Race Equality Charter Action Plan: 2015-2018

Ref:	Action	Rationale	Outputs	Timeframe	Lead	Success Criteria
1. Widening access for BME students at undergraduate and post graduate levels						
1.1	Re-explore offering foundation courses, with a guaranteed admission scheme, at our new campus	The foundation courses would look to include the most under-represented groups, create new access routes into the university and would be delivered from the one of the most diverse boroughs in the UK	Phase 1: Evaluate the previous feasibility study and see how it could be remodelled for new campus Phase 2: Dependant on feasibility study, foundation courses established	January 2016 September 2018	Registrar and Head of Student Services	Foundation courses or alterative model developed, high cohort of most under-represented groups offered a place
1.2	Review and progress the work undertaken on contextual or average A-level grade admissions	To increase the admission rate of students from the most under-represented ethnic groups, to narrow the differential which sees black students being less likely to offered a place	Amendments to the admissions procedures	July 2017	Registrar and Head of Student Services	New admission procedures lead to increase in number of most under-represented students (including black students)
1.3	Develop widening participation programme at post graduate taught-level, based on findings of HEFCE-funded Post Graduate Support Scheme project	To increase the proportion of BME PGT students through summer schools and bursaries	Research report published Programmes designed and implemented	Sept 2015, June 2016	Vice Provost (Education)	Increase in the proportion of students from black ethnic backgrounds studying at Masters level

Ref:	Action	Rationale	Outputs	Timeframe	Lead	Success Criteria
1.4	Undertake targeted fundraising to establish scholarships for BME PhD students, work in partnership with a dedicated BME charity to help deliver this	Students from specific ethnic backgrounds are chronically under-represented at PhD and more likely to experience financial hardship	Phase 1 : Fundraising Phase 2 :Aim to establish at least 5 scholarships Phase 2: A development programme is implemented to support these students and ensure they are seen as potential future colleagues	August 2015 August 2016/17	Executive Director of Development and Alumni Relations Director of Organisational Development	Students from specific backgrounds (Ie: African Caribbean) supported on PhD scholarships
1.5	Work with MSc Advisors around understanding cultural barriers for BME students and more actively encouraging them into PhDs	BME students receiving additional and encouragement and support to increase uptakes of PhD	Think piece developed and disseminated via the Learning and Teaching Portal Agree metrics of success	July 2016	Equality and Diversity Advisor	More BME Masters students undertaking PhDs
1.6	Faculties' Doctoral Strategies to include a dedicated section on improving the representation of BME students and to be reviewed by the Doctoral	Faculties more accountable for improving the proportion of BME PhD students	All Faculty Doctoral Strategies include action on improving BME student representation Agree metrics of	August 2015	Pro-Provost (Doctoral School)	Increase in proportion of BME PhD students

Ref:	Action	Rationale	Outputs	Timeframe	Lead	Success Criteria
	School		success			
1.7	Research the reasons why Black students appear less likely to receive an admissions offer even with top predicted average A-levels grade	To increase the admissions rate of Black students	Preliminary work has already begun on this, ie: admissions tutors in Arts & Humanities, Laws and Social Sciences are examining the role of personal statements Report with recommendations to Admissions and Education Committee	August 2015	Dean of Arts & Humanities, Equality and Diversity Advisor	To increase the admissions rate of Black students
2. Support for BME students						
2.1	Development of 'life cycle' approach to student support	Improve the support available to students from specific ethnic groups (where a need has been robustly identified) throughout all stages of their degree	Phase 1: Establish clearer and more defined ownership of student intervention programmes Phase 2: Utilise Widening Participation funding to better understand and evidence the	From April 2015 From August 2015	Registrar and Head of Student Services	Improvement in retention, attainment and satisfaction levels of students from specific ethnic groups so that any differentials with their white peers are narrowed and eventually

Ref:	Action	Rationale	Outputs	Timeframe	Lead	Success Criteria
			potential interventions required for specific groups Phase 3: Agree metrics of Success. Implement targeted interventions and programmes based on robust evidence base and best practice from elsewhere	From August 2016		eliminated
2.2	Develop and expand the BME alumni network	To inspire BME students, create networking opportunities, expose students to role models	Career events, fundraising activities, mentoring schemes	From February 2015 ongoing	Executive Director of Development and Alumni Relations , Head of Career Services and BME Student Sabbatical Officer	BME students benefit from support and networking
3. Evidence gathering and mainstreaming accountability (student issues)						
3.1	Develop undergraduate destinations project to produce a map of destinations by ethnicity	To better understand and develop evidence-based approaches to addressing the 'leaky pipeline'	Research report published with recommendations	July 2018	Vice Provost (Education)	Better understanding of BME student destinations to inform policy and strategy development

Ref:	Action	Rationale	Outputs	Timeframe	Lead	Success Criteria
3.2	Analyse career destinations of BME students	To better understand and develop evidence-based approaches to addressing the 'leaky pipeline' in academic positions	Published report with recommendations	December 2017		Interventions designed to ensure more BME students are enticed into academia as a career
3.3	Establish Quality Assurance Working Group and ensure 'race' equality is embedded in new Institutional Quality Review procedures	'Race' equality becomes part of quality assurance culture and processes	Review and implementation of new IQR criteria	Steering Group established in February 2015 and work is ongoing until 2017	Director of Academic Services	Departments routinely considering and engaging with 'race' equality issues
3.4	Embed 'race' equality data in Annual Monitoring for departments, including metrics and 'dashboard' of key issues	All departments receive detailed and consistent data in established format	Establish data format New Annual Monitoring data set	June 2015	Director of Academic Services	Departments routinely considering and engaging with 'race' equality issues such as admissions, progression, attainment, etc
	4. Attainment, curriculum and pedagogy					
4.1	Establish 'Liberating the Curriculum' Working Group, a sub-group of the Connected Curriculum Development Group, that will oversee	To ensure that courses systematically embed diversity in the curriculum	Guide for departments on reviewing their curriculum areas (outcomes to be reviewed as part of	Working Group established February 2015, ongoing work	Director of Centre for Advancement of Learning and Teaching	Much higher number of courses evaluated as having a 'diverse' or 'liberated'

Ref:	Action	Rationale	Outputs	Timeframe	Lead	Success Criteria
	curriculum review of existing and new courses in 2014-17, and produce tools and resources to help departments take action to ensure diversity is represented in curricula.		quality assurance processes: see 3.3)	until 2017 Targets to be agreed by the Group		curriculum through working group
4.2	Ensure Global Citizenship programme is more widely available (currently over 1000 students attend the summer school) and explicitly includes course content on 'race', in liaison with the 'Liberating the Curriculum' Working Group/ Connected Curriculum Development Group: see 8	Enhance all students' understandings in relation to 'race' and encourage them to think critically and self-reflectively on the issues from a very early point in their experience	Phase 1: Extension of summer programme to include 1300 students Phase 2: Potential development of E-learning package that all students undertake	July 2016 July 2017	Director of Centre for Advancement of Learning & Teaching, and Connected Curriculum Fellow/ELE	Much higher number of students are able to take up opportunities to become critically engaged with 'race' equality issues
4.3	Utilise the student-led 'Why is my curriculum white?' campaign film, to provoke debate, for example by organising viewings and discussions in faculty or department teaching committees	Increase understanding among staff of how BME students can experience the curriculum	More wide-spread engagement with the campaign	Ongoing	Faculty Tutors	Higher number of courses sensitive to diversity in the curriculum
4.4	Engage students on the	Students engaged in shaping the	Student research	From Feb	CALT (Change	Higher number of

Ref:	Action	Rationale	Outputs	Timeframe	Lead	Success Criteria
	ChangeMakers programme to help design and implement research projects on inclusive curriculum	curriculum and enriching education and learning	projects disseminated through the Learning and Teaching Portal and disseminated widely	2015-ongoing	maker) Teaching Fellows and Faculty Tutors	courses sensitive to diversity in the curriculum
4.5	Review compliance with anonymised marking policy for taught courses. Where anonymised marking is not taking place, report to Education Committee.	Response to poor feedback from BME students on assessment, to remove the potential for bias	Report to Education Committee	August 2015	Faculty Tutors	All taught courses use anonymised marking Communicate this to BME students
4.6	Strongly promote the use of 'guided marking'[1] exercises, or similar, at the beginning of every module.	Response to poor feedback from BME students on assessment and feedback. It will help students better understand assessment and enables them to benchmark and self-assess.	Promotion of guided marking through Arena programs, events, web resources, etc	August 2016	Senior Teaching Fellow in CALT and Faculty Tutors	Attainment gap narrowed between students from different ethnic groups
4.7	Widespread dissemination to teaching staff of films developed by BME students on attainment	Increase understanding of the barriers BME students face at university	Films made available through the Learning and Teaching Portal and disseminated widely	August 2015	CALT Teaching Fellows, Faculty Tutors	BME students feel better supported and understood as evidenced in RECM survey
4.8	Introduce more 'belonging interventions'. Create and show videos	To create a more welcoming and inclusive culture	Departments routinely showing films as part of	August 2016	Head of Careers, CALT and Faculty Tutors	BME students feel better supported and understood

Ref:	Action	Rationale	Outputs	Timeframe	Lead	Success Criteria
	of BME Alumni and other alumni discussing the challenges they faced at the university, how they coped and their subsequent careers, to be shown within induction programmes.		induction programmes			as evidenced in RECM survey
4.9	Development and delivery of a postgraduate programme, led by a community of researchers, that is focused on race	To emulate the success of 'Black Studies' in leading US institutions in understanding and addressing racialised inequalities	Postgraduate programme established from 2018	Sept 2018	Dean of Arts and Humanities, Dean of Social and Historical Sciences	University establishes a reputation as a leading university for the study of race and racial injustice
5. Corporate						
5.1	Better embed Equalities and Diversity Accountability Framework in Departments	More local accountability for meeting 'race' equality objectives	-Departmental action plans - Annual Equalities and Diversity report to Council which demonstrates better engagement by departments - Equality objectives better embedded in HoD appraisals	April 2015 – ongoing	Deans	Accelerated progress in meeting 'race' objectives in Equalities & Diversity Strategy
5.2	Pilot 'Committee shadowing' in departments / faculties	Improve transparency of decision-making, improve ethnic diversity of committees, ensure BME staff are	Successful shadowing scheme piloted and rolled	April 2016	Heads of Department 'coalition'	Faculty and departmental committees are

Ref:	Action	Rationale	Outputs	Timeframe	Lead	Success Criteria
	for early career BME staff	provided with the opportunity to be closer to decision-making	out			more ethnically diverse
5.3	Provost to initiate review of committee membership	Improve ethnic and gender diversity of Committees	Reconstituted memberships where possible	Oct 2016

Implemented from Oct 2017 | Director of Student and Registry Services | Committees are more ethnically diverse |
5.4	Ensure new <name of city> Strategy features 'race' equality, particularly in relation to job creation and regeneration	The new campus will be located in one of the most diverse boroughs in the country	Strategy and implementation plan included initiatives on addressing racialised inequalities	From April 2016 – on-going	Race Equality Steering Group and Vice Provost for <name of city>	Diverse local populations benefit from presence in terms of regeneration, education and employment
5.6	Establish Sir SW excellence prize on innovation in equality and diversity	Encourage innovation and engagement from staff on equality initiatives	Prize established and promoted, award winning projects implemented	Nov 2015	HR Director	Academic community engagement in equalities initiatives and innovative projects piloted
6. Promotion and career development						
6.1	Implement 'Job Families ' Project for professional services staff, whereby staff in finance, HR, administration roles, etc, have more formally defined career paths	Embed better internal career progression in professional services (where BME staff are concentrated)	Structured programme in place that sees greater numbers of BME staff moving into higher grades	Sept 2016 – ongoing	Deputy Director of HR	More BME staff moving into a higher grades, more BME staff recruited into the positions that become vacant

9

Ref:	Action	Rationale	Outputs	Timeframe	Lead	Success Criteria
6.2	Work with HoDS to develop and pilot Sponsorship Programmes for BME staff	The Sponsorship Programmes will go beyond traditional mentoring and could be very innovative in the sector	Fully developed models in place, with support and buy-in from senior staff	From April 2016-April 2017	Director of Organisational Development, (Equality & Diversity Team, Heads of Department 'Coalition')	More BME staff promoted into higher grades
6.3	Hold focus with BME Senior Lecturers to feed into Academic Promotions Review	BME senior lecturers are more likely to take longer to be promoted	Report of outcomes of focus groups feed into review	May 2015	Head of Equalities and Diversity	More BME academics promoted quicker, responses relating to promotion in staff survey show an improvement
6.4	Implement and promote the recommendations put forward by the Academic Promotions and Reward Review	Promotions likely to move to an ongoing, rather than annual basis basis which means staff have more opportunities to be put forward	Recommendations discussed at SMT Agreed actions promoted and embedded Monitoring of impact of these actions	June 2015 October 2016 From January 2017	Vice Provost (Education)	More BME academics promoted, responses relating to promotion in staff survey show an improvement
6.5	Create new programme on 'managing your career' for professional	Staff provided with clearer guidance and what essential training they require to move into a	New programme designed and implemented	August 2018	Director of Organisational Development	More BME professional services staff

Ref:	Action	Rationale	Outputs	Timeframe	Lead	Success Criteria
	services staff – by reviewing what is on the existing open programme, bringing it together in a cohesive way and then adding any programmes that are missing	higher grade				moving into higher
6.6	Develop a pilot B-Mentor programme for Professional Services staff	BME professional services staff receive high quality mentoring	- Review best practice & consult with BME Professional Services staff - Agree remit & target audience - Agree mechanism for delivery - Launch & publicise - Induction/training Match pairs	July - Aug 2015 Sept 2015 Oct2015 Nov – Dec 2015 January 2016 End Feb 2016	Head of Equalities and Diversity	Adequate resources and sufficient buy in from all partners institutions to launch the project
6.7	Professional services career 'surgeries' – or equivalent - which involve informal formal meetings with senior members of staff	Limited career progression opportunities for professional services staff where BME staff are concentrated. Where surgeries have happened it has received excellent feedback	Publicise the approach to all professional services divisions and faculties Build this into faculty and divisional Equality and Diversity plans	January 2016	Faculty Managers & Professional Services Leadership Team Head of Equality and Diversity	Higher satisfaction levels from BME staff in Staff Survey
6.8	Recommend Faculties	The Faculty of Medical Sciences	Proposal to Human	March 2016	HR Director	Fair and

Ref:	Action	Rationale	Outputs	Timeframe	Lead	Success Criteria
	establish formal mechanisms to consider the award of discretionary pay awards at all levels	have established a Reward Committee, that reviews the applications for discretionary pay wards and other changes to salary to ensure the process is fair and to ensure women are applying and being nominated equitably – this could be extended to all faculties and include ethnicity	Resources Policy Committee Implement recommendations approved by Committee	September 2016	Deans / Faculty Managers / Professional Services Leadership Team	transparent process is in place in each faculty and no differentials between BME and white staff apparent
6.9	RESG to meet with Athena SWAN Leads to discuss how departmental SWAN activities can be fully inclusive	Athena SWAN is perceived as being for 'White middle class women'	More BME speakers at events, more events and activities that consider different cultural issues	August 2015	Co-Chairs of RESG Athena SWAN Leads	Athena SWAN activities are fully diverse and inclusive
	7. Recruitment					
7.1	Improve the fairness and transparency of HoD and Vice Dean recruitment	20 or 30 positions a year are usually open and this is the feeder level into SMT	Paper to be considered at Human Resources Policy Committee Implementation of approved recommendations	March 2015 August 2015	HR Director of Policy and Planning	Increase in number of BME HoDS and Vice Deans
7.2	Create a report for LERS training database which identifies BME staff at grades 6, 7 and 8 who have attended recruitment training	To ensure there are less all-white recruitment panels, to create development opportunities for BME staff	Staff identified, trained, supported by managers and database established and promoted	From August 2015	Web Development and Database Support Officer Organisational Development)	Number of all-white recruitment panels reduced
7.3	Set up a high-level strategic group to	White applicants are more likely to be appointed through external /	I year pilot in one or 2 professional	From August 2016 –	HR Director	More BME staff moving into

Ref:	Action	Rationale	Outputs	Timeframe	Lead	Success Criteria
	develop a pilot for internal recruitment for professional services staff	open recruitment	services divisions and large departments , followed by evaluation and further roll out / policy change if successful	August 2017		higher grades and more BME staff appointed into vacant positions
7.4	Undertake targeted recruitment exercises to ensure an ethnically diverse short-list for lecturer positions, targeting high potential doctoral candidates\n\nSenior staff proactively encourage them to apply for lectureships.	Some academic positions receive very low numbers of applications from BME candidates\n\nThe Philosophy Department took this approach with regard to gender and doubled the number of female academics in one year.	More departments emulating the Philosophy Dept's. targeted recruitment exercise	From April 2014-April 2017	Heads of Department 'coalition'	Higher number of BME lecturers appointed
7.5	Executive search firm accountability – annual statistics to be reported to Race Equality Steering Group , in addition to HRPC	Executive search firms are contractually obliged to provide diverse long lists, however this need to be scrutinised annually	Annual report to Race Equality Steering Group	From January 2015	HR Director	More BME staff shortlisted and appointed via executive search firms approach
7.6	Embed spot checks and auditing on recruitment	BME candidates are less likely to be short-listed and appointed in some	Regular audits evident in faculty	From June 2016	Deans	Audits either show evidence

Ref:	Action	Rationale	Outputs	Timeframe	Lead	Success Criteria
	in faculty and professional services equalities action plans	areas. Regular and intense scrutiny of recruitment procedures in poorly performing areas will help ensure the process is fair	equality reports			that process are fair / or lead to increase in BME candidates appointed
7.7	Monitor research staff redeployment by ethnicity	BME staff are more likely to be on time-limited funding contracts. Redeployment is an important process for retaining research staff	Annual data to be included in HRPC reports	August 2017	HR Director	Any differentials are identified and recommendations made to remedy this
8. Organisational Culture						
8.1	Launch and widespread promotion of Dignity at Work policy, recruit more Dignity at Work Advisors and promote network	BME staff over-represented in harassment and bullying statistics	Posters, leaflets, web pages	October 2015	Head of Equalities & Diversity	Reduction in proportion of formal complaints from BME staff and improved response rate in Staff Survey
8.2	Continue to offer and promote new in-house unconscious bias training to departments	Unconscious bias training has been delivered since 2012, moving to delivering it in- house means more session can be delivered	6 sessions delivered per year to staff with management responsibilities	Sept 2015	Head of Equalities and Diversity	At least 100 staff trained per year
8.3	Ensure equalities and diversity is mainstreamed into all training offered	Most E& D training is currently stand-alone i.e. unconscious bias, online E&D training and Leading on Diversity for managers)	Ensure all training consultants are contractually required to mainstream equality into their training materials	September 2015	Director of Organisational Development	All training, where relevant, considers and explicitly covers equality and diversity.
			Provide training	July 2015	Head of	Positive feedback from participants

Ref:	Action	Rationale	Outputs	Timeframe	Lead	Success Criteria
			consultants with report on ideas and suggestions for including equality and diversity within their materials and courses.		Equalities and Diversity	
8.4	Publish a 'catalyst paper' on intersectionality, specifically 'race' and gender	To develop understanding and engagement on intersectionality	Paper published in The Week newsletter and distributed via faculties	September 2015	Head of Equalities and Diversity and Chair of Race Equality Network	
8.5	Consider developing a new 'support' or 'report' website function for harassment and bullying, following evaluation of Manchester University's scheme	To encourage more informal reporting of harassment and bullying	Dependant on evaluation of Manchester's initiative, New web page launched and promoted. Mechanisms agreed for dealing with anonymised reporting.	From January 2017	Head of Equalities & Diversity	Reduction in proportion of formal complaints from BME staff and improved response rate in Staff Survey
8.6	Develop and rebrand the wider 'Race' equality network	In addition the Race Equality Steering Group, the university has a wider 'race' equality network of over 100 staff	Networking events, 'safe space' events, consultation events	August 2015	Co- Chairs of Race Equality Steering Group	More networking opportunities and support events for BME staff
8.7	Hold a large-scale event public on the 50 year anniversary of the Race Relations Act	To critically examine the ongoing use of the term 'race' and influence public discourse	Public event attended by at least 100 people Race Equality Network promoted	December 2015	Co- Chairs of Race Equality Steering Group	High attendance at event, events page with film, blogs, interactive discussion, etc

Ref:	Action	Rationale	Outputs	Timeframe	Lead	Success Criteria
8.8	Run amended RECM survey for cleaning, catering and security staff that are employed by external companies	A very high proportion of these workers are BME and work on the our campus each day	Survey results disseminated to Estates Leadership Team	August 2015	Equality & Diversity Advisor	Increased awareness of issues BME external workers face
		9. **Evidence Gathering**				
9.1	Better recording of outcomes of grievance, disciplinary and harassment and bullying statistics, annual report to be submitted to Race Equality Steering Group	Data is currently collected by different teams so overall pattern of whether formal cases are upheld is not understood	Enhanced recording system in place, annual report to RESG in addition to HRPC	January 2017	Director of HR Consultancy	Trends better understood, scrutinised, monitored and acted upon
9.2	Data gathering for student disciplinary and grievances	To understand if BME students are over-represented in making complaints	Report to Education Committee	June 2016	Student Mediator / Director of Academic Services	Trends better understood, scrutinised, monitored and acted upon
9.3	Request for prize nominations made Provost and other senior leaders to be copied to Chair of RESG, build robust records of prize nominations by requiring all	To ensure BME staff are sufficiently included in prize nominations	Adapt the gender form that is currently being piloted Annual report to Vice Provost (Research)	July 2018	Vice Provost Research's Office (Exact person to be confirmed)	More BME staff nominated for prizes and awards

Ref:	Action	Rationale	Outputs	Timeframe	Lead	Success Criteria
	academic units to make a termly return of nominations made to Academic Services.					