

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 st 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	<i>As below, we are starting to get the right people and data in place to enable us to progress effectively.</i>
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	<i>Started working with Faculties to identify the most practical time/way to deliver data and how plans should be set.</i>

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
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. In the process of completing the purchase of Report and Support for implementation this term. This was been slightly delayed but the issues for the delay have been resolved.</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>This training is now live:</i> https://www.nottingham.ac.uk/toolkits/play_24873#resume=1
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)	<i>On track. They will be presented in the next Black Voice forums on the 23rd of March 2021</i>

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.

We will...	By / From	When	Who is delivering (see glossary)	We have
Educate staff and students about EDI and our responsibility as a community for addressing the barriers staff and students face.	From	Jan-21	REC	<p>Created a <i>Stronger Together</i> learning package for academic staff to use during student induction.</p> <p>Developed a <i>Let's Be Clear about EDI</i> campaign, with guidance for managers to tackle different EDI themes as a regular part of their team meetings. https://www.nottingham.ac.uk/edi/lets-be-clear-about-edi.aspx</p>
Introduce anti-racism training in a way which all staff can access.	By	Jul-21	REC, PD	<p>Discussions are underway with Professional Development to find a suitable option which can be rolled out widely.</p>
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	<p>Begun a reverse mentoring pilot, funded by STEMM Change.</p>
Introduce bystander intervention training, as described above.	By	Jan-21	As above	<p>The hate crime training is now live: https://www.nottingham.ac.uk/toolkits/play_24873#resume=1 However it doesn't have space to go into depth about bystander intervention. This is now being explored as a stand-alone option.</p>
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	<p>Initiated discussions to enhance inclusivity content within the PGCHE.</p>

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.

We will...	By / From	When	Who is delivering (see glossary)	We have
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>
Publish a series of case studies throughout the year to share good practice in curriculum design.	From	Sep-20	PVC for EDI and People, 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.

We will...	By / From	When	Who is delivering (see glossary)	We have
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.

We will...	By / From	When	Who is delivering (see glossary)	We have

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>Agreed local targets across faculties and services. Action plans are being developed to support this.</i>
Work towards an institutional target of 15% BME representation at level 6 and 7.	By	Sep-25	HR, local teams/faculties	<i>Agreed local targets across faculties and services which will support this institutional ambition. Action plans are being developed to support this.</i>
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>Agreed local targets across faculties and services. Action plans are being developed to support this.</i>

You said, “The Black student voice needs to be heard directly and consistently within relevant strategy and planning.”

Direct engagement with Black students will help UoN get it right first time.

We will...	By / From	When	Who is delivering (see glossary)	We have
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	<i>11/11/2020 first Forum held. Next dates are 23 / 03 / 2021 and 14 / 06 / 2021.</i>

			and PVC for ESE	
<p>You said, “Clear communication of plans and progress against measurable targets is a priority.”</p> <p>Transparency and accountability are essential to foster trust and belief that UoN is authentic in its stated commitments.</p>				
We will...	By / From	When	Who is delivering (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	Developed closer relationships with Students' Union staff to ensure we are utilising their comms channels
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	Create a web page where this plan can be accessed and updated.
<p>You said, “Black History Month is a time to recognise success, not just slavery.”</p> <p>Focussing solely on slavery reinforces narratives of White power. Black contributions to local and global development should be recognised and celebrated.</p>				
We will...	By / From	When	Who is delivering (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>Coordinated and delivered a varied programme of events. We offered small grants for local events focussing on Black joy.</i>
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	<i>Delivered panel events with guest speakers on Black Joy and Black Radicalism. Covid restrictions meant that these were online-only.</i>
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 Internal Comms	<i>Publicised a wide range of events delivered by local areas across the university as part of our overall programme.</i>



You said, “We need to look beyond the big campuses.”

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.

We will...	By / From	When	Who is delivering (see glossary)	We have
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. Champion has been identified and proposal to go ahead have been made.</i>
Produce an EDI Events toolkit to support local teams in celebrating key diversity dates.	By	Mar-21	HR Specialist Services	<i>Made plans to scope this resource in early 2021, with a view to developing and making it available by July 2021.</i>