



## TACKLING RACISM AND RACIAL HARASSMENT: DIRECTORY OF INITIATIVES AT UK UNIVERSITIES

<b>INTRODUCTION</b> .....	<b>3</b>
<b>THEME ONE: DEVELOPING INSTITUTIONAL STRATEGIES</b>	<b>5</b>
Race equality action plan, University of Exeter .....	5
‘Understanding Racism, Transforming University Cultures’ report, University of Glasgow.....	6
Various initiatives, Loughborough University .....	7
Various initiatives, Royal Veterinary College, University of London.....	8
<b>See also:</b> .....	<b>10</b>
<b>THEME TWO: WELLBEING, SUPPORT AND CONSULTATION</b>	<b>11</b>
Listening sessions, Royal College of Art.....	11
Support system for Black, Asian and minority ethnic students, College of Medicine and Health, University of Exeter .....	11
<b>See also:</b> .....	<b>12</b>
<b>THEME THREE: PREVENTION AND TRAINING</b> .....	<b>14</b>
Anti-racist training for medical students, St George’s, University of London.....	14
Cornwall anti-racism forum, University of Exeter .....	15
‘Moving the Dial on Race’ campaign, supported by Chartered Management Institute members from Coventry University, Middlesex University, University of London and University of East London. ....	15
‘Press Pause’, University of Birmingham .....	16
Race equality resource officer, College of Medicine and Health, University of Exeter.....	17

**See also:..... 18**

**THEME FOUR: REPORTING MECHANISMS ..... 19**

Hate experience survey and introducing 'Report + Support', Durham University  
..... 19

Micro-aggression portal, Trinity Laban Conservatoire of Music and Dance.....20

Reporting and addressing unacceptable behaviour, Northumbria University ....20

**See also:..... 21**

## **INTRODUCTION**

### **ABOUT THIS DIRECTORY**

In a year that saw the racist murder of George Floyd, the catastrophic impacts of Covid-19, and an increased global awareness of the Black Lives Matter movement, Universities UK (UUK) published guidance on tackling racial harassment. We called on universities to take urgent action, as part of their wider efforts to tackle racism and racial inequalities in all forms.

Six months since we published that guidance, and a year since the murder of George Floyd, we want to use this directory of case studies to share some of the activities and initiatives adopted by UUK members to combat racism and racial harassment. We hope this will help others by suggesting approaches, highlighting possibilities, and sharing ideas and resources.

We have grouped the case studies into four key themes: developing institutional strategies; wellbeing, support, and consultation; prevention and training; and improving reporting.

Many of the contributors to this directory told us that their efforts are still in development and will need to be fully evaluated before they can truly understand their impact. We also know that fruitful initiatives at one university do not always succeed in a different context. This is therefore not intended to be a series of recommendations or a guaranteed blueprint for success, but rather, a useful starting point for those considering what more they could do. As ever, we recommend that members consult their whole university community, and centre the voices of those who have experienced racism themselves, when developing their response.

We hope members will find it beneficial as they keep up momentum on their efforts to tackle racism and racial harassment.

### **FURTHER UUK RESOURCES**

[‘Tackling racial harassment in higher education’](#) *Universities UK, 2020*

[‘Tackling racial harassment’](#) (webcast) *Universities UK, 2021*

*A note on terminology used to describe race and ethnicity:* UUK recognises the limitations of acronyms such as ‘BAME’ (Black, Asian and minority ethnic) that seek to homogenise large, diverse groups of people. We have approached the contributions to this directory individually, and in each case reflected the language used by the institution themselves in their submission. Good practice suggests that universities involve staff and students when determining which terms to use when describing race and ethnicity, to ensure these are appropriate, demonstrate awareness of the sensitivities and complexities involved, and underpinned by a strong rationale. For further information, please see [here](#).

## **THEME ONE: DEVELOPING INSTITUTIONAL STRATEGIES**

### *Race equality action plan, University of Exeter*

The University of Exeter (UoE) is currently reviewing UUK's guidance on tackling racial harassment at an institutional level, with focussed sessions taking place with its Black and minority ethnic (BME) community and senior managers. These sessions are carried out via a co-chaired forum which is led by the BME network and provost, entitled 'Let's Talk', alongside dedicated provost commission sessions. The results of these conversations are also informing the agenda for future community engagement sessions with an aim to co-create changes to policy, procedure, practice and culture.

This has been accompanied by follow-up action planning sessions at our vice-chancellor-led senior leadership forum, alongside a mapping exercise of the recommendations which has fed into the development of the race equality action plan.

Key actions already underway include:

- Successfully recruiting senior racial equality and inclusion roles, in both academic (associate dean level) and professional services roles.
- Revising the 'Exeter Speaks Out' [reporting pages](#), alongside wider engagement with a wide breath of networks (eg Exeter Decolonising Network).
- Following consultation with the university community, launching a wellbeing pilot with [Nilaari](#), an organisation that provides counselling specifically for Black, Asian and minority ethnic (BAME) students.
- Funding £25,000 toward student led anti-racism projects, covering issues such as microaggressions within sports societies, policy clinics, and a project focussing on decolonising the politics curriculum.
- Two STEM colleges at the university have partnered to fund a Black British STEM institutional membership, a non-profit organisation that aims to inspire the young Black British generation to pursue STEM subjects in university and beyond.
- Funding and promoting specific BAME leadership courses, including Advance HE 'Diversifying Leadership' and 'Elevate', with the latter seeing seven UoE members of staff accepted on to the programme this year.

*'Understanding Racism, Transforming University Cultures' report, University of Glasgow*

As a direct response to a [2019 Equality and Human Rights Commission report](#) which uncovered widespread evidence of racial harassment on university campuses, the University of Glasgow established a project group to consider the recommendations and to research the local impact at the university. The group met several times and considered a range of data and evidence, including surveying around 500 students, and carrying out in-depth interviews with 20 ethnic minority staff about their experience of racism while studying or working at the university.

The results of the investigation were published in the [report 'Understanding Racism, Transforming University Cultures'](#) which included a comprehensive action plan to help tackle racism and racial harassment on campus as part of its effort to address racial inequality. The report was published in February 2021, initially with an internal audience in mind, alongside a video from the principal of the university apologising to colleagues and students who have been impacted by racism or racial injustice while working or studying at Glasgow. Each member of the senior management group at the university also publicly committed to at least [one anti-racist objective for 2021](#) at the time of the launch.

The report marks an important step in Glasgow's journey towards becoming an anti-racist institution. The Race Equality Champion at the university, Bonnie Dean, said: *'I believe releasing this report publicly has been fundamental in creating a transparent dialogue to build trust within our community. Most importantly, the work has not stopped with the report's publication; we have already begun to undertake work towards the extensive and long-term actions within our action plan to ensure ongoing and genuine progress is made.'*

The release of the report has put race equality work at the forefront of discussions; both at senior management level and within individual colleges, schools, and research institutes. Having sparked conversations with colleagues from a variety of roles, it has highlighted a common theme amongst the community: there is a real will to tackle the problems highlighted in the report, but often there is also a fear of saying or doing the wrong thing and causing harm. To address this discomfort and lack of confidence, the university will be providing anti-racist and cultural awareness training for all staff as a priority action, with further training provided for specialist groups at the university (eg those involved in staff or student investigation processes).

Whilst the will and interest in race equality work has been high since the recent release of the report, the challenge now lies in ensuring that race and ethnicity are regularly considered and discussed in the long-term. For this reason, the university's race equality champion will be regularly working with students and staff, through our race equality group and equality and diversity strategy committee. This will ensure that the grassroots voices and experiences of the community are regularly heard and considered in this journey.

#### *Various initiatives, Loughborough University*

From May 2020 – May 2021, Loughborough University introduced a series of measures to support Black, Asian, and minority ethnic (BAME) staff and students, in order to tackle racial inequity and respond to the urgency of the international movement for Black lives. These can broadly be grouped into measures relating to harm reduction, knowledge sharing and upskilling, and leadership and governance.

#### Harm reduction

- [Pre-approved, paid compassionate leave of up to two weeks](#) for staff experiencing race-based stress, whether that be the result of global or UK phenomena, or incidents experienced as a direct result of being employed by Loughborough University. This policy was developed specifically to support Black and mixed Black heritage staff in summer 2020 but is now available to all BAME staff as needed. Line managers are able to approve longer periods of leave, if appropriate.
- Ringfenced funding for BAME staff to access counselling from an external BAME counsellor.
- Students submitting mitigating circumstances for issues relating to racism/racial trauma will no longer need to provide supporting evidence.
- Incorporated a set of anti-racism resources into the university's 'Personal Best' development programme for first year undergraduate students.

#### Knowledge sharing and upskilling

- Developed a set of [guiding principles for race equality work](#) as a learning resource to support all those who are asked to take action in the area of race equality, and address the wide variation in understanding around race, racism and anti-racism that currently exists across the university.

- Invested significant staff resource in the successful progression of the data collection and analysis activities required for the Race Equality Charter bronze application, ongoing since 2018.
- Ringfenced budget and project management resource for 1-year community leadership training programme for BAME staff, students, and white allies, facilitated by Citizens UK.

### Leadership and governance

- Supported a proposal for, and invested in the ongoing development of, an overarching Loughborough University race equity strategy (LURES) of which the Race Equality Charter work is part.
- Developed and implemented an EDI committee to govern equality, diversity, and inclusion activities at the university, including the LURES, more comprehensively and strategically.

The university's BAME staff network, and especially its advocacy group, designed and proposed the initiatives related to staff and institutional governance, in some cases with the support of Loughborough UCU. The Ethnic Minorities Network, which represents BAME students, developed and proposed the initiatives for students. These proposals were, in general, favourably received and championed by key members of university leadership which contributed to their adoption and implementation.

Finally, to make clear the university's commitment to tackling institutional racism, in December 2020 the [vice-chancellor, chief operating officer and pro vice-chancellor for Enterprise were interviewed by Sky Sports presenter Mike Wedderburn](#) where they acknowledged the existence and impact of institutional racism at Loughborough University and publicly committed to addressing it.

### *Various initiatives, Royal Veterinary College, University of London*

The Royal Veterinary College (RVC) is a specialist institution and the UK's only standalone veterinary school. Offering degrees in veterinary medicine, veterinary nursing and biomedical sciences, the RVC's 230-year history is closely aligned to that of the veterinary profession in the UK - a profession that is perhaps the least racially diverse of any.

In the wake of events surrounding the murder of George Floyd and with the significant stimulus from a group of RVC students reminding us that actions speak

louder than words, a [Race Equality Task Group](#) was established under the auspices of the institution's Equality and Diversity Committee (EDC). Comprised of equal numbers of staff and students and chaired by Professor Dan Chan, the group was asked to provide prioritised actions for the EDC to take forward. The group will report to the EDC in June 2021, which is chaired by Dr Christine Thurania-McKeever. Both Dr Thurania-McKeever and Professor Chan are members of the college's executive committee.

Importantly, and in the immediate aftermath of George Floyd's death, testimony of staff and students led to immediate changes to some of university processes. For example, it was felt that reporting protocols were neither clear, nor had facility for anonymity; this was addressed by adopting the [Report and Support](#) system for students and staff, following the lead of others in the sector. The institution also recognised the importance of the student voice – in particular its students' union and especially [Animal Aspirations](#), a group of BAME students promoting higher education and the veterinary professions locally, nationally and, internationally. The RVC has also committed to the Advance HE [Race Equality Charter](#).

In order to address the critical issue of safeguarding students during work-based placements, changes were instituted to improve the support students receive during, as well as following, placements should they experience any type of discrimination.

As part of RVC's widening participation initiative, the institution is committed to increasing the diversity of our community with the '[RVC for All](#)' strategy and set ambitious goals for increasing access for BAME students. Beyond increased access, this work also includes initiatives to engender a sense of belonging and support for the success of BAME students.

RVC is currently evaluating its equality and diversity training with a view to providing a programme that is more interactive and that directly addresses issues of race. They are also embarking on work to consider the actions that can be taken towards decolonising the curriculum, making it more inclusive and culturally competent.

Given its involvement with the veterinary profession and recognising the issues faced by RVC are intersectional and extend well beyond its campuses, the institution is also engaged with a number of wider initiatives: for example, the [For the Record podcast](#) featuring four veterinary students' stories about their experiences relating to their race in their journey to become vets, the [Race Together veterinary survey](#), and

initiatives led by the Royal College of Veterinary Surgeons, the professions [national regulator](#).

**SEE ALSO:**

[Listening sessions, Royal College of Arts](#)

[Reporting and addressing unacceptable behaviour, Northumbria University](#)

## **THEME TWO: WELLBEING, SUPPORT AND CONSULTATION**

### *Listening sessions, Royal College of Art*

The summer of 2020 was a watershed for equality and human rights. Like many others in higher education, the Royal College of Art (RCA) was rightly forced to examine and recognise the systemic barriers facing staff and students of colour within the institution.

The college's senior management team committed to becoming an anti-racist organisation and creating an RCA community which is diverse, multicultural and inclusive for all students and staff. This required listening, hearing and working with its wider community to understand and to act on these issues in order to build awareness, confidence and trust. One of the first steps taken was the appointment of independent experts to run college-wide listening sessions. These involved current and former staff and students and included one-to-one sessions as well as focus groups. The college worked in partnership with its trade unions and students' union to ensure all perspectives were heard within the process. Specialist counselling support was provided for all participants, to protect the psychological safety of those recounting their experiences.

The listening exercise provided important insights from those with direct experience of racism at the RCA and led to seven clear recommendations for the college. These were adopted in full by the senior management team and a draft action plan towards becoming an anti-racist organisation is now being consulted on internally with staff, students, trade unions and the students' union. A significant next step is the appointment of a head of equity and inclusion, based in the vice-chancellor's office, who will work to coordinate the development and implementation of the action plan recommendations. For more information, please see [here](#).

### *Support system for Black, Asian and minority ethnic students, College of Medicine and Health, University of Exeter*

The College of Medicine and Health (CMH) at the University of Exeter has ramped up its support system for Black, Asian and minority ethnic (BAME) students in the last two years. This has included appointing an academic lead for BAME student support, who supports all students (undergraduate and postgraduate), by providing a safe space to raise issues and seek timely support. Examples of work carried out by the CMH academic lead include:

- One-to-one meetings with students to discuss issues they have experienced, such as microaggressions, in both academic and non-academic environments.
- Supporting students who have faced racism on clinical placements and outside the university – in one instance, supporting an NHS trust in taking disciplinary action against an NHS staff member who treated some students discriminatively due to their race and religion.
- Hosting informal BAME student network events, enabling a safe space for students to discuss issues and seek support from the college. This has resulted in practical changes: for example, a Muslim student raised concerns about being asked to remove her hijab for infection control reasons whilst on clinical placements. The lead developed a [college policy](#) for students wishing to wear hijab and other head coverings for religious reasons.
- Establishing a BAME peer mentoring programme, where senior students support junior students. This has been received positively by students and has strengthened the college's portfolio of student support. Currently, there are 25 mentor-mentee pairs, matched based on their ethnicity (wherever possible) and programme of study. Mentors have been trained through the university peer mentoring team and are awarded for their work. They have been supported throughout by the academic lead and are invited to informal network events to share their experiences. The model has attracted other universities, keen to set up similar schemes.
- Securing funding to create the new role of race equality resource officer to support students on clinical placements (see case study later in this guidance).
- Working collaboratively with students to create the CMH BAME charter for student and staff support, which is based on the British Medical Association (BMA) [charter for medical schools](#) to prevent and address racial harassment. Task and finish groups are working towards appropriate representation of race and ethnicity in curricula, as suggested by the BMA.

As a result of these activities, students proactively discuss racial equality and inclusion and are engaged in creative ways of supporting this agenda at the college.

**SEE ALSO:**

[Cornwall anti-racism forum, University of Exeter](#)

[Hate experience survey and introducing 'Report + Support', Durham University](#)

[Race equality action plan, University of Exeter](#)

[Race equality resource officer, College of Medicine and Health, University of Exeter](#)

[Reporting and addressing unacceptable behaviour, Northumbria University](#)

['Understanding Racism, Transforming University Cultures' report, University of Glasgow](#)

[Various initiatives, Loughborough University](#)

[Various initiatives, Royal Veterinary College, University of London](#)

### **THEME THREE: PREVENTION AND TRAINING**

#### *Anti-racist training for medical students, St George's, University of London*

In June 2020, St George's, University of London (SGUL), undertook an institutional review of race equality. This review was prompted by open letters written by student and staff groups and aimed to identify strategies for tackling racial inequality. As part of this work, students highlighted a need for effective anti-racism training to be delivered at the start of their courses, in order to emphasise the role we all play in opposing discrimination. SGUL commissioned [Melanin Medics](#), an organisation who are dedicated to promoting diversity in medicine and have a solid track record in providing peer-led allyship and advocacy training in the university setting. The sessions were piloted in enrolment week of the 4-year and 5-year medicine programmes.

The aim of these sessions was for students to gain an understanding of inequality in medicine, and to recognise how to effectively support colleagues and advocate for patients. Using an online teaching platform, the training ran as a synchronous session over 1.5 hours. Learners were taught in large groups but actively encouraged to ask questions and to participate in case studies and quizzes to promote their understanding of the themes. This included interactive discussions around privilege vs oppression, and understanding the difference between authentic and performative allyship. The peer-delivered aspect of the sessions allowed learners to be honest about their viewpoints and to feel safe in the knowledge that their peer-teachers understood the issues and challenges from the student perspective.

Student feedback from these sessions was exceptionally positive. Learners reported a significant benefit in having covered such key discussions at an early stage of their university experience. They found the content thought-provoking and helpful in equipping them to recognise and respond effectively to racial discrimination.

Following on from this pilot, SGUL are taking steps to expand allyship and advocacy training across courses at the university. This will involve tailoring the training to meet the needs of students in different healthcare and sciences settings. The training will help to promote an inclusive environment and take a proactive approach from the outset of the students' academic journey.

*Cornwall anti-racism forum, University of Exeter*

Following local Black Lives Matter protests in Truro and Falmouth, organised and attended by both students and staff, the equality, diversity and inclusion (EDI) team held a 90-minute drop-in session in June 2020. This was for colleagues in Cornwall to talk about racism and its impacts on campus, as well as in the wider community. Following discussions across a range of different topics and themes, attendees agreed that it would be useful for the drop-in to become a monthly recurring forum.

The forum aims to provide a regular informal, conversational space to listen, learn and discuss racism and anti-racism. It is open to all staff and postgraduates from the University of Exeter in Cornwall, as well as Penryn campus partners Falmouth University, FX Plus and the students' union. Discussions follow a set theme each month. Previous discussions have focused on relevant sector reports, mental health, and hate crime and hate incidents. Upcoming themes include rural racism and racism in the context of Covid-19.

The sessions are facilitated by the EDI team, but not formally chaired, and guest speakers occasionally lead the sessions. Resources to support the sessions are developed in advance by the EDI team, occasionally in collaboration with guest speakers, in order to facilitate discussion. Feedback from staff suggests that the sessions are useful, insightful and informative. However, the vital need for an aftercare space for Black, Asian and minority ethnic colleagues has been identified, in addition to creation of a resource base to reflect learning from the sessions.

*'Moving the Dial on Race' campaign, supported by Chartered Management Institute members from Coventry University, Middlesex University, University of London and University of East London.*

Research by the Chartered Management Institute (CMI) in 2020 showed that senior leaders needed to do more to build inclusive cultures and support racial diversity in their organisations. That is why CMI decided to begin the *Moving the Dial on Race* campaign, with the goal of building a culture of support, good conversations, and zero tolerance for racism. The campaign is made up of:

- [A practical guide and supporting research report](#)
- [Series of regular digital events](#)
- EDI qualifications, including a new digital and scalable [bitesize programme](#) for employers and education providers
- Regular [knowledge and insights](#) for the CMI community.

Although not designed specifically for use in higher education, the campaign's development was informed by chartered managers working in the sector, including Reetu Kansal, Chair of the University of London's Race Equality Group, Professor Nic Beech, Vice-Chancellor of Middlesex University, and Daljit Kaur, Assistant Professor at Coventry University. The CMI guidance is intended to be widely applicable and includes resources developed for universities, such as the allyship toolkit (page 42).

The CMI report that the campaign's impact so far has been staggering:

- Nearly 6,000 downloads of the practical guide in just 4 months from launch, with positive testimonials from organisations for which the guide has made a positive, real impact:
- Dr Jason Davies of UCL has made it easily available within a heavily curated set of resources aimed at building inclusion in education for the whole of his university. He said *“though it's not primarily aimed at educators, the report is extremely clear and sets out the key principles we need people to adopt, with powerful and succinct explanations. It's a great balance between seeing what's important at a glance but also the rationale behind it all”*.

The CMI commissioned Dr Jummy Okoya FCMI, Associate Programme Leader MSc HRM at University of East London, to provide professional advice on the development of the campaign from its inception. She advised on the development of the research undertaken and helped analyse the findings with CMI's policy and research teams.

In order to ensure that the practical guidance issued by CMI through *Moving the Dial on Race* was appropriately informed, CMI augmented these research findings with case studies on the lived experiences of managers from diverse ethnic backgrounds. Before publication, all of the content was subject to the scrutiny and sign off of the CMI Race advisory committee, which includes a range of employers and experts across sectors – including higher education.

#### *'Press Pause', University of Birmingham*

The university is developing 'Press Pause', which uses an arts-based approach to explore the incidence and impact of micro-aggressions in higher education institutions. The online toolkit provides templates and guidance on using this approach to engage staff and students in dialogue to increase understanding and awareness of the roles of targets, allies and bystanders.

The development of this work has been supported by an Advance HE good practice grant.

*Race equality resource officer, College of Medicine and Health, University of Exeter*

The College of Medicine and Health (CMH) is committed to fighting racism and racial harassment, through staff-student partnerships, with the aim of moving towards becoming an anti-racist college. A race equality resource officer (RERO) has been employed at 0.4 FTE to lead the college's anti-racist agenda. Their duties include supporting BAME students by providing them a safe, confidential and non-judgemental place to discuss issues, problems or anxieties, and supporting them to report racist incidents through existing channels.

The RERO's duties have included:

- Developing case studies for students and clinical providers to use as training and development materials, based on reports of incidents experienced by students. These contain reflective questions which, alongside bystander training, helps to raise awareness of racial microaggressions and harassment, and equip individuals with the tools to combat these. Bystander training material was adapted from Joseph Hartland, University of Bristol.
- Implementing the 'Let's Talk About...' series of meetings to raise awareness of racism, privilege, discrimination, and related issues. These are held every 6-8 weeks, where faculty members and student leaders come together in a safe, intellectual space to learn and engage in difficult, uncomfortable and potentially awkward, but much needed conversations. Topics are chosen from books, movies, podcasts, videos and other media based on participant recommendations. Issues that have been discussed include: white privilege, fragility, colour blindness, stereotypes, cultural appropriation and allyship.
- Delivering termly faculty talks as part of an education seminar series, including on 'Investigating unconscious biases, empowering BAME students' and 'How a predominantly white faculty can empower BAME students through mentorship'.
- In order to mobilise module leads to revisit and actively diversify reading lists, collaborating with the college library liaison officer to develop a toolkit with tips, guides, and a checklist to decolonize the reading list. The reading list helps to shape students' knowledge base, and it is therefore crucial to include diverse, representative voices, including non-Eurocentric knowledge from the

global south. Recognising such knowledge as equal and valuable is a significant step towards combatting racism and racist structures in academia.

- Hosting a termly event, 'Diversity is Beautiful' to celebrate diversity and enable cohesion, bringing together staff and students from all walks of life to celebrate our uniqueness. One of the previous themes, 'What's In A Name?' highlighted the importance of respecting minority ethnic names, learning how to pronounce them correctly and discovering meanings behind them. Another theme 'Celebrating Our Mother Languages' was aligned with international mother language day, where participants learnt to say simple phrases in one another's mother language.

**SEE ALSO:**

[Race equality action plan, University of Exeter](#)

['Understanding Racism, Transforming University Cultures' report, University of Glasgow](#)

[Various initiatives, Loughborough University](#)

[Various initiatives, Royal Veterinary College, University of London](#)

## **THEME FOUR: REPORTING MECHANISMS**

### *Hate experience survey and introducing 'Report + Support', Durham University*

In November 2018, the university ran a [Religious and Race Hate Experience Survey](#), which sought information on students and staff experiences of unwanted behaviour, including frequency, location, perceived motivation and reporting attitudes for religious and race-based incidents. Through this survey, the university aimed to understand the lived experience of staff and students, remove barriers to reporting and improve support mechanisms. Working with the student community, this helped to identify steps to increase reporting, respond to reports and provide information on available support.

In response to the hate experience survey findings and in consultation with stakeholders, an institution wide [Report + Support](#) online tool was launched in 2019. Through this platform, the university endeavours to provide a more accessible means to report unwanted behaviour, such as race-based incidents. This helps them to remove reporting barriers and demonstrates the university's commitment to addressing concerns raised by its community. The tool also provides comprehensive access to resources and links for support, both internally and externally. It also facilitates the tracking of trends which in turn inform prevention and response plans. The hate experience survey and the Report + Support tool form part of Durham's wider work to tackle racism and promote an anti-racist culture across the institution.

Key learning points include:

- Engaging stakeholders in the development of the tool is important for building a system that responds to community needs, with a continuous process of review informed by user experience and sector practice.
- Using data tracking and analytics provides insights into reporting patterns for designing effective prevention and response strategies.
- Setting a baseline for tracking trends over time to report progress in the annual report indicates where institutional focus should be directed to achieve targeted impact.
- Publishing an annual report demonstrates transparency and builds trust.
- Publication of student disciplinary case outcomes, within GDPR requirements, builds confidence that the university takes these issues seriously and that appropriate action is being taken.

- Continual communication through multiple pathways ensures awareness of reporting processes.

*Micro-aggression portal, Trinity Laban Conservatoire of Music and Dance*

Trinity Laban launched their micro-aggression portal last summer as one of the commitments made by the principal following the death of George Floyd. The page can be found at [Micro-aggression portal - Trinity Laban](#). This is in its first year of operation, so has not yet undergone any formal evaluation. However, the data is reported to the equality and diversity board, and some of the data has been used to inform Trinity Laban's revised equality objectives for the next four years.

The aim of the portal is to support those staff and students who wish to log a micro-aggression, without making a formal complaint. By doing so the institution aims to collect data on the types of micro-aggressions that take place and use that data to drive improvement to staff and student behaviour as well as institutional policies and procedures.

*Reporting and addressing unacceptable behaviour, Northumbria University*

Northumbria University aspires to be a community that is welcoming, respectful, and where students and colleagues can flourish academically, professionally and personally. To this aim, the university is launching a joint student and staff initiative around 'reporting and addressing unacceptable behaviour'. 'Unacceptable behaviour' has been defined at Northumbria to include: bullying, discrimination, harassment (including racial harassment), hate and race incidents (including religious hate), misogyny, sexual misconduct, sexual abuse and violence, victimisation and violence of any nature. The initiative will include:

- Introducing all new students and staff, as part of induction, to the expected behaviour standards – alongside any 'unacceptable behaviours' that nobody at the university should accept or tolerate.
- Introducing existing staff and students to the 'reporting and addressing unacceptable behaviour' initiative via extensive launch communications and ongoing campaigns.
- Introduction of new staff and student policies to make clear the intent of the initiative, to encourage staff to seek support, and to make transparent the way

in which concerns about unacceptable behaviours will be heard and responded to.

- An accessible online tool launching in May 2021 that will enable students and staff to report ‘unacceptable behaviours’, anonymously if they prefer.
- A webpage which brings together definitions, descriptions and examples of the unacceptable behaviours to help students and staff recognise them.
- Signposting to support available, from within and outside of the university, for students and staff (including support for those who may have reports made against them).
- The introduction of behaviour support advisers who will act as a first point of contact for students and staff.
- Extending the reach of active bystander and dealing with disclosure training.
- Involvement of the university executive and board of governors in the ongoing development and monitoring of the impact of the initiative.

**SEE ALSO:**

[Race equality action plan, University of Exeter](#)

[Race equality resource officer, College of Medicine and Health, University of Exeter](#)

[Various initiatives, Royal Veterinary College, University of London](#)