

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	Appointed a new Data Officer role in Dec 20, based in the Data Team in PPSC. This will enable a focus on the collation of data required for the APP and development of the Student Engagement Dashboard. We are currently advertising for a new role as part of our Race Equality Charter action plan commitments – this new role will provide cross-institution coordination for our work on the degree awarding gap.
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	Recruited an APP Project Manager. Action closed.
Monitor progress annually, providing Schools with their awarding gap data so that local plans can be made.	From	Jan-21	APP Steering Group	The Education Excellence Team are shortly to begin briefing Schools on the development of School Enhancement Plans. The purpose of these is to address three areas: 1) the awarding gap work in relation to the APP Success targets, 2) Degree outcomes data, 3) the Student Covid experience survey (if possible). These will be developed between April and May and reviewed June/July. They are rolling

				<p>documents and so have no start and end point.</p> <p>Plans will be saved to a Teams site per Faculty/School and the Education Excellence Team will have oversight and monitoring, reporting progress to the APP Steering Group. Enhancement Plans, which are primarily addressing degree awarding gaps. Launch late-March/Early April 21 launch, with May 21 delivery.</p> <p>Schools will submit their plans to address their locally relevant gaps for academic year 2020/21. These will be split into semester 1 and 2 actions.</p> <p>The Education Excellence Team will be visiting the schools to brief them and will manage the process of monitoring the plans, reporting on progress to the APP Steering Group.</p>
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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	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. The new package is due to be launched by June 2021.

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	This training is now live, access it on the University website . In addition, relevant eLearning, which is available to all staff via central short courses , have been produced. This includes training on bullying and harassment and micro behaviour.
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)	PVC EDI and People met with students in Spring term 2021. Further meeting scheduled for Summer term 2021.

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	Created a Stronger Together learning package for academic staff to use during student induction. The Let's Be Clear about EDI campaign was launched by the Leadership and Management Academy in September 2020, with guidance for managers to tackle different EDI

				themes as a regular part of their team meetings. . Phase 2, which runs until April 2021, was launched in January 2021 with a conversation aid to support a deeper exploration of the initial conversations. To complement this programme, 11 webinars were also launched in collaboration with our staff networks, covering a wide range of EDI themes. These are running throughout 2021 and are being well attended.
Introduce anti-racism training in a way which all staff can access.	By	Sept-21	REC, PD	Discussions are underway with Professional Development to find a suitable option which can be rolled out widely.
Embed reverse mentoring to educate senior leaders about how the university world is experienced by BAME staff and students	By	Dec-20	REC & STEM Change	Begun a reverse mentoring pilot, funded by STEM Change. Closing reflective session at the end of March. After this, evaluation will commence with an expectation of evaluation findings being disseminated in around June. We are planning a third cohort which will be widen the opportunity beyond STEM and will include BAME students.
Introduce training on understanding hate crime.	By	Jan-21	As above	This training is now live on the university website . In addition, relevant eLearning, which is available to all staff via central short courses , have been produced. This includes training on bullying and harassment and micro behaviours.
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	Initiated discussions to enhance inclusivity content within the PGCHE. A website will be ready soon for the schools with all the resources. A first draft of the toolkit is available now.

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	An academic leader for awarding Gap, including decolonisation, will be appointed by September 2021.
Ensure that EDI is embedded within programme and module design standards.	By	Jul-21	Educational Excellence	EDI is embedded within the cyclical process of Educational Enhancement and Assurance Review. The Review process is being considered in the light of recommendations in the Race Equality Charter action plan.
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	Set up a Decolonisation Community of Practice. Further work to embed the decolonisation project will be led by the newly appointed Academic lead for degree awarding gap from September 2021.
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	Published the first case study on decolonisation .

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	Addressed through Race Equality Charter submission and action plan
Take action based on the recommendations of that report to invest in student and staff representation.	From	Sep-21	REC / Campus Life	Race Equality Charter action plan complete. Plans for delivery on track, and oversight group being formed.



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

Continue the expansion of anonymised applications across the institution.	From	Sep-20	Local teams with support from HR	HR is continuing to demonstrate it to business areas and to bring it to the attention of others. They are now looking at what to do next with some initial thoughts to issue a communication to promote the practice to bring it to the minds of as many recruiters as possible.
Require all Faculties and Services to set local diversity targets in relation to the institutional targets for BME representation.	By	Nov-20	Faculty EDI Boards	Agreed local targets across faculties and services. Action plans are being developed to support this and will be reviewed by the University EDI Committee on an annual basis.

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	Our Race Equality Charter action plan is now completed. We will publish the action plan after it has been reviewed by Advance HE (we published a draft version in late 2020).
Hold termly Black Voice forums.	From	Nov-20	PVC for EDI and People and PVC for ESE	11/11/2020 and 23/03/2020 first and second Forum held. Next date is 14 / 06 / 2021.

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 (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	In progress, sharing materials on central channels and exploring further options. A liberation Forum has been set up which include SU and UoN members and is led by the UoNSU liberation officer.
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	Web page created to host action plan reports. New report published every three months so that progress is visible.

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 (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	By	Aug-20	EDI Sr Project Manager	Coordinated and delivered a varied programme of events. We offered small grants for local events focussing on Black joy. We will ensure a similar approach will be adopted in October 2021.

difference to staff and students by celebrating Blackness.				
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	Delivered panel events with guest speakers on Black Joy and Black Radicalism. Covid restrictions meant that these were online-only. Action closed.
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	Publicised a wide range of events delivered by local areas across the university as part of our overall programme. Action closed.



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?	Action to be reviewed and revised in line with the Race Equality Charter action plan.
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	Started work on a corporate social responsibility procurement strategy, which will include a commitment to anti-racism. Target date for completion now Autumn 2021.

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	Champion has been identified: Sean May is the champion for the School of Bioscience and Jasmeet Kaler for the Vet School. Action closed.
Produce an EDI Events toolkit to support local teams in celebrating key diversity dates.	By	Mar-21	HR Specialist Services	The EDI events toolkit project was paused due to the Diversity Festival delivery. EDI toolkit project scoping planned for April 2021. Further milestones will be added once scoping completed. Unable to confirm exact dates as yet but aim to have phase 1 of the toolkit in place by December 2021.