

Strengthening Race Equality

A Resource Guide

Author:

Susan Cousins

Co-authors:

**Gail Thomas, Dr Sam Hibbitts,
Dr Paul Brennan, Andy Lane
and Barry Diamond**

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We have decided to use the widely recognised term Black, Asian and Minority Ethnic (BAME) throughout this document whilst acknowledging that this terminology is viewed as problematic, reductive and does not account for current and emerging new identities.

Vice-Chancellor's Statement

The murder of George Floyd captured the world's focus at a time when the disproportionate impact of COVID-19 on Black, Asian and minority ethnic individuals and communities was beginning to be apparent across the globe.

Against that background the pain and suffering experienced by BAME, EU and International people, in the context of continuing, pre-existing injustices, must be acknowledged and addressed.

Cardiff University is determined to be a force for change. We recognise and understand the deep strength of feeling and are committed to taking transformational action to support not only our University community, but society as a whole.

We must renew and increase our efforts to root out racism and address the structural barriers that still exist for all our BAME, EU and International students and staff.

Whilst progress can appear slow, across the University dedicated and highly motivated staff and students are working hard to address the many issues we face.

At Cardiff we are committed to creating a community based on dignity, courtesy and mutual respect: a community where everyone can be themselves and flourish. Now, more than ever, we must find strength in those principles.

We will continue to use our research strength to help create a better world. Through education we ensure our voice is heard in civic discourse, and prepare our students to be active participants in a democratic society.

We are resolute: racism and discrimination have no place in our modern society. ■

Professor Colin Riordan
Vice-Chancellor
Cardiff University

We must renew and increase our efforts to root out racism and address the structural barriers that still exist . . .

Social Justice in Wales

In a 2019 debate on tackling racism and racial inequality the Deputy Minister, Jane Hutt, proposed that Assembly Members:

‘Support wholeheartedly the global fight to root-out racism and racist ideology’ stating that Wales needs to strive to tackle all forms of racial inequality.

Welsh Government 9 May 2019. *Tackling Racism in Wales discussed in National Assembly*. Available at <https://gov.wales/tackling-racism-in-wales-discussed-in-national-assembly> [Accessed: 15 May 2019]

Welsh Higher Education encounters unique challenges and factors when addressing race and equality;

Welsh government statistics show that 6% of the population of Wales are Black, Asian and minority ethnic

(Available at: <https://statswales.gov.wales/Catalogue/Equality-and-Diversity/Ethnicity/Ethnicity-by-Area-EthnicGroup>)

and low levels of BAME residence mean that both students and staff study and work within majority white institutions. ■

Race in the HE landscape

Ownership, accountability, and responsibility for racial inequality do not reside within the individual but within our institutions.

We cannot allow any form of racism to persist in the HE sector and we must understand that this is a collective and an inclusive endeavour.

Transformative action is only possible where everyone is involved. This work must not fall on BAME, EU and International students and staff to bear the burden of delivery and change.

It is important to recognise that racial harassment is experienced by students and staff across the higher education sector. The Equality and Human Rights Commission (EHRC) commissioned an inquiry into racial harassment in higher education and the findings were published in October 2019:

A recurring theme in our evidence was students and staff being dismissed as ‘oversensitive’ and their experiences of microaggressions viewed as isolated incidents rather than a cumulative and alienating pattern of repeated slights and insults. Many staff and students reported that racial harassment doesn’t only happen overtly. All too often, offensive comments were justified by perpetrators as ‘jokes’ or

‘banter’. The damaging effect of repeated microaggressions is often made worse by a lack of empathy and understanding when individuals decide to speak up about their treatment.

Equality and Human Rights Commission (p29) *Tackling racial harassment: universities challenged*. Available at: <https://www.equalityhumanrights.com/en/publication-download/tackling-racial-harassment-universities-challenged>

We can no longer afford to seek safety in historical beliefs where rhetoric and denial remain in the driving seat. There is mounting evidence that to change our institutions there is a requirement to not only gather data and evidence of inequality but also to create environments where people are willing to be challenged through thoughtful reflection that emphasises the importance of maintaining healthy working relationships.

Higher education institutions and their external stakeholders need to evidence an explicit demonstrable engagement with racial justice that extends beyond what is written in policy statements and makes way for a transformation in the culture. We know that inclusive diverse

environments are a business benefit and add value to any organisation. We know that BAME, EU and International students and staff bring skills, knowledge, experience, ability and influence. Yet the persistence of inequality has been evident for years and is simply being reiterated in staff surveys, research reports and audits. We cannot delay action by overly focussing on data collection.

Meaningful communication should be at the heart of change and we must be mindful that everything we do should be underpinned by respect, dignity and equality. The ability to talk about race within any institution is fundamental and key to promoting change and shaping an inclusive culture. New conversations have opened regarding race and it is these conversations that underpin and provide the foundations for all institutions to find a way to move forward. Universities need counter-narratives to inform effective change that challenges the status quo. The beneficiaries of our educational systems need to include our BAME, EU and International students and staff and their communities. ■

Race Equality at Cardiff University

Race equality cannot afford to be located in one place. It is not solely the responsibility of a few BAME, EU and International students, staff and committed allies to undertake this work while receiving little recognition and understanding.

Some BAME, EU and International students and staff carry an invisible load that cannot be seen by many of their white colleagues; one they may feel unable to discuss through normal routes of support. White colleagues may be defensive in their reactions to hearing the experiences of racism; dialogues of this nature often give rise to intense emotions where views are polarised and where the majority emerge from such conversations with little change in their behaviour. BAME, EU and International students and staff may feel silenced and may also experience a sense of cultural isolation because of these types of interactions.

It is the firm view of the University that racism and discrimination have no place in modern society. We have a collective responsibility to work towards social justice. Currently the race equality agenda is being actively driven forward by the Vice-Chancellor and senior staff. Since the Independent Review undertaken by Professor Dinesh Bhugra in 2016, Cardiff University has made a commitment to race equality; using the review as an opportunity to mainstream recommendations through its structures to facilitate change. The review provided a framework to build on information and evidence arising out of the lived experience of our BAME, EU and International students and staff. We have accomplished significant changes with examples outlined within this guide.

The 2019 EHRC report featured Cardiff University as a case study of good practice in its establishment of the Race Equality Supervisory Panel.

“Cardiff University has developed a promising approach that supports individuals experiencing racial harassment, across the university, and looks to ensure institutional learning and action.”

Equality and Human Rights Commission (p91)
Tackling racial harassment: universities challenged Available at: <https://www.equalityhumanrights.com/en/publication-download/tackling-racial-harassment-universities-challenged> [accessed: 05/12/19]

In order for race equality to advance within the University it is essential that we work closely with our students and the Students' Union (SU). In response to a request from the SU the University released a statement addressing the EHRC report and the work the University currently has underway and the next steps it plans to take:

This Resource Guide is informed by relevant literature, research and best practice and includes references to

documents such as: **Black, Asian and minority ethnic student attainment at UK Universities #ClosingtheGap** (2019), **The Race Disparity Audit** (2017), **'Where are we now'**, Advance HE (n.d.) and **'Addressing The BAME Attainment Gap: Vice-Chancellor Checklist'** Universities UK (2019) and **'Tackling racial harassment: universities challenged'** EHRC (2019) and these have all shown a persistence of: structural inequalities within higher education, sector wide racial inequality across

the sector, low levels of BAME staff representation and lower levels of attainment for BAME students.

Delivery of our institutional strategy, **The Way Forward 2018-2023**, will be guided by the values of equality, diversity and inclusion. We want to be known as a university that welcomes students and staff from across the globe, and from all backgrounds, supporting them to enjoy and benefit from a rewarding university education.

Table 1: Indicators to inform the evaluation of short-term, medium-term outcomes and longer-term impact

Initiative	Short-term outcome	Intermediate outcome	Long-term outcomes
Strengthening Race Equality. A Resource Guide.	Raising awareness Communicating the resource guide Challenging the status quo	Increased participation Increase in race equality initiatives across the University Increased engagement with the Race Equality Supervisory Panel and 'Talking Race Equality' Increased collaboration with the Students' Union Increased collaboration with the city of Cardiff and its BAME communities	Improved non-continuation rates and reduction in awarding gaps Improved retention of both students and staff Improved career progression for staff Improved career progression for students

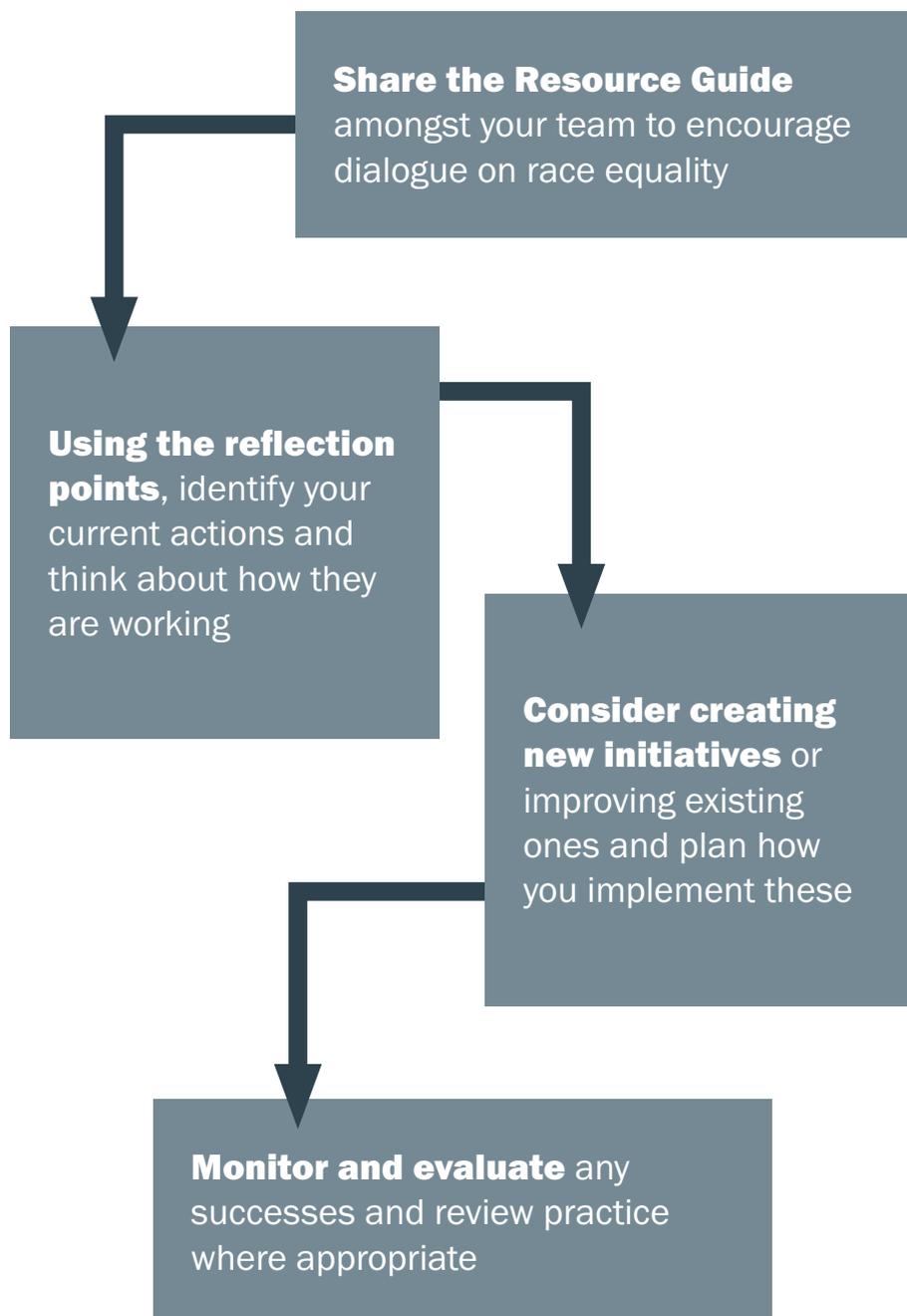


This Resource Guide is designed to expand knowledge and understanding of existing initiatives within the University and suggest approaches that can be embedded across the University to prioritise engagement with race equality. It aims to disseminate internal conversations about race and at the same time taking an institutional approach to race equality that empowers others and shows how qualitative evidence informs a greater understanding of the lives of our BAME, EU and International students and staff. ■

The Resource Guide is organised into five sections:

- 1 **Talking Race Equality**
- 2 **The Race Equality Supervisory Panel**
- 3 **The BAME Awarding Gap Group**
- 4 **Current Initiatives**
- 5 **Useful Resources**

How to get the most out of this guide



Talking Race Equality (Discussion panel)

Table 2: Indicators to inform the evaluation of short-term, medium-term outcomes and longer-term impact

Initiative	Short-term outcome	Intermediate outcome	Long-term outcomes
Talking Race Equality. A Discussion Panel	Raising awareness Dissemination Education Challenging the status quo Providing spaces for safe conversations about race	Increased participation Increased collaboration with the Students' Union Increased collaboration with the city of Cardiff and its BAME communities Increased understanding of relational approaches to communication	Improved non-continuation rates and reduction in awarding gaps Improved retention of both students and staff Improved career progression for staff Improved career progression for students Awareness of concepts around racial inequality

Equality and Human Rights Commission (n.d.) (p91) Tackling racial harassment: universities challenged
 Available at: <https://www.equalityhumanrights.com/en/publication-download/tackling-racial-harassment-universities-challenged> [accessed: 05/12/19]

Talking Race Equality has been established to promote a change in the cultural environment that reflects the diverse experiences of our students and staff. It provides an essential space to hold vital conversations about race.

Conversations around race tend to be infrequently explored and race is one of the least openly discussed subjects due to many complex factors, which include:

- Fear of being challenged;
- Fear of being blamed;
- Feeling defensive;
- Feelings of guilt associated with unequal historical structures that are still having an impact on today's society.

It is increasingly being recognised that enabling discussions about race-related issues is important at all stages of the BAME, EU and International student and staff journey. Institutions have a duty to remain open to hearing about different lives and perspectives that are rich in experience and knowledge. These can help shape change. In all our conversations we need to be mindful that everything we do should be underpinned by respect, dignity and equality.



> Talking Race Equality (A discussion panel) continued

The recent publication, *#ClosingtheGap* May 2019 identified five of the most significant steps needed for success in reducing attainment differentials one of which is:

Having conversations about race and changing the culture: universities and students need to create more opportunities to talk directly about race, racism and the attainment gap and to identify what students think is causing it. A change in culture is needed alongside a clear institutional message that issues of race are embedded with wider strategic goals.

Universities UK (UUK) and National Union of Students (NUS). 2019, *Black, Asian and minority ethnic student attainment at UK universities: #ClosingtheGap*. Available at: <https://www.universitiesuk.ac.uk/news/Pages/Universities-acting-to-close-BAME-student-attainment-gap.aspx> [Accessed: 15 May 2019]. p3

Why should we talk about race equality?

The University is committed to supporting diversity and creating an open and inclusive environment. To support this we need to better understand BAME, EU and International student and staff needs to ensure that students and staff maintain and feel a sense of belonging to our institutions.

Lone black employees may never experience a sense of belonging or of social relatedness in the workplace since they are in the minority. This sense of ‘otherness’ may be experienced consciously or unconsciously, and is often felt but is unacknowledged, unsupported and unspoken.

Cousins, S. and Hill, C. 2019 *Overcoming Everyday Racism: Building Resilience and Wellbeing in the face of discrimination and microaggressions*. London: Jessica Kingsley Publishers

The need for effective mechanisms that increase a sense of belonging to the institution was also highlighted throughout the document *#ClosingtheGap*, May 2019. It encourages us to hold direct conversations about race equality and to provide space for BAME, EU and International students and staff to express aspects of their life experiences that they might otherwise feel unable to verbalize in predominantly white environments.

Dialogues around race equality must take place to enable understanding of new perspectives and knowledge for us to make authentic changes to the cultural environment and challenge our mindset. The panel has provided an inclusive space comprising external and internal partners, and students and staff from both professional and academic services.

Research tells us that a sense of belonging is an important factor in students and staff reaching their potential – especially students and staff from ethnic minority backgrounds.

Equality and Human Rights Commission (EHRC). 2018 *An inquiry into Racial Harassment in Higher Education*.

BAME, EU and International students and staff study and work in overwhelmingly white spaces and these spaces are experienced as normal for white people. Talking Race Equality offers space to engage in trusted discussions amongst a diverse range of students and staff and effectively reduces the tensions that surround inequalities, builds better community relations and offers a variety of voices.

At times our environments are not safe and not easy to navigate, and we may wish to take ourselves away and isolate ourselves. Therefore, it is of huge importance in our everyday lives that we commit to making choices that increase our access to social environments where we feel safe and valued and where we are can discard the coat that doesn't fit, at least for a while.

Cousins, S and Hill, C. 2019 *Overcoming Everyday Racism: Building Resilience and Wellbeing in the Face of Discrimination and Microaggressions*. London: Jessica Kingsley Publishers. p91

How we talked about race equality

The Talking Race Equality discussion panel meets three times a year for two hours. We aim to sustain a core and committed membership maintaining levels of interest and enthusiasm in mainstreaming race equality across the university. Attendees reflect a diverse group of individuals from across the University and the meetings follow a restorative approaches model of communication that seeks to build, maintain and repair relationships. The model also facilitates the maintenance of the panels' attendance which is essential to its sustainability and the building of relationships that is crucial to advancement of race equality within any institution.

Throughout these meetings, listening, empathy and empowerment are encouraged to enable diverse views to be represented within the safety of this framework. We need to acknowledge there is a problem and build a collective approach to this by providing supportive structures that reduce isolation for our BAME, EU and International students and staff whilst building up levels of cultural competency and increasing a sense of belonging.

We have coordinated three themed discussion panels:

1. Guest speaker, Chair of the Wales Black Police Association, opened up an informal discussion about the nature of prejudice informed by the work of Gordon Allport.
2. Guest speaker, Research Fellow, delivered an informal talk describing their experiences of Race and Difference across three cultures:
 - Growing up in California
 - The Undergraduate Stanford Experience
 - Living and working in Sweden
 - Working and living in Wales
3. Guest Speaker, Residences Manager (Residences and Facilities), presented the panel with a brief outline of their work in University Residences entitled 'University Residences an overview of the residences campus, allocations process and the support we offer once the students are in residence and relevant to the specific BAME student experience'.
4. Guest Speaker, Residence Life Manager, introduced us to Residence Life and talked us through 'Living and Learning Communities'.

Following each of the three meetings, attendees were asked to provide anonymous feedback to the question: "Can you describe what Race Hate Crime means to you here at Cardiff University?" Feedback captured revealed a range of themes summarised below:

1. More awareness of the definition of race hate crimes and incidents across the University.

2. The commitment to race equality needs to be more visible and a high priority. This will only be achieved by senior management taking responsibility for wider communication across the University.
3. That the University needs to recognise the necessity of creating safe spaces for dialogue around race-equality, balanced against the need to mainstream the discourse of race equality.
4. There needs to be more support for BAME students and staff experiencing race hate crimes and incidents.
5. More of an active bystander approach to race-equality and understanding of the lived experience of BAME students and staff in the Higher Education Sector.

This feedback mirrors that of the findings currently being gathered across the wider HE sector acknowledging the importance of increasing the BAME, EU and International students and staff voice through participation within existing structures and creating new opportunities.

Reflective Points

- How does your department recognise BAME, EU and International student and staff contributions?
- Consider what opportunities you provide for students and staff to talk about race equality.
- What actions do you take to build relationships with your BAME, EU and International students and staff?
- Who leads your department and how do you help to increase progression, retention and attainment of BAME, EU and International students and staff?

- How do you support students and staff who raise race-related issues within your own department?

The future of the discussion group

Talking Race Equality aims to hold three sessions over the next academic year focussing on conversations to raise awareness of the need to create inclusive curricula.

42% of BAME students said they did not feel that the curriculum reflects issues of diversity, equality and discrimination. They reported a lack of BAME specific content and a mainstream way of thinking.

Universities UK (UUK) and National Union of Students (NUS). 2019, *Black, Asian and minority ethnic student attainment at UK universities: #ClosingtheGap*. Available at: <https://www.universitiesuk.ac.uk/news/Pages/Universities-acting-to-close-BAME-student-attainment-gap.aspx> [Accessed: 15 May 2019].

The University will have increased knowledge of the impact of existing curriculums and teaching on the BAME, EU and International student experience. This year, as requested by the Students' Union, we aim to increase the levels of student participants.

When we offer white male-dominated reading lists we also teach students the wrong lessons about who is an intellectual authority and deserves our attention. BAME students need to see themselves reflected in the curriculum as legitimate creators of knowledge.

Muldoon, J. 2019. *Academics: it's time to get behind decolonising the curriculum*. The Guardian 20 March 2019. Available at: <https://www.theguardian.com/education/2019/mar/20/academics-its-time-to-get-behind-decolonising-the-curriculum>. [Accessed: 9 May 2019] ■

Race Equality Supervisory Panel

Table 3: Indicators to inform the evaluation of short-term, medium-term outcomes and longer-term impact

Initiative	Short-term outcome	Intermediate outcome	Long-term outcomes
The Race Equality Supervisory Panel	<p>Raising awareness of the Race Equality Supervisory Panel</p> <p>Raising awareness of race hate crimes and incidents within Cardiff University</p> <p>Ensure effective measures are in place to deal with race hate crimes and incidents</p> <p>Mainstreaming a restorative approach to the management of race hate crimes and incidents</p>	<p>Increased reporting of race hate crimes and incidents</p> <p>Increased levels of trust that the University is prioritising reducing barriers to reporting</p> <p>Improved wellbeing of student and staff during the complaints process</p>	<p>Improved non-continuation rates and reduction in awarding gaps</p> <p>Improved retention of both students and staff</p> <p>Increased institutional trust</p> <p>Enhanced institutional reputation</p>

Advance HE, Attracting Diversity: End of Project Report. Section 5. Using theory of change to design and evaluate interventions. Kay Steven and Professor Liz Thomas

The Race Equality Supervisory Panel (RESP) has been established to facilitate raising awareness and encourage the reporting of race hate crimes or incidents. It aims to build and maintain relationships between students and staff. It provides a valuable tool within the University to improve how staff respond to incidents of race-based discrimination.

Racial discrimination exists across society and as such exists within all our institutions. Universities cannot afford to deny, ignore or place responsibility upon those who suffer at the hands of inequalities. The responsibility lies within the institution. Organisations have been quick to label the victim and less quick to hold the perpetrator to account, whilst consciously or unconsciously deciding the target is the problem and protecting people who look like themselves.

What does the RESP offer?

RESP provides advice and guidance across the University involving any areas of concern arising out of racial inequality or harassment, including complex cases. It provides a professional sounding board with a diverse membership, including professional and academic staff, where most of the members have previous experience of managing racial harassment issues within the University.

Embedded in all our communications is a relational approach that seeks to build, maintain, and repair relationships and treats each incident as unique.

The key aim of this panel is to:

- Increase awareness that racial discrimination exists within our society;
- Utilise a practice-based learning approach; that draws on 'real life' case studies.
- Increase professional competence in managing cases;
- Capture emerging themes;
- Support the University in acting where appropriate.
- Embed skills that allow us to manage critical incidents through a carefully considered approach that is sensitive and timely.
- Establish a relational approach to all communications.

We need to improve how we respond to race hate crime as a sector. We also need to acknowledge that people in organisations are treated less favourably than others. Our bias is towards those who are 'like us' and we all have a responsibility from a professional, moral and legal stance to recognise how these impact on our work. We all need to be committed to challenge and influence change in our culture. Although our operations, structures and assumptions appear normal and fair there is sufficient evidence to show the structural inequalities that exist within our institutions and these can be detected in its processes, attitudes and behaviours. RESP is taking a proactive step to prevent harassment.

The Home Office, statistical bulletin reported “the most commonly reported motivating factor in these hate crime incidents was race” with 76% of hate crime offences being race hate crimes.

Home Office. 2018. *Hate Crime, England and Wales, 2017/18 Statistical Bulletin 20/18*. Available at: (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748598/hate-crime-1718-hosb2018.pdf) (p7)

The Race Equality Supervisory Panel provides enhanced access to specialist support and guidance, collecting and reporting on emerging themes around race incidents or hate crimes to the University's Equality, Diversity and Inclusion (EDI) Committee. The team meets when required and reacts in a timely way responding to requests from across the institution. The inclusion of a group of staff working on cases ensures consistency of practice and avoids dependency on any one individual, as well as increasing learning and knowledge in this area.

It is essential that cases include a relational approach to problem solving and challenging unacceptable behaviour.

More should be done to ensure that hate crime perpetrators are dealt with effectively and restorative approaches should be made more widely available in Wales.

Williams, Dr M and Tregidga, Dr J. [2016]. *All Wales Hate Crime Research Project*. Research Overview and Executive Summary. Race Equality First. p25

A relational approach is central to the operation of RESP and is key to all its functions. In order to build levels of cultural competency and gain the trust of our BAME, EU and International students and staff we need to increase awareness of race based incidents that occur within society and within the HE sector.

RESP's story so far

We established RESP to provide:

- A professional sounding board;
- Support and guidance in more complex and severe cases;
- Perspectives and clarity on best practice;
- Where expertise would be beneficial;
- Access to a diverse range of specialist staff who have previous experience of race based incidents within the University.

RESP uses a restorative framework in its approach that is founded on maintaining good relationships. In all cases a set of questions are posed to the RESP:

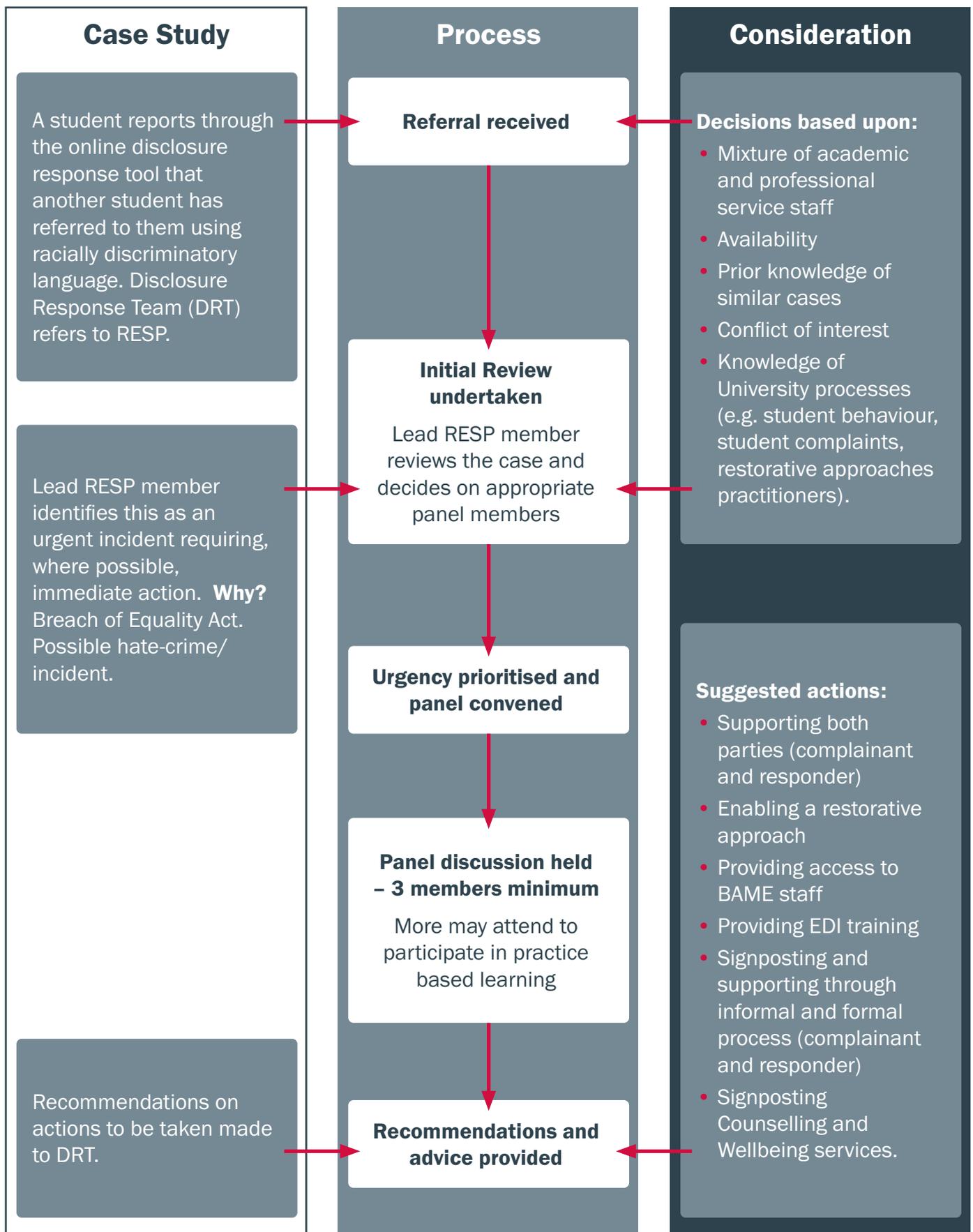
- What happened?
- What are the people involved thinking and feeling?
- Who else has been affected by this or could be affected?
- What do you feel they need in order to feel supported by you and to move forward?

The RESP works flexibly within an established process to produce timely and pertinent guidance to the University on best practice for supporting students, staff and the general public.

There has been an increase in uptake and engagement with the panel. This can be quantified by increased University engagement with the service for specific incidents, general enquiries, development of new race equality initiatives and invitations to present the work of RESP both internally and externally. The University views the increase in engagement as a positive outcome, recognising the need to increase reporting levels and create an environment of trust where race equality is part of the conversation.



The Race Equality Supervisory Panel



A Case Study Example

The following case study is based on a real issue that arose within the University. Whilst the students themselves remain anonymous they were happy to share their concerns with the University in order to promote change and prevent others being hurt and excluded.

A group of BAME, EU and International students raised their concerns about the process of self-selection within study/project groups which they felt led to isolation and out-grouping behaviours.

Resulting advice and guidance was sent to both students concerned and to the Disclosure Response Team.

Guidance – In order to prevent student isolation and exclusion from group-work it is advisable to plan the format of teaching sessions and student groupings in advance to help prevent self-selecting groups.

Good Practice in selecting student groups in teaching – Self-selected student groups can have a negative impact on learning environments because:

- there will be a lack of diversity in student groups

- unconscious or conscious bias in selection
- some students may feel excluded from an in-group dynamic
- there will be less opportunity for sharing of knowledge that is diverse and inclusive.

How can this be overcome?

Planning format of teaching sessions and student groupings in advance to help prevent self-selected groups:

Methods of student group allocation	Advantages	Disadvantages
Pre-allocation	<ul style="list-style-type: none"> • Able to consider diverse groupings in advance • Sharing from diverse backgrounds and knowledge • Students aware of format prior to teaching session • Prevents exclusion • Prevents unconscious bias • Tackles 'in-group' non-engagement in teaching sessions 	<ul style="list-style-type: none"> • Potential insufficient diversity data available to enable all diverse characteristics to be considered • 'In-groups' may still exist • Students may not be satisfied with group format and potential new 'in-groups' could form
Random allocation	<ul style="list-style-type: none"> • Can be done within the session or in advance • Prevents exclusion • Prevents unconscious bias • Tackles 'in-group' non-engagement in teaching sessions 	<ul style="list-style-type: none"> • Potential for diversity of groups not to be fully considered • 'In-groups' may still exist • Students may not be satisfied with group format and potential new 'in-groups' could form



Additional factors to consider:

- the duration of time that the project groups will be working together.
- the needs and differences between UK BAME students, EU and International students.
- the ongoing review of effectiveness of student groups and allocation process if over a longer term.
- module leads reflect on the diversity of student cohort in advance to ensure that learning materials are accessible and inclusive.

Reflective points

- Is your department inclusive and does it consider the creation of harmonious environments that make a positive contribution to learning and teaching?
- Are you aware of the cultural and racial background of your student cohort? Do you treat everyone equally? What is problematic about treating people equally?
- Do you understand the impact of a lack of inclusion on the BAME Awarding Gap?
- How does your department deal with racial harassment and bullying?
- Are your staff aware of the procedures for dealing with racism?
- Is there a difference between your white staff's perceptions of the existence of racism within the University and that of your BAME, EU and International staff?

What can you do?

- Find ways of managing student groups more effectively.
- Involve students in decision making processes particularly in curriculum development. But do not burden them with this task; this is the responsibility of the University.
- Ask your students their perception of the course in relations to inclusive curriculums. ■

BAME Awarding Gap Group (Task and finish group)

Table 4: Indicators to inform the evaluation of short-term, medium-term outcomes and longer-term impact

Initiative	Short-term outcome	Intermediate outcome	Long-term outcomes
BAME Awarding Gap Group (Task and finish group)	<p>Raise awareness of a central BAME Awarding Gap Group and collaboration between Students' Union and staff representatives from each college</p> <p>Raising awareness of BAME Awarding Gaps across the University</p> <p>Raising awareness of BAME non-continuation rates from course compared to white students across the University</p> <p>Understanding the multiple factors impacting attainment or non-continuation on course</p>	<p>Increased monitoring of data around BAME degree awards</p> <p>Increased engagement with BAME students to understand different barriers faced and support to overcome</p> <p>Increased levels of trust that the University is seeking to reduce barriers to reporting as a high priority</p> <p>Improve cultural awareness amongst student and staff to promote inclusion</p>	<p>Improved non-continuation rates and reduction in awarding gaps</p> <p>Reduced/no BAME awarding gap</p> <p>Improved BAME student wellbeing</p> <p>Improved BAME student satisfaction</p> <p>Improved BAME admissions</p>

Advance HE, Attracting Diversity: End of Project Report. Section 5. Using theory of change to design and evaluate interventions. Kay Steven and Professor Liz Thomas.

The Black, Asian and Minority Ethnic (BAME) Awarding Gap Group (A task and finish group) has been established to develop an understanding of the issues contributing to the awarding gap for BAME students.

There is long-standing evidence of an attainment gap in Higher Education between BAME students and white students (Office for Students (n.d.))

Addressing Barriers to Student Success programme. Available at: <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/addressing-barriers-to-student-success-programme> and Universities UK *Black, Asian and Minority Ethnic attainment at UK Universities #ClosingtheGap.* Available at <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/bame-student-attainment-uk-universities-closing-the-gap.aspx>



> BAME Awarding Gap Group (Task and finish group))

It is a persistent, sector-wide issue that exists independently of prior academic performance. No single reason has been identified for this attainment gap and thus no single solution.

The report to Office for Students in February 2019 entitled 'Understanding and overcoming the challenges of targeting students from under-represented and disadvantaged ethnic backgrounds' provides a set of recommendations and guidance across the sector that underpins the project.

Why is the Awarding Gap important?

HESA data show that 2% of our undergraduate population identify themselves as Black, with 17% overall as BAME. TEF data provide further insights, highlighting differential outcomes for different groups including a negative flag for BAME students as a whole at the University against the Teaching on my course metric.

The University's Strategic Equality Plan 2020-2024 has a focus on addressing differential outcomes for students, with an overarching equality plan objective to "**become a University that supports an inclusive student journey through recruitment, admissions, wellbeing and the learning environment**", specifically highlighting the need to "**address differential student attainment and retention for some protected characteristic groups who are less likely to attain a 1st or 2:1 degree.**" Areas for action include:

- Addressing the non-continuation of students from Year 1 for all protected characteristics with a particular focus on ethnicity.
- The University's non-continuation gap of 4.3% between BAME and white students is currently close to the UK benchmark of 3.9%.

- Addressing the differential attainment for some protected characteristic groups, including a focus on BAME students who are less likely to be awarded a first class or upper second-class degree.

The BAME Awarding Gap Group story so far

The BAME Awarding Gap Group membership is a collaboration between the Students' Union with elected officers, senior staff from across the University and representatives from the three Colleges. The Group acts on behalf of the EDI Committee and Academic Standards and Quality Committee and reports jointly to them. The Group also feeds into the Race Equality Student Working Group, a sub-group of the University Race Equality Steering Group.

The BAME Awarding Gap Group aims to understand the current University position in relation to BAME student awarding gaps and the differential experience of students by:

1. Quantitative analysis:

review of available data, interpretation, identifying data gaps and what data we are not using effectively.

Key findings benchmarking to the Universities UK *#ClosingtheGap* report:

- The overall awarding gap at Cardiff University is 10.9%.
- A higher proportion of white and BAME students at Cardiff University received a first class or upper second-class degree compared with UK HEIs, but:
 - White students are more likely to be awarded a first class or upper second-class degree compared with BAME students.

- The highest non-continuation rates across all 3 Colleges are for black students.
- Home students for all ethnicities are more likely to be awarded a first class or upper second-class degree compared with International students.
- The biggest gap in awarding between Home and International students are for those students reporting as Black and Mixed ethnicities, particularly at the upper and lower second-class degree levels.
- There are fewer BAME academic staff at Cardiff University compared with UK HEIs.

2. Qualitative research:

to conduct focus groups and interviews, inviting testimony into the lived experiences of CU BAME students across the full student life cycle and promote discussion with senior leaders.

Ethical approval was attained to conduct qualitative research with implementation planned in 2020 and focus groups and one-to-one interviews aimed to:

- Explore BAME students' lived experiences;
- Identify enablers/barriers in the University environment contributing to attainment and/or withdrawal and progression;
- Raise awareness of support networks available;
- Determine impact on BAME students' wellbeing.

Environmental factors impacted delivery and influenced key actions as follows:

- A training model for student facilitators of focus groups was developed and delivered with a safe space to have conversations around race and planned questions were reviewed and agreed.

- An information session providing context to the aims of the BAME Awarding Gap Group, with signposting to wellbeing and support was recorded to help promote student engagement.
- Student focus groups were scheduled for March 2020 and did not go ahead with the impact of Covid-19.
- Questions were adapted into a student survey with a revised participant information sheet.
- A workshop on race equality was coordinated in the Senior Staff Conference (Oct 2019) with Prof Marcia Wilson from UEL presenting on '**Building an Anti-Racist Higher Education Institution**' recognising institutional racism across the sector and providing a safe space to have conversations around race:
 - Data from Cardiff University was benchmarked to the *#ClosingtheGap* report and round table discussions included themes focusing on inclusive curriculum, culture and recruitment.
 - A commitment wall captured senior staff feedback on next steps to make change.

3. Developing an action plan on how the data can be built into our normal processes to be used more effectively.

The BAME Awarding Gap Group is combining the evidence from the *#ClosingtheGap* report, aligning with the qualitative Cardiff University data and outputs from the senior staff conference to develop the action plan to be available in 2020/21. This will include best practice from across the sector and the focus group-student facilitator/survey model for School level understanding of different barriers and enablers across the University. The actions will be themed to consider the University culture,

admissions, curriculum content and learning environment, student support and cases and extracurricular activities.

The action plan will feed into the University's Race Equality Steering Group, EDI Committee and Academic Standards and Quality Committee for coordination and monitoring against the agreed outcome measures.

Reflective Points

- How does each department recognise and monitor differences in BAME student and white student attainment?
- Consider what departments can do to engage more with BAME students to understand the different barriers that they may face locally.
- What actions do departments take to overcome barriers identified by BAME students throughout their study cycle?
- Who is responsible for leading change to address the BAME Awarding Gap within your department?
- How do you support BAME students within your department?

What can you do?

- Familiarise yourself with the BAME Awarding Gap and how this plays out in your department.
- Educate yourself and find out more about the awarding gap and review the Universities UK, *Black, Asian and Minority Ethnic attainment at UK Universities #ClosingtheGap*. Available at <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/bame-student-attainment-uk-universities-closing-the-gap.aspx>
- Consider what mechanisms can you put in place to address the awarding gap?

The future of the BAME Awarding Gap Group

The BAME Awarding Gap Group will continue to meet monthly to finalise the action plan in 2020/21 academic year. The action plan will then feed into the Race Equality Steering Group, the EDI Committee and the Academic Standards and Quality Committee to help implement and tackle the barriers identified across the University. The measurable outcome will be a reduction in the award gap for BAME students, bringing it closer to the award outcomes for white students. ■

No single reason has been identified for this attainment gap and thus no single solution.

Current Initiatives

- Vice-Chancellor’s EDI Advisory Board
- #itooamcardiff
- BME+ Book Club Café
- BAME+ Staff Network
- Race Equality Steering Group
- Co-production in student equality, diversity and inclusion training in the School of Medicine

Table 5: Indicators to inform the evaluation of short-term, medium-term outcomes and longer-term impact

Initiative	Short-term outcome	Intermediate outcome	Long-term outcomes
Current Initiatives	Raising awareness Dissemination education Challenging the status quo Providing spaces for safe conversations about race Providing opportunities for culture change	Increased participation Increased collaboration with the Students’ Union Increased sense of belonging Increased collaboration with the city of Cardiff and its BAME communities Increased understanding of relational approaches to communication	Improved non-continuation rates and reduction in awarding gaps Improved retention of both students and staff Awareness of concepts around racial inequality

Advance HE, Attracting Diversity: End of Project Report. Section 5. Using theory of change to design and evaluate interventions. Kay Steven and Professor Liz Thomas

Engaging with BAME, EU and International students and staff by providing spaces for their narratives to emerge is a priority for the University. Effective mechanisms for engaging with BAME, EU and International students and staff are essential. We should all be aspiring to provide spaces for genuine dialogue about race equality and transform the University experience for our BAME, EU and International students and staff. A sense of belonging is crucial to progression, attainment and retention.

Although there are existing structures within the University that can be utilised to achieve an increase in dialogues around race, we need to mainstream similar initiatives across the University. Meaningful engagement in this area cannot be the responsibility of a few committed staff. It takes a whole University:

- To yield sustainable authentic change;
- To shift from a denial position to one that acknowledges that racial inequality persists within higher education;
- To facilitate conversations about race.

The existing projects are not targeted at specific students and staff from differing ethnic backgrounds, and we accept this variance and recognise that our University does not have a sufficiently large BAME, EU and International student and staff population to offer targeted initiatives at this stage. Awarding gap data will hopefully allow us to explore new directions and focus on specific ethnic groups once the data has been reviewed.

The BAME, EU and International student and staff experience differs from that of their white counterparts and the University needs to broaden its awareness of how this lived

experience impacts on their engagement (#ClosingtheGap May 2019).

Why we need initiatives, projects and interventions

BAME, EU and International stories provide members of 'out groups' a vehicle that allows them to be seen and heard. BAME, EU and International student and staff lives are not insignificant and should not be minimised or hidden; the risk of not being seen and heard may well amount to student and staff being more likely to leave, engage less with the University and worse, experience a lack of wellbeing in the workplace. Our aims must be to include BAME, EU and International students and staff in the organisation and within its structures.

In all our projects we have sought to work directly with the Students' Union and their BAME, EU and International officers. Interventions have been co-created, where students can share their views and input suggestions, thus ensuring BAME, EU and International student representation and consultation in the design and development of all our projects. Key aims are directed at increasing a sense of belonging, closing the attainment gap and supporting retention and progression.

The Office for Students has called on universities to:

Collaborate with BME students to understand their experiences.

We strongly encourage providers to engage their students (including student unions or associations) in the design, implementation and evaluation of their access, success and progression activities. Where interventions are intended to benefit a particular student group it is especially important that these students are consulted and are able

to contribute to the providers' understanding of, for example, BME students' experiences in higher education.

Office for Students. (n.d.) *Topic briefing : Black and minority ethnic (BME) students*. Available at: https://www.officeforstudents.org.uk/media/145556db-8183-40b8-b7af-741bf2b55d79/topic-briefing_bme-students.pdf p10

To encourage change we need to let go of the belief that we are inhabiting a level playing field and we need to fully acknowledge improving awareness of race equality and building competence in this area enables the University to gain an understanding of issues BAME, EU and International students and staff face. Initially we can all work towards an understanding of the BAME, EU and International experience within the University but there are no quick fix solutions. Meaningful engagement across a large institution must include localised projects and initiatives where both qualitative and quantitative data should be gathered in response.

Vice-Chancellor's EDI Advisory Board

Cardiff University engages with individual expertise/members from the external panel with relevant internal experts on an ad hoc basis depending on issues that arise throughout the academic year.

The Board provides informal external expertise, knowledge, and strategic thinking to Cardiff University on matters relating to equality, diversity and inclusion, through the provision of unbiased insights and ideas which encourage and support the exploration of new ideas against the achievement of our equality and diversity strategy.



#itooamcardiff

#itooamcardiff was launched in October 2016 and has since been displayed at a number of locations across the University. Furthermore, in October 2018, it continued its journey, reaching the National Assembly for Wales' Pierhead Building in Cardiff Bay as part of Black History Month. The exhibition was sponsored by Vaughan Gething AM, the Assembly Member for Cardiff South and Penarth. Deputy Vice-Chancellor, Professor Karen Holford, spoke at the exhibition's launch, acknowledging the valuable contributions made by the students who participated in #itooamcardiff.

Key drivers for the project were to build relationships with BAME, EU and International students and to provide role models that represent an authentic black experience.

The aims of the campaign were:

- To raise awareness around issues of racial inequality in higher education;
- To produce an exhibition that was sustainable over a number of years and would increase communication across cultures and generations;
- To raise awareness of some of the issues BAME, EU and International students face, feel and think about their everyday lives;
- To instil pride and build a culture of tolerance;
- To develop positive and respectful relationships;
- To create new BAME, EU and International role models that step outside stereotypes, representing authentic BAME, EU and International experiences that are current and new;
- To give voice and ownership to underrepresented people;
- To promote cultural change within higher education.

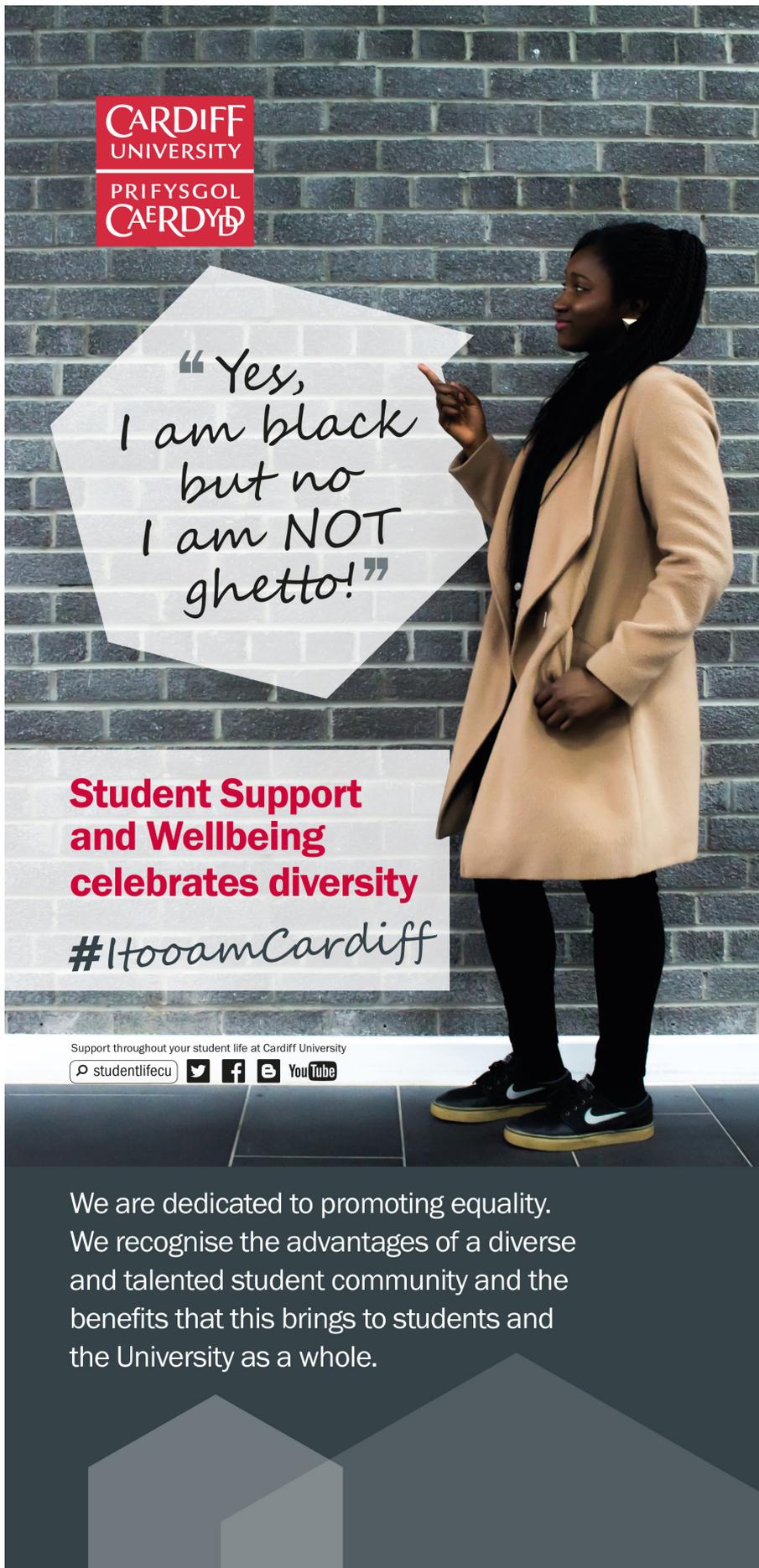
CARDIFF UNIVERSITY
PRIFYSGOL CAERDYDD

“You are not blacker than me because I don't fit your stereotype of a black person.”

Student Support and Wellbeing celebrates diversity
#ItooamCardiff

Support throughout your student life at Cardiff University
studentlifecu Twitter Facebook Instagram YouTube

We are dedicated to promoting equality. We recognise the advantages of a diverse and talented student community and the benefits that this brings to students and the University as a whole.



CARDIFF
UNIVERSITY

PRIFYSGOL
CAERDYDD

“Yes,
I am black
but no
I am NOT
ghetto!”

**Student Support
and Wellbeing
celebrates diversity**

#ItoooamCardiff

Support throughout your student life at Cardiff University

studentlifecu    

We are dedicated to promoting equality. We recognise the advantages of a diverse and talented student community and the benefits that this brings to students and the University as a whole.

#itooamcardiff has been evaluated through the collection of feedback forms; the response has been and still is overwhelmingly positive and includes statements such as:

‘It’s great to work somewhere that gives a platform to such a well needed cause. It makes me feel very positive for the future’ (Staff)

‘Universities have got a role in the future and the world we live in, so I am delighted to see this campaign’ (Student)

‘Makes me feel like CU is more inclusive and cares about BME groups. Having the deputy VC as the presenter to kick-start the event is very empowering and shows that at the highest-level Cardiff University cares’ (Student)

‘They are the voice, the lived experience of many BME students in Higher Education’ (Student)



The BME+ Book Club Café

The Black and Minority Ethnic (BME)+ Book Club Café is an initiative aimed at promoting an open and inclusive environment whilst building helpful constructions of the BAME, EU and International student and staff experience. This is a safe space where all members of the University community come together to explore culturally diverse literature, listen to a range of speakers and engage in lively conversation. Officers of the Students' Union select two books a year. Everybody is invited to these informal gatherings where it's possible to share thoughts on the book, the topic in general, or sit back and listen to different perspectives. Discovering the viewpoints of other members of the University community is a great way to increase knowledge and learning through participation.

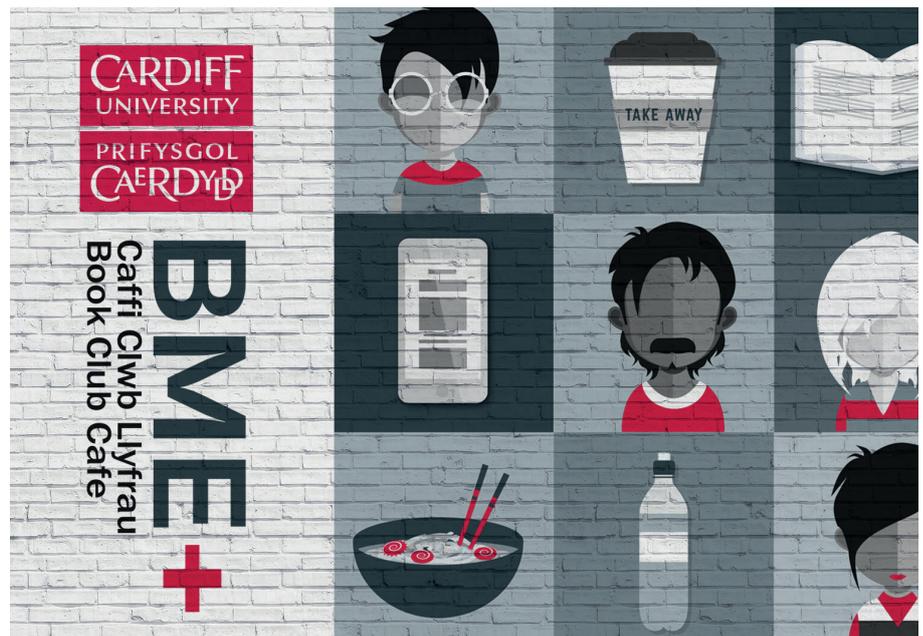
'It is hard to hear of some of the things that people have to cope with every day, but it makes me even more determined to support students and staff and champion equality, diversity and inclusion. It is only by working together, listening and actively challenging bad behavior that we will create a truly inclusive society. I was heartened by some of the feedback following the event.'

Professor Karen Holford,
Deputy Vice-Chancellor



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This is a safe space where all members of the University community come together . . .



BAME+ Staff Network

Chair: **Michelle Alexis**

The BAME+ Staff Network is comprised of staff across the University who identify as BAME or who have an interest in equality, diversity and inclusion in the workplace. It provides a space for discussion and an opportunity to explore ideas on increasing diversity and inclusivity and promotes achievements of the University's BAME staff. The Chair has developed a strategic plan, endorsed by network members, which sets out the network's aims and activities in promoting race equality across the University. In Autumn 2019 a successful work experience project was piloted in collaboration with the Professional Services ED&I Forum which saw students from Cathays High School come into the University and spend time in various professional services departments. The aim of the project was to raise awareness of the different roles and opportunities within the University to young people from diverse backgrounds.

The network meets regularly to discuss recent and planned activities. Past meetings have featured guest speakers from across the University as well as from external organisations and this is resourced from a dedicated budget provided by the University.

Race Equality Steering Group

Chair: **Michelle Alexis**

The Race Equality Steering Group looks at race across the University identifying areas for change. It promotes equality for black and minority ethnic (BAME) staff and students through involvement and consultation on the University's plans, strategies, policies, organisational change and guidance.

The Race Equality Steering Group is supported by two working groups, for students and staff. Members have been selected to advise the group because of their particular expertise and experience in race equality. The Steering Group and Working Groups help to inform and influence the University's approach to race equality. The Race Equality Steering Group is a sub-group of the University EDI Committee which reports to University Council.

It promotes a diverse culture in the student body and workforce and seeks to make recommendations for changes to eliminate barriers in recruitment, retention, and promotion. The Race Equality Steering Group supports the University to foster a campus-wide culture in which all members of the University community can participate and fulfil their potential regardless of ethnicity, race or nationality.

Co-production in student equality, diversity and inclusion training in the School of Medicine

The School of Medicine has created and facilitated training opportunities for students from BAME, EU and International backgrounds creating a culture of learning together. The training encourages discussions during sessions allowing students to

look at their beliefs and values in a supportive environment but also to listen to others and understand that 'my normal' is not everyone else's. The School is using a variety of ways to address discrimination and discriminatory behaviours and the training consists of three steps:

1. A reflective exercise focussing on their ED&I knowledge.
2. Students are encouraged to engage with online resources such as TED talks and contributions created by Medical School Students.
3. Students are asked to submit 3 reflective pieces related to learning objectives.

Student Feedback:

"The workshop was great. The student presenters were really good at talking about sensitive difficult things such as privilege with compassion and engaged the students well."

"Enjoyed the freedom we have been given to decide what learning resources we use and make it rightly seem like an ongoing learning experience and not simply an assignment to complete. Excellent variety of resources suggested and enjoyed the work done by students in the context of Cardiff University."

"This Year 4 EDI task was interesting- and actually made me do a lot of my own research and education. It didn't feel like I was working, the things I learnt felt new and also very essential. There are definitely some things that I will take into my future practice which I hadn't even considered before."



Reflective Points

- Developing further projects will increase the 'sense of belonging' raised as one of the five recommendations outlined in #Closing the Gap May 2019. Schools and departments can take these examples as inspiration to develop their own tailored projects to further honest and authentic dialogues about race.
- Could you consider running your own BME+ Book Club?
- Is it possible to run your own initiatives and raise ideas as a point of regular discussion within your EDI committee? ■

Useful Resources

Resource	Type of Resource	Website
True Vision	Provides information about hate crime and advice on how to report it.	http://www.report-it.org.uk/home
Show Racism The Red Card	Providing resources, workshops, training sessions for tackling racism.	https://www.theredcard.org/
Diverse Cymru	Diverse Cymru is a unique Welsh charity committed to people facing inequality and discrimination.	https://www.theredcard.org/
Advance HE	This evidence supports institutions to remove barriers to progression and success for all students and staff.	https://www.ecu.ac.uk/about-us/
Universities UK	Universities UK is the voice of universities, helping to maintain the world-leading strength of the UK university sector and supporting our members to achieve their aims and objectives.	https://www.universitiesuk.ac.uk/
HERAG	Raising the profile of, and commitment to, race equality across higher education.	https://www.ecu.ac.uk/higher-education-race-action-group-herag/
Runnymede Trust	Runnymede is the UK's leading independent race equality think tank.	https://www.runnymedetrust.org/about.html
DIMAH	Developing diversity in medical education to ensure that GMC standards are met.	https://www.dimah.co.uk/

For advice and guidance contact:

Compliance and Risk Team, University Secretary's Office
complianceandrisk@cardiff.ac.uk

“ The recent events, including the murder of George Floyd, have only further demonstrated the injustices that are faced by our BAME communities. The issue of race inequality is not one that can be solved overnight however it is our duty to fight inequality in our classrooms, lecture theatres, wider society and where ever else we see it.

These initiatives are a demonstration of Cardiff University's commitment to supporting BAME, EU and International students and a positive step in the right direction.”

Tomos Evans,
Cardiff Students' Union President