

## Black Lives Matter at UoN

Doing more and doing better, with evidence, action and accountability.

### You said, “It’s time to address the awarding gap for Black students.”

Evidence strongly suggests that this gap is a result of structural and societal inequalities rather than individual capability and potential.

| We will...  | By / From | When   | Who is delivering (see glossary) | We have                                  |
|---|-----------|--------|----------------------------------|--|
| Halve the awarding gap by 2024-25, reducing the percentage point difference in good degree attainment (1 <sup>st</sup> and 2:1) between white and black students from a baseline of 18 percentage points to 9 percentage points by 2024-25. | By        | Jul-25 | APP Steering Group               |  |
| Recruit an Access and Participation Plan (APP) Project Manager to support the implementation of work to reduce the awarding gap.  | By        | Sep-20 | EDI Committee                    | <i>Recruited an APP Project Manager.</i> |
| Monitor progress annually, providing Schools with their awarding gap data so that local plans can be made.  | From      | Jan-21 | APP Steering Group               |  |

### You said, “Report and response protocols are unclear and untrusted.”

Without the truest picture of the level and nature of hate crime, harassment, discrimination and microaggressions, culture change is not possible.

| We will... | By / From | When | Who is delivering (see glossary) | We have |
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| Improve our 'report and response' processes to ensure they are well-communicated, easy to access and empower students to choose how issues are resolved or escalated.                                    | By   | Jan-21 | Hate Crime and Harassment Working group              | <i>Identified a Report and Support package and drafted a business case for the purchase.</i> |
| Publish an annual report on the number and type of incidents, how they were responded to and student experience of the process.  | By   | Jul-21 | Hate Crime and Harassment Working group              |  |
| Ensure staff and students have access to relevant training on hate crime, harassment and bystander intervention.   | By   | Jan-21 | Hate Crime and Harassment Working group              | <i>Drafted content for an e-learning training package.</i>                                   |
| Present updates on latest figures and activity at the regular Black Voice forums: a new initiative to ensure black students have a consistent voice in the process of addressing race inequality at UoN. | From | Dec-20 | PVC for EDI and People and PVC for ESE (Campus Life) |  |

**You said, “More specialised training is urgently needed, which is specific to race and positioned within the contexts of learning, teaching and active citizenship.”**

Staff and students need support to understand the nuances of bias, strategies for inclusive teaching, and how to challenge overt and covert racism.

| <b>We will...</b>   | <b>By / From</b> | <b>When</b> | <b>Who is delivering</b><br>(see glossary) | <b>We have</b>   |
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| Educate staff and students about EDI and our responsibility as a community for addressing the barriers staff and students face. | From             | Jan-21      | REC  | <i>Created a ‘Stronger Together’ learning package for student inductions.<br/>Developed a staff ‘EDI Conversations’ guide.</i> |
| Introduce anti-racism training in a way which all staff can access.   | By               | Jul-21      | REC, PD                                    |  |

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| Embed reverse mentoring to educate senior leaders about how the university world is experienced by BAME staff and students   | By   | Dec-20 | REC & STEMM Change                                    | <i>Begun a reverse mentoring pilot, funded by STEMM Change.</i>               |
| Introduce bystander intervention training, as described above.   | By   | Jan-21 | As above  | <i>Drafted content for an e-learning training package.</i>                    |
| Develop learning opportunities for staff to incorporate inclusive learning practices into their curriculum, through the existing PGCHE framework and the emerging Inclusive Teaching Toolkit | From | Sep-20 | A range of partners including the School of Education | <i>Initiated discussions to enhance inclusivity content within the PGCHE.</i> |

## You said, “Decolonising and diversifying the curriculum should be an essential quality measure for all subjects.”

Decolonisation reveals value, belonging, power and diverse historical perspectives in all academic subjects.

| <b>We will...</b>   | <b>By / From</b> | <b>When</b> | <b>Who is delivering</b><br>(see glossary) | <b>We have</b>   |
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| Commit within our Race Equality Charter action plan for all core modules to have made progress towards decolonisation (recognising that it is an ongoing process) by the start of the 21-22 academic cycle. | from             | Jul-20      | REC  |  |
| Ensure that EDI is embedded within programme and module design standards.   | By               | Jul-21      | Educational Excellence & EDICs             | <i>Initiated discussions to support the integration of EDI considerations into curriculum design as a core quality standard.</i> |
| Set up a Community of Practice to bring the All In! decolonisation project resources to life in our daily practices.  | By               | Oct-20      | REC, All In! & EDICs                       | <i>Set up a Decolonisation Community of Practice. Further work needs to be done around ownership and development.</i>            |

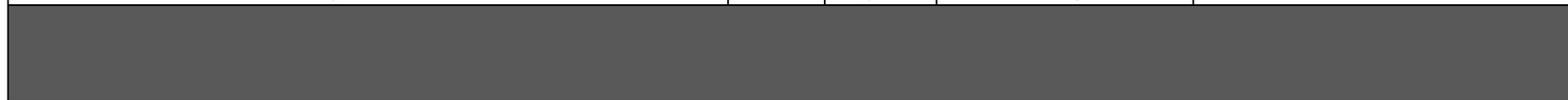
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| Publish a series of case studies throughout the year to share good practice in curriculum design. | From | Sep-20 | PVC for EDI and People,<br>PVC for ESE & EDICs | <i>Published the first case study on decolonisation.</i> |
|---|------|--------|--|--|



**You said, “Direct resourcing commitments are needed to improve student and staff engagement, representation and progression, such as training opportunities, scholarships and society reps.”**

Accelerated change can be achieved with targeted, evidence-based positive action measures in place.

| <b>We will...</b>   | <b>By / From</b> | <b>When</b> | <b>Who is delivering</b><br>(see glossary) | <b>We have</b> |
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| Adopt a needs-led approach by commissioning a report into the types of opportunities and initiatives that our black staff and student communities would find most helpful, and how these might be funded. | By               | Apr-21      | REC / Campus Life                          |                |
| Take action based on the recommendations of that report to invest in student and staff representation.  | From             | Sep-21      | REC / Campus Life                          |                |



**You said, “Recruitment policies and practices need to be inclusive and transparent in order to address the lack of staff diversity.”**

Diversity means innovation, efficiency, productivity and insight. If Black students cannot see a place for themselves within their chosen discipline, we all lose out.

| <b>We will...</b>  | <b>By / From</b> | <b>When</b> | <b>Who is delivering</b><br>(see glossary) | <b>We have</b>  |
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| Work towards having no less than 20:80 BME:White staff representation within all teams and at all levels.  | By               | Sep-25      | HR, local teams/faculties                  | <i>Introduced all faculty/service leadership to the EDI Key Performance Indicators in August. These were agreed following extensive consultation.</i> |
| Work towards an institutional target of 15% BME representation at level 6 and 7.   | By               | Sep-25      | HR, local teams/faculties                  |   |
| Continue the expansion of anonymised applications across the institution.  | From             | Sep-20      | Local teams with support from HR           |   |
| Require all Faculties and Services to set local diversity targets in relation to the institutional targets for BME representation.   | By               | Nov-20      | FEDIBs                                     | <i>Submitted a report in September detailing progress towards setting local targets. These will be finalised by November.</i>                         |
|  |                  |             |  |   |
| <p><b>You said, “The Black student voice needs to be heard directly and consistently within relevant strategy and planning.”</b></p> <p>Direct engagement with Black students will help UoN get it right first time.</p> |                  |             |  |   |
| <b>We will...</b>  | <b>By / From</b> | <b>When</b> | <b>Who is delivering</b><br>(see glossary) | <b>We have</b>  |
| Identify continuation funding for our Student Race Equality Charter Ambassadors to inform the institutional action plan.   | By               | Oct-20      | REC  |   |
| Hold termly Black Voice forums.  | From             | Nov-20      | PVC for EDI and People and PVC for ESE     |   |

**You said, “Clear communication of plans and progress against measurable targets is a priority.”**

Transparency and accountability are essential to foster trust and belief that UoN is authentic in its stated commitments.

| We will...   | By / From | When   | Who is delivering<br>(see glossary) | We have |
|--|-----------|--------|-------------------------------------|---------|
| Work with student representatives and our Communications teams to ensure we are sharing updates in the social media spaces which are most familiar to you. | From      | Aug-20 | Internal Comms                      |         |
| Publish this plan with regular updates in a space which is easily accessible, and regularly communicated, to staff and students.                           | From      | Aug-20 | Internal Comms                      |         |

**You said, “Black History Month is a time to recognise success, not just slavery.”**

Focussing solely on slavery reinforces narratives of White power. Black contributions to local and global development should be recognised and celebrated.

| We will...  | By / From | When   | Who is delivering<br>(see glossary) | We have  |
|---|-----------|--------|-------------------------------------|--|
| Convene a planning committee for this year’s Black History Month celebrations, inviting contributions to an effective programme of events that makes a difference to staff and students by celebrating Blackness. | By        | Aug-20 | EDI Sr Project Manager              | <i>Set up a planning group, inviting any interested colleagues to join. Coordination of events is underway, including the offer of small grants for local events focussing on Black joy.</i> |

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|--|------------------|-------------|--|---|
| Hold two University-wide events. The first will focus on 'Black Joy' and will include music, dance, art, poetry and food.  | By               | Oct-20      | BHM Programme Board                        |   |
| Other events will be held by individual Schools, Teams and Departments, and the Students' Union. All University Black History Month events will be publicised through a single website.  | By               | Oct-20      | BHM Programme Board<br>Internal Comms      |   |
|  |                  |             |  |   |
| <p><b>You said, "We need to look beyond the big campuses."</b></p> <p>Whether it's a visible presence at Sutton Bonington, or ensuring 3rd parties such as suppliers and placement providers are committed to anti-racism. This work should be visible throughout all University spaces and relationships.</p> |                  |             |  |   |
| <b>We will...</b>  | <b>By / From</b> | <b>When</b> | <b>Who is delivering</b><br>(see glossary) | <b>We have</b>  |
| Develop guidance for colleagues co-ordinating placements to ensure that a commitment to anti-racism is built into all partnership agreements and evidenced.  | By               | Jul-21      | TBC - EDICs?                               |   |
| Review our procurement procedures to ensure that a commitment to anti-racism is an evidenced prerequisite for a purchasing relationship, including employment agency services.   | By               | Mar-21      | Procurement                                | <i>Started work on a corporate social responsibility procurement strategy, which will include a commitment to anti-racism.</i>  |
| Identify champions for anti-racism work with the School of Biosciences and the Vet School at Sutton Bonington who can ensure there is a visible presence for this work at that site.   | By               | Jan-21      | Head of School of Biosciences              | <i>Identified champions for anti-racism work at Sutton Bonington to ensure visibility and learning opportunities are equitable. Further work is needed to establish the parameters and expectations of this role.</i> |

Produce an EDI Events toolkit to support local teams in celebrating key diversity dates.

By

Mar-21

HR Specialist  
Services