

Race equality charter mark application form

##  Name of institution

##  Level of award application

[Bronze/silver – requirements for gold level are still in development]

##  Main contact for the application and contact details

Before completing this form, please refer to the race equality charter mark handbook which has additional advice and information.

This application form is accurate for the purpose of the race charter mark trial which is taking place from June 2014 – June 2015. If you are applying for the charter mark after the trial, please ensure you are using the correct application form, as this is subject to change.

# 1 Letter of endorsement from vice-chancellor/ principal

##  Please provide a letter written by the vice-chancellor (or equivalent).

The letter should explain how the university’s race equality action plan and activities contribute to the overall university strategy and academic mission.

The letter is an opportunity for the vice-chancellor to confirm their support for the application and to endorse and commend any initiatives that have made a significant contribution to the achievement of the university mission. The letter should include:

details of the issues senior management believe exist for minority ethnic staff and students within the institution

details of how race equality is monitored and scrutinised by the senior management team, council and senate (or equivalent) and regularity with which it is discussed

how the senior management team, council and senate ensure race equality is embedded within the decisions they take
For example, where policy and procedural decisions are being made, has an equality impact assessment been completed before the decision is made?

details of any allocated additional, ring-fenced resources for this work
It is important that race equality work does not re-direct any existing resources away from current work, particularly work in relation to disability, religion/belief and sexual orientation and age. It is likely that support will be required for different faculties and departments within the institution and details of how that will be provided and funded should be included here.

# 2 Details of the self assessment team and process

## 2a Please describe your self-assessment team including:

a description of the self-assessment team: members’ roles, both within the university and as part of the team, and why they wanted to be involved

how the team represents minority ethnic staff and students

how people were nominated/volunteered for the role and how they were able to make time for their involvement in addition to their usual day-to-day duties

how the team is representative of the different parts of the institution and the different grades and job roles (including professional and support staff as well as academics)

## 2b Please describe the self assessment process, including:

how the team met and communicated

how often they met and communicated, for face-to-face meetings please provide the dates of the meetings, attendees and brief description of the outcomes of the meeting

how the team fits in with other committees and structures, for example, the senior management team, existing equality and diversity committees and departmental decision-making committees

## 2c Please describe the process of involvement, consultation and communication with reference to the following:

how the staff and student survey was conducted, disseminated and analysed and how and who responded

further involvement and consultation with minority ethnic staff and students

staff and student networks (this may include a statement from any relevant networks)
Please include details of the aims and size of the networks, how they have been involved and how they will be involved in the future.

external interest groups, for example local race equality groups

communications to all staff and students, including any departmental communications with staff

## 2d Please describe the ongoing role of the self assessment team and any transfer of responsibility for the work including:

whether the team and/or specific team members will continue to be involved

who will have overall responsibility for the action plan

how the action plan will be monitored within other existing committees and structures, for example, the senior management team.

who will be responsible for the next application in three years, for example, will a different self-assessment team be convened, how will the current team provide handover to that team

# 3 Institution and local context

The purpose of this section is to understand more about the culture and background of the institution and the local context in which it is situated.

## 3a Please provide an overview of your institution, including its:

size

structure

specialisms

any other historical and/or background information that you think is relevant to your application

## 3b Please provide an overview of the local population and context with reference to:

population demographics

known racial tensions either specifically within local communities or linked to the institution’s staff and students

how the institution engages with specific minority ethnic communities and how those communities engage with the institution

any other information your institution feels to be relevant

# 4 Staff profile

This section should illustrate the staffing profile of your institution. The section should be informed by extensive analysis of the institution’s quantitative data, as well as the results from the mandatory race equality survey, and any other appropriate quantitative and qualitative sources.

Full commentary should be included with the data, along with any relevant work already undertaken to address any issues identified, and actions you plan to take.

## 4a Please provide details of the ethnic profile (by specific ethnic group as far as possible) of your academic staff broken down by:

UK/non-UK staff

department/faculty

grade/job type

contract type (permanent/open-ended contract or fixed-term contract)

full time/part-time

turnover rates

You may want to provide further analysis with more than one of these variables (for example, contract type *and* department) where numbers allow.

Please ensure you include details of whether the data is based on full person equivalent or full time equivalent, and explanations for where the data has not been provided.

## 4b Please provide details of the ethnic profile (by specific ethnic group as far as possible) of your professional and support staff broken down by:

UK/non-UK staff

department/faculty

grade/job type

contract type (permanent/open-ended contract or fixed-term contract)

full-time/part-time

turnover rates

You may want to provide further analysis with more than one of these variables (for example, contract type *and* department) where numbers allow.

Please ensure you include details of whether the data is based on full person equivalent or full time equivalent, and explanations for where the data has not been provided.

## 4c Please provide details of the ethnic profile of any grievances/ disciplinaries at institutional level.

This should include whether the grievance/disciplinary was race-related and also whether there are trends in rates by ethnicity.

## 4d Please provide details of the ethnic profile (by specific ethnic group as far as possible) of your decision making boards and committees, including:

senior management team

board of governors/council

research and academic committees

key departmental decision-making bodies

any other key decision making committees

These should be presented separately as far as possible, although you may wish to additionally aggregate the data for all of the committees to then disaggregate it by specific ethnic group.

## 4e Please provide the results of any equal pay audits conducted over the past three years by ethnicity (by specific ethnic group as far as possible) and actions taken to address any issues identified.

# 5 Recruitment and selection

This section should illustrate the outcomes of your institution’s recruitment and selection processes. The section should be informed by extensive analysis of the institution’s quantitative data, as well as the results from the mandatory race equality survey, and any other appropriate quantitative and qualitative sources.

Full commentary should be included with the data, along with any relevant work already undertaken to address any issues identified, and actions you plan to take.

## 5a Please provide details of the ethnic profile (by specific ethnic group where possible) of people:

applying for academic posts

being shortlisted/invited to interview for academic posts

being offered academic posts

Broken down as far as possible by:

faculty/department

UK/non-UK applicants (separating out applicants with/without the right to work in the UK)

Where possible these variables should be analysed together.

## 5b Please provide details of the ethnic profile (by specific ethnic group where possible) of people:

applying for professional and support posts

being shortlisted/invited to interview for professional and support posts

being offered professional and support posts

Broken down as far as possible by:

faculty/department

UK/non-UK applicants (separating out applicants with/without the right to work in the UK)

Where possible these variables should be analysed together.

## 5c Please outline how you ensure recruitment and selection is conducted transparently and without racial bias. Please make reference to:

any relevant training and development for those involved in recruitment decisions

methods for ensuring consistency and accountability for advertising posts, encouraging people to apply and recruitment selection

department-level accountability

the results of any audits of recruitment processes and outcomes

# 6 Career progression and development

This section should illustrate the outcomes of career progression and development. The section should be informed by extensive analysis of the institution’s quantitative data, as well as the results from the mandatory race equality survey, and any other appropriate quantitative and qualitative sources.

Full commentary should be included with the data, along with any relevant work already undertaken to address any issues identified, and actions you plan to take.

## 6a Please provide details of the ethnic profile (by specific ethnic group where possible) of academic staff promoted by:

department/faculty

UK/non-UK staff

grade (ie promotions from each grade to another grade)

average length of time in service before promotion

## 6b Please provide details of the ethnic profile (by specific ethnic group where possible) of professional and support staff promoted by:

department/faculty

UK/non-UK staff

grade (ie promotions from each grade to another grade)

average length of time in service before promotion

## 6c Please provide details of the ethnic profile (by specific ethnic group where possible) of staff submitted for the Research Excellence Framework 2014, and if possible the Research Assessment Exercise 2008. This should include:

a comparison with academics eligible for submission

be broken down by department where possible

## 6d Please describe how you ensure the following are conducted transparently and without racial bias, and provide any ethnicity data you have on:

training opportunities and allocation of training budget

career development opportunities

profile raising opportunities including conferences, seminars, guest lectures, exhibitions and media opportunities
This might include opportunities for your own institution’s staff as well as who is invited to speak/guest lecture at your institution.

workload allocation

appraisals and appraisal outcomes

promotion opportunities and temporary promotions/interim positions

nominations to public bodies, professional bodies and for external prizes

## 6e Please describe how career development and promotion is considered by individual departments and how they are accountable for outcomes in their area.

# 7 Student pipeline

This section should illustrate the progression and success of students at different stages in their academic progression. The section should be informed by extensive analysis of the institution’s quantitative data, as well as the results from the mandatory race equality survey, and any other appropriate quantitative and qualitative sources.

Full commentary should be included with the data, along with any relevant work already undertaken to address any issues identified, and actions you plan to take.

## 7a Please provide details of the ethnic profile (by specific ethnic group where possible) of your institution’s undergraduate student body.

Broken down as far as possible by:

UK/non-UK

department/faculty

Where possible these variables should be analysed together.

## 7b Please provide details of the ethnic profile (by specific ethnic group where possible) of undergraduate students’ continuation rates through their course (ie progression rates from one year to the next to graduation).

Broken down as far as possible by:

UK/non-UK

department/faculty

Where possible these variables should be analysed together.

## 7c Please provide details of the ethnic profile (by specific ethnic group where possible) of your institution’s undergraduate degree awarding rates by classification:

Broken down as far as possible by:

UK/non-UK

department/faculty

Where possible these variables should be analysed together.

## 7d Please provide details of the ethnic profile (by specific ethnic group where possible) of your institution’s post-graduate student body by:

taught master’s programmes

research master’s programmes

other postgraduate students

PhD students

Broken down as far as possible by:

UK/non-UK

department/faculty

Where possible these variables should be analysed together.

## 7e Please provide details of the ethnic profile (by specific ethnic group where possible) of your institution’s early career researchers (or equivalent grade) broken down as far as possible by:

UK/non-UK

department/faculty

Where possible these variables should be analysed together.

## 7f Please provide details of how your institution supports minority ethnic individuals who are at the beginning of their academic careers in higher education with specific reference to individual departmental responsibilities.

# 8 Diversity in curriculum and pedagogy

This section should illustrate the inclusivity of curriculum and pedagogy within your institution. The section should be informed by all relevant data sources including the results from the mandatory race equality survey, and any other appropriate quantitative and qualitative sources.

Full commentary should be included with the data, along with any relevant work already undertaken to address any issues identified, and actions you plan to take.

## 8a Please outline how you address race inequalities in the curriculum. This should include reference to:

course content

sources used and cited in courses

outcomes of different assessment methods

how equality and diversity is considered in the development of new courses

how departments and faculties discuss inclusivity in the curriculum at their decision-making committees and are accountable for actions taken

## 8b Please outline how you address inclusivity in pedagogy. This should include reference to:

staff training and development on inclusive pedagogical practice

staff confidence in embedding equality and diversity into their teaching practice

feedback from students, and especially minority ethnic students

any audits of feedback from course tutors to different groups of students

how departments and faculties discuss inclusivity in the curriculum at their decision-making committees and are accountable for actions taken

# 9 Any other comments

Please use this section to include any other relevant information to your application that has not been included above.

# 10 Action plan

In applying for this award, your institution will have reviewed data and other evidence internally, identified issues which might impact on race equality, and have formulated an action plan to address those issues and to tackle racial inequalities.

A good evidence base is essential to tackling racial inequalities, and some of your actions may be related to collecting data, whether quantitative or qualitative. However it is anticipated that the majority of actions will be initiative-led, rather than relating to data collection and analysis. Where actions are related to collecting evidence they should include details of when the data will be collected and what will happen once it has been collected.

It is important that race equality is embedded in the organisation in order to be successful, and that must be demonstrated in your action plan. We would anticipate very few actions being owned centrally by equality and diversity/human resources officers. The focus should be on locally-owned actions for head’s of department/faculty, highlighting their commitment to this agenda.

When progress is measured against the actions, this should also be localised, with the performance of individual departments being considered individually, as well as measuring the institution’s progress as a whole. Awards will only be renewed where progress can be shown across the board.

The action plan should cover current initiatives and the university’s aspirations for the next three years and actions should be:

specific

measurable

achievable

realistic

time-bound

However, the action plan should also be ambitious and reflect the institutions commitment to advancing race equality.

An example action plan template is available below which you may choose to use, or you are welcome to present your actions in your own template. It is possible that internally your actions are embedded into existing action plans, but for the purposes of this application we do ask that you collate all of the actions and present them in one combined, consistent document.

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| **Reference** | **Planned action/objective** | **Rationale**ie what evidence is there that prompted this action/objective? | **Key outputs and milestones** | **Timeframe**[start/end date] | **Person responsible**[include job title] | **Success criteria and outcome** |
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