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The Tackling Racism Diagnostic Tool

You just look like you've got a tan.
Do you have hair under your hijab?
Do people eat insects in your country?
I just don't see colour.
I don't think of you as black.

**Call it
racism.**

#callitracism

This is a diagnostic tool which uses the Statement of Intent and the ‘White Supremacy to White Allyship’ (Singh, 2020) model to support moving towards a racially just institution, and how different roles within the institution contribute to make this happen.

This tool takes forward how each institution’s commitment to the Declaration Against Racism and the Statement of Intent which can lead to tangible action.

- a) If you are an institutional leader (principal, senior executive or governing body member), this tool enables a strategic perspective on how to move your institution along the journey towards allyship, by identifying the gaps and determining what action is needed.
- b) As a Head of School or Department in an institution, this tool can support you to understand where you are in the journey towards a racially just institution, where you can make changes towards allyship.

- c) If you are a programme/course leader in an institution, the diagnostic tool can highlight aspects which need to be addressed through learning and teaching materials and fostering an anti-racist culture, and moving towards an anti-racist pedagogy.
- d) If you are a professional services member of staff, the diagnostic tool can highlight how, for example, HR and organisational development can support more ethnically diverse workforce. It will also support with dealing more effectively with grievance procedures.



	WHITE SUPREMACY	WHITE INDIFFERENCE	WHITE AWARENESS	WHITE ALLYSHIP
1. Fostering an anti-racist culture of understanding	Acceptance and active support of existing culture including active denial of FE/HE culture supporting embedded racism.	Relates to racism through the prism of liberal 'political correctness' and therefore does not engage fully with the idea of FE/HE culture being impacted by racism.	Recognises the link between racism and power and seeks to find ways to address the FE/HE culture. Seek to address racism but through opaque language (EDI banner).	Interventions in place addressing: • representation of BAME people decision-making • all discipline research environments operate through active rejection of white hierarchy • culture to call out and address racism is actively in place
2. Supporting an Anti-Racist Curriculum	Does not engage with curricula review based on removing embedded racism, takes steps to preserve existing curriculum and prevent redress.	Continued and dedicated defence of western 'universalism; and the right to offend.	Engages with the concepts of historical racism and with debates around learning & teaching as vehicles though requires 'convincing' in terms of application to all disciplines.	Programme of curriculum review results in curricula; • free from components that reproduce racism • learning that acknowledges and addresses racism where it has existed • expects capability to call out/question in the learning environment
3. Constructing systematic, anti-racist development practices	Does not recognise that development routes within FE/ HE supports existing hierarchy of whiteness through the development on offer, the delivery and the content.	Unwilling participant in development activities and events, questions purpose and has some desire not to engage beyond the minimum.	Accepts racism as a product of society and engages with unconscious bias concepts. Seeks to engage across a range of events and activities but does not embed development beyond the development space. There is an emotional engagement with racism and its impact.	All development offerings for staff and students embodies anti-racism; • induction and continuing development models are anti-racist • specific race equality training explores institutional racism, white privilege, power and microaggressions • trainers have been through anti-racist modules • training and development is reviewed via curriculum review principles
4. Investing in a diverse workforce	The FE/HE does not engage with efforts to diversify the employee population preferring to reinforce the status quo activity supporting the assumption that genuine meritocracy exists.	Belief in meritocracy but also that there is some 'deserving disadvantages' deserve help.	Supports the ideas behind diversity in the workforce (student population) though tangible and SMART activity is not realised.	Scotland's colleges and universities reflect diversity at all levels actions include; • recruitment processes reviewed and amended • monitoring and evaluation of applicant, shortlisting, appointments progression/promotion transparent promotion data • positive action measures in place

	WHITE SUPREMACY	WHITE INDIFFERENCE	WHITE AWARENESS	WHITE ALLYSHIP
5. Recording and responding effectively to racist incidents	The FE/HE does not activity engage in discussions about racism and questions the relevance of racism in staff/student behaviours resulting in poor to non-existent incident reporting.	There is a lack of engagement with what would constitute racist behaviour in terms of incidents that occur or in one's own behaviour or in the structures of the FE/HE.	Discussions around race and racism are tentatively approached. Language is a difficult area, so articulation for individuals/ organisation is emotive rather than rational and action focused.	Racist incidents are; • treated as racist, recorded, investigated and resolved using secure and robust systems • processes embed addressing racism • those investigating have been appropriately trained and follow a victim-led approach • the FE/HE routinely reports on incidents
6. Monitoring and reviewing organisational race data	The FE/HE does not accept that data reveals links to privilege and as a result denies the need to address unreasonable advantage resulting from being white.	Assumes responsibility of 'poor' data is always down to individuals rather than addressing FE/HEI issues that prevent data sharing. Requires legal basis to engage in the area and even then with reticence.	Data becomes the proxy for activity to address racism. Efforts focus on quantitative rather than lived-experience due to the nature of discussion about numbers being less 'awkward'.	The FE/HE ensures all reporting on 'people' information explicitly reports ethnicity data; • across the employee/student journey • understands the story in the data, e.g. the BAME attainment gap • data is robust and accurate • data includes complaint/grievance/etc • data supports equality impact assessment and evidence based action planning • data is reported to relevant committees/boards
7. Consulting with Black community partners	There is no attempt to engage with Black/BAME members of the FE/ HE community – there is a denial that specific lived-experience is relevant in the FE/HE environment.	There is no acceptance of whiteness and white privilege and therefore engaging with groups of interest is secondary to engaging with the overall population. The lived-experience is denied based on meritocracy and the right to offend.	There is a desire to engage with relevant issues in relevant spaces - EDI Committee/Board. There is minor progress in embedding anti-racism via data rather than action.	The FE/HE clearly demonstrates engagement with the BAME community; • develops and supports staff and student networks • engages beyond the institution through professional and academic bodies in shaping activities • creates open space and amplifies voices through engagement activities such as staff/student surveys
8. Being held accountable	The FE/HE does not participate in public or visible actions address racial bias or inequality. There is no drive/basis to support individuals to accept and take responsibility.	There is a focus on BAME staff and students building resilience, rather than an institutional responsibility.	There is an understanding the need to overcome unconscious bias which supports personal/ institutional responsibility.	The FE/HE takes a lead role in accepting and taking responsibility. • signs The Declaration • undertakes a Statement Self-Assessment • sets expectations for all employees around behaviour • takes action against unacceptable behaviour • supports a call it out ethos



**Racism exists
on our campuses
and in our society.
Call it what it is
and reject it in
all its forms.**

**We stand united
against racism.**

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Offensive questions, stereotypes and 'jokes' have a lasting impact on individuals, affecting their mental health, career progression and overall welfare at university.

It's time to stop sweeping these microaggressions under the rug.
Call racism out for what it is and challenge unacceptable behaviour.

It's time to take a stand.

Space for your call to action
and contact details

#callitracism

Call it racism | Challenge racist behaviour | Change racist structures