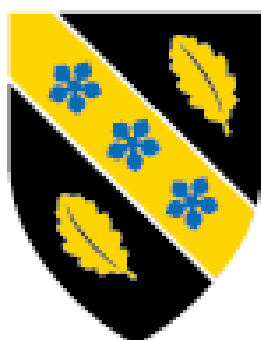


University of Wales Trinity Saint David

Introduction to Race Equity Programme

Personal Reflective Learning Journal



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Welcome

At University of Wales Trinity Saint David, we value inclusivity and strive to create a culture where everyone can be their best selves.

This applies to both students and staff, as we want everyone to have a great experience and reach their full potential.

We believe that our differences are what make our community and individuals thrive. Understanding how diversity impacts each of us is crucial to building an inclusive culture.

That's why this training, developed by experts from Advance HE, is so important. It includes real stories from students and staff that help us understand how we should treat each other and fulfil our responsibilities as members of a diverse world.

To get the most out of this training, we encourage you to reflect on the information and stories you encounter. This journal is designed to assist you in that process.

Thank you for being part of this positive change.

Introduction

This journal is for your personal use only and has been designed to support your learning from the Introduction to Race Equity Units 1 and 2.

Throughout both e-learning units, there are pause and reflection moments. This document offers a series of questions for you to work through and consider as you reflect.

We invite you to use this journal not only to capture your personal reflections on your learning, but also as a tool to commit to actions you can take to tackle race inequality. In appendix B you will find your action plan. We ask that you write down the actions that you want to take to 1) continue your learning, 2) challenge yourself to improve your anti-racist practice and 3) provide feedback to the institution.

Unit 1 covered:

- + Section 1: Race, Racism and Inequity in HE
- + Section 2: Overt and Covert Racism
- + Section 3: Whiteness, Privilege and Belonging

Unit 2 covered:

- + Section 1: Inclusion and Belonging
- + Section 2: Toolkit for Building Belonging
- + Section 3 : Next Steps

Appendix A: Further reading and resources

Unit 1

About this Unit

Reflection Questions

+ Using your personal learning journal, make a note of your hopes and expectations of this course.

+ Thinking about some of what Professor Osama Khan has said in the video:

"We would like you to critically reflect on the data presented and the stories that you hear from your colleagues and students. We must, as a community, do better than this."

+ What are your expectations in light of this?

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Section 1: Race, racism and inequity in HE

Reflection Questions

- + Using your journal pause and reflect on the data you have just seen.
- + How does this situation impact on Black, Asian and Minority Ethnic students and staff?
- + Why haven't we made more progress?

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- + The video clip of Tianna showed real examples of the pre judgments made about entry qualifications and the impact these assumptions and attitudes have on the experience of Black, Asian and Minority Ethnic staff and students. Write down how this made you feel.

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Section 2: Overt and Covert Racism

Reflection Question

- + Using your journal pause and reflect.
- + Racism is often an act of violence, but it is also embedded in our structures and institutions.
- + Take a moment to think about the ways racism operates within your institution.

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Using your journal pause and reflect on the following.

- + Many Black, Asian and Minority Ethnic staff and students experience microaggressions on a daily basis.
- + If you do not define as Black, Asian and Minority Ethnic, take a moment to think about the impact of this.

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- + Did the stories told in the video clips of the experience of Black, Asian and minority ethnic staff and students at your institution resonate with you?
 - a) If yes why?
 - b) If no why?

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Section 3: Whiteness, Privilege and Belonging

Reflection Questions

- + Using your journal pause and reflect on the following questions.
- + Take a moment to think about the definitions of White privilege and the video clips. How do you feel about the quote and stories shared?
- + Were you aware of how White privilege operates and the impact it has on staff and students from Black, Asian and Minority Ethnic backgrounds?

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Action planning

- + Please go to Section 3 of this document and write what specific actions you will take to continue your learning from Unit 1.
- + We welcome your feedback and suggestions about tackling racial inequity and you can contact race.equality@uwtsd.ac.uk to freely share any feedback you have.

End of Unit 1

Unit 2

Section 1: Inclusion and Belonging

Reflection Questions

- + Inclusion and belonging are more than an absence of racism. Reflect on the video clips of Diana, Steph and Xiao. How similar are their experiences to your own?
- + How does it make you feel knowing that there are numbers of Black, Asian and minority ethnic staff and students who do not feel like they belong at your institution?
- + Note in your journal how they relate to your experience of inclusion and belonging at your institution.

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- + In your role, what would an inclusive environment feel like?
- + What actions can you take to make it more inclusive? For example, how would you ensure you included the opinions and voices of Black, Asian and Minority Ethnic Staff and Students?

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Section 2: Building belonging

Reflection Questions

- + Which of the recommended actions might be most useful to you in developing your anti-racist practice?
- + Now use your journal to reflect on this further.

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Section 3: Next Steps Action Planning

Write down what specific actions you will take to tackle racial inequity.

Note what actions you will take to further your own anti-racist practice.

Example: To better understand the impact of microaggressions

Action:

- Use the reading list to learn more,
- Have brave conversations with colleagues,
- Consider my own behaviour in perpetrating microaggressions and how best to change.

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Appendix A: Further Reading and Resources

Intended Use

- + Below is a range of resources, which informed these e-learning units.
- + This is not an exhaustive list: it aims to be used as a reference. Please check in with local contacts and leads for institution or departmental specific resources, policies or guidance.
- + The resources are a mix of reports, websites, videos, and podcasts. Some may require institutional journal access, or to log-in to Advance HE with an individual account (free to you as the University is a member of Advance HE). <https://www.advance-he.ac.uk/>

Whiteness, White Privilege & Belonging

- + Kegler, A. (2016) The Sugarcoated Language of White Fragility, *The Huffington Post Blog* http://www.huffingtonpost.com/anna-kegler/the-sugarcoated-language-of-white-fragility_b_10909350.html (last accessed 19 February 2017)
- + Picower, B. (2009) The unexamined whiteness of teaching: How white teachers maintain and enact dominant racial ideologies. *Race Ethnicity and Education* 12 (2), 197–215
- + Wildman, S.M., with A.D. Davis. 1997. Making systems of privilege visible. In *Critical white studies: Looking behind the mirror*, ed. R. Delgado and J. Stefancic, 314–19. Philadelphia, PA: Temple University Press
- + Blackman, M (2002-2006) The Noughts and Crosses series.
- + Bhopal, Kalwant (2018) White Privilege: The myth of a post-racial society <https://policy.bristoluniversitypress.co.uk/white-privilege>
- + Diangelo Robin (2018) White Fragility: Why it's so hard to for white people to talk about race
- + Crozier, G., Burke, P. J., & Archer, L. (2016). Peer relations in higher education: Raced, classed and gendered constructions and Othering. *Whiteness and Education*, 1(1), 39–53. <https://doi.org/10.1080/23793406.2016.1164746>
- + Levine-Rasky, C. (2000). Framing Whiteness: Working through the tensions in introducing whiteness to educators. *Race Ethnicity and Education*, 3(3), 271–292. <https://doi.org/10.1080/713693039>

Experiences of minority ethnic staff and students

- + Alexander, C. & Arday, J. (2015) (Eds) *Aiming Higher: Race, Inequality and Diversity* in the Academy, London: Runnymede Trust
<http://www.runnymedetrust.org/uploads/Aiming%20Higher.pdf>
- + Andrews, K. (2016) Universities do not challenge racism says UK's first Black Studies Professor, *The Guardian*,
<https://www.theguardian.com/education/2016/oct/23/universities-do-not-challenge-racism-says-uks-first-black-studies-professor> (last accessed 19 February 2017)
- + Delgado, B.D., and O. Villalpando. 2002. An apartheid of knowledge in academia: The struggle over the "legitimate" knowledge of faculty of colour. *Equity & Excellence in Education* 35 (2), 169–80
- + ECU (2015) *Academic flight: how to encourage black and minority ethnic academics to stay in UK higher education*
- + http://www.ecu.ac.uk/wp-content/uploads/2015/03/ECU_Academic-flight-from-UK-education_RR.pdf
- + Leading Routes (2019) *The Broken Pipeline – Barriers to Black PhD Students Accessing Research Council Funding*.
- + Ahmed, S. (2012). *On Being Included: Racism and Diversity in Institutional Life*. Duke University Press. <https://doi.org/10.1215/9780822395324>
- + Ahmet, A. (2020, October 20). Moving beyond the talk: Universities must become anti-racist. *Impact of Social Sciences*.
<https://blogs.lse.ac.uk/impactofsocialsciences/2020/10/20/moving-beyond-the-talk-universities-must-become-anti-racist/>
- + Alderman, D., Narro Perez, R., Eaves, L. E., Klein, P., & Muñoz, S. (2019). Reflections on operationalizing an anti-racism pedagogy: Teaching as regional storytelling. *Journal of Geography in Higher Education*, 1–15.
<https://doi.org/10.1080/03098265.2019.1661367>
- + Arday, J. (2018). Understanding Mental Health: What Are the Issues for Black and Ethnic Minority Students at University? *Social Sciences*, 7(10), 196.
<https://doi.org/10.3390/socsci7100196>
- + Arday, J. (2020). Fighting the tide: Understanding the difficulties facing Black, Asian and Minority Ethnic (BAME) Doctoral Students' pursuing a career in Academia. *Educational Philosophy and Theory*, 1–8. <https://doi.org/10.1080/00131857.2020.1777640>
- + Arday, J., Belluigi, D. Z., & Thomas, D. (2020). Attempting to break the chain: Reimagining inclusive pedagogy and decolonising the curriculum within the academy. *Educational Philosophy and Theory*, 0(0), 1–16. <https://doi.org/10.1080/00131857.2020.1773257>

- + Arday, J., & Mirza, H. (Eds.). (2018). Dismantling Race in Higher Education—Racism, Whiteness and Decolonising the Academy. Palgrave Macmillan.
<https://www.palgrave.com/gp/book/9783319602608>
- + Atkins, D. N., Fertig, A. R., & Wilkins, V. M. (2014). Connectedness and Expectations: How minority teachers can improve educational outcomes for minority students. Public Management Review, 16(4), 503–526. <https://doi.org/10.1080/14719037.2013.841981>
- + Bhopal, K., & Chapman, T. K. (2019). International minority ethnic academics at predominantly white institutions. British Journal of Sociology of Education, 40(1), 98–113. <https://doi.org/10.1080/01425692.2018.1486698>
- + Bhopal, K., & Henderson, H. (2019). Competing inequalities: Gender versus race in higher education institutions in the UK. Educational Review, 0(0), 1–17.
<https://doi.org/10.1080/00131911.2019.1642305>
- + Dickens, D., Jones, M., & Hall, N. (2020). Being a Token Black Female Faculty Member in Physics: Exploring Research on Gendered Racism, Identity Shifting as a Coping Strategy, and Inclusivity in Physics. The Physics Teacher, 58(5), 335–337.
<https://doi.org/10.1119/1.5145529>

The experiences of international staff in UK higher education

- + <http://www.ecu.ac.uk/wp-content/uploads/external/improving-the-experiences-of-international-staff-in-UK-higher-education-research-report.pdf>
- + ‘I too’ student campaigns:
- + Harvard: <http://itooamharvard.tumblr.com/>
- + Birmingham: <https://bemaonline.wordpress.com/i-too-am-birmingham/>
- + Cambridge: <http://wetooarecambridge.tumblr.com/>
- + Cardiff: <http://blogs.cardiff.ac.uk/studentlifecu/%E2%8C%97itooamcardiff-gives-bme-students-a-voice/>
- + Oxford: <http://itooamoxford.tumblr.com/> (and the backlash: <https://www.theguardian.com/commentisfree/2014/mar/16/viral-diversity-campaign-oxford-racist>)
- + Bristol, T. J., & Martin-Fernandez, J. (2019). The Added Value of Latinx and Black Teachers for Latinx and Black Students: Implications for Policy. Policy Insights from the Behavioural and Brain Sciences, 6(2), 147–153.
<https://doi.org/10.1177/2372732219862573>

- + Crawford, I., & Wang, Z. (2015). The impact of individual factors on the academic attainment of Chinese and UK students in higher education. *Studies in Higher Education*, 40(5), 902–920. <https://doi.org/10.1080/03075079.2013.851182>
- + Kim, T., & Ng, W. (2019). Ticking the ‘other’ box: Positional identities of East Asian academics in UK universities, internationalisation and diversification. *Policy Reviews in Higher Education*, 3(1), 94–119. <https://doi.org/10.1080/23322969.2018.1564886>
- + Owusu-Kwarteng, L. (2020). ‘Studying in this England is wahala (trouble)’: Analysing the experiences of West African students in a UK higher education institution. *Studies in Higher Education*, 0(0), 1–12. <https://doi.org/10.1080/03075079.2020.1723528>
- + <https://www.universitiesuk.ac.uk/tackling-racial-harassment>
- + EHRC Tackling Racial harassment: Universities challenged
<https://www.equalityhumanrights.com/en/our-work/news/universities-oblivious-scale-racial-abuse-campus>
- + UUK and NU Closing the Gap report <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2019/bame-student-attainment-uk-universities-closing-the-gap.pdf>
- + Advance HE Equality in higher education: Statistical report 2020 <https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020> and Teaching <https://ediuel.home.blog/2019/10/24/stories-of-success>
- + Advance HE: Equality legislation <https://www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/equality-legislation>
- + Advance HE (2018) Religion and belief: supporting inclusion of staff and students in higher education and colleges Advance HE <https://www.ecu.ac.uk/publications/religion-and-belief/>
- + Codioli McMaster, N. (2020). Research Insight: Religion and Belief in UK Higher Education. Advance HE. <https://www.advance-he.ac.uk/knowledge-hub/research-insight-religion-and-belief-uk-higher-education>

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