Race Equality Charter: self-assessment teams

Starting conversations about race and ethnicity

= Acknowledge it's difficult
= Create a safe space
= Acknowledge and manage the sensitivities for minority ethnic staff and students to be honest and to share their experiences
= Look for the less obvious – have conversations about micro behaviours, micro aggressions and micro cultures.
= Consider training or an initial briefing for your team
= Have terms of reference and ground rules – give people the benefit of the doubt (within reason)
= Ensure you have race equality expertise as well as ethnic diversity
= Make sure you engage with the ‘dissenting voice’
= Expect to have challenging conversations
= Be prepared for self-reflection as well as self-assessment
= Consider having a facilitator
= Build momentum across the institution

Resource

Staff time

Based on an 18 month process with 3-hour meetings every other month:

= 27 hours basic meeting time (probably more in the build up to submitting an application)
= At least 30 hours in-between meetings for discussion and thought
= Additional time for leading sub-groups, analysing data, writing sections of the application, managing the process e.t.c...

Who needs to dedicate their time (for whole time or for specific meetings?):

= Equality and diversity expert
= Race equality experts
= Athena coordinator
= Data analyst
= BME staff network
= Student representatives
= Trade union representatives
= Human resources
= Chaplain
= Communications expert
= Faculty representatives
= Student support, including careers guidance
= Teaching and learning experts
= Admissions staff

Specific tasks:

= Generating and analysing data
= Running the survey
= Running focus groups and interviews (maybe external person instead?)
= Qualitative data is time consuming but crucial
= Specific sections of the application

Financial resource implications:

= Training for the SAT/facilitator for meetings
= External researcher for focus groups and interviews
= Incentives for survey participation?
= Catering for meetings and focus groups
= Funding actions and initiatives
= Funding REC-related events

Working as a team

= Be clear what you are trying to achieve and what is and is not possible
= Be clear when the SAT’s work is complete (do they have ownership of the action plan?)
= Build team dynamic and momentum
= Ensure everyone is heard
= Ensure everyone is prepared to listen
= Decide on a realistic timeline and stick to it to maintain momentum

Be strategic

= Who are your innovators and your change agents
= What are you trying to achieve
= How can you get full senior leadership buy-in
= How can you embed race equality at every level of the institution:
  o Create your vision and priorities
  o Build into existing KPIs and within the university strategy – make it a public promise
  o Build into faculty action plans and budgets
  o Use your champions and advocates
  o Share good practice, celebrate success, think about quick wins (as well as long-term strategic goals)
  o Make race equality pervasive