



**witness**

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**the lived experiences of UCU Black Members'**

***Witness:***

*To come through the knowledge of [something] by living through it*

*To give a first-hand account of something seen, heard or experienced*

## INTRODUCTION

In the spring of 2015, UCU surveyed its black<sup>1</sup> members to chronicle their lived experiences of working in post-school education.

UCU Black Members' Standing Committee initiated this work in response to widespread consultation with members at conferences, training events, network meetings and committee meetings within UCU.

Respondents were asked to think about scenarios at work and rate associated statements in accordance with their own experiences. Those scenarios and statements related to their personal experiences of progression and promotion, if they perceived they had been on the receiving end of bullying, their sense of inclusion or exclusion in decision-making processes and whether they had been subject to cultural insensitivity. Finally, they were asked what they thought would be the most effective measures to combat racism in the workplace.

Respondents were given the opportunity to provide examples of the types of behaviours referred to in the survey. These supporting comments are captured here thematically mirroring the narrative arc of the 'witness' film.

We would like to express thanks to all UCU Black members who took part in the survey and for those activists engaged in challenging racism and discrimination in the work place.

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<sup>1</sup> UCU uses the term '**black**' in a political sense to refer to people who are descended, through one or both parents, from Africa, the Caribbean, Asia (the middle-East to China) and Latin America. It refers to those from a visible minority who have a shared experience of oppression. The word is used to foster a sense of solidarity and empowerment.

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# Part One

## **Am I a victim?**

*Inappropriate racial language by teaching staff. There is often a lack of cultural awareness by staff to address racial issues. Barriers to promotion are evident, white colleagues are often promoted ahead of ethnic minority staff.*

*Lecturer in Further Education (15-20 years)*

Whilst racism is not as overt as it once was, it doesn't mean either that racist practices or attitudes have been eradicated from the workplace. UCU black members' respond to the following questions:

- 1. What are your examples of racism at work?**
- 2. Do you feel confident about recognising racism at work?**
- 3. Are you able to discuss issues of racism with others at work?**

## Q9: What are your examples of racism at work?

*When your manager tells you that 'you are very lucky to be working here' while you know you have all it takes for the job and not just the matter of sheer luck, is not only embarrassing but also an outright humiliation*

*Lecturer in Higher Education (0-5 Years)*

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*Insensitivity when using race related words. Use of 'us' and 'them' when referring to Caucasian/British people and then people of other ethnicities.*

*Lecturer in Further Education for 5-10 years*

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*Stereotyping and assigning roles away from key activities. Staff being asked to do the mundane tasks rather than the more serious roles e.g. black staff being assigned pastoral roles with BME initiatives while other staff are engaged in broad initiatives e.g. course director. There are also endemic perceptions that black staff are less able and that is reflected in exaggerated praise for the minutest contribution which in reality is belittling. I have also witnessed insinuations and innuendo regarding residency status when in fact staff are citizens which I attribute to racial profiling.*

*Lecturer in Higher Education (5-10 years)*

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*Covert racism where you know, but you cannot put your finger on it.*

*Wellness Counsellor in Higher Education (15-20 years)*

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*Having my authority undermined and qualifications belittled*

*Programme Coordinator in Higher Education (10-15 years)*

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*Being a token person in committees but not enabling you to be part of the leadership. Dismissive attitudes and derisive comments about your leadership or management.*

*Reader in Higher Education (10-15 years)*

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*Assuming that a person with a black face is foreign and not British.*

*Teaching Assistant in Higher Education (5-10 years)*

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*Managers treat racism coming from students with scant regard. They 'brush it under the carpet' as 'my inadequate class management'.*

*Lecturer in Further Education (25+ years)*

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*Strong culture of ongoing bullying and harassment at workplace. Even when I was harassed and publicly humiliated and it is against the university policies the investigating officers overlooked my complaints and everyone including the HR turned against me and further bullied and victimised me.*

*Customer Services Assistant in Higher Education (10-15 years)*

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*Our Professor is explicit in his belief in the supremacy of white people and has openly said that the most important contributions towards the things that are valued emerge as a result of white people's effort - from the west. While he is interpersonally least and supportive with such views it is hard to imagine how he might be anything other than discriminatory.*

*I have had a colleague ask why it is inappropriate for her to refer to her students as 'Nigger' given that the only two black students she has worked with used the phrase to each other. A senior manager who was present said nothing. All year we have been pushed to secure research funds and held faculty celebrations when these have been achieved. My recent substantial grant was actively ignored and the professor seems cross that I was successful informing me that the faculty were uninterested and only the university would be pleased with it. The same approach was taken with academic promotions. The department was repeatedly told of the need to emphasise two requirements: research funds and 3\* publication. Once these were accomplished the professor insisted they were not enough.*

*Lecturer in Higher Education (20-25 years)*

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*Extreme lack of visibility of black staff in my department, with no accountability for managers to address this, despite the faculty dean advising he models good practice. Procedures meant efforts to tackle the underrepresentation of black staff in the faculty are often ignored.*

*Senior Lecturer in Higher Education (5-10 years)*

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*Use of terms (such as 'bananas', 'monkey' gorilla, ape), images or sounds which connote these animals to illustrate the way some people of African descent are viewed because of their facial characteristics or skin tones. Ensuring that minorities of a particular skin tone do not assume leadership positions (for example in productions) but are relegated to the background as third class members of a group, class etc.*

*Learning Support Worker in Further Education (5-10 years)*

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*Indifference from senior management who are aware of isolation based on race.*

*Senior Lecturer in Higher Education (10-15 years)*

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*Only that caused by students who believe that they are acting in an anti-racist, anti-oppressive towards white students. It's not quite what you are after, but the College's main issue here is poor understanding of what racism looks like and how to fight it.*

*Programme Coordinator in Higher Education (20-25 years)*

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*Calling names, spreading rumours about one's culture, religion, race, gender and disability. Exclusion, making fun of accent and writing etc.*

*Student Adviser in Higher Education (5-10 years)*

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*Although it seems very minor, consistent and persistent misspelling of my name. If you can learn Dostoyevsky...*

*Associate Tutor in Higher Education (0-5 years)*

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*Religious discrimination linked to ethnicity – Islamophobia*

*Senior Lecturer in Higher Education (10-15 years)*

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*Saying things like 'you should go back to your country'.*

*Lecturer in Higher Education (0-5 years)*

*Workers are not aware of the correct language to use to describe people of colour.*

*Lecturer in Further Education (0-5 years)*

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*Subtle acts of racism, micro aggressions, "politeness" which is racist, they listen to you with a smile but do nothing, omissions/ deflections, mostly white perspectives in the curriculum, students thinking you are a lesser being/tutor but no-one says it to your face. Power and white privilege is maintained through inaction.*

*Professor in Higher Education (20-25 years)*

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*Police visiting the college re confrontation training - police openly made a racist comment that was overlooked/ignored by colleagues; this was made worse by the fact, the police would be 'training' the racially-diverse students.*

*Lecturer in Further Education (5-10 years)*

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*Being treated differently and unequally to other colleagues on matters such as disciplinary; absence warnings etc. one rule for one, another rule for everyone else. Expected to put up with staffroom 'banter'.*

*Lecturer in Further Education (10-15 years)*

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*Not being heard or being ignored by colleagues/senior managers because of your accent, or being excluded from networking opportunities because you don't sound or look the norm.*

*Professor in Higher Education (20-25 years)*

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*Having to apologise to white colleagues when something has seemingly gone wrong when in fact I was standing my grounds! Applied 3 times for Incremental Pay but rejected at all times, despite taking on extra roles as advised by managers-- all in vain despite an increasing case load with extra responsibility. Classroom behaviour by white students is very obvious, where there is a lack of acceptance by some. I have also seen so many ethnic minority students treated differently when experiencing difficulties in training.*

*Senior Lecturer in Higher Education (20-25 years)*

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*Racism is very subtle and nuanced and indirect by yet very palpable.*

*Principal Lecturer in Higher Education (5-10 Years)*

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*Lack of BME at Exec levels to represent mix of students and city. Everything done is tick box or for gender equality, but not to progress BME's unless the University significantly benefits through reputation, grants etc.*

*Lecturer in Higher Education (10-15 years)*

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*Having one's name dragged through mud on various fora (NSS; OIA) by a student whose appeals against exam results have been rejected. No action taken to protect my name.*

*Lecturer in Higher Education (25+ years)*

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*Patronising or condensing attitudes toward bringing grievances or complaints regarding treatment.*

*Technician in Higher Education (0-5 years)*

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*Public Services Students wrote 'I hate niggers' on my board and I continually experienced racist comments. Management were not interested. I refused to teach the class and was told not to be awkward! Another black lecturer was called told she looked like a Gollywog (she had her hair in braids). I was acting curriculum manager increased stats, delivered training etc. built up the new department was overlooked for the position that I had successfully undertook for over a year! Two female black members of staff.... We would be repeatedly asked 'which one are you....' ignorance. Members of staff use terminology 'paki' freely Black students evidently categorised and treated differently 3 black boys challenged a white female after she wrote on Facebook 'I'm going to bring the niggers down', they challenged her... All 3 suspended.... She was allowed to continue with her studies.*

*Lecturer in Further Education (20-25 years)*

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*I believe the university to which I belong is institutionally racist in that there are virtually no black people in senior management roles.*

*There are also very few black members of staff in my School, although this might also be due to the fact black students rarely opt for Modern Language degrees. I have come to the conclusion over the past few years that positive discrimination is an appropriate measure to tackle these matters.*

*Lecturer in Higher Education (25+ years)*

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*I have had a manager (not mine) making derogatory remarks about Muslims in my presence, sometime after the Charlie Hebdo attacks, assuming I was Muslim (because I am of Asian origin, no doubt) - I have heard from students that fellow lecturers have told them that they vote UKIP - It has not been uncommon over the years for both business support and academic staff to make ignorant and sometimes insensitive assumptions about my (ESOL) students - fellow lecturers have made assumptions that Muslim girls in their classes are 'shy,' 'lacking in confidence,' 'repressed' - when they are the same bouncy confident girls I have taught in my classes!*

*Lecturer in Further Education (20-25 years)*

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*My boss said that I was being aggressive in my 1-21 when I was explaining how unjustly I was being treated. An Interim Head of Procurement in a meeting with 2 other colleagues made reference to "Nigger in the Wood" referring to a member of staff who was particularly difficult*

*Head of Services in Higher Education (10-15 years)*

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*Inappropriate racial language by teaching staff. There is often a lack of cultural awareness by staff to address racial issues. Barriers to promotion are evident, white colleagues are often promoted ahead of ethnic minority staff.*

*Lecturer in Further Education (15-15 years)*

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*In Higher Education, there tends to be efforts by universities to recruit minorities and women into senior roles. However, at my institution, there has not been any promotion on this via training or participation in committees to promote women in the workplace. I am surprised this has not happened as I am a minority woman in the highest grade level and yet there is no support available. My role has been at risk of redundancy; however, there has been no effort to keep me in the institution despite good performance record. I would think that if an institution that values talent would treat its employees better, and in the context of this survey, make an effort (even if limited) to maintain black staff talent. I have been very unimpressed with the institution and rather disappointed.*

*Programme Director in Higher Education (0-5 years)*

*The main one perceptual - taking the form of the assumption of being more junior than you actually are and needing more management.*

*Lecturer in Higher Education (5-10 years)*

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*Further to cultural insensitivity: the refusal to help promote diversity through assistance in projects that work towards its promotion (financial and in kind), yet there is an expectation of me as token BME staff member: my role will be as champion of diversity. E.g. I organise a festival to promote this each year. Although 'they' love having it in the brochure 'to show parents and prospective colleagues and students', no support is ever given, of any kind.<sup>2</sup> I work in world music and world dance. As part of its expansion I suggested that we start a traditional music group and employ an appropriate teacher to facilitate this. I explained that this is de rigor in all other institutions and I explained what their approaches are. It was agreed upon and then I was told that I can't have to money for the expansion and buying of the correct instruments as they needed the money to (yet another) grand piano. Also, they said that, of course I can do this, as long as we employ one of the current staff members. Although this will be fine if they were talking about classical music, it is not fine when you speak of specialist ideas such as, e.g. gamelan. The suggestion is that they will employ a specialist to teach, e.g. western classical music - but will expect students to learn, effectively, 2nd hand knowledge from someone less qualified (indeed a person who learns the particular music from books, rather than, as a folk tradition, from experience) - rather than a specialist in the field.;<sup>3</sup> Food: Why is there no Halal food on the menu? I have to bring all my own food in everyday for this reason. Although it is cheaper, of course, it is irritating on the occasional days that I forget my lunch...it will be nice to be able to have a warmer lunch every now and again.*

*Lecturer in Higher Education (20-25 years)*

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*Promotions are none existent for high grade, especially academic related. Even senior black academics in the University rank are also nonexistence.*

*Senior Programme Manager in Higher Education (25+years)*

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*My institution settled two discrimination claims. In the first (equal pay), they signed declarations admitting breaching sex and race equality laws. In the second (promotion), they apologized. In both they paid damages. In the past 15 months my line manager has threatened me with disciplinary action on four separate occasions and started a grievance against me once. None of his threats have been taken up by the institution which also refused the grievance. At our last staff meeting he referred to me as "unprofessional".*

*The senior managers (his line managers-Dean, HR, Pro Director and Director), have after my express request for assistance or for the matter to be heard, always refused to support his threats and grievance. However, that this continues to happen to me, supposedly a senior member of staff (professor) and other junior staff (invariably foreign) suggests to me a lack of collective will to take the duty of care towards us seriously.*

*Professor in Higher Education (15-20 years)*

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*Proposing ideas which are met with radio silence and then white colleagues propose them and they're taken up.*

*Learning Support Lecturer in Further Education (15-20 years)*

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*I don't know where to begin. I have experienced everything from outright skin racism, being shouted at and told that 'my kind of people' were ruining universities, that if I complained about my wages by taking strike action I would one day be working for the students at the institution as a maid; my written work has been denigrated, it's style of narrating events of discrimination in society, which follows a*

*long history of US-based anti-racist education literature, has been cited as 'too soft' 'not social science' enough, and 'too ideological' and I have been refused promotions on those grounds that far less published White academics have had handed to them on a plate. In one workplace I challenged the whole structure of unfair treatment on grounds of race through a grievance process with my UCU rep and won. But I was so exhausted by the fight that I did not want to work there anymore; I am now wary of going down that route. I have to listen to absurd and patronising comments about China, about Chinese students, about Africa, about Africans from White colleagues on a regular basis. I have observed racist 'profiling' of non-Western universities in the selection of students for courses and applicants for jobs, all in the name of 'Quality'. I have witnessed discrimination against the non-White members of the equality and diversity unit at my institution.*

*Lecturer in Higher Education (10-15 years)*

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*Early on in career in social discussion that took place in the work place an administrative colleague referred to someone as beautiful for a "black person" the same colleague had later told me to "talk to the hand to the hand" about something we disagreed on. I'm not sure if the two were related. Now I'm older I would have questioned more directly the behaviour. I don't view the person as intentionally racist. My race is often hard for to identify.*

*Research Assistant in Higher Education (0-5 years)*

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*Colleagues using racist language and it going unchallenged.*

*Senior Lecturer in Higher Education (10-15 years)*

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*I have worked for [\*\*\*] for over 9 years. I have had various senior lecturing roles however have never been given a permanent contract. The positions have always been infill or temporary. I receive high praise from managers and others from the senior leadership team however never had an offer of a permanent contract. I am still sessional after all this time with no guarantee of work from one term to another.*

*Tutor in Further Education (5-10 years)*

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*Where a programme manager goes to fuel student discontent so that they can raise against you; and some students who disagree report back to you about how they are undermining you. Then in the board of studies it all erupts; no backup from leader; and everything falls in place for them. You are left isolated and frustrated.*

*Senior Lecturer in Higher Education (10-15 years)*

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*Not selecting people for employment in the first place. Social events taking place in venues or at times that exclude particular people (e.g. pubs, etc.). Expecting non-white staff to do all teaching etc. in relation to racism and oppression. Tokenistic representation.*

*Senior Lecturer in Higher Education (0-5 years)*

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*Where are the black lecturers and professors? I have been in academia for over 20 years and have NEVER come across a black lecturer or professor in my field. So what chance do I stand?*

*Research Associate in Higher Education (20-25 years)*

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*I have come across examples of racism and discrimination but not in the way you think. I have been bullied by two Afro-Caribbean colleague who thought they could get their own way on the basis of their ethnicity.*

*One of these accused me of racism and shouted at me because she felt as an Afro-Caribbean person she was a victim and was therefore entitled to behave in whatever way she felt like. I have witnessed an Afro-Caribbean accuse a white colleague of racism as a defensive mechanism (because students and colleagues were not happy about his work). I have come across a situation where a Muslim colleague routinely treated Muslim students more favourably than white students. In all the above examples, the culprits were allowed to continue doing what they were doing because colleagues - especially white colleagues - were terrified that they would be accused of racism if they did something about it.*

*Senior Lecturer in Higher Education (10-15 years)*

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*Wilful misunderstanding of different cultural norms and inability on part of managers to appreciate and respect diversity.*

*Senior Lecturer in Further Education (10-15 years)*

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*Structural racism - all white promotion panels, buildings all named after white men, the fact that international students (non-EU) must pay around double the fees etc.*

*Professor in Higher Education (10-15 years)*

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*Firstly, I was the only candidate to apply for the Managerial post but obviously the STL could not give me the job by default and hence had to bring in their chosen candidate to compete with me as I was already acting up as a Manager. Did I get the job? No. This was way back in 1999. DO I want to face such more Incidences - They can keep their job.*

*Lecturer in Further Education (25+ years)*

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*Being referenced in pejorative / racist terms.*

*Visiting Professor in Higher Education (25+ years)*

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*Ignored, lied against, and made fun off.*

*Lecturer in Higher Education (5-10 years)*

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*It's there and it's not overt. Sometimes patronised and made to feel inadequate by manager with junior and lower qualification than mine. FE where I work is run like a family enterprise where management is selected on a whim not on merit.*

*Tutor in Further and Higher Education (25+ years)*

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*Policies on support for students – indigenous population discriminated against. Also, assumptions that black students are involved with gang culture.*

*Tutor in Further Education (0-5 years)*

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*Manager says black race have lower intelligence & another senior manager had to advise her to stop*  
*Employment Adviser in Adult and Community Education (5-10 years)*

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*Course content and intellectual erasures that go on. Often left to black academics to make sure that material isn't a whitewash.*

*Lecturer in Higher Education (0-5 years)*

*The selection of new candidates I would say is highly radicalised in terms of what is viewed as worthy of being hired. There are barely no colleagues in my department of black and ethnic minority heritage which given it is a large department is really unacceptable in my view. And it's not because they are not applying but because of the recruitment process in terms of what work is valued and what is not which is not neutral or objective.*

*Lecturer in Higher Education (10-15 years)*

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*Yes, complete lack of recognition of the fact that racism exists and how it impacts on Black Colleagues. Lack of commitment to proposed initiatives by senior managers to address barriers to workforce development, instead happy to pay 'lip service' and make their contribution through tokenistic gestures.*

*Youth Worker, Youth Service (20-25 years)*

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*Lack of value placed on being a member of ethnic minority and lack of value given to language skills.*

*Senior Lecturer in Higher Education (15-20 years)*

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*Equality Training is so oppressive and is simply a session where white managers and staff 'stroke and pat each other on the back'!!!*

*Lecturer in Further Education (10-15 years)*

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*Institutional racism. An entirely white SMT which does not reflect the community they serve.*

*Lecturer in Further Education (15-20 years)*

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*Promotion to higher levels is the biggest problem. For most black and ethnic minority women a professorial position is next to impossible because they face race and gender bias. In disciplines like law there is to the best of my knowledge there are few black or ethnic minority women in professorial positions.*

*Reader in Higher Education (10-15 years)*

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*I am at a university with a predominantly black student population. However most of the staff in my School are white. Equality policies are also not taken seriously at my university.*

*Lecturer in Higher Education (0-5 years)*

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*Glass ceiling springs to mind – BME staff who are often more qualified than their counterparts are often by passed through indirect action or behaviours.*

*Teacher in Further Education (20-25 years)*

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*The assumption that since I am fair skinned I am not a person of colour. I am mixed raced who is not white enough to be white or black enough to be black. I attended a workplace Black Union event and I was advised that "this event is for black staff members".*

*Lecturer in Higher Education (20-25 years)*

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*A lecturer involved in racially harassing one of my personal tutees. Causing problems and making mischief for me. Also my line manager who supported me was accused of bullying.*

*Lecturer in Higher Education (0-5 years)*

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*Incidences of verbal abuse or strange language by co-workers and senior people. For example, on my first day, someone said to me, so 'you must be the new boy.'*

*Lecturer in Higher Education (5-10 years)*

**Q10: Do you feel confident about recognising racism at work?**

*Much of the racism is subtle, it is hard to point to concrete examples but there is an undercurrent of "you aren't as good" that permeates all decisions from senior management.*

*Lecturer in Higher Education (15-20 years)*

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*Racism entails speculation about motivation. We can establish discrimination, but not its motives or grounds.*

*Lecturer in Higher Education (5-10 years)*

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*Yes - I have no problems pointing this out when I recognise it. However, it is often difficult to pin down a decision arising from racism except when it is obvious that less or equally qualified white colleagues always get the promotion and opportunities.*

*Senior Lecturer in Higher Education (5-10 years)*

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*No – within FE/HE, racist behaviour is often subtle. In education, it's usually for someone to be openly racist. Therefore it is difficult to recognise racism in this environment.*

*Counsellor in Higher Education (20-25 years)*

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*Yes – being made to feel different or treated differently because of my ethnic background.*

*Lecturer in Further Education (25 years plus)*

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*No – any amount of compulsory equality training without sufficient seriousness from senior management is worth very little.*

*Senior Lecturer in Higher Education (10-15 years)*

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*No - I am the only member of staff who is currently of an ethnic minority. It is difficult to separate out what happens to you as an individual and working out whether it is race-related. Whilst I am aware of some racist behaviours to others (there is one member of staff who is unashamedly offensive), I'm not aware of any overt racist behaviours to me by staff; however --without it being to do with race ---I have felt harassed at times, and very much overloaded with work compared with other staff. I have always assumed this was not race-related, and more to do with other failings, but all I can say is that I have not been afforded the same opportunities as others as a result of my workload and have been trapped in a cycle and type of work that would not enable me to have research leave in all my years as a lecturer and would not enable me to get promoted. My suspicion is that it is not so much race that is the issue, but exploitation more generally. Indeed, I feel very much exploited. The work I have done has enabled others to get promoted, to senior lecturer level and professorial level, whether that be through me covering for maternity or research leave to the detriment of my own research outputs (I was always promised that it will be different 'next year') or through me applying for funding with the intention it would benefit us all; but what has happened is others have then used it to boost their own research income profile, whereas it was still not enough for me to be promoted. There is no racism in this that I can see, but the fact I did the work and they progressed and I have been left behind is an interesting correlate. The difficulty of separating out these things is also, I think, complicated by my sexuality.*

*Lecturer in Higher Education (15-20 years)*

*It is covert in nature and reflects a lot of the issues previously stated. It also reflects a sub-conscious attitude from senior managers, which is extremely difficult to prove.*

*Professor in Higher Education (20-25 years)*

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*No – sometimes it's deeply embedded in the culture of the workplace.*

*Lecturer in Further Education (20-25 years)*

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*The meaning of racism has been reduced to situations of individual-individual harm perpetration. It is difficult to convince people that structural imbalances can be a form of racism.*

*Senior Lecturer in Higher Education (5-10 years)*

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*May lead to further problems and many times people go on the defensive.*

*Senior Lecturer in Higher Education (5-10 years)*

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*No – because there is unlikely to be any overtly racist instances. The lack of cultural diversity in higher and further education is evidence enough.*

*Senior Lecturer in Further and Higher Education (15-20 years)*

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*No – it is difficult to be certain, why the road to promotion or salary increment is blocked, as this can always be justified on academic grounds.*

*Senior Lecturer in Higher Education (20-25 years)*

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*I think it is accepted that racism is unacceptable and so it is hidden so even the perpetrator may not be aware of the underlying motivation for their actions. People will find other justification for their behaviour that are not racist so it is hard to recognise.*

*Head of Department in Higher Education (5-10 years)*

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*You work much harder because you have to but end up being used as the workhorse as white colleagues are promoted over you*

*Senior Research Associate (15-20 years)*

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*Don't know - it is sometimes difficult to know when something is 'racist' or just the manifestation of ignorance.*

*Lecturer in Further Education (20-25 years)*

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*I think there is a sense that you may be 'seeing racism' everywhere particularly as universities see themselves as 'not being racist' yet they contain institutional racisms as much as any other institution*

*Lecturer in Higher Education (5-10 years)*

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*Sometime pure racism is disguised as a series of codes of behaviour that is extremely difficult to recognise and understand as it is happening. 'In' jokes are made in meetings that I don't always understand and could, for all I care, be references to long forgotten television shows or playground games.*

*I did not grow up here and do not understand these codes and I do get confused with the harshness of the 'humour' and inferential jokes. It is an unpleasant life and if it were not for my students I will have left for other pastures a very long time ago. The truth of these slights often only dawns on me afterwards.*

*Lecturer in Higher Education (20-25 years)*

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*Don't know – it's about perceptions. What I perceive to be racist might not be perceived by the perpetrator.*

*Student Services Manager in Higher Education (10-15 years)*

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*No - It's difficult because you don't always know if something is deliberate and if it is what the underlying cause is.*

*Head of Studies in Higher Education (15-20 years)*

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*I am not sure of whether a behaviour I dislike and feel is unfair is racism or just unfair treatment that can happen to anyone.*

*Senior Lecturer in Higher Education (0-5 years)*

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*Yes - I have been working for the same College since 1981 - I have developed a sixth sense to recognise and feel racism - I do not need to be given lesson in how to be able to recognise racism*

*Lecturer in Further Education (25+ years)*

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*Sometimes issues of cultural sensitivity are difficult to raise. For example, going to the pub for drinks but what if you do not drink or are not into drinking culture?*

*Lecturer in Further and Higher Education (10-15 years)*

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*Each person defines racism differently, there is no common definition that people know about. How do you explain when someone is discriminated against their religion? Would that be classified as racism as most people think racism is just about colour?*

*Tutor in Higher Education (10-15 years)*

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*No – chip on shoulder syndrome.*

*Tutor / Learning Mentor in Further Education (5-10 years)*

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*No – racism in the workplace is difficult to prove unless explicit words are said.*

*Lecturer in Further Education (15-20 years)*

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*Don't know- People would be so offended, that suggesting a practice was unfair/racist would result in them not acting to redress the problem*

*Senior Lecturer in Higher Education (10-15 years)*

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*It is very hard to say something is racist unless it is explicit. And even more complicated when there is belief that all is going well.*

*Lecturer in Higher Education (5-10 years)*

**Q11: Are you able to discuss issues of racism with others at work?**

No – Because it entails casting aspersions on co-workers and on the university as a whole

Lecturer in Higher Education (5-10 years)

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Only with work friends. It's difficult to do in a serious way, for fear of coming across as 'having a chip on my shoulder'. People like to think that racism is a thing of the past and that we live in a 'colour blind' society. This isn't the case for non-white people however!

Lecturer in Further Education (5-10 years)

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Issues of race are deemed as not politically correct and the diversity department shuts down any attempt to discuss it as it runs counter to the stats and awards they like to point to as a sign that they are doing very well. Racial issues tend to be discussed in surveys and focus groups.

Lecturer in Higher Education (5-10 years)

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(i) I think my colleagues/managers, who are predominantly white, would find that an uncomfortable topic; (ii) I wouldn't know what to say about it; (iii) I want to be judged on my ability (or inability) to do the job, and think that drawing attention to my ethnicity risks clouding such judgements.

Research Fellow in Higher Education (5-10 years)

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It's really awkward, I have to trust people a great deal and I know, even then that what I may say could be so unwelcome that it could incur a painful and undermining backlash against me, even from people who see themselves as 'totally not racist'

Research Associate in Higher Education (5-10 years)

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No - White people are too sensitive and scared of political correctness

Wellness Counsellor in Higher Education (15-20 years)

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Senior management only pay lip service to equal opportunities. When challenged they just see you as a trouble maker and increasingly make life harder for you in subtle ways.

Lecturer in Higher Education (15-20 Years)

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No - No one pays attentions of the 'R' word and switch off the moment you mention it.

Reader in Higher Education (10-15 years)

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No – you do not want people saying that you keep using the race card.

Senior Lecturer in Higher Education (5-10 years)

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No – It is still a very uncomfortable topic in a very white middle class environment. People do not believe it exists.

Teaching Assistant in Higher Education (5-10 years)

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No – I don't believe that my manager /colleagues would understand. I'd be met with denial and worst still I might be seen as a trouble maker or the one who has the problem.

Counsellor in Higher Education (20-25 years)

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*No – There is no forum to discuss these issues. The equality and diversity staff member was made redundant. The current manager responsible says that there is no discrimination issue; consequently there is nothing to discuss.*

*Lecturer in Further Education (25 years plus)*

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*No – I can recognise racism, xenophobia and sexism at work, but it can never be discussed with colleagues or senior managers because it then gets displaced or one becomes a marked person. Not a pleasant feeling in 21<sup>st</sup> century British academia!*

*Senior Lecturer in Higher Education (5-10 years)*

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*Generally staff want to believe that racism doesn't exist anymore or they are too naive too notice because it is not them at the receiving end of the stick. The ones at the receiving end are unable to confront and often leave the workplace switching jobs to other areas where racism is less prevalent.*

*Customer Services Assistant in Higher Education (10-15 years)*

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*No – white colleagues are adamant that they are not racist and fail to see examples of racism.*

*Lecturer in Further Education (15-20 years)*

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*No – ethnic minorities are struggling to survive and do not want to talk about it. The others cannot understand it as they have never experienced it.*

*Senior Lecturer in Higher Education (10-15 years)*

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*No- because they will laugh and make fun of me saying that I am talking rubbish if I raise concern about racist behaviour or incidents*

*Student Adviser in Higher Education (5-10 years)*

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*No – there is a complete lack of awareness or lack of understanding of these issues and how to deal with them.*

*Professor in Higher Education (20-25 years)*

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*No – the university's equality and diversity agenda is all about gender and not ethnic equality*

*Professor in Higher Education (20-25 years)*

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*No – because you will be bullied and eventually sacked!*

*Lecturer in Higher Education (0-5 years)*

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*I would not want to highlight them as I am a new member of staff and feel it is necessary to keep my head down.*

*Lecturer in Further Education (0-5 years)*

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*I have been the only black in my department for 7 years.*

*Lecturer in Higher Education (5-10 years)*

No – often accused of being too sensitive as colleagues and managers unable to understand prejudice and cultural sensitivity.

Senior Lecturer in Higher Education (10-15 years)

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I've tried, it makes people uncomfortable and clam up, even apparent allies. Students are much better at talking about and tackling these issues than staff.

Lecturer in Further Education (0-5 years)

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Discussions/accusations are always perceived as being overly-sensitive or misplaced. Racist comments (particularly casually made ones) are always expected to be excused and overlooked.

Lecturer in Further Education (5-10 years)

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No – This is really a yes/no answer. I am able to discuss the above with staff members who have a similar experiences and can empathize, and also at times with White members of staff who are not threatened by discussions of this nature. This results in a feeling of constant emotional labour

Lecturer in Higher Education (20-25 years)

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No – as part of minority, people always judge me negatively if I discuss these issues. Feel that people are not open to discuss this openly.

Lecturer in Higher Education (20-25 years)

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No - If there were issues of racism with students - there is a robust system for dealing with this. However, I am less convinced that issues of racism relating to staff members would and or have been dealt with in the past simply because the very low numbers of non-white employees none of whom are in positions of managerial authority.

Senior Lecturer in Further and Higher Education (15-20 years)

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No – seen as a trouble maker – overlooked many times for promotion.

Lecturer in Further Education (15-20 years)

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No – because I do not think the appointed equality officer in the School has the knowledge or experience to understand the issues on racism.

Senior Lecturer in Higher Education (10-15 years)

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No- best to keep quiet and bear it. Openness about racism in the work place is a recipe for disaster and lifelong misery. Seen it done to others, so plod on and turn up for work and behave.

Senior Lecturer in Higher Education (20-25 years)

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No – those from the ethnic majority population are very defensive and if you were to bring this up you would be looked upon unfavourably.

Manager in Further Education (15-20 years)

No - I don't feel comfortable discussing any issues where there might be a difference of opinion with my immediate work colleagues for fear of it being misconstrued and seen as inflammatory behaviour (based on previous disagreements)

Lecturer in Higher Education (0-5 years)

*No - One is either dismissed as "paranoid, unnecessarily sensitive" etc. In most cases the discussion is conveyed to management who then set out to embarrass, discredit or make cryptic remarks e.g. in staff meetings.*

*Lecturer in Higher Education (25+ years)*

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*No – work in a primarily English environment where racial issues are seen as an overreaction.*

*Technician in Higher Education (0-5 years)*

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*I wouldn't really want to bring racism up as people may look at me like a trouble-maker.*

*Head of Department in Higher Education (5-10 years)*

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*Only with other black members of staff. Management are too afraid to challenge it. Although I do speak out against it and are seen as a troublemaker.*

*Lecturer in Further Education (20-25 years)*

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*No - I would not feel confident - I think many of my colleagues would feel that I was 'biased' or had a 'chip on my shoulder' because I am brown*

*Lecturer in Further Education (20-25 Years)*

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*No - I would be seen as a trouble maker.*

*Head of Services in Higher Education (10-15 years)*

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*No - There is no one with sufficient experience or willingness to identify and address racism. The E&D department is unwilling to champion members of staff who have faced discrimination and the Head of this unit adopts a corporate protection stance instead.*

*Associate Professor in Higher Education (15-20 years)*

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*No – no other black person(s) to talk to.*

*Lecturer in Further Education (5-10 years)*

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*No – there is no willingness to discuss this touchy subject and no acknowledgement that there is any issue.*

*Senior Lecturer (20-25 years)*

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*No - It would depend what the issue was and with whom. There are some people I could take it to and others I would not dream of discussing racism with. My team and social work students would be fine (and it is part of anti-oppressive and anti-racist practice) but the upper echelons of management would probably be less receptive and highly defensive.*

*Senior Lecturer in Higher Education (0-5 years)*

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*No – feeling of job insecurity*

*Senior Lecturer in Higher Education (0-5 years)*

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*You can only discuss white people being racist and discriminatory. It is not possible to discuss people from ethnic minority groups behaving in a racist or discriminatory manner. YOU would be accused of being a racist.*

*Senior Lecturer in Higher Education (10-15 years)*

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*No – racism can be very subtle and many profess to be anti-racist while in practice they in fact remain hostile and prejudiced.*

*Senior Lecturer in Further Education (10-15 years)*

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*No - Not the done thing - IT will be pushed under the carpet and the tables turned around on you.*

*Lecturer in Further Education (25+ years)*

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*No - Others would deny that racism existed within the institution and nothing would be done*

*Lecturer in Higher Education (15-20 years)*

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*No - People in authority do not like to listen, they view you as aggressive and other adjectives, you have a chip on your shoulders, is the most popular scenario often put forwards. When you try to raise a discussion on a troubling issue.*

*Lecturer in Further Education (15-20 years)*

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*No – made to feel like I'm being dramatic*

*Tutor in Further Education (0-5 years)*

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*But not with HR or senior management as they tend to keep a lid on it and try to find a way to remove the person complaining from the organisation especially if they are Asian (from what I have seen from other colleagues experiences).*

*Tutor in Higher Education (10-15)*

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*No - Managers are not interested, we are just expected to assimilate though this is not always verbalized! It can also be a little uncomfortable and equally frustrating to discuss these issues when they are not clearly understood. Instead you are made to feel that you are raising issues that no longer exist in our so called multicultural society because apparently we all work so happily together!*

*Our presence in front line services is clearly and indicator for white managers that we are fair and equal, no thought to the lack of senior Black managers. Race equality discussions are never initiated by senior managers*

*Youth Worker, Youth Service (20-25 years)*

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*Very few BME staff and spaces to discuss, racism is couched in practices and it would be more helpful to discuss and recognise practices that make it difficult to progress and achieve*

*Senior Lecturer in Higher Education (15-20 years)*

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*It will never be taken seriously or acknowledged, instead raising the issue can create more difficulties in day to day work.*

*Reader in Higher Education (10-15 years)*

*No - Culture of the organisation does not encourage it despite policies of E&D being in place.*

*Tutor in Further Education (20-25 years)*

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*No - I have tried to raise it as a workplace issue but my workplace has very small minorities and they are not used to people who are not like them culturally. There is always an assumption that you are like them and they don't realise that they are culturally insensitive.*

*Lecturer in Higher Education (20-25 years)*

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*No - there is one other minority and she is a senior administrator obviously loyal to HOD and employer.*

*Lecturer in Higher Education (5-10 years)*

## Part Two

### **Why me?**

*Senior management is programmed to negate these by appointing investigators who write them a favourable report. The structures support the status quo and never hold the perpetrators accountable.*

*Reader in Higher Education (10-15 years)*

Black workers are often victimised and marginalised in the workplace with many facing disciplinary or grievances leading to many being forced out of the sector or having to take out lengthy (and stressful) employment tribunal. Members were asked:

- 1. Have you any experience of trying to use the grievance process in your workplace?***
- 2. Have you taken part in any disciplinary action(s) or faced disciplinary action yourself?***
- 3. If you have sought support and advice about workplace concerns from your trade union was this useful? What was the outcome?***

**Q14: Have you any experience of trying to use the grievance process in your workplace?**

*No – Did consider it but was disinclined as I think there is 'in-group' loyalty in senior staff*  
*Lecturer in Higher Education (5-10 Years)*

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*No - I feel no need of doing because of fear of being victimized at work*  
*Lecturer in Higher Education (0-5 Years)*

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*The result was a character assassination of myself and absolutely no action against the perpetrator who was a senior professor. Essentially what everyone said would happen. It was awful and it's cost me a lot.*  
*Research Associate in Higher Education (5-10 years)*

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*Yes - The Union Rep was bribed by the employer and screwed me over*  
*Wellness Counsellor in Higher Education (15 – 20 years)*

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*Yes - They are not designed to remedy situations but merely to avoid sanction against management. They are rarely independent*  
*Professor in Higher Education (20 – 25 years)*

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*Not much progress, I was told that the staff member I complained about would be warned but was never given any further advice on what happened and the staff member did not stop undermining me.*  
*Lecturer in Higher Education (15-20 Years)*

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*No - I feel no need of doing because of fear of being victimized at work*  
*Lecturer in Higher Education (0-5 Years)*

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*Yes - I was persuaded to drop the case by senior management with a promise to explore other means of addressing my concerns. However, this does not resolve the wider issues but sweep it under the carpet.*  
*Senior Lecturer in Higher Education (5-10 Years)*

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*Yes - Senior management is programmed to negate these by appointing investigators who write them a favourable report. The structures support the status quo and never hold the perpetrators accountable.*  
*Reader in Higher Education (10-15 years)*

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*Not yet – new manager. Might need to use dignity at work to resolve issues.*  
*Senior Lecturer in Higher Education (5-10 years)*

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*It can be so frustrating. The process tells you, "we have already decided. You are wrong. We don't believe you. Even if we did, be sure we will not do anything about it. Look out because we'll do everything in our power to get you out of here".*  
*Teaching Assistant in Higher Education (5-10 years)*

*Yes - It was not given sufficient emphasis by senior management which made those who practice racism at work to become bolder, and myself to learn other ways of survival at my work place.*

*Senior Lecturer in Higher Education (10-15 years)*

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*Yes – it was the most unfair procedure and was flawed and fixed to back perpetrator which in my case was a manager so was designed to back managers every step of the way, no support at all for victim of racism, harassment, sexual harassment and discrimination.*

*Student Adviser in Higher Education (5-10 years)*

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*No – I have little faith in it or its confidentiality. Furthermore, there is a strong chance that institutions communicate with each other informally, so the impact could be longer lasting and damaging, even when looking for a post elsewhere.*

*Senior Lecturer in Higher Education (10-15 years)*

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*Yes – I received an abusive email from a colleague. The matter was taken up and dealt with according to the policies of my organisation.*

*Lecturer in Higher Education (15-20 years)*

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*Yes – they all group together and take decision in their favour, process not effective.*

*Associate Professor in Higher Education (25+ years)*

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*Yes – students that were racist were not excluded and I was forced to continue teaching them. It was agreed that I would not write them a reference.*

*Course Leader in Higher/Further Education (10-15 years)*

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*Yes – colleague who bullied me – perhaps on grounds of race and sex – went to the union first and sought to use the grievance, mediation etc. procedures as a way of perpetrating his bullying.*

*Professor in Higher Education (15-20 years)*

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*Yes - The whole system turns against you and runs you down; even the staff union suffers from institutional racism.*

*Professor in Higher Education (25+ years)*

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*Yes - Went through the motions of the procedure but was not really listened to. Managers didn't want to have to deal with such an issue.*

*Tutor in Adult Community Education (10-15 years)*

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*Yes - no case for grievance was found. My current manager was the person conducting the grievance, so I felt that my hands were tied somewhat. Selective information (from managers) was used in the outcome.*

*Lecturer in Further Education (10-15 years)*

*Yes - In one case, a meeting was held between management, myself and a colleague who was passing racist comments and jokes. Not only did my colleague deny my claims, my managers pretended that they had never witnessed some of the jokes or seen an offensive postcard that my colleague had sent while on holiday abroad. At the end of the meeting they actually suggested that I should shake hands with the offender. On another occasion I complained about unwanted physical touching by a female colleague. Instead of sorting the matter internally, I was referred to HR where a meeting was duly held. Luckily the officer appreciated my concern and the staff member was spoken to and never bothered me again.*

*Lecturer in Higher Education (25+ years)*

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*Yes - The informal process was compromised by senior management. Senior management told senior colleagues to institute grievances with me. I am still in the process and it has been a very unpleasant process.*

*Technician in Higher Education (0-5 years)*

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*No - Put in. Grievance about racism they suggested I go on a course in promoting positive behaviour! Dealt with internally are always normally thrown out. UCU have been brilliant in helping with some issues I've faced*

*Lecturer in Further Education (20-25 years)*

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*Remarks about majority of students involved in resisting modules being ethnic minorities. Colleagues concluding as evidence that white students are somewhat more clever Appointed 3 external examiners who were African Caribbean dissent and a colleague remarked "this is turning into a centre for African Studies" Another remarked "Students who seek mitigation are predominantly Asian or black students" Not had a car parking permit for a university place and yet colleagues from within a mile of a university have parking permits*

*Senior Lecturer in Higher Education (5-10 years)*

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*No - I approached Union after facing severe injustice at work place. The mistreatment and a threatening environment created for me after performing exceptionally well was shocking.*

*I had no energy to go for grievance process as my health declined due to the discriminatory practices I faced. I looked for a better job and moved on. I never received justice even after resigning the post. My last working weeks were mismanaged.*

*Lecturer in Higher Education (10-15 years)*

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*Yes - Members of the team would go to the head of department and make complaint about me, rather than management speaking to me and hear both side. It was viewed that I was trouble solely by me being black - I have no issues or paranoia with being black, I am not rude but solely because these person did not want to comply with the instructions that I gave, they would complain. On a couple of occasions the complaints found their way back into my email inbox. Which did indeed cause resentment and confirmed what I was already aware of.*

*Lecturer in Further Education (15-20 years)*

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*I have experience it but would not go ahead because worried if I challenge the organisation I might lose my job, it will be harder for me to go back to work as they will keep an extra eye on me. If I make the slightest mistake it is a chance for the organisation to sack me.*

*Tutor in Higher Education (10-15 years)*

*Organisation flaunt their unresponsiveness to their own policies and procedures - in that they fail to respond to such with clarity and transparency.*

*Lecturer in Further Education (15-20 years)*

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*I came out worse off. I definitely lost contract teaching hours and gained a black mark against me for rocking the boat.*

*Lecturer in Higher Education (20-25 years)*

**Q15: Have you taken part in any disciplinary action(s) or faced disciplinary action(s) yourself?**

*No, but under very close scrutiny. It appears that the management is intent to find something to use against me, though so far unsuccessful as I am fairly popular with students.*

*Lecturer in Higher Education (5-10 Years)*

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*As Graduate Chair of my department I have been involved in disciplinary action against students for plagiarism. The students in question came from an international non-white background.*

*Professor in Higher Education (10-15 Years)*

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*Yes - The Union Rep was bribed by the employer and screwed me over*

*Wellness Counsellor in Higher Education (15 – 20 years)*

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*Yes - The complaint turned out to be vexatious and I was exonerated*

*Professor in Higher Education (20 – 25 years)*

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*A colleague made formal complaints against several members of staff (I had 21 made against me). All allegations were found to be untrue. Several of the accusations were linked to my race. I think she (colleague) had mental health issues and was paid off. Despite asking my employer for a formal apology – for not having dealt with the unfolding issues and increasingly bizarre accusations. I never got one.*

*Lecturer in Further Education (15-20 years)*

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*Yes - Charges were recently brought against me. I received no warning or any kind of indication more than my warden showed up at my flat in the evening (18:10) to demand that I attended a meeting the following day. I made it clear that I was not available. The next day I received a suspension letter from HR. I have not been provided with any further information.*

*Teaching Assistant in Higher Education (5-10 years)*

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*Yes - attempts have been made to start the process, which I have challenged with factual evidence and citing employment law and they have been dropped swiftly.*

*Senior Lecturer in Higher Education (10-15 years)*

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*Yes – in my previous post I went from successfully passing my probation in one month to being placed on the informal procedure a month later. My line manager later suspended me for ‘gross misconduct’. My post was advertised whilst I was suspended and it was clear that my line manager did not want me back. I liaised with my UCU rep that helped me to negotiate a way out. It took me two years to get another job in the sector. I am worse off as I was only offered part time work and returned to a post that was at the level of lecturer when I had been a principal lecturer.*

*Lecturer in Higher Education (15-20 years)*

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*After suffering from stress and depression I was blocked from a yearly pay rise and was given an official warning to last for 12 months.*

*Tutor in Further Education (10-15 years)*

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*Was told that students were complaining that I didn't give enough homework! This then escalated into increased observations and an action plan with tight deadlines. I think I was deliberately set up to fail. Thing is managers know the policies and how to use them to get rid of someone.*

*Tutor in Adult Community Education (10-15 years)*

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*Yes - Inexperienced UCU support worker led to disciplinary outcome being upheld although unrelated to original case.*

*Lecturer in Further Education (25+ years)*

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*No – thought about it on the second time when asking why I haven't been given incremental pay despite meeting the criteria. On initial investigation I was told that they could not find my original application. So be it, I gave up!*

*Senior Lecturer in Higher Education (20-25 years)*

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*Yes - Yes, for minor issues such as missing a deadline (unintentionally and with reasons). Colleagues find themselves in similar situations which, surprisingly, do not become disciplinary matters. During one dressing down I remarked how I seem to be treated differently and the manager's response was "so be it".*

*Lecturer in Higher Education (25+ years)*

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*I was asked to attend a meeting where I was told that a series of people had made complaints about me, they wished to remain anonymous and their comments were collated into a document I wasn't allowed to see. I said this seemed outside the University's code of conduct, and could they speak to me first - could my HoD take this back to them. The next day I was sent an email saying I was requested to attend an informal meeting under the University's para D, for Misconduct and Performance Failure. My HoD explained later, that he had become angry because I had mentioned I would speak to the Union. It seems now the complaints and actions have been dropped, though I have received no, notification formally of where this issue has gone (i.e. it's now in the long grass)*

*Lecturer in Higher Education (5-10 years)*

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*Yes - A student made a complaint and while the accusations were false and found to be untrue, there was little support from the organisation for me.*

*Lecturer in Further Education (10-15 years)*

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*Yes – I was the subject of a three month investigation following which I was cleared and my line manager at the time was asked to resign*

*Assistant Director in Higher Education (20-25 years)*

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*Yes - I was asked to admit something that I had not done. I didn't admit to it and yet I was given a written warning and I lost all my fate in FE since the early 1990's.*

*Lecturer in Further Education (25+ years)*

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*Yes - I may be subject to disciplinary for 'poor' performance at work, due to external factors-depression*  
*Lecturer in Adult Community Education (0-5 years)*

*Yes – just the victim of being targeted because I had an opinion on something that was not popular at the time.*

*Senior Lecturer in Higher Education (10-15 years)*

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*Yes – a disciplinary was taken out against me; I ended up countering this with an ET claim and the employer backed down.*

*Lecturer in Higher Education (5-20 years)*

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*Yes - 5 Team members made complaints against me, this went on for about 6 months. I dread going to work, the stress levels were unimaginable. The company brought in an outside person to carry out an investigation. I sat through this from 09.30 to 18.00 that day. The eventual outcome was mitigating circumstances. The main 2 instigators were eventually paid off, the others remain and I was allowed to remain and I worked for another 6 months but the stress remained of always having to watch my Ps and Qs. When they could not get to me directly, students were encouraged to make aspersions against me. It eventually got too much and my doctor signed me off, as I was due for retirement.*

*I eventually gave up, as my health was suffering.*

*Lecturer in Further Education (15-20 years)*

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*Yes – I was put on PIP for six months*

*Employment Adviser in Adult and Community Education (5-10 years)*

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*HR and senior managers always had a loophole or something that would make me the perpetrator and the university the victim when it was the other way round.*

*Tutor in Higher Education (10-15 years)*

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*Summoned to meeting regarding course failures, however of all the colleagues who had similar action, these were dropped however that against me is still being pursued with no evidence to support the claim.*

*Lecturer in Further Education (15-20 years)*

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*Yes - I was disciplined for not participating. The activity was culturally insensitive to my cultural background and even when I explained the taboo's my unwillingness to participate resulted in a formal disciplinary letter.*

*Lecturer in Higher Education (20-25 years)*

**Q17: If you have sought support and advice about workplace concerns from your trade union, was this useful? What was the outcome?**

*Very very helpful - it's a pity we (myself included) cannot do enough to support the Union other than financially. It's a really important contributor to my work life*

*Lecturer in Higher Education (5-10 Years)*

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*Very useful to have support of the union when returning to work after a long period of sick leave. HR and management did not have the requisite information and did not offer support but union advice meant that I was able to secure a longer period of holiday before having to return to work.*

*Research Fellow in Higher Education (20-25 Years)*

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*Trade Union officials are often White too, so struggle to support black people in a way that empowers them. It takes a strong white Trade Union official for justice to prevail - they are usually few and far between.*

*Wellness Counsellor in Higher Education (15 – 20 years)*

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*Depending on the experience of the officer, it can be good or pointless. Trade Unions need to acknowledge that racism is a problem and be prepared to challenge this on behalf of staff.*

*Professor in Higher Education (20 – 25 years)*

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*My TRADE Union is very cooperative and supportive*

*Lecturer in Higher Education (5-10 Years)*

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*Not really. While the union was willing to take up the case there was no enthusiasm to help me resolve the issue and the impression I was given was that it is extremely difficult to prove racism in my specific case of denied promotion.*

*Senior Lecturer in Higher Education (5-10 years)*

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*UCU told me it was too busy and it had no one to assign. They abandoned me when I needed them most. They were difficult to reach and speak to. Unfriendly, out of touch and the structures for communication are difficult and hierarchical - rather unapproachable.*

*Reader in Higher Education (10-15 years)*

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*My local branch at a Russell Group University in Scotland seems overwhelmed with a limited union capacity; so I have limited myself from making requests to meet union officials. This is quite in contrast to my local branch at another Russell Group University in England...*

*Senior Lecturer in Higher Education (5-10 years)*

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*Most trade union representatives (not UCU) have been very unhelpful in my case with the exception of two members of staff (including a UCU member) who have been dedicated to their roles. Trade union regional reps (NOT UCU) are friends with HR and also very corrupt. If you need evidence, please get in touch.*

*Customer Services Assistant in Higher Education (10-15 years)*

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*Mixed bag: one rep was extremely effective and supportive. The other was unprofessional, arrogant and undermined the values of UCU*

*Senior Lecturer in Higher Education (5-10 years)*

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*I feel it was useful and it made me more enlightened.*

*Learning Support Worker in Further Education (5-10 years)*

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*Very useful. I was supported throughout the process.*

*Senior Lecturer in Higher Education (15-20 years)*

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*The union has no black representation*

*Course Tutor in Further Education (20-25 years)*

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*This was an absolute waste of my time. It turned out the rep that took on my matter was a friend of my Warden and manager.*

*Teaching Assistant in Higher Education (5-10 years)*

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*As soon as the issue of racism was mentioned I was told to be careful as not everything is racism. Hence my conclusion that notwithstanding initiatives such as this one, everything else is geared towards making it as difficult as possible to even seek advice when one is facing racism at work.*

*Senior Lecturer in Higher Education (10-15 years)*

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*I spoke to my university representative. The advice and support was poor. They seemed defeatist and intimidated. Therefore I turned to help from employment solicitors in my own personal network.*

*Senior Lecturer in Higher Education (10-15 years)*

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*I generally go only to check whether the course of action / plan to take will not be to my detriment. Also to have 'something on record' in case I need representation at another time.*

*Lecturer in Higher Education (15-20 years)*

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*Very useful. Union reps very supportive and on my side. Very good at negotiating.*

*Course Leader in Higher / Further Education (10-15 years)*

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*My trade union helped me when I appealed against my upgrade (pay scale) rejection. My union rep helped me win the case. The involvement was extremely useful. I was upgraded but now I am constantly treated unfairly by my department.*

*Associate Lecturer in Higher Education (15-20 years)*

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*Despite all the policies and regulation in place, institutionalised racism continues in a subtle way, passively gaining /gathering strength...what can trade unions do about this?*

*Senior Lecturer in Higher Education (25+ years)*

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*Sometimes the union lacks clear policies with regard to how/whether it will support the alleged perpetrator of bullying (whether or not this is racist bullying).*

*Professor in Higher Education (15-20 years)*

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*Sometimes it's difficult to discuss racism because you don't want to offend white colleagues who are not racist.*

*Lecturer in Further Education (20-25 years)*

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*The union offered plentiful support of high quality.*

*Application Analyst in Higher Education (10-15 years)*

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*I consider the union to be the only reason that I still have a job at the moment. The institution's priority is to protect the business; hence, manage me out at any cost.*

*Programme Manager (0-5 years)*

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*Indirect racism is hard to prove. Though the UCU was very good he said it was a general culture of the workplace.*

*Lecturer in Further Education (20-25 years)*

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*The burden of proof is on you; the Union does not do anything of significance to help. The Union itself suffers from racism and prejudice.*

*Professor in Higher Education (25+ years)*

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*No. There was no union rep to accompany me in disciplinary hearings.*

*Tutor in Further Education (10-15 years)*

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*I was on the receiving end of harassment from a colleague at my previous place of work and the union dealt with it brilliantly. They stepped in on my behalf, they talked to my line manager, I was consulted throughout, and they acted on my decisions and dealt with things in a timely manner. A couple of year's later two work colleagues in my team started undermining me in very subtle ways. It was a small thing but escalated due to my line manager's ineptitude.*

*The "bullies" cleverly engineered support from my line manager, and despite me trying to keep the situation confidential, other people in the library and departments (Occupational Health, staff development) seemed to get drawn into the complaint to support these perpetrators and my manager. I sought help from the union again, and one of the same individuals provided help. Despite her noting that I needed protection in the workplace, none was put in place. I felt very isolated and was grateful for any support I received but in retrospect it wasn't enough. The union member was already busy, and unable to offer timely support, I ended up taking things up myself and feeling inadequately prepared and frightened. I agreed to mediation and a mediator was appointed from the union but he sided with one of the bullies about some of their behaviour being acceptable. I felt completely vulnerable and unprotected in the workplace until the point I got a job elsewhere 13 months later, which involved my husband giving his job up. Towards the end of my contract, the university counsellor, also in touch with my union rep, began to hint that I should seek help elsewhere. A few months before the end of my contract one of the bullies was promoted and became my line manager, and since I've left the other got my vacant post. Based on occasional remarks about "foreigners" by one of the bullies, I think racism played a part, although the UCU rep didn't.*

*The union rep assigned to help me was helpful in some respects, but demands on her time meant she couldn't offer me complete support and her attitude seemed to be one of me needing to strengthen myself to deal with this better which was completely unhelpful given that the harassment moved up the management chain. I felt completely let down by the union mediator. I have to add that phoning the UCU helpline was disappointing as I came across individuals who felt this helpline was only for academics rather than academic-related staff. I am a strong believer in unions and unbelievably haven't let this stop my membership! Reading this I really am surprised! Luckily for UCU, I've received better support in my current workplace and am heartened by senior managers being UCU members. Here I relied on informal support and the rep acted swiftly and appropriately, immediately recognising the need for protection.*

*Librarian in Higher Education (20-25 years)*

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*The first incident was just ignored. I felt the union rep did not treat it with the sensitivity I expected. After that just didn't bother. I have considered leaving the union.*

*Senior Lecturer in Higher Education (5-10 years)*

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*Not very helpful at all which has resulted in considering whether my union dues would not have been better saved up in order to employ the services of an employment lawyer, should this become necessary.*

*Lecturer in Higher Education (20-25 years)*

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*No. Most Union reps have their own position in mind or are seeking a management position in the college. Tend to lack training, have little time for you and fail to support for a long term solution*

*Lecturer in Further Education (15-20 years)*

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*Yes, I have contact my local union on two issues. The first was problems in the REF2014 processes, where I was initially excluded. But following a meeting with HOD and union I was re-instated. Recently, I have sought support from the union about excessive work load issues and to examine unfairness, discrimination. The union have helped to flag to HOD the seriousness of this issue.*

*Senior Lecturer in Higher Education (20-25 years)*

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*It was useful, the outcome was good but in both instances, management were able to uphold decisions that should have been challenged but was not due to lack of experience, felt I was doing most of the fighting, organising and planning by defence, UNION only accompanied me*

*Lecturer in Further Education (25+ years)*

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*My union reps were excellent in supporting me. Although I lost the cases, we managed to avert the worst case scenario of me losing my job.*

*Course coordinator in Further Education (5-10 years)*

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*When I was being bullied the advice and support helped previously. In my present job when I was being excluded and isolated and I asked for advice I was told that I should talk to one of the individuals involved on a one-to-one as the union official felt that they were very reasonable. The whole point was that this person was very reasonable but easily influenced and this was no help at all so eventually after much stress and unhappiness I managed to move into a role where I wasn't having to constantly work with these colleagues.*

*Manager in Further Education (15-20 years)*

*Yes – UCU helped secure redundancy pay for me from an employer where I had a second job. They were very supportive and helpful.*

*Lecturer in Higher Education (25+ years)*

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*UCU was extremely helpful. I decided to continue my grievance procedure without their guidance and support after submitting the letter as my aims were different from that of the Union - though I have no doubt in my mind that had my best wishes.*

*Technician in Higher Education (0-5 years)*

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*My local union rep has been very supportive and has provided good advice on various issues that have come up regarding inappropriate racial language. The person using the language was dealt with by their manager.*

*Senior Lecturer in Higher Education (10-15 years)*

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*My trade union representative is very helpful. However, it is difficult to make any changes within the wider institution as policies are poor and ineffective. The University executive team is very ineffective in its leadership.*

*Programme Director in Higher Education (0-5 years)*

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*UCU was useful, however their response was they could only really become involved, when an incident was formal. That said, in the incident described above they were very supportive, as incidentally were HR.*

*Lecturer in Higher Education (5-10 years)*

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*Yes - A UCU person can to defend me. Although the issues were resolved, I have been placed in the dog box ever since....that was, by the way 12 years ago.*

*Lecturer in Higher Education (20-25 years)*

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*From my branch officers very effective – from regional official, ineffective*

*Assistant Director in Higher Education (20-25 years)*

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*Yes – provided me with a better idea of potential actions to be taken*

*Senior Client Officer in Higher Education (10-15 years)*

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*No – the support was judged on how much it [the case] would cost the union and not what impact it will have for the whole black membership.*

*Senior Programme Manager in Higher Education (10-15 years)*

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*I was not able to speak the race word nor mention discrimination. I know that part of the discrimination I faced is due to my gender and race. But it is so difficult to prove. You have a feeling for it but you can't prove it objectively. For example, I won a teaching award when three of the colleagues in my department were nominated. The manager mentioned the nomination to everyone but never said a word in the email about me winning the award. She congratulated all the three nominees, which was shocking.*

*A few colleagues mentioned that it was bizarre. Several incidents like this happened. I am given too many responsibilities with too little support. I gain the least from the hard work. I know it is partly due to my race. But how can I prove it? It is a murkier world. People say all the politically correct things but actions do not align. Policies also never protect BME workers as they are used as a tick-box exercise.*

*Lecturer in Further Education (10-15 years)*

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*Yes, the Trade Union Representative accompanied me to my grievance meeting and I felt well represented by them at the meeting*

*Lecturer in Further Education (10-15 years)*

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*Very unsatisfactory. The whole effort to prove racism is placed on members, they have to 'prove' everything. The perpetrators are hardly in any trouble. The union is toothless and unwilling to stick its neck out.*

*Lecturer in Higher Education (10-15 years)*

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*Yes, it was useful. I was concerned that the bullying of my former place of work will affect my current work. I was reassured by my union leaders that if there is any problem, I should let them know and they will act on my behalf. But there was no problem*

*Senior Lecturer in Higher Education (0-5 years)*

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*I was asked to return to review progress on the matter but I am afraid to take this matter further. I discontinued the union involvement.*

*Lecturer in Higher Education (10-15 years)*

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*I sought advice about bullying from a trade union member. But as the person who was bullying me was an Afro-Caribbean colleague, no one dared to help me.*

*Senior Lecturer in Higher Education (10-15 years)*

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*The UCU reps have been worse than useless and one, in particular, is possibly racist and is certainly sexist himself.*

*Senior Lecturer in Further Education (10-15 years)*

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*Incredibly useful. Advice sought on teaching long hours and on declaring role as a carer to the employer.*

*Senior Lecturer in Higher Education (15-20 years)*

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*Haven't sought advice about racism specifically. Often discrimination is intersectional and due to more factors than race on its own*

*Principal Research Fellow in Higher Education (25+ years)*

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*I was the Black Practitioners rep for the UCU and the previous NATHFE Union. Black Members do not want such a thing. They want a level playing field. If you are a member of the Union then why put us into compartments.*

*Lecturer in Further Education (25+ years)*

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*Trade Unions are too conservative and unwilling to challenge management because of the cost. This should not be the case*

*Professor in Higher Education (25+ years)*

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*Union support was futile. I was represented by a black colleague. The union did nothing locally, regionally and nationally despite me being on the national executive*

*Visiting Professor in Higher Education (25+ years)*

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*The tendency is not to take actions, and hope it will go away. I don't think the voluntary officer are aware or trained to cope with issues of racism or discrimination.*

*Senior Lecturer in Higher Education (15-20 years)*

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*My line manager failed to restore my previous contracted hours but I spoke to management with the union and these were reinstated.*

*Lecturer in Adult Community Education (0-5 years)*

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*The support and advice from UCU has been excellent. UCU supported me in submitting ET claim.*

*Lecturer in Higher Education (5-20 years)*

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*Sought advice about returning from extensive period of sick leave. Union advice was invaluable and secured me an extension of leave by giving me information about my entitlements to holiday - information which was not forthcoming from HR or my departmental manager who appeared surprised that I was aware of this option.*

*Research Fellow in Higher Education (25+ years)*

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*I was told by the Union rep that the Union is powerless in changing any of the policies in favour of my grievances, in my department, and that I could have my grievance resolved yet lose a substantial fraction of the rate of hours I am on as a result.*

*Tutor in Further and Higher Education (25+ years)*

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*Union rep was unaware of law I had to gather statutory guidance and pass it on to union rep to support my case*

*Lecturer in Further Education 15-20 years)*

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*The representatives fail to take notes in meetings, fails to be consistent in follow up meetings. Isn't effective in meetings especially where emotions are high. They effectively miss the "mark". They do not challenge gaps that should be questioned and classified. They leave members exposed to further work place abuse as the organisation recognises the lack of robust representation on the union's part.*

*Lecturer in Further Education (15-20 years)*

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*I sought help on one occasion, but found it useless. The union rep (a senior colleague working at the same university) was supporting the Dean who terminated my contract unfairly and she phoned me saying I should learn about "informal rules of the game" by which she meant that I should accept unfair behaviour of my bosses without any protest.*

*The reason why the union rep behaved this way, I believe, was that she was a white Caucasian lady herself and certainly an immoral, opportunist person.*

*Lecturer in Higher Education (10-15 years)*

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*I have support advice from other reps and officials as a caseworker, but not about my own situation.*

*Lecturer in Higher Education (0-5 years)*

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*Not really but I think it is changing. I am one of the oldies and I am not likely to be offered a contract for next year. I can see the writing on the wall. I will be out of the system in the next round of dept. cuts.*

*Lecturer in Higher Education (20-25 years)*

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*I had to seek support from a union rep outside of my own school. I felt that my own school rep was not sympathetic. My current rep does an excellent job although I feel that she too had some problems because she represented a white colleague who had challenged racism.*

*Lecturer in Higher Education (0-5 years)*

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*Yes, it was useful. It is an ongoing issue. But the initial conversation, practical advice, and personal care was very important and valuable.*

*Lecturer in Higher Education (5-10 years)*

## Part Three

### **Time for action?**

*Yes – make senior managers within University schools and department aware that racism exists! Get them to acknowledge it! And each time a colleague who is minority is “picked” on by colleagues or denied access to promotion – be cognizant of the ways in which subtle prejudices are at work!*

*Senior Lecturer in Higher Education (5-10 years)*

Institutional racism does exist – our challenge is to address the workplace inequalities that allow racism to occur in the workplace. In addressing the issues highlighted in the survey, members were asked:

- 1. Are there other measures that would be helpful in challenging racism at work, in your view?**
- 2. Is there anything more that you would like UCU to do about racism in the workplace?**

**Q13: Are there other measures that would be helpful in challenging racism at work, in your view?**

*The biggest problems come from the university's management rather than students or co-workers. There have been several instances of barriers to promotion, cultural insensitivity, harassment etc. Within the department the solidarity and open-mindedness of my colleagues, both academic and administrative, has on the whole, and with one notable exception, been excellent.*

*Professor in Higher Education (10-15 Years)*

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*Open discussion about the subject with mixed group of staff. It's not just the problem of 'black' employees*

*Lecturer in Higher Education (5-10 Years)*

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*Please sack and jail the racists. It hurts a lot to be racially discriminated*

*Lecturer in Higher Education (0-5 Years)*

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*Racism is often discussed in terms of criminal behaviour and often the extreme forms of it. The subtle forms are not discussed and are often ignored There should be more open discussion of all aspects of it.*

*Lecturer in Higher Education (5-10 Years)*

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*I think an attitude of "equal opportunities" needs to be embedded within the organisation - i.e. that BME and non-BME alike should be judged on their performance, potential and character rather than on race. However, I think it would be counterproductive to push the idea that BME staff somehow need "special" treatment (apart from positive action in recruitment and promotion).*

*Research Fellow in Higher Education (5-10 Years)*

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*Make it a criminal offence*

*Wellness Counsellor in Higher Education (15 – 20 years)*

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*Better awareness amongst middle managers and proper action plans to deal with underrepresentation*

*Professor in Higher Education (20 – 25 years)*

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*There should be a full audit of promotion rates for BME academics in UK universities and this should be compared with promotion rates for non BME academics and senior management in universities need to look at why there is a difference.*

*Lecturer in Higher Education (15-20 years)*

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*UCU itself should be more pro-active in recognizing racism within its own members. I have faced racial discrimination within the UCU*

*Lecturer in Higher Education (5-10 Years)*

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*More awareness about certain types of behaviour and how it impacts people's feelings. I have often felt that some managers are unaware that their actions can be construed as racist*

*Programme Coordinator in Higher Education (10-15 years)*

*UCU being more proactive in supporting its members and giving more training and support to its case workers. Presently the support is inadequate and I've felt let down by UCU at several points.*

**'witness': The lived experiences of UCU Black Members'**

No – We have got Athena Swan to help female staff promotion – no BME strategy

Senior Lecturer in Higher Education (5-10 years)

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I am not sure a BME staff group would be helpful – would that not just single us out as being ‘other’?

Lecturer in Higher Education (5-10 years)

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The manager /or other person in charge of equality and diversity need to be trained to hold the post and held to account by having to provide report on how these issues are dealt with. These issues need to be standing items on agendas. When audits of the institutions are done, I have never been interviewed regarding my welfare – maybe I have never been chosen in the ‘random selection’.

Lecturer in Further Education (25 years plus)

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To recognise that it exists would be the first and most crucial step!

Senior Lecturer in Higher Education (5-10 years)

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If there is a racial discrimination complaint or issues surrounding this sensitive topic then the employers have to appoint independent investigating officers outside the organisation to deal with these issues as the organisation is very corrupt within. There is no use just having policies unless it can be used appropriately and implemented fairly. An audit of the investigations must take place by independent commissions to ensure that the investigations have been carried out appropriately.

Customer Services Assistant in Higher Education (10-15 years)

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Senior members of staff and management must be aware of accountability when policies are ignored.

Senior Lecturer in Higher Education (5-10 years)

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Tolerance for other people can't be forced. It is a value which organisations have to make their employees more accountable for. It is human nature to view the unfamiliar with scepticism. It is not easy to shed attitudes which you have been brought up with but it is possible with effort. People of African descent need to be the change they are looking for by being ethical in their own lives and living the values they seek from others.

Learning Support Worker in Further Education (5-10 years)

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Have persons (BMEs) share their experiences. Let's stop pretending and acknowledge that it is rampant here in the UK.

Teaching Assistant in Higher Education (5-10 years)

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Senior management to at least look into situations where there is possibility of racism. At the moment the attitude towards making a complaint of racism is so stigmatized that many are unwilling to bring a complaint forward based on racism. Senior management should have at least an Assistant Dean appointed to monitor complaints as a result.

Senior Lecturer in Higher Education (10-15 years)

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*Definitely greater sanctions for perpetrator as right now they get away with murder especially in our HE and if perpetrator is a manager or senior manager. Racism, bullying and mobbing must be a recognised crime like in France.*

*Student Adviser in Higher Education (5-10 Years)*

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*If everyone wins from a certain strategy then that is ok, but we need staff to be trained on 1) understanding how people get left behind and trapped, 2) preventing this from happening and 3) how to take steps to ensure that the balance is redressed when the problem is recognized/identified.*

*Lecturer in Higher Education (15-20 years)*

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*Finding a way to unlock the deep rooted entrenched racist views that exist in Higher Education is the biggest challenge. I am not sure how you would do this.*

*Professor in Higher Education (20-25 years)*

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*Like the Rooney Rule implemented in American football to increase number of managers and coaches, there should be a quota system where institutions are forced to interview a quota of BME staff. For academic positions there is also a challenge for academics who focus on certain areas linked to Minority areas having their work valued comparatively, or even entering higher ranking journals due to wider perceptions and stigma. Furthermore, the peer review system in promotion and journals has cultural bias embedded in it if there are not enough BMEs who occupy positions of influence.*

*Senior Lecturer in Higher Education (10-15 years)*

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*Exposing the perpetrators. Strong support from the union.*

*Associate Professor in Higher Education (25+ years)*

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*Senior management and teachers adequately reflect cultural and ethnic composition of the local population.*

*Lecturer in Further Education (10-15 years)*

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*More awareness of Islamophobia. It seems it's acceptable to be racist against Muslims but not other minority groups.*

*Lecturer in Further Education (5-10 years)*

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*Racism is not understood, recognised or discussed. Who talks about racism now? In order to address it surely this issue has to go back onto the agenda. My university is always talking about under representation of 'BME' staff but don't know what to do about it.*

*Senior Lecturer in Higher Education (10-15 years)*

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*The ability of white co-workers and managers to say that it is racism and not something else.*

*Lecturer in Further Education (20-25 years)*

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*Changes to curricula to be inclusive of BME people and their achievements. All tutors should be made to undertake accredited equality and diversity training that really focuses on race, ethnicity and racism. It needs to be an important part of a university tutor's training and induction and should be compulsory. It could be part of the PG Cert.*

*Without committed concerted action that is measurable in terms of outcomes any number of policies, training, surveys or questionnaires won't make any difference.*

*Professor in Higher Education (20-25 years)*

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*Student & staff trained together about racism (as there are generational/cultural/trend differences - each group could learn from each other) Visual material (for staff/students) e.g. posters to address 'casual racism'/stereotyping, not just overt racism. Student forums to hear their voice about potential racism within FE/HE - enables lecturers to hear first-hand about any issues/problems*

*Lecturer in Further Education (0-5 years)*

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*I note that when the consultants come in the BME staff are the first to suffer.*

*Student Casework Manager in Higher Education (0-5 years)*

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*Object to the idea that we require support as opposed to my white colleagues. We all require mentoring and support. What is now needed is strong support and sanctions against any form of racism.*

*That currently does not happen at [\*\*\* University]. Policies and training are actually used as a means of camouflaging the problems not rectifying it.*

*Head of Department in Higher Education (20-25 years)*

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*Penalties against universities who only pay lip service to adhering to equality and diversity practices. Some sort of rating system to reward those universities who value and reward their ethnic minority staff for their contribution. Make information about approaches to equality and diversity available to prospective consumers (students)*

*Lecturer in Higher Education (20-25 years)*

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*Short courses on institutional racism and bias and cultural disadvantage rather than courses that focus on the very obvious examples of racial discrimination. The vast majority of people working in education are far less likely to be consciously/outwardly racist but I suspect many in education have not given serious consideration to the kinds of obstacles that black and mixed raced academics face. I'm frequently asked to direct customers to goods when I go into a corner shop because some people will naturally assume (because I have brown skin) that I work there. When the person realise I do not work there (usually after I smile and shrug my shoulders) they tend to turn red and look somewhat horrified. The reason, I assume, is because at that point in time they are confronted with their own internal bias. They are not overtly racist but they have made a basic assumption based purely on the colour of my skin. When people constantly assume you work in a corner shop, or are a train guard, a part of you begins to believe it may be the only thing you're good for. The best way to challenge racism at work - is to have more dark skinned people in positions of authority at work.*

*Senior Lecturer in Further and Higher Education (15-20 years)*

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*Racism does go on at work, though not necessarily in an open way. Staff do not feel comfortable about coming forward and reporting incidents as they feel it will rock the boat too much and cause unnecessary repercussions for the black staff.*

*A confidential way of reporting incidents to an independent body who could then monitor colleges may help.*

*Lecturer in Further Education (10-15 years)*

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*More BME managers. More support for BME by white managers. White managers shouldn't collude in the undermining of BME staff. Improved policies only work if acted on otherwise it becomes 'paper tiger'. There needs to be greater challenge of racist acts and not just explained away. Members facing racism need to know that their perpetrators are punished, it goes some way in the healing process. Institutions should adopt ZERO tolerance towards perpetrators no matter their status in the institution.*

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*Lecturer in Further Education (20-25 years)*

*It is easy to introduce policy. The problem is ensuring senior managers and colleagues understand their own unconscious bias*

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*Lecturer in Higher Education (20-25 years)*

*I have been a secretary to the local UCU branch. My feeling is that concerns are addressed if raised by a group of staff rather than an individual.*

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*Project Officer in Higher Education (15-20 years)*

*Mentoring schemes could potentially be great. But I participated in one scheme a few years ago, unfortunately it was a waste of time.*

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*Course coordinator in Further Education (5-10 years)*

*All the above are important and have been in place but nothing has changed. The only positive outcome to date is the absence of overt racism and people appear to pay you respect at face value.*

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*Senior Lecturer in Higher Education (20-25 years)*

*A willingness by senior managers to actively engage with the issue through; positive steps in recognising changes to be made in the recruitment of new staff from a range of backgrounds; willingness to be less autocratic in implementing ideas; fully engaging with the ideological practice of cultural difference; willingness to engage with how institutional racism is perpetrated and do something about it.*

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*Researcher in Higher Education (10-15 years)*

*The notion of racism as equivalent to bullying; improved senior management awareness and action regardless of how senior the perpetrator. Colleagues are both ignorant of the issues and I'll equipped to engage in appropriate sanction, support or re-culturing.*

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*Senior Lecturer in Higher Education (20-25 years)*

*Mentoring schemes were implemented in our work place. No senior black managers so mentored by a white manager who couldn't relate or offer practical realistic advice, scheme folded after a couple of months.*

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*Lecturer in Further Education (20-25 Years)*

*It is pointless having just policies in place (most universities do have those) but it is the implementation that is a problem. Managers supported by HR exercise conscious bias. HR, in my opinion are the biggest perpetrators of racism and inequality.*

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*Senior Lecturer in Higher Education (10-15 years)*

*I believe the university to which I belong is institutionally racist in that there are virtually no black people in senior management roles. There are also very few black members of staff in my School, although this might also be due to the fact black students rarely opt for Modern Language degrees. I have come to the conclusion over the past few years that positive discrimination is an appropriate measure to tackle these matters.*

*Senior Lecturer in Higher Education (5-10 years)*

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*It would be useful to have posters from both teachers' unions and students' unions informing both teachers and students what constitutes racist behaviours - perhaps some videos with examples, too.*

*Lecturer in Further Education (20-25 years)*

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*Overt racism is rare in HE, I think, but ignorance and insensitivity does prevail, for example being praised for speaking English 'so well, \*even though\* it is not your first language'. Raising awareness and educating staff and students are important, but I don't believe creating a BME 'ghetto' is helpful.*

*Lecturer in Higher Education (10-15 years)*

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*Although improved policies, staff training and so forth can help, the basis of the culture - and probably every culture in the world - is to protect its own and thus there will always be an element of xenophobia floating around. In this country, for instance, racism is against people's accents, the way they communicate, the jokes they make or not make. Most of the racism is not so much about skin tone and language - but against ways of being. My own culture, for instance, is very assertive and calls a spade a spade. The ways of communication in this country - where little is revealed, except to those in the 'inner circle', will be regarded as 'fence sitters'; furthermore, the hierarchical way in which my institution is run, is also regarded in my country as odd in its non-democratic and extremely old fashioned ways.*

*Lecturer in Higher Education (20-25 years)*

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*By racism being talked about, rather than the colour blind approach which assumes we've dealt with racism as an issue*

*Lecturer in Further Education (10-15 years)*

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*UCU should be strong in challenging racism at work. So far, UCU has not taken any race case yet*  
*Senior Programme Manager in Higher Education (10-15 years)*

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*BME representation at all university level committees*

*Associate Professor in Higher Education (15-20 years)*

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*Changing the culture of the organisation. It's a mammoth task I know.*

*Student Services Manager in Higher Education (10-15 years)*

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*Most of the policies and mentoring activities have become tick box exercises. By having these policies, managers could say that they are BME friendly. One has to have an open discussion on BME impact. Having said that some BME employees also use race card at times when they don't progress. It is important to make all the decision using objectives indicators. Please not what BME men have received better treatment compared to BME women?*

*Lecturer in Higher Education 10-15 years)*

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*Calling it out constantly. Workshops to show all staff what it consists of. Case studies so they become reflexive about their practices. Show them the story told by data. Get race on the agenda as much as gender. Name and Shame groups, departments, institutions. Don't just blame individuals, this is a structural issue, written into promotion criteria, ethos, and institutional position papers on 'excellence' etc.*

*Lecturer in Higher Education (10-15 years)*

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*It should be put as firmly on the agenda as gender issues about which there is awareness.*

*Senior Lecturer (20-25 years)*

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*Provide national policy for promotion like the Athena Swan scheme*

*Senior Lecturer in Higher Education (15-20 years)*

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*The problem with definitions or understandings of Black is that this ignores experiences of mixed race people.*

*Research Assistant in Higher Education (0-5 years)*

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*BME staff group is quite exclusive. Aim to encourage discussion and education all around. Difficult as majority ethnic group are very sensitive to this. Need more positive images and modules of learning and people to celebrate from a BME English historical perspective.*

*Senior Lecturer in Higher Education (15-20 years)*

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*Role models within the sector. Advocates who understand the impact of racism and discrimination on employees.*

*Senior Lecturer in Higher Education (0-5 years)*

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*Please challenge ALL racism and discrimination - no matter who the culprits are. Please do not allow a culture of victimhood among people from ethnic minority groups, and allow bullying and injustice to fester.*

*Senior Lecturer in Higher Education (10-15 years)*

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*Clear advice to managers about the many different ways in which racism can go unchecked.*

*Senior Lecturer in Further Education (10-15 years)*

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*I would like to see some of the great strides that have seen feminism become central to University degree programmes across all humanities and social sciences enacted with regards to antiracism and postcolonial ideas.*

*Professor in Higher Education (10-15 years)*

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*The worst thing is that the BME groups have been formed within colleges and Universities. Not all BME staff are available for meetings at the same time as the College designates other meetings as well. The formation of the BME group has just played in the hands of the Managers for a tick box exercise. The BME groups are just meetings to have tea parties and chats. If one wants to make progress then allow a college to have BME Principals, HOD's and Senior Lecturers to prove what we are capable of.*

*The College boasts about 60% students from the BME community - but yet there is 1 BME token person in the SLT and the rest of the 20% BME staff are either Lecturers or Admin Workers.*

*Lecturer in Further Education (25+ years)*

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*Government / quango clear action against racism and racists.*

*Visiting Professor in Higher Education (25+ years)*

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*Develop support system to gain promotions to higher levels especially at Professoriate level*

*Senior Lecturer in Higher Education (15-20 years)*

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*BME should challenge such acts of racism.*

*Lecturer in Higher Education (5-10 years)*

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*We all should be treated equally and there not be a special group to support BME. Is there a group to support white person. Many of us would like to simply be given a fair opportunity to grow and develop professionally.*

*Senior Lecturer in Higher Education (10-15 years)*

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*Engage in meaningful dialogue, listen and hear what is being said rather than forming an opinion without hearing all aspects of what is being said and not making preconceive judgement on the speaker, based on their colour, creed or sex etc.*

*Lecturer in Further Education (15-20 years)*

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*I don't know what can be done more. I believe in general we are not taken for full, not given the due respect even if we are more able than others. Just our names attract selecting the reject button in case of a job application.*

*Manager in Higher Education (15-20 years)*

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*Enforcement of Equalities Act provisions (instead of mere compliance) vis-a-vis racism by students/clients instead of by employers/employees. This Act for the first time made it compulsory for employers to act against customer/client racism, not just police their own staff or ensure their own employment practices were not racist. This was quite revolutionary, but has not resulted in any noticeable reduction in racist behaviour and incidents staff are supposed to put up with when perpetrated by paying 'customers'/students, particularly when those students are BME themselves.*

*Hourly Paid Lecturer in Further Education (5-10 years)*

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*I have never understood the term BME when referring to Black staff perhaps that would be a start. Support groups are important for Black staff but they need to be taken seriously, which includes supporting initiatives proposed.*

*Who better to understand what is needed than the staff that are affected by the issues at all levels within any organisation. A 'buy in' to the initiatives by Senior Managers is essential so training for them to address their own racism would be great start.*

*Youth Worker, Youth Service (20-25 years)*

*Effective support from trade unions - providing appropriate and relevant information to BEM staff so that they do not feel disillusioned or intimidated when reporting acts of racism.*

*Lecturer in Further Education (15-20 years)*

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*Equality audits in the workplace and of all promotion and recruitment rounds.*

*Senior Lecturer in Higher Education (15-20 years)*

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*No racism is often covert so difficult to deal with as the staff in education think they are so liberal and positive in their views! These are the most difficult people to deal with!!*

*Lecturer in Further Education (10-15 years)*

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*More research and public exposure (naming and shaming) of work place discrimination against BME staff especially BME women staff is needed. Better and more proactive monitoring mechanisms are needed. Unions need to take up the issue separately and do an annual monitoring report. Forums for BME staff to discuss their problem and exchange experiences are needed. BME discrimination is invisible and ought not to be limited to overt actions such as bullying or disciplinary actions.*

*Reader in Higher Education (10-15 years)*

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*Changing attitudes which will always be difficult. Transparency and communications improved to actually recognise and acknowledge such prejudices and discrimination actually exists and provide data of staff at different levels within the organisation.*

*Tutor in Further Education (20-25 years)*

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*Make the Institutions more aware of the institutional generalisations about race and minorities. If there was more tolerance and awareness at the top level maybe the next generation will break the glass ceiling.*

*Lecturer in Higher Education (20-25 years)*

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*I think mentoring / support for BME staff and female academics may help them to surmount barriers to progression.*

*Senior Lecturer in Higher Education (10-15 years)*

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*For the organisation to believe BME when they challenge racism. White colleagues who stand up for BME colleagues are often harassed.*

*Lecturer in Higher Education (0-5 years)*

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*Systematic reporting of the numbers of BME in the organization and their career progression. A functioning ombudsman to discuss potential issues.*

*Lecturer in Higher Education (5-10 years)*

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*The Race Equality Mark working group was set up in October 2014 and has only met twice. The meetings are regularly cancelled which shows that something else is always more important than this. It goes to show that the University does not consider this a priority. It's utterly disappointing.*

*Reader in Higher Education (20-25 years)*

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**Q18: Is there anything more that you would like UCU to do about racism in the workplace?**

*Keep up the good work. I really appreciate it.*

*Professor in Higher Education (10-15 Years)*

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*The union is very helpful, but it appears that management doesn't take union involvement very seriously. I think the union needs to link its activities more with provisions of law, thus reminding universities that they don't really have an opt-out option when it comes to dealing with discrimination (or ideally, preventing it).*

*Lecturer in Higher Education (5-10 Years)*

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*UCU to be able to challenge the endless initiatives that are trotted out by institutions that in fact turn a blind eye to managerial incompetence. Institutions have been left unchallenged and are able to point towards and schemes as proof that they do not have a problem. Racism affects individuals and the fact that an award is given to an institution does not prevent incompetent managers from bullying vulnerable staff. There is also a wider problem of managerial incompetence which means that managers are simply not fit to do their jobs and pick on other staff who are often the black and minority staff.*

*Lecturer in Higher Education (5 – 10 years)*

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*I don't know. Could you point out how the statistics show there's a problem with us not getting jobs/promotions? I mean, it takes it away from the individual level of saying 'you are just not good enough' or 'you are not very likeable' or whatever. Show there's a pattern. There was a seminar at [\*\*\*] University which I heard about where some academics tried to show that implicit bias and stereotyping were issues in academia but I don't know if there was any outcome to that and I wasn't able to attend. Anyway, I really appreciate you pursuing this even as far as this questionnaire. Thank you.*

*Research Associate in Higher Education (5-10 years)*

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*Yes, for Trade Union Officers to be trained on the impact of racism on a black employee and how vulnerable black people are when they come for help - often the experience of bringing in a Union Rep - compounds the racism if Trade Union officials are not aware and sensitive.*

*Wellness Counsellor in Higher Education (15 – 20 years)*

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*Better training of its officials and taking on more cases to set precedents.*

*Professor in Higher Education (20 – 25 years)*

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*Be TOUGHER, NO MERCY to racists*

*Lecturer in Higher Education (5 – 10 years)*

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*More awareness and clearer definitions. However there needs to be awareness around issues of Sexism which is more prominent*

*Programme Coordinator in Higher Education (10-15 years)*

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*I would like them to respond to issues on the ground. They seem to be not interested in racism issues. I'm told they are 'too busy' with other things.*

*Reader in Higher Education (10-15 years)*

*Need to have a national scheme to help black members.*

*Senior Lecturer in Higher Education (5-10 years)*

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*Yes, make senior managers within University schools and department aware that racism exists! Get them to acknowledge it! And each time a colleague who is minority is "picked" on by colleagues or denied access to promotion – be cognizant of the ways in which subtle prejudices are at work!*

*Senior Lecturer in Higher Education (5-10 years)*

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*Please do everything within your limits to make racism a true history.*

*Customer Services Assistant in Higher Education (10-15 years)*

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*I'd like to know where to get support with this, ideally from a black union member*

*Senior Lecturer in Higher Education (5-10 years)*

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*Greater accountability by our politicians and those in positions of influence need to be addressed. Over the past 15 years or so there has been a rather blatant disregard regarding some of our foreign policies. The ordinary folk pick up on this and think it's the norm, which kind often results in discrimination of one form or another.*

*Senior Lecturer in Higher Education (15-20 years)*

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*There's a greater need for visibility of the trade Unions beyond contacting members. The wider staff body needs to recognise that you are here and that you are having impact. That is a sure way to get things moving.*

*Teaching Assistant in Higher Education (5-10 years)*

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*Can UCU do anything about it when their own advisors do not understand the sensitivities around the issue?*

*Senior Lecturer in Higher Education (10-15 years)*

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*Keep the profile high on the issue. Make sure that new staff feel comfortable raising their concerns. Make sure that UCU reps can (a) spot forms of discrimination and (b) are confident in tackling whether in members' cases and/or negotiating policy.*

*Programme Coordinator in Higher Education (20-25 years)*

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*Sanctions to be more severe as people are not taking UCU's and even their own HE's policies seriously as they can get away with anything.*

*Student Adviser in Higher Education (5-10 years)*

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*Raise the issue as a matter of policy and good practice. Stop lumping all under 'black' as though it is too difficult to distinguish between different ethnic groups.*

*Professor in Higher Education (20-25 years)*

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*Raise the issue of proportional representation of academic staff, relative to: students, catchment area, management and senior management positions.*

*Senior Lecturer in Higher Education (10-15 years)*

*Bring more cases to the Employment Tribunal. Too many BME staff are encouraged to sign compromise agreements and employers are let off.*

*Lecturer in Higher Education (15-20 years)*

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*UCU should have stronger representation*

*Associate Professor in Higher Education (25+ years)*

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*Educate management. There is a fine line that they cross without thinking about it and turn nasty if the word racism or discrimination is mentioned.*

*Course Leader in Higher/Further Education (10-15 years)*

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*Provide visible posters for reps to display around workplaces.*

*Lecturer in Further Education (10-15 years)*

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*Require FE/HE institutions to include the cultural, racial and gender profile as part of their health check process to allow me to register my dual Black British African / Caribbean ethnicity.*

*Lecturer in Further Education (10-15 years)*

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*I am pleased with UCU! I just wish other unions took the same proactive approach.*

*Lecturer in Further Education (0-5 years)*

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*Educate members to dispel myths.*

*Lecturer in Further Education (5-10 years)*

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*Unfortunately the union reps are not always well-informed with the issue of racism.*

*Teaching Fellow in Higher Education (10-15 years)*

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*Require FE/HE institutions to include the cultural, racial and gender profile as part of their health check process to allow me to register my dual Black British African / Caribbean ethnicity.*

*Lecturer in Further Education (10-15 years)*

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*Yes, have the courage to call it what it is.*

*Lecturer in Further Education (20-25 years)*

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*Support members in their time of need and not just pay lip service to the issue.*

*Lecturer in Higher/Further Education (15-20 years)*

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*Yes. Make a difference please. We keep working in the academy and there are very few of us as professors in HE. I had to move 200miles to get a job as a professor because my previous institution kept saying "not yet!" I was never going to be good enough there! It was a mainly white institution but then so is this one but they employed me!*

*Professor in Higher Education (20-25 years)*

*Be more pro-active and challenge the system about issues of racism, and why is it that no senior executive person is non-white?*

*Professor in Higher Education (25+ years)*

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*It happens, its presence is strongly felt but we as workers feel there is nothing we can do about it without fear of losing our job. There have been incidents in the past where BME workers have complained about racism in the work place only to be dismissed. This acts as a deterrent for existing BME workers to complain about similar issues*

*Lecturer in Further Education (0-5 years)*

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*More publicity about the challenges facing BAME staff (including the publication of research) would be wonderful.*

*Lecturer in Higher Education (0-5 years)*

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*FE seems behind schools when dealing with antiquated prejudices, which may be due to limited staff renewal in FE when compare to schools - UCU could tackle this via poster campaigns, training sessions (inc students) etc.*

*Lecturer in Further Education (0-5 years)*

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*I'm not a fan of having separate support groups for minority members, as I don't like to be differentiated in terms of race & don't like to see that strengthened in this way, but I do recognise that racism exists in the workplace and that UCU reps dealing with cases do need be aware of how to identify it and deal with it appropriately. So I'd be in favour of it being incorporated in general rather than a separate support, with the possibility of specialised officers if necessary. As UCU support depends upon the individual reps, their time, their attitudes and training, UCU need to put proper support in place for UCU reps who take on the responsibility for cases for their members. Also the centre should consider how to best help regional branches with high workloads, as lack of support will impact on members.*

*Librarian in Higher Education (20-25 years)*

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*The problem is that racism is not overt, and is therefore impossible to prove. Any concerns or issues you may have will be brushed aside as over-sensitivity or similar, and you will then either be at the top of the list for the next round of redundancies or you will be re-structured out of post. There is no point in reporting managers as they hold all the power, and cover each other's backs.*

*Department Head in Higher Education (20-25 years)*

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*Highlight that this is not just for 'black' people but for everyone to be aware of and working towards. It is not just about policies and training but how we are living our daily lives.*

*Tutor in Adult Community Education (10-15 years)*

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*This should be a substantial part of the work that UCU does and should actively be questioning our policies and the implementation of such policies*

*Head of Department in Higher Education (20-25 years)*

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*Perhaps the inclusion of more reps from BME backgrounds, so that the union is more representative of the people it is supposed to represent.*

*Lecturer in Further Education (5-10 years)*

*Make these issues more prominent on the Union's agenda in their negotiations with senior management*

*Lecturer in Higher Education (20-25 years)*

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*Ensure Unions are impartially elected, represent all members and the union is accessible to all. Union officials should not all be elected from one or two college depts. or social groups.*

*Lecturer in Further Education (15-20 years)*

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*Yes. UCU as an organisation needs to get its own house in order, in terms of staffing, training, promotion etc., all those things it's seeking to address within other institutions UCU should lead by example*

*Lecturer in Further Education (20-25 years)*

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*Acknowledge that it exists and work with HR in a meaningful manner rather than trying to brush issues under the carpet.*

*Project Officer in Higher Education (15-20 years)*

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*Be more proactive and supportive of people who experience it.*

*Course coordinator in Further Education (5-10 years)*

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*Join the dots. The majority of officials have no understanding of racism as they have not experienced it so they easily dismiss it so that the victim feels like they are being accused of using the race card.*

*Manager in Further Education 15-20 years)*

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*Focusing on mentoring places an emphasis on BME staff using 'lean in' solutions as individuals. It does little to promote structural change which is desperately needed. UCU needs to make substantial suggestions for structural change which do not rely on positive discrimination (of which I am in favour but which I know other colleagues do not support). For example, make funding bodies require institutions to have effective race and gender equality policies before any funding is awarded.*

*Senior Lecturer in Higher Education (5-10 years)*

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*Challenge Universities on lack of BME at senior levels at support staff levels and interview/chat to staff first hand*

*Lecturer in Higher Education (10-15 years)*

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*I would like to see HE institutions being asked about their recruitment practices (occasional and formal) and why they are not considering cultural diversity as an inherent practice of this process. I would like to see proof of how HE institutions are addressing cultural diversity and issues of racism in relation to academic subject areas - how are discriminatory practices taught through lack of knowledge of a wider and more inclusive range of subject matter, or particular trajectories of subject matter? I would like to see how research funds by Council Funding Councils are monitored in relation to equality and diversity of principle investigators. How can this be improved to reflect the diversity of staffing at a national level? I would like to see how internal funding by HE institutions is distributed in relation to equality and diversity of staff appointed.*

*Researcher in Higher Education (10-15 years)*

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*Raise more awareness with senior management. The more it is discussed, the easier it is to press them on what progress is being made on the race equality charter mark.*

*Senior Lecturer in Higher Education (10-15 years)*

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*Ask employers to publish every reported incident regardless of outcome. Make all incidents public knowledge.*

*Lecturer in Further Education (10-15 years)*

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*Provide training on what racism looks like in the workplace. Set up BME staff support group.*

*Programme Director in Higher Education (0-5 years)*

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*Supporting a rethink on how we design our own courses to address the Black and Ethnic Minority Attainment Gap issue that affects the sector as a whole. And, supporting the #whitecurriculum initiated by Black students at UCL, LSE Warwick and Birmingham.*

*Senior Lecturer in Higher Education (10-15 years)*

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*To make the BME a part of my work place - but separate from the University structures, that, although financially supported by the university, is not organised by the university in anyway.*

*Lecturer in Higher Education (20-25 years)*

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*UCU should have staff with expertise in this area within each institution in which it operates*

*Associate Professor in Higher Education (15-20 years)*

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*UCU needs to resolve its own internal racist issues before it can resolve those in the organisations it represents.*

*Student Services Manager in Higher Education (10-15 years)*

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*I would like UCU to consider pushing Universities for an open discussion. Rather having a knee jerk approach, we all have to openly discuss the approaches and barriers. Universities are increasing turning into closed boxes.*

*Lecturer in Higher Education (5-10 years)*

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*I don't know whether I have suffered racism or not, if I have it has been of the 'intuitional' nature. I have always just thought I wasn't good enough.*

*Coordinator in Higher Education (15-20 years)*

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*A campaign that increases awareness*

*Learning Support Lecturer in Further Education (15-20 years)*

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*Yes!!!! Check the number of non-White reps, ask yourselves questions about how difficult it is to represent people when you do not know their experiences and communities. Set up meetings to discuss racisms and its many forms in the workplace - come and visit us.*

*Lecturer in Higher Education (10-15 years)*

*It is very much deeply embedded for some people and there are actors and actresses in the workplace. Very difficult. A celebration of BME academics and educators is good idea. E.g. A campaign for new buildings or new facilities to be opened by or even named after prominent BME English/British activists, academics etc. Stuart Hall, Trevor Phillips, Bernie Grant, etc. This positivity can help to raise the profile of BME contribution and leadership.*

*Senior Lecturer in Higher Education (15-20 years)*

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*Some of our colleagues are visibly hostile towards black students and often say how needy and underachieving these students are. I would like the training concerning racism to extend beyond interaction between peers to include treatment of students.*

*Lecturer in Higher Education (10-15 years)*

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*Whatever you do will not be enough. Institutional racism runs deep.*

*Research Associate in Higher Education (15-20 years)*

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*Yes. Please apply your concerns about bullying and racism to EVERYone - including people from ethnic minority groups. Don't let them get away with racism and bullying, and making life for everyone else a misery.*

*Senior Lecturer in Higher Education (10-15 years)*

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*Raise awareness by having conference.*

*Senior Lecturer in Higher Education (15-20 years)*

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*Recognise that in HE racism is largely middle-class and structurally effected. You are unlikely to be verbally abused but likely to be excluded, under-appreciated and given the highest teaching loads and much of the drudge work as you are not expected to have management potential etc.*

*Professor in Higher Education (10-15 years)*

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*Raise awareness of the problem and organize training to help Majority ethnic staff to reflect on their own institutionalized attitudes*

*Senior Lecturer in Higher Education (20-25 years)*

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*Get white trade unionists educated and race aware*

*Principal Research Fellow in Higher Education (25+ years)*

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*No token gestures by having Black Practitioners - those days are dead and buried. Let me perform according to my ability and not the shade of my ethnicity.*

*Lecturer in Further Education (25+ years)*

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*Get local officers to have expertise in dealing with claims so we don't always have to rely on lawyers*

*Professor in Higher Education (25+ years)*

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*To show a real commitment to fighting racism in the workplace instead of using polite words and futile gestures; to focus on itself as a union to discover why it does nothing on race issues*

*Visiting Professor in Higher Education (25+ years)*

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*UCU should look at the promotions and scrutinise it. I am sure, the data will be alarming.*  
*Reader in Higher Education (20-25 years)*

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*Train more people on these issues, be proactive.*  
*Senior Lecturer in Higher Education (15-20 years)*

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*Provide advice for solo Black staff with no support at work*  
*Senior Lecturer in Higher Education (10-15 years)*

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*The grass root members should form a major part of any discussions, rather than the hierarchy making decisions and then implementing them. More ethnic members should be engage on panel discussions.*  
*Lecturer in Further Education (15-20 years)*

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*Please take the cases of BAME staff more seriously, there is always the element of people not taking us seriously. They know that many of us have no family to support us and this also makes us very vulnerable.*  
*Manager in Higher Education (15-20 years)*

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*I would like UCU to obtain and publicise data about the number of ethnic minority staff in positions of power/authority in the universities compared to the population as a whole. Universities are concerned about their WP agenda and widening participation for students but they should also be made aware about the need for increased diversity amongst their staff - and not just at the lower levels of the hierarchy!*  
*Research Fellow in Higher Education (25+ years)*

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*Ensure union reps are trained and fully aware of rights under racial and disability discrimination.*  
*Lecturer in Further Education (15-20 years)*

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*Raising and keeping the debate 'live'. More surveys would be good.*  
*Adult Learning Coordinator (15-20 years)*

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*I find using the term "black" as a synonym for "ethnic minority" objectionable for a number of reasons. It is the closest thing to "racism" I experience in my working life, and the union should really rethink this outdated word usage. This survey at least used the term "BME." I could elaborate, but this comment box has a word limit.*  
*Lecturer in Higher Education (5-10 years)*

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*See my previous comments on recruitment. Also I think a culture change is needed and that is not often achieved through policies which are often very tick boxy and liberal in their approach. I would prefer to see more deep rooted and radical approach to a culture of what I would call whiteness rather than just thinking in terms of racism. What is race after all? Do staff members know? Is it biological or does it allude to cultural phenomenon too. I would argue the latter is much more increasingly prominent factor for both BME students and staff. Lots of research has been done particularly at the University of [\*\*\*] on the Racist University and curriculum.*  
*Lecturer in Higher Education (10-15 years)*

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*Raise awareness among members - provide robust interrogation and support to indicate intolerance to such arrogant behaviours in the sector.*

*Lecturer in Further Education (15-20 years)*

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*I think the union needs to be more strategic and effective, otherwise they cannot help*

*Lecturer in Higher Education (10-15 years)*

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*Conduct a survey of HE/FE institutions to find out the level of black teaching staff. Take action to introduce a higher ratio of employment in this area.*

*Teacher in Further and Higher Education (20-25 years)*

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*Remove the one-year rule (now it is two years I guess) for employees to be able to take an unfair dismissal to court Remove the requirement for a reference letter from someone's immediate line manager to apply for a job, as this may sometime create room for unfair practices.*

*Lecturer in Higher Education (10-15 years)*

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*I would like to see a well-researched study of discrimination in relation to career progression and promotions. Discrimination in these areas is often invisible. It is easy to brush aside individual cases by blaming the competencies of the person. An institutional and sectoral profile of BME discrimination is necessary to put individual cases into perspective and highlight systemic issues.*

*Reader in Higher Education (10-15 years)*

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*There are some reps who unfortunately still see union activity in terms of bread-and-butter industrial relations issues and don't understand that racism and equality issues need to be taken seriously. This is why there needs to be better training on this.*

*Lecturer in Higher Education (0-5 years)*

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*Since most racism in HE is unwitting, encouragement to progress through mentoring and other channels may be more effective ways of tackling it.*

*Senior Lecturer in Higher Education (10-15 years)*

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*Levels of support vary from each UCU rep. It is a difficult area for many and some do not want to tackle difficult issues head on. Some are actually part of the problem.*

*Lecturer in Higher Education (0-5 years)*

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*BME are grossly under-represented in Higher education. Despite having to be over qualified, we do not progress because the skills for progress are not just work quality. BME individuals need more mentorship, skills training, and support. I tried to enrol in a mentor programme, but they could not find a suitable mentor! BME are especially absent in the social sciences and humanities.*

*Lecturer in Higher Education (5-10 years)*

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*Put pressure on the university to address the under-representation of BME staff in senior positions and take Race equality seriously and not use it as a window-dressing gesture*

*Reader in Higher Education (20-25 years)*

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*Racism is not 'academic' as often being treated. It is very difficult to prove but it is real. Perpetrators of racism don't leave evidence even when done institutionally.*

*Senior Lecturer in Higher Education (10-15 years)*



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