

RADA's Institutional Anti-Racism Action Plan – 2022 to 2026

Background

Following the RADA students' anti-racism activism in June 2020, RADA's Council and leadership team made a commitment to ensure that RADA became an anti-racist institution that was a safe place for all of its Global Majority staff and students.

Central to this commitment was the creation of a specific Institutional Anti-Racism Action Plan, that would guide RADA's anti-racist activity and act as a road map for the next five years, and help the academy to uphold its anti-racism agenda.

Anti-Racism Strategy

RADA is committed to addressing race discrimination, promoting equality of opportunity and good race relations across its activities, through the implementation of its Race Equity Policy and Institutional Anti-Racism Action Plan.

In May 2022 RADA's Director of Equity led the other members of the Senior Leadership team in an anti-racism strategy session. The session was designed to encourage RADA's SLT to think strategically about the top priorities and actions that the institution needed to address with respect to anti-racism.

At this session each member of SLT was asked to contribute five or six of their key strategic anti-racism priorities. These individual priorities were then grouped under common headings, in order to rationalise the combination of lists into a cohesive set of five key priorities.

The 5 Key Priorities

- Curriculum Review → to improve and incorporate Global Majority knowledge into the curriculum
- Visible leadership in anti-racism commitment → to properly embed RADA's a-r agenda
- Targeted anti-racism training – Staff and Students → to uphold and sustain the a-r values RADA sets out
- Global Majority Recruitment – Staff and Students (particularly TTSM students) → to increase access to the best talent
- Global Majority Well-being – Staff and Students → to increase the positive experiences of RADA Global Majority staff and students. Which will attract others from Global Majority groups to work at and attend RADA

Outcome

Following the facilitated session, the Director of Equity summarised the group's findings, and incorporated the five strategic priorities identified by the Senior Leadership Team into an institutional anti-racism action plan for RADA.

This plan is a road map for RADA's anti-racism work for the next three to five years. It provides a framework that will help to shape RADA's anti-racism activity. It should be considered an active document that is reviewed at regular points throughout each academic year, and evaluated against the actions set out to identify progress at the end of each year.

Reporting

As set out in RADA's Race Equity Policy, monitoring of the plan against the measures of success will take place throughout each year. The Director of Equity will draft an anti-racism report annually that will include the sub-reports of the anti-racism leads, and this will be shared with RADA's Council, students and staff.

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Priority	Action	Timeline	Action Lead/s	Measure of success
Curriculum Review	<p>A curricular review will be carried out on all of RADA's taught courses.</p> <p>Following the review, cross curricular changes will be made to improve representation of Global Majority knowledge constructors and contributors.</p> <p>During the review process consideration will be given to the recommendations made in RADA's (Re)Framing Committee report and where appropriate incorporated into the curriculum review.</p>	2022-23	Director of Equity with Principal, Registrar, Course Directors for programmes	<p>Each programme should be able to identify and cite specific examples that detail how the content of their delivery has been revised to include Global Majority representation which is genuine and not tokenistic.</p> <p>In addition student evaluations should elicit feedback on the success of these changes.</p>

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<p>Targeted Training for Staff and Students</p>	<p>Ongoing staff training sessions on race and racism leading to subject team development and plans for action to address aspects of Global Majority representation on the various programmes, within the staff, the curriculum, and at leadership level.</p> <p>Student anti-racism training will help to inform and shape students thinking regarding matters of racism.</p>	<p>2022/23 & ongoing</p>	<p>Director of Equity, Head of HR, Registrar</p>	<p>Whole staff development should lead to the identification of actions for improvement at personal/professional level, team level, programme level, and at an institutional level. Evidence will be gathered through:</p> <ul style="list-style-type: none"> • Evaluation of the training • Annual monitoring of the programmes • Through staff appraisals <p>HR will be able to hold staff to account through RADA's appraisal system if they do not uphold the anti-racism values set out in RADA's Race Equity policy.</p> <p>Student Academic Services will be able to report on racist incidents that might have occurred and clearly outline action that has been taken, and improvements that have been made.</p> <p>A demonstration of a reduction in incidents</p> <p>Students are able to transfer their training about anti-racism through their learning for example:</p> <ul style="list-style-type: none"> • When analysing texts • During classes such as improvisation • Hair and make-up decisions that could be made seamlessly when non-Global Majority students are working with their Global Majority peers • The lighting of Global Majority students

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<p>Recruitment and Progression of Global Majority Staff & Students</p>	<p>The DoE will work with Head of HR to examine recruitment and selection strategies. They will consider such things as:</p> <ul style="list-style-type: none"> • Where are posts advertised? • How is unconscious bias in recruitment addressed? • Whether all GM applicants could be offered an interview? • How is a candidate's commitment to race equity established at interview? <p>The DoE and Head of HR will work with HR/People Resources to identify anti-racist recruitment and selection processes.</p> <p>The DoE will also work with the Registry and Admissions team to ensure that the recruitment process for potential GM students is as equitable as possible.</p> <p>In addition the DoE will work with the Director Access and Participation to create a specific programme to improve the recruitment of Global Majority applicants to the Technical Theatre Arts course.</p>	<p>2023 to 2025</p>	<p>Director of Equity, with Registrar and Head of HR</p>	<p>There will be measurable improvements in Global Majority staff recruitment, retention, and progress.</p> <p>Reasons for lack of Global Majority staff recruitment will be identified and actions (advertising, short listing and interview panel composition) taken to improve Global Majority staff recruitment.</p> <p>Improvement in Global Majority teaching staff recruitment.</p> <p>Reasons for lack of Global Majority staff progression identified. Training and support provided to HR and interviewing staff to aid Global Majority staff progression. Improved Global Majority staff progression particularly to leadership positions.</p> <p>There will be significant and measurable improvements in Global Majority student recruitment, retention, and progress onto the Technical Theatre Arts course.</p>

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Global Majority Well-Being Staff & Students	<p>A pastoral support system is established for Global Majority staff and students.</p> <p>Global Majority counsellors/advisors are put in place to facilitate this pastoral care.</p> <p>The range of well-being issues related to race are logged, monitored, and fed back to the Director of Equity, and the Chair of Council's anti-racism task force.</p> <p>Anonymised case studies could be used for staff training.</p>	2023 to 2025	<p>Staff: Head of HR</p> <p>Students: Registrar</p>	<p>Through the annual well-being survey improvements are evident by lower rates of referral to counselling and other support.</p> <p>There should also be improvements in the management of any race related issues reported, evidenced by fewer reported incidents.</p>