts in the city against artworks made by black artists and designers for example. Its so important the university are diverse and become a role model to Dundee." – White Student

"There's only racial tensions where people make them, a lot of the Dundee locals are probably racist but university students nowadays have grown up in mixed communities so it's not such a problem anymore, select groups make it a problem." – White Student

"Greater focus needs to be achieved by the university itself to promote and include racial/ ethnic diversity. I was able to connect more with students from different ethnic/ racial groups as opposed to Scottish students. Also, the passive racism and active micro aggressions from students and more often is common without consequence with ignorant comments regularly made. More integration and education needs to be promoted with students and local community."- BAME student

"I haven't experiences or seen, first hand any ethnic/racial tensions within Dundee however, I have heard of experiences from my peers of this happening." – White Student

"Whilst it hasn't affected me yet I have heard of friends of mine suffering racial abuse walking through the town centre or even just in some of the local parks. Also from articles in the Dundee telegraph regarding BLM it has not really shone a positive light on Dundee with the George Floyd mural being defaced." – BAME Student

7.2 Culture and Racial Discrimination/Harassment

An environment that is diverse and culturally tolerant allows its staff and student community to freely express themselves and thrive to their best potential. Students were surveyed on whether they agreed or disagreed that they did not have to act differently within the University because of their cultural/national identity or ethnic background. Figure 40 shows that compared with White student respondents, those of BAME heritage were far less agreeable and confident that they did not have to act differently because of their cultural background. Of the those identifying as BAME, students of Chinese (36%) and Black (45%) heritage were the least self-assured on this issue compared to 85% of white students who responded to this question. Despite this apparent lack of confidence in being able to express themselves freely, the majority of BAME student respondents (54%) indicated that they were comfortable wearing physical evidence of their religious or belief identity in the University when this issue was explored as part of a separate question.
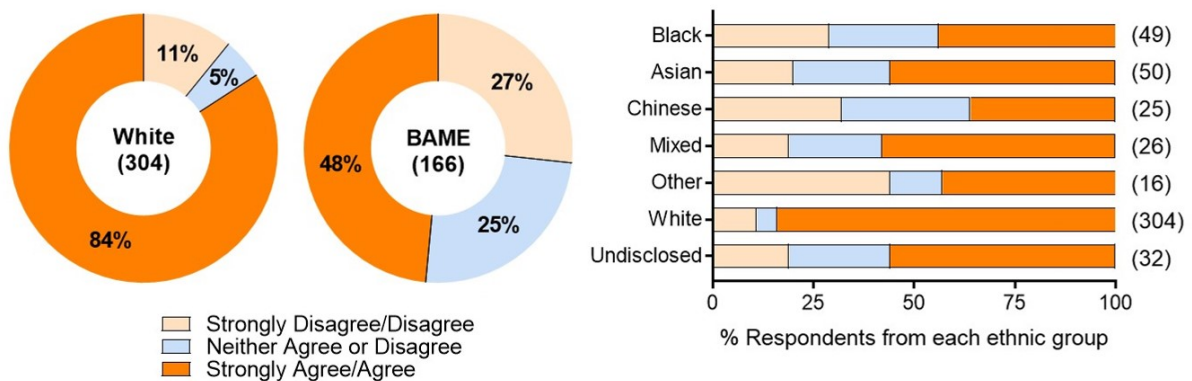

Figure 40: Students were surveyed on whether they agreed/disagreed with the statement that they do not have to act differently within the University because of their cultural/national identity or ethnic background. Numbers of students responding are indicated in brackets.

When students were asked if they had been witness/victim of race discrimination, harassment or bullying on the UoD campus, 24% of those of from BAME backgrounds indicated they had experienced racist behaviour compared with just 10% of White students
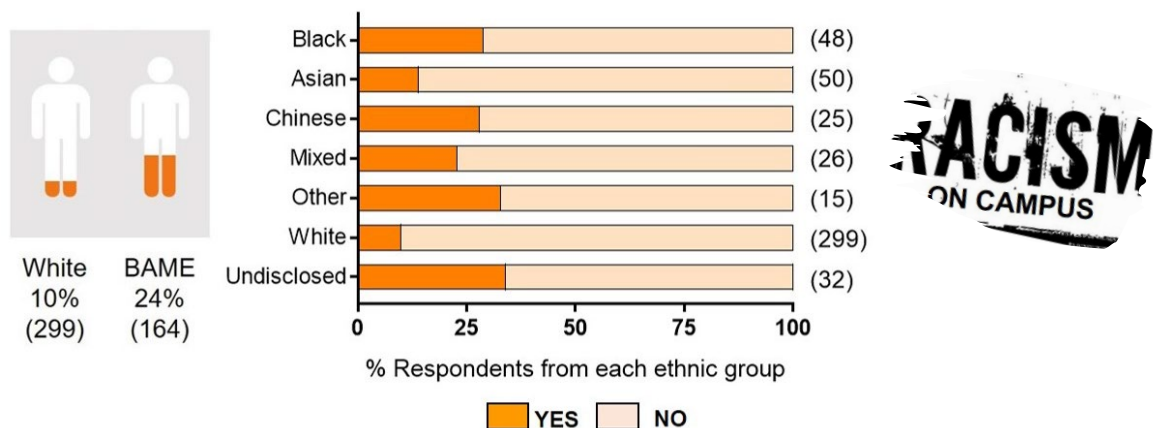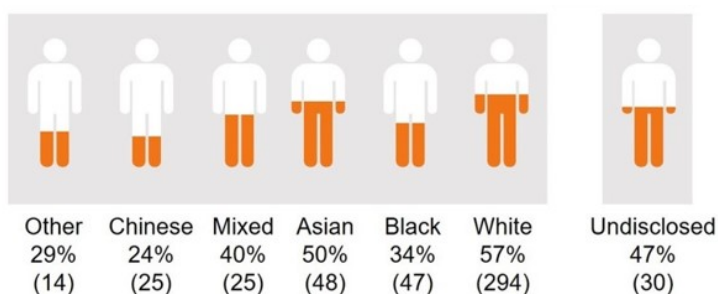

Figure 41: Students were surveyed on whether they had have witnessed or been the victim of racial discrimination/harassment/bullying on the UoD campus. Numbers of students responding are indicated in brackets.

who responded to this question (Figure 41). Students who chose not to disclose their ethnicity or those whose ethnicity was defined as "Other" (non-white) were most affected (34% and 33%, respectively) by racism on-campus.

In assessing whether on-campus race related incidents were likely to be reported, students were asked if they agreed/disagreed that, if reported to their School, their complaint would be taken seriously, and appropriate action would be taken. Of the White students who responded to this question, 57% agreed it would be handled seriously and acted upon, whereas 38% of BAME students were of this view. When the BAME response was further disaggregated by ethnicity, Chinese students expressed the lowest confidence among this student cohort (Figure 42)

Figure 42: Students were surveyed on whether they agreed that if they reported a race-related incident to their School, it would be taken seriously, and appropriate action would be taken. Numbers responding from the ethnicity shown is indicated in brackets.

Other	Chinese	Mixed	Asian	Black	White	Undisclosed
29%	24%	40%	50%	34%	57%	47%
(14)	(25)	(25)	(48)	(47)	(294)	(30)

Despite the racism experienced by some students on campus, when asked if they had reported incidents to their School, only 1% of White student respondents (3 individuals) and 2% of BAME students (4 individuals) had submitted a complaint, with only 1 BAME individual indicating a fair and transparent hearing. Student comments suggest that School staff were dismissive and unsympathetic.

Sample Student Comments on Complaint Handling:

"They said we will look into it and then the case disappeared in thin air, they said we can't do anything about it, we have put it in our statistics" – BAME Student.

"Was told to drop my complaint or risk losing out academically" – Ethnicity not disclosed.

"I have seen reports of incidents of racism not being dealt with properly by the university. Faculty members do not take the incidents or the BME students reporting them seriously" – White Student.

"One of my friends was actually laughed at by a staff member when they were made aware of racist behaviour by students. This is why students often see no point in reporting to white staff members - we're rarely taken seriously." – BAME Student.
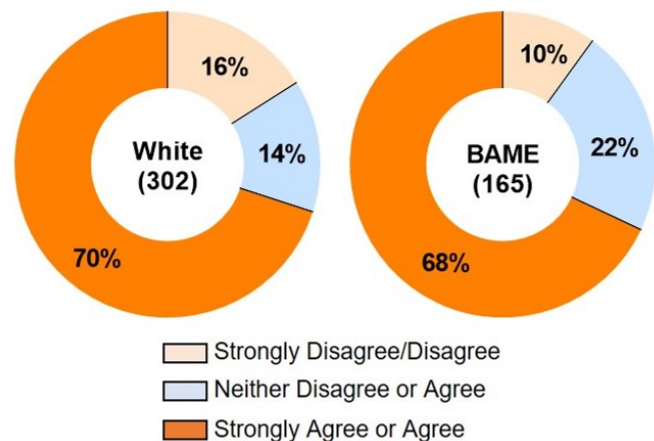
"Complaint was forwarded to the head of the department months ago and I have never heard anything back since." – White Student

"My concerns for my safety were completely overlooked and no one fully understand how severe and serious the incident was. Basically, it was white members of staff not realising what racism actually is" – BAME Student.

The analysis of survey responses revealed that reporting race incidents directly to the University rather than the School did not result in better outcomes with 44% of BAME students indicating that they would be confident that a complaint would be taken seriously and acted upon compared to 58% White student respondents. The number of students indicating that they had formally submitted a race-related complaint to the University was very low. Of the 457 students who responded to the question of whether they had reported an incident to the University, only 4 students (all BAME) had indicated that they had and all 4 felt the complaint was not dealt with fairness, transparency, or speed.

There was general agreement among both White and BAME students that the University should introduce a specific training module/course on anti-racism to help educate its staff/student community and curb racist attitudes/behaviour (Figure 43). However, despite support for such a training module there was considerable diversity in opinion in the free text comments on its need and/or potential merit.

Figure 43: Students were asked if they agreed/disagreed on whether the University should introduce a specific training module/course on anti-racism. Numbers of students responding are indicated in brackets.

White (302): 16% / 14% / 70%
BAME (165): 10% / 22% / 68%

Strongly Disagree/Disagree
Neither Disagree or Agree
Strongly Agree or Agree

Sample Student Comments on Anti-Racist Training:

"If the course on anti-racism was in place it should be mandatory." – White Student

"Under no circumstance whatsoever should you have "anti-racism" courses, programmes or anything like it." – White Student.

"I think the university should definitely have a module/course on anti-racism, but one that is done well. We have previously received presentations about racism but they are often long-winded and people lose focus very quickly. Make it more interactive and have maybe more case studies." - Student ethnicity not disclosed.

"And online module will do nothing to stop racism." - Student ethnicity not disclosed.

"Although a course can go a long way, I do not believe that it will change long held racist views, especially when they are reenforced by various things around." – BAME Student

"I think the university should be more outspoken about these issues and a no tolerance attitude should be adopted. I do not think the university has spoken enough on this" – White Student

In addition to their on-campus experience of racism, students were also surveyed about their experience of racist behaviour off-campus in the local community. Compared with White students, those of BAME backgrounds had experienced race discrimination, harassment and bullying off-campus in the local area by nearly four-fold. When the response of BAME staff was further disaggregated, nearly 50% of Chinese respondents and 42% and 44% of Black and Asian students, respectively, had been victims of racism compared with 11% of White students who responded (Figure 44).
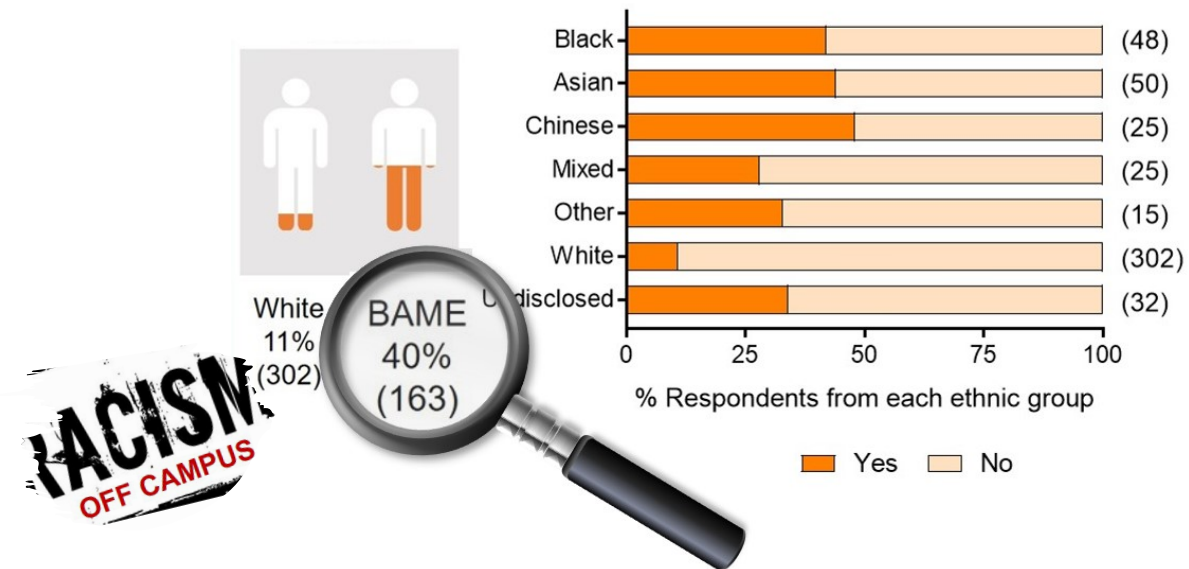

Figure 44: Students were surveyed on whether they have witnessed or been the victim of racial discrimination/harassment/bullying off-campus in the local area. Numbers of students responding are indicated in brackets

To gauge whether off-campus incidents were being reported, students were asked in a separate question if, having been racially victimised, they had reported the incident to the authorities? Of the 497 students that responded to this question, 110 students reported being racially harassed/bullied. Of this number, 108 students answered a follow up question of whether they had reported the incident. 60% of these students were BAME, 30% White and 10% chose not to disclose their ethnicity. Of the 108 students, only 13 lodged a report with the local authorities, of which BAME students accounted for just 4 (Figure 45).
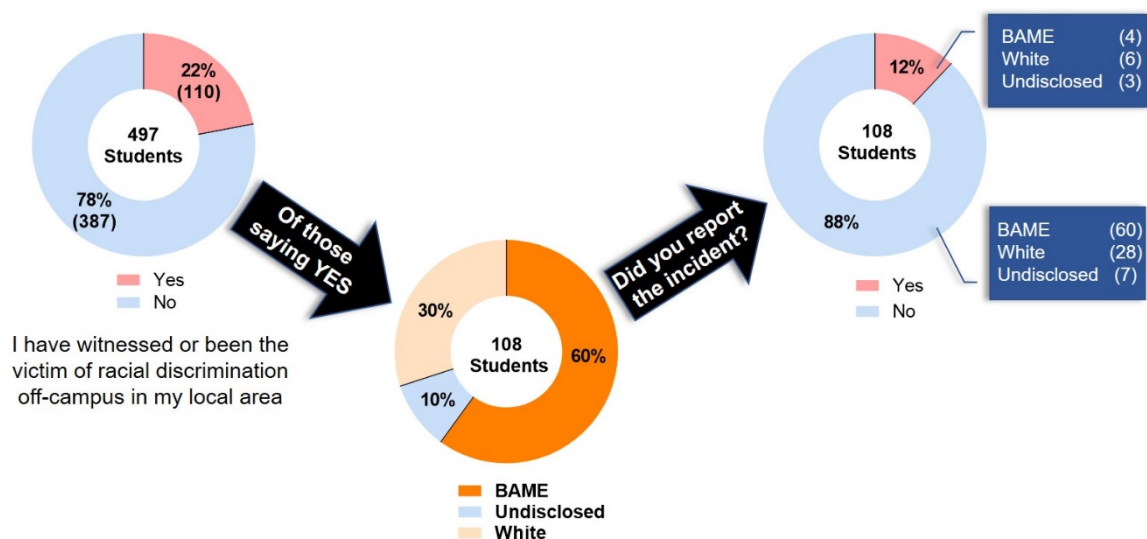

Figure 45: Students were surveyed on whether they reported race incidents to the local authority. Numbers of students responding are indicated in brackets.

Despite the greater experience of racism by BAME students, free text comments on this issue (predominantly from BAME individuals) indicated considerable reluctance towards reporting incidents. This disinclination to report appears partly because some have accepted that racism is a normal facet of their daily lives, but also because many perceive complaints are not considered seriously by the authorities and would just be a waste of time pursuing.

Sample Student Comments on Incident Reporting to Local Authorities:

"Some of the students throw comments but I am black and went to a predominantly white primary school and high school so have learnt to overcome it" – BAME Student

"I've been experiencing it my whole life and used to report to the police. They've never done anything to investigate or even offer support, so I don't even bother now." – BAME Student.

"I did the first time and the police didn't take me seriously, so it was a waste of time and humiliating for me to go again and be ignored again" – BAME Student.

"I was walking home from the library at around 10-11pm and started being heckled by a group of white teenage/young adult boys - no one else was there to witness, so I hurried home as I know from first-hand experience that sometimes it doesn't just stop at verbal abuse." – BAME Student.

"It is just something that you have to brush off sometimes, it's not worth my time dealing with people who are being racist towards me." – BAME Student

"Because at the time I did not know who to report it to. Unfortunately, we become used to racial discrimination that sometimes we brush it off and thank God it was "not that bad" – BAME Student

"I vow not to come back to university of Dundee again, because I have been traumatised." – Ethnicity not disclosed

7.3 Course Progression, Further Study and Employment

As highlighted by the recent 2019 report from Universities UK and the National Union of Students, BAME students do not do as well as their White colleagues at University and this is reflected in a 13% attainment gap, with the largest being between Black and White students.[5] This represents a significant problem that needs to be addressed and understanding whether racial/ethnic/cultural issues within the University setting contribute to the awarding gap is likely to very instructive. The REC student survey asked a number of questions to gauge student perception on course progression, attitudes towards further study and prospective employment opportunities.

When asked if students were progressing well in their course, of the 496 students that responded to this question, 82% agreed or strongly agreed that they were progressing and doing well. When responses from those who had disclosed their ethnicity were analysed the vast majority of White (84%) and BAME (77%) of student respondents indicated they were content with their progress, although the proportion of students who disagreed or could not disagree or agree on this question was modestly greater for BAME than White students (Figure 46).
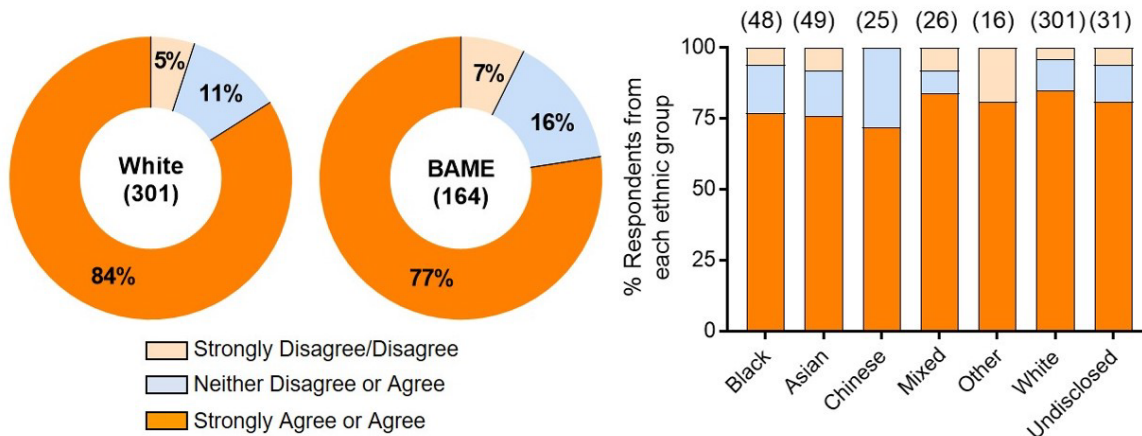

Figure 46: Students were asked if they agreed/disagreed on whether they were progressing well on their course. Numbers of students responding are indicated in brackets.

To understand student expectations, undergraduate students were asked to indicate what degree classification they were anticipating. Of the 367 undergraduate students who responded, 29% anticipated graduating with a 1st Class Honours, 43% were hoping for a 2i, 9% expected a 2ii and 3% indicated a 3rd class/Pass qualification. 16% of students indicated their undergraduate degree (Medical and Dental) was not classified in this manner. When student response was disaggregated by ethnicity, important differences emerged, especially with respect to achieving a 1st or 2i classification.

Figure 47 shows that 34% of White students anticipated a 1st Class, which was closely matched with the expectation of students of Chinese and Mixed-race heritage. Strikingly, however, only 22% of Black and 14% of "other" non-white student respondents anticipated achieving a 1st class Honours degree, whereas a much greater proportion of this cohort expected a 2i. Of note, however, were Asian students whose expectation of gaining a 1st class degree was much greater (50%) than White students. Assessing how these

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[5] UUK and NUS Report Closing The Gap (2019)

expectations compare with actual attainment data will be informative in understanding if student perception and outcome is aligned.

Figure 47: Undergraduate students were asked to indicate what degree classification they anticipated. Numbers of students responding are indicated in brackets under the circle charts for each ethnicity.
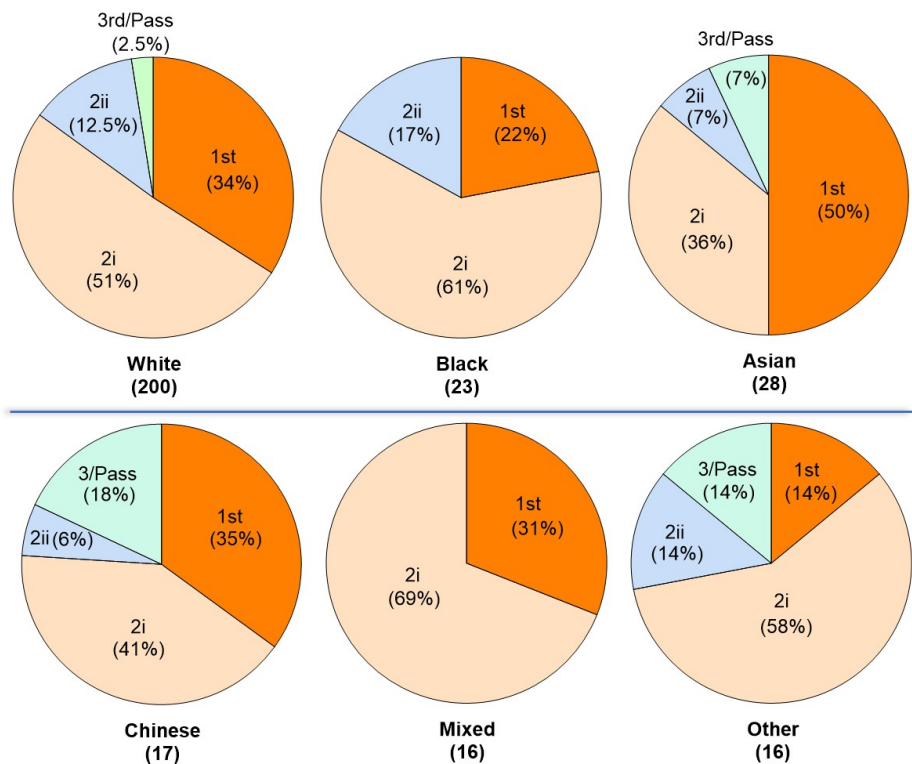
There were very few comments from students in relation to how matters of race might have impacted on their teaching, which have largely been side-lined during the Covid crisis.

Many free text responses from students' centre around the logistics of how courses have been taught and delivered by the University during the health pandemic and its impact on their learning and teaching experience.

Sample Student Comments on Teaching:

"The overall quality of teaching this year has been abysmal. Lecturers not showing up to sessions. Despite we are nearly at Christmas break: lecturers still do not know how to use the online platforms. Some lecturers refusing to record sessions because 'if I do that you don't need to be here and neither do I'. Whilst moving to an entirely online platform will obviously present its challenges, to have basic issues still happening at this point of time is unacceptable." – White Student

"Modules are cancelled at will, without any thought about students who have spent so much to come study in Dundee. I won't be recommending Dundee university to anyone as it was a waste of time for me" – BAME (International) Student

"It's no surprise that the events of this year have had a large impact on my progression in my course." – White Student

"Have lost all motivation due to lockdown" – White Student.

On the issue of whether students would consider further study for a Masters/Doctoral degree or a career in the higher education sector, most respondents agreed these were options they would contemplate. There were no notable differences in how students from White or BAME backgrounds responded to these questions.

Students were asked if they agreed/disagreed on whether they had a good understanding of graduate-level employment opportunities available to them. On average there were significant differences in the response to this question between White and BAME students, although the disaggregated BAME response reveals that Black students (46%) were less knowledgeable than 62% of white student respondents (Figure 48).
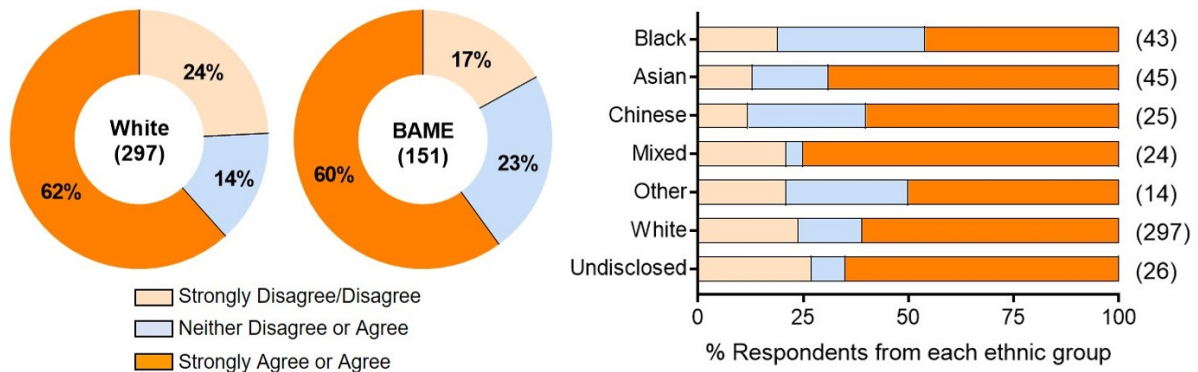

Figure 48: Students were asked to agree/disagree on whether they had a good understanding of graduate-level employment opportunities. Numbers of students responding are indicated in brackets for each ethnicity.

When students were asked whether the University of Dundee has helped them develop the skills needed to apply for graduate-level employment, ~50% of both White and BAME students agreed that the University had instilled such skills. However, Black students (39%) felt the least equipped with skills needed to apply for graduate-level jobs (Figure 49).
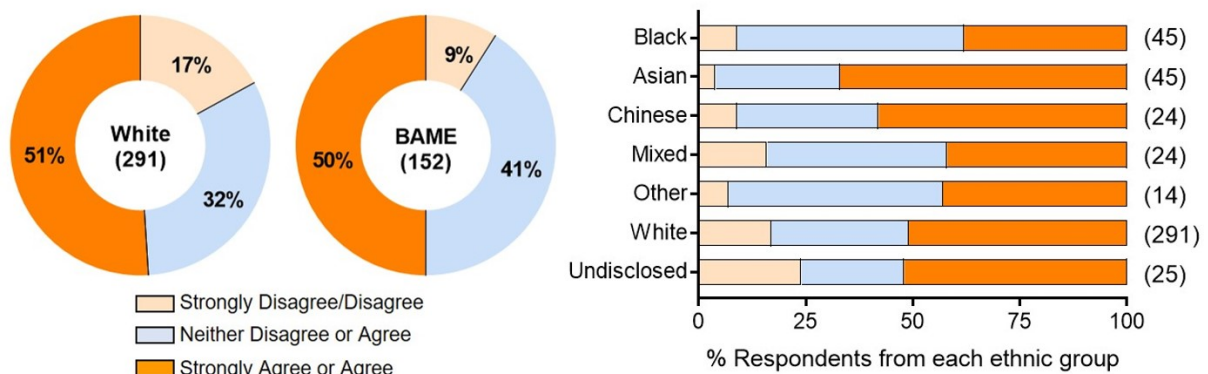

Figure 49: Students were asked to agree/disagree on whether the University had developed their skills needed for graduate-level jobs. Numbers of students responding are indicated in brackets under the circle charts for each ethnicity.

Students expressed a variety of opinions and suggestions on how the UoD was faring or could do better in terms of educating them on further study and employment. However, some of the comments indicate that we have students who not only lack a personal understanding of fundamental issues, such as degree classifications, but fail to acknowledge that, in addition to being seats of teaching and knowledge generation, Universities have an obligation to equip their graduates with skills that will allow them to obtain viable employment.

Sample Student Comments on Skills & Employment Preparation:

"I am aware that the university does offer workshops and fairs to help with applying for and understanding specifically skilled graduate jobs, but I have yet to take up this information" – White Student.

"I don't know what is meant by a first class degree or a 2:2, and I feel like I should"- White Student

"Many companies feel that graduate students aren't experienced enough so maybe introducing modules that actually help with getting relevant experience" – BAME Student.

"I have no particular interest in the university coaching me to apply for jobs. That is not the purpose of a university; it is a waste of resources and time, and most students take careers modules as an easy way to get credits. The staff are wonderful, and I'm sure much of the help they offer is exemplary! But this is a learning institution; it's not trade school, or college." – White Student

"I think a lot more focus should be on opportunities outside of the University and also outside of academic environment - what various different jobs can this degree be applied to and when should people be applying for these opportunities? I think reaching out to previous alumni or getting other people to film or write about a 'day in the life of...' would be both inspiring and will give a more realistic view of what the jobs they are applying for entail on a more day to day basis." – BAME Student.

""Academia allows me to be super nerdy without it being a detriment, and even if I am awkward to deal with, I believe I have valuable contributions to make. The fact I find sanctuary in HE is more of a reflection on the outside world than any particular inclusion or inclusive policies because my other answers demonstrate that they're also sorely lacking." – White Student

"I think the University needs to make more direct industry connections so more students have exclusive opportunities to learn or get involved with companies as a direct result of their learning at the University of Dundee." – BAME Student

7.4 Course Content, Format and Assessment

There is broad recognition of the importance of course content being more inclusive and one that respects student diversity thereby ensuring that, regardless of student background, learning styles and ability, the learning needs and preferences of all students are appropriately delivered and met. Students were surveyed on their attitudes and views in relation to various aspects of course content, format, and assessment.

When students were asked whether the content of their courses had matched their expectations most students (>70%), irrespective of ethnic background, expressed satisfaction. Just 16% of White and 14% of BAME students (from a total of 462 student responders) indicated that their course had not lived up to their expectation.

On the issue of whether their course curriculum had considered the contributions of, impact on and opinions of diverse cultures, including race and ethnicity issues, compared with White those from BAME backgrounds were less inclined to agree that such diversity was embedded within the curriculum (Figure 50).
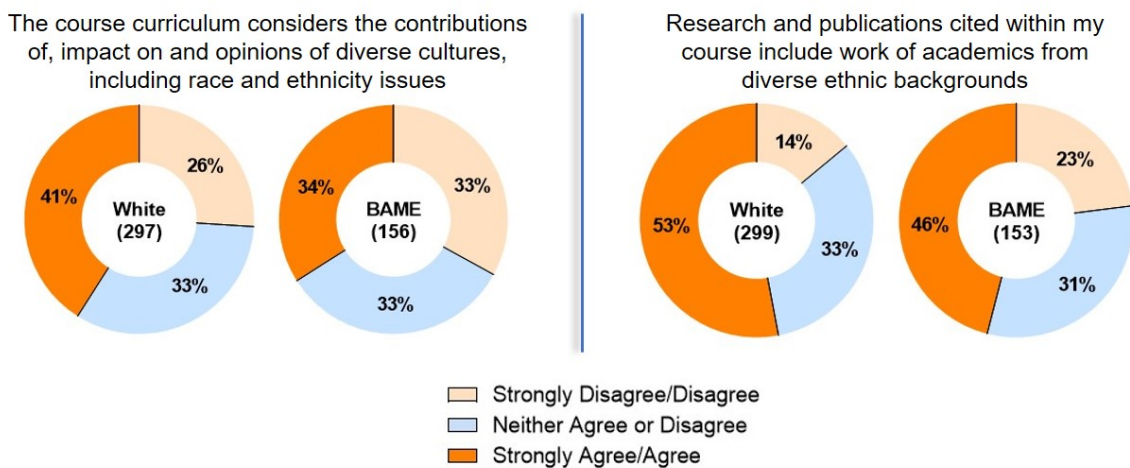
Figure 50: Student responses on curriculum diversity. Numbers of students responding are indicated in brackets.

When asked whether students agreed/disagreed on whether issues of ethnicity and race were included in academic discussions when relevant in their courses, the response from BAME students (36%) revealed far less confidence than their White colleagues (53%) that such discussions would take place. Students of Mixed-race heritage (21%) were least assured that such discussions would be included in their courses (Figure 51).
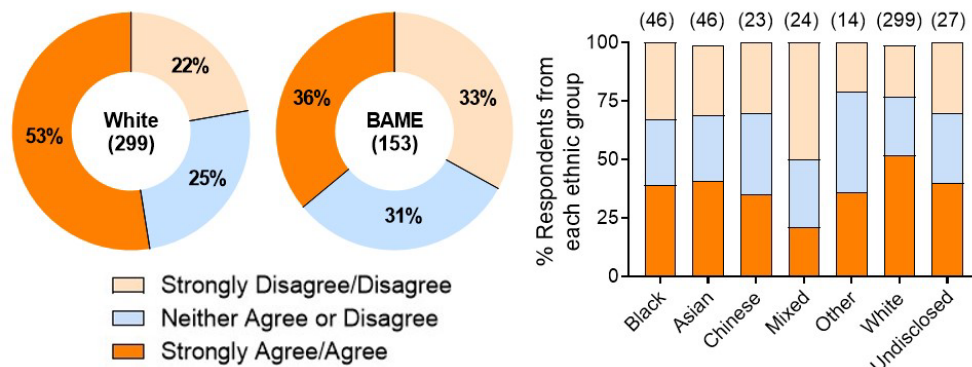
Figure 51: when relevant, issues of ethnicity and race are included in academic discussions in UoD courses. Numbers of students responding are indicated in brackets.

Students were surveyed on whether since coming to the University of Dundee they had taken advantage of opportunities to learn more about racial/ethnic groups other than their own. 60% of BAME students indicated that they had been more engaged in learning about other ethnic cultures with Asian students (74%) being most proactive in doing so compared with 53% of White students (Figure 52). These student responses aligned closely with those to a question exploring whether their lived experience, whilst being at the UoD, had enhanced their awareness of racial/ethnic differences. Compared to 52% of White students, those of BAME heritage (62%) expressed they had become more aware of racial/ethnic differences (Figure 52). Again, this was more evident in the responses of Asian students (68%) when the BAME response was disaggregated.

Since being at the UoD, I have taken advantage of opportunities to learn more about racial/ethnic groups other than my own

White (293): 21%, 53%, 26%
BAME (156): 14%, 60%, 26%

My experiences since coming to the UoD has enhanced awareness of racial/ethnic differences

White (295): 21%, 52%, 27%
BAME (158): 15%, 62%, 23%

Legend:
- Strongly Disagree/Disagree
- Neither Agree or Disagree
- Strongly Agree/Agree
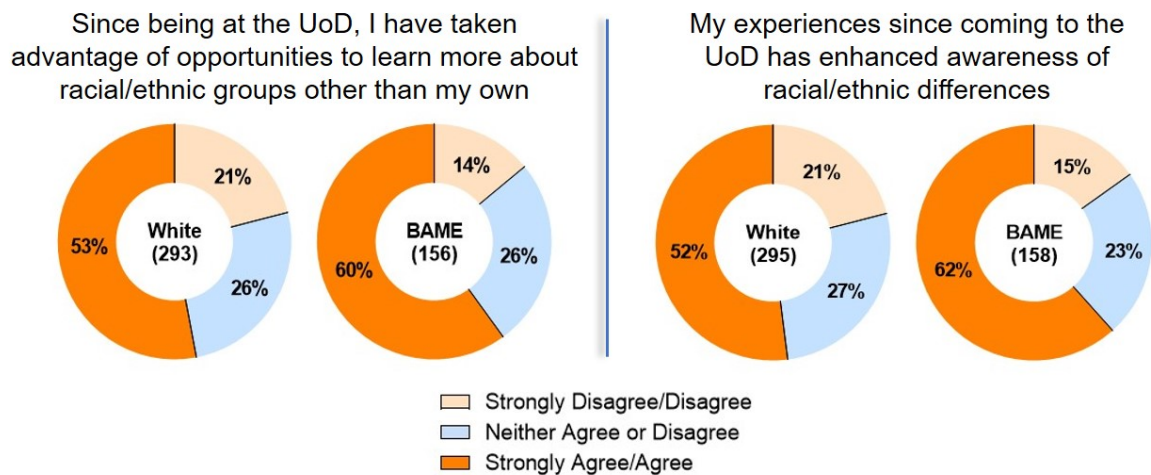
Figure 52: Student were asked to agree/disagree on the statements posed above the circle charts. Numbers of students responding are indicated in brackets.

However, when students were asked to agree/disagree on whether any increased awareness of racial/ethnic and cultural differences that had occurred whilst being at the UoD were because of their academic education or the ability/competency of course tutors/lecturers in facilitating discussions around ethnicity and race, the response from BAME respondents (especially from Black, Chinese, and Mixed heritage students) was far more disagreeable than that indicated by White students.

While most students appreciate and understood the benefits that an inclusive curriculum can afford, in terms of widening participation and promoting equality of opportunity, this was not true for all. Survey questions exploring issues of inclusive teaching and whether University life had enhanced awareness of ethnic and cultural differences stoked resentment among some White students who expressed extreme and defensive views.

Sample Student Comments on Inclusive Teaching:

"Absolutely rightly My course curriculum DOES NOT consider the contributions of, impact on and opinions of diverse cultures, including race and ethnicity issues" – White Student

"This is Dundee. This is Scotland. Everything should be taught from OUR perspective. If Africans and Asians don't like it they can go somewhere else" – White Student

"I do not care to be taught "confidently and competently" on the issues of racial diversity when it is not part of my degree. Why do you insist so strongly to replace everything a university offers of value? Why sacrifice so much for something so inconsequential?" – White Student.

"Racial obsession on the part of well-meaning liberal institutions is as much at risk of contributing to racism by making individuals hyper-sensitive to race and ensuring that almost every act is viewed through a racially obsessed paradigm..." – White Student

"There are no deep structural and systemic racial inequalities that exist in the University of Dundee. If non-Whites don't like it they should leave the country." – White Student

"Pay for them to permanently return to their homelands." – White Student

"The University of Dundee must make Scottish students its prime focus and priority. And all Scots are White." – White Student

"This really does boil my blood. I could not care less about being exposed to different cultures and perspectives on my course. The goal of my course is to prepare me to be a scientist. We care about truth. One's perspective on objective truth is utterly irrelevant. These kinds of asinine discussions are the domain of the sociologists." – White Student

"I can only think of two lecturers who consider other cultures in their lectures, and even then it is only when giving or seeking examples. The curriculum itself is majorly Anglocentric, and so is the reading list."- BAME International Student

"There is not much diversity among the staff. I have not yet been taught by any black lecturers." – BAME Student

"I don't feel as though I have been exposed to BME representation on my course. However, I have carried out my own research and implement my own understanding in my studies." – White Student

The importance of an inclusive curriculum in which students see themselves and diversity reflected in their course content was highlighted by medical students who flagged the risks associated with a "white-washed" curriculum with respect to disease presentation in different ethnic groups.

Sample Student Comments on Inclusive Teaching:

"Ensure medical curriculum covers the differing presentations etc. of different ethnicities"
– White Student

"Regarding the course content: I'm a medical student at Dundee, and i have noticed that most of the pictures we're shown of how diseases (particularly skin disorders) look like are on white people. We rarely get shown what these diseases would look like on a person of colour. When we are shown these, the diseases look completely different than what we'd been taught to look out for on white people. So i think an equal representation is essential, especially in dermatology." – White Student

"While I "have taken advantage of opportunities to learn more about racial/ethnic groups other than my own" I would like to note that none of these opportunities were offered by the university, instead I had to search for them and found that they were provided by other universities instead. In particular how different dermatology conditions present on different skin colours, I found 2 online lectures offered by different universities which I attended, Dundee did not offer anything even during my focused 2 week placement on dermatology."- White Student

"I feel in the Medical course there is not enough covered regarding other ethnic and religious practices, such as FGM. I feel this is important as we may come across patients whose health has been affected because of religious practices. Furthermore, in some specialties, such as dermatology, most of the picture examples of skin conditions are from white patients. This could result in some conditions being missed as they can look different on different skin tones." – White Student

Survey responses indicated that, irrespective of ethnicity, most students (~70%) agreed that they were content with how their courses were being taught and comfortable in participating in group discussions. Whilst most students indicated they were also comfortable approaching course tutors and lecturers with any questions or queries, BAME student respondents were on average 13% less agreeable about being able to do so with 74% of Black, 72% of Asian and 64% of Mixed heritage students being the least confident compared to 85% of White student respondents (Figure 53).
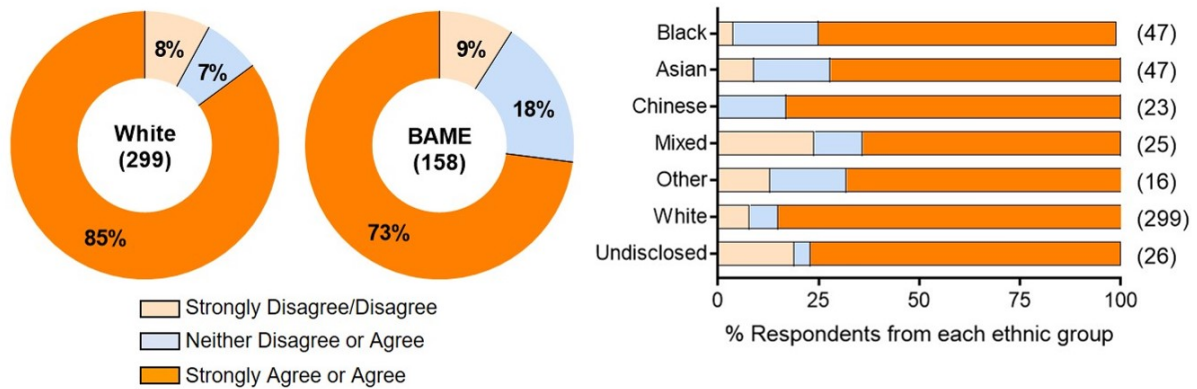

Figure 53: Students were asked to agree/disagree whether they felt comfortable approaching course tutors and lecturers with any questions or queries. Numbers of students responding are indicated in brackets.

On the issue of whether students were satisfied on how their courses were assessed, 65% of all student respondents agreed that they were content with course assessment procedures. While most students indicated they knew where to go to get additional academic support when they needed it, responses from BAME students (and Chinese students in particular) indicated they were on average 10% less aware on how to seek support compared to 80% of White student respondents (Figure 54).
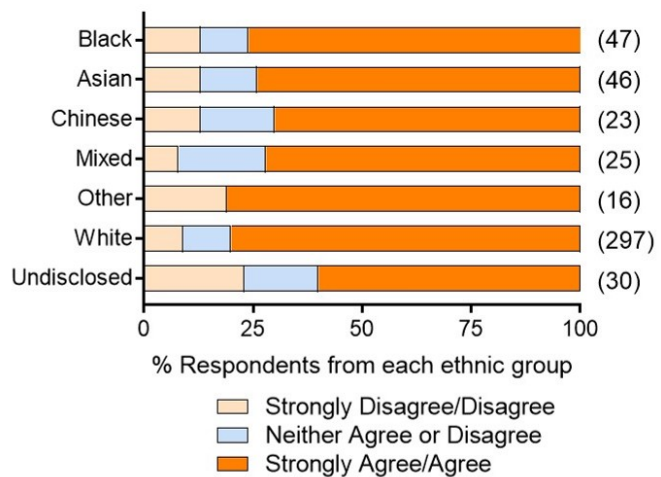
Figure 54: Students were asked to agree/disagree on whether they knew how to get academic support when needed.

Numbers responding from each ethnic group are indicated in brackets

Although most students indicated satisfaction on assessment and support in response to the question within the survey, free text responses revealed that students have been academically challenged on this issue during the Covid-19 health pandemic. Numerous students expressed a significant impact on their mental health and motivation to study.

Sample Student Comments on Assessment and Support:

"Since everything is online I haven't been sure where I can go to get help, especially with problems regarding course content that I don't understand..." – White Student

"I think it is quite hard to navigate where to get the right kind of support. But that might be because I'm an international student and sometimes have difficulties understanding directions to online help in English.." – BAME international Student

"There certainly isn't enough help towards mental health - it shouldn't be the student who needs to take the first step to ask for help; the school should give advice first."- BAME Student

"I am not aware of where to get additional academic support if I wanted to..." – BAME Student

"Raise more awareness of what a student should do or who they should speak to if struggling to cope with university or have mental health concerns."- BAME Student

"As it's all online, I feel disconnected from education and struggle with keeping myself motivated." – White Student

"I thought i knew where to go in order to get academic support but learning support have been so utterly useless that i wonder why i bothered at all."- White Student

7.5 DUSA

In addition to organising social activities, an important role of the Dundee University Students Association (DUSA) is to support its students individually and collectively on a range of academic and welfare issues and to represent their interests on local and national matters.

To assess how well DUSA is perceived by students in terms of their interaction with the organisation and the support it offers them, students were asked whether they regularly attend DUSA events. Of the students who responded to this question, 68% indicated they were not frequent attendees. When the student response was disaggregated by ethnicity (Figure 55), just 16% of White and 17% of BAME students agreed that they regularly attended DUSA events, with Chinese students (4%) being the least inclined to attend.
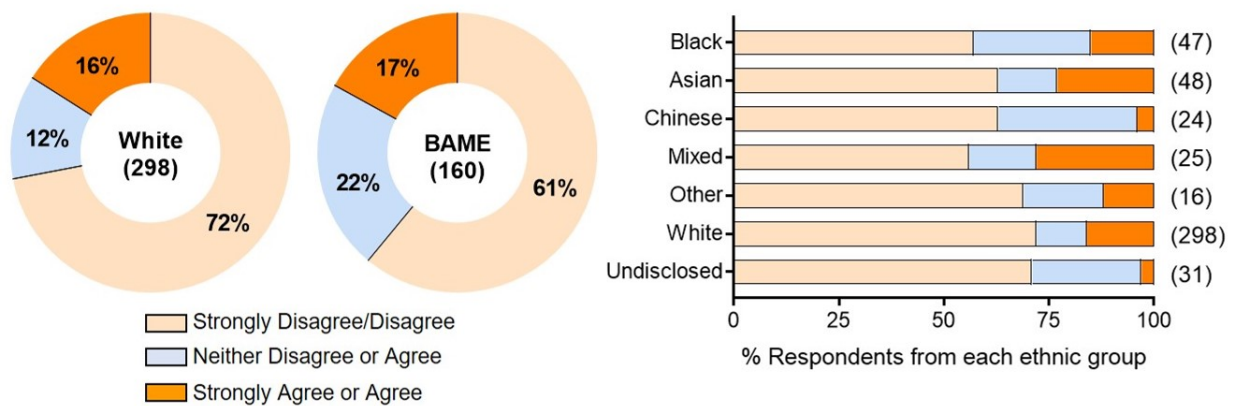
Figure 55: Students were asked to agree/disagree on whether they regularly attend DUSA events. Numbers of students responding are indicated in brackets.

On the question of whether DUSA is an inclusive and safe environment (Figure 56), BAME student respondents were less agreeable (40%) on this statement compared with White students (52%), this was more evident in the responses from Black (36%) and Chinese (35%) students and those whose heritage was as "other" non-white (33%).
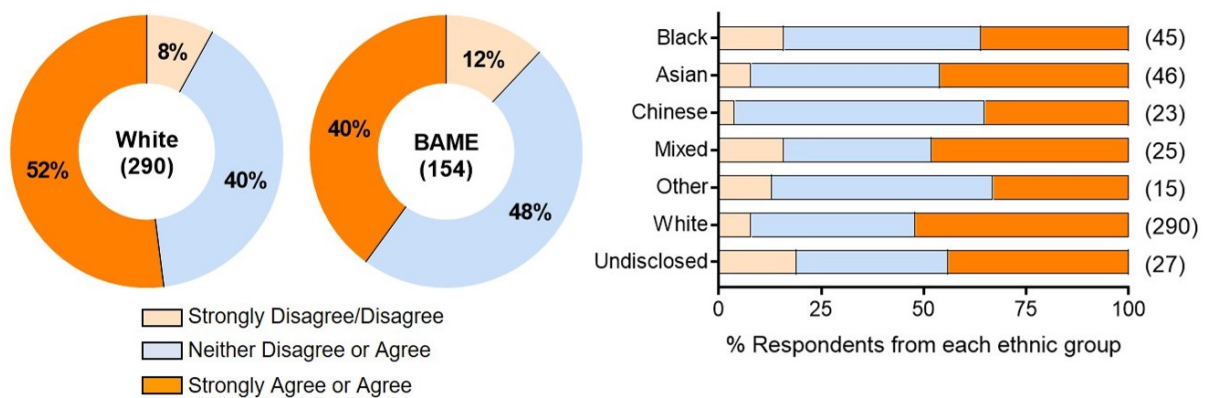

Figure 56: Students were asked to agree/disagree on whether DUSA was an inclusive and safe environment. Numbers of students responding are indicated in brackets.

When surveyed on whether, in their experience, students from all racial and ethnic backgrounds were included equally at DUSA events and societies (Figure 57), BAME students were slightly less agreeable (52%) on this statement compared with White students (59%). Within the BAME cohort this difference to White students was notably greater for Black (40%), Chinese (36%) and those whose heritage was identified as "other" (36%).
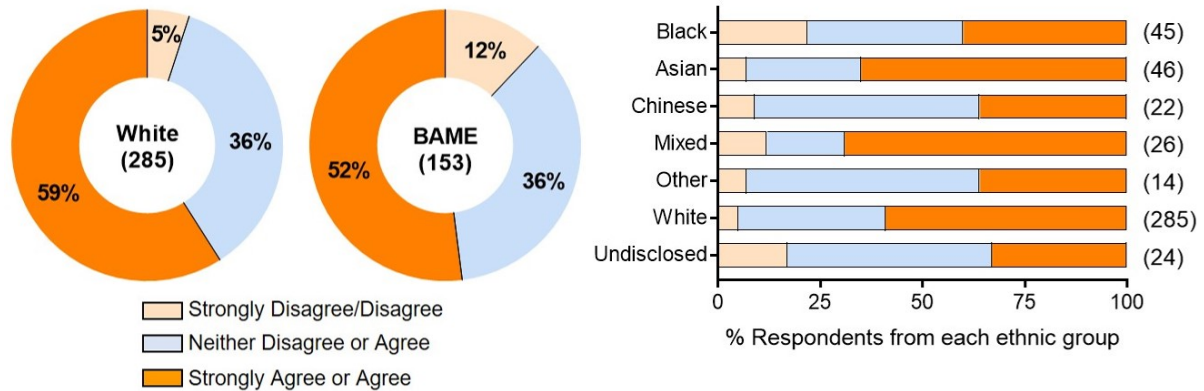
Figure 57: Students were asked to agree/disagree on whether they students from all racial and ethnic backgrounds are included equally at all DUSA events and societies. Numbers of students responding are indicated in brackets.

On the question of whether racially offensive or inappropriate behaviours are not tolerated at events and activities organised by DUSA. BAME student respondents were less agreeable on this statement by 15% compared with White students. A significant 6% of BAME students disagreed that racially offensive behaviours are not tolerated, compared within only 1% or White students (Figure 58). The responses from Black (11%), Mixed (12%) and students and whose heritage was identified as "other" (7%) showed greater disagreement on this statement than White students.

Figure 58: Students were asked to agree/disagree on whether racially offensive or inappropriate behaviours are not tolerated at events and activities organised by DUSA. Numbers of students responding are indicated in brackets.

Free text responses from students highlight concerns with how DUSA functions and handles issues related to student diversity and inclusion.

Sample Student Comments on DUSA:

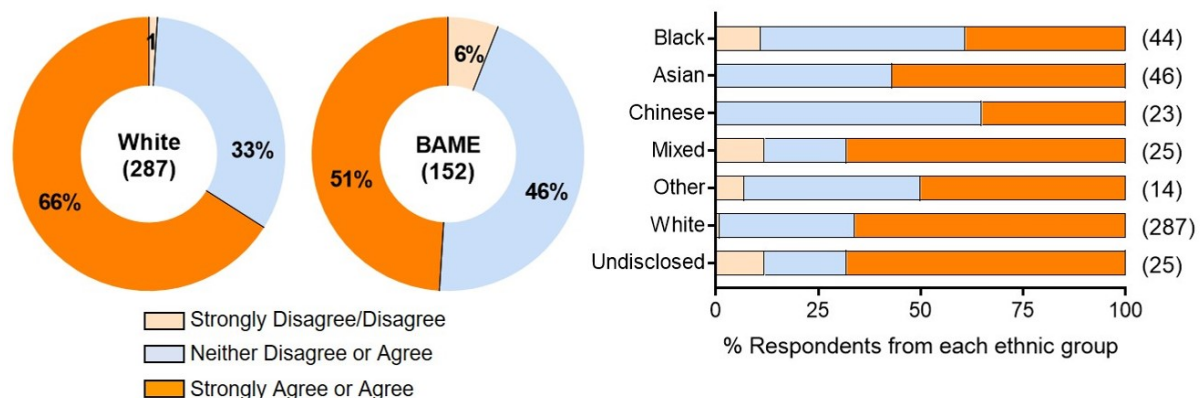*"I am white and so it does not mean much for me to feel welcome in a society. I am unsure how members of minority groups feel about this." – White Student*

So many uni events revolve around alcohol consumption, often in excess. Culturally sensitivity is often lacking at events which encourage the wearing of costumes." – White Student

"Aside from Black History Month, it feels like black students are hardly used to lead, host or promote events." – BAME Student

*"I had reported to reps at the union to prevent certain songs with repeated use of the N word being PLAYED such as 'Freaky Friday'. This song is popular and continuously says the N word as a main part which is incredibly unfortunate to see a building of white people singing I'M THAT N****R N****R N****R, I'M THAT N****R" – BAME Student*

"There have been many cases of racially offensive and inappropriate behaviour during dusa club nights - I do not believe the commercial and pastoral side of dusa therefore operate to the same standards of no tolerance." – BAME Student

"DUSA seems like a corporate arm of the University, that is used for PR and building the 'student life' image. It doesn't really seem like something that would actually get any major changes done for students"- White Student

" I feel like they should reach out to students of other nationalities, in particular international students who have never been to the Uk before and are now isolated from their families" – BAME Student

"Educate DUSA security staff who don't understand cultural difference" – BAME Student

"There needs to be more support for Jewish students. Dundee needs to encourage Jewish student activities and create a stronger, safer space and they would do well to try to recruit more Jewish students as in the Jewish community the university has a strong reputation for being antisemitic". – White Student

"During Halloween they allowed a pupil to come to one of the nights at the Union dressed up as a black face" – BAME Student

"Kirkcaldy is completely forgotten about with regards to DUSA. There are no unions here or if there are we know nothing about them. Quite sad that everything is Dundee focused... what's the point in having two campuses?" – White Student

7.6 Covid-19 and Black Lives Matter

As a further reflection of University culture, students were surveyed on institutional response during the Covid-19 pandemic and Black Lives Matter protests.

Most student respondents agreed that the pandemic had affected their mental wellbeing. However, White students expressed being affected far more (82%) than those of BAME backgrounds (69%). When asked if students had experienced racism because of the pandemic, from a total of 299 White students, 5% indicated that they had experienced discrimination. By contrast, from the 160 BAME students who responded, 17% reported racial discrimination/bullying (Figure 59). When the BAME response was further disaggregated, those of Chinese heritage were particularly impacted, reporting a near 9-fold greater level of discrimination/harassment compared to White students.

Figure 59: Students were asked to indicate whether they had experienced discrimination, harassment, bullying during the Covid-19 pandemic. Numbers responding from White and BAME backgrounds are indicated in brackets.
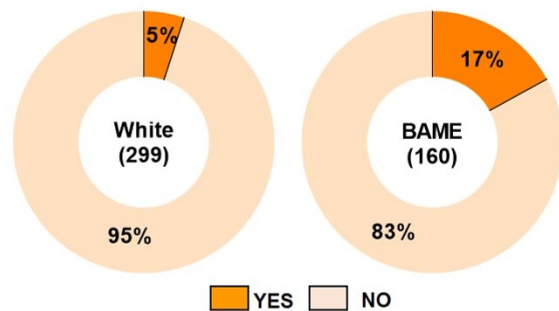
Allied to the above issue, given the disproportionate impact that Covid-19 has been shown to have on those of BAME backgrounds, students were surveyed on whether the University had implemented appropriate support mechanisms for students in this vulnerable group. Compared with 16% of White student respondents, 33% of those from BAME backgrounds who responded were inclined to strongly disagree/disagree that the University had managed the situation satisfactorily (Figure 60).
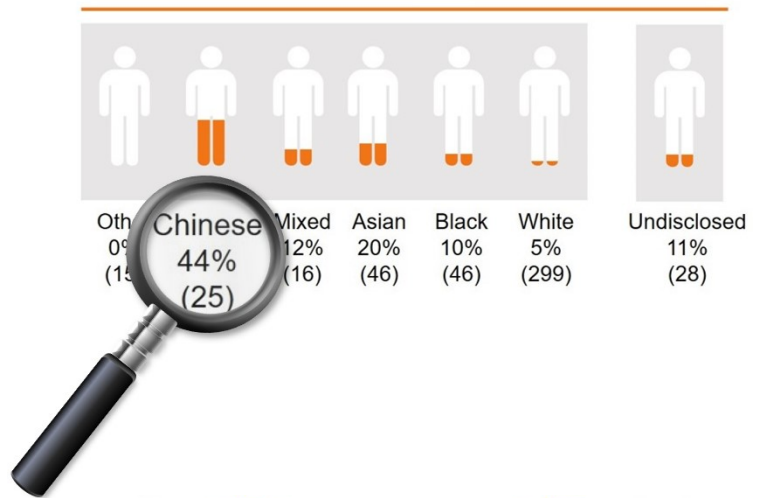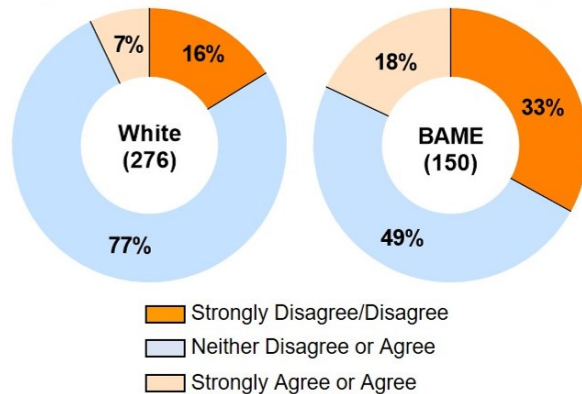
Figure 60: Students were asked to agree/disagree on whether the University has implemented appropriate support mechanisms for Covid-19 vulnerable groups, including BAME students. Numbers responding from White and BAME backgrounds are indicated in brackets.

Student comments (mainly from BAME students) detailing lived experiences of racist incidents during the pandemic and their views on the University's approach endorse the survey response data.

Sample Students Comments on Covid-19:

"Being Chinese, I have experienced more discrimination during the pandemic compared to before"- BAME Student

"There were three of us (Asian decent: 2 Chinese and 1 Indian) wearing masks and crossing the road towards Dundee train station. A car stopped at the traffic light and an individual in his 40s/50s lowered his window to make loud coughing noises and to spit at us. Moreover, he began shouting us to go back home." – BAME Student

"I wrapped a religious scarf across my face covering my nose and mouth, instead of using a mask as it is kinder on my skin. I was told this is not an acceptable mask however there were other White men walking with bandanas tied around their face which was deemed acceptable." – BAME Student

"I have been called "Chink with covid" by white scottish boys in the street (assuming they were locals)" – BAME Student

"My colleague humiliated me in front of my class demanding me why I'm not quarantining myself in a rude and superior way." – BAME Student

"Verbal abuse and one person pointing the middle finger and pulling his eyes to form slits before running off" – BAME Student

"I seen something about support in the emails but it was general and not for POC students specifically." – BAME Student

"I have seen little evidence of the university offering support to these students beyond that being offered to all students (which I also consider insufficient). I think there could be clear positive messages target to these student groups for support and greater clarity for all on support available both in relation to covid-19 and for students in general." – White Student

Students were canvassed on whether they were familiar with the Black Lives Matter (BLM) movement and whether they considered it had raised awareness of the many ways in which Black people were treated unfairly in society and how deeply embedded this discrimination was within many of our institutions, including Universities. Irrespective of ethnicity, the vast majority student respondents (~65%) indicated that they were either somewhat or very familiar with the

BLM movement and 81% of White and BAME students strongly agreed/agreed that the movement had highlighted the deep structural and systemic racial inequalities that exist in institutions. However, despite the high level of awareness about the BLM movement, comments, especially from some White students, suggest growing resentment, misunderstanding and mischaracterisation.

Sample Student Comments on Black Lives Matter:

"The university is not doing enough to address BLM and if it wasn't for the ACS the uni wouldn't have even acknowledged it." – BAME Student

"I do not recall a single incidence where the University has tackled racial inequalities in all its forms. I feel it is strongly lacking in its education of students regarding this topic. All my knowledge of systemic racism and the Black Lives Matter movement has been gathered through my own personal learning and education of the issue. However, this questionnaire is a good start but more must be done." White Student.

"Educate all students on white entitlement and how it's an outdated and highly unfair fashion of thought that has no place in this era. Providing a safe place and sense of security for students from the BME communities, so they know if they ever felt prejudice against them or someone they know due to colour, they would have the university's full support and action to follow." – BAME Student

"BLM is nothing but an anti-Scottish anti-White movement and should not be tolerated on Campus. Anyone openly expressing support for it should be disciplined." – White Student

"I get sick fed up of people saying how amazing BLM is. It is not. The original movement was to go out and harm police officers in America. That is not something to be tolerated" – White Student

"I'm sorry but there is far too much BLM just now. I'm fed up of being made to feel bad just because I am White". – White Student

"The Uni needs to help white students recognise and acknowledge their privilege i.e. they will not be discriminated against for the colour of their skin even though they may face other hardships." – BAME Student.

"This entire exercise and the nauseating mea culpa of the institution is little more than a cheap means to express support for trendy causes." – White Student

8. Staff and Student Focus Groups

8.1 Staff Focus Group Discussions

Invitation to attend the Staff Focus groups was extended to all staff *via* a link within the REC Staff survey and those that expressed an interest were subsequently invited to attend by email. A total of 18 staff took up the invitation (10 female staff and 8 male staff), nine were White and nine were of BAME heritage. Two focus groups were held via Microsoft Teams, one had ten attendees and the other eight. Focus group discussions were monitored by an independent external observer (Head of E&D, University of St Andrews). Attending staff represented several University Schools and trade unions (UNISON and DUCU). Staff were given a short presentation on the initial findings from the REC survey followed by discussion of several issues that had emerged as being prominent themes from the staff and student surveys.

The views/thoughts of staff on the following thematic areas were sought:

- Belonging and effecting culture change
- Staff Issues
- Tackling racism and harassment
- Learning & Teaching

Belonging and effecting culture change

Based on staff survey responses, the following questions were put to the focus group to help facilitate discussion of this thematic area.

- How can we seriously address the perceived lack of institutional commitment on addressing racial inequalities among the BAME staff and student community?
- What can the University do to improve and diversify its BAME workforce and student community?
- What can be done to make BAME staff and students feel a greater sense of being included or belonging as part of the University and local community?
- How can BAME staff under-representation on UoD policy/decision making committees, management and senior leadership roles be addressed?

Summary of staff views/comments:

1. Concerns were raised that the staff/student body were not seeing or hearing with any clarity the work being done by senior leadership or from forums (such as local EDI groups, School Boards) where policy and strategy decisions around race issues are discussed and decided upon. The lack of clear communication was felt to be particularly dispiriting, endorsing a perception of an institution that was not serious about addressing race inequalities. It was suggested that those in senior leadership

roles (at University and School level) commit to clear, open, and honest communication and be proactive rather than reactive to race-related issues.

2. There was a sense by certain staff that some School/Service Heads have not engaged enthusiastically in tackling issues around race, which raises doubt about their commitment to hold difficult discussions on the subject and implement appropriate actions that help address concerns of their community.

3. Many School Boards have EDI as a standing agenda item. However, some staff felt that little is normally said on what work is being undertaken within Schools by those holding EDI roles and, in some cases, such individuals are not fully aware of existing institutional EDI initiatives and policies. It was suggested that School Heads ensure that their internal EDI agenda is led by someone who is passionate and able to commit the time and attention to detail required for the role.

4. Comments within the survey from White students were felt by one White staff member as being very upsetting and it was suggested that there needs to be a more prevalent education programme that targets and informs our student body that the University has a zero-tolerance policy towards bullying and harassment, and the need to be more explicit in terms of examples/behaviours that would not be tolerated. It was suggested that perhaps we should be embedding anti-racism training within the curriculum, so students are educated and reminded of the importance of diversity and inclusion within the University's working ethos.

5. Staff expressed concern of the dangers of becoming preoccupied with Charters or approaches that are very process led and the pitfalls of formulating new plans and actions that rarely get communicated or implemented. Where plans are put into place there is little analysis/review of their impact and/or effectiveness.

6. It was felt that the desire to promote culture change falls disproportionately on the BAME community as they are the ones who suffer most from the inequalities that flow from some of the current institutional practices. Furthermore, there is reluctance for some staff to engage with the race agenda, especially if they consider it to be a "tick box" activity that the University is not serious about.

7. It was suggested that whilst students are not at University to specifically be educated on race issues, embedding race equality training within the curriculum was a good idea if it clearly informs them of the value the institution places on diversity and inclusion, and the expectation that all students are respectful and tolerant of those whose ethnicity differs from their own.

8. Staff were aware that a more inclusive curriculum is currently being considered and developed by the VP for Education and Learning but stressed that it would be valuable to incorporate greater thinking on how it also addresses and tackles racist views/ideology going forward.

9. Despite the numerous surveys that get conducted, staff felt there was little evidence of any real change on the ground. For example, BAME staff and student numbers in the University remain small, BAME staff in senior leadership roles is extremely low, BAME representation on decision/policy making committees are poor, processes associated with promotion, pay and merit awards where BAME staff do poorly are far

from transparent – all these issues/perceptions are borne out in the Survey findings and, consequently, there is little confidence that meaningful changes will take place. If this perception is to change, or is wholly incorrect, then the University needs to showcase the outcome of its actions to date.

10. A BAME member of staff indicated that having engaged with some individuals who sit within the University Executive Group and expressing his frustration at the lack of institutional change on EDI issues, he is completely demoralised that whilst such conversations get a sympathetic hearing nothing really changes. He felt there were serious structural issues that need addressing but little evidence of this happening from a "top-down" perspective and, perhaps, it might be more effective if there was a more concerted "bottom-up" effort. The current structural set up was not considered democratic and BAME voices were not being heard.

11. A White staff member indicated how disappointing it was to see the survey revealing the lack of awareness that many of her White colleagues had about racism within the University and local community. If White staff do not recognise the low numbers of BAME staff, the fact that BAME staff progress far more slowly through the promotion cycle than their White co-workers, that the turn-over of BAME staff is higher because they leave after feeling the University is not a supportive environment, then one must question how such a blinkered existence develops. Education and unconscious bias training, especially among the White community, needs to be strengthened if there is to be meaningful and sustainable culture change. At the same time, many staff within the focus group indicated that the University should avoid tokenism in addressing racial inequalities, particularly regarding representation of BAME individuals on certain staff groups/meetings.

12. The composition and behaviour of appointment panels was raised. There was an example offered from a focus group member of her experience on an interview panel in which the Chair (a Dean) had acted inappropriately and unfairly towards one of the candidates who the Chair was clearly not keen on being appointed. Despite push back from other panel members the Chair exercised a dominant decision-making role. It was felt that where possible, an HR officer should be present and that such individuals should have the courage to speak without fear or favour to ensure that interview process is fair and unbiased. It was also suggested that attending HR staff ought to be able to report back to their line managers of any inappropriate behaviour by panel members (irrespective of seniority) and, where this was significant, those individuals should be asked to undertake EDI refresher training.

13. Where appropriate, interview panels should consider positive action in appointing BAME staff. Positive action is not the same as positive discrimination, but there was a view among staff, that appointment panels may seem rather unaware of this. Appointment panels should be actively encouraged to consider applying the legal principle of positive action to help recruit individuals with protected characteristics, such as race, if it meets a University strategic priority.

Staff Issues

Based on staff survey responses, the following questions were put to the focus group to help facilitate discussion of this thematic area.

- How do we improve and increase the population of our BAME staff and students within Schools and Services and ensure that our selection processes are unbiased and transparent?
- How do we address issues of perceived racial inequalities around issues of equal pay, merit awards, promotions and development opportunities that are fair and transparent?
- How do we get Heads of Schools and Services to play an active role in promoting the development and progression of their BAME staff?

Summary of staff views/comments:

14. On the issue of perceived racial inequalities, notwithstanding issues around GDPR, there was a view that staff never get to know the profile (i.e., gender and ethnicity) of those who are put up for promotion, merit awards etc, let alone the profile of those whose promotion or merit awards had been successful or not. It was felt that such information is not shared and that if the process was more open and transparent then it might serve to dispel perceptions of inequalities in the promotion/award process.

15. It was felt that instilling institutional culture change was very much dependent on those at the top of the University management structure as well as Heads of Schools/Services who should be taking much more active roles so that it was systemic across the entire Institution. One member of the focus group expressed the lack of interest shown by his School Management and how the leadership had instructed BAME Staff to seek out mentorship and guidance on progression from individuals in other Schools because they were unable to offer the required support. At this level of seniority, the vacuum of understanding is extremely corrosive especially given that EDI is important part of their job description role. Since School leaders are meant to be part of the bedrock on which culture change is to be built, the apparent lack of commitment does not bode well in tackling racial inequalities within the workplace.

16. The issue of a more diverse governance structure was raised by focus group members. How is it that the UoD has such poor diversity in terms of BAME representation not just across all its Schools and Services, but within the UEG, Senate and Court? How can the University claim to be inclusive when these areas are barren in terms of ethnic diversity?

17. Concern was raised about representation on selection and appointment committees, which, based on the experience of some of the focus group members, tended to be weighted in favour of white male staff. The issue of opportunity was also raised. When internal roles need to be filled these are poorly advertised and, on many occasions, there was a perception that Deans/School Managers appoint staff of their own choice rather than opening opportunities to competition. Where staff may have the opportunity to apply for internal roles these positions are filled without any

notification to those who were unsuccessful or feedback as to why they were not successful.

18. Leadership training modules should be implemented for BAME staff to help raise their confidence in applying for senior positions of responsibility, but there is also a need to evaluate existing workload allocations of such staff so that they can be freed up to take advantage of training and personal development opportunities.

19. Although the University has established promotion criteria for staff, there was a perception among focus group members that these criteria are applied flexibly for some individuals but not others by the promotions committee. Greater transparency in the promotion process was needed. Several individuals asked, for example, what is the profile of the committee that decides on promotions? Is it predominantly white and male? How regularly does the composition of the committee get reviewed? What recourse is available to staff to challenge decisions that are currently perceived as being far from consistent or transparent?

20. With respect to promotion, it was suggested that, unless you are nominated or put forward, BAME staff are inherently less confident in pushing their case for promotion. This lack of confidence comes from fear of being challenged that you are not "good enough" that comes with the "racial baggage" that BAME individuals carry, and which White staff are oblivious to. This lack of confidence is further dented where issues of race intersect with gender.

21. Some members of the focus group indicated that in certain Schools the promotion process works on the say so of one or two individuals, such as the Dean or Service Head and their deputies. It was suggested that if your working relationship with your discipline Head/Dean was poor that this effectively put paid to any promotion prospects. Such internal processes therefore need to be revised so that they are fair, transparent, and perhaps more democratic. Each School/Service ought to have a diverse internal selection panel that also has representation from someone outside of the School so that those being nominated for promotion have confidence that the decision-making process at School level was made dispassionately and, on the evidence presented. For this confidence to be fully realised the diversity and makeup of the University's Promotions Committee also must likewise be analysed and, if necessary reconfigured.

22. It was suggested that School/Service Heads should be more proactive in pointing out development opportunities for their BAME staff to initiatives such as AURORA, which explores issues relating to leadership roles and responsibilities for women. Similarly, the University could be developing OPD programmes that specifically cater for the needs of its BAME staff community that help with career development and progression.

23. The lack of BAME staff in key leadership roles is exacerbated by the fact that opportunities for such positions are rare and can be held by the same individuals in some Schools for what seem like indefinite periods. It was suggested that some of these roles (e.g., Associate Deans, Programme/Module leads etc) should be time-limited so that other staff (including those of BAME backgrounds) can develop and inject fresh ideas and impetus into those positions.

24. There was general acceptance within the Focus Group that while numerous barriers stand in the way of BAME staff and students in terms of having access to equal opportunity, understanding how these barriers can be eroded was critical in promoting culture change. Addressing this ought to be a fundamental aspect of the EDI work that is being undertaken at School level and an important priority of School Heads. Furthermore, staff indicated although directives from UEG are important in setting the institutional tone on equality matters this will have little impact culturally if the various Schools/Services do not reflect to ensure that their own operational processes are not stifling equal access to opportunities for their BAME staff.

25. Staff were of the view that if the University is serious about being more inclusive and wants to address the issue of BAME under representation across the institution, then it should proactively set targets to address the issue and report annually on the staff demographic. The perceived lack of institutional commitment is, in part, driven by the absence of BAME staff in key leadership roles across the various Schools/Services.

26. The issue of mentorship versus sponsorship in supporting staff development and progression was raised. It was suggested that BAME staff could benefit from a well-established sponsorship programme. However, given that the ethnic profile of our senior staff is predominantly White, and it is these very individuals that have the appropriate network connections, BAME individuals will need to rely upon their allyship if such a sponsorship approach is to be effective. This approach may work if it was formally embedded within the OSaR process rather than relying on more casual understanding between sponsor and sponsee.

Tackling racism and harassment

Based on staff survey responses, the following questions were put to the focus group to help facilitate discussion of this thematic area.

- How can conversations of race and racial inequalities be openly discussed within the University?
- How can subtle, everyday racial microaggressions be tackled?
- Can the process for reporting racial harassment/bullying be improved? What measures would give you confidence that the University is taking these seriously?
- What can the University do to foster better race relations in the local community? What collaborative activities could be implemented?
- How can BME staff and students get access to counselling services with specialist knowledge of issues relating to ethnicity including, but not limited to, racial harassment, as well as specific issues affecting international students.

Summary of staff views/comments:

27. Many in the Focus Group felt that the University should be advocating a culture of zero-tolerance around racist behaviour far more strongly. Staff were able to offer numerous examples of where our internal reporting/support mechanisms are failing our staff and students. An effective zero tolerance approach where staff and students are made aware that racial harassment/bullying could result in dismissal/expulsion may get such individuals to think twice about engaging in such

behaviour. Similarly, compound microaggressions are tantamount to harassment/bullying and can have long-term impacts on the well-being of those at the receiving end of actions that are passed by aggressors as "banter" or "just a joke". There is a clear need for better education, which ought to be delivered not just *via* on-line training modules, staff induction programmes and our teaching curriculum, but possibly *via* a longitudinal credited module that forms an integral part of every student's degree route.

28. The importance of educating our staff/student community was raised. It was also suggested that staff with lived experiences of race discrimination/harassment should be encouraged to speak candidly to staff and student networks to educate and raise awareness, especially to that sector of our White community that considers racism is not an issue within our institution. Unless individuals can empathise and understand how racism impacts our BAME staff and students getting a culture shift would be difficult. Talks such as those held during Black History Month where individuals shared their lived experiences were thought to be extremely illuminating and instructive. Perhaps such events should be run more often and not just in Black History Month?

29. Some in the Focus Group were of the view that a more open and transparent race-incident reporting mechanism needs to be in place. The process should report annually on the number and type of incidents being reported, how these were investigated, how many were then escalated for further investigation, how many were upheld and what outcomes flowed from the process. This would offer the community greater confidence that Schools and the University were serious in tackling racial harassment/bullying and send a message to those perpetrating unacceptable behaviours that disciplinary action or dismissal were possible outcomes.

30. There were some staff who were sceptical about the Charter application being a vanity exercise given that little has changed over the years when issues have been raised by BAME staff. Even when hard evidence of disparities exists, as highlighted by the pay gap data, the University has not addressed these. It was suggested that if the University was serious then it should openly commit to implementing the action plan regardless of whether it was successful in achieving a REC mark.

31. One member of the Focus Group indicated how, in the School of Life Sciences, post-doctoral staff and post-graduate students had established a forum within one of the Units that encourage open discussions around EDI issues, including racial harassment and discrimination. The forum provides a safe space for discussing concerns without fear of reprisal or detriment that could then be channelled to School/Service Heads via local EDI leads or School Boards. A similar undergraduate-led initiative has also been established in the Dental School to help raise awareness and sign-post diversity issues. It was felt that similar networks could be established for staff within other Schools that could feed into their internal EDI agenda.

Learning and Teaching

Based on staff survey responses, the following questions were put to the focus group to help facilitate discussion of this thematic area.

- How do we integrate diverse cultures and peoples into curriculum content, ensuring that a variety of perspectives and representations are available in readings, case studies, and class examples?
- How do we embed the decolonising principles in our course development process from the outset? How can we engage the student community to advance the decolonising agenda?

Summary of staff views/comments:

32. Some courses offer greater flexibility than others in integrating different cultural perspectives into the curriculum and training of our students. For example, in the School of Health Sciences, nursing students working on programmes within the community learn to interact with a very diverse population and learn of other cultures from their own. However, for other courses there is a need to develop more appropriate curricular activities that will promote greater inter-cultural awareness and tolerance of other viewpoints.

33. With respect to teaching material, it was felt that the University Library is responsive to reading lists suggested by those heading up teaching programmes and that if there was a desire to have greater diversity of material that feeds into or supports certain curricular then Staff and Students should be encouraged to submit suggestions.

8.2 Student Focus Group Discussions

Invitation to attend the Student Focus groups was extended to all students via a link within the REC Student survey and those that expressed an interest were subsequently invited to attend by email. 13 students took up the invitation all of whom were of BAME heritage. As with the staff focus groups, student discussions were monitored by an independent external observer (Head of E&D, University of St Andrews). The two student focus groups were held via Microsoft Teams, one group had six attendees and the other had seven. Students were given a short presentation on the initial findings from the REC survey that was followed by discussion of several issues that had emerged as being prominent themes from the student survey.

The views/thoughts of students on the following thematic areas were sought:

- Belonging and effecting culture change
- Diversity of UoD and local area
- Racism and racial harassment
- Learning & Teaching

Belonging and effecting culture change

Based on student survey responses, the following questions were put to the focus group to help facilitate discussion of this thematic area.

- Do you think your lived experience as a student aligns with that of feeling accepted or belonging as part of the University community?
- Do you think your views as BAME students are valued, acknowledged, or taken seriously? If not, do you think it is the effects of racism or the dynamics of power at play?

Summary of student views/comments:

1. Individuals within both student focus groups were extremely upset by the Survey findings and expressed deep dismay about some of the free text comments made by White students. However, one student indicated that although the findings were deeply disturbing, they were not surprising. As a mature BAME student she was not naïve to think that such views do not exist as she had witnessed and been at the receiving end of racist views herself.

2. It was suggested that sense of belonging is partly driven by who your social circle of friends is outside of University teaching time. One student indicated how there was a group of Muslim girls on her course who all stick together and do not feel that they are welcome by the other students at events and, likewise, international students tend to stick together because they identify with common issues and problems on and off the course. Similarly, postgraduate students on her professional course also feel rather detached. She indicated that while she was not from Dundee that she and her family have been at the receiving end of racist behaviour that she has just come

to accept/tolerate as facet of daily life, she can see how such behaviour might be very difficult for those students coming to Dundee from abroad.

3. One member of the focus group indicated that although the Contemporary Art Design Course is meant to explore topical issues around race, gender, sexuality, and other topical social issues, the syllabus is extremely "Whitewashed" and there is little diversity, it is largely White artists. Consequently, when White students make work that is problematic and it is assessed by White staff who do not recognise the issues that it raises it has a major impact on BAME students when they question issues around culture appropriation, colonialism or projecting racist and/or White supremacist thinking. Staff respond by suggesting that BAME students should not be so "sensitive" as the work by the White student is not intended to offend and is "innocent". When this issue is raised further up the School, the White student is defined as the victim and staff fail to see how appropriating and misrepresenting BAME culture can be offensive to BAME students. If the staff are not culturally diverse, they should at least be educated and made aware of what they need to look out for in their student body.

4. One student suggested that there ought to be a mandatory requirement for every student to take a core training module on equality, diversity, and inclusion irrespective of the course/school they are in and perhaps this needs to be fulfilled as part of the process of progressing within their degree or graduation. However, there was also a view that on-line training modules are not effective as most individuals skip the module content and can pass by repeated attempts at the on-line quiz. It was suggested that if this were a proper longitudinal module with an assessment that attracted credit it would be taken more seriously.

5. One student wanted to stress and clarify that BAME students coming from abroad or from other places in the UK choose to come here because they are open to the idea of being exposed to a new culture and life experience. The problem is that White staff/students are not equally as open minded to learn of other cultures and the lack or unwillingness to reciprocate only reinforces the narrow minded and inappropriate views that some of these individuals hold. It is this pool of individuals that needs educating of the impact that their behaviour has on BAME staff and students.

6. There was also a perception among the focus group that there is a greater propensity of White staff to question BAME students when they raise issues…"have you made that up? "Are you sure that's what happened" are not uncommon responses. Perhaps students ought to be able to raise issues with someone external to their School who can look at the issues impartially? Perhaps an independent advisory team/panel that students can approach might be useful? Students felt that reporting issues within your own School might have repercussions and so students might be fearful of raising them.

7. It was suggested by one student that at the start of each semester, students should be reminded of what are acceptable norms of behaviour with respect to EDI issues and that it is ok for students to raise concerns without fear and the different manner by which this can be done. Students should also be told that it is ok to approach staff and ensure that their names are being appropriately pronounced and that nick names are not acceptable for the sake of making White staff/students comfortable.

8. It was suggested that a sense of increased belonging might come if BAME students felt more welcome. There was a view that not all staff appreciate that BAME students can lack the confidence to approach White staff with issues for fear of being dismissed and not being listened to. If you are not being listened to you do not feel valued and consequently you do not part of the University community.

9. One member of the focus group acknowledged that we are in Scotland and BAME folks will be outnumbered, but that the University needs to do much more in terms of increasing the diversity of its staff pool. How can students feel they are in diverse environment when the staff they are taught by is not very diverse? Failing that, educate White staff that issues around racism do exist in the University and just because they are not impacted by these, some of the students they interact with are and they need to do their bit in supporting those who feel marginalised and not listened to, sometimes by those very staff who are ignorant about the issues.

10. While there are statements about racism not being tolerated in the University, newly arrived students have a hard time navigating around some of the policies and processes. It would be useful if at the start of their University life, new students got clear guidance on who they should go to if they are affected by racist behaviour. Putting a face to a name and where that face lives on campus would be useful.

11. The University should openly acknowledge and celebrate all culturally significant dates within its calendar. The senior management should send messages to all diverse cultures recognising the importance of such events and work with DUSA to create a more inclusive environment that underscores its commitment to diversity.

12. It was felt by one student that a sense of bias operates against BAME students in some Schools. The example of disciplinary points, having to do reflections, having the book constantly thrown at Asian students in the Medical School for unprofessional behaviour (arriving late, not handing in an essay etc) was given, whereas there was a strong perception among BAME students that similar, if not worse, behaviour by White students was tolerated and excused. When such issues are raised those complaining are "brushed off" by responses that we address such issues on a case-by-case basis. How can you feel a sense of belonging when you know you are not treated fairly or equally? Many of the staff within the Medical School Office are White and not representative of the student community that they serve, and issues raised by the BAME students are not valued or taken seriously.

Diversity of UoD and local area

Based on student survey responses, the following questions were put to the focus group to help facilitate discussion of this thematic area.

- Do you feel safe and comfortable in the local community and on the University campus?
- What initiatives could the University implement to ensure that racism does not impact on its staff and student communities in both these areas? How can the University work with local authorities and communities to ensure that its staff and students are not racially harassed?

Summary of student views/comments:

13. A Black student in one of the focus groups who is on a professional degree course indicated that in his 4 years at the UoD he had been stopped by the Police six times and for each stop detained for some amount of time. He has always felt that he has been judged as being guilty before any assessment has been done. The student felt that these were unwarranted stops, that occurred because of his skin colour and that complaining may only exacerbate his issues with the Police and adversely affect his chances of graduating with his professional degree. He clearly did not feel safe off-campus in Dundee.

14. The University is central to the economy of Dundee and its BAME staff and students contribute to this and to the diversity of the city's culture. However, the University does not seem to utilise its economic influence to address the rather disproportionate actions of the Police and City Council against its BAME/international student population, who, after all, spend a lot of money to come to Dundee. The University should be actively engaging the Police on such matters, especially considering the BLM protests, the killing of George Floyd and Sheku Bayou, and help address concerns that our BAME students have on policing practice and local race relations. Students felt that the University is totally disconnected on this issue. The University needs to get Senior Police staff to come to an open lecture and be challenged by BAME students on questionable practices of stopping Black students.

15. One student said that, as a woman of colour, she would not actively leave the student bubble. She indicated that there was a huge disparity between the University and local population and when she had ventured out into certain parts of the city, she had faced name calling and felt unsafe.

16. Even within the student bubble, a female black student highlighted how inappropriate words are said by fellow students, whereas another said that she too was weary and uncomfortable off campus based on her lived experience of growing up in area that was far more diverse than Dundee. She chooses to stay cautious but did not feel comfortable in the sense that she "could go out and do whatever she wanted".

17. It was felt that the University is always reactive rather than proactive on race issues. The defacing of the mural of George Floyd in Dundee with White supremacist graffiti was given as an example. In response to the racist vandalism, Creative Dundee put on a talk by the artist (a DJCAD student) to talk about the mural and what it meant to

her, and the racism she had personally experienced in Dundee. This was a welcome positive action by Creative Dundee, but unfortunately the University did not lead on this and was not sufficiently responsive to the shock felt by its BAME staff and student community by this incident. The University should be more engaged on such matters, play a greater and more proactive civic role that serves the interest of its BAME staff/student community.

18. There was a view, by some students, that it always requires BAME students to raise or point out unacceptable incidents and that the University has a "blind spot" on race issues. If it is not actively brought to their attention, then no action seems forthcoming.

Racism and racial harassment

Based on student survey responses, the following questions were put to the focus group to help facilitate discussion of this thematic area.

- How can the University promote a culture of zero tolerance towards racial harassment, racial abuse, hate speech, including social media platforms?
- It has been suggested by the Survey responses that anti-racist training is an essential part of tackling racism for staff and students and should be embedded right across the University in all its functions.
- What other training or skill development would you like the University to implement?

Summary of student views/comments:

19. The University should be clear in that it has a zero-tolerance policy towards racial harassment/discrimination and that those found guilty of such behaviour face severe disciplinary sanctions that include expulsion or dismissal. Students find addressing microaggressions a much bigger issue and it seems the onus is placed on them to justify why they find it offensive and feel that it is dismissed as being innocent banter, in which case this makes a mockery of the zero-tolerance policy that the University might want to aspire to.

20. Staff education and training needs to be improved, especially in areas such as the Art College. How can students have confidence in a zero-tolerance approach if staff endorse artwork portraying the KKK as a "censored" organisation under the guise of creative interpretation? Staff need to consider whether the Learning & Teaching syllabus ought to allow overtly racist portrayals by its students in the interest of wider student inclusion and the offence that such work can cause. Staff need to be held accountable rather than belittling BAME students for being offended.

21. Some students felt that the issue of racist behaviour is swept under the carpet. How is it that some staff can hold the view that "racism does not exist and that all creeds work well together". One can only surmise they either have not been exposed or do not recognise racist behaviour when they see it. Perhaps more open and honest discussion will help educate the entire community and if the Race Charter forces uncomfortable discussions and the realisation that issues do exist then perhaps this might help in the long term.

22. The concept of White allies in helping to improve race equality issues was raised. It is highly unlikely that the University will make much progress on its race equality agenda without the active input of White staff/students. Appropriate anti-racist training for the White community that gets them to understand that they can use their privilege to confront overt racism and microaggressions when they see it happening will be extremely useful.

Learning and Teaching

Racial inequalities exist in the University – as judged by various measures including BAME student recruitment, progression, attainment, degree classification, further study, and graduate employment. All of these have been vastly impacted by racial inequalities in the structures and systems of the University.

Based on student survey responses, the following questions were put to the focus groups to help facilitate discussion of this thematic area.

- What initiatives/steps does the University need to put into action to decolonise the learning programmes and curriculum in relation to race?

  Specifically:

- How do we increase BAME student recruitment at all levels into different schools?
- How do we address the BAME attainment GAP to that of White students?
- How do we promote the graduate employment prospects of BAME students?

Summary of student views/comments:

23. Structural and social inequalities disproportionately impact BAME communities and whilst some BAME students can push through into the higher education system many struggle to break free of pre-university experiences that can hinder their progression/development at University. Given this, one student wondered whether the University could implement a mentorship programme for BAME students within the various Schools that helps such students to realise their full potential? Such a programme may also serve to improve BAME student recruitment to our University if they know they will be better supported then elsewhere.

24. The lack of BAME staff in teaching and pastoral support roles was raised as a concern. If the University is unable to diversify its teaching staff, then what signal does this send to students with respect to its desire to be an inclusive and supportive learning environment?

25. It was suggested that the University could improve student diversity by coupling positive action in BAME student recruitment with well supported mentorship programmes in its various Schools. It was also suggested that the University could review its widening access and outreach initiatives. The recruitment of UK and international BAME students to many of the University's degree courses was considered low and inconsistent.

26. It was hard to see how the BAME attainment gaps can be improved within the UoD when there are simply not the numbers being recruited to help them to succeed. It was suggested that the University needs to do much more to raise awareness of courses, different opportunities specifically for those BAME students that would not normally be considering coming to University. The problem also starts at pre-University where some BAME students are not encouraged by their school tutors to consider University education and told "you don't have the grades, you don't have the financial capacity, you don't have this, and you don't have that". Universities need to reach out and send clear communication on what opportunities exist for this group of students and what they can do to further their education and life chances.

27. Given the rather poor diversity within our staff pool, students felt that they get a very western/Eurocentric perspective on their education as it is largely based around the experiences and views held by White staff. Some students do not see themselves reflected in the course curriculum and this can impact on motivation and their drive to succeed.

28. There was a view that issues around race, gender and intersectionality may be better addressed if the University could have these presented by staff who were appropriate role models with whom students could relate to. An inclusive and decolonised curriculum from a race perspective might be hollow aspirations if the University lacks role models who might be best placed to deliver on these goals.

DUSA

Based on student survey responses, the following question was put to the focus groups to help facilitate discussion of this thematic area.

- How would you like DUSA to engage more with BAME students and play a role in tackling racial inequalities?

Summary of student views/comments:

29. In line with student survey data, two of the BAME students indicated that they did not really engage with DUSA anymore. One of these was a 4th year student and the other a 3rd year student, but both voiced similar sentiments that DUSA offered little to them and they had not attended any events since their first year. They also indicated that their circle of BAME friends were likewise less inclined to attend DUSA events. They could not say whether this was race-based, but both felt that they simply did not "connect" to the current DUSA "vibe", which was very much "rugby" orientated and perhaps one that appeals more to first year students keen on getting the "student experience" that comes with being away from home for the first time.

30. It was suggested that DUSA also needs to do more to promote inter-cultural events and perhaps this can be done *via* the various societies taking more of a lead. There was also a concern that out with the cultural societies, DUSA itself does little to support international students. This cohort often find it difficult to settle in Dundee, difficult to interact with the largely White student community (who remain largely ignorant of the various cultures on campus) and often feel isolated and unsupported.

31. BAME students within the focus groups were of the view that DUSA needs to promote greater awareness of door staff it uses at its events as to how they should engage BAME students, especially international students. It was felt that door staff lack cultural awareness and can be rather insensitive in their approach towards such students. Equally, it was suggested DUSA, or the University could do more to counsel/support international students on what are acceptable norms in terms of their behaviour on and off campus. International students need to understand what might be considered culturally acceptable in their homeland (e.g., attitudes that men may hold towards women) would not be tolerated in the UK.

32. DUSA needs reminding that BAME students are a very heterogenous group and more thought needs to be given towards events that it organises that promote greater inclusion.

9. Conclusion

The University of Dundee is committed to creating an anti-racist culture and environment where all staff and students feel safe, welcome and can flourish regardless of their race or ethnicity.

We recognise that we are at the beginning of a complex and arduous journey to tackle structural and systemic racism within our own University and wider society in general. This means all of us collectively working together as a community and engaging with the Race Equality Charter (REC) to achieve meaningful action and change to attain our goals and embed an inclusive culture. It is imperative that the responsibility for driving change falls on all of us and that the burden of delivering on our REC action plan does not fall solely on our BAME staff and students.

The REC surveys have captured the views and perceptions of participating staff and students and offered insight into lived experiences, especially of BAME individuals. The information presented within this report will help provide a framework to mainstream and facilitate change in our University structures and processes. Significantly, the survey analyses have highlighted stark differences in the perception and experiences of staff from different ethnicities in relation to career development, progression, representation, pay equality as well as transparency in our internal procedures. For students, the attainment gap, racial harassment and discrimination both on and off campus, sense of belonging and decolonising the curriculum were prominent concerns. Several recommendations were put forward by the staff and student community and these have been captured and highlighted within the Executive Summary.

Going forward, the University will integrate these findings into our REC submission, which will inform an action plan that addresses the challenges experienced by our BAME community. Our REC action plan will be shared widely with the University community for consultation and feedback in the coming months. We recognise that the successful implementation of this action plan will not be achieved unless it is driven by strong leadership from the highest University level, including that from Deans, Directors and other senior managers leading by example and taking responsibility for change.

The University looks forward to working collaboratively with staff and students to help bring transformation that reflects on the views, ideas, and the demand for change from the current status quo that has been highlighted.