

## **Race Equality Group (REG)/ Self-Assessment Team (SAT): - Terms of Reference**

### **Introduction**

The University of Exeter intends to acquire the Race Equality Charter Bronze status by October 2021. The Race Equality Charter is administrated by Advance HE, and aims to improve the representation, progression and success of minority ethnic staff and students within higher education. Through undertaking a comprehensive self-assessment and working through each section of the REC, institutions are able to develop specific, targeted actions to advance race equality. By applying for REC membership, (which the university has done) institutions are committing to adopting the REC principles (**appendix 1**), and embedding these principles within policies, practices, action plans and culture.

### **Purpose**

The REG/SAT is responsible for undertaking a full evaluation of race equality across the institution, developing appropriate actions in response, and leading the institution's application for the Race Equality Charter. Depending on the composition, the REG/SAT may also be responsible for ensuring that the action plan is fulfilled.

The REG/SAT will lead the university through the Race Equality Charter process by:

- reviewing a range of quantitative and qualitative data and identifying racial inequalities in the representation, progression and success of minority ethnic staff and students
- reviewing the impact of relevant institutional policies and practices
- responding to the results of the above and establishing institutional priority areas and appropriate aspirations and success criteria
- developing an evidence-based, comprehensive action plan to underpin the agreed priorities and advance race equality over the subsequent three years (after which

time the institution will renew their award by repeating the self-assessment process).

The REG/SAT will establish a number of “Task and Finish” groups. The purpose of these groups is to address immediate issues, identify upcoming opportunities as well as plan longer-term interventions. The “Task and Finish” groups will report to the REG/SAT, and their recommendations will form part of the institutional race equality action plan going forward.

## Membership Composition

The members of the group will comprise of representatives from across our staff and student communities and will include:

- People from a variety of ethnic backgrounds.
- Individuals with knowledge, skills and experience in advancing race equality.
- Representatives from each of the institution’s academic faculties and relevant central departments.
- A balance of professional staff and academic staff, and people at different grades within the institution.
- Full time and part time staff, along with staff on open ended and fixed term contracts.
- Student representation.
- A data expert.

### Names and Role of Members:

**\*Note:** The format of the below table and the content will need to be included in our REC submission. Some universities include basic information such as name and role. Others include additional information such as role within the REG/SAT and also the ethnicity of members. Would welcome views on how the group wants this to be presented.

Member name	Role	*Additional Information.
Janice Kay	VCEG chair.	
Tinashe Verhaeghe.		
M.D. Sharma.		
Jemma Morgan.		
Ties Benguedda.		
Eleanor Lionel.		
Uden Pip.		

Salah Troudi.		
Martha Abiola.		
Nina Leonard.		
Rosanna Lloyd.		
Joseph Lee.		
Kathryn Coombes.		
Bethany Roberts.		
Ursula Agyeman-Frempong.		
Sana Rizvi.		
Sarah Campbell.		
David Boughey.		
Imelda Rogers.		
Rachel Burn.		
Wendy Robinson.		
Joseph Sweetman.		
Tudor Chinnah.		
Gihan Marasingha.		
Nicola Sinclair.		
Hannah Crowe.		
Lara Choksey.		
James Lindsay.		
Charlotte Woollam.		
Beth Pitcher.		
Gareth Carey-Jones.		
Liza Cheshire.		
Shraddha Chaudhary.		

## Frequency and Format of Meetings

There will be one meeting per term, to occur at least two weeks prior to the termly University Inclusion Group meeting.

The REG/SAT must meet a minimum of three times leading up to a REC submission.

## Reporting Lines

The REG/SAT will feedback to the University Inclusion Group termly.

## Appendix 1:

REC is underpinned by five fundamental guiding principles:

1. Racial inequalities are a significant issue within higher education. Racial inequalities are not necessarily overt, isolated incidents. Racism is an everyday facet of UK society and racial inequalities manifest themselves in everyday situations, processes and behaviours.
2. UK higher education cannot reach its full potential unless it can benefit from the talents of the whole population and until individuals from all ethnic backgrounds can benefit equally from the opportunities it affords.
3. In developing solutions to racial inequalities, it is important that they are aimed at achieving long-term institutional culture change, avoiding a deficit model where solutions are aimed at changing the individual.
4. Minority ethnic staff and students are not a homogenous group. People from different ethnic backgrounds have different experiences of and outcomes from/within higher education, and that complexity needs to be considered in analysing data and developing actions.
5. All individuals have multiple identities, and the intersection of those different identities should be considered wherever possible.