

EDINBURGH NAPIER UNIVERSITY

RACE EQUALITY ACTION PLAN

Short Life Working Group on BAME Inclusion

In the wake of the murder of George Floyd and the EHRC report into racial harassment in HE, Edinburgh Napier's Principal & Vice Chancellor, Professor Andrea Nolan, established a short life working group on BAME Inclusion. The group's membership was widely drawn from across the University's student and staff communities with a remit to bring forward recommendations which would form the basis of a Race Equality Action Plan.

The working group identified six key themes which were considered to be central to delivering racial equality in Edinburgh Napier:

- Education & Training
- Visibility & Representation
- Reporting of racial incidents
- Wellbeing
- Curriculum
- Data

We recognise the need to evolve this plan as we gain further knowledge and insight into the challenges and issues which our BAME colleagues and students experience. This is a live document which will be reviewed and updated over time to reflect our learning and experience.

Monitoring progress

The University's Inclusion Committee has oversight of the plan while members of the original short life working group will continue to be involved in its development and delivery. Progress will be formally reported annually to the University Court.

Language and definitions

Language plays an important part in providing an environment in which open discussion and debate can take place in a respectful way. We use the acronym BAME (Black, Asian and Minority Ethnic) in common with the Higher Education Statistics Authority (HESA) and many other organisations, but we recognise that the term has many limitations. Behind this term sits a hugely diverse range of cultural norms, lived experiences and challenges and we fully acknowledge the need to understand these as we develop this plan.

The term Institutional Racism can sometimes evoke emotive and divisive reactions, but in essence its meaning is straightforward:

“discrimination or unequal treatment on the basis of membership of a particular ethnic group, arising from systems, structures, or expectations that have become established within an institution or organization.” Oxford English Dictionary

We acknowledge that Edinburgh Napier is as susceptible to this challenge as other HEIs and that racism can only be tackled by looking critically and holistically at our policies, systems, processes and practices.

Theme 1: Education & Training

Education and training will play a central role in facilitating culture change in which the challenge and impact of racism is understood and staff and students of all backgrounds and ethnicities are empowered to have constructive conversations about race equality. It will also be an opportunity to reflect the University’s understanding of institutional racism and the problems and weaknesses that flow from it.

Our specific goals are to:

- Increase the racial literacy and confidence of staff and students through education and training which highlights the lived experience of those from minority ethnic backgrounds
- Create a workplace cultural toolkit to build awareness and support staff to engage with this issue
- Ensure that measures to support race equality are explicit in our policies and procedures
- Provide targeted career development and leadership support for BAME staff and students

Theme 2: Visibility & Representation

Staff and students have told us how important it is to see “people like me” in creating a feeling of belonging, of encouraging the aspiration to progress and of feeling safe and supported at all stages of their journey. We will ensure that all staff, and especially those who are responsible for making recruitment and progression decisions, understand the importance of visibility and representation for creating a supportive and welcoming culture for staff and students of all ethnic backgrounds. We will increase the proportion of BAME staff overall and at Grade 8 and above.

Our specific goals are to:

- Match the Scottish HE average for BAME staff representation (8.8% in 2020)
- Increase the proportion of BAME staff at Grade 8 and above
- Review our recruitment processes to increase the number of applicants from ethnic minorities.
- Survey BAME staff and students to gain first hand insight into their lived experiences
- Grow our staff and student networks to build awareness of BAME issues, increase allyship and build advocacy around BAME issues.

Theme 3: Reporting incidents of racial harassment

The EHRC report showed a lack of confidence amongst BAME staff and students that when an incident of racism is reported, meaningful action will be taken without detriment to the person making the report. We will create a culture that fosters trust and confidence that racism will be dealt with effectively, while ensuring that reporting mechanisms are clear and accessible.

Our specific goals are to:

- Gather feedback from BAME staff and students to build confidence in our reporting processes.
- Build awareness across our staff and student populations that our existing Report & Support process should be used for reporting incidents of racial harassment.
- Build on the current Zero Tolerance campaign, citing examples of unacceptable behaviour

Theme 4: Wellbeing

Ethnic minorities face particular challenges with regards to Health & Wellbeing, some of these arising from existing socio-economic inequalities and barriers to accessing public healthcare services. We will build our understanding of these challenges, ensuring members of the BAME community are involved in developing our wellbeing services for both staff and students.

Our specific goals are to:

- Engage with members of BAME staff and students to understand their specific health and wellbeing needs
- Identify potential barriers to BAME staff and students accessing our wellbeing services and develop appropriate responses to these
- Build connections with third sector organisations who have expertise and provide support services in this area

Theme 5: Curriculum

The BAME attainment gap is well known across the sector and we have therefore analysed data on applications, admissions, retention and success of BAME students at Napier. Overall, across the university there is no significant difference in offers made to applicants or of continuation rates of BAME students compared to white students over the past 5 years except for one School where BAME students are more likely to discontinue their studies. This merits further investigation. Enrolment of BAME students has increased from 7.3% (2015-16) to 8.5% in 2019-20 (compared to 9.8% of all students in Scotland). The most significant difference occurs in degree outcomes, with BME students less likely to achieve good degrees (1st or 2.i) than white students in three Schools at Napier. While we have made progress there are still some significant differences in some subject areas in terms of continuation and award attainment. We will work to understand the role that learning,

teaching and assessment can play to address these differences in student success (retention and attainment) looking at both what we teach and how we teach and assess. This will be captured in the Gold Standard Curriculum as part of the recognition of inclusivity in programme design and delivery.

Our specific goals are to:

- Use the Gold Standard Curriculum, and specifically the principle of inclusion by design, to drive forward the intent to support all students
- Build on our existing external collaborations to inform a University wide approach which supports both students' learning and staff teaching
- Encourage co-creation of curricula in which students can see themselves reflected.

Theme 6: Data

The monitoring and use of data play a vital role to inform good practice, to benchmark activities and to rebalance interventions. While we have comprehensive data pertaining to the attainment and retention of students, we can learn more by disaggregating it in a way which better represents our learners, their backgrounds and the particular challenges they experience.

Evidence from across HE shows lack of visibility of staff from ethnic minorities in senior roles and many job families and that recruitment, development and progression are all areas where barriers exist. While we meet all of our reporting obligations adequately, we lack robust data and statistical analysis to monitor and identify barriers to progression at key points in the employee journey which can drive positive change. We will develop our reporting capability so that we can capture and compare the employee experience for BAME colleagues from recruitment to exit.

Our specific goals are to:

- Gain greater insight into student enrolment, attainment and retention by ethnicity
- Understand the issues pertaining to specific ethnic minorities and take targeted action
- Increase analysis of intersectionality such as socioeconomic disadvantages
- Increase our understanding about routes to study, student demographics and degree programme choices for BAME students
- Proactively use data to support our student communities
- Understand the barriers for recruitment, progression and retention of BAME staff and develop actions to address these
- Develop system reporting which provides a dynamic picture over time of the employee journey and comparison between employee groups

ACTION PLAN FOR YEAR 1

Outcomes	Actions for Year 1	Lead Responsibility	Success measures
Theme 1: Education & Training			
<p>Staff and students of all backgrounds and ethnicities are empowered to have constructive conversations about race equality.</p>	<ul style="list-style-type: none"> • Enhance our Diversity & Inclusion L&D provision for staff to ensure race is fully addressed • Develop D&I training for students and include as part of the matriculation journey • Ensure training includes references to anti-racism, lived experiences and cultural awareness • Create a workplace cultural toolkit of resources for staff engaging with anti-racism work. 	<p>Head of HR Capability & Engagement (staff) Head of Student Wellbeing & Inclusion</p>	<ul style="list-style-type: none"> • All new staff complete EDI training within 6 months of joining • 60% of new students complete online training as part of their matriculation and welcome week activities.
Theme 2: Visibility & Representation			
<p>We have increased the proportion of BAME staff overall in the University to match the sector average in Scotland (8.8% in 2020). We have increased the number of applicants for roles at Grade 8 and above (senior management).</p>	<ul style="list-style-type: none"> • Establish baseline for job applications from BAME applicants • Review our recruitment process and take targeted action to attract more BAME applicants • Align recruitment practices with Scottish Government’s Minority Ethnic recruitment toolkit 	<p>Head of HR Operations</p>	<ul style="list-style-type: none"> • Evidence of increased applications from BAME applicants for all roles • Evidence of increased applications specifically for Grade 8+ roles

Outcomes	Actions for Year 1	Lead Responsibility	Success measures
Theme 3: Reporting incidents of racial harassment			
Our staff and students have confidence that racism will be dealt with effectively when reported. We have reporting mechanisms that are clear and accessible.	<ul style="list-style-type: none"> • Survey students and staff to assess awareness and understanding of Report & Support • Implement comms campaign to promote Report & Support to staff and students • Review our reporting processes to ensure they are fit for purpose in relation to racial harassment 	Head of Student Wellbeing & Inclusion Appeals, Complaints and Conduct Manager	Increased use of Report and Support to report racial harassment (36 reports made May 2020 – May 2021)
Theme 4: Wellbeing			
Our health & wellbeing services address the needs of staff and students from ethnic minorities (<i>cross ref. Mental Health Strategy and Suicide Safer Plan</i>)	<ul style="list-style-type: none"> • Ensure Mental Health Strategy reflects specific needs of BAME staff and students • Ensure Suicide Safer Plan takes cognisance of risk factors associated with BAME communities. 	Head of Student Wellbeing & Inclusion Head of HR Capability & Engagement (staff)	<ul style="list-style-type: none"> • Students: Positive feedback from service users. Evidence of accessible services and improved understanding of lived experience of service users from Black, Asian and Minority Ethnic backgrounds. • Staff: positive feedback from staff from BAME backgrounds e.g. via staff survey
Theme 5: Curriculum			
We support students of all ethnicities by ensuring our teaching reflects the principle of inclusivity	<ul style="list-style-type: none"> • Incorporate inclusive curriculum design and delivery into the Gold 	Vice Principal Learning & Teaching	<ul style="list-style-type: none"> • All new UG and PG taught programmes to

Outcomes	Actions for Year 1	Lead Responsibility	Success measures
<i>(cross ref. Learning & Teaching Strategy)</i>	Standard Curriculum (one of the 5 themes) <ul style="list-style-type: none"> Engage with external networks to share expertise and raise staff awareness of good practice 	Head of Learning & Teaching Enhancement	incorporate Gold Standard targets <ul style="list-style-type: none"> All existing undergraduate taught programmes to apply for Gold Standard recognition <i>(cross ref. L&T Strategy)</i>
Theme 6: Data			
Our staff and student data enables us to target interventions and drive positive change at all stages of the student and employee journey.	<ul style="list-style-type: none"> Disaggregate student ethnicity data by ethnic groups to provide greater insight into student enrolment, attainment and retention. Provide greater granularity of data to include route to study, student demographics and degree programme choices Identify socio-economic disadvantages postcode data such as SIMD and POLAR Conduct statistical analysis of data to ensure rigour in interpretation of differences Implement applicant tracking system Develop our HR reporting capability to enable us to compare retention and progression between employee groups over the employee journey 	Head of Planning (data and analysis) Progress against actions (VPL&T as chair of SROSG) Head of HR Capability & Engagement Head of HR Operations	<ul style="list-style-type: none"> Scrutiny of data at Student Retention and Outcomes Steering Group (SROSG) Appropriate actions agreed and monitored by SROSG and then reported to Learning & Teaching & Student Experience Committee and Academic Board Data baseline established for key stages of the employee journey

