REAR Action Plan 2023

The University of Edinburgh is committed to taking action against racism in all its forms – personal, cultural and institutional. This work is championed by the Race Equality and Anti-Racist (REAR) Subcommittee of the Equality, Diversity and Inclusion (EDI) Committee, which recommends evidence-based actions that are taken up to the University Executive for implementation.

The following action plan was initially developed in 2020 and revised in 2023 following consultation with stakeholders across the University. It is a work in progress and is designed to guide action across the University. While the plan is evaluated and updated by the Race Equality and Anti-Racist (REAR) Sub-Committee, the actions within it are owned across the institution.

If you would like to comment or make a suggestion for the REAR Sub-Committee to consider, please email us at REAR@ed.ac.uk.

Section	Action Item	Action Owners
1. BAME and COVID	1.1 UoE needs to be alert to the potential of racial harassment and prejudice-based bullying as a result of misconception around COVID-19, in particular students and staff viewed to be Chinese might be at a greater risk of being targeted.	
1. BAME and COVID	1.2 Ensure comms to staff and students regarding COVID provide comprehensive overview of support available to all, especially BAME staff and students.	
2. Promoting Anti-Racist Culture	2.1 Support Heads of School and Professional Services in taking forward institutionalising anti-racism within their area of work	College EDI Leads, Professional Services EDI Leads
2. Promoting Anti-Racist Culture	2.2 All staff and students to be given clear messages about joining a university with zero-tolerance culture of any form of prejudice, discrimination	College HR Leads, EUSA Representation and Democracy Manager
2. Promoting Anti-Racist Culture	2.3 Develop better data on BME staff experience and boost with more granular data via qualitative methods. Data will be reported to EDIC and acted upon accordingly.	Race Equality and Anti-Racist Sub-Committee

2. Promoting Anti-Racist Culture	2.4 Race equality and anti-racist training is provided to all staff commencing with personal tutors and student support services staff. Participation at training is seen as part of capacity building endorsed by LMs.	Deputy Secretary, Student Experience, Head of the Institute for Academic Development (IAD), EDIC Convenor, Head of Careers
2. Promoting Anti-Racist Culture	2.5 Societies will not tolerate racism and be supported in their anti-racist practice	EUSA VP Welfare; EUSA Representation & Democracy Manager, Welfare & Liberation Coordinator
2. Promoting Anti-Racist Culture	2.6 Support discussions to apply for the Race Equality Charter by Summer 2023. These discussions should consider the benefits as well as consequences for staff workload	University-wide EDI lead; REAR sub committee
3. Service Improvement	3.1 Benchmark how other Universities support BAME students (including but not limited to mental health support services)	BAME Student role, Deputy Secretary Student Experience
3. Service Improvement	3.2 UoE to proactively contribute to inter-University networks to share and spread good practice on race equality	HR, REAR sub committee convenors
3. Service Improvement	3.3 Student Support Team Review to include a clear explanation of how the review has included BAME issues	Student Support Team
3. Service Improvement	3.4 Ensure BAME students are aware of BAME counsellors available through the Counselling Service. Review and respond to emerging trends and general insights available by the BAME counsellors, where appropriate	Director of Student Wellbeing; Director of Counselling Service, VP Welfare and EUSA BME Liberation Officers
4. Anti-Racist Curriculum - Decolonising the Curriculum	4.1 The current curriculum reform to nominate a lead person to champion the adoption if an anti-racist approach	VP students; College/School Decolonising the Curriculum Working Groups
4. Anti-Racist Curriculum - Decolonising the Curriculum	4.2 Each School to set up short-life working group on decolonising the curriculum, to consider what this means for their various subject areas and summarise progress to Heads of School.	Heads of School, IAD

4. Anti-Racist Curriculum - Decolonising the Curriculum	4.3 RACE.ED to provide cross-institutional support and guidance on decolonisation of the curriculum in different subject areas	RACE.ED, College/School Decolonising the Curriculum Working Groups
4. Anti-Racist Curriculum - Decolonising the Curriculum	4.4 Promote and support RACE.ED as a hub for the University's work on teaching, research and knowledge exchange on matters of race and anti-racism, as well as sharing the Race-Ed 20 credit course for UGs and promote take up across the 3 Colleges	RACE.ED, Communications and Marketing
4. Anti-Racist Curriculum - Decolonising the Curriculum	4.5 IAD to support resources introducing culturally-relevant pedagogies in relation to race equality,	Head of IAD
5. Race equality, anti-racism and research	5.1 Support and strengthen research to address racial and related societal inequalities	Deans of Research
5. Race equality, anti-racism and research	5.2 Conduct research to understand and inform evidence-based solutions to improve BAME researcher career progression	Research Cultures Working Group
5. Race equality, anti-racism and research	5.3 Embed and implement anti-racist and inclusive approaches to research assessment and evaluation	Research Integrity Lead
5. Race equality, anti-racism and research	5.4 Embed and implement anti-racist, inclusive and decolonial approaches to research	Edinburgh Research Office, Deans of Research
6. Improving the diversity and representation of BAME staff and students	6.1 Each College EDI Committee to work with their respective schools to identify steps they need to take to address under-representation of students – at UG, PGT and PGR levels. Once steps are identified to consider further what can be taken forward.	College EDI Leads
6. Improving the diversity and representation of BAME staff and students	6.2 Engage with BAME communities to promote the University as an employer of choice	HR Edinburgh Local
6. Improving the diversity and representation of BAME staff and students	6.3 Improved representation on Court and Senate Committees other significant Committees and Groups, and College and Support Group Committees	Court Services, Principal, College Registrars

6. Improving the diversity and representation of BAME staff and students	6.4 Improved representation of BAME staff on School committees, including decision making committees	Heads of School
6. Improving the diversity and representation of BAME staff and students	6.5 Identify and agree steps to improve the number of BAME staff in professional services	Heads of Professional Services Groups, Heads of Colleges
6. Improving the diversity and representation of BAME staff and students	6.6 Identify and agree steps to improve the number of BAME academic staff	HR
6. Improving the diversity and representation of BAME staff and students	6.7 Each prospective candidate to be asked to describe how they would contribute to the University's goals of diversity and inclusivity	Senior HR Partner Equality, Diversity & Inclusion
6. Improving the diversity and representation of BAME staff and students	6.8 The engagement in equality, diversity and inclusion roles and initiatives is now recognised as a citizenship contribution in the new promotions policy. Establish how this will be monitored.	HR
6. Improving the diversity and representation of BAME staff and students	6.9 Explore the feasibility of a sponsorship scheme for senior staff to act as allies to promote the presence and contributions of BAME staff	Edinburgh Race Equality Network; Head of HR Equality, Diversity & Inclusion
6. Improving the diversity and representation of BAME staff and students	6.10 Support the continued expansion of scholarships to boost recruitment of BAME home and international students	College and School Alumni teams, Head of Widening Participation, Director of Philanthropy & Donor Relations
6. Improving the diversity and representation of BAME staff and students	6.11 Expand evidence-based outreach work to target BAME School pupils into subject areas and disciplines where there is underrepresentation.	Head of Widening Participation
6. Improving the diversity and representation of BAME staff and students	6.12 Improve representation of black students across EUSA and its societies.	EUSA VP Welfare, EUSA Welfare & Liberation Coordinator, Representation &

		Democracy Manager
6. Improving the diversity and representation of BAME staff and students	6.13 All EUSA events and society events and social media pages are inclusive	EUSA VP Welfare; EUSA Welfare & Liberation Coordinator, Representation & Democracy Manager
7. Supporting BAME students and staff	7.1 BAME students are aware of local services available in the city and beyond	EUSA VP Welfare; EUSA Welfare & Liberation Coordinator, Representation & Democracy Manager
7. Supporting BAME students and staff	7.2 Support BAME students to progress into professional careers to level graduate employability	Career Service Team
7. Supporting BAME students and staff	7.3 Support the BAME Mentoring network for students.	EUSA Peer Support
7. Supporting BAME students and staff	7.4 Regular assessment of Racial Harassment and Hate Crime procedures for students	Deputy Secretary Student Experience
7. Supporting BAME students and staff	7.5 All BAME students have awareness and confidence to report racism and racial incidents	Representation & Democracy Manager, Deputy Secretary, Student Experience
7. Supporting BAME students and staff	7.6 Regular assessment of Racial Harassment and Hate Crime procedures for staff	HR
7. Supporting BAME students and staff	7.7 All BAME staff have awareness and confidence to report racism and racial incidents	HR, Dignity and Respect Advisors, College EDI Convenors
7. Supporting BAME students and staff	7.8 Mainstream awareness of hate crime report procedures amongst all University staff for all professional services, academics, students	College EDI leads, Heads of School, College HR leads, EUSA, Heads of Department,

		Student Support Team, EREN, UCU, Staff networks
8. Degree awarding and attainment gaps of BAME students	8.1 Each School to work with their College EDI Committee to identify steps to address the attainment/awarding gap where that exists between BAME and white students.	College EDI Leads, Heads of School
8. Degree awarding and attainment gaps of BAME students	8.2 Improve the visibility and use of EDMARC and other data (for example CSE's EDI data resource developed using Power BI) for Heads of Schools.	College EDI Convenors
8. Degree awarding and attainment gaps of BAME students	8.3 Embed lessons from ongoing research projects investigating BAME student attainment (e.g., PTAS project looking at BAME student attainment)	Attainment Gap Working Group, Senate Education Committee
8. Degree awarding and attainment gaps of BAME students	8.4 Senate Quality Assurance Committee to implement systematic monitoring of retention, progression and degree outcome data for BAME students	Senate Quality Assurance Committee, Heads of School
9. Ethos & Communication	9.1 University marketing, communications and social media to better reflect and represent the University's diverse community	Communications and Marketing
9. Ethos & Communication	9.2 Open Days to better signal a desire to create a more diverse UoE by fielding more diverse staff and student representatives as well as via marketing	Student Recruitment and Admissions, Communications and Marketing
9. Ethos & Communication	9.3 University social media channels and communications to work proactively to address racist tweets, posts on the formal sites and that all communications are in line with Dignity and Respect policy	Communications and Marketing
9. Ethos & Communication	9.4 Include support for Inclusive Language Guide	Communications and Marketing
10. Reparation and Reparative Justice	10. 5 Work with the National Museum of Scotland, the City of Edinburgh Council and the Royal Society of Edinburgh to agree a plan for Edinburgh to become a City of Justice	Edinburgh College of Art with the Reparative Justice Co-ordination Group
10. Reparation and Reparative Justice	10.1 Set up Web page and content to link to RACE.ED and Universities Studying Slavery work+A84:F88	Edinburgh Global/RACE.ED
10. Reparation and Reparative Justice	10.2 Deliver a series of focus groups and community engagement activities to advise UoE on next steps for taking forward reparation justice work	Reparative Justice Coordination Group
10. Reparation and Reparative Justice	10.3 Appoint a Chancellor's Fellow to research UoE's historical relationships with Atlantic Slavery and the development of racism	Reparative Justice Coordination Group

10. Reparation and Reparative Justice	10.4 To identify immediate changes that can be made to better represent BAME contributions and successes (e.g., busts in Playfair, re-naming of the David Hume Building)	Reparative Justice Coordination Group
11. Interrogating Histories	11.1 Create rich finding aids and databases for the UoE's historic archives, helping to uncover diverse narratives and identify silences.	University Archives, Head of Heritage Collections
11. Interrogating Histories	11.2 Appoint UoE student interns to assist in historical enquiries and archive work.	University Archives, Head of Heritage Collections
11. Interrogating Histories	11.3 Encourage exploration and contextualisation of the UoE's diverse histories.	Institute for Advanced Studies in the Humanities, Head of Special Collections
11. Interrogating Histories	11.4 Appoint a Chancellor's Fellow to research UoE's historical relationships	Reparative Justice Coordination Group
12. Creating an inclusive institutional history framework	12.1 Implement UoE collections best practice to prevent perpetuation of a lack of diversity through collecting efforts, non-inclusive language, and contextualisation.	Head of Heritage Collections
12. Creating an inclusive institutional history framework	12.2 Building the institutional archive as representative. Establish ways for inclusion and diversity in the collections that reflect the lived UoE experience from all community perspectives.	Head of Special Collections
12. Creating an inclusive institutional history framework	12.3 Develop a UoE Histories web-resource to explore, at multiple layers of complexity, the rich narratives that form UoE's identity.	Centre for Research Collections, Communications and Marketing, Corporate Services Group
12. Creating an inclusive institutional history framework	12.4 Ensure Histories web-resource is live and regularly maintained, with links to deeper narratives found across the UoE web-estate and with direct to archival evidence.	Centre for Research Collections