

**INCREASING ACCESS  
TO HIGHER  
EDUCATION IN  
GLASGOW FOR ETHNIC  
MINORITY STUDENTS**

**Report 1  
A review of Literature and Statistics**

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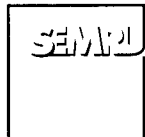
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## PREFACE

Given the Glasgow Caledonian University's mission of increasing access to high quality, flexible, vocational higher education through appropriate programmes of study and support, this project was jointly initiated by the Scottish Ethnic Minorities Research Unit and the Department of Student Services to examine the response of the University to the needs of students from a diverse range of minority ethnic backgrounds. The initiative has two complementary strands namely; Research and the Development of Support Mechanisms and Policies.

This report is the first of a two part series and is based on the initial findings of the research. It focuses mainly on a review of existing material pertaining to ethnic minority students and higher education in Britain. Given the limited availability of documented information on ethnic minority students and higher education in Scotland, the primary aim of this phase of the research was to collect and co-ordinate relevant data so that a theoretical context may be provided, against which an empirical survey may be planned, developed and evaluated. This phase of the work involved a literature review, analysis of existing statistics relating to ethnic minority students (both internal and external) and interviews with staff members within Glasgow Caledonian University (GCU). The second report in the series will highlight the findings of an empirical survey. The empirical survey will be conducted in the Greater Glasgow Area (GGA) and the primary objective will be to establish the specific needs of and, barriers facing ethnic minority communities in terms of accessing higher education thereby enabling the University to develop support mechanisms and policies aimed at improving access for these communities.

### A Note on Terminology

For the purpose of this study, the terms "ethnic minority", "minority groups" and "black and ethnic minorities" are used to refer to 'people of colour', mainly of African/Caribbean, Chinese and Asian (Indian, Pakistani & Bangladeshi) descent.

"GCU" is used as an abbreviation for "Glasgow Caledonian University" throughout the text.

## SECTION ONE : THE PROJECT

### BACKGROUND TO THE PROJECT

Statistics from the Academic Administration (GCU) indicate that not only is the University performing well in its recruitment of ethnic minority students (445 in Academic Year 1992/1993 or 5.3% of registered full time students) but that it has the potential to offer opportunities to greater numbers of students from ethnic minority communities. Currently, although the university provides many broad based learning support services, it has no specific support provision in place for ethnic minority students. Moreover, the particular needs of ethnic minority students with regard to further and higher education, remain largely unknown.

Given the above, it had been proposed that the present project be initiated to address the needs of both the existing and potential ethnic minority students. The project, funded by the Scottish Higher Education Funding Council (SHEFC) forms part of a major programme aimed at widening access to higher education. The initiative has two complementary strands namely; research and the development of support mechanisms and policies within the University. It was envisaged that the latter stage would essentially be guided by the research findings and will be implemented by the Student Services Department (GCU). In this regard, it is anticipated that certain initiatives for example, the employment of an ethnic minority student adviser, a mentoring system and redesign of existing resources would also be considered.

The primary aim of the research was to establish whether or not the lack of specific provision for ethnic minorities is a deterrent to potential ethnic minority students with a view to increasing participation through enhanced support. The project aimed also at evaluating the university's equal opportunity policy and practice and at establishing the needs of the current ethnic minority students and the local ethnic communities. Aspects such as marketing, student recruitment strategies, admissions procedures and student monitoring would be reviewed with a long term aim of embedding a model of good practice and new systems within Glasgow Caledonian University. More specifically, the following aims and objectives are outlined:

## AIMS AND OBJECTIVES

### Aims

- To increase participation numbers and rates amongst ethnic minorities in the West of Scotland.
- To identify support needs of ethnic minority students attending GCU.
- To develop appropriate support mechanisms for these students.

### Objectives

A summary of the main objectives is provided below:

- Establish a profile of ethnic minority students in GCU and where possible, other Universities in Glasgow.
- Match application, offer and enrolment by ethnicity and gender within GCU.
- Follow-up student withdrawals within GCU to identify any cultural or race-related reasons for withdrawal.
- Establish staff members perceptions of ethnic minority students' needs within GCU.
- Provide baseline information on current student support services within GCU and where possible, other Universities in Glasgow.
- Interview current students to identify any specific or perceived academic or advisory needs, wants, policy issues, attitudes or barriers.
- Survey target groups (particularly mature adults) within the local ethnic community to identify perceived needs, wants and barriers to access.

- Develop support mechanisms (for example: ESL support, cross cultural counselling provision, information provision, staff development and training).
- Pilot and evaluate the success or otherwise of these support mechanisms and embed good practice.

## THE RESEARCH

### RESEARCH METHODOLOGY

A combination of both qualitative and quantitative approaches was adopted during the research process. Given the relatively small size of the ethnic community in Scotland (1.3% of the total population), many researchers (Forrest and Murie, 1991; Mooney, 1994; Rai, 1995; Dalton and Hampton, 1995) have recognised the value and relevance of using qualitative research techniques to assess the needs of these communities. Rather than being representative, these methods are able to reveal real circumstances, experiences and processes which can provide additional insight into, and understanding of the communities that are studied. Thus, even a small number of interviews can reflect where needs, experiences and processes differ or are essentially similar (Rai, 1994). The following discussion includes a brief description of the methodologies used in both the literature and the empirical surveys.

#### Literature survey

This phase involved data collection from three main sources:

##### Library search

The primary aim of the library search was to gather literature on ethnic minorities and higher education in Britain; to review previous studies that had been conducted on higher education and ethnic minority communities and to evaluate the current status of ethnic minorities with regard to higher education in Scotland in particular.

The library search involved a general keyword and author search on the University's Dynix System. In addition, the CD Rom and other computer information systems such as JANET and BIDS were also used. The Sociological

indexes such as the Aslib Index of Theses were examined and Journal articles that were unavailable at the GCU library were obtained through inter-library loan. The data collected were systematically analysed and the main findings were summarised.

#### Analysis of existing data relating to ethnic minorities; GCU and other Universities in the Glasgow area

The main aim of this phase was to establish a profile of the ethnic students population in Glasgow and to provide baseline information on current student support services within GCU and other Universities in Strathclyde.

This was a quantitative exercise involving the collection and processing of statistical information relating to ethnic minority students within GCU. This included data pertaining to age, gender and ethnic origin of applicants; distribution of registered courses by ethnic origin and completion/withdrawal rates of students. Three other Universities (Strathclyde, Paisley and Glasgow) were also contacted in an attempt to obtain similar information so that comparisons might be made. Unfortunately despite a series of attempts, none were prepared to provide the required information.

In addition, a questionnaire (Appendix 1) was designed to assess the status of current equal opportunities policies and practice within these four Universities. This was posted to the registry departments of the Universities and again the response was poor with only GCU and Glasgow University responding to the questionnaire.

#### Interviews with staff members within Glasgow Caledonian University

The aim of this exercise was to evaluate the experiences and perceptions of academic staff who had some experience in counselling ethnic minority students within GCU and to establish staff members perceptions of ethnic minority students' needs.

Approximately 60 academic counsellors and year tutors within eight departments in the University were invited to participate in short semi-structured discussions. Overall, 25 staff members finally agreed to participate in the discussions. A checklist was used to guide the discussion (Appendix 2) and the areas covered during the discussions included, the staff members experiences with regard to counselling ethnic minority students; their attitude towards and

perceptions of students needs, ethnic monitoring, equal opportunities policies and practice, referral procedures, and existing student support services.

This initial survey assisted the researchers in detecting variations that occurred between ethnic groups and identified specific issues that the empirical survey needed to address. Data gathered during this phase contributed towards the construction of a theoretical frame of reference against which the empirical survey was planned and evaluated.

## **Empirical Survey**

### **Study Area**

The empirical survey is being conducted within the geographical area that is commonly defined as the Greater Glasgow Area and includes Glasgow City, Eastwood, Clydebank, Strathkelvin, Bearsden and Milngavie Districts. It was considered appropriate to focus the study within this area since a substantial number of black and ethnic minority people (41.9 % of total ethnic population in Scotland) reside within this area. The different ethnic groups that reside in this geographical location include Pakistani, Indian, Bangladeshi, Chinese and African-Caribbean, the dominant group being Pakistani (47 % of the total ethnic population in the GGA). The ethnic communities tend to be concentrated within certain areas, mostly inner-city and the immediate vicinity of the University.

### **Data Collection**

Data will be collected from three empirical sources:

- A sample of ethnic minority students who are in their final year in secondary schools within the study area.
- A sample of ethnic minority households from communities throughout the Greater Glasgow Area.
- A sample of current first year ethnic minority students attending GCU.

A Semi-structured questionnaire will be utilised as the main method for data collection within each sub-sample. The questionnaires will comprise a range of open and closed questions to ensure the collection of both quantitative and

qualitative data. A core of similar questions will be included in all three questionnaires to ensure that comparable data are collected from the sub-samples. In addition, a set of variable questions will also be included in each questionnaire to obtain specific information from the three groups.

For example, the questionnaire to be used with the sample of school children will include questions that will determine their future aspirations, attitudes towards higher education institutions in Glasgow and their needs, perceived barriers and problems with regards to accessing higher education in Glasgow.

On the other hand, with the sample of students attending GCU, the questionnaire will aim to collect data pertaining to the students experiences within the University and their perceptions regarding student recruitment and enrolment, staff, courses offered and needs in terms of student support services and related issues.

Finally the questionnaire to be used within the community will focus mainly on the attitudes of ethnic minority adults towards higher and further education institutions in Glasgow and will aim to establish whether ethnic minority adults have any specific needs or experience problems with regard to accessing higher or further education.

In addition to the questionnaire survey, it is anticipated that a focus group discussion or workshop will also be held. This will involve community workers, teachers, academics and other similar interest groups who have a wealth of experience and knowledge relating to local ethnic needs.

### **Sampling**

Given that qualitative methods are being used, it is not necessary to draw a very large sample. It was therefore decided that a sample size of 90, approximately 30 participants from each sub-sample within the sample frame would be adequate for the purpose of this study.

The sample of households will be drawn from areas of high ethnic minority concentration within the designated study area. In this regard, Small Area Statistics based on the 1991 census will be used to isolate the postcode sectors wherein more than 6% of the population are of ethnic origin.

### **Data Analysis**

The quantitative data collected to date were processed using the Statistical

Package for Social Sciences (SPSS) and summaries of the data, tables and graphic representations were prepared to highlight the significant findings. Content analysis techniques were used to process and evaluate the qualitative data.

## THE DEVELOPMENT OF SUPPORT MECHANISM AND POLICY

The development of support mechanisms and policies will be based largely on the findings of both the initial and the empirical research. Given the information gathered so far, it is anticipated that this phase will involve numerous initiatives as outlined below. On the basis of the initial findings, work in some areas has already commenced.

- **The appointment of an ethnic minority Student Adviser:** This is pending and will be fully considered once the empirical survey is completed.
- **Run and publicise advisory service:** Links have already been established for referrals to the local ethnic minority advice agencies and a reference directory of local ethnic minority facilities and agencies has been produced.
- **Design, launch, run and monitor an ethnic minority Mentoring Scheme initiative:** This part of the project is drawing on the work of the National Ethnic Minority Mentoring Consortium and the design is completed. The launch and initial evaluation of the proposed scheme is planned for September 1995 - April 1996.
- **Review of prospectuses/production of information:** An initial review of prospectuses is completed and the information has been revised and improved. Further modifications will be made on the basis of the research findings, if necessary.
- **Advice line/information day:** pending the empirical survey results.
- **Equal Opportunities Policy for students:** pending the empirical survey results.

## SECTION TWO: THE INITIAL FINDINGS

The initial findings are presented in three parts; part one presents a review of recent related work while part two deals essentially with the presentation of statistical information. The latter two parts of this section discuss equal opportunities policies and the information obtained during the staff interviews.

### THE REVIEW OF RECENT RELATED WORK

#### Introduction

Although numerous studies relating to education, race and culture have been conducted since the early eighties, documented evidence relating mainly to higher education, remains fragmented and incomplete. In particular, comparative regional research or specific Scottish studies (both qualitative and quantitative) relating to higher education and ethnic minorities, is notably scarce. To date, most studies are regionally based (primarily England) and tend to be restricted mainly to primary and secondary school levels, or are to specific issues such as underachievement (Rampton, 1981; Taylor, 1981; Driver and Ballard, 1981) and the debate surrounding multicultural education (Figueroa, 1991; Mirza, 1992).

Troyna and Edwards (1993) concur that research into the educational needs of a multicultural society has a tendency to crystallise around the contentious matter of whether schools (and to a lesser extent, tertiary institutions) should adopt a transmissionist or transformative stance. This, they conclude, has resulted in research that has centred mainly on issues such as curriculum development, language, the 'racial' attitudes of teachers and pupils, comparative academic performance along ethnic lines and institutional policies on multicultural education.

Moreover, literature arising from qualitative research, is at least rare with most education researchers solely confining their work to quantitative methods. Drew and Gray (1991, in Goulbourne and Meeks, 1993: p.26) concur that "...to date we lack a study...covering a sufficient range of variables, with a nationally representative sample, combining both qualitative and quantitative forms of data gathering..." Whilst acknowledging that most policy-makers tend to "seek methodologies that are well established, non-controversial and statistically based", Troyna and Edwards (1993: p.29) maintain that there is a need for more



action and ethnographic research.

Education researchers (Craft, 1983; Singh, 1990; Goulbourne & Lewis-Meeks, 1993) agree that higher education is far behind schools in assessing the experience of ethnic minority students as well as in developing and monitoring equal opportunity policies within higher education institutions. Indeed, Singh (1990) maintains that the question of racial discrimination in higher education has yet to be fully investigated. The research lag in this area partly due to the 'colour blind' approach adopted by many researchers and practitioners and a prevalent view that a liberal statement of commitment to the pursuit of academic goals regardless of race, creed or sex made the consideration of equal opportunities action unnecessary (Goulbourne & Lewis-Meeks, 1993).

Ethnic research in higher education has also been hindered by two other critical factors, namely: the prevailing general view that higher education institutions are incapable of discrimination or unequal treatment (Jewson et al, 1991); and the lack of systematic data collection on ethnicity which renders statistical analysis problematic.

Recognising the limited and fragmented nature of documented research on ethnic minorities and higher education, the present review attempts to co-ordinate relevant material, especially those relating to Scotland. The material selected during this exercise and its treatment reflects the main aim of the project.

### Recent research...

*"...the black experience of HE (higher education) is essentially one of isolation-usually within the course and often within the institution. Coupled with the lack of black staff as mentors or role models, survival and success within HE requires a significant degree of self confidence and determination..."*

(Bird et al, 1988: p.17)

Generally, there is a growing acceptance that ethnic minority communities have specific social circumstances and life experiences that require appropriate responses (Rai, 1995). Compared with England, education authorities in Scotland, have been slow to respond to the specific needs of these communities due to the lack of knowledge of the social and economic requirements and circumstances of

these groups. Also, the limited understanding of race relations and a prevailing belief that racism is not a major problem within Scottish society have impacted negatively on the lives and opportunities of the resident ethnic minority communities (Walsh, 1987; Armstrong, 1989; Bain and Hampton, 1995).

Given the youthful age profile of ethnic populations, there is often a desire and strong commitment by most ethnic minority communities to educate their children and allow them better access to jobs. Many researchers agree that the educational aspirations among ethnic minority groups are relatively high. Brown (1984) recorded that a higher proportion of ethnic minority students aged 16 to 19 years were in full-time study compared to the white majority population. Some researchers (Knox and Siann, 1990; Brennan and McGeever, 1990; Singh, 1990) believe that certain ethnic communities relate higher education to family honour and status. Bhachu (1985, in Singh 1990: p.349) suggests that **"for Asian parents university education, particularly for boys, is seen as a 'must' and that failure to gain some sort of 'O' and 'A' Level qualifications lowers their social status within their own community. In the case of Asian girls, higher education qualifications are thought to improve considerably their chances in the 'marriage market' "**.

For example, it has been established that Muslim mothers in Scotland generally regarded higher education for their daughters as crucial, and that education is among many interlinked variables that contribute to a family's honour (Knox & Siann, 1990). Brennan and McGeever (1990) argue similarly that ethnic minority parents perceive the educational achievement of their children as a reward for their having fulfilled their social and moral duty towards their children, earning recognition, pride and status within their own community. There is also evidence to support the view that Asian and West Indian people are substantially more likely than white people to pursue higher education after leaving school (Taylor, 1976; Hamilton, 1994).

Despite their growing commitment to higher education, access to higher and further education is not always easy for ethnic minority communities in Scotland, ethnic minority students face numerous barriers in this regard. (Vellins, 1982; Bird et al, 1988; CRE, 1992b; Panesar, 1995). The CRE (Commission for Racial Equality) (1992b: p.19) confirmed that some ethnic minority students have a different and inferior experience of higher education than their white peers. They maintained that ethnic minority participation rates in higher education are **"...a function of a complex set of variables and factors...demography, cultural perceptions, school attainment, systems of student maintenance, the nature of graduate labour market and socio-economic factors will all influence participation rates of different racial groups on HE..."**

### Access to Higher Education Institutions

It has been widely recognised in Britain, that the proportion of acceptances at higher education institutions, is far lower than the proportion of applications from ethnic minority candidates and that acceptance rates tend to be lower for ethnic minority candidates despite equivalent qualifications (Singh, 1990; Taylor, 1992; Goulbourne and Lewis-Meeks, 1993; Modood and Shiner, 1994). In particular, admissions procedures have, in the past five years, come under scrutiny and it has been identified as a major barrier to ethnic minorities entering higher education (CRE, 1987, 1988, 1992b).

In a CRE investigation the admission rates of chartered accountants were evaluated and though the CRE was satisfied that there was no deliberate policy of discrimination, the CRE recommended that recruitment and selection modes be improved to widen access to ethnic minority students (CRE, 1987). In another similar investigation, the CRE having found evidence of direct discrimination on racial grounds advised educational institutions to ensure that subjective assessment of applicants is carried out in a bias (culture and race) free manner and to ensure that every stage of the admissions process is carefully monitored. (CRE, 1988).

In a more recent study, evidence of discrimination with regard to admissions into medical schools was documented. A study involving all the medical schools in the United Kingdom (28) found that people from ethnic minority backgrounds are disadvantaged principally because ethnic origin is assessed from a candidate's surname (McManus et al, 1995). The researchers found that having a European surname was a strong predictor of success, implying direct racial discrimination. In the same study it was noted that ethnic minority applicants were 1.46 times less likely to be accepted than their white counterparts. In a similar study, McKenzie (1995) found that Asian students at Manchester University Medical School were more likely than white students to fail final year clinical examinations and pointed out that the problems of discrimination do not necessarily disappear on acceptance into a medical school.

Other researchers (Modood and Shiner, 1994; Goulbourne and Lewis-Meeks, 1993; Taylor, 1992; Singh, 1990) found that ethnic minority applicants, despite having the same qualifications as their white counterparts, were less likely to be accepted in certain higher education institutions. Prejudice may occur in selection of candidates through application of subjective criteria, for example; hobbies, cultural interests, attitudes and communication skills that may bias certain racial groups. The impact of such factors may be significant in explaining the lower numbers in higher education where elitist attitudes prevail and

competition for places is intense. Singh (1990) claims that there appears to be discrimination in academic assessment as ethnic minority students tend to experience a higher than average failure rate. Although the author concedes that there is insufficient concrete data to substantiate this claim, he nevertheless asserts that this should not be ignored.

Taylor (1992) conducted a detailed analysis of ethnic group data collected by UCCA in 1991 and found that acceptance into universities varied according to ethnic origin and indeed, that acceptance rates for Black African and Caribbean applicants were consistently lower than any other ethnic group. More specifically, he found that the highest acceptance rates were for the white population (53%), with the rates for Black African and Caribbean being the lowest (27%). Also, the acceptance rates for all Asian groups were again much lower than those for whites, ranging from 35% for the Pakistanis to approximately 50% for the Chinese. Taylor recommended that training should be given to admissions tutors, or that a code of practice be issued to ensure an awareness of the implications of using certain selection criteria or procedures.

In a follow up study, Modood and Shiner (1994) analysed the PCAS and UCCA data collected in 1992 and confirmed the co-relation between ethnic origin and acceptance rates at universities. Their findings revealed that black (African-Caribbean) and Pakistani applicants were significantly less likely to be admitted to university whilst Chinese and other Asian were more likely to gain admission. They concluded that some ethnic differences in the rates of admission to universities remain unexplained and pointed to the possibility that some of the differences in the rates of admission were a product of direct discrimination.

Moreover, apart from the ethnic variations noted in admission rates, certain researchers (Ballard and Vellins, 1985; Goulbourne and Lewis-Meeks, 1993; Panesar, 1995; Arora, 1995) also stress the gender bias that exists within ethnic groups. It is generally felt that women are less likely to obtain places in higher education. Goulbourne and Lewis-Meeks (1993) found that the acceptance rates for women applying through PCAS were between 5 and 7 per cent less than men within the same ethnic group. Arora (1995) asserts that the dual role of racism and sexism impact negatively on women in education and employment.

A third dimension to debates surrounding ethnic minority participation rates is social class. Vellins (1982) maintains that no minority group study, within the context of a western society can be complete without examining the position of that group within the occupational or class structure of the society and concludes that social class plays a significant role in higher education participation rates. However, the specific implications of social class in terms of ethnic groups and higher education remains shadowed, as there is little agreement on whether

social class affects ethnic minority participation in education though it is generally thought that class is not a significant factor (Brennan and McGeever, 1990). Comparable information relating to social class and higher education in Scotland was unavailable, and in this regard the researchers hope that the empirical survey will reveal throw some light on the debate.

But this must be viewed against the recent cuts in grants and removal of student's benefits rights which has led to widespread deprivation amongst the student population and greater reliance on families for financial support. This has created distinct class divisions with children from social classes 4 and 5 being less likely to progress through the higher education system (Pearson et al, 1989). Though figures are not available specifically for ethnic minority students, the data collated must be seen to include those of ethnic minority origin.

In recent years there have been strong arguments (Singh, 1990; CRE, 1992c; Hamilton, 1994) to support the value of monitoring the ethnic origin of students within higher education institutions and since the late 1980's the monitoring of ethnic origin of students has to some extent been considered by some universities in Britain. The CRE (1992c) claims that it is a useful way of revealing patterns of racial inequality, identifying barriers that might account for the differences between ethnic groups and if used effectively should be able to recognise when any differences are caused by racial discrimination or by other factors. Hamilton (1994) agrees that monitoring has great potential benefits for racial equality. In this regard, the Scottish Education Department has recently requested that all school authorities in Scotland monitor ethnic data (CRE, 1991).

There has been some resistance regarding monitoring of application and admission rates by ethnic origin. For example, in a study undertaken by Bird et al (1992: p.20) some of the concerns raised included: "...it would be too costly in staff time; it would only be relevant to monitor in institutions with large concentrations of ethnic minority students; many tutors held the view that judging academic standards alone militated against bias, and hence made such monitoring unnecessary; there were concerns that monitoring would draw unwelcome attention to ethnic minority groups and would emphasise cultural differences that were not relevant to higher education...".

### Other barriers to Accessing higher education

More generally, in terms of higher education, various researchers (Vellins, 1982; Bird et al, 1988; Singh, 1990; Taylor, 1992; Panesar, 1995) have identified a number of barriers experienced by ethnic minority students and highlighted certain relevant issues that higher education institutions would need to consider.

For example, in a study conducted by Bird et al (1988) (who interviewed ethnic minority students) it was found that a number of barriers hindered access to and progression through higher education. These included; a lack of interaction between schools and universities, a lack of accessible information, the admissions process, the curriculum content, a general feeling of isolation, and 'covert' or 'overt' forms of discrimination. Although the sample used by Bird et al, was varied in terms of ethnic origin, age, gender, and class, the study found that all the students faced similar barriers albeit not to the same degree. The researchers noted that there was a general feeling amongst the students that the perceived barriers impacted negatively on their experience of higher education. In an earlier study, Vellins (1982) found that attendance at inner city schools, cultural conflict, lack of fluency in English, and racial discrimination also proved to hinder progression to higher education.

More recently, Singh (1990: p.354) outlined many factors, both internal and external, that could contribute towards deterring many ethnic minorities from pursuing higher education. Singh believed that in addition to internal factors such as as motivation, aspirations and ability, numerous external factors including discrimination in admissions, racial harassment inside institutions, the general ethos of higher education institutions and the curriculum, also presented barriers in terms of accessing higher education. Regarding racial discrimination, Singh mentions especially, "...the over-reliance on 'O' and 'A' Levels which disproportionately excludes applicants from particular racial groups...". Goulbourne and Lewis-Meeks (1993) concur that the 'A' level qualification is one of the main devices used for determining entrance into higher education and that most ethnic minority applicants are less likely to apply on the basis of 'A' levels consequently rendering them in a position of disadvantage.

Moreover, Taylor (1994) contends that the over reliance on 'O' grades impact on those with overseas qualifications (especially ethnic minorities and refugees) indicating that they have limited access to higher education and the labour market. This notion is highlighted in an earlier study of refugees in Strathclyde where McFarland and Walsh (1988) found that the occupations of the respondents in their sample were not commensurate with their qualifications or previous work experience. They found also that many respondents experienced

difficulties even in getting their overseas qualifications recognised in Scotland. The researchers concluded that this situation was a source of distress to many who saw this as a rejection of their skills and were forced to re-train for lower grade occupations.

Additionally, Panesar (1995) found that ethnic minority women especially, were confronted with certain barriers that effected their chances in gaining entry into higher education institutions. She found that most Asian women in her study did not know where to get educational guidance and therefore were unsure of career choices. Further, she maintained that pressures of marriage, stereotyped notions of Asian women by careers advisers, concerns about the English language, financial problems and bad experiences at school also proved to be problematic.

Other researchers (Singh, 1990; Jewson et al, 1991) consider a number of factors inherent within higher education institutions that could affect ethnic minority students. These include matters relating to the institutions' general ethos, the curriculum, and the marketing strategies which impact significantly on the 'image' portrayed. Singh (1990: p.345) concurs that "... **not only the general ethos but even the nature of the curriculum can deter some sections of ethnic minority communities from entering higher education institutions...**".

In an evaluation of University prospectuses, Jewson et al (1991) found that although most of the prospectuses visually portrayed a multi-ethnic cultural setting for students, ethnic minority staff featured very poorly. Moreover, the researchers found that textual substance revealed little evidence of the universities' sensitivity to the needs and requirements of potential ethnic minority applicants. Also, over three quarters of those evaluated (79.2%) made no reference to any equal opportunity commitment. The main conclusion drawn from the study was the visual displays of a multi-ethnic student population was an attempt to attract the overseas market rather than a conscious effort to reflect a multi-cultural Britain.

The choice of university is likely to be influenced by a wide variety of factors which may include knowledge of the institution, the images portrayed and contact with others who have had experience in higher education (Goulbourne and Lewis-Meeks, 1993). Commenting on the Jewson et al study, Goulbourne and Lewis-Meeks (1993) conclude that if support mechanisms within universities are lacking (as demonstrated by Jewson et al, 1990) then applying to a local higher education institution may be a way of remaining near methods of support. The mainly 'white' image presented may explain why ethnic minorities tend to apply to those institutions which they know already have a high proportion of ethnic

minority students. Although some English researchers (for example, Taylor, 1992) maintain that ethnic minority candidates are more likely to apply to local higher education institutions and are less likely to be accepted, this study has found that in particular, the Scottish domiciled applicants had been especially successful in gaining acceptance within Universities in Strathclyde during 1994/1995 (See Table 2). In particular, Bangladeshi, Indian, Pakistani and white groups appear to be well represented with approximately 40% of local applicants being accepted by universities in Strathclyde. Only the local black groups, (ie the Black 'African and Other' appear to be under-represented (See Tables 1 and 2).

### Course Selection

Singh (1990) points out that, based on the available research evidence, ethnic minorities are not evenly distributed across all types of courses in higher education institutions. He maintains that various factors influence subject choice, especially conditions in the labour market and racial discrimination. In higher education a majority of Asians are found in the Business, Science and Medical faculties (Hamilton, 1994, Goulbourne and Lewis-Meeks, 1993). In particular, Vellins (1982) found that compared with UK students as a whole, South Asian students were strongly represented in the fields of medicine, medically related subjects, engineering and the pure sciences and under-represented in the arts and languages. Vellins also found that Asian females appeared to be attracted to pure and social science subjects.

In a study of Muslim school girls in Scotland, Knox and Siann (1990) found that a substantial number wanted to be doctors. They argue that although the girls portrayed genuine interest in health care, parental belief that medicine is a respected and desirable occupation did play a significant role in influencing their career choice. The researchers noted further, that there was a distinct lack of knowledge of other careers in medicine and health care. They concluded that this was due to a lack of careers information available to families, especially since the parents themselves were educated in a different country under a different system.

In another study recently carried out amongst young Chinese in Glasgow, Shing and Thornley (1994) found that approximately half (45%) of those in further or higher education were studying for a B.A or B.Sc. and in particular, about a fifth (20.4%) studied engineering and maths and 16.1% studied accounting. By comparison, only 9.7% were found to be studying art/design and architecture. Again, similar to the Asian students in Vellins study, the Chinese students in this study appeared also, to be attracted to engineering and pure sciences rather than to the arts.

## Career prospects

Taylor (1994: p.14) contends **"...that the role of universities in providing equality of opportunity goes beyond that of admissions. Higher education is an educator of the majority of applicants to the professions and therefore should have a moral obligation to assisting the achievement of equality in the wider labour market..."**.

But, Meikle (1993) asserts that ethnic minority graduates are more likely to be unemployed, have a harder time finding work and are less satisfied with the jobs they get. Troyna and Jenkins (1983) concur that higher education qualifications do not appear to give the ethnic minority population the same advantages as the white in the labour market. For example, the Kaleidoscope (1994) indicated that white and Chinese people are up to four times more likely to get well-paid jobs in the business sector than Pakistani men who suffer the most discrimination.

But in another study, Shing and Thornley (1994: p.13) found that Chinese graduates are equally disadvantaged in the job market. They found that there are few jobs opportunities available to the Chinese population and that employers expect candidates to offer both qualifications and experience but are unwilling to employ the newly qualified so that they may gain experience. Respondents in their study also indicated that the Chinese population did not have access to training places or placements. They concluded that **"...every Chinese young person between 16 and 34 whether academically qualified or not would have experienced the common "catch 22" situation of not being able to find work because of lack of experience, but not being able to obtain the experience through work..."** and added that the inability to find work outside the catering sector has been interpreted as a consequence of racism.

Singh (1990) concurs that, although higher education qualifications are an advantage in the labour market, they are less of an advantage to ethnic minority graduates in Britain. Brennan and McGeever (1990) argue in a similar vein pointing out that ethnic minority graduates perceive ethnicity and racial discrimination as the crucial factors affecting their chances in the labour market despite their possession of good qualifications.

Despite a cultural commitment to higher and further education, current employment prospects for most ethnic minority graduates appear poor. Increasing unemployment, segregation in low paid and insecure jobs are commonly experienced. The labour market has, in recent years, undergone major restructuring with an increase in low paid, part-time, insecure work. It has been suggested that many young ethnic minority people may be sheltering from

discrimination in the labour market by staying on at school or in higher education given that ethnic minority youth have been disproportionately affected by unemployment and poor access to the labour market (Hamilton, 1994). These negative experiences must to some degree, influence perceptions and views of ethnic minorities towards higher education, general motivation and career plans.

Nonetheless, Hamilton (1994) points out that recently, many employers have initiated policies to widen access to the labour market by targeting and recruiting ethnic minority graduates. These include initiatives such as the 'Windsor Fellowship Scheme', and the pre-employment schemes such as those offered by 'Marks and Spencer. Another example of such an initiative is the 'Graduate Employment Initiative' run by the University of East London. It is a mentoring scheme set up in response to the employment problems experienced by some ethnic minority groups. The scheme, established in 1992, links ethnic minority students in a one to one relationship with a mentor from a business environment. During this time the students receive professional advice, personal development, encouragement and support. This initiative creates strong links between higher education, employers and ethnic minorities (Equal Opportunities Casebook, 1995).

More locally, Strathclyde Regional Council (within the Personnel Services Department) have established a pilot positive action initiative, 'Administrative Training Scheme' (The Equaliser, 1995). This initiative provides training opportunities for black and ethnic minority students to prepare them to enter posts at various levels in the council other than in basic clerical grade posts. The aim of the scheme is to help eliminate the under-representation of black and ethnic minority young people in career grade employment within the council. The Equaliser (1995) indicates that to date, at least eleven students had been recruited to the scheme and were allocated to a department where he/she had undertaken training over a period of nine and twenty one weeks. Two of the students had already obtained permanent positions within the council, whilst the remaining nine would return to undergo a second block of training.

Disappointingly, although initiatives such as the 'Graduate Employment Initiative' and 'Administrative Training Scheme' point to a more positive picture in terms of ethnic minorities and future employment prospects, similar initiatives are rare.

## Concluding Comments

Despite the many limitations, previous studies have revealed certain characteristics about ethnic minority groups in higher education that cannot be

ignored. Many of the issues discussed, although UK and England based, should be carefully considered within the Scottish context since although England and Scotland operate under two different education systems, the researchers believe that certain fundamental issues regarding ethnic minority experiences, could remain consistent. Despite the differences in terms of size and distribution of the ethnic communities between England and Scotland, many of the underlying concerns that emerged during the discussion, for example matters relating to equal opportunities, the low admission rates of certain ethnic students, course selection and poor job prospects of ethnic minority graduates, are very relevant to the ethnic population in Scotland, but unfortunately, comparisons within the Scottish context are not currently possible, given the limited availability of similar documented data.

Nonetheless, higher education institutions and local government bodies in Scotland, have recently been showing an increasing concern in terms of widening access to under-represented groups and some educational authorities have recognised the need to investigate and address the relevant issues surrounding ethnicity. Part of this has been driven by the need to find new markets for higher education as competition for students increases, but all minority communities should benefit from this new found concern over barriers to access.

The Strathclyde Regional Council, acknowledging that racism does in fact exist in Scotland, affirmed that Scottish education bodies would have to address racial and cultural factors (Strathclyde Regional Council, 1993). Likewise, the Further and Higher Education Charter for Scotland (1994) encourages all institutions to actively operate an equal opportunity policy and to provide this to all enrolled students, along with information on how the policy works and who is responsible for equal opportunity matters. There is unfortunately, very little documented evidence to support any major initiatives in this area.

The need for specific policy and action relating to ethnic minorities and higher education, both in England and in Scotland is dominating the current debates in education. In particular, ways of improving access to ethnic minority communities is being closely considered in Scotland. Notably, a current major programme in this regard is being funded by The Scottish Higher Education Funding Council (SHEFC) and supports 12 projects aimed at widening access to higher education. Two, including the present project, are directly related to ethnic minorities in Scotland. This in itself is evidence of a change of attitude which, although late, is nevertheless welcomed.

## STATISTICAL INFORMATION

The sketchy and fragmented nature of quantitative information regarding ethnic minorities and higher education has been highlighted elsewhere in the report. In particular, this study has found that in Strathclyde, the individual higher education institutions have only recently considered the systematic collection and monitoring of ethnic data. The current Scottish situation with regard to ethnic monitoring, is reminiscent of the English one during 1992, when most English universities had only just started considering issues related to equal opportunities and ethnic monitoring (CRE, 1992a). At the time, the CRE had found that the majority of universities were in the process of establishing both policies and structures for their implementation, and as such matters relating to ethnic minorities in Higher education remained unclear.

Disappointingly, almost all the institutions that were contacted during this survey, were reluctant to provide any information regarding ethnicity or even to discuss this issue. Consequently, a number of questions about the presence and performance of students from ethnic minority backgrounds in terms of higher education, cannot be adequately answered at this point. At best, this stage of the survey has succeeded in co-ordinating data from the UCAS and the GCU and presenting it in an ordered albeit limited and descriptive manner. Summary tables and graphic representations highlight some general trends and patterns regarding ethnic minority application and acceptance rates in terms of ethnic origin, gender and age. Information relating to withdrawal rates, course selection and progress remain unclear since the collection of these statistics still appears to be in its infant stage.

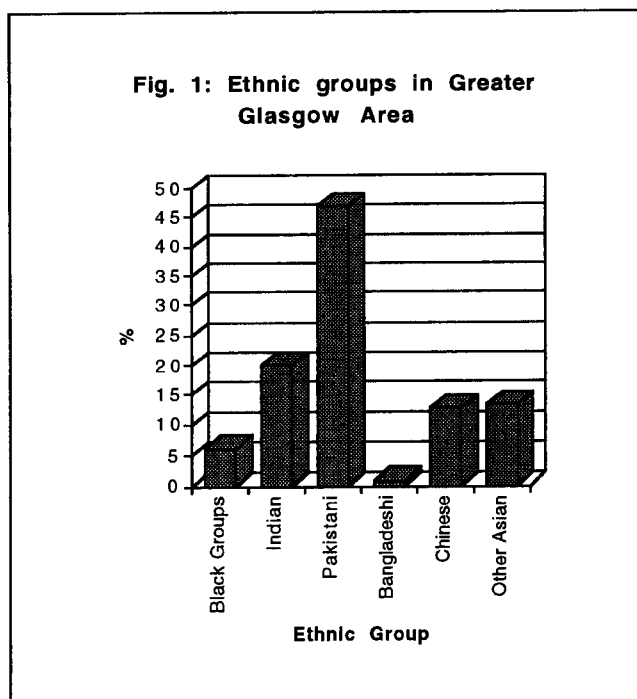
The following section cover firstly, general background information on ethnic communities in Scotland, particularly Greater Glasgow, as the researchers believe that these statistics can influence the participation rates within local universities. The rest of this section deals with the admission statistics relating to ethnic minority students in Strathclyde and ethnic data, pertaining to GCU.

### The local ethnic minority community...

Despite the many limitations, the 1991 census offers for the first time, some official trends relating to the demographic structures of Scotlands ethnic minority communities. These communities have grown steadily in number (62, 634 : 1991 census) since the late 1940's and now stretch back over two and three generations forming part of the broader diaspora of populations, particularly from South and East Asia (Dalton and Hampton, 1994). The dominant ethnic group in Scotland is the Pakistani (33.1% of the total ethnic population in

Scotland), followed by the Chinese (16.7%) and Indian (16.0%). By contrast, Dalton and Hampton (1994) point out that Black African and Caribbean populations make up only 1 in 10 of Scotlands ethnic minority community unlike in England where they constitute almost 24% of the black and ethnic population. Significantly, the authors note that over 70% of all ethnic groups in Scotland, were born locally.

Although spread throughout the mainland and islands, the ethnic population is concentrated in Scotlands four major cities (60%). This urban concentration is dominated by Glasgow (the immediate vicinity of the GCU) where 1 in 3 of all ethnic minority live. Indeed, if the adjacent suburbs of Eastwood, Bearsden and Milngavie and Strathkelvin are included in a Greater Glasgow total then this proportion changes to 2 : 5 or 41.9% (Dalton and Hampton, 1994).



Within the overall population pattern in the Greater Glasgow Area, Fig. 1 (Refer also to Table i in Appendix 3) shows that the Pakistani community (mainly

located in the inner-city areas) predominates, constituting 47% of the total ethnic population in the Greater Glasgow Area (GGA). The second largest community in the GGA is the Indian (19.9%), many living north of the river Clyde especially in the Bearsden and Milngavie district

In terms of age, Dalton and Hampton (1994) contend that the ethnic communities display a population pyramid reminiscent of developing countries with large numbers of young people and very few elderly. More specifically, over 60% of the ethnic minority population in Strathclyde are under 29 years of age compared with approximately 40% of the white population. Such trends are representative of Scotland as a whole and should significantly reflect on the ethnic minority participation rates in Scottish higher education. In particular, although not specific to higher education, the 1991 census indicated a larger ethnic than white student population in Glasgow. In this regard, at least 65% of the economically inactive ethnic males and 21% of the economically inactive ethnic females were students compared with only 10% and 5% of their respective white counterparts (Source: 1991 census)

#### Higher education and ethnic minorities in Strathclyde

The data that follows is based on the 1994 UCAS figures relating to applications and acceptances in terms of full-time undergraduate students by the universities in Strathclyde. Presently, the statistical data systematically collected by UCAS relates solely to admissions (both home and domiciled applicants). Given that information pertaining to individual universities in Strathclyde were unattainable, these figures reflect the combined admission rates for the four Universities (Strathclyde, Glasgow, Paisley and GCU). Further, the data is restricted to just one year (1994) and the course completion rates of ethnic minority students were unavailable. As a result, variations in terms of ethnic admission rates between the individual institutions nor any comparative conclusions with previous years could be made. In addition, the ethnic origin of a large number (35, 971) of applicants was recorded as 'unknown'. The researchers were also unable to determine from the data available, whether applicants were accepted into the institution of their first choice.

Nonetheless despite these limitations, certain significant trends may be highlighted. An evaluation of the data relating to home applications and acceptances in 1994 show that overall, the black groups (Black African and Caribbean) appeared to be least successful in gaining admission into the local universities. More specifically, Table 1 indicates that only 21 (8.9%) of the 236 black applicants were accepted by the universities.

**Table 1: Accepted Home Applicants by Ethnic Origin**

ETHNIC GROUP	APPLICANTS	ACCEPTED APPLICANTS	
		No.	%
Black Groups	236	21	8.9
Indian	442	66	14.9
Pakistani	532	148	27.8
Bangladeshi	34	7	20.5
Chinese	217	69	31.7
Other ethnic	464	88	18.9
Total Ethnic	1925	399	20.7
White	32935	8563	25.9
<b>Total Persons</b>	<b>34,860</b>	<b>8,962</b>	

Although the Pakistani (27.8%) and Bangladeshi (20.5%) home applicants were relatively successful in obtaining places in the local universities, the Chinese (31.7%) were by far the most successful group.

A comparison between the home and domiciled applicants shows that the Scottish domiciled applicants were more successful than the home applicants in obtaining places within Strathclyde's universities in 1994. Table 2 indicates that more than 40% of all the domiciled ethnic applicants, except those from the 'black groups', were accepted by the universities.

**Table 2: Accepted Scottish Domiciled Applicants by Ethnic Origin**

ETHNIC GROUP	APPLICANTS	ACCEPTED APPLICANTS	
		No.	%
Black Groups	55	15	27.3
Indian	122	50	40.9
Pakistani	345	141	40.8
Bangladeshi	16	7	43.7
Chinese	140	62	44.2
Other ethnic	120	66	55
Total Ethnic	798	341	42.7
White	18779	7386	39.4
<b>Total Persons</b>	<b>19,577</b>	<b>7,727</b>	

Indeed overall, relatively more ethnic than white Scottish domiciled applicants were accepted by the universities.

Detailed analysis of the data pertaining to both home and domiciled applicants by gender reveals certain significant variations between and within the white and ethnic groups. (Tables 3 and 4 ). Table 3 indicates that relatively more home ethnic female than male had applied and were accepted by the universities (22.6% as opposed to 19.0% of the male). The opposite was true with regard to the acceptance rates for white home applicants in that slightly more male than female (27.5% as opposed to 24.7% of the female) were accepted.

Home acceptance rates also varied between the ethnic groups. For example, while more Bangladeshi, Pakistani, Indian and 'other ethnic' females were accepted, the opposite was true for the black and Chinese home applicants. The most significant gender variation occurred within the Bangladeshi group where 40.0% of the female home applicants compared with 5.2 % of the male were accepted.

**Table 3: Accepted Home Applicants by Ethnic Origin and Gender**

ETHNIC GROUP	MALE			FEMALE		
	Applicants	Accepted	%	Applicants	Accepted	%
Black Groups	100	10	10	136	11	8
Indian	241	29	12	201	37	18.4
Pakistani	308	81	26.2	224	67	29.9
Bangladeshi	19	1	5.2	15	6	40
Chinese	111	36	32.4	106	33	31.1
Other ethnic	247	38	15.3	217	50	23
Total Ethnic	1026	195	19	899	204	22.6
White	15186	4178	27.5	17749	4385	24.7
<b>Total Persons</b>	<b>16,212</b>	<b>4,373</b>		<b>18,648</b>	<b>4,589</b>	

A gender analysis of the domiciled applicants (Table 4) revealed slightly different patterns in terms of the total ethnic applicants in that slightly more male (40.8%) than female applicants (39.5%) were accepted.



**Table 4: Accepted Scottish Domiciled Applicants by Ethnic Origin and Gender**

ETHNIC GROUP	MALE			FEMALE		
	Applicants	Accepted	%	Applicants	Accepted	%
Black Groups	23	8	34.7	32	7	21.8
Indian	57	19	33.3	65	31	47.6
Pakistani	176	77	43.7	169	64	37.8
Bangladeshi	7	1	14.2	9	6	66.6
Chinese	68	34	50	72	28	38.8
Other ethnic	83	30	36.1	88	36	40.9
Total Ethnic	414	169	40.8	435	172	39.5
White	8730	3641	41.7	10049	3745	37.2
<b>Total Persons</b>	<b>9,144</b>	<b>3,810</b>		<b>10,484</b>	<b>3,917</b>	

Table 4 shows that slight variations occurred between the ethnic groups and that more (Scottish domiciled) Bangladeshi, Indian and 'other ethnic' female applicants were accepted than males.

An analysis of the home applicants in terms of age again revealed some differences between the white and ethnic minority groups. Table 5 (See Table ii, Appendix 3, for detailed statistics) indicates that compared with white applicants, overall, fewer ethnic minorities in all age groups were accepted.

**Table 5: Acceptance Rates (%) of Home Applicants by Ethnic Origin and Age**

ETHNIC GROUP	AGE COHORT			
	Under 18 years %	18 to 25 years %	26 to 40 years %	Over 40 years %
Black Groups	28.5	5.9	13.2	0
Indian	34	12.1	11.1	50
Pakistani	38.8	25	21	66.6
Bangladeshi	50	14.2	50	0
Chinese	38.2	30	40	0
Other ethnic	32.7	16.7	18.5	20
Total Ethnic	36.1	18.1	17.5	38.4
White	39.7	21.7	33.1	41.5
<b>Total Persons</b>	<b>39.5</b>	<b>21.5</b>	<b>32</b>	<b>40.2</b>

In particular, the mature ethnic applicants (over 26 years) were inclined to be less successful in being accepted by the universities. For example, while approximately 33% of the white applicants in the age category 26 to 40 years were accepted, this was true for only 17.5% of the ethnic minorities in this age group. Although the acceptance rate for those ethnic minorities over the age of 40 years was slightly better at 38.4%, this was still lower than the rate for the white applicants (41.5%) in this age group. Overall, the acceptance rates for black applicants in all age categories, except 26 to 40 years (second lowest rate), were the lowest. Larger numbers of Pakistani in the younger age categories (under 25 years) had applied (See Table ii Appendix 3) and on average, more than a quarter (27.8%) were successfully accepted.

In terms of the Scottish domiciled applicants, relatively more ethnic minority applicants aged over 18 years, were accepted than white. The table below (Table 6) indicates that while over half (54.1%) of the ethnic applicants in the age cohort 26 to 40 years were accepted, by comparison a smaller proportion (44.2%) of the white applicants in this age cohort were accepted.

**Table 6: Acceptance Rates (%) of Scottish Domiciled Applicants by Ethnic origin and Age**

ETHNIC GROUP	AGE COHORT			
	Under 18 years %	18 to 25 years %	26 to 40 years %	Over 40 years %
Black Groups	33.3	16.6	46.1	0
Indian	34.6	43	60	66.6
Pakistani	39.6	41.2	40	100
Bangladeshi	50	40	50	0
Chinese	38.2	45	75	0
Other ethnic	33.3	37.6	64.2	0
Total Ethnic	37	40.1	54.1	50
White	40.1	38	44.2	47.3
<b>Total Persons</b>	<b>39.9</b>	<b>38.1</b>	<b>44.5</b>	<b>47.4</b>

Table 6 shows also that domiciled ethnic applicants under 18 years of age (37%) were slightly less successful than their white counterparts (40.1%). An assessment

of ethnic applicants by different ethnic group and ages revealed a larger proportion of younger Pakistani and Chinese applicants (Refer to Table iii in Appendix 3, for detailed statistics). The acceptance rates for those two groups were also among the highest when compared with the other ethnic groups. For example in the age cohort 18 to 25 years, 45% of the domiciled Chinese and 41.2% of the Pakistani applicants were accepted. The Indians in this group were equally successful with 43% being accepted. Generally approximately a third of all applicants under 18 years of age were accepted by the universities.

Overall, the Scottish domiciled ethnic applicants were more successful in being accepted than the ethnic home applicants or indeed than the domiciled white applicants. Further, the data in Tables 5 and 6 indicate that in particular, the mature (those over 26 years) Scottish domiciled applicants had been most successful in being accepted by universities in 1994. In terms of ethnic origin, the Bangladeshi applicants (although small in number) were most successful in gaining acceptance, while the black applicants tended to be least successful.

#### Ethnic minority students in GCU: 1994/1995...

The data presented in this section is based on the admission records obtained from Academic Administration (GCU). Although the department has been keeping certain statistics on the general student population since 1992, those pertaining specifically to ethnic origin had not been fully considered until recently. For the first time, during 1994/1995 students were asked to record ethnic origin. But although certain information regarding students' backgrounds had been collected, detailed analysis of this information was not available and the data presented to the researchers were in a 'raw database form' and incomplete. Given the fragmented nature of the statistics received, data presented here should be reviewed with caution and must, at best, be regarded as a sample of the student population

The limited availability of statistical information, especially analysed long term data, pertaining to the student population within GCU, is to be expected given the youthfulness of the university (University status was granted in April 1992). Nonetheless, although detailed or reliable analysis in terms of ethnic origin could not be done at this stage, the data presented here provides some insight into some initial trends in this regard and highlights the need for careful planning of systematic data collection, analysis and monitoring in the future.

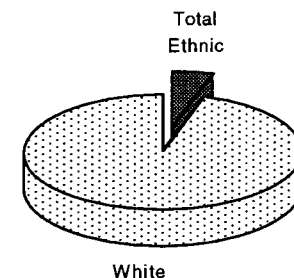
According to the data received, 11 501 students had been registered during the academic year 1994/1995 (Table 7; Fig. 2). Of these, approximately a fifth (22.9%) of the students had refused to provide information on their ethnic origin.

Overall, about three quarters (73.1%) of the students indicated that they were 'white' and the rest ( 3.9%), that they were of ethnic origin.

**Table 7: Ethnic Origin of Students:  
Glasgow Caledonian University 1994/5**

ETHNIC ORIGIN	NUMBER	%
Total Ethnic	458	3.9
White	8409	73.1
Info Refused	2634	22.9
<b>Total Persons</b>	<b>11,501</b>	<b>99.9</b>

**Fig. 2: White and ethnic Students GCU  
1994/1995**



An assessment of the ethnic students (458) by specific ethnic group revealed that the majority (31.3%) were of Pakistani origin (Table 8). This is not surprising considering that the majority of the local ethnic population are of Pakistani origin. Table 8 shows that the university also registered a significant number of Chinese (20.5%) and Indian students (12.7%) during 1994/1995. Slightly fewer black (9.8 %) and Bangladeshi ( 0.4%) students were registered.

**Table 8: Ethnic Students by specific Ethnic Group:  
Glasgow Caledonian University 1994/5**

ETHNIC ORIGIN	NUMBER	%
Black Groups	45	9.8
Indian	58	12.7
Pakistani	143	31.3
Bangladeshi	2	0.4
Chinese	94	20.5
Other Ethnic	116	25.3
<b>Total</b>	<b>458</b>	<b>100</b>

The proportionate distribution of ethnic students within GCU by specific ethnic group appears to mirror the overall distribution of those ethnic communities in Scotland.

Although 458 ethnic students were identified, not all had indicated their age, especially the 'black' and 'other ethnic' groups. Of the 374 ethnic students who had indicated their age, the majority (74.9%) indicated that they were between 18 and 25 years of age (Table 9)

**Table 9: Ethnic Students by Age (%): GCU**

ETHNIC GROUP	AGE COHORT			
	Under 18 years %	18 to 25 years %	26 to 40 years %	Over 40 years %
Black Groups	0	37	37	25.9
Indian	7.1	80.3	10.7	1.7
Pakistani	5.6	84.5	9.1	0.7
Bangladeshi	50	50	0	0
Chinese	1	78.7	20.2	0
Other ethnic	5.6	56.6	30.1	7.5
<b>Total Ethnic</b>	<b>4.5</b>	<b>74.8</b>	<b>17.1</b>	<b>3.4</b>

Based on those who indicated age

Interestingly, a significant proportion (20.5%) were over 26 years of age and could therefore be regarded as 'mature students'. In particular more than half (53.8%) of

those students over 40 years were from the 'black groups'. A small proportion (4.5%), mainly Pakistani were under 18 years of age. Unfortunately, matching data pertaining to the white students were not available for comparative analysis.

The response rate was even poorer in terms of faculty and ethnic origin. In terms of the data available, it was only possible to relate 280 ethnic students to specific faculties (Table 10).

**Table 10: Ethnic Students by Faculty: GCU 1994/1995**

FACULTY	NUMBER	%
Business	134	47.8
Health	57	20.3
Science	89	31.7
<b>Total</b>	<b>280</b>	<b>100</b>

The table above shows that almost half (47.8%) of the ethnic students in this sample were in the Business Faculty and approximately a third (31.7%) in Science. These trends, are similar to those documented by various English researchers (Goulbourne and Lewis-Meeks, 1993; Hamilton, 1994) and would confirm the notion that generally, certain ethnic minorities are more attracted to the Business and Science Faculties than other faculties.

In terms of the different ethnic groups in this sample, the Chinese (52.9%) and Pakistani (50.4%) students at GCU were most attracted to the Business Faculty (Table 11). Regarding the other faculties, while equal numbers of Chinese students (23.5% each) in this sample, were studying in Health and Science Faculties, by comparison, slightly more Pakistani students were in the Science (31.6%) than in the Health Faculty (17.8%). Similarly, although the majority of the Indian students were also attracted to the Business Faculty (48.7%), slightly more were studying in the Health (31.7%) than in the Science Faculty (19.5%).

**Table 11: Faculty by Ethnic Group : GCU 1994/1995**

ETHNIC GROUP	FACULTY Business		Health		Science		Total	
	Number	%	Number	%	Number	%	Number	%
Black Groups	9	39.1	9	39.1	5	21.8	23	8.1
Indian	20	48.7	13	31.7	8	19.5	41	14.4
Pakistani	51	50.4	18	17.8	32	31.6	101	35.4
Chinese	27	52.9	12	23.5	12	23.5	51	17.8
Other Ethnic	27	42.1	5	7.8	32	50	64	22.5

\* Data pertaining to Bangladeshi students were not obtained

The students in the 'black groups' in this sample, were equally attracted to the Business and Health Faculties (39.1% each) and least attracted to the Science Faculty. Overall, the 'other ethnic' students in this sample were least attracted to the Health faculty (7.8%). Again comparative data for white students were not available to the researchers.

During the course of this survey the Student Services Department (GCU) was conducting a 'Student Withdrawal Project'. Preliminary findings from this survey indicated that of a sample of 55 cases of student withdrawals in 1994, 5 students were of ethnic origin, 4 had not specified ethnic origin and the rest were white. Although the study covered various issues (such as reasons for withdrawals and matters relating to students experiences, knowledge of resources, support and information), the study had a general focus and no analysis had been done specifically in terms of ethnic origin. As a result the extent and circumstances relating specifically to ethnic student withdrawals remains unknown.

### Concluding Comments

It is evident from the data presented in this section that work in terms of ethnic monitoring needs to be more fully explored and developed both internally (GCU) and externally (other universities). Particularly in terms of individual universities in the region, given the researchers limited success in obtaining basic statistical information (pertaining to ethnic students in higher education), the researchers believe that this task would have been more successfully concluded had the information been co-ordinated, monitored and made available by a central body, for example UCAS.

In terms of the GCU, work in this area still appears to be in an embryonic stage and as a result, both qualitative and quantitative information regarding ethnic minority students continues to be scarce. The importance of a reliable data base is supported by the CRE (1992c: p.23) who stressed that "...if discrimination is to be avoided, or stopped, a reliable data base has to be available of where in the system ethnic minority people are and how they are progressing...". They asserted also that "... the analysis of this data is crucial...it serves little purpose if it is merely collected...". (CRE, 1992c). The CRE believes that the monitoring process should include success and failure rates, drop out rates and student suspensions and exclusions.

### CURRENT STATUS OF EQUAL OPPORTUNITIES POLICIES WITHIN UNIVERSITIES IN STRATHCLYDE

In a research carried out by the CRE (1992b: pp. 19-26 ) in England (referred to earlier) regarding equal opportunities policies, they commented on the complacency of higher education institutions and the limited nature of change in this area. More specifically they pointed out that "...there are far more 'words than deeds'...The next limited step is to move beyond paper statements, to translate them into authority structures and institutional procedures capable of instituting and sustaining changing practices...". In this regard, they concluded that equal opportunities is an exceptional notion that requires research and resources and asserted that "...the research is necessary to give evidence of the realities of institutional life and to provide the basis for guidelines...".

Given that the SHEFC focus, ie; to widen access to under-represented and disadvantaged groups, the researchers in this study were interested in evaluating the current status of equal opportunities policies within the universities in the region. In this regard, a questionnaire was designed to evaluate policy and practice in terms of minority ethnic student recruitment and enrolment within the four universities in Strathclyde (Appendix 1). The format of the questionnaire was semi-structured to allow for a more discursive responses and respondents were invited to provide as much detail as possible and, where available, to attach existing policy documents. The questionnaires were posted to the Registry Departments of the four universities (Glasgow Caledonian, Glasgow, Paisley and Strathclyde).

Disappointingly, despite numerous efforts to obtain responses only the GCU and one other university finally answered the questionnaire. Ironically, one of the universities that refused to respond, indicated it was not prepared to release any information regarding this issue since it was involved in a similar study.

## The findings

The key findings based on the responses received are summarised briefly, in this section. Individual universities are not identified (and will be referred to as A and B) as respondents were assured that all responses would be treated in confidence and that the findings would be recorded in a scientifically neutral manner.

In response to whether or not their university had any equal opportunities policies that included student recruitment, enrollment and support matters, Respondent A said that although they had a policy, this was not fully integrated to cover all aspects of equal opportunities. It was described as an amalgamation of "...various policies including an equal opportunity statement, a university strategic plan and a policy for international students...". The respondent added that the overall policy is currently being reviewed by the university's equal opportunities working group and that formal endorsement and adoption of this policy is expected during 1995/1996. Respondent B stated that they had a draft policy at present, which was expected to be endorsed formally around June 1995 and the adoption would be phased thereafter, depending on availability of resources.

Both the respondents had indicated that their current policies merely included a fairly general statement and did not explicitly and especially cover aspects in respect of ethnic minorities. For example, ethnic minority students were included under references such as 'non traditional' or 'access'. The broad principle on which both the university's policies was based was an informal understanding that equal opportunity could be obtained via the university's complaints system. In addition certain efforts were afoot to meet the particular cultural and religious needs, for example, muslim prayer facilities (Respondent B). Regarding areas of practice covered by the policy, Respondent B pointed out that their policy included student admissions, courses and faculties whilst Respondent A indicated that their policy only covered student recruitment and admissions and to some extent, faculties. Matters relating to resources, courses and curriculum were not covered.

Considering practice, although both universities indicated that they had formal procedures to deal with alleged racial discrimination, they admitted nonetheless that very little if any, resources were specifically allocated to implementation, monitoring and reviewing of the policy. In terms of resources, Respondent B commented: "...although notionally part of the time of the Equal Opportunities Officer and the Discrimination Complaints Officer should be used for these purposes, neither of these posts are full-time...".

Overall, Respondent A's university appeared to be slightly more advanced than B, in terms of implementation, albeit limited. For example, Respondent A indicated that certain departments within their university (Student Services and Personnel) had at the discretion of the head of department, allocated staff to consider ethnic issues and added that matters relating to student support services, careers and counselling information, prospectuses and student publications were being reviewed and specific projects were initiated in this area.

The respondents were also asked to comment on record keeping and ethnic monitoring and both indicated that their universities had kept records on 'gender', 'ethnic origin' and 'disability'. Respondent A commented on the type of information kept in terms of ethnic minority students and described it as the "...standard UCAS recording supplemented by students amending their own form at registration...under recording was very high...". Nonetheless, both the respondents indicated that at present, very little analysis of the collected data, was being done. Data monitored by Respondent B's university included undergraduate admissions only, although the respondent conceded that the university was intending to conduct detailed analysis "eventually". On the other hand, Respondent A explained that currently only specific, project based analysis was being conducted, for example the 'student profile project' and the 'student withdrawal project'.

Although, the universities had access courses targeted at certain groups, none were aimed specifically at ethnic minorities. Further, the respondents were unaware of any specific steps undertaken by their respective universities to attract ethnic students. But in terms of adult and continuing education, Respondent A mentioned that their university (Department of Continuing Education) had undertaken certain initiatives for example the 'FITLS' and 'Swap' initiatives.

Neither of the universities had any specific formal staff development policy relating to equal opportunities or ethnic issues, although Respondent B indicated that "...at present there are individual seminars/workshops on specific topics relating to equal opportunities. It is up to individual staff members whether they attended or not...".

Commenting generally on the responsibility for establishing, monitoring and updating equal opportunities policies, Respondent A felt that the university court and senate should establish the policy with recommendations from the equal opportunity working group and that the group (equal opportunities working group) should monitor the data (from registry) and update the policy. Referring to the issues of increasing access for under-represented groups within

universities, the respondent (A) concluded "...considering our statistical profile, mission and catchment area we do remarkably little in this area...".

### Concluding Comments

The status of equal opportunities policies for two of the four universities within the region had not been established and the universities that had responded indicated that they were very much in the early stages of policy development. It was encouraging to note that both universities had begun to think beyond the 'statement on paper' stage, although it was apparent that one of the universities was slightly more advanced in their work on equal opportunities than the other. Despite the limited and focussed nature, Respondents A's university appeared to have initiated various projects aimed at widening access. These efforts are presently, relatively small scale and specific to certain departments only. Similar initiatives conducted on a larger scale would ensure an overall positive impact on equal opportunities within the universities.

In terms of ethnic data collection and monitoring, although the universities indicated that statistics relating to ethnicity, gender and disability was kept, this was not available for evaluation thus the nature and relevance of data collected could not be commented upon. Moreover, both the universities had admitted that presently, systematic analysis of the data was not being conducted.

Finally, neither of the universities had officially set aside any specific resources for monitoring or implementing equal opportunities policies nor had they any official staff development policies. In terms of implementation and staff development, it would appear much was left to the discretion of individual staff members and departmental heads.

### INTERVIEWS WITH STAFF MEMBERS WITHIN GCU

This final section presents brief summaries of the key points arising from both individual interviews with academic staff members and group discussions with staff members of the Department of Student Services within GCU. The primary aim of this exercise was to allow staff members the opportunity to share their experiences, perceptions and attitudes regarding equal opportunities and ethnic minority needs. The data collected during the individual interviews will be presented initially and this will be followed with the data from the group discussion.

### Individual Interviews

#### The participants

Academic members of staff who had counselled students and those who had worked specifically with ethnic minority students were targeted and invited to participate in the survey. Overall, 25 staff members, 11 from the Health Faculty, 8 from Business and 6 from Science, were interviewed. Although equal numbers of male and female staff were contacted, a majority of those who agreed to participate were female, resulting in skewed sample (22 females and 3 males). All the respondents had been working within the university for over five years (prior to it receiving university status) and were thus well established employees of the university. The respondents were all involved in academic counselling and/or year tutoring, and indeed, three were admission tutors. One of the respondents was of ethnic origin (Indian).

#### Views of Academic Staff..

A checklist was used to guide the discussions and issues discussed included the participants role as academic counsellors and perceived needs specifically in terms of ethnic minority students and suggestions for improvement in this regard. Notably, the researchers found that the experiences and views of staff members from the Social Work Division of Social Sciences varied slightly from other staff members, given that they had specific departmental policies regarding positive action and ethnic minority students. These variations are highlighted throughout the discussion.

Apart from the social work staff of the, the majority of participants knew very little about departmental or indeed university policies on equal opportunities or race relations. Likewise, in terms of monitoring, again most staff members indicated that they were unaware of whether or not the university or even if their department monitored the ethnic origin of students. At least four staff members felt that ethnicity was not a departmental issue but was one which the university as a whole should address. Moreover, none of the participants knew of any literature available specifically for ethnic minority students and the majority felt that this was not really required at a departmental level. It became apparent that equal opportunities issues were considered by some departments at

some point but nothing had developed beyond the initial stages. In terms of monitoring, although some departments monitored performance based on academic achievement, ethnicity was not considered.

By comparison, although the Social Work staff admitted that they had limited knowledge or awareness of equal opportunity policies within the university as a whole, they were as a division, quite well informed about certain ethnic issue and equal opportunities. Working in an environment that actively addresses racism and issues surrounding culture, the social work division has addressed these issues pro-actively and has adopted a positive-action admissions system whereby all black and ethnic minority applicants are always, interviewed. In addition, they also have specific policies regarding the course curriculum and support mechanisms throughout the course. For example, as part of their mainstream curriculum an in-depth anti-racist and anti-discriminatory programme is included, and in terms of student support systems initiatives the 'link groups', 'consultants' and 'mentors' are offered to ethnic minority students in the department.

Regarding, their role as academic counsellors, generally, the majority of the participants perceived themselves as being the first point of contact for students with both academic and personal problems. The majority of the participants felt that their role was becoming increasingly problematic as personal issues like finance could no longer be disentangled from academic problems. Many participants saw their role as being a supportive one (in terms of academic problems) rather than an informative one. In particular, the Social Work staff, saw themselves as 'personal tutors' rather than counsellors. Most participants stated that they would refer students elsewhere (for example, Student Services Department or relevant external agencies) if the problem was perceived to be personal or in need of long term counselling. Some staff members were unclear as to the exact services provided within student services and as such were reluctant to refer students to them for fear of referring them to the inappropriate place.

The staff views on the specific needs regarding ethnic minority students were discussed primarily in terms of perceived problems or difficulties facing the ethnic students and the staff members. Indeed staff needs tended to dominate the discussions and the majority of the staff members felt that they had a number of needs which had to be addressed alongside the needs of ethnic minority students. The majority of the respondents admitted that being white, they felt inadequate to advise on problems that were relevant only to certain cultures, especially

when family matters were involved, given their limited knowledge and awareness of specific ethnic minority issues. For example, at least two academic counsellors mentioned that they had experienced a situation where problems were raised by ethnic minority students in relation to arranged marriages and both had found it difficult to address and subsequently had to refer the students to external agencies.

In this regard, the majority of the staff members including the social work staff, felt that staff members should be given formal training to raise their awareness and knowledge of ethnic minority issues and equal opportunities. One participant for example, commented that in order to raise her awareness of ethnic issues, she had read books and contacted agencies for advice on ethnic and cultural issues and thus took personal responsibility for her own lack of knowledge. Nonetheless, it was generally felt that the university should be responsible for organising race awareness training and development and not individual departments or staff members.

Further, many staff members pointed out that resources were not made available within departments to deal with ethnic minority needs. Moreover, the arbitrary allocation of students to academic counsellors was also perceived as a problem as it was felt that this system did not allow for the evaluation of individual staff or student needs. It was suggested that academic counselling should be more structured and organised by all those involved and that staff interests be considered.

Specifically in terms of student needs, the staff members felt that ethnic students experienced a number of barriers and problems. These are best expressed in their own words:

**"...racism from other students on the course, some of it blatant, some of it a lack of thought and understanding..."**

**"...very difficult to address racist attitudes in a wider context as it is so entrenched in Scottish society..."**

**"...structural racism within the university, eg, information is written in a very euro-centric manner..."**

**"...lack of black staff in power..."**

**"...due to the low ethnic minority numbers on the course there was very often a**

feeling of isolation..."

"...problems with empowering balance. The anti-racist programme is taught by a white man. There is a feeling of awkwardness when teaching anti-racism to black students. Black students are not expected to lead discussions but are offered the opportunity to share their experiences..."

"...placements are not always appropriate. Not many of the agencies are designed around anti-racist perspectives..."

"...difficulties arose for those whose first language was not English. This affected the written demands of the course, impacting particularly on mature women.

"...staff and student meetings are time-tabled around a very tight schedule. Support is hindered by a lack of time rather than resources..."

"...cultural factors/ lack of family support. Many black women have spoken of having to adopt two personas, one for social work and a more passive one for their home life..."

"...the differing religious/festival dates are not taken into consideration during assignment submission dates..."

Staff members suggested several ways in which they felt the current situation could be improved. As mentioned earlier, the majority of the suggestions made were centred mainly around staff training and development and resources. Some staff members felt that it would be useful to have staff support groups to share experiences and seminars to raise awareness of ethnic and race issues.

Further it was felt that improvements were needed in the marketing and promotion of educational opportunities to encourage ethnic minority students to apply. It was also felt that published material should make a stronger statement about equality and support systems that are in place. Some also felt that the educational opportunities should be improved for those who cannot speak English as a first language and that more access courses specifically targeted at ethnic minorities, should be developed.

## The Group Discussion

The group discussion held with the Student Services Department involved counsellors, careers advisors and the Chaplain. The group constituted five participants, 2 male and 3 female). The discussion, although guided by a checklist, was conducted in an informal manner and the issues covered included religion and culture, racism, careers advice, monitoring, support, ethnic student and staff needs. In particular, the problems encountered and personal experiences were discussed by the staff members and some suggestions were offered in this regard. The discussion was taped and a summary of the key issues are provided, sometimes expressed verbatim, so as not to lose the qualitative essence.

### Key Issues Discussed

Staff members started off by explaining how they felt about working with ethnic minority students. They were acutely aware of the difference between their (western culture) and the ethnic students culture and many indicated that they were not comfortable with ethnic students. This feeling of discomfort had arisen mainly from a lack of understanding and knowledge of the different cultural, religious and racial issues. In particular, one participant commented that: **"...working with Ethnic Minority Students sometimes brings considerable difficulties: cultural and religious dimensions that we are unfamiliar with and don't understand, for example, lack of awareness of festival dates such as Ramadan. The cultural things are very powerful and make getting a degree more difficult than we realise..."**.

Another participant had difficulties handling the racial aspect and explained: **"...I feel uncomfortable working with ethnic minority students and am probably racist though I try not to be. I try to be even-handed with everyone but difficulties arise, for example with young, muslim women whose culture is very restrictive in terms of where they can go and what jobs they can do. It is not my place to comment on this but it does make it very difficult. I am aware of the cultural differences and therefore don't treat ethnic minority students the same as... I watch what I say..."**.

The counsellor and careers advisers admitted that they **"hold back"** with ethnic minority students for fear of offending them. They were also unsure about how to handle ethnic minority students and felt it inappropriate to probe about religion as they were unaware of how the person will react or what implications



religion had on career aspiration. In this regard they felt inadequately trained to counsel certain students regarding their careers, especially muslim women. Counsellors were also concerned about the role of the family regarding career choice and one participant implied that the ethnic families place a great deal of pressure on the youth and thus felt reluctant to become involved.

One participant added that although they do not often see many ethnic minority students, most of those who come to them usually want to discuss matters that they cannot discuss at home, mainly social or sexual relations (heterosexual or homosexual). She added that for girls in particular this is totally forbidden, "... I had an Asian student who was sexually assaulted and was unable to turn to her parents. Also with issues like intimate relationships, abortion, etc they are torn between expectations of culture and the expectations of the social groups they are involved with at University. Trying to resolve that is an absolute minefield for them and (I) don't know how successful we are in helping them..."

The issues of racial problems were also discussed at length and some participants indicated that there had been a couple of incidents recently raised by students. It was mentioned that a student was planning to leave his course because of racial problems. Given their experience, the participants felt that most racial incidents occurred between students.

When the discussion turned to equal opportunities and ethnic monitoring, most participants agreed that an official policy was required. One participant felt strongly that the university take more responsibility in this regard and asked "...what message is this university giving to potential ethnic minority students, we don't have an equal opportunities policy, we do not even say that we are striving towards being equal and giving access to people. Politically, the university has a lot to do, address ethnicity positively and pro-actively. How many ethnic minority heads of departments or senior lecturers do we have?...". participants also saw the value of ethnic monitoring but argued that monitoring in theory was simple, but that in practice it required resources and time. The difficulty of getting ethnic minority students to identify was also mentioned but one participant felt that placements could be monitored.

Having shared their experiences and admitting their discomfort and inability to handle certain situations, the group went on to suggest ways in which some of these difficulties may be handled. Some suggested that attempts should be made

to encourage students from different ethnic groups to get together and produce paper on their background while others felt that "...some sort of a support system should be set up in partnership with external agencies...". One participant indicated that the opportunity to work with outside agencies would be welcome but that she had limited knowledge about them. She was also concerned that often students come to them in confidence and do not want anyone in their local community to know about their visit.

One counsellor felt that there was a need for better briefing and training on issues relating to ethnic minority students "...training might help us to be more sensitised, we need to know just how prejudiced we really are...". Another added that training was also needed in terms of monitoring, consciousness raising and information so that "...we know more about their expectations and where they are coming from. I don't know what their needs are, maybe someone can set up focus groups to talk about what the needs of the other cultures are. Unless we know this there's no point in us doing things that may be patronising...". Another participant suggested that students should be involved in the process of establishing ethnic minority needs and commented: "... with representatives from the different ethnic minority groups we can ask students to let us know what information they think we should have, what we should know about their cultural backgrounds and what their perceptions are of us as white, predominantly middle class staff...".

### Concluding Comments

Both the individual interviews and group discussions reflected a high degree of discomfort among staff in terms of working with ethnic minority students due to their limited understanding and knowledge relating to ethnic issues and equal opportunities. Many staff members admitted that they felt 'inadequate' and unsure in terms of behaving 'appropriately'. There was however a recognition and realisation amongst the majority of staff members that something needed to be done to address these issues. Almost all staff members stressed the need for both a formal policy on equal opportunities, additional resources and formal staff training and development to raise their awareness of race issues and improve their knowledge and understanding of different cultures. It was generally felt that staff needs and student needs were inter-related and as such should be jointly addressed by the university.

### SECTION THREE : EXECUTIVE SUMMARY

- \* Documented evidence relating especially to ethnic minorities and higher education, remains fragmented and incomplete. In particular, comparative regional research or specific Scottish studies, both qualitative and quantitative is notably scarce. Moreover, higher education in Scotland, is far behind schools in assessing the experience of ethnic minority students as well as in developing and monitoring equal opportunity policies within higher education institutions. In particular, this study has found that in Strathclyde, the individual higher education institutions have only recently considered the systematic collection and monitoring of ethnic data.
- \* Many of the issues discussed, although UK and England based, should be considered within the Scottish context since although England and Scotland operate under two different education systems, the researchers believe that certain fundamental issues regarding ethnic minority experiences, for example matters relating to equal opportunities, the low admission rates of certain ethnic students, course selection and poor job prospects of ethnic minority graduates, could remain consistent.
- \* The research has shown that despite their growing commitment to higher and further education, access is not always easy for ethnic minority communities in Scotland and, ethnic minority students face numerous barriers in this regard. The CRE (1992b) has confirmed that some minority students have a different and inferior experience of higher education than their white peers.
- \* In particular, the admissions procedures and acceptance criteria has been identified as a major barrier to ethnic minorities entering higher education. In this regard, the research has shown that acceptance into universities varied according to ethnic origin and indeed, that acceptance rates for black applicants were consistently lower than any other ethnic group in Britain.

- \* Comparatively, in terms of ethnic minority applicants in Scotland, the researchers found that the admission rates within universities in Strathclyde, for 1994/1995, mirrors the above trend in that the black groups (Black African and Caribbean) here, also appeared to be least successful in gaining admission into the local universities.
- \* Nonetheless, although some English researchers had found that generally, ethnic minority candidates are more likely to apply to a local higher education institution and are less likely to be accepted, this study has revealed slightly different trends in that comparatively more Scottish domiciled ethnic applicants (all groups except the black groups) had been fairly successful in being accepted within Universities in the Strathclyde during 1994/1995.
- \* Other barriers that were identified in terms of ethnic minorities and access to higher education included: a lack of interaction between schools and universities, a lack of accessible information, the admissions process, the general ethos of higher education institutions, the curriculum content, and a general feeling of isolation, and 'covert' or 'overt' forms of discrimination.
- \* In terms of course selection the research has indicated that ethnic minorities are not evenly distributed across all types of courses in higher education institutions and that some groups are more attracted to certain faculties than others. Earlier research had revealed that certain ethnic groups appeared to be more attracted to the Business, Science and Medical Faculties and least attracted to the arts and languages. Similar trends were noted within the GCU in that almost half (47.8%) of the ethnic students in the sample were in the Business Faculty and approximately a third (31.7%) were in Science.
- \* Regarding career prospects, previous research indicated that ethnic minority graduates are more likely to be unemployed, have a harder time finding work and are less satisfied with the jobs they get. Moreover, it was shown also, that higher education qualifications do not appear to give the ethnic minority population the same advantages as the white in the labour market.

- \* Notwithstanding the limited career prospects of many ethnic minority graduates, recently, many employers have initiated policies both in England and in Scotland, to widen access to the labour market by targeting and recruiting ethnic minority graduates. These include initiatives such as the 'Windsor Fellowship Scheme', 'Graduate Employment Initiative' and the 'Administrative Training Scheme' (run by Strathclyde Regional Council).
- \* It was evident from the data available that work in terms of ethnic monitoring needed to be more fully explored and developed both internally (GCU) and externally (other universities). For example, although the two universities interviewed indicated that statistics relating to ethnicity, gender and disability was kept, both the universities had admitted that presently, systematic analysis of the data was not being conducted.
- \* Regarding the status of equal opportunities policies, the universities that had responded indicated that they were very much in the early stages of policy development. But it was encouraging to note that they had begun to think beyond the 'statement on paper' stage, and it was apparent that one of the universities was slightly more advanced in their work on equal opportunities than the other. However if these institutions are to meet their mission statements, there is clearly an urgent need to do much more in this area and to adopt a much more active stance in the recruitment and education of ethnic minorities.
- \* More specifically, within the GCU, interviews with staff members revealed that the majority of the staff were unaware of any departmental or indeed university policies on equal opportunities, race relations or ethnic monitoring.
- \* Moreover, the majority of the staff indicated that they experienced a high degree of discomfort in terms of working with ethnic minority students due to their limited understanding and knowledge relating to ethnic issues and equal opportunities. Many also believed that being of western background, they were not in a position to offer advice on certain problems that were culturally related, especially when family matters were

involved. In this regard, the staff felt that they should be given formal training to raise their awareness and knowledge of ethnic minority issues and equal opportunities.

- \* Specifically in terms of student needs, the staff members within GCU maintained that ethnic students experienced a number of barriers and problems. These included racism from other students, institutionalised racism within the university, feelings of isolation, limited numbers of black staff, language and cultural and religious differences.
- \* It was generally believed that staff and student needs were inter-related and as such should be jointly considered by the University and in this regard, almost all staff members stressed the need for a formal policy on equal opportunities.

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## Appendix 1

# Improving Access to Higher Education for Ethnic Minorities In Glasgow

## *Questionnaire for Universities in Glasgow*

*The following questionnaire has been designed to assess current equal opportunities policy and practice in terms of minority ethnic student recruitment and enrolment within universities in Glasgow. Your co-operation in completing the questionnaire is greatly appreciated. The format of the questionnaire is semi-structured to allow for a more discursive response. Respondents are invited to provide as much detail as possible and where available to attach existing documentation.*

*All questionnaires will be treated in confidence and the findings of the Survey will be recorded in a scientifically neutral manner (Universities will not be directly quoted or named)*

*Please note that for the purpose of this study the term 'ethnic minority' is used to denote the following groups of students : Black ( Afro-Caribbean/African/Other); Indian; Pakistani; Bangladeshi; Chinese; Other Asian; Note also that, minority groups who are not permanently settled in Scotland as well as visiting students are not included in the survey.*

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### **Section A : Equal Opportunities Policies in respect of ethnic Minorities**

1. Does the University have an Equal Opportunities Policy(ies) with regards to student recruitment, enrolment and support?
2. Does the policy cover aspects of equal opportunities in respect of ethnic minorities? Please describe.....

3. Has this policy (ies) been formally endorsed and adopted by the universities' governing body?

a) If yes, when was the Policy (ies) formally adopted?

Month..... Year.....

b) If no, please indicate if and when you anticipate formal endorsement and adoption.

4. Please describe the broad principles of your Policy (ies) in respect of ethnic minority students.

*(Please attach copies of the policy documents, where available)*

5. Indicate which of the following areas of practice are covered by the policy:

- Student Recruitment
- Student Admissions
- Resources
- Courses
- Curriculum
- Facilities
- Other

*( Describe briefly)*

6. Does the university have a staff development policy in respect of equal opportunities?

If Yes.....describe briefly how it operates

7. Does the university have formal procedures to deal with cases of alleged racial discrimination? If yes can you identify them?

### **Section B: Equal Opportunities Practice**

1. Does the University allocate specific resources for.....

- a) implementing the policy
- b) monitoring and reviewing the policy
- c) modifying and updating the policy

2. Could you briefly describe how the policy is implemented in practice, for example, in terms of.....

- Literature issued
- Courses offered
- Curriculum
- Student support services
- Other facilities

3. Does the University record and maintain student records in respect of:

- Gender
- Ethnic origin
- Disability

4. Could you describe the type of information you record in terms of ethnic minority students?



5. If records are held, would you be able to provide some statistics in relation to the enrolment of ethnic minority students?

*Refer to attached list of statistics required at the end of questionnaire*

6. Does the University analyse these records to assess success rates, under-representation and reasons for it?

7. If yes, would you be able to provide some statistics related to the above?

8. Is the University taking any specific steps to encourage ethnic students to study at the university?

If yes.....please specify

9. Is this university involved with the running of Access courses targeted at specific groups?

If yes .....please specify group(s) targeted and discuss the courses offered

10. In general, are there any other comments you would like to make with regards to increasing access for under-represented groups within universities?

11. Finally, who do you think should be responsible for establishing, monitoring and updating equal opportunity policies ( as regards minority ethnic groups) within the university and are you aware of the processes involved in doing so?

## Appendix 2

**CHECKLIST: ACADEMIC COUNSELLING AND ETHNIC MINORITY STUDENTS**

**Possible Points for Discussion:(Individual and Group Discussions)**

**\* General points about Academic Counselling:**

- i) The role of the Academic Counsellor
- ii) Counselling Students in general
- iii) Ethnic Minority Students

**\* Monitoring/Reviewing of i) Student allocation and ii) Student participation**

**\* Perceived difficulties and response:**

- i) Knowledge of University &/or departmental policies in place specifically for Ethnic Minority Students?
- ii) Any specialised staff training to deal with issues such as race or culture?
- iii) Any specific information available?
- iv) Any steps taken to encourage students to visit Academic Counsellor?
- v) Referral Procedures

**\* Perception of needs in relation to above points**

**\* Suggested changes or improvements if perceived to be required. If so, steps and processes that this may involve**

## Appendix 3

**Table (i) : Ethnic Groups in Greater Glasgow Area**

ETHNIC GROUP	NUMBER	%
Black Groups	1,614	6.1
Indian	5,249	19.9
Pakistani	12,343	47
Bangladeshi	235	0.9
Chinese	3,362	12.8
Other Asian	3,458	13.2
<b>Total</b>	<b>26,261</b>	

Table (ii): Accepted Home Applicants by Ethnic Origin and Age

ETHNIC GROUP	Under 18 years		18 to 25 years		26 to 40 years		Over 40 years	
	Applicants	Accepted %	Applicants	Accepted %	Applicants	Accepted %	Applicants	Accepted %
Black Groups	14	4	168	10	53	7	1	0
Indian	50	17	361	44	27	3	4	2
Pakistani	103	40	407	102	19	4	3	2
Bangladeshi	4	2	28	4	2	1	0	0
Chinese	34	13	173	52	10	4	0	0
Other ethnic	58	19	347	58	54	10	5	1
Total Ethnic	263	95	1484	270	165	29	13	5
White	6021	2391	24443	5327	2214	734	267	111
<b>Total Persons</b>	<b>6,284</b>	<b>2,486</b>	<b>25,927</b>	<b>5,597</b>	<b>2,379</b>	<b>763</b>	<b>288</b>	<b>116</b>
				<b>22</b>		<b>32</b>		<b>40.2</b>

Table (iii): Accepted Scottish Domiciled Applicants by Ethnic Origin and Age

ETHNIC GROUP	Under 18 years		18 to 25 years		26 to 40 years		Over 40 years	
	Applicants	Accepted	Applicants	Accepted	Applicants	Accepted	Applicants	Accepted
Black Groups	12	4	30	5	13	6	0	0
Indian	49	17	65	28	5	3	3	2
Pakistani	101	40	233	96	10	4	1	1
Bangladeshi	4	2	10	4	2	1	0	0
Chinese	34	13	102	46	4	3	0	0
Other ethnic	54	18	101	38	14	9	2	0
Total Ethnic	254	94	541	217	48	26	6	3
White	5937	2382	11108	4230	1508	667	226	107
<b>Total Persons</b>	<b>6,191</b>	<b>2,476</b>	<b>11,649</b>	<b>4,447</b>	<b>1,556</b>	<b>693</b>	<b>232</b>	<b>110</b>