

**Race Charter Action Plan**

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| **Section/Aim/Target** |
| **Reference** | **Issue identified** | **Action(s) to address the issue** | **What success will look like/how will the action contribute to the aim/objective** | **Timeframe** (start/end date) | **Senior management responsible** (include job title) | **Other supporting actors**(where appropriate) |
| AP1 | A need to ensure that action taken and planned are reviewed by those to whom the actions are to support | Hold 6-monthly staff and student BME focus groups facilitated by an established local network to enhance understanding of issues and experiences and gather views and ideas for improvement | BME staff and students attending focus groups, engaging in discussion and identifying ways for the University to improve. | Commencing October 2016 | Mrs S Stewart, University Secretary | Director of HRDirector of Student ServicesAbertay Students’ Association (Abertay SA) PresidentSMG |
| AP2 | A need to ensure that action taken and planned are reviewed by those to whom the actions are to support | Review race equality survey and how it is promoted to staff and students, amend as necessary and re-run in 2017-18 | 50% of BME staff and students participation rate in next race equality survey and improvements in satisfaction measures (also see APs 4, 14, 15, 23)  | Autumn/Winter 2017 | Mrs S Stewart, University SecretaryAll Heads of School and Directors of Service | Director of HRHead of Corporate Information SystemsAbertay SA President |
| AP3 | To communicate the positive work undertaken to address Race Equality | Identify examples of best practice and promote across the organisation through publication on webpages and via Yammer | Staff resource bank established through EEDC project, which includes one good practice example of teaching and learning from each Division, leading to an increase in staff confidence, capacity, capability and competence. Staff and student support are publicised and promoted through a series of lunchtime awareness sessions, including existing TLE seminars.  | This will be in place by the end of academic year 2016-17. | Ms J McKenzieDirector of External & Corporate Relations | CEO of Abertay SA Director of HRDirector of Student ServicesDirector of Teaching and Learning Enhancement (TLE) |
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| AP4 | An unwillingness to report race related harassment or knowledge of who to approach | Better promotion and signposting on raising discrimination and harassment concerns and of support, help and guidance available for BME staff and students.  | Through focus group feedback and survey responses 100% of staff and students report awareness of the support available to them. The corporate induction process will ensure all new staff are made aware of support and processes and new students will be engaged via the orientation app.  | Commencing September 2016 | Mr J NicholsonDirector of Student Services  | Director of HRStudent Advice and Welfare Co-ordinatorCompliance Officer |
| AP5 | To ensure managers are better trained and more aware | Management training (made available to all staff with line management responsibilities) should include a specific session on culture and support as it relates to BME staff | Managers report greater awareness of biases following the training; improved response by BME staff to E&D questions in 2017 staff engagement survey and specifically improved response to RECM survey question ‘I am treated equally by my manager…’ from 78% to over 90%. | Commencing September 2016 | Mr M Batho, VP (University Services) & Deputy Vice-Chancellor Ms E FraserDirector of HR  | Possible working group to include Heads of Division from each School & Managers from each Service |
| AP6 | To ensure data is monitored on a regular basis | Review race data annually and identify action in race equality action plan and/or School or Service Operational Plan to address any issues | Data is monitored and actions arise from this every year.This is completed on time every year.(See also AP7) | This is being built into our routine reporting. First formal reports in Autumn 2016) | Mrs C SummersDirector of Strategic Planning  | Director of Student ServicesDirector of HRCEO of Abertay SAHeads of School and Service |
| AP7 | To communicate progress to the University community and others | Produce and publish annual analysis of data including the RECM application and additional data identified for the University | Information included in Vice-Chancellor’s address to all staff, annual analysis considered by governing body and published on our external webpages making the University more transparent and accountable to its stakeholders. | Commencing June 2017 | Professor N Seaton, Principal & Vice-ChancellorMrs C SummersDirector of Strategic Planning  | Director of Student ServicesDirector of HR |

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| ~~AP8~~ | ~~Addresses concerns raised regarding knowledge of support structures~~ | \*\*ACTION POINT REMOVED & MERGED WITH AP4\*\*~~Provide information on raising E&D, discrimination and harassment concerns in staff induction~~ | ~~All new staff are aware of how to raise concerns~~  | ~~Commencing September 2016~~ | ~~Mr M Batho, Vice-Principal (University Services)~~~~Ms E Fraser~~ | ~~Director of HR & OD~~~~Director of TLE~~ |
| AP9 | Addresses concerns relating to representation of BME staff on University committees | Review the remit and constitution of University committees and Task Groups to further mainstream E&D through governance and management, ensuring that the race equality is embedded in the structures and processes and identify actions to improve racial balance | 20% increase in BME representation across all University Committees by 2020 | Commencing September 2016 | Mrs S Stewart, University Secretary | Dr A RamsayCorporate Governance Manager |
| AP10 | To ensure compliance with legislation and to provide better guidance for all staff when reviewing policy in relation to race equality. | Review EIA practices and develop new policy/guidance, incorporating guidance on race equality to ensure that a consistent approach to EIA is rolled out across the University | 100% of University policies, procedures and module descriptors are equality impact assessed.  | Policies & procedures: completed by December 2016Module descriptors: completed during the University programme review in 2017/18  | Mrs S Stewart, University SecretaryMs S Campbell, Registrar & Deputy University Secretary | Director of HRDirector of Student ServicesPolicy Officer |

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| AP11 | Awareness raising for leaders and managers | Provide training and events for leaders including;• Training for all governors, managers and Student Association officers in EIA • Use the survey/workshop responses to raise awareness: use survey statistics and selective quotes in briefing, training courses and publicity materials | All University governors understand their EIA responsibilities and 100% of managers and SA officers are trained in EIA to ensure consistency of approach and communication of university values in relation to race equality 3 out of 21 SMG meetings a year committed to discuss E&D progress across the University including, but not restricted to, race equality.Annual E&D progress report to PHE committee and Court. | Commencing September 2016 | Mrs S Stewart, University SecretaryProfessor N Seaton, Principal & Vice-Chancellor | CEO Students’ AssociationDirector of HR |
| AP12 | Isolation due to small numbers of BME staff and students | Investigate and develop better links with community groups that support BME communities locally | A working relationship with BME networks of support are developed providing a resource for advice and guidance to staff and students. | Commencing August 2016 | Ms J McKenzieDirector of External & Corporate Relations | Director of Student ServicesDirector of HR Abertay SA President |
| AP13 | Lack of BME societies on Campus | Support and encourage the Students’ Association to set up/develop more student societies that cater for the social and cultural needs of BME groups | Provide social networking opportunities for BME students and foster good relations between students of differing ethnicities with a view to a 10% increase in relevant societies by September 2018 recorded by the Students’ Association.  | From September 2016 | Professor N Seaton, Principal & Vice-Chancellor Mr C Marshall, SA President | CEO Students’ Association |

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| AP14 | Possible gap in knowledge and understanding | Identify and support staff skills/knowledge gaps on specific BME communities cultural and social norms and expectations, prevalent at the University, to support and build cross-cultural understanding | Maintain or increase BME student satisfaction rates (NSS overall satisfaction Q22) as measured by NSS (currently 88%). This is aligned with our 2020 KPI: “% of students satisfied with the overall quality of their course [NSS]”, target of 89%Maintain or increase staff engagement |  | Dr A RobertsonDirector of TLE | Director of HRDirector of Student Services |
| AP15 | University Communication Strategy | Embed race equality principles within existing and future University communication strategies and plans, to ensure the University’s race equality work and BME and international students and staff more generally feature in internal and external communications, including: University-run and external events; web and intranet; social media; direct staff/student communications; external networking | Improvement in positive BME staff response to 2017 Staff Engagement Survey ‘I believe the Uni is committed to equality of opportunity…’ from 75% to over 90% and similarly to staff and student response to the race equality survey ‘The Uni is committed to creating an inclusive environment for all…’ from 76 to over 90%. | Commencing August 2016 | Ms J McKenzieDirector of External & Corporate Relations | Director of HR Director of TLEDirector of Student ServicesCEO Students’ AssociationStaff Engagement Survey Group |
| AP16 | Mainstreaming Equality | Mainstream REC objectives into operational plans | 100% of school and service operational plans reflect the University’s REC objectives | This will be incorporated into the next planning process in early 2017 | Mrs C SummersDirector of Strategic Planning  | All Heads of School and Service, Managers & Heads of Division |
| AP17 | Equal Pay | Monitor pay gap information on a yearly basis with a focus on areas of significant difference to provide an early identification of any areas of concern | Annual report prepared for PHE committee and Court and published on external webpages | Commencing April 2017 | Ms E FraserDirector of HR  |  |

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| AP18 | Possible issues of career progression | Set up a University BME mentoring programme, using existing BME staff to (a) support new BME staff; and (b) support career progression of BME staff  | 10% of all BME staff take part in the first year increasing by a further 10% during 2018/19. | Commencing September 2017 | Professor S OlivierVice-Principal (Academic) & Deputy Vice-Chancellor | Director of HRDirector of Student ServicesDirector of TLE |
| AP19 | Higher BME staff turnover compared to white staff  | Undertake in-depth analysis to understand the reason(s) for the higher turnover of BME and non-UK staff, including qualitative analysis of comments | Ensure that 90% of BME staff have an exit interview to gain a better understanding | From October 2016 | Mr M Batho, Vice-Principal (University Services) & Deputy Vice-ChancellorMs E FraserDirector of HR  |  |
| AP20 | Employee Contracts | Review all FTCs to ensure valid reasons and consistency of practice, without racial bias, for use of FTCs, and revise contracts (to make permanent) where appropriate | Keep this under regular review to ensure there is no racial bias in relation to contractual arrangements (inc. pay and reward) provided by the University and resolve if issues are identified. | Completed by September 2017 | Ms E FraserDirector of HR  |  |
| AP21 | Low number of BME people in support roles compared to percentage in local population | Undertake in-depth analysis to understand the reason(s) for the low proportion of BME support staff relative to the local population, including analysis of ethnicity and nationality along with length of service | Increase the number of applications for support roles from the Local BME community to 4% to reflect the Scottish national average | Completed by July 2017 | Mr M Batho, Vice-Principal (University Services) & Deputy Vice-ChancellorMs E FraserDirector of HR  |  |
| AP22 | Low number of BME people in support roles compared to percentage in local population | Promote BME role models/images on webpages, including Jobs page; explore ways for job ads to reach BME communities | Together with AP21, increase the number of applications from the local BME population to 4% | From October 2016 | Ms J McKenzieDirector of External & Corporate Relations | Director of HR |

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| AP23 | Low disclosure rate of bullying and harassment by BME staff | Review the processes and procedures for raising (racial) harassment and bullying with BME staff using a focus group approach; (a) to identify if current processes and procedures and (b) support for staff wishing to raise an issue of racial discrimination can be improved | 100% of BME staff feel confident using the existing bullying and harassment processes and procedures reflected in the results from the next staff engagement survey | Completed by July 2017 | Ms E Fraser, Director of HR  | Student Advice and Welfare Co-ordinatorHeads of Division |
| AP24 | To ensure no bias in recruitment and selection of staff | Gather and review data on staff recruitment by ethnicity and nationality (along with other protected characteristics such as gender), including applications, shortlists and appointments on a yearly basis (every July). In particular, monitor the % of BME applicants shortlisted and investigate further if this continues to be substantially lower than white applicants and identify appropriate action | A 5% annual increase (see P54 of application for 2013-2015 %) in the number of appropriately qualified BME staff being shortlisted for academic posts over the next 3 years.Annual report on these figures is produced, published and considered by PHE committee and Court. | Annually in July | Ms E Fraser, Director of HR  | All Heads of School  |
| AP25 | To ensure best practice in recruitment and selection and to eliminate unconscious bias | Provide mandatory training in the new recruitment practices to all Service managers and others involved in interview panels to ensure that they apply the policy effectively and understand the underlying purpose, i.e. to ensure consistent, high quality recruitment decisions and to reduce bias | 100% of relevant staff trained in the new recruitment practices by December 2016 to ensure bias is not and does not become part of the University’s recruitment processes | To be fully implemented by December 2016 | Ms E FraserDirector of HR  | All Directors of Service |
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| AP26 | To ensure best practice in recruitment and selection and to eliminate unconscious bias | Monitor the impact of the new Academic Promotions Policy on race equality and review the policy and process and implement action to address any issues identified | BME academic staff are achieving promotion at a rate proportionate to white academic staff.Monitor through the biannual staff survey to achieve 80% of staff satisfied with the transparency of the academic promotions process | At the end of each promotion round | Ms E FraserDirector of HR  |  |
| AP27 | To ensure best practice in recruitment and selection and to eliminate unconscious bias | Review current procedure of staff recruitment, benchmarking against other HEI’s (of similar size and local BME population)  | Identify and implement improvements to recruitment process; BME staff; ensure the % of BME applicants, shortlist and appointments remains equal to or higher than the local population, year on year. (Current BME application and offer information at P54 of application) . | Commencing September 2016Completed by July 2017Repeat again in September 2018 | Ms E FraserDirector of HR  |  |
| AP28 | Staff Development | Review the performance management/appraisal scheme (Pathways) to:* Include longer-term career planning/ development discussion.
* Strengthen discussion of development needs and opportunities
* Enable development needs analysis for BME staff
 | 100% completion of BME and non-UK staff Pathways.BME and non-UK staff continue to respond to staff engagement survey questions about Pathways equally or more favourably than white and UK staff, e.g. increase ‘did you identify development needs/objectives’ from 78% to 85% for BME staff. | Commencing August 2017 | Mr M Batho, Vice-Principal (University Services) & Deputy Vice-Chancellor | Director of HR  |

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| AP29 | Use of hourly pay staff and contracts | Complete implementation of review of practices in relation to hourly-paid staff, including:* enhancing processes to ensure that the most appropriate contractual arrangement is used, e.g. move staff to fractional/part-time rather than hourly-paid contracts if there is regular work
* ensuring appropriate induction, training and management support is provided
* repeat EIA and establish systematic E&D monitoring of hourly paid staff
* Undertake a review and identify the reasons for the higher proportion of non-UK support staff working part time. Identify further actions should these be required as a result of the review
 | Implementation of a review of practices; E&D monitoring of hourly paid staff embedded in reporting to management, PHE committee and Court, and published; improved understanding of higher % of non-UK staff working PT and any action identified.  | Completion by December 2017 | Ms E FraserDirector of HR  |  |

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| AP30 | Low numbers of BME staff applying for promotion | Develop and implement ‘understanding promotion’ sessions for academic staff,paying particular attention to barriers to minority ethnic staff applying forpromotion | BME and non-UK staff are equally likely to be promoted as white/UK, i.e. 8% of academic promotions in 2017-19 are BME and 22% or more are non-UK staff, reflecting the % of grades 6-9 academic staff 20% improvement in the numbers of BME staff applying for promotion by 2017 | In progress from Spring 2016 | Ms E FraserDirector of HR  | Heads of SchoolsDirector TLE |
| AP31 | Unconscious bias | Develop unconscious bias training and development provision; prioritise training for those managing staff and/or supporting/teaching students | 100% of staff who manage staff and/or support/teach students have completed the available unconscious bias training by December 2016 and 90% of all other staff will have completed the training by July 2017  | Underway with launch of online unconscious bias training in Spring 2016 | All Heads of School and Services facilitated by Ms E FraserDirector of HR  | Director of TLE |
| AP32 | Improve Teaching and Learning  | Consider race equality in relation to both content and inclusive delivery through EIA of all new programmes and programme quality reviews | 100% of new programmes, programme quality reviews and module descriptors will be equality impact assessed by December 2018  | Commencing September 2016 | Professor S Olivier, Vice-Principal (Academic) & Deputy Vice-ChancellorDr A Robertson, Director of TLE | Director of TLERegistrarPolicy Officer |

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| AP33 | Improve Teaching and Learning | Identify a number of Race Equality Academic Champions on the back of our recent curriculum audit, develop a series of case studies and utilise their skills and expertise to encourage other colleagues’ practice development | Resource dedicated to the development of Race Equality Academic Champions.In line with our EEDC project (page 85), deliver a dedicated web repository of materials relating to race equality in the curriculum. (This bank of resources will expand to embed E&D more generally by May 2017). Each academic division will provide one good practice case study demonstrating embedding race equality into the curriculum by the end of academic year 2016/17 as an exemplar for the repository.Programme review in 2017/18 leading to 100% of module descriptors being equality impact assessed (also see AP32).100% of new academic staff gain HEA fellowship through the University’s PG Cert in Higher Education Teaching within 2 years of joining Abertay (see page 89 of application). By 2020, 100% of staff who teach and support learning will employ a range of innovative, efficient and effective learning, teaching and assessment methods and have achieved appropriate national recognition of their teaching professionalism (this is entrenched in our Teaching & Learning Strategy and our 2015-2020 Strategic Plan). | Commencing October 2016 | Ms A CameronHead of SHS & EEDC Project Lead | Director of TLEPolicy Officer |
| AP34 | Improve Teaching and Learning | Support embedding race equality in the curriculum by developing a cogent strategy across all taught provisions | Completed by December 2016 | Professor S OlivierVice-Principal (Academic) & Deputy Vice-Chancellor  | Director of TLEHead of SHS & EEDC Project Lead |
| AP35 | Improve Teaching and Learning | Build staff capacity and confidence to embed race equality in their curricula appropriately | Completed by January 2018TLE Seminar scheduled for 8 February 2017 | Professor S OlivierVice-Principal (Academic) & Deputy Vice-Chancellor | Director of TLEHead of SHS & EEDC Project Lead |
| AP36 | Improve the Student Experience in relation to Teaching and Learning | Improve internal student survey response rates to allow more systematic analysis of the feedback from minority ethnic students | Commencing April 2017 | Dr A RobertsonDirector of TLE  | Heads of School;Director of Student ServicesCEO of Abertay SA |
| AP37 | Improve Teaching and Learning | Enhance the teaching and learning experience for students through engagement with the HEA/ECU Embedding Equality and Diversity in the Curriculum project in relation to Race Equality | Commencing January 2017 | Dr A RobertsonDirector of TLE  | Heads of School; School Academic Curriculum Managers |

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| AP38 | Low proportion of BME students within a subject area | Investigate the reasons behind the low proportion of BME students in Sport and, through our participation in the Attracting diversity initiative, seek to increase the proportion of BME students | Increase participation rates of BME students to 5% by 2020. | Commencing September 2016 | Ms L Balfour, Director of International, Partnerships and Student Recruitment | Head of School for Social and Health Sciences Division Leader for SportDundee Academy of Sport |