



Race equality charter application form

Abertay University

Level of award application:

Bronze

Main contact for the application and contact details:

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Word count	
	Word count
Letter of endorsement from Principal	949
Glossary/ abbreviations	240
Section 2: The self-assessment team and process	2,349
Section 3: Institution and local context	1,135
Section 4: Staff profile	2,588
Section 5: Recruitment and selection	873
Section 6: Career progression and development	2,126
Section 7: Student pipeline	1,963
Section 8: Diversity in curriculum and pedagogy	1,378
TOTAL WORDS	13,601 words

NS/GB

07 July 2016

Ms Claire Herbert
Race Equality Charter Manager
First Floor
Westminster Tower
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London
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Dear Ms Herbert

I am writing in support of Abertay University's application for the Race Equality Charter Mark Bronze Award.

I take a personal interest in promoting Equality at Abertay, as does the Executive Group and our governing body, the University Court. Shortly after becoming Principal in 2012, I proposed that the University sign up to the Athena SWAN Charter— which we did, with the full support of the Court and senior management, in August 2013. We received the Athena SWAN Bronze Award in November 2014. Our application for the Race Equality Charter Mark is the important next step in our promotion of equality across the University.

As you will know, Abertay University was one of the institutions in the pilot scheme for the RECM. We were disappointed not to succeed on that occasion. We found the feedback from ECU colleagues to be very useful. We have thought again about how we address race equality, and this new thinking has influenced our submission.

The RECM application and the associated Action Plan reflect the University's very strong commitment to race equality. The Self-Assessment Team has carried out a truly reflective assessment of our position, informed by our colleagues' and students' views as well as quantitative analysis, and has coordinated the efforts of people across Abertay, including the Senior Management Group (which includes all Heads of School and Service) in developing our Action Plan. Our plan is appropriately challenging, but achievable, and will address Abertay's particular priorities in implementing the RECM guiding principles. Both the RECM application and the Action Plan have been approved by the University's Executive Group.

From the office of the Principal & Vice-Chancellor

Professor Nigel Seaton

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As Principal, I am personally committed to promoting equality and diversity across the University, and E&D is a strong feature of my communications with colleagues. I blog frequently on E&D, and ensure that E&D considerations inform all that I do in the University. I was very pleased that my leadership of Abertay was included as a case study in the ECU's report "The rationale for equality and diversity: how vice-chancellors and principals are leading change", which was presented at the ECU's 2014 conference in Liverpool. I recently participated in a seminar in Nicosia, as part of the EU's GENDER NET network, where I gave a presentation on our work on gender equality to senior staff from Cypriot universities and research centres.

Engagement with E&D is an important element of our Strategic Plan, which in turn drives resource allocation and School and Service planning. In our Strategic Plan for 2015-2020, we commit ourselves to these purposes:

- To offer transformational opportunities to everyone who has the ability to benefit from Abertay's approach to university education;
- To inspire and enable our students, staff and graduates to achieve their full potential;
- To use our knowledge and expertise to have a positive impact on the world around us.

It will be evident that we cannot achieve these purposes without ensuring that all our colleagues, and all our students - from all backgrounds - are treated with respect and given the opportunity to succeed.

Looking in more detail at the particular circumstances of Abertay University, and at our approach to race equality, there are several points I would wish to make:

1. The City of Dundee has a small (non-student) ethnic-minority population, predominantly of South Asian origin. The Abertay University community is thus much more multi-ethnic than the wider community.
2. As a small university, by British standards, and with a relatively small proportion of BME staff and students (notwithstanding the point I made above about the comparison with the local community) some of our institutional policies and systems in this area are rarely tested in practice.
3. One of our strengths at Abertay is that we are a tight-knit community. While our surveys suggest that staff and students feel that race-related issues are handled well, it is possible to imagine that the closeness of the Abertay community might lead to the under-reporting of problems (out of a sense of loyalty to the community); there is a hint in our work so far that this might be the case to some extent.
4. Equality, in all its aspects, is scrutinised by management and by the University's governing body in relation to student performance, student recruitment, and staff recruitment. However, there is not yet a fully rounded approach to the assessment by management and governors of E&D across the University, taking into account all aspects of the University's life. The development of a more all-encompassing and penetrating approach to the oversight of E&D is an important element of our work in this area.

5. Similarly, while systems in support of equality are in place, they are not as pervasive as they should be. An Equality Impact Assessment is currently included in the development and review of all university policies. However, it is less well established in the University's decision-making processes in relation to operational plans and practices; this is something we are committed to change, through training and guidance for managers and mainstreaming EIA into University processes.
6. We are committed to working with others in the HE sector and beyond to improve our own performance in E&D, and to support the development of other institutions. An example of this is our participation in the "Embedding Equality and Diversity in the Curriculum" project, funded by the SFC and supported by the ECU and the HEA, where we are focusing on embedding race equality within the curriculum. As well as the benefits to us as an institution, where we have been able to identify and transmit areas of good practice, we have also hosted a seminar for participants from other Scottish universities.

I wholeheartedly support our application for the Race Equality Charter Mark.

Yours sincerely

A handwritten signature in black ink, reading "N. A. Seaton". The signature is written in a cursive, flowing style.

Professor Nigel Seaton
Principal and Vice-Chancellor

Glossary/Abbreviations

ALG – Academic Leadership Group: VP (Academic), Heads of School and Director of Teaching & Learning Enhancement

AMG – School of Arts, Media and Computer Games

AP – Action Point, referring to action in Action Plan

BME – Black and minority ethnic. Defined to include white minority groups in relation to the survey results, in accordance with the standard survey. For the purpose of staff and student data analysis defined to include all ‘non-white’ categories of ethnic origin.

Court – senior governing body of the University

DBS – Dundee Business School

ECU – Equality Challenge Unit

EDSC – Equality and Diversity Sub-Committee

EIA – Equality Impact Assessment

Executive Group (also referred to as the ‘Executive’ – the University’s most senior managers, comprising the Principal, Vice-Principal (Academic), Vice-Principal (University Services) and University Secretary

HIMAP – Hate Incident Multi Agency Partnership, a network of local partners, convened by Police Scotland for the prevention of hate crimes

HoS – Head of School

HR – Human Resources and Organisational Development

HSSC – Health and Safety Sub-Committee

JLG – Joint Liaison Group, a forum where Union and non-Union staff and HR representatives meet in partnership to discuss issues and ongoing developments within the University

RECM – Race Equality Charter Mark

PGCert/PGCert (HET) – Postgraduate Certificate in Higher Education Teaching

SAT – Self-Assessment Team

SET – School of Science, Engineering and Technology

SFC – Scottish Funding Council

SHS – School of Social and Health Science

SMG – Senior Management Group, comprising the Executive and all Heads of School and Service

TLE – Teaching and Learning Enhancement

VP – Vice-Principal

Word count = 240 words

2a The self-assessment team

Our self-assessment team (SAT) was assembled to ensure the broadest possible representation from our Students' Association, Academic Schools and key Services of the University, as well as others with particular roles or interests in relation to race equality. There was a conscious decision to include appropriate senior management as members to ensure high-level responsibility, direct links into key strategic groups and committees, and because these members are able to allocate staff and budgetary resource to our commitment. All those invited to join the project were confident of being able to allocate working time to be involved in such an important journey for the University.

Table 2a(i) Staff numbers overview as at 31 July 2015				
	Full time	Part time	Total	No. of representatives in SAT
Senior management	21	1	22	5
Academic staff (excl. senior management)	176	27	203	5
Professional and support staff (excl. senior management)	208	121	329	6
Students' Association	11	2	13	1 (+ 1 vacant)

During the course of our self-assessment process, there have been several changes to the SAT membership owing to personal circumstances or staff migration. All departing members have been replaced or their roles reallocated within the SAT. By planning ahead and by distributing the RECM application workload as equitably as possible, the SAT has been able to ensure the broadest possible involvement in preparing this application.

Section 2: The self-assessment team and process

Table 2a(ii) SAT membership			
Name, university role, subject area and contribution to the SAT	Key Committee membership	Why wanted to be involved in SAT?	Ethnic origin and Gender
Professor Joe Akunna Professor of Environmental Engineering and Systems Visualisation SET representative	Senate	Already involved in the University's international outreach and educational partnerships.	Black African, male
Ms Fiona Caldwell Policy Officer RECM Project Co-ordinator	Secretary to: People, Health and Equality Committee (PHEC) Senior Management Group (SMG) Equality and Diversity Sub-Committee (EDSC) Academic Leadership Group (ALG)	Keen to make sure that actions from our RECM action plan are considered in future and existing University policy.	White Scottish, female
Ms Susan Campbell Registrar and Deputy Secretary	SMG Senate EDSC	Interested in our student population, and whether we see different patterns of performance or engagement in different student groups.	White Scottish, female
Mr Kevin Coe Media and Communications Director	Student Experience Sub-Committee	Personal commitment to removing barriers to any individual's ability to benefit from education, no matter what their background.	White English, male

Section 2: The self-assessment team and process

Dr Yusuf Deeni Senior Lecturer in Biotechnology and UCU officer	EDSC Joint Liaison Group (Union/Management)	Interested in promoting and understanding race equality issues, applications and ramifications in the work place, as well as the reflection and contextualisation of in the wider society.	Black British-African, male
Ms Eilidh Fraser Director of HR	SMG PHEC EDSC Athena SWAN SAT member and panel member/chair Former Chair of Athena SWAN Scottish Network Liaison contact between ECU and Universities HR Scotland.	Has a leading role in both E&D for staff and staff engagement, is keen to apply experience of Athena SWAN and E&D generally to advance race equality, ensure staff of all ethnic and national backgrounds have the opportunity to reach their full potential at Abertay and to share the experience of the RECM with other institutions.	White Scottish, female
Ms Rosemary Griffiths Alumni Relations Officer Joined the SAT in June 2016		To ensure a diverse range of graduates are represented in all areas of alumni engagement – such as our profiles and events.	White British female
Ms Esther James Executive Officer, Abertay Students' Association Returning to the SAT in September 2016 after studying abroad for a year		Sought involvement as a student from a racial minority and felt that this would be an important learning exercise as an individual and as a member of the Students' Association. To help the Students' Association to identify the key areas in regard to liberation, minority groups and racial equality awareness in the University. To enable implementation of positive actions in the University's student body.	Black- African, female

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Professor Reza Kouhy Professor of Energy and Environmental Accounting DBS representative	Senate Research and Knowledge Exchange Committee (RKEC) School Executive Committee Chair of Research Degrees Sub-Committee.	Would like to contribute to the University's policies and regulations with regard to race equality.	Asian (Persian), male
Dr Janet McLean Lecturer, Psychology	RECM Data Analyst	Interested in people's perception of racial equality and how this differs between BME groups	White Scottish, female
Mr James Nicholson Director of Student Services RECM SAT Chair	SMG EDSC (Chair) Teaching and Learning Committee (TLC) Senate PHEC	Part of University wide remit to address and respond to issues of equality and diversity. Personal interest as family were migrants to the UK.	White Irish, Male
Mrs Diane Norris HR Partner	EDSC	E&D Adviser within HR. Co-ordinating HR actions for policy development around equality and best practice.	White British, female
Mrs Moriamo Oduyemi Head of Corporate Information Systems	EDSC Chair of the Race, Religion and Belief Equality Task Group	E&D Task Group leader who co-ordinates actions on policies and practices relating to Race, Religion and Belief tasks in the University and is keen to promote race equality in the community.	Black British-African, female

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Dr Alison Ramsay Corporate Governance Manager RECM Project Co-ordinator	Clerk to Court Secretary to : Audit Committee; Governance and Nominations Committee; Finance and Corporate Performance Committee; Chair's Committee HIMAP	Responsible for complaints, appeals and discipline and wants to learn how these processes can be affected by race, or whether race is a barrier to engaging with these processes.	White Scottish, female
Dr Alastair Robertson Director of Teaching and Learning Enhancement (TLE)	ALG SMG TLC (Vice-Chair) Senate Curriculum Reform Steering Group (Vice-Chair) Enhancement Led Institutional Review Steering Group (Vice- Chair)	I have responsibility for the strategic development and implementation of the University's teaching and learning strategy. I want to be on the SAT as I believe passionately that everyone has an equal right to a high quality education and student experience irrespective of their background, race, gender, sexual orientation, disabilities etc.	White Scottish, male
Mrs Caroline Summers Director of Strategic Planning	SMG Senate	Interested in ensuring E&D issues are reflected in development of University's strategy and future plans.	White Scottish, female
Ms Yvette Wharton Lecturer, Sport and Exercise Sciences SHS representative	Health and Safety Sub- Committee	To ensure that E&D is embedded in subject provision and that this is addressed appropriately and without disadvantage	White English, female

Section 2: The self-assessment team and process

Mr Bilgin Yuksel Vice-President of Abertay Students' Association NOTE: Bilgin left the University and the SAT in May 2016	EDSC Senate TLC	I wanted to be a part of the group to help end the BME attainment gap that exists in higher education. I also wanted to help ensure that all students are given the opportunity to learn a rich and diverse curriculum that takes in insights and aspects of multiple cultures so that our students' gained a truly international perspective of their topic by studying at Abertay	British and Turkish, male
SAT member position vacant Students' Association to nominate additional representative			

Word count = 537 words

2b The self-assessment process

Our self-assessment process began when we were accepted onto the RECM pilot in May 2014.

The table below provides details of when our SAT met during our self-assessment process. The SAT reports through the People, Health and Equality Committee (PHEC) to Court, with an update provided at every meeting. In addition, a number of other University committees received reports on RECM and have considered this application. Details of the timings of this have been included in the table below.

Table 2b(i) RECM Meeting information		
Meeting date	Attendees	Purpose/Decisions made
30.11.2015	8	Feedback from ECU meeting discussed and SAT agreed to reapply for charter mark following unsuccessful application in the pilot.
07.12.2015	3	The SAT Chair met with project co-ordinators to establish a timeline for the application. Sections allocated to SAT members for review and updating and communicated by email.
07.03.2016	16	Progress of application reviewed. SAT subgroups (4 groups) established to critically review specific sections.
w/c 14.03.2016 and w/c 21.03.2016	3-4 per group	SAT subgroups each had two meetings to review the sections that were allocated to them.
31.03.2016	10	Draft application discussed by PHEC.
19.04.2016	6	Overview of the review subgroup comments and amendments to the application.
19.05.2016	16	Draft application discussed by EDSC.
02.06.2016	8	Draft application discussed by PHEC.
07.06.2016	9	Union feedback on draft application discussed at Joint Liaison Group (Union/Management meeting)
13.06.2016	5	Core SAT meeting to discuss and identify action points
20.06.2016	6	RECM application discussed with, and agreed by, the University Executive.
22.06.2016	12	SAT meeting to discuss action plan, particularly to identify persons responsible for individual actions.
27.06.2016	21	Draft action plan sent to SMG for information and comment.

Following notification of our unsuccessful application in the RECM pilot in August 2015 the SAT met to discuss the feedback that we received from the assessment panel and decide what our next steps would be. We met with representatives from the ECU in November and were able to discuss the feedback in more detail with them. Following this meeting the SAT decided to reapply for the Bronze Award at the next available opportunity. This is the

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second round of meetings for many of the SAT as they were involved in the pilot during 2014-/15.

Communication between SAT members has been through face-to-face meetings, emails and telephone conversations. A SharePoint site was set up to allow SAT members easy access to information, including background reading and meeting notes. A race equality Yammer¹ group was set up to communicate progress to the University at large and to provide a way for staff to share interesting articles and other relevant materials amongst themselves and with the SAT.

Data gathering

The SAT acknowledges that the student and staff data collected for this application relates to slightly different periods. The steer given from the ECU is to provide data for the last three years: we have used the last three complete years' worth of data available to us. Staff data relates to the year ended 31 July for 2013, 2014 and 2015; student data relates to 2012/13, 2013/14 and 2014/15.

Word count = 479 words

¹ Yammer is an internal social networking tool for staff.

2c The process of involvement, consultation and communication

During our self-assessment process, our Principal communicated our involvement in the RECM to all staff. He confirmed his personal support for our application and emphasised its importance for the University, in the context of our 2015-2020 Strategic Plan's E&D commitment to "offer transformational opportunities to everyone who has the ability to benefit" and to "inspire and enable our students, staff and graduates to achieve their full potential".

Table 2c(i) RECM survey results

Part 1: General Questions (completed by staff and students)

The open-ended questions in the general section revealed opposing views on racial equality and inclusion at the University:

'I have never felt my ethnic origin has ever been a topic that needs to be addressed. I feel my peers and staff do not see ethnic background relevant.'

'I have observed cases where some staff treat students differently depending on the students ethnicity.'

The BME group responded more negatively than the Non-BME group to the following statements associated with these views:

Survey statement:	% BME agreed	% Non-BME agreed
I am treated equally by my colleagues/fellow students irrespective of my ethnicity or race.	65.5	92.5
I am treated equally by my manager/lecturers/supervisor irrespective of my ethnicity or race.	78.2	98.1
The University is committed to creating an inclusive environment for all staff and students, irrespective of their ethnicity or race.	76.4	90.0

Comments on other issues in relation to race equality in the University were:

'As far as I know, ethnic minorities hold little to no positions of management power at the university'

'some lecturers don't know the difference between me and other students of my race and seem to call us all by the same name'

Suggestions for what the University could do in relation to race equality were:

'Run support groups for staff and students from minority ethnic groups'

'The University should organize events to which various ethnic groups will share their cultural values with others.'

'For some new staff members from other countries, I think a cultural induction once per year would be helpful and welcoming.'

Race Equality Charter Survey

The Race Equality Charter Survey was promoted to staff and students in a variety of ways, including announcements on the University Intranet, the University Yammer network, Twitter postings, and via all-staff and all-student emails. The Students' Association also took

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an active role in publicising the survey via its Executive Group and class representative system. While the survey was open to all, the communication emphasised that we were particularly seeking the views of BME students and staff.

The survey received 203 responses. 55 respondents identified themselves as BME as defined by the survey². The survey results are summarised throughout the relevant sections of this application.

Staff and Student Focus Groups

The SAT used the initial results of the survey to identify issues for further exploration within focus groups with staff and students. Specific questions and discussion points were formulated for use by the ECU representative in facilitating a confidential staff focus group, and by a Students' Association Executive Officer who organised the student focus group. While the SAT did not receive details of the people who attended the focus groups both groups were well-attended (staff group = 9 attendees; student group = 7 attendees). Discussions were constructive and generally positive and enabled the SAT to gather additional information and opinion to assist in establishing objectives and actions to be included in our plan.

The facilitator recognised and commended the positive nature of the feedback and discussion in the staff focus group. Participants in the group reported a positive experience in the workplace overall and agreed that the small size of the University gave confidence that any race-related issues would be appropriately dealt with:

“Some compared their experience at Abertay with working at other universities where they had witnessed prejudice and unequal treatment – this was not felt to be an issue here.”

Staff focus group feedback, January 2015

Feedback from the student focus group showed that they perceived a positive atmosphere in the University generally in regard to racial equality and diversity and that any racial matters would be dealt with and handled well if reported. However, it was reported that students didn't have specific knowledge of where to report race-related incidences and students would be less inclined to seek advice from the Support Enquiry Zone (SEZ) because of the very public openness of the enquiry desk. During discussion in the group most of the students admitted that they wouldn't report an incident if they felt that a higher authority, e.g. the Police, would be involved.

[AP4]

Staff Engagement Survey 2015

² This is a mixture of both staff and students. The data captured from the survey makes a split of staff and students number unreliable. The SAT believes that this is down to implementation of the survey, which led to some students filling in both the staff and student sections.

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The University conducted a staff engagement survey during Autumn 2015. We were very pleased to get a 77% response rate (of 476 possible respondents, 365 completed the survey).

In addition to general analysis, the SAT commissioned an E&D report on the staff survey, which analysed responses to every question by protected characteristic group and identified where there were statistically significant differences between scores from staff with particular protected characteristics and the overall organisation score.

Table 2c(ii) Staff engagement survey responses				
	Total	BME	White	Prefer not to say
Ethnicity				
Number of responses	328	12	275	41
% of responses		3.7	83.8	12.5
Nationality				
Number of responses	259	33	226	0
% of responses	12.7	0.0	87.3	-

Approximately 90% of respondents completed the survey's ethnicity question, which was similar to the number completing the other 'protected characteristic' questions. The figure was lower for nationality, where there was no 'Prefer not to say' option.

Table 2c(iii) Staff Engagement Survey 2015: questions/statements where responses by BME staff, those who preferred not to state their ethnicity, and non-UK nationality staff were significantly different from staff overall, and where there were different responses to E&D related questions			
Survey statements or questions to which:	% of all respondents agreed	% BME respondents agreed	% White respondents agreed
<i>BME staff responses were <u>significantly</u> more positive</i>			
Generally, I enjoy my work	88	100	88
I feel valued by students and service users	82	100	81
I'm not interested in the University, to me it's just a job	7	0	8
I have a clear understanding about expected standards of performance	86	100	87
I have a clear understanding about how my work fits into the overall aims of the University	76	100	75
My <i>Pathways</i> meeting was useful to me (based on 89% of respondents who had clear <i>Pathways</i> objectives)	53	89	56
I can decide on my own how to go about doing my work	91	100	92
I feel there is good co-operation between teams in my School or Service	71	92	71
Generally change within my School/Service is managed well	53	83	56
The University respects people equally regardless of their...			

Section 2: The self-assessment team and process

<ul style="list-style-type: none"> • disability • sexual orientation • pregnancy or maternity 	96	100	97
	97	100	98
	95	100	95
BME staff responses - to other E&D questions - were more negative, but not statistically significantly			
The University respects people equally regardless of their...			
<ul style="list-style-type: none"> • nationality/ethnicity • age • religion or belief 	95	83	97
	88	75	92
	98	83	99
Have you felt discriminated against at work in the last 12 months	13	25	12
Responses of those stating 'Prefer not to say' in relation to Ethnicity were significantly more negative	% of all respondents agreed	% 'Prefer not to say' Ethnicity agreed	
The University's Senior Management Group manage and lead the University well	43	20	
Overall, I feel the University offers a good pay and benefits package	66	43	
Non-UK nationals' responses were significantly more positive			
	% of all respondents agreed	% Non-UK nationals agreed	% UK nationals agreed
I feel valued by students and service users	82	100	79
The University respects people equally regardless of their... sexual orientation	97	100	97
Non-UK nationals' responses were significantly more negative			
I find my current workload too much and I am struggling to cope	39	61	36
I have a place I can go for a rest break at work	57	33	61
Non-UK nationals' responses - to other E&D questions - were more negative, but not statistically significantly			
The University respects people equally regardless of their...			
<ul style="list-style-type: none"> • nationality/ethnicity • age • religion or belief 	95	91	96
	88	88	92
	98	94	99
Have you felt discriminated against at work in the last 12 months	13	21	12

Section 2: The self-assessment team and process

The E&D report found that, out of 148 questions, there were none for which BME staff responded significantly more negatively than staff overall and 14 where BME staff responded significantly more positively – most are included in Table 2c(iii). This concurs with the positive findings of the staff focus group.

Responses from staff overall in relation to respect for people regardless of their protected characteristics were positive and had further improved since our last survey, which we believe reflects the increased emphasis on equality, diversity and inclusion in the University's strategy and values, reflected in positive commitment and action through Athena SWAN, the Race Equality Charter and our E&D action plan. BME and non-UK staff responses were significantly more positive in relation to some characteristics. However, while not a statistically significant difference, a higher proportion of BME and non-UK nationality staff felt discriminated against and a lower proportion felt the University respected people equally regardless of their nationality/ethnicity, age and religion or belief.

[AP8] [AP23] [AP30]

There were four questions where staff who preferred not to disclose their ethnicity and non-UK national staff responded more negatively than staff overall (see Table 2c(iii)). These responses are under scrutiny by the University's Staff Engagement Steering Group which has been established to identify and address issues arising from the survey results.

[AP15]

The SAT discussed the findings of the surveys and the focus groups at length and identified from them key areas for the action plan. Both groups identified the issue of awareness of existing procedures and/or communication of facilities available for BME staff and students.

[AP1] [AP2]

The University recognises the importance of having every member of its community involved in and committed to eliminating barriers and promoting race equality. Accordingly, it has encouraged discussion and awareness of the RECM via many other means over and above the Principal's blog, the survey and focus groups. The RECM has been a recurring action on every committee agenda to help keep staff, students and governors up to date with the University's progress in the self-assessment process and in the development and implementation of our action plan.

[AP1] [AP7]

The University's Race, Religion and Belief Equality Task Group (RRBETG) had discussed the RECM consultation paper in February 2014 and recommended that the University should participate in the pilot Charter Mark. The RRBETG is responsible to the University's Equality and Diversity Sub-Committee, and believed that the RECM framework would not only provide the vehicle but also the long-term sustainable process for managing and monitoring race equality activities within the University. Three of the seven students and staff in the RRBETG joined the RECM SAT and have been involved in the process throughout.

References to Action Points (AP) identified in our Action Plan are embedded throughout the application and highlighted in blue

Section 2: The self-assessment team and process

AP1	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
AP2	Review race equality survey, amend as necessary and re-run in 2017-18
AP4	Better promotion and signposting of support, help and guidance for BME staff and students, including how to raise race related incidents
AP7	Produce and publish annual analysis of data including the RECM application and additional data identified for the University
AP8	Provide information on raising E&D, discrimination and harassment concerns in staff induction
AP15	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
AP23	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/students wishing to raise an issue of racial discrimination can be improved
AP30	Develop and implement 'understanding promotion' sessions for academic staff, paying particular attention to barriers to minority ethnic staff applying for promotion

Word count = 1,071 words

2d The ongoing role of the self-assessment team and any transfer of responsibility for the work

Following the submission of the Bronze Award application, the remit and membership of the SAT will be reviewed in order to best pursue the aims of the action plan and in pursuit of the University's overarching equality agenda. This is part of the current review of E&D governance and management structures and processes.

[AP9]

Such was the enthusiasm to join the SAT it is anticipated that current SAT members will remain in the Team, allowing for normal migration of staff within the University. Volunteers will be sought from areas of the University that are identified as being underrepresented in the SAT during the membership review.

The SAT will continue to meet at regular intervals and report to the University Executive over the next three years to ensure that the University remains on course to embed an inclusive environment for all staff and students across our campus.

Overall responsibility for monitoring progress against the RECM action plan will reside within the University's Corporate Governance team. Two of the Corporate Governance team have acted as project co-ordinators during the application process.

The University recognises that achieving our goal of embedding equality at the heart of the institution will require a change in culture throughout the University. To accomplish this, the University is mainstreaming E&D into key management processes and practices: Heads of Schools and Services will have RECM objectives incorporated into their operational plans. They will be required to report regularly to PHEC which will, in turn, report to the University's governing body. Regular action plan progress reports will be discussed at meetings of SMG.

[AP16]

AP9	Review the remit and constitution of University committees and Task Groups to further mainstream E&D through governance and management, ensuring that the RECM and race equality are embedded in the structures and processes and identify actions to improve racial balance
AP16	Mainstream RECM objectives into operational plans

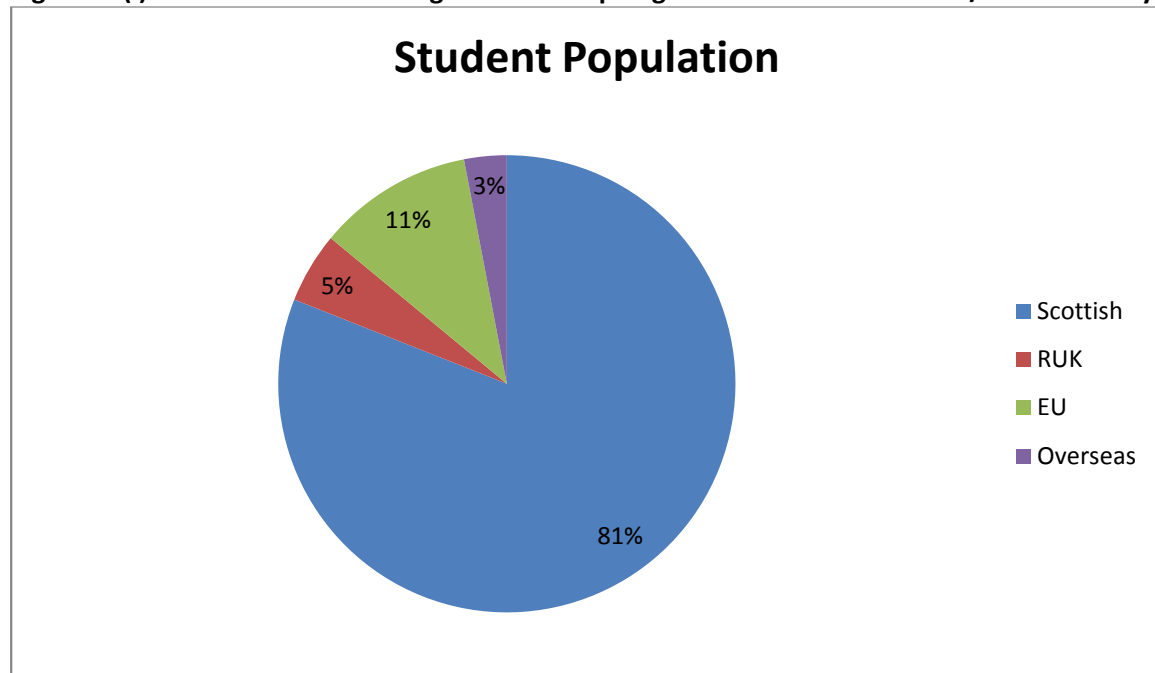
Word count = 262 words

3a An overview of Abertay University

Abertay is a modern Scottish university which received University title in 1994 but has a long history of educating students dating back to 1888. Originally founded as the Dundee Technical Institute, we have held consistently to a mission of preparing graduates for the world of work, supporting industry, commerce and the professions locally, nationally and internationally. We have established a reputation for developing innovative, exciting degree programmes in a variety of leading-edge subjects.

By far the smaller of the two universities in Dundee, today Abertay comprises 4,220 students mostly divided between four main Schools: the Dundee Business School; the School of Arts, Media and Computer Games; the School of Science, Engineering and Technology, and the School of Social and Health Sciences. We also have a Graduate School, home to the University's researchers and postgraduate students.

Figure 3a(i) Total number of undergraduate and postgraduate students in 2015/16 academic year

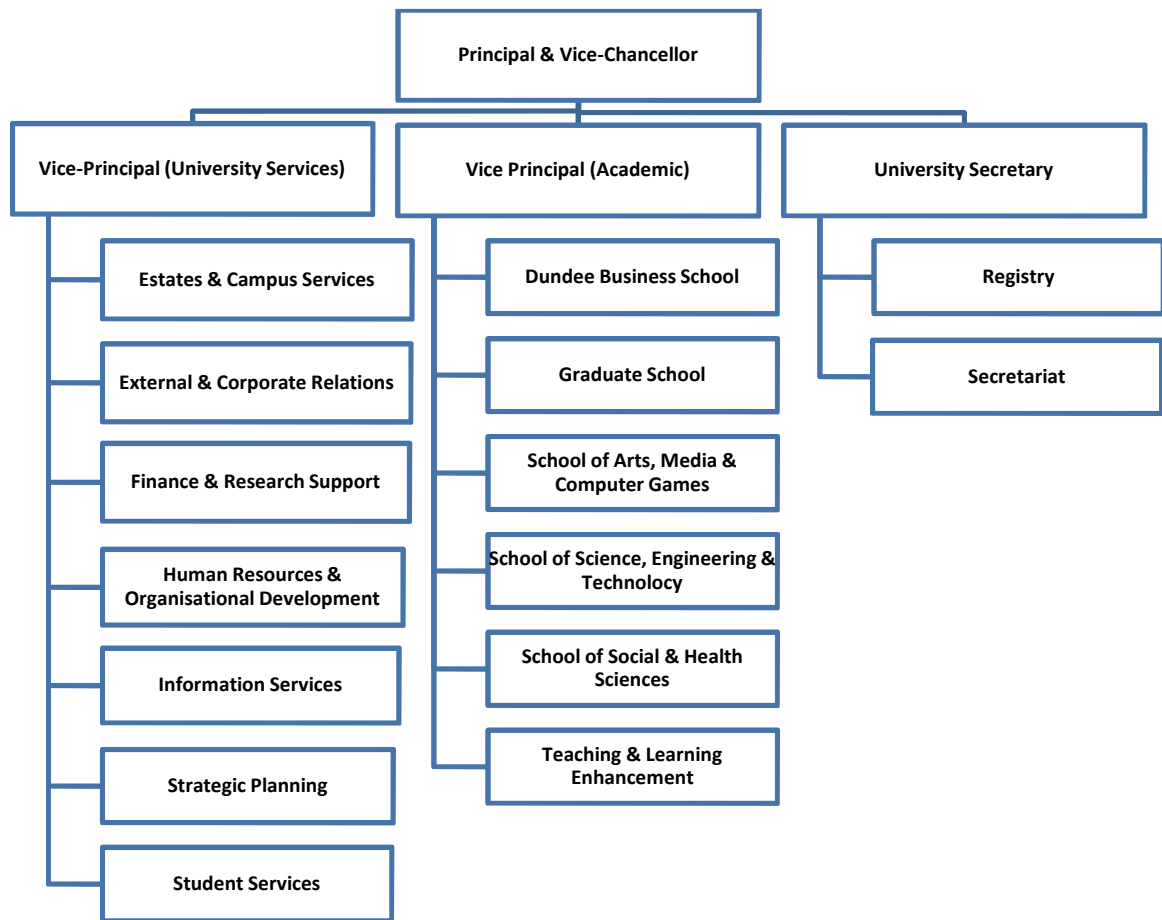


Abertay is internationally renowned in the fields of computer games technology, computer arts, digital security, and environmental management and biotechnology. We were the first university in the world to teach degrees in computer games technologies and one of the first to launch a degree in ethical hacking. As well as these, we also offer a wide range of courses in fields as diverse as psychology, sociology, forensic science, business, civil engineering, sports science and food science across our four academic Schools.

Around 81% of the student body is Scottish, with a further 5% from the rest of the UK, 11% from elsewhere in the European Union and 3% from overseas. Overall, more than 60 nationalities are represented among our student body. Within the staff, 33 nationalities are represented.

Section 3: Institution and local context

Figure 3a (ii) University Organisation Chart (See also the charts of University Committees in section 4d)



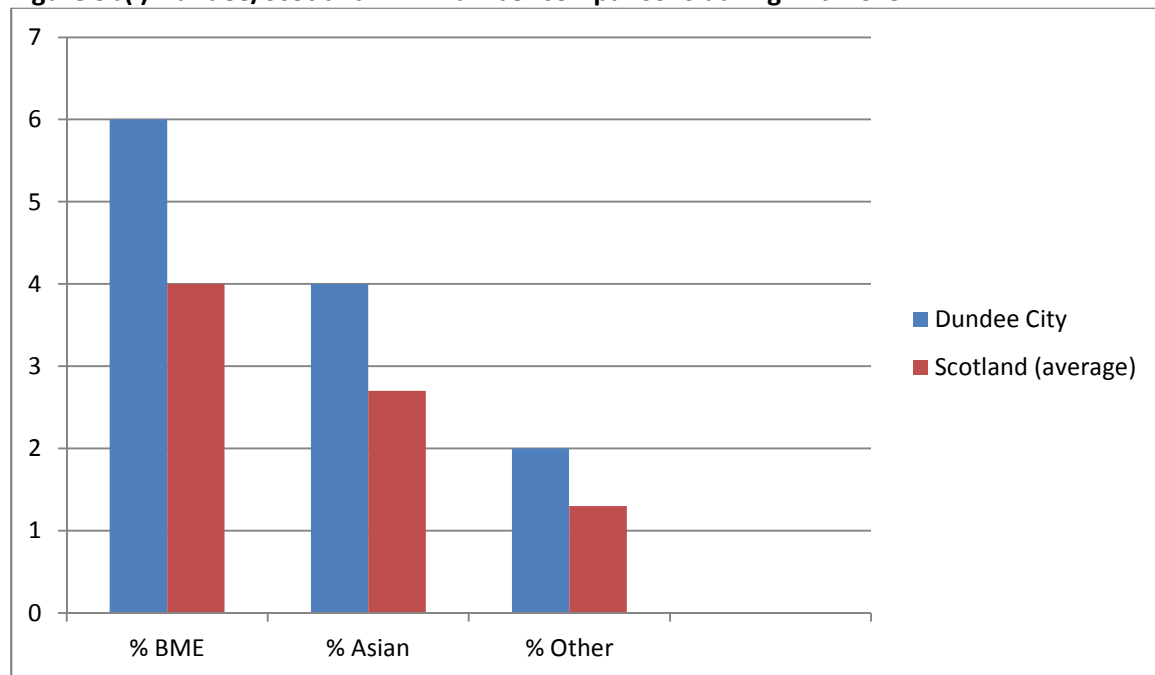
Word count = 263 words

3b An overview of our local population and context

The population of Dundee City is 148,000.

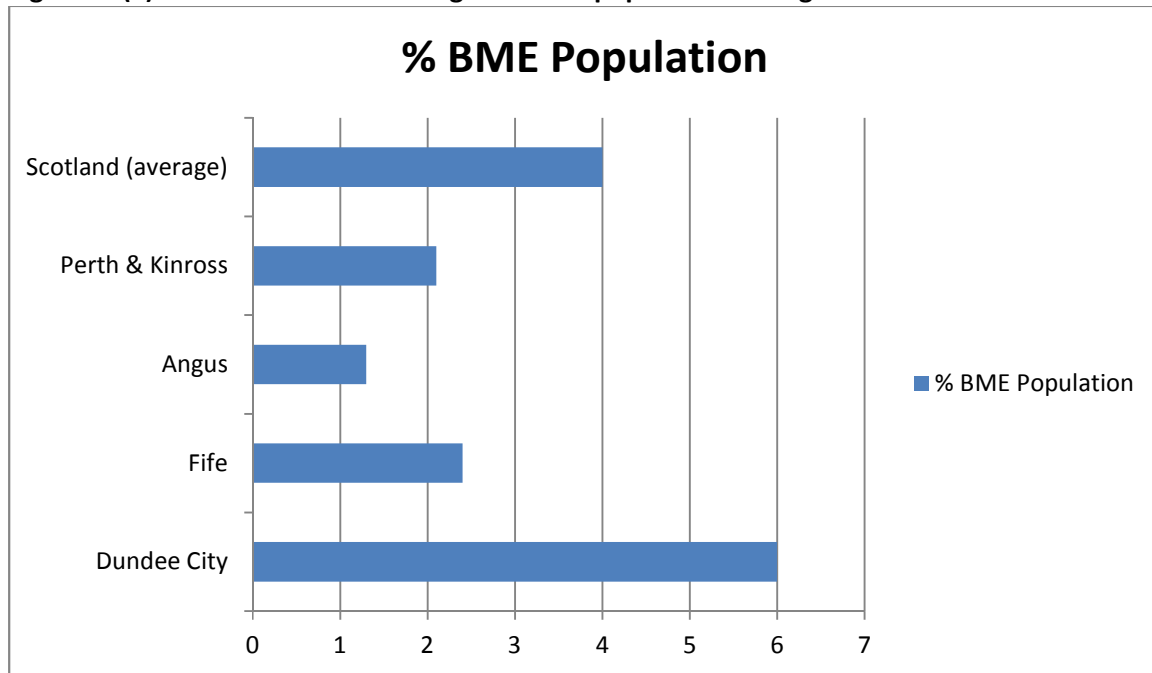
Scottish Government census data identifies 6% (8,760) of the population within Dundee City as BME (ie, all non-white ethnic groups), which is the fourth largest proportion in Scotland. Within this, 4% is Asian and 2% other, both higher than the Scottish national averages of 2.7% and 1.3% respectively.

Figure 3b(i) Dundee/Scotland BME number comparisons during mid-2015³



Abertay recruits roughly 60% of its undergraduate population from its immediate environs: Dundee City; Fife; Angus and Perth & Kinross. In these areas, the BME populations are, respectively: 6%; 2.4%; 1.3% and 2.1%.

³ <http://www.gov.scot/Topics/People/Equality/Equalities/PopulationMigration>.

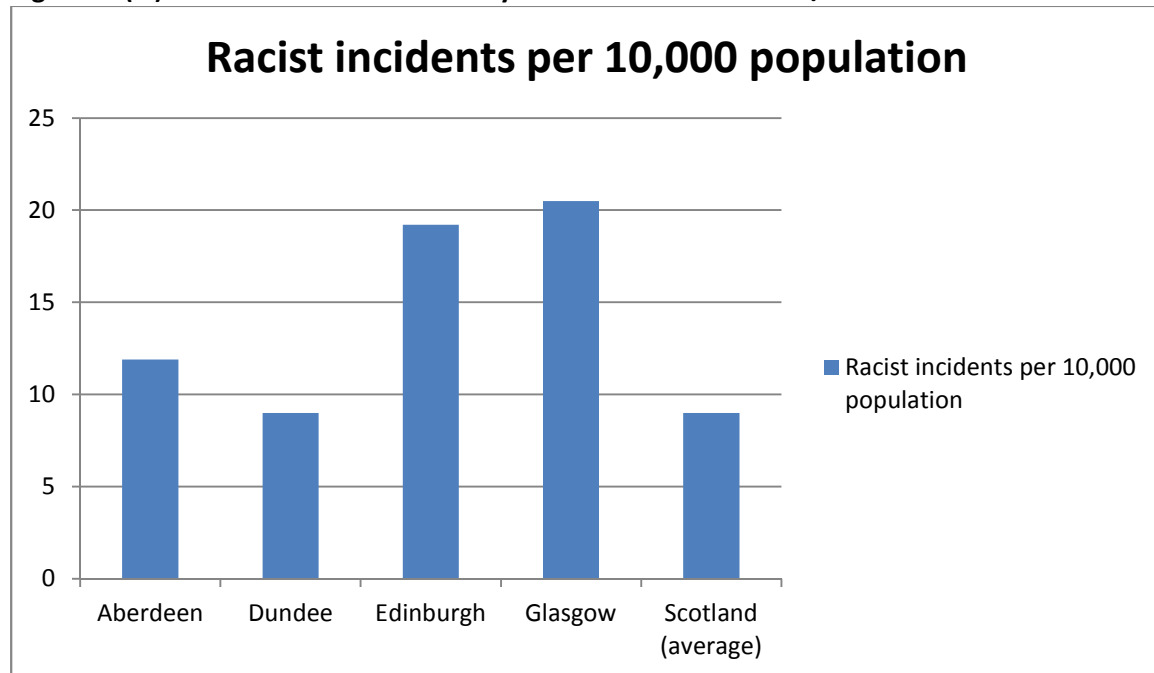
Figure 3b(ii) Dundee and surrounding area BME population during mid-2015⁴

With a BME student population of 6.1% and an academic staff BME population of 9.2% Abertay might be considered to be punching above its weight against the national and local averages, although BME representation amongst support staff is lower, at 2.3%. Given the size of the institution, however, the actual numbers of BME students and staff are low.

Racial hate crime is the commonest of all hate crimes reported in Scotland, with 3,785 charges reported in 2014/15. Sexual orientation aggravated crimes are the second most common type of hate crime reported in Scotland, with 841 charges reported in 2014/15. Religiously aggravated charges reported in 2014/15 numbered 569, the lowest level since 2004/05. Including charges now reported under the Offensive Behaviour at Football and Threatening Communications (Scotland) Act 2012, religious related charges are at their lowest level since 2007/08. Abertay has no reported instances of race-triggered hate crime.

Our local area has experienced a steady decrease in racist incidents since 2006/2007, consistent with the trend across Scotland. In 2013/14, the number of racist incidents recorded locally was identical to the Scottish average but significantly lower than Scotland's three largest cities.

⁴ <http://www.gov.scot/Topics/People/Equality/Equalities/PopulationMigration>

Figure 3b(iii) Racist incidents recorded by Police Scotland for 2013/14

According to Police Scotland, the pattern of racial hate crime in our local area is 'very predictable' and almost always involves the verbal abuse of a BME shopkeeper or taxi driver by an intoxicated white person. Police Scotland has identified no significant community tensions other than historically when the Scottish Defence League (SDL) staged events, although no SDL event has been staged in several years and the City Council has consistently refused permission for the SDL to gather. Indeed, the city of Dundee reflected its opposition to the incitement to racial hatred by such groups by establishing the annual 'Dundee Together' multicultural festival. Nor is there any evidence of student hate crime as a trend where students are victims or offenders. In relation to unreported crimes, there are anecdotal accounts of racial abuse in the street but this is difficult to quantify. The University is actively involved in the Contest/Prevent work of the police and one of the SAT project co-ordinators is a member of the city's Hate Incident Multi Agency Partnership (HIMAP). According to HIMAP data, in the days following the Paris attacks in November 2015, one racially-aggravated incident of abuse was reported where BME shop staff were threatened and called 'terrorists'.

At 6%, the local BME population is relatively small, meaning that there are very few large associations with which the University can interact in a systematic or formalised manner. However, we operate a multi-faith chaplaincy service which links the University with local religious groups and organisations relevant to a significant proportion of our BME staff and students. Abertay has an active Islamic society for whom new faith spaces have been provided. In addition, we operate extensive outreach projects with local schools that, while not directly aimed at particular BME populations, will introduce the University to BME pupils in the local population. Staff and students of SHS working with Abertay Students' Association participated in a funded project to embed equality and diversity through raising

Section 3: Institution and local context

awareness of the importance of language, which has been the subject of presentations at national conferences.

[AP12]

The comparatively small BME numbers among our staff and students mean there is limited scope for the formation of internal societies and so the University undertakes a 'signposting' function, pointing BME staff and students towards relevant groups and events in the local community. Following a review of E&D structures, the University is also implementing a new approach where equality and diversity 'Advocates' will be designated – one staff member and one student for each of the protected characteristics. Students who volunteer will be able to include this in their Higher Education Achievement Report (HEAR) and funds will be made available to facilitate meetings and events. This is intended to improve active engagement with students and staff on equality and diversity issues, and for making routes to input ideas about improvements more visible to these stakeholders (especially students) while also empowering a cadre of staff/students.

[AP13] [AP14]

"[The University] should organize events for various ethnic groups to share their cultural values with others. Probably that will enhance mutual understanding and reduce any cultural/ethnic discrimination"

Comment from RECM survey

The Students' Association holds multicultural events with the aim of promoting greater awareness and interaction between different racial groups and cultures. These have included the 'Abertay Goes Global' fair and the Refugee Film Festival, intended to celebrate the rich and vibrant contribution to society made by refugees. Changes in the demographic make-up of the student body can restrict the sustainability of such initiatives, and the relatively small scale of the University can present logistical challenges to staging viable events on a regular basis. However, the University has strong partnerships with our local FE and HE providers which allow greater involvement by our students in beneficial multi-cultural and inter-racial activities elsewhere.

AP12	Investigate and develop better links with community groups that support BME communities locally
AP13	Support and encourage the Students' Association to set up/develop more student societies that cater for the social and cultural needs of BME groups
AP14	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

Word count = 872 words

4a Ethnic profile of academic staff

Unless otherwise stated, all information below on staff relates to University staff (excluding hourly-paid workers) as at 31 July 2013, 2014 and 2015. '2013-15' denotes the three years' information averaged. Information on Academic staff includes research staff.

Table 4a(i) Academic Staff Ethnic Profile (headcount)

Year	Total	BME		White		Not known	
		No	%	No	%	No	%
2015	203	18	8.9	184	90.6	1	0.5
2014	213	19	8.9	191	89.7	3	1.4
2013	210	19	9.0	190	90.5	1	0.5

Table 4a(ii) Academic staff ethnic profile (headcount)

	2015		2014		2013	
	No	%	No	%	No	%
Asian	3	1.5	2	0.9	3	1.4
Black	5	2.5	5	2.3	4	1.9
Chinese	4	2.0	5	2.3	5	2.4
Mixed	1	0.5	1	0.5	1	0.5
Other BME/Mixed	5	2.5	6	2.8	6	2.9
Unknown	1	0.5	3	1.4	1	0.5
White	184	90.6	191	89.7	190	90.5
Total	203		213		210	

In view of the small numbers of BME staff, the remaining data group staff into BME, White and Not known. Table 4a(i) summarises the academic staff population in these terms.

In table 4a(ii), certain sub-categories of ethnicity have been grouped together because we have no large ethnic groups and BME staff come from a range of different ethnic backgrounds. The data held do not distinguish between different categories of 'white'. 'Non-UK' and 'UK' refer to nationality. Between 2013 and 2015, the University employed academic staff from 31 nationalities representing 17 European countries and 14 countries from the rest of the world.

On average across the three years, 8.9% of academic staff are BME (defined for this purpose as all non-white ethnic origin categories), 90.3% white with ethnic origin unknown for 0.8%. 21.2% of academic staff are non-UK nationals and 78.8% UK nationals. The percentage of UK BME academic staff (4.4%) is approximately in line with the local population (see section 3b) (6%) but higher than the Scottish HEI average (3.2%).

Table 4a(iii) Academic staff by nationality (headcount)					
	Total	UK		Non-UK	
	No	No	% of nationality	No	% of nationality
2015					
BME	18	7	3.4	11	5.4
White	184	151	74.4	33	16.3
Not known	1	1	0.5	0	0.0
Total	203	159	78.3	44	21.7
2014					
BME	19	6	2.8	13	6.1
White	191	159	74.6	32	15.0
Not known	3	3	1.4	0	0.0
Total	213	168	78.9	45	21.1
2013					
BME	19	7	3.3	12	5.7
White	190	158	75.2	32	15.2
Not known	1	1	0.5	0	0.0
Total	210	166	79.0	44	21.0

Table 4a(iv) Summary of Academic Staff against Scottish and UK averages in 2013-14				
	Non-UK		UK	
	% BME	% white	% BME	% white
Abertay Academic staff	27.1	72.9	4.1	94.9
Scottish HEIs (all staff)	25.9	74.1	3.2	96.8
Academic staff (all UK HEIs)	27.2	72.8	8.3	91.7

BME staff account for a notably higher proportion of non-UK staff (27.1%) than UK staff (4.1%). The ratios of BME to white and of non-UK to UK academic staff have remained roughly static across the period 2013-2015.

The ECU's statistical report 2015⁵ indicated that in 2013-14, of all HE staff in Scotland, 83.0% were UK nationals and 17.0% were non-UK nationals. Of all academic staff in the UK, 73.4% were UK nationals and 26.6% non-UK. Table 4a(iv) summarises the differences in ethnic origin of these groups alongside the comparable figures for Abertay. As might be expected, the University's average figures for UK nationals sit between these benchmarks, reflecting not only the Scottish context, but also the international market. The proportion of BME non-UK nationals at Abertay equates roughly to the UK figure.

⁵ ECU Equality in higher education: statistical report 2015: part 1 staff, tables 3.1 and 3.3.

Table 4a(v) Academic staff ethnicity by School (headcount)							
	Total	BME		White		Not known	
	No	No	% of academic staff per school	No	% of academic staff per school	No	% of academic staff per school
2015							
AMG	25	2	8.0	23	92.0	0	0.0
DBS	39	5	12.8	34	87.2	0	0.0
GS and Centre	1	0	0.0	1	100.0	0	0.0
SET	60	10	16.7	50	83.3	0	0.0
SHS	74	1	1.4	72	97.3	1	1.4
Other	4	0	0.0	4	100.0	0	0.0
Total staff	203	18	8.9	184	90.6	1	0.5
2014							
AMG	27	3	11.1	24	88.9	0	0.0
DBS	39	3	7.7	36	92.3	0	0.0
GS and Centre	1	0	0.0	1	100.0	0	0.0
SET	72	12	16.7	57	79.2	3	4.2
SHS	68	1	1.5	67	98.5	0	0.0
Other	6	0	0.0	6	100.0	0	0.0
Total staff	213	19	8.9	191	89.7	3	1.4
2013							
AMG	36	1	2.8	35	97.2	0	0.0
DBS	34	3	8.8	31	91.2	0	0.0
GS and Centre	1	0	0.0	1	100.0	0	0.0
SET	70	13	18.6	56	80.0	1	1.4
SHS	61	1	1.6	60	98.4	0	0.0
Other	8	1	12.5	7	87.5	0	0.0
Total staff	210	19	9.1	190	90.5	1	0.5

Tables 4a(v) and 4a(vi) show the number of academic staff by School across the period 2013-2015. Academic staff in the Graduate School and central University staff have been grouped together due to small numbers.

Table 4a(vi) Academic staff nationality by School					
	Total	Non-UK		UK	
	No	No	% of academic staff per school	No	% of academic staff per school
2015					
AMG	25	3	12.0	22	88.0
DBS	39	12	30.8	27	69.2
GS and Centre	1	0	0.0	1	100.0
SET	60	16	26.7	44	73.3
SHS	74	13	17.6	61	82.4
Other	4	0	0.0	4	100.0
Total staff	203	44	21.7	159	78.3
2014					
AMG	27	4	14.8	23	85.2
DBS	39	11	28.2	28	71.8
GS and Centre	1	0	0.0	1	100.0
SET	72	19	26.4	53	73.6
SHS	68	11	16.2	57	83.8
Other	6	0	0.0	6	100.0
Total staff	213	45	21.1	168	78.9
2013					
AMG	36	4	11.1	32	88.9
DBS	34	8	23.5	26	76.5
GS and Centre	1	0	0.0	1	100.0
SET	70	21	30.0	49	70.0
SHS	61	10	16.4	51	83.6
Other	8	1	12.5	7	87.5
Total staff	210	44	21.0	166	79.0

There are marked differences between the Schools. Graduate School numbers are too small to comment on but, of the four teaching Schools, SET has the highest proportion of BME staff and DBS and SET have similar proportions of non-UK nationality staff. SHS has the lowest proportion of BME staff, reflecting greater local recruitment, and AMG, somewhat surprisingly as the most internationally-facing School, has the lowest proportion of non-UK nationals. However, the small numbers – particularly of non-UK BME staff – mean there are substantial fluctuations from year to year. The low number of BME staff in SHS and AMG is an area of concern.

[AP27]

Table 4a(vii) Academic grade structure	
Grade	Job title
6	Teaching Fellow/Research Fellow
7	Lecturer/Research Fellow
8	Lecturer
9	Senior Lecturer/Reader/Division Leader ⁶
10	Professor/Head of School/Head of Division and includes Vice-Principal (Academic)

Table 4a(viii) Academic staff ethnicity by grade, per year (headcount)							
Grade	Total	BME		White		Not known	
	No	No	% of staff	No	% of staff	No	% of staff
2015							
6	30	1	3.3	29	96.7	0	0.0
7	49	7	14.3	42	85.7	0	0.0
8	66	4	6.1	62	93.9	0	0.0
9	33	3	9.1	30	90.9	0	0.0
10	25	3	12.0	21	84.0	1	4.0
All grades	203	18		184		1	
2014							
6	29	1	3.4	27	93.1	1	3.4
7	53	8	15.1	45	84.9	0	0.0
8	77	6	7.8	69	89.6	2	2.6
9	31	2	6.4	29	93.5	0	0.0
10	23	2	8.7	21	91.3	0	0.0
All grades	213	19		191		3	
2013							
6	34	3	8.8	31	91.2	0	0.0
7	77	10	13.0	66	85.7	1	1.3
8	39	1	2.6	38	97.4	0	0.0
9	36	3	8.3	33	91.7	0	0.0
10	24	2	8.3	22	91.7	0	0.0
All grades	210	19		190		1	

Table 4a(viii) and 4a(ix) show that Grade 7 has the highest proportion of BME academic staff. However, there is a relatively consistent proportion of BME academic staff on Grades 8 to 10, ensuring that there are role models at all levels of the academic career from Lecturer to Professor. While numbers are small and therefore prone to fluctuation, the University is unusual in having BME staff making up 9% of professorial-level staff.

[AP18]

⁶ The Division leadership role changed from Division Leader to Head of Division during 2015 involving a change in duties and grade, and a full recruitment/appointment process.

Table 4a(ix) Academic staff nationality by grade, per year (headcount)					
Grade	Total	Non-UK		UK	
	No	No	% of staff	No	% of staff
2015					
6	30	5	16.7	25	83.3
7	49	15	30.6	34	69.4
8	66	12	18.2	54	81.8
9	33	8	24.2	25	75.8
10	25	4	16.0	21	84.0
All grades	203	44		159	
2014					
6	29	5	17.2	24	82.8
7	53	18	34.0	35	66.0
8	77	12	15.6	65	84.4
9	31	6	19.4	25	80.6
10	23	4	17.4	19	82.6
All grades	213	45		168	
2013					
6	34	8	23.5	26	76.5
7	77	20	26.0	57	74.0
8	39	5	12.8	34	87.2
9	36	6	16.7	30	83.3
10	24	5	20.8	19	79.2
All grades	210	44		166	

Table 4a(viii) and 4a(ix) show a fall in both BME and white staff at Grades 6-7 between 2013 and 2015, and a rise in numbers at Grade 8, which reflects the introduction of the Academic Promotions process in 2014 and the review of Grade 6 staff. The data below show a decline in the number of BME staff on fixed term contracts (FTCs) while there seems to be little change in the numbers of white staff on FTC's over the same three year period.

Table 4a(x) Fixed-term and permanent academic staff by ethnicity (headcount)							
	Total	BME		White		Not known	
	No	No	% of contract type	No	% of contract type	No	% of contract type
2015							
Fixed term	23	1	5.6	22	12.0	0	0.0
Permanent	180	17	94.4	162	88.0	1	100.0
Total	203	18		184		1	
2014							
Fixed term	28	3	15.8	23	12.0	2	66.7
Permanent	185	16	84.2	168	88.0	1	33.3
Total	213	19		191		3	
2013							
Fixed term	24	4	21.1	20	10.5	0	0.0
Permanent	186	15	78.9	170	89.5	1	100.0
Total	210	19		190		1	

Table 4a.7b Fixed-term and permanent academic staff by nationality					
	Total	Non-UK		UK	
	No	No	% of contract type	No	% of contract type
2015					
Fixed term	23	2	4.5	21	13.2
Permanent	180	42	95.5	138	86.8
Total	203	44		159	
2014					
Fixed tem	28	5	11.1	23	13.7
Permanent	185	40	88.9	145	86.3
Total	213	45		168	
2013					
Fixed term	24	6	13.6	18	10.8
Permanent	186	38	86.4	148	89.2
Total	210	44		166	

The data indicate that lower numbers of non-UK staff than UK nationals are on FTCs, and a lower proportion of BME than white academic staff are on FTCs. These numbers are small and the disparity has reduced since the 2012-14 figures. A commitment has been made to review all FTCs, ensuring consistency of practice and justification in the use of FTCs.

[AP18] [AP20]

Table 4a(xii) Full-time (FT) and part-time (PT) academic staff by ethnicity (headcount)							
	Total	BME		White		Not known	
	No	No	% of staff	No	% of staff	No	% of staff
2015							
FT	176	17	94.4	158	85.9	1	100.0
PT	27	1	5.6	26	14.1	0	0.0
Total	203	18		184		1	
2014							
FT	188	19	100.0	168	88.0	1	33.3
PT	25	0	0.0	23	12.0	2	66.7
Total	213	19		191		3	
2013							
FT	181	17	89.5	163	85.8	1	100.0
PT	29	2	10.5	27	14.2	0	0.0
Total	210	19		190		1	

Table 4a(xii) and 4a(xiii) indicate that a lower proportion of BME than white staff work part-time, consistent across the period 2013-2015, although the numbers are too small to be statistically significant.

Table 4a(xiii) Full-time (FT) and part-time (PT) academic staff by nationality (headcount)					
	Total	Non-UK		UK	
	No	No	% of staff	No	% of staff
2015					
FT	176	38	86.4	138	86.8
PT	27	6	13.6	21	13.2
Total	203	44		159	
2014					
FT	188	42	93.3	146	86.9
PT	25	3	6.7	22	13.1
Total	213	45		168	
2013					
FT	181	38	86.4	143	86.1
PT	29	6	13.6	23	13.9
Total	210	44		166	

The University engages a substantial number of staff on an hourly-paid basis for a variety of activities from catering to exam invigilation. The University generally treats hourly-paid staff as employees, providing contracts and the same main terms and conditions as full-time staff, including holidays and access to the pension scheme.

While hourly-paid staff numbers have not been included in the core staff data, the University undertook an EIA on this group in 2014/15. The EIA indicated that a higher proportion of hourly-paid staff were BME (12%) than in the core staff population. The percentage varied between different types of role, e.g. 12% of part-time lecturers and 10% of student ambassadors were BME, whereas there were no recorded BME external examiners (although ethnic origin data was only held for 70% of external examiners). These figures reflect that many hourly-paid staff are Abertay students including post-graduate students undertaking teaching/demonstrating work.

An Action Point was identified in 2015 to review practices in relation to hourly paid staff which has since been carried out, resulting in a reduction of the use of such contracts for teaching/teaching support staff and a move to the use of fractional/part-time contracts as the norm. Implementation of this change in practice is underway.

[AP29]

Table 4a(xiv) Academic staff leavers							
	Total	BME		White		Not known	
	No	No	% of leavers	No	% of leavers	No	% of leavers
2014/15							
Non-UK	11	7	21.9	4	12.5	0	0.0
UK	21	0	0.0	20	62.5	1	3.1
Total	32	7	21.9	24	75.0	1	3.1
2013/14							
Non-UK	12	4	10.3	8	20.5	0	0.0
UK	27	1	2.6	25	64.1	1	2.6
Total	39	5	12.9	33	84.6	1	2.6
2012/13							
Non-UK	4	2	8.7	2	8.7	0	0.0
UK	19	1	4.3	18	78.3	0	0.0
Total	23	3	13.0	20	87.0	0	0.0
Total leavers over three years							
Non-UK	27	13	13.8	14	14.9	0	0.0
UK	67	2	2.1	63	67.0	2	2.1
Total	94	15	16.0	77	81.9	2	2.1

Overall turnover for academic staff across the three years was 15.0%. The data indicate that 16.0% of academic staff leaving Abertay across the three years were BME and 28.7% were non-UK nationals, higher than the proportions of BME and non-UK academic staff (8.9% and 21.2%, respectively). This may be the result of higher turnover in earlier career staff, who have a higher proportion of BME and non-UK nationals. However, it is an area of concern and action has been identified to introduce an exit interview process to improve our understanding of why staff leave, with particular attention to minority groups.

[AP19]

AP18	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
AP19	Undertake in-depth analysis to understand the reason(s) for the higher turnover of BME and non-UK staff, including qualitative analysis of comments
AP20	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
AP27	Review current procedure of recruitment, benchmarking against other HEI's (of similar size and local BME population) with successful BME recruitment to improve application and offer rates
AP29	Complete implementation of review of practices in relation to hourly-paid staff, including: <ul style="list-style-type: none"> 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

Section 4: Staff Profile

	<p>regular work</p> <ul style="list-style-type: none">• ensuring appropriate induction, training and management support is provided• repeat EIA and establish systematic E&D monitoring of hourly paid staff <p>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</p>
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Word count = 1,069 words

4b Ethnic profile of professional and support staff

Table 4b(i) Support Staff Ethnic Profile

Year	Total	BME		White		Not known	
	No	No	%	No	%	No	%
2015	347	10	64.9	333	96.0	4	1.1
2014	369	7	1.9	355	96.2	7	1.9
2013	372	8	4.8	362	97.3	2	0.5

Table 4b(ii) Support Staff Ethnic Profile

	2015		2014		2013	
	No	%	No	%	No	%
Asian	2	0.6	1	0.3	1	0.3
Black	1	0.3	1	0.3	1	0.3
Chinese	2	0.6	1	0.3	2	0.5
Mixed	3	0.9	2	0.5	2	0.5
Other BME/Mixed	2	0.6	2	0.5	2	0.5
Unknown	4	1.2	7	1.9	2	0.5
White	333	96.0	355	96.2	362	97.3
Total	347		369		372	

In table 4b(i), certain sub-categories of ethnicity have been grouped together because we have no large ethnic groups and BME staff come from a range of different ethnic backgrounds. Between 2013 and 2015, the University employed academic staff from 21 nationalities representing 14 European countries and seven countries from the rest of the world.

Table 4b(iii) Summary of Support Staff by Nationality

	Total	UK		Non-UK	
	No	No	% of nationality	No	% of nationality
2015					
BME	10	7	2.0	3	0.9
White	333	318	91.6	15	4.3
Not known	4	4	1.1	0	0.0
Total	347	329	94.7	18	5.2
2014					
BME	7	4	1.1	3	0.8
White	355	337	91.3	18	4.9
Not known	7	5	1.4	2	0.5
Total	369	346	93.8	23	6.2
2013					
BME	8	4	1.1	4	1.1
White	362	342	91.9	20	5.4
Not known	2	2	0.5	0	0.0
Total	372	348	93.5	24	6.5

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In view of the small numbers of BME support staff, the remaining data analyse staff into BME, white and not known. Table 4b(iii) summarises the support staff population in these terms.

On average across the three years, 2.3% of support staff were BME and 96.5% white; 6.0% were non-UK nationals and 94.0% UK nationals. BME staff accounted for a higher proportion of non-UK staff (15.4% on average) than UK nationals (1.5%).

Organisational change has resulted in a decrease in the overall number of support staff during the last three years, achieved through a combination of staff turnover, voluntary severance and a very small number of redundancies. There is no observable trend in BME staff during the period 2013-2015 and therefore no indication that the reductions affected BME staff differently. A small decrease in the proportion of non-UK staff between 2013 and 2015 can be observed.

The BME and non-UK figures in Tables 4b(i), (ii) and (iii) are below the ECU figures for all HE staff in Scotland, which would be expected when the effect of academic staff is removed. They are also below those for all professional services staff in HE across the UK, which again would be expected in view of the local population profile. At 2.3%, the proportion of BME support staff is lower than in the Dundee population (6%), but similar to or higher than in the wider local area (details in section 3b). This is potentially a concern, so action is planned in relation to recruitment, and further data analysis.

[AP21] [AP22] [AP24]

Table 4b(iv) Support Staff Ethnicity Profile by Service							
	Total	BME		White		Not known	
	No	No	% of staff per service	No	% of staff per service	No	% of staff per service
2015							
Estates and Campus Services	114	3	2.6	110	96.5	1	0.9
External and Corporate Relations	33	0	0.0	32	97.0	1	3.0
Information Services	59	2	3.4	57	96.6	0	0.0
Other Services	39	0	0.0	39	100.0	0	0.0
Registry and Secretariat	36	1	2.8	35	97.2	0	0.0
Schools (excl.SET)	16	2	12.5	14	87.5	0	0.0
SET	23	1	4.3	21	91.3	1	4.3
Student Services	27	1	3.7	25	92.6	1	3.7
Total support staff	347	10	2.9	333	96.0	4	1.1
2014							
Estates and Campus Services	118	1	0.9	116	98.3	1	0.8
External and Corporate Relations	35	0	0.0	34	97.1	1	2.9
Information Services	62	2	3.2	60	96.8	0	0.0
Other Services	42	1	2.4	40	95.2	1	2.4
Registry and Secretariat	47	1	2.1	45	95.7	1	2.1
Schools (excl.SET)	12	0	0.0	11	91.7	1	8.3
SET	32	1	3.1	29	90.6	2	6.2
Student Services	21	1	4.8	20	95.2	0	0.0
Total support staff	369	7	1.9	355	96.2	7	1.9
2013							
Estates and Campus Services	120	0	0.0	120	100.0	0	00.0
External and Corporate Relations	38	2	5.3	36	94.7	0	0.0
Information Services	72	3	4.2	68	94.4	1	1.4
Other Services	36	1	2.8	35	97.2	0	0.0
Registry and Secretariat	47	1	2.1	46	97.9	0	0.0
Schools (excl.SET)	10	0	0.0	9	90.0	1	10.0
SET	23	1	4.3	22	95.7	0	0.0
Student Services	26	0	0.0	26	100.0	0	0.0
Total support staff	372	8	2.2	362	97.3	2	0.5

Table 4b(iv) shows the numbers of support staff in each Service/School across the period 2013-2015. School support is predominantly centralised in Registry and Secretariat. Technical staff are mostly in SET, so the remaining schools have been combined due to small

Section 4: Staff Profile

numbers of support staff. Similarly the smaller services, such as Finance, HR and Teaching and Learning Enhancement have been grouped together.

Table 4b(v) Support staff nationality Profile by Service					
	Total	Non-UK		UK	
	No	No	% of staff per service	No	% of staff per service
2015					
Estates and Campus Services	114	5	4.4	109	95.6
External and Corporate Relations	33	4	12.1	29	87.9
Information Services	59	3	5.1	56	94.9
Other Services	39	0	0.0	39	100.0
Registry and Secretariat	36	1	2.8	35	97.2
Schools (excl.SET)	16	4	25.0	12	75.0
SET	23	1	4.3	22	95.7
Student Services	27	0	1.1	27	100.0
Total	347	18	5.2	329	94.8
2014					
Estates and Campus Services	118	6	5.1	112	94.9
External and Corporate Relations	35	3	8.6	32	91.4
Information Services	62	4	6.5	58	93.5
Other Services	42	2	4.8	40	95.2
Registry and Secretariat	47	1	2.1	46	97.9
Schools (excl.SET)	12	2	16.7	10	83.3
SET	32	5	15.6	27	84.4
Student Services	21	0	0.0	21	100.0
Total	369	23	6.2	346	93.7
2013					
Estates and Campus Services	120	6	5.0	114	95.0
External and Corporate Relations	38	5	13.2	33	86.8
Information Services	72	6	8.3	66	91.7
Other Services	36	1	2.8	35	97.2
Registry and Secretariat	47	1	2.1	46	97.9
Schools (excl.SET)	10	2	20.0	8	80.0
SET	23	3	13.0	20	87.0
Student Services	26	0	0.0	26	100.0
Total	372	24	6.4	348	93.6

Table 4b(iv) and (v) provides annual figures by school/service. However, the small numbers of BME and non-UK staff mean that no significant trend could be inferred for any area.

Table 4b(vi) Support staff ethnic group by grade, per year							
Grade	Total	BME		White		Not known	
	No	No	% of service	No	% of service	No	% of service
2015							
1	49	2	4.1	47	95.9	0	0.0
2	10	0	0.0	10	100.0	0	0.0
3	17	1	5.9	16	94.1	0	0.0
4	59	1	1.7	56	94.9	2	3.4
5	67	1	1.5	65	97.0	1	1.5
6	73	2	2.7	70	95.9	1	1.4
7	40	1	2.5	39	97.5	0	0.0
8	11	1	9.1	10	90.9	0	0.0
9	7	1	14.3	6	85.7	0	0.0
10	14	0	0.0	14	100.0	0	0.0
All grades	347	10	2.9	333	96.0	4	1.2
2014							
1	53	1	1.9	52	98.1	0	0.0
2	11	0	0.0	11	100.0	0	0.0
3	12	0	0.0	12	100.0	0	0.0
4	75	0	0.0	73	97.3	2	2.7
5	66	1	1.5	61	92.4	4	6.1
6	75	1	1.3	73	97.3	1	1.3
7	38	1	2.6	37	97.4	0	0.0
8	15	2	13.3	13	86.7	0	0.0
9	8	1	12.5	7	87.5	0	0.0
10	16	0	0.0	16	100.0	0	0.0
All grades	369	7	1.9	355	96.2	7	1.9
2013							
1	60	0	0.0	59	98.3	1	1.7
2	8	0	0.0	8	100.0	0	0.0
3	16	0	0.0	16	100.0	0	0.0
4	86	1	1.2	85	98.8	0	0.0
5	54	1	1.9	53	98.1	0	0.0
6	79	2	2.5	76	96.2	1	1.3
7	34	1	2.9	33	97.1	0	0.0
8	16	2	12.5	14	87.5	0	0.0
9	8	1	12.5	7	87.5	0	0.0
10	11	0	0.0	11	100.0	0	0.0
All grades	372	8	2.2	362	97.3	2	0.5

Tables 4b(vi) and (vii) demonstrate no clear pattern of distribution of either ethnicity or nationality across the grades, commensurate with small numbers. The low proportion of BME support staff is a concern at all grades except Grades 8 and 9. There is a higher than proportionate representation of BME and non-UK staff in the higher grades – meaning there are some visible role models – although at Grade 10 there are only white UK staff.

[AP18] [AP22]

Table 4b(vii) Support staff nationality by grade, per year					
Grade	Total	Non-UK		UK	
	No	No	% of staff	No	% of staff
2015					
1	49	3	6.1	46	93.9
2	10	1	10.0	9	90.0
3	17	0	0.0	17	100.0
4	59	3	5.1	56	94.9
5	67	5	7.5	62	92.5
6	73	3	4.1	70	95.9
7	40	1	2.5	39	97.5
8	11	2	18.2	9	81.8
9	7	0	0.0	7	100.0
10	14	0	0.0	14	100.0
All grades	347	18		329	
2014					
1	53	2	3.8	51	96.2
2	11	3	27.3	8	72.7
3	12	0	0.0	12	100.0
4	75	6	8.0	69	92.0
5	66	6	9.1	60	90.9
6	75	3	4.0	72	96.0
7	38	0	0.0	38	100.0
8	15	3	20.0	12	80.8
9	8	0	0.0	8	100.0
10	16	0	0.0	16	100.0
All grades	369	23		346	
2013					
1	60	4	6.7	56	93.3
2	8	1	12.5	7	87.5
3	16	1	6.3	15	93.7
4	86	6	7.0	80	93.0
5	54	3	5.6	51	94.4
6	79	6	7.6	73	92.4
7	34	0	0.0	34	100.0
8	16	3	18.8	13	81.2
9	8	0	0.0	8	100.0
10	11	0	0.0	11	100.0
All grades	372	24		348	

The data provide annual figures by grade and illustrate the distribution of staff numbers across the grades. However, the small numbers of BME and non-UK staff mean that no significant trend could be inferred.

Table 4b(viii) Fixed-term and permanent support staff by ethnicity							
	Total	BME		White		Not known	
	No	No	% of contract type	No	% of contract type	No	% of contact type
2015							
Fixed term	45	3	30.0	41	12.3	1	25.0
Permanent	302	7	70.0	292	87.7	3	75.0
Total	347	10		333		4	
2014							
Fixed tem	43	1	14.3	37	10.4	5	71.4
Permanent	326	6	85.7	318	89.6	2	28.6
Total	369	7		355		7	
2013							
Fixed term	43	2	25.0	38	10.5	1	50.0
Permanent	331	6	75.0	324	89.5	1	50.0
Total	372	8		362		2	

Table 4b(ix) Fixed-term and permanent support staff by nationality					
	Total	Non-UK		UK	
	No	No	% of contract type	No	% of contract type
2015					
Fixed term	45	2	11.1	43	13.1
Permanent	302	16	88.9	286	86.9
Total	347	18		329	
2014					
Fixed tem	43	6	26.1	37	10.7
Permanent	326	17	73.9	309	89.3
Total	369	23		346	
2013					
Fixed term	41	9	37.5	32	9.2
Permanent	331	15	62.5	316	90.8
Total	372	24		348	

Tables 4b(viii) and 4b(ix) indicate that a higher proportion of non-UK than UK nationality support staff have historically been on FTCs. Many of the non-UK fixed term staff are international students undertaking casual work. The reduction in numbers over the period 2013-2015 correlates with a fall in the number of international students. This situation, along with the use of FTCs, will be monitored carefully.

[AP20]

Table 4b(x) Full-time (FT) and part-time (PT) support staff by ethnicity							
	Total	BME		White		Not known	
	No	No	% of staff	No	% of staff	No	% of staff
2015							
FT	225	5	50.0	216	64.9	4	100.0
PT	122	5	50.0	117	35.1	0	0.0
Total	347	10		333		4	
2014							
FT	239	5	71.4	232	65.3	2	28.6
PT	130	2	28.6	123	34.6	5	71.4
Total	369	7		355		7	
2013							
FT	233	5	62.5	227	62.7	1	50.0
PT	139	3	37.5	135	37.3	1	50.0
Total	372	8		362		2	

Table 4b(xi) Full-time (FT) and part-time (PT) support staff by nationality					
	Total	Non-UK		UK	
	No	No	% of staff	No	% of staff
2015					
FT	225	11	61.1	214	65.0
PT	122	7	38.9	115	35.0
Total	347	18		329	
2014					
FT	239	12	52.2	227	65.6
PT	130	11	47.8	119	34.4
Total	369	23		346	
2013					
FT	233	14	58.3	219	62.9
PT	139	10	41.7	129	37.1
Total	372	24		348	

Table 4b(xi) indicates that a higher proportion of non-UK support staff works part-time than UK nationals, for which no explanation has been identified. Roughly the same number of UK, BME and white support staff work full-time.

[AP29]

(See section 4a for commentary on hourly-paid staff.)

Table 4b(xii) Support staff leavers							
	Total	BME		White		Not known	
	No	No	% of leavers	No	% of leavers	No	% of leavers
2014-15							
Non-UK	8	1	1.5	5	7.7	2	3.1
UK	57	0	0.0	52	80.0	5	7.7
Total	65	1	1.5	57	87.7	7	10.8
2013-14							
Non-UK	12	3	3.5	8	9.4	1	1.2
UK	73	2	2.4	69	81.2	2	2.4
Total	85	5	5.9	77	90.6	3	3.5
2012-13							
Non-UK	14	2	2.3	11	12.8	1	1.2
UK	72	2	2.8	70	81.4	0	0.0
Total	86	4	5.1	81	94.2	1	1.2
All three years (average)							
Non-UK	34	6	2.5	24	10.2	4	1.7
UK	202	4	1.7	191	80.9	7	3.0
Total	236	10	4.2	215	91.1	11	4.7

The overall turnover rate for support staff across the three years was 21.7%. The data indicate that 4.2% of support staff leaving Abertay across the three years were BME and 14.4% were of non-UK nationality, which is higher than the proportion of BME and non-UK support staff (2.3% and 6.0%, respectively). This higher turnover rate for BME and non-UK staff is a concern and action has been identified to investigate this.

[AP19]

AP18	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
AP19	Undertake in-depth analysis to understand the reason(s) for the higher turnover of BME and non-UK staff, including qualitative analysis of comments
AP20	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
AP21	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
AP22	Promote BME role models/images on webpages, including Jobs page; explore ways for job ads to reach BME communities
AP24	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
AP29	<p>Complete implementation of review of practices in relation to hourly-paid staff, including:</p> <ul style="list-style-type: none"> • 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 <p>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</p>

Word count = 684 words

4c Details of any grievances/disciplinary

Over the period 2013-2015, there were 15 formal staff disciplinary/capability cases, none of which was race-related or involved BME staff. Five formal grievances were raised, of which one was raised by a BME employee and included a race discrimination component. This was investigated and not upheld.

No cases of racial harassment are known of and there is no indication of any trend by ethnicity or in race-related cases. Formal disciplinary, capability and grievance cases are monitored in relation both to the protected characteristic of the employees and the nature of the case. However, some staff indicated in the 2015 Staff Engagement Survey that they had felt discriminated against at work (see section 2c). It is therefore possible that some staff may not have come forward with allegations of racial discrimination because they (a) didn't know how to and/or (b) didn't feel supported to do so.

[AP23]

AP23	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/students wishing to raise an issue of racial discrimination can be improved
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Word count = 145 words

4d Ethnic profile of decision making boards and committees

Composition of the senior management team compares unfavourably with BME staff as a proportion of the University's workforce. The University currently has no BME representation on Audit, Chair's, Executive, FCPC, GNC, PHEC, RemCo or SMG.

Key	Known as
Audit Committee	Audit
Chair's Committee	Chair's
Equality & Diversity Sub-Committee	EDSC
Executive Group	Executive
Finance & Corporate Performance Committee	FCPC
Governance & Nominations Committee	GNC
Health & Safety Sub-Committee	HSSC
People, Health & Equality Committee	PHEC
Remuneration Committee	RemCo
Research Degrees Sub-Committee	RDSC
Research & Knowledge Exchange Committee	RKEC
Senate	Senate
Senior Management Group	SMG
Teaching & Learning Committee	TLC
University Court	Court

Court's Governance and Nominations Committee has developed a skills and diversity matrix to which reference is made before any recruitment for new lay (independent) governors is published in order to inform the recruitment process. All recent advertisements have, on the basis of the matrix, included the following statement:

"The University is committed to equality and diversity and we are particularly keen to receive applications from individuals from a diverse range of backgrounds. The following groups are currently under-represented – women; people who are disabled; and people from ethnic minorities."

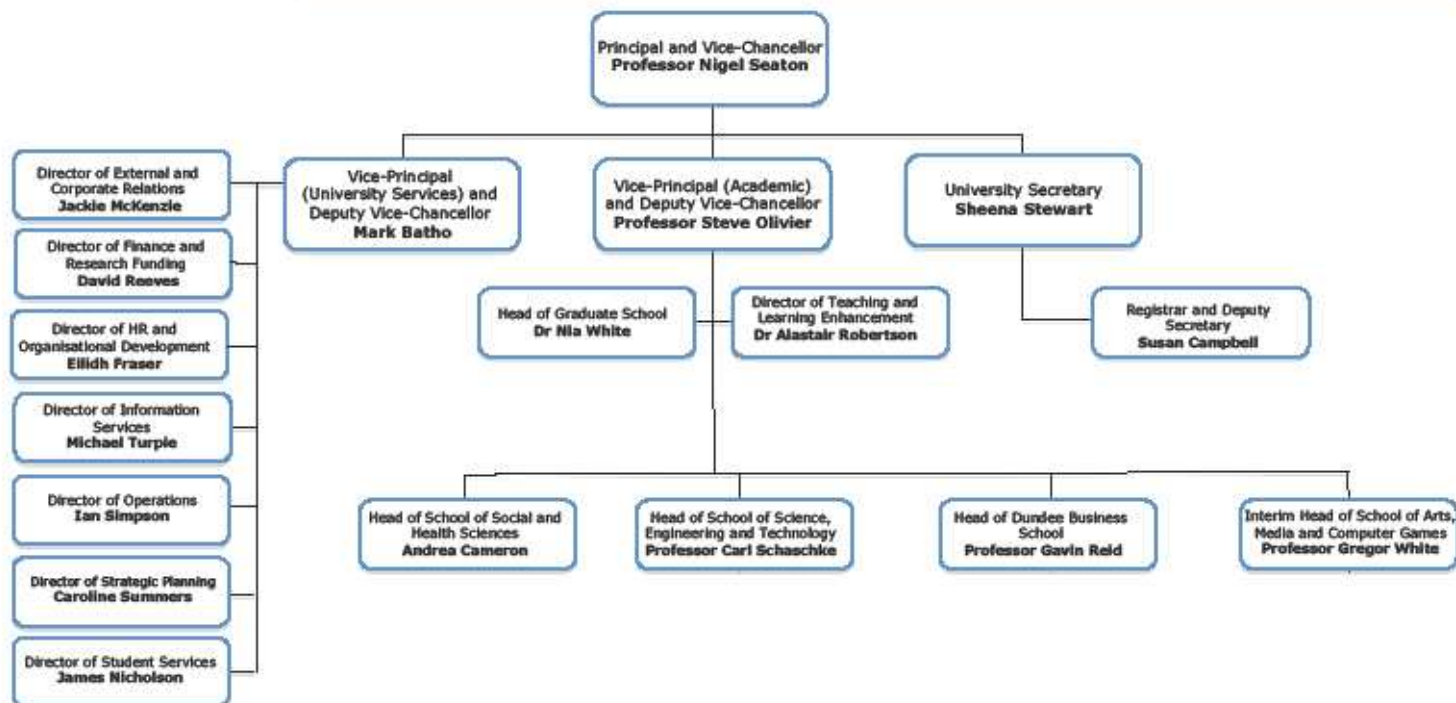
[AP9] [AP11]

Figure 4d(i) University committee membership during 2015/16

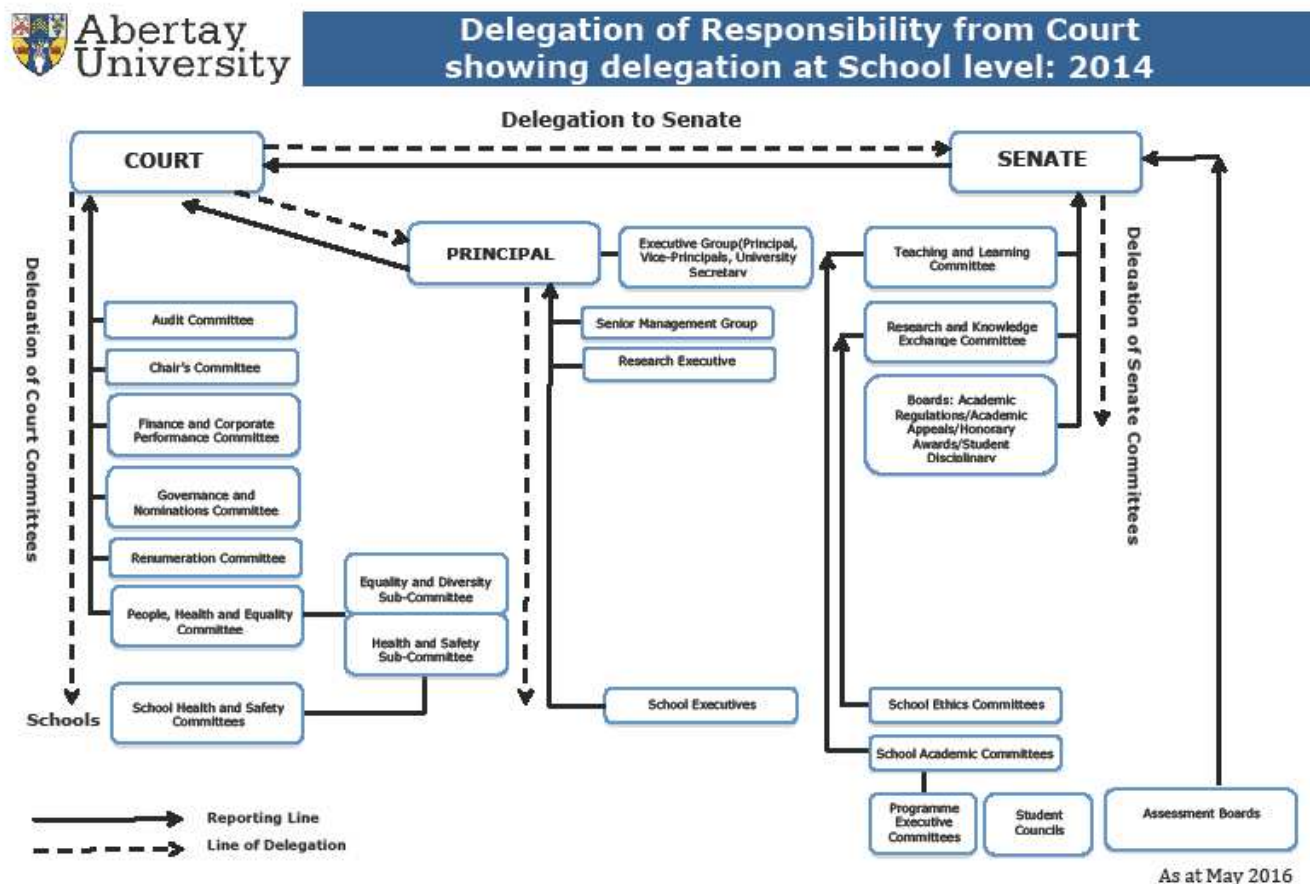
University Committee	Gender	2015/2016		
		BME	White	Unknown
Audit	Female	0	3	0
	Male	0	2	0
Committee total		0	5	0
Chair's	Female	0	2	0
	Male	0	6	0
Committee total		0	8	0
EDSC	Female	1	6	0
	Male	4	5	0
Committee total		5	11	0
Executive	Female	0	1	0
	Male	0	3	0
Group total		0	4	0
FCPC	Female	0	1	0
	Male	0	7	0
Committee total		0	8	0
GNC	Female	0	3	0
	Male	0	4	0
Committee total		0	7	0
HSSC	Female	0	10	0
	Male	1	12	0
Committee total		1	22	0
PHEC	Female	0	3	0
	Male	0	4	0
Committee total		0	7	0
RemCo	Female	0	2	0
	Male	0	3	0
Committee total		0	5	0
RDSC	Female	0	1	0
	Male	3	4	0
Committee total		3	5	0
RKEC	Female		5	0
	Male	1	5	0
Committee total		1	10	0
Senate	Female	0	5	0
	Male	8	21	0
Senate total		8	26	0
SMG	Female	0	7	0
	Male	0	11	0
Group total		0	18	0
TLC	Female	0	7	0
	Male	2	16	0
Committee total		2	23	0
Court	Female	1	8	0
	Male	0	16	0
Court total		1	24	0



Senior Management Group



As at May 2016



AP9	Review the remit and constitution of University committees and Task Groups to further mainstream E&D through governance and management, ensuring that the RECM and race equality are embedded in the structures and processes and identify actions to improve racial balance
AP11	Provide training and events for leaders including;

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	<ul style="list-style-type: none">• 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
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Word count = 123 words

4e The results of any equal pay audits conducted over the past three years and actions taken to address any issues identified.

No specific equal pay audit had been carried out in relation to ethnicity and nationality prior to the RECM self-assessment process. Tables 4e(i) and 4e(ii) demonstrate the pay gaps between BME and white, and non-UK and UK staff respectively. The pay gap is calculated as the difference in average salary as a percentage of the average white/UK staff salary.

Negative percentages indicate that the average salaries of BME/non-UK staff are higher than white/UK staff.

Table 4e(i) Pay gap between BME and white staff				
Grade	2015	2014	2013	Average
	%	%	%	%
All staff	-14.8	-21.0	-22.6	-19.4
1	0.3	0.0	n/a ⁷	-0.7
2	n/a	n/a	n/a	100.0
3	-0.7	n/a	n/a	5.8
4	7.4	n/a	4.2	6.2
5	-7.9	-10.7	-7.7	-8.9
6	-2.4	-0.6	4.7	1.6
7	1.8	4.6	5.0	3.9
8	2.6	1.8	-9.2	0.0
9	2.8	-2.1	-1.2	0.0
10	18.0	12.2	8.3	13.4
All academic staff	1.1	5.2	7.3	4.6
6	8.9	4.5	9.3	8.3
7	-0.4	2.7	8.1	4.4
8	4.8	6.0	-3.6	4.5
9	5.1	-1.6	-1.0	1.2
10	8.6	3.5	3.2	5.5
All support staff	-4.6	-31.9	-39.9	-23.4
1	0.3	0.0	n/a	-0.7
2	n/a	n/a	n/a	n/a
3	-0.7	n/a	n/a	5.8
4	7.4	n/a	4.2	6.2
5	-7.9	-10.7	-7.7	-8.9
6	-8.1	-6.1	-2.5	-5.4
7	7.7	13.1	-4.8	5.5
8	-6.1	-11.4	-12.7	-10.6
9	-4.4	-5.4	-2.9	-4.3
10	n/a	n/a	n/a	n/a

⁷ n/a implies there were no BME/non-UK staff on this grade in this year.

Table 4(ii) Pay gap between non-UK and UK staff				
	2015	2014	2013	Average
	%	%	%	%
All staff	- 10.6	-5.0	- 7.0%	-7.5
1	-0.1	0.0	3.5	1.6
2	-2.1	2.4	-2.2	0.9
3	n/a	n/a	-1.6	-4.9
4	1.1	6.4	5.7	4.9
5	3.7	7.5	3.4	5.4
6	2.9	6.3	6.6	5.6
7	2.8	2.8	7.0	4.5
8	2.5	3.1	-4.7	1.1
9	3.2	2.2	3.9	3.2
10	22.3	15.4	12.1	16.8
All academic staff	6.5	8.0	9.1	7.9
6	2.1	3.9	4.6	3.7
7	0.6	1.9	10.6	5.9
8	2.9	4.9	-4.9	2.2
9	3.4	3.4	4.6	3.8
10	13.9	7.0	7.1	9.3
All support staff	12.9	16.7	10.7	13.6
1	-0.1	0.0	3.5	1.6
2	-2.1	2.4	-2.2	0.9
3	n/a	n/a	-1.6	-4.9
4	1.1	6.4	5.7	4.9
5	3.7	7.5	3.4	5.4
6	3.4	8.9	8.6	7.4
7	13.1	n/a	n/a	11.4
8	0.4	-4.2	-4.4	-3.1
9	n/a	n/a	n/a	n/a
10	n/a	n/a	n/a	n/a

The pay gap across multiple grades predominantly reflects the relative proportions of staff at lower and higher grades.

The pay gap within a grade reflects the difference in average pay between staff groups on that grade. All grades except Grade 10 include incremental scales. Staff are normally appointed on the bottom increment and progress up the grade automatically through annual increments until they reach the top. There is no provision for acceleration or additional contribution/performance-related increments within or at the top of the scales. However, staff may apply for promotion/regrading at any point (see section 6a/b). Pay gaps within grades predominantly reflect differences in length of service and may also be

affected by staff being appointed at a higher point on the scale, if justified by previous experience and salary level.

Grade 10 academic staff includes the Vice-Principal (Academic), Heads of School and Heads of Division as well as Professors. Grade 10 support staff comprises Directors of services and other members of the Executive. Professors are paid within a 10 point range (£57,047-74,392). Progression is through an annual review process, through which any Professor may apply for an increase. Senior managers are paid at different fixed salary points depending on their roles. These salaries are reviewed annually to reflect any change in role or market rates.

For support staff, as for the staff population as a whole, the average BME salary is higher than that of white staff, reflecting the higher proportion of BME staff at higher grades. The position varies between grades year on year with large fluctuations possible due to small numbers of BME staff. The only clear 'pattern' is in Grade 10, where the absence of BME staff at the most senior level results in a notable pay gap.

For academic staff, the average salary of BME staff is lower than that of white staff, reflecting both a pay gap within all grades in most years and the effect of there being a lower proportion of BME staff at the most senior level (i.e. no BME Vice-Principal/Head of School). Pay gaps within grades are subject to fluctuation due to small numbers and the effects of promotion and turnover. However, these figures confirm the importance of ensuring career development/promotion opportunities for BME academic staff; investigating the turnover of BME staff, salary placement on appointment; and monitoring the pay gap.

[AP18] [AP28]

The average salary for non-UK staff is higher than for UK staff due to there being more non-UK academic staff on the higher grades (6-10). However, when academic and support staff groups are considered separately, the average salary for non-UK staff is lower than for UK staff and the same is true in most individual grades in most years. This may reflect non-UK staff being generally newer to the University, and therefore at lower points on the incremental scale for their grade. In addition there were fewer non-UK staff at the most senior levels. This will be investigated further and monitored closely.

[AP17]

AP17	Monitor pay gap information on a yearly basis with a focus on areas of significant difference
AP18	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
AP28	Review the performance management/appraisal scheme (Pathways) to: <ul style="list-style-type: none"> • Include longer-term career planning/ development discussion.

4 Staff Profile

	<ul style="list-style-type: none">• Strengthen discussion of development needs and opportunities• Enable development needs analysis for BME staff
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Word count = 567 words

5 Recruitment and selection

Table 5(i) RECM survey results		
Part 2: Staff only questions		
a) Recruitment and selection The open-ended questions on recruitment and selection at the University revealed that most staff believe that the recruitment and selection process is fair and that recent changes have been an improvement: <i>'I feel the recruitment and selection process of the institution is fair and fully takes into account race equality.'</i> <i>'Recent changes have improved the recruitment and selection processes.'</i> However the BME staff responded more negatively than the white staff to the following statements on recruitment and selection:		
Survey statement:	% BME agreed	% white agreed
My department follows clear and transparent recruitment and selection processes.	41.2	71.7
Applicants are selected and employed based on merit irrespective of their ethnicity or race.	52.9	82.6

There is a difference in the qualitative comments compared to the quantitative output and this degree of difference was not reflected in the 2015 Staff Engagement Survey, in which 82% of BME and 94% of non-UK respondents indicated that 'the University acts fairly, regardless of ethnic background, gender, religion, sexual orientation, disability or age with regard to recruitment' relative to 93% of all respondents. This warrants further investigation as part of the six-monthly focus group follow up and the review of academic recruitment.

[AP1]

The University only commenced data capture on recruitment in 2013 and the current recruitment system does not allow for nationality data to be recorded for applicant and shortlisted candidates and can only be provided for appointed candidates. The data provided is therefore split between BME and white applications. A new HR system is being implemented during 2016-17 and action will be taken to enable full analysis of the ethnicity and nationality of candidates at all stages.

[AP24]

Section 5: Recruitment and selection

Table 5(ii) Recruitment data for academic year 2013-15				
Academic staff	Total	BME	White	Not known
Number of applicants	1,887	581	1,203	103
Number shortlisted	119	15	103	1
Shortlisted as % of applicants:	6.3	2.6	8.6	0.1
Appointments	70	14	55	1
Appointments as % of shortlisted:		93.3	53.4	100.0
Support staff	Total	BME	White	Not known
Number of applicants	3,398	620	2,707	71
Number shortlisted	276	23	249	4
Shortlisted as % of applicants:	0	3.7	9.2	5.6
Appointments	150	12	133	5 ⁸
Appointments as % of shortlisted:		52.1	53.4	n/a

Of the appointments made over the 2014-15 period, 18.8% were non-UK and 81.2% were UK. Of these, 29.8% of academic staff and 13.3% of support staff appointed were non-UK. These figures above are examined in greater detail under sections 5a and 5b.

AP1	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
AP24	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

Word count = 245 words

⁸ The data on applicants and appointments are gathered through separate monitoring forms, so individuals may provide information as an applicant, but decline to do so as a new employee, which is why there can be a higher number of 'not known' appointments than applicants.

5a Recruitment of academic staff

Figure 5a(i) Academic staff recruitment 2013-2015

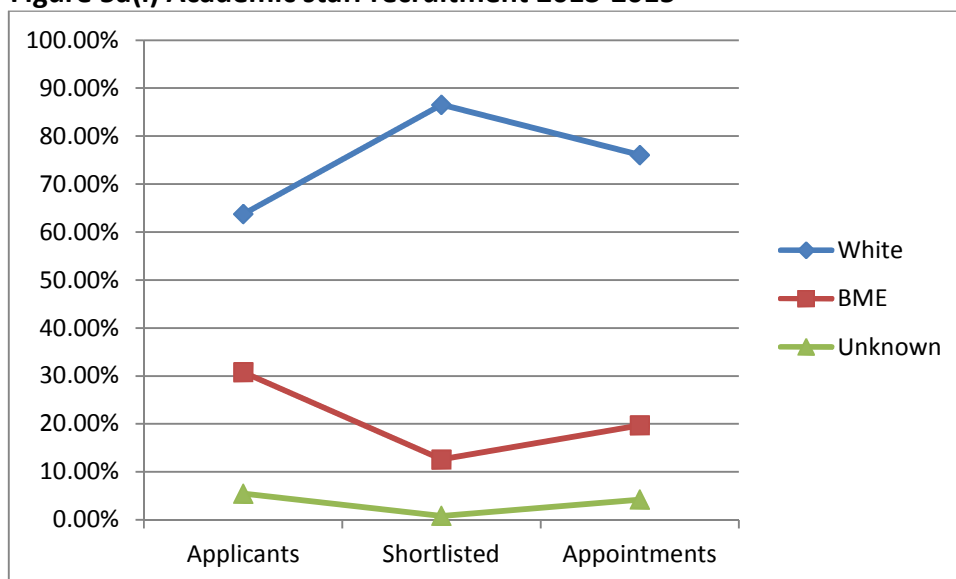


Table 5(i) and Figure 5a(i) indicate that a higher proportion of white than BME applicants were shortlisted for academic posts. The percentage reduces again at appointment stage, indicating that BME applicants were considerably less likely to be shortlisted than white, but more successful in being appointed, once shortlisted. As indicated above, 29.8% of academic staff appointed were non-UK nationals.

The University overhauled its recruitment practices in 2014, as outlined in section 5c. This included the introduction of standard criteria for academic roles and competency based interviewing for all staff roles and strict shortlisting against criteria. Feedback from the introduction of this new process has been widely positive, with strong support from recruiting managers, as well as feedback from both successful and unsuccessful candidates proving that the process has improved significantly.

The relatively low shortlisting rate for BME applicants will be investigated further, along with examining nationality data when the new HR/recruitment system is implemented.

[AP25] [AP31]

AP25	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
AP31	Develop unconscious bias training and development provision; prioritise training for those managing staff and/or supporting/teaching students

Word count = 154 words

5b Recruitment of professional and support staff

Figure 5b(i) Support staff recruitment 2013-2015

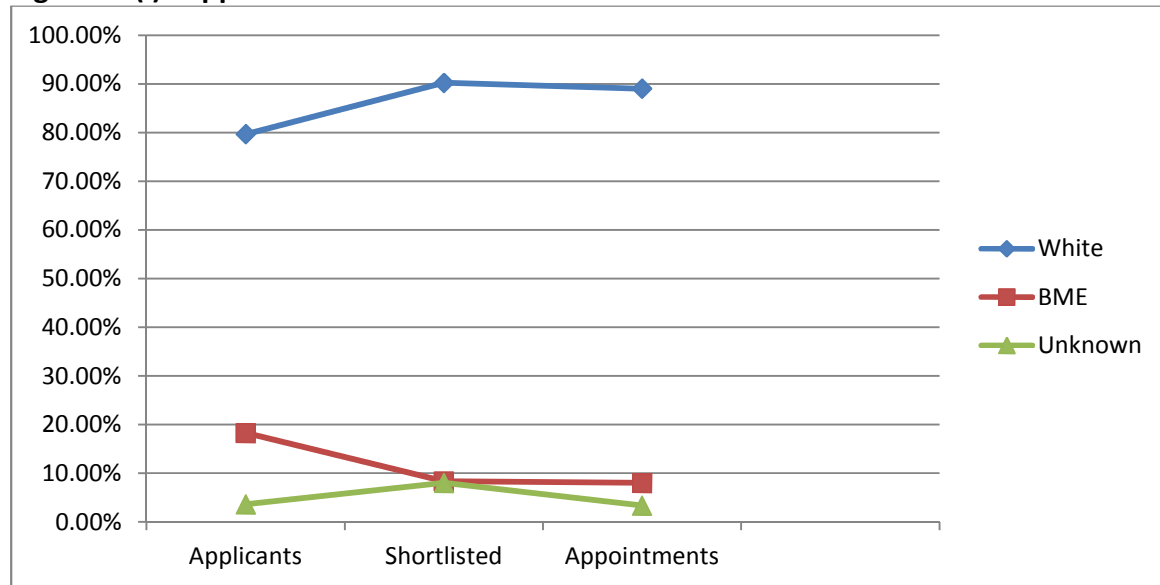


Figure 5b(i) above shows the trends for support staff recruitment. White applicants accounted for 79.7% of the applications, but increased to 90.2% of those shortlisted. Only 8.0% of the total appointments made were BME applicants, although this is a higher proportion than the local BME population. BME applicants were less likely to be shortlisted than white applicants, but just as likely to be appointed as white applicants following interview, although the numbers involved at appointment stage are very small. As noted above, 13.2% of support staff were non-UK.

[AP25] [AP31]

AP25	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
AP31	Develop unconscious bias training and development provision; prioritise training for those managing staff and/or supporting/teaching students

Word count = 88 words

5c The recruitment and selection process

As part of a comprehensive review of our academic recruitment process in 2013/14, the selection and interview process was reformed to reflect best practise around unconscious bias.

All roles are advertised with a full candidate brief containing a comprehensive role profile and person specification, listing the knowledge, skills, experience and competencies required. All academic role profiles have been standardised to ensure consistency in the recruiters' expectations and in the criteria they apply to recruitment. All interview panel members use the same criteria when shortlisting. Interviews are carefully structured, based on the competencies required. Before interview, the recruiting manager selects questions from a pre-set list for each competency for that role and all candidates are asked the same questions and scored against each competency.

The University does not issue strict criteria relating to the diversity of recruitment panels. For larger panels every attempt is made to ensure at least a gender mix. However, due to the smaller numbers of BME staff, it would not be possible for there to be strict guidance on panel membership relating to race.

We introduced this new recruitment process as part of a substantial academic staff recruitment campaign in 2013/14, during which all HoSs, HoDs and the Principal and VP (Academic) were trained on shortlisting and competency-based interviewing. All academics involved in recruitment were trained in this during 2014/2015 and the training is mandatory for any new recruiting managers.

The new approach to recruitment was rolled out for support staff recruitment during 2014-15 and is now used for all recruitment.

All staff are required to undertake on-line Diversity in the Workplace and Unconscious Bias training as part of their induction programme. Those involved in recruitment are required to complete our on-line Recruitment and Selection module and those responsible for policy development are required to undertake online EIA training. The unconscious bias module was added to the e-learning portfolio early in 2016 and we will evaluate/monitor uptake and impact.

[AP31]

Two years after implementation of the new academic recruitment process, it has been decided to undertake a review of the process to ascertain where it has been successful and to identify improvements, including reviewing/refreshing the training of those involved and considering how best to attract candidates (e.g. reviewing how best to promote Abertay's values and the benefits on offer) and support them after appointment.

Section 5: Recruitment and selection

[AP5] [AP22]

AP5	Management training should include a specific session on culture and support as it relates to BME staff
AP22	Promote BME role models/images on webpages, including Jobs page; explore ways for job ads to reach BME communities
AP31	Develop unconscious bias training and development provision; prioritise training for those managing staff and/or supporting/teaching students

Word count = 386 words

6 Career progression and development

Table 6(i) RECM survey results		
Part 2: Staff only questions		
b) Career development, promotion and pay The open-ended questions on career development, promotion and pay at the University revealed that the staff believe that pay is not influenced by race but that this information is hard to gauge: <i>'I feel the pay system of the institution is fair and fully takes into account race equality.'</i> <i>'I have no idea if people are paid equitably'</i> The BME group responded more negatively than the non-BME group to the following statement on promotion:		
Survey statement:	% BME agreed	% Non-BME agreed
If I apply for promotion I have an equal chance of success, irrespective of my ethnicity or race.	41.2	79.3
However, the BME group responded more positively than the non-BME group to the following statement on pay:		
Survey statement:	% BME agreed	% Non-BME agreed
The University has a fair and transparent pay system.	58.8	44.6
c) Culture, colleagues and well-being The open-ended questions on culture, colleagues and well-being at the University suggested that many staff are happy working at the University: <i>'The institution has an excellent mix of culture, colleagues and wellbeing in terms of interpersonal and social network.'</i> <i>'[The University] is a good employer.'</i>		
However the BME group responded more negatively than the non-BME group to the following statements associated with these views:		
Survey statement:	% BME agreed	% Non-BME agreed
I feel able to be myself at work without feeling that I have to act differently because of my ethnicity/race.	41.2	87.0
I know where to go to access support to maintain my own personal wellbeing and health at the University.	41.2	76.1

In the 2015 Staff Engagement Survey, no significant differences emerged between the responses from BME or non-UK staff on questions relating to career development, learning and development or pay and conditions, although BME staff responded significantly more positively regarding finding their Pathways (appraisal) meeting useful. Overall staff

Section 6: Career progression and development

responses indicated a number of areas for improvement for all staff and the University has established a Staff Engagement Steering Group to identify and address the most significant issues.

The quantitative data from the Race Equality Survey indicates that BME staff do not feel confident that they would be treated fairly in relation to promotion prospects, whereas qualitative comments suggest BME staff believe that pay and reward is fair. Further investigation is required to understand which elements of the University promotions policy are considered unfair or biased towards BME staff.

[AP1] [AP26]

BME staff believe the University to be a good employer and that it has a 'good mix' of cultures and nationalities. However, BME staff do not feel that they can 'be themselves', suggesting that the dominant culture could be overwhelming with staff 'fitting in' rather than wishing to 'stand out' (be themselves). Further investigation and consultation is required to understand what 'being oneself' means to BME staff. This will allow the University to identify appropriate actions to address this concern.

[AP1]

AP1	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
AP26	Monitor the impact of the new Academic Promotions Policy on RE and review the policy and process and implement action to address any issues identified

Word count = 216 words

6a Academic staff promotions

In the RECM survey (table 6(i)), only 41% of BME staff agreed that they had an equal chance of success in applying for promotion, compared to 79% of non-BME staff, although a higher proportion of BME than white staff considered the University to have a fair and transparent pay system.

Table 6a(i) Academic staff promotions by ethnicity and nationality					
		Non-UK		UK	
	Total no of applications	No of promotions (% of applications)	% of all promotions	No of promotions (% of applications)	% of all promotions
2014/15					
BME	0	0	0	0	0
White	22	2 (9.19%)	33.3%	4 (18.2%)	66.7%
2013/14					
BME	4	1 (2.1%)	5.6%	1 (2.1%)	5.6%
White	43	2(4.3%)	11.1%	14 (29.8%)	77.8%
2012/13					
BME	Info not held	0	0.0	1	5.6
White	Info not held	0	0.0	17	94.4

No regular annual promotions process existed before 2014, so no systematic data exist on promotion applications and success rates. From 2011-13 there was a Grade 7 to 8 'Academic Transition Procedure', which accounts for some promotions. In 2011 and 2012, applications for Professor and Reader positions were invited which resulted in some academic staff being promoted. The data in Table 6a(i) combine all academic promotions for each year, in view of the small numbers involved.

The University introduced a new academic promotions policy in 2014, which provided an annual opportunity for academic staff to apply for promotion to Lecturer (Grade 8), Senior Lecturer (Grade 9) and Professor. The first round under this policy took place in summer 2014. Although the outcomes were implemented on 1 August (i.e. technically on the first day of the next financial year), they are included in the table above under the years in which applications and decisions were made.

Over the period 2013-2105, 7.1% of academic promotions were BME staff, including one to Professor, slightly below the proportion of BME staff in the academic staff population. Non-UK staff comprised 11.9% of those promoted, substantially lower than in the academic staff population. Although the numbers are small, this is a concern. This will be monitored carefully and investigated as part of assessing the impact of the new policy after the 2016 promotions round.

Section 6: Career progression and development

AP26	Monitor the impact of the new Academic Promotions Policy on RE and review the policy and process and implement action to address any issues identified
AP30	Develop and implement 'understanding promotion' sessions for academic staff, paying particular attention to barriers to minority ethnic staff applying for promotion

Word count = 277 words

6b Professional and support staff promotions

Table 6b(i) Support staff regrading/promotion by ethnicity and nationality				
	Non-UK		UK	
	No of promotions	% of all promotions	No of promotions	% of all promotions
2014/15				
BME	0	0.0	0	0.0
White	0	0.0	6	100.0
2013/14				
BME	0	0.0	1	2.8
White	5	13.9	30	83.3
2012/13				
BME	0	0.0	0	0.0
White	1	4.2	23	95.8

Fewer support staff were successfully regraded in the year 2014/15 when compared to academic promotions. During this period, a number of change processes were being implemented in support services which may have resulted in fewer individuals being supported through a regrading. However, the low number of BME staff putting themselves forward for promotion over the last three years is a concern. Action has been identified to highlight this issue to managers; develop further the training/guidance for line managers carrying out Pathways reviews to ensure that the development and career needs of BME and non-UK staff are fully discussed; and ensure all managers undertake the on-line unconscious bias module.

[AP5] [AP28] [AP31]

AP5	Management training should include a specific session on culture and support as it relates to BME staff
AP28	Review the performance management/appraisal scheme (Pathways) to: <ul style="list-style-type: none"> • Include longer-term career planning/ development discussion. • Strengthen discussion of development needs and opportunities • Enable development needs analysis for BME staff
AP31	Develop unconscious bias training and development provision; prioritise training for those managing staff and/or supporting/teaching students

Word count = 108 words

6c Details of staff submitted for the Research Excellence Framework 2014 and the Research Assessment Exercise 2008

The University's 'Code of Practice on Equality and Diversity in the Preparation of Submissions for the REF' expanded our E&D policies and set them in the context of REF to guide all those involved in preparing submissions and selecting staff for inclusion. All members of the REF Steering Group and the E&D Advisory Group completed diversity awareness and REF E&D training.

Table 6c(i) Summary of ethnicity of staff submitted to REF and RAE					
Ethnicity Group	Staff submitted	% of submitted staff	% of eligible staff submitted	Eligible staff	% of Eligible staff
RAE					
BME	6	11.3	33.3	18	8.1
White	47	88.7	22.9	205	91.9
Total	53	100.0	23.8	223	100.0
REF					
BME	11	15.5	57.9	19	10.7
White	60	84.5	38.2	157	88.7
Not known	0	0.0	0.0	1	0.6
Total	71	100.0	40.1	177	100.0

BME staff comprised 8.1% of RAE-eligible staff and 10.7% of REF-eligible staff, and 11.3% and 15.5% of the staff submitted, respectively. A higher proportion of BME staff was, therefore, submitted than white staff. Overall, the submission rate for eligible staff rose from 23.8% for RAE to 40.1% for REF and the rates for BME staff were 33.3% and 57.9% respectively.

Table 6c(ii) Summary of ethnicity and nationality group of staff submitted to REF					
Nationality/ethnicity	Submitted	% of submitted staff	% of eligible staff submitted	Eligible staff	% of Eligible staff
UK					
BME	2	2.8	33.3	6	3.4
White	44	62.0	34.4	128	72.3
Not known		0.0	0.0	1	0.6
UK total	46	64.8	34.1	135	76.3
Non UK					
BME	9	12.7	69.2	13	7.3
White	16	22.5	55.2	29	16.4
Non UK total	25	35.2	59.5	42	23.7
Total	71	100.0	40.1	177	100.0

Section 6: Career progression and development

Nationality data were not recorded for RAE. Analysis of the REF data indicates that a considerably higher proportion of non-UK nationals (59.5%) was submitted than UK nationals (34.1%). There was no significant difference in the submission rate between BME and white UK nationals [NB very small numbers]. Of non-UK nationals, a higher proportion of BME staff was submitted than white.

Word count = 181 words

6d Career development opportunities and staff training

All line managers undertake a two-day Abertay Leadership Programme, providing insight into their leadership style and approaches. Training on the Pathways appraisal scheme (see below) is also provided to ensure effective reviews.

[AP5]

Following the introduction of new (Grade 10) HoD and ACM roles, all HoDs/ACMs have undertaken a 10-session development programme in 2015/16, covering key academic leadership and management topics, including people management, finance and research and teaching and learning strategies and approaches. As well as providing personal development for these individuals, the programme is intended to ensure that they are effective managers, providing career development support for their staff.

The creation of the new HoD and ACM roles was, in itself, a career development opportunity for internal and external academics. At the time of writing, two of the 14 HoDs and ACMs are BME and two are non-UK nationals, providing academic leadership role models.

The University has a number of mechanisms in place governing career development, training, workload allocation, appraisal and promotion. Central to these is the Pathways performance appraisal system for all staff. The Pathways cycle runs from August to July and starts with staff agreeing individual objectives and development needs for the year ahead with their line manager. Progress is reviewed (and objectives adjusted as appropriate) at the mid-point of the cycle and attainment is scored at the end of the cycle by mutual agreement between staff and their line manager. There are thus three formally recorded discussions in the cycle, although Pathways is designed as an iterative dialogue that runs throughout the cycle, with the dialogue being concretely expressed and recorded at the three meetings.

When the system was introduced in 2009, there was an extensive programme of training for line managers as reviewers and for staff as reviewees, and new staff and managers are briefed on Pathways during induction. The Pathways process is well embedded. The 2015 Staff Engagement Survey confirmed that 91% of staff had had Pathways meetings, and of those 89% had agreed clear objectives. However, only 53% considered the meeting useful. While this is an improvement on the previous survey and BME respondents were significantly more positive (83% considered it useful), Pathways is intended as a critical process for staff development and career progression for all staff. A review of the entire scheme is underway, including the supporting guidance and training, and the monitoring, reporting and evaluation mechanisms. Interim changes have been made to remove detailed scoring of performance on objectives and improve the emphasis on discussing individual and career development.

[AP28]

Section 6: Career progression and development

All Schools and Services have staff development budgets, the distribution of which is influenced by the Pathways discussions, although evidence of patchy implementation has prompted senior management to strongly encourage a greater focus on development.

For academic staff, Pathways meetings also permit discussion of workload allocation. The University has a workload model used by all academic divisions, with all divisional models being published internally from 2015 to improve transparency. The model covers all activities, e.g. teaching, research, committees and union activities and personal circumstances and development aspirations are taken into account in allocation of work. The workload allocation model is recognised to be far from perfect and is currently under review by working groups of the HoDs and ACMs. The principles of equity and transparency are fundamental to that review. Consultation with staff will allow the system to be scrutinised in terms of fairness and a full Equality Impact Assessment will be carried out before any new model is finalised and launched.

Augmenting local staff development budgets, the HR and TLE Services and the Graduate School also provide a range of learning and development opportunities/services and promote external events and resources, including those relevant to E&D.

Abertay is currently working to raise the status of teaching in the institution in terms of leadership, professional recognition, reward and development. We recognise excellent teaching in a variety of ways: through promotions, Pathways and the Student-Led Teaching Awards. We strongly encourage staff to seek national professional recognition through the Higher Education Academy (HEA). We currently have 83 HEA Fellows, of whom two (1.66%) are BME non-UK nationals, two (1.66%) are BME UK nationals (1.66%), 12 (9.96%) are white non-UK nationals and 67 (55.61%) are white UK nationals. The proportion of BME staff with HEA fellowships is below the proportion in the academic staff population. Considered alongside the REF analysis, this may suggest that BME staff are focussed more on research than teaching, although the numbers are small. This will be kept under review as the drive to increase professional teaching accreditation progresses.

[AP18]

During 2015/16, Abertay launched a programme of staff development in relation to Communication and Service Excellence, delivering workshops aligned with organisational priorities. Four sets of workshops have been held, including one for HoDs and ACMs and a masterclass delivered to the SMG. The programme is continuing in 2016/17 and will include all staff in due course with a view to developing communication skills and improving service performance across the organisation.

For the first time, in 2015/16 Abertay supported staff to participate in Aurora, the LFHE's women-only leadership development programme with four senior managers (two academic, two support) acting as Role Models. Participants were selected through an application

Section 6: Career progression and development

process open to all female staff on Grades 5 to 9. Three participants were selected (two academic, one support) from 11 applications. No applications were received from BME staff on this occasion, so we will seek to encourage applications from diverse groups in future. It is anticipated that we will support further staff to participate in 2016/17.

In Summer 2016, the University will launch a mentoring scheme for Early Career Academic staff (see Section 7f, below). In addition, the Graduate School provides substantial development and support for academic staff (including researchers) and postgraduate students (7f, below).

Staff responsible for policy development are required to undertake online EIA training, which will be extended more widely in 2016. Managers are required to undertake appropriate recruitment and managers' stress awareness training. The University introduced unconscious bias to the e-learning portfolio in early 2016 and will evaluate/monitor impact.

[AP10] [AP18]

There has been no central record of training, so E&D monitoring has not been possible to date. However, a new staff development record system is being implemented during 2016, which will enable monitoring by ethnicity and nationality in future. This will also be built into the Learning and Development part of the new HR system, which is likely to be implemented in 2017.

[AP6]

AP5	Management training should include a specific session on culture and support as it relates to BME staff
AP6	Review race data annually every June and identify action in RE action plan and/or School or Service Operational Plan to address any issues
AP10	Review EIA practices and develop new policy/guidance, incorporating guidance on race equality
AP18	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
AP28	Review the performance management/appraisal scheme (Pathways) to: <ul style="list-style-type: none">• Include longer-term career planning/ development discussion.• Strengthen discussion of development needs and opportunities• Enable development needs analysis for BME staff

Words count = 1,073 words

6e Consideration of career development and promotion

As explained in Section 6d above, career development is generally discussed as part of Pathways planning between the individual and their line manager.

The academic promotions policy (see 6a) sets out criteria for promotion in comprehensive role profiles, so all staff can see what is expected at each career stage. These same profiles are used for recruitment to ensure consistency in the standards applied and are underpinned by the HERA job evaluation system.

The annual academic promotion 'round' is communicated to all staff by email with the timetable for applications, including a period for discussion with managers. In April/May 2016, we introduced academic promotion workshops open to all staff. These were presented jointly by HoSs and HR and aimed to ensure understanding of the process and criteria involved. 17 people in total attended the sessions, two of whom were BME. While HoSs may comment on applications, there is no requirement for management 'support' for promotion applications. Decisions – based solely on the criteria - are made by a panel comprising the HoSs, the Principal, the VP (Academic) and the Director of HR. The wide constituency of the panel goes some way to assuring that bias, including racial, would be noticed. HoSs provide individual feedback on the outcome to all applicants.

For support staff, published profiles describe what is expected of roles at higher levels. In addition, staff can apply competitively for posts as they arise. A regrading procedure also exists for support staff, where grading is against set criteria (the role profile) underpinned by HERA job evaluation, or directly evaluated through HERA. Regrading applications may be made by managers or by individuals.

[AP5] [AP11] AP25] [AP30] [AP31]

AP5	Management training should include a specific session on culture and support as it relates to BME staff
AP11	Provide training and events for leaders including; <ul style="list-style-type: none"> • 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
AP25	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
AP30	Develop and implement 'understanding promotion' sessions for academic staff, paying particular attention to barriers to minority ethnic staff applying for promotion

Section 6: Career progression and development

AP31	Develop unconscious bias training and development provision; prioritise training for those managing staff and/or supporting/teaching students
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Word count = 271 words

7a The undergraduate student body

Table 7a(i) RECM survey results		
Part 3: Student only questions		
a) Campus, culture and well-being The open-ended questions on campus, culture and well-being at the University revealed some concerns about student support and culture differences on campus: <i>'Student support services could be greatly improved'</i>		
The BME group responded more negatively than the non-BME group to the following statements associated with ethnic and racial differences:		
Survey statement:	% BME agreed	% Non-BME agreed
I feel able to be myself without feeling that I have to act differently because of my ethnicity/race.	71.1	96.3
However the BME group responded more positively than the non-BME group to questions on well-being		
I know where to go to access support to maintain my own personal wellbeing and health at the University.	76.3	51.9
b) Course content The open-ended questions on course content revealed that this can depend of what degree you are studying: <i>'The lecturers teaching within the school of SHS are very inclusive of other races in their work, and often raise issues of concern regarding race when appropriate.'</i> <i>'I don't see how my course could have anything to do with my race.'</i>		
The differences in degree programmes were reflected in the survey. The BME group responded more negatively than the non-BME group to a statement associated with the inclusion of the views of different cultures but there was little difference on issues of ethnicity and race.		
Survey statement:	% BME agreed	% Non-BME agreed
Where relevant, my course curriculum considers the contributions of, impact on and opinions of a variety of cultures.	55.3	66.7
Where relevant, issues of ethnicity and race are considered and discussed within my course.	57.9	59.3
c) Academic support The University does not assign personal tutors to students and no comments were made on academic support.		

There was little difference between the BME and non-BME on statements associated with academic support; both groups showed high levels of agreement with the following statements:		
Survey statement:	% BME agreed	% Non-BME agreed
My course tutors and lecturers have high expectations and aspirations for all students regardless of their ethnicity or race.	92.1	96.3
The assessment of my work is fair and transparent and is not affected by my ethnicity or race.	94.7	96.3
d) Students' Association The open-ended questions on the Student Association at the University revealed that students felt there was no discrimination there: <i>'no-one I know of has ever been turned away because of their race.'</i>		
The BME group responded more positively than the non-BME group to questions on the students' union:		
Survey statement:	% BME agreed	% Non-BME agreed
Student clubs and societies encourage everyone to join, irrespective of their ethnicity or race.	94.7	77.8

The data in this section is based upon all undergraduate students registered with the University in each year.

Table 7a(ii) Undergraduate students by ethnicity						
	2014/15		2013/14		2012/13	
	No	%	No	%	No	%
Arab	5	0.13	6	0.13	6	0.14
Asian Other	26	0.67	24	0.54	28	0.64
Bangladeshi	7	0.18	9	0.20	6	0.14
Black African	43	1.12	52	1.17	50	1.14
Black Caribbean	2	0.05	3	0.07	4	0.09
Black Other	4	0.10	6	0.13	6	0.14
Chinese	24	0.62	30	0.67	33	0.75
Gypsy/Traveller	0	0.00	1	0.02	0	0.00
Indian	14	0.30	26	0.59	25	0.57
Mixed African	4	0.10	5	0.11	3	0.07
Mixed Asian	25	0.65	27	0.61	23	0.52
Mixed Caribbean	7	0.18	9	0.20	8	0.18
Mixed Other	17	0.44	23	0.52	23	0.52
Other	7	0.18	5	0.11	10	0.23
Pakistani	50	1.30	62	1.40	53	1.20
Not known	63	1.64	66	1.49	94	2.13
Refused	23	0.60	36	0.81	43	0.98
White	3,506	91.25	4,028	90.86	3,981	90.43
White Other	15	0.39	15	0.34	6	0.14
Total students	3,842		4,433		4,402	

In 2012/13, 6.3% of undergraduate students recorded a BME ethnicity. In 2013/14 the figure was 6.5%, and in 2014/15, 6.1%. Within our BME students, the two largest groups were Black African and Pakistani, with around 50 of each of these registered in each academic year (just over 1% of the undergraduate population). It should be noted that Scottish undergraduate programmes are four years long, and the number of BME students in any particular cohort will be modest.

Table 7a(iii) Undergraduate students by UK/Non-UK

	2014/15			2013/14			2012/13		
	Non-UK	UK	TOTAL	Non-UK	UK	TOTAL	Non-UK	UK	TOTAL
Arab	3	2	5	3	3	6	2	4	6
Asian Other	8	18	26	6	18	24	11	17	28
Bangladeshi	1	6	7	2	7	9	1	5	6
Black African	2	41	43	6	46	52	8	42	50
Black Caribbean	0	2	2	0	3	3	0	4	4
Black Other	3	1	4	4	2	6	3	3	6
Chinese	3	21	24	7	23	30	12	21	33
Gypsy/Traveller	0	0	0	1	0	1	0	0	0
Indian	3	11	14	7	19	26	5	20	25
Mixed African	1	3	4	2	3	5	1	2	3
Mixed Asian	2	23	25	1	26	27	2	21	23
Mixed Caribbean	1	6	7	1	8	9	2	6	8
Mixed Other	2	15	17	5	18	23	4	19	23
Other	3	4	7	2	3	5	3	7	10
Pakistani	2	48	50	5	57	62	4	49	53
Not known	58	5	63	61	5	66	89	5	94
Refused	8	15	23	22	14	36	24	19	43
White	222	3,284	3,506	309	3,719	4,028	282	3,699	3,981
White Other	5	10	15	3	12	15	3	3	6
Total students	327	3,515	3,842	447	3,986	4,433	456	3,946	4,402

The proportion of our undergraduate BME students who are UK domiciled is high and increasing: 79% in 2012/13, 82% in 2013/14, and 85% in 2014/15. This rising percentage over time mainly reflects a reduction in international students.

The proportion of our UK students declaring BME ethnicity ranges between 5.6% and 5.9% over the period, which demonstrates recruitment of students in line with the city population of 6% BME, and well in excess of the broader Scottish population of 2.7% BME.

Given the modest numbers of students from any one ethnicity, the remainder of this section looks at three student groups – BME, white and not known. The numbers and proportions of each are given in table 7a(iv) below.

Table 7a(iv) Undergraduate students by nationality and ethnicity					
	Total	Non-UK		UK	
	No	No	% of total students	No	% of total students
2014/15					
BME	235	34	10.4	201	5.7
Refused/not known	86	66	20.2	20	0.6
White	3,521	227	69.4	3,294	93.7
Total	3,842	327		3,515	
2013/14					
BME	288	52	11.6	236	5.9
Refused/not known	102	83	18.6	19	0.5
White	4,043	312	69.8	3,731	93.6
Total	4,433	447		3,986	
2012/13					
BME	278	58	12.7	220	5.6
Refused/not known	137	113	24.8	24	0.6
White	3,987	285	62.5	3,702	93.8
Total	4,402	456		3,946	

As a result of academic restructuring over the period, data by subject of study is more consistent than by organisational unit. Details are provided below for those subjects with five or more BME students registered in each year. As above, these show total registrations (rather than intake) and so the same individuals will appear in multiple years as they progress through a four year degree programme.

Table 7a (v) Undergraduate BME students by subject						
	2014/15		2013/14		2012/13	
	No	%	No	%	No	%
Accounting	14	17.1	16	17.6	14	21.9
Behavioural Science	26	3.6	38	4.3	30	3.3
Biotechnology	35	11.4	43	10.7	34	8.5
Civil Engineering	16	14.2	14	9.4	12	7.7
Computing	72	6.7	79	6.2	85	7.0
Food Science	7	3.8	8	3.9	9	4.6
Law	7	9.2	13	13.7	14	13.0
Sport	6	1.6	6	1.4	5	1.1
Management	25	7.5	36	8.4	39	8.4
Nursing	23	14.7	28	10.0	31	10.3

In most cases the student numbers are too low to allow for meaningful analysis by subject, but four subjects consistently have a higher proportion of BME students over three years: Accounting, Biotechnology, Law and Nursing.

Section 7: Student Pipeline

The proportion of BME students is lower than we might expect in Behavioural Science and Food Science, and is particularly low in Sport. The University is currently participating in the ECU initiative Attracting Diversity: equality in student recruitment and Sport is one of the subject areas on which we have chosen to focus. It is a subject that tends to attract white males, and we plan to address both gender and ethnicity imbalances in this area.

[AP38]

Overall, our undergraduate student population is very white, and the number of students of a particular ethnicity on a particular degree programme will always be small. We recognise that there is, therefore, potential for individuals to feel isolated. From the start of 2016/17, the University will introduce equality and diversity advocates, who will help us to ensure that the needs of BME students are properly addressed, both at subject and institutional level.

[AP3] [AP12] [AP13]

AP3	Identify good practice examples and publish on webpages and via Yammer
AP12	Investigate and develop better links with community groups that support BME communities locally
AP13	Support and encourage the Students' Association to set up/develop more student societies that cater for the social and cultural needs of BME groups
AP38	We will investigate the low proportion of BME students in Sport, and through our participation in the Attracting diversity initiative, we will seek to increase the proportion of BME students to 5% by 2020.

Word count = 461 words

7b Undergraduate students' continuation rates

Data in this section is based on students who failed to progress – i.e. who were withdrawn by the University, or who voluntarily withdrew, in each year. It should be noted that the numbers of BME students in this category are very small indeed, and so it is not possible to infer anything from small percentage differences. Overall, the non-progression rate for BME students is in line with the rate for white students, as demonstrated in table 7b(i) below.

Table 7b(i) Withdrawal from study				
	Total	BME	Not known	White
Students withdrawn by the University				
2014/15	203	15 (6%)	4 (3%)	184 (5%)
2013/14	261	17 (6%)	4 (3%)	240 (6%)
2012/13	306	22 (8%)	14 (10%)	270 (7%)
Students withdrawing voluntarily				
2014/15	187	6 (3%)	3 (5%)	178 (5%)
2013/14	278	16 (5%)	8 (7%)	254 (6%)
2012/13	281	14 (5%)	11 (7%)	256 (6%)

In preparation for our 2015 application, we compared data for all BME students to all white students and identified a potential problem, with 11% of international BME undergraduate students being withdrawn by the University (compared to 7% white), which, in our action plan, we undertook to investigate.

We have now completed that investigation, and detailed analysis shows that (a) 2011/12 skewed the data and was out of line with every year since, and (b) the numbers of BME students withdrawn were so small that percentage calculations could change dramatically due to individual student outcomes.

Recent work undertaken for the SFC – in relation to Scottish domiciled undergraduate entrants for a range of protected characteristics – demonstrated that year-to-year progression was stronger for BME students than white (93% compared to 87% progressing from 2014/15 to 2015/16).

Word count = 211 words

7c Undergraduate degree awarding rates by classification

This section reviews data for Honours awards conferred in each of the three years. We again took the opportunity to add more recent data, and to analyse the data in more detail. In this case, it is clear that in our first application we amalgamated the data to too great an extent, in an attempt to have numbers large enough to discern patterns. Having dropped 2011/12, added 2014/15, and looked closely at the numbers for BME and white students in each year, our findings are quite different. The table below demonstrates how small the numbers are and the wide variation in proportions from year to year.

Table 7c (i) Degree award classification							
	Total	BME		Not known		White	
		No	% of BME	No	% of Not known	No	% of White
2014/15							
1st	182	13	27.7	4	28.6	165	21.2
2 (i)	417	18	38.3	5	35.7	394	50.5
2 (ii)	210	12	25.5	3	21.4	195	25.0
3rd	32	4	8.5	2	14.3	26	3.3
Total	841	47		14		780	
2013/14							
1st	174	9	13.2	4	18.2	161	20.9
2 (i)	432	40	58.8	12	54.5	380	49.2
2 (ii)	230	16	23.5	6	27.3	208	26.9
3rd	26	3	4.4	0	0.0	23	3.0
Total	862	68		22		772	
2012/13							
1st	125	8	16.7	8	32.0	109	18.4
2 (i)	300	14	29.2	10	40.0	276	46.5
2 (ii)	205	22	45.8	6	24.0	177	29.8
3rd	36	4	8.3	1	4.0	31	5.2
Total	666	48		25		593	

- The proportion of first class Honours awards is lower for BME students in two of the three years, but higher in the third. The difficulty is that numbers are so small that minor changes in BME cause a large percentage swing – the difference between 7.7 percentage points lower for firsts in 13/14 and 6.5 percentage points higher in 2014/15 was just four additional first class awards in the later year.
- Similarly, the proportion of BME students who achieved a 2i award over the three years varies from 17.3% lower (12/13) to 9.6% higher (2013/14), so there is no established pattern.
- 2ii awards show one year higher, one lower, and one broadly the same.
- We could not compare rates for 3rd class awards, as there were only 11 made to BME students over three years.
- Given the low numbers, we could not compare performance between UK based and international BME students.

Section 7: Student Pipeline

Our conclusion is that we cannot discern any stable pattern in attainment – to illustrate our difficulty, in 2014/15, 47 Honours degrees were awarded to BME students, and so each individual's outcome influenced the classification percentages by just over 2%.

Word count = 295 words

7d Details of the postgraduate student body

Table 7d(i) Taught postgraduate students by ethnicity						
	2014/15		2013/14		2012/13	
	No	%	No	%	No	%
Arab	2	1.0	2	0.7	5	1.7
Asian Other	4	2.0	6	2.0	6	2.0
Bangladeshi	2	1.0	3	1.0	3	1.0
Black African	20	9.8	27	8.8	36	12.0
Black Caribbean	0	0.0	0	0.0	1	0.3
Black Other	3	1.5	9	2.9	0	0.0
Chinese	7	3.4	20	6.5	29	9.7
Indian	2	1.0	8	2.6	21	7.0
Mixed African	0	0.0	1	0.3	1	0.3
Mixed Asian	1	0.5	1	0.3	1	0.3
Mixed Caribbean	1	0.5	1	0.3	1	0.3
Mixed Other	3	1.5	3	1.0	4	1.3
Other	0	0.0	0	0.0	1	0.3
Pakistani	3	1.5	11	3.6	12	4.0
Not known	2	1.0	4	1.3	9	3.0
Refused	1	0.5	0	0.0	1	0.3
White	151	73.7	205	67.0	168	56.0
White Other	3	1.5	5	1.6	1	0.3
Total	205		306		300	

The proportion of taught postgraduate students with BME ethnicity was 40% in 2012/13, 31% in 2013/14 and 23% in 2014/15.

In contrast to the undergraduate student body, the vast majority of BME taught postgraduate students are from outside the UK – ranging between 75% and 90% over the three-year period. The number of UK domiciled BME taught postgraduates is very low –13, 17 and 12 in each of the three years. The declining proportion of BME students year on year reflects a steady reduction in the international postgraduate student body.

Analysis of withdrawal rates in our 2015 application showed that BME postgraduates were less likely than white postgraduates to be required to withdraw or to withdraw voluntarily. In 2014/15, it was not possible to calculate meaningful percentages, as only two BME students were withdrawn, and none withdrew voluntarily.

[AP6]

Table 7d(ii) Research students by ethnicity			
Ethnicity	2014/15	2013/14	2012/13
Arab	6	6	6
Asian Other	7	7	4
Bangladeshi	1	2	2
Black African	27	25	22
Black Caribbean	0	0	1
Black Other	0	1	1
Chinese	4	5	4
Indian	4	4	4
Mixed African	1	2	2
Mixed Asian	1	1	1
Mixed Other	1	2	2
Not known	0	1	0
Other	1	3	3
Pakistani	1	0	0
White	89	81	66
White other	3	2	1
Totals	146	142	119

Research students have not been broken down by Masters/PhD as Masters numbers are low. The proportion of research postgraduate students with BME ethnicity was 44% in 2012/13, 41% in 2013/14 and 37% in 2014/15. The BME students were overwhelmingly from outside the UK – between 92% and 94% over the three-year period. This reflects the very international nature of the research student market overall.

AP6

AP6	Review race data annually every June and identify action in RE action plan and/or School or Service Operational Plan to address any issues
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Word count = 200 words

7e Details of early career researchers

The University has a small number of Early Career Researchers (ECR), defined as research-only staff on Grades 6 and 7. Across the three years there were 19 ECR in total.

Table 7e(i) Early Career Researchers by ethnicity and nationality (Average across 2013, 14 and 15)						
	BME		White		Not Known	
	No	%	No	%	No	%
2015						
Non-UK	0	0.0	1	16.7	0	0.0
UK	0	0.0	5	83.3	0	0.0
2014						
Non-UK	1	9.1	2	18.2%	0	0.0
UK	0	0.0	7	63.6%	1	9.1
2013						
Non-UK	2	18.2	2	18.2	0	0.0
UK	1	9.1	6	54.5	0	0.0

Over the three years a higher proportion of ECR were BME and non-UK nationals than for academic staff as a whole. Comparing with all academic staff on the same grades: 14.3% of ECR were BME, compared to 11.0% of all Grade 6 and 7 academic staff and 28.6% of ECR were non-UK nationals, compared to 26.1% of all Grade 6 and 7 academic staff. However, the numbers are small and fluctuate from year to year. The number of ECR fell in 2015 and there were no BME ECR at that point. This will be monitored carefully.

[AP6]

AP6	Review race data annually every June and identify action in RE action plan and/or School or Service Operational Plan to address any issues
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Word count = 126 words

7f Support for individuals at the beginning of their academic careers in higher education

Induction for all new members of staff includes a corporate induction event, comprising a half day's introduction to the University for all staff and a half day's academic induction presented by TLE and the Graduate School, introducing all new academic and research staff to the University's teaching, learning and research strategy, practices, resources and support. Induction also includes mandatory on-line training in diversity, unconscious bias, data protection and stress management, and highlights key policies.

All new academics are required to undertake our HEA-accredited PG Certificate in Higher Education Teaching (PGCert) programme unless they already hold an equivalent qualification or experience. Teaching Fellows, ECRs and other staff are strongly encouraged to enrol for the PGCert and can take individual components of the course on a stand-alone basis in order to facilitate flexible modes of learning. PGCert registrants are encouraged to form networks and are mentored throughout the programme. PGCert graduates are awarded HEA Fellowship.

All new staff are allocated an induction mentor by their line-manager to guide their orientation and development. Line managers endeavour to allocate reduced teaching loads to new academics registered for the PGCert and/or to permit academics with RKE track-record to establish their work at the University.

In September 2014, we introduced a new mentoring process for those enrolled on our PGCert, involving PGCert mentors and mentees completing two half-day training workshops designed to ensure both parties understand the scope of the role.

[AP18]

In Summer 2016, the University is launching a mentoring scheme for Early Career Academic staff. This will provide an opportunity for individuals at the early stages of their career to be offered support and guidance relating to the full range of academic work and career development (i.e. beyond the teaching and learning support in the PGCert) from a more senior member of staff. Through the matching process participants are asked to state any preferences for their mentoring partner to have a specific ethnicity and we will endeavour to meet those preferences if possible. Mentors from the BME community are strongly encouraged to take part in the Scheme to allow early career academics to choose a role model from their own ethnic background, where possible.

The Academic Promotion Policy introduced in 2014 is open to all academic staff on Grade 7 and above and aims to ensure that all academic staff have the opportunity to progress in their careers based on the application of their knowledge and skills, through a fair, equitable and transparent process. See sections 6a and 6e for further details.

The published academic role profiles and the Pathways process also provide a basis for academic staff and managers to discuss and plan personal and career development, and academic staff benefit from more frequent review discussions and support in their first two years of employment through the Probation Policy.

[AP28]

Through the University's approach to inter- and multi-disciplinary working, staff are encouraged to work collaboratively and consequently form informal networks. Theme Leaders and senior colleagues have responsibility to stimulate staff to engage and to develop their research careers through our RKE Strategy.

The University is committed to all seven principles of the Concordat to Support the Career Development of Researchers, with implementation overseen by the Head of the Graduate School and RKE Committee and reviewed annually. In 2013-14, the University created a pan-University Graduate School as part of its R-LINCS (Research-Led Innovation Nodes for Contemporary Society) RKE strategy. All PG (taught and research) students and research/academic staff (regardless of their contractual situation or career stage), have access to the School which provides a comprehensive programme of training and professional development opportunities, supported by funding where appropriate, within a central location of flexible working spaces, open to the entire research community to promote integration and an interdisciplinary ethos. All personal development planning is supported through the VITAE Researcher Development Framework tool and app. RKE support is provided to research/academic staff and students alike, thereby promoting integration, mentoring and a vibrant research culture. Given our small size, we make best use of regional and national development opportunities.

AP18	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
AP28	Review the performance management/appraisal scheme (Pathways) to: <ul style="list-style-type: none">• Include longer-term career planning/ development discussion.• Strengthen discussion of development needs and opportunities• Enable development needs analysis for BME staff

Word count = 670 words

8 Diversity in curriculum and pedagogy

Since 2013 the University has undergone a period of transformation of its pedagogic policies and practices as part of the development and subsequent implementation of our new TLE Strategy (approved by Abertay's Senate in December 2013). The change programme has been led by the Director of Teaching and Learning Enhancement (DTLE) which was a new senior management post for the University filled in April 2013. The DTLE and his team co-ordinate pedagogic training, development and innovation in the institution which includes running a new CPD scheme for staff who teach and support learning, a PGCert, running seminars, producing briefings and good practice guidance, policy development and funding pedagogic innovation. The University has developed a significantly stronger academic community of practice in the last three years, as a result. Previously such activities had been ad hoc and down to individuals.

Reviewing the results of the student section of the RECM survey (Table 7a(i), page 68), in terms of course content there still appears to be variability between programmes in terms of the visibility of race in the curriculum. Responses included:

“The lecturers teaching within the school of SHS are very inclusive of other races in their work and often raise issues of concern regarding race when appropriate”.

“I don't see how my course could have anything to do with my race”.

A significant number of BME (<45%) and non BME (40%) students felt that issues of race and ethnicity are not considered or discussed in their course and, further, BME students responded slightly more negatively than non-BME students.

[AP32] [AP34]

Recognising the need for us to respond to these important issues, in November 2015 we successfully applied to take part in the Higher Education Academy (HEA) in Scotland's "Embedding Equality and Diversity in the Curriculum" (EEDC) strategic enhancement programme. By taking part, we are seeking support advice and guidance to develop a strategy to:

- (a) embed race equality within the curriculum
- (b) Identify current internal and external good practice in a range of subject areas and disseminate to the institutional audience through a series of targeted interventions
- (c) Evaluate the impact of internal interventions and strategy and use this as a basis for further dissemination (internal and external).

Section 8: Diversity in curriculum and pedagogy

AP32	Consider race equality in relation to both content and inclusive delivery through EIA of all new programmes and programme quality reviews
AP34	To develop a cogent strategy to embed race equality in the curriculum across all our taught provision

Word count = 324 words

8a Addressing race inequalities in the curriculum

In 2014/15 the University underwent a whole institutional curriculum reform. Programme Leaders were tasked with reviewing existing provision and developing a suite of new programmes, for delivery in 2016/17. Guidance was provided centrally and all teams were required to ensure there was alignment between the programme learning outcomes and our new Abertay Attributes which comprise four dimensions: personal, academic, professional and active citizen. Further, on our curriculum reform portal, staff were signposted to a number of external resources grouped together under thematic headings. One of these was “Equality and Diversity in the Curriculum/ accessible and inclusive practice” which included a number of resources available on the internet.

As part of our work within the HEA’s EEDC change programme we undertook an audit of existing practice and asked each of the Schools to provide examples of how multicultural/ international perspectives are embedded in their curricula. All Schools were able to provide examples and these ranged from SCQF level 7-11 i.e. covering all undergraduate and postgraduate taught stages.

School	Programme	Level of study	Content
SHS	Sport & Exercise; Sport and Management	7 and 8	BSA guidelines on terminology and language; Religion, Sport and Culture; Disability, Race and Sport; Sporting Identities; Ethnicity, Race and Xenophobia in Sport; Political ideologies within cultures and impact on sport participation; Case studies around placement issues (including a hypothetical racist event in a primary school when coaching)
	Psychology; Sport and Psychology; Forensic Psychobiology; Psychology and Counselling	9	Personality and individual difference; race and gender prejudice; stereotypes; discrimination; effectiveness of interventions; different cultural approaches to child-rearing/development and parenting.
	Mental Health Nursing	7, 8, 9, 10 and 11	Cultural diversity; Female genital mutilation; cross-cultural approaches to the carer role eg.in dementia; informed consent in transcultural settings
	Sociology; Criminology; Media, Culture and Society; Social Science	10	Race inequality and work, class and the global economy; spatial segregation, ghettos and race; sexuality and ethnicity; human rights; Community Links placement (including with racially diverse organisations eg, Muslim Women’s Resource Centre)
SET	Food, Nutrition and Health	7	Individual in society and structural inequalities (race, gender, ethnicity)
	Civil Engineering	9	Fluids and Environment – global perspectives on safe drinking water and waste water issues and

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			management, climate change, urbanisation
DBS	Business and Management	10 and 11	Managing across cultures and political systems; Innovation for Global Growth – examination of culturally diverse markets
		10	International management skills and challenges – employment and cultural issues around gender; legislative issues eg. Human Trafficking and Forced Labour; managing diversity in organisations eg. football
AMG	Game Design and Production Management	9 and 10	Cultural diversity and producing games for an international market and in a multicultural global team context

It is important to highlight that our efforts to enhance race quality in the curriculum are also aligned with our International Strategy. Students are encouraged to participate in international exchanges and it is recognised that a more diverse student body can enrich applied discussions in the classroom. The University is increasingly taking a more flexible approach to curriculum delivery with increased opportunity for student engagement in online learning opportunities which supports the needs of a range of students with protected characteristics. Assessment briefs are in many cases broad and afford the student the opportunity to consider the application of multicultural/ international perspectives as part of the submission. Lecturing staff are also encouraged to underpin the curriculum with an eclectic mix of theorists drawn from across the globe.

[AP32] [AP33] [AP35]

AP32	Consider race equality in relation to both content and inclusive delivery through EIA of all new programmes and programme quality reviews
AP33	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
AP35	To build staff capacity and confidence to embed race equality in their curricula appropriately

Word count = 493 words

8b Addressing inclusivity in pedagogy

The University's CPD scheme for Teaching and Supporting Learning "Going for Gold" is aligned with all four descriptors of the UK Professional Standards Framework (UKPSF) and was accredited by the Higher Education Academy in September 2015 for three years. Our PG Cert in HE Teaching is integrated within this CPD scheme and is aligned with Descriptors 1 and 2 of the UKPSF. In terms of the PG Cert HET, inclusive teaching forms part of the first module Teaching, Learning and Assessment in Higher Education and the second module, Teaching in Practice, is focussed on peer observation of teaching including two summative observations (one from the student's mentor and one from the student's HoD/ ACM). Inclusive teaching practice can therefore be monitored and supported for all new early career staff as it is a mandatory condition of successful probation at Abertay that all academic staff successfully complete our PG Cert HET within two years of starting at the University, unless they already hold a teaching qualification from another institution. Further, all staff (academic and professional services) are required to undertake online training in E&D.

In terms of further professional development support the University has funded teaching and learning E&D projects e.g. Embracing Diversity: watch your language" which was a very successful collaborative project between staff in our School of Health and Social Sciences, Secretariat and the Students' Association, involving sports societies. In December 2015, as part of the University's Teaching and Learning Enhancement seminar series we ran a seminar on "Inclusive Teaching" which was attended by over 50 staff (academic and professional services) and facilitated by the HEA. Although successful overall, it was clear from some of the discussions and questions asked, that embedding of race equality in our curricula is variable as is staff confidence in this area.

[AP33] [AP35]

In terms of gathering student feedback, the University runs internal student surveys at both module and programme levels and we have participated in the National Student Survey (NSS) since 2012. All surveys generate a combination of quantitative and qualitative data. We do not perform systematic analyses of BME student respondents for our internal surveys as the overall response rates have been quite low and this, coupled with the relatively low number of minority ethnic students at the University, means it is not statistically viable. However, if any issues related to inequality based upon race, gender, sexual orientation etc. did arise in the feedback they would be dealt with through the University's standard mechanisms.

[AP36]

The most common pedagogic issues associated with non-UK BME students to date have been associated with deficiencies in their English language and, occasionally, pedagogic and cultural differences related to the educational approaches accepted as the norm in the

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student's home country. Given our inclusive approach to learning, teaching and assessment, our focus has been to support these students to understand what is expected of them at Abertay both in terms of policy and practice. However, given the results from our RECM student survey and recent staff development activities that practice and staff confidence is currently variable. Developing a new, more explicit and focussed strategy on Race Equality in the Curriculum and harnessing the expertise and good practice which already exists in the University will help us reach our goals of providing curricula which better reflect the cultural diversity and global context in which our students and staff live and work.

[AP34] [AP35] [AP37]

AP33	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
AP34	To develop a cogent strategy to embed race equality in the curriculum across all our taught provision
AP35	To build staff capacity and confidence to embed race equality in their curricula appropriately
AP36	To improve internal student survey response rates to allow more systematic analysis of the feedback from minority ethnic students
AP37	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

Word count = 561 words