Overall Accountable Lead for Race Equality Charter Mark Delivery: Pro Vice Chancellor, Equality Diversity, Inclusion and People

Foundational Principles of the Action Plan
- Rejecting the deficit model by focussing on interventions that place the responsibility and accountability for change on the organisation, its leaders, systems and processes and action designed
- A people development approach aimed at enhancing the cultural humility and cultural competence of leaders, staff and students
- Generation of innovative, targeted positive action interventions that create opportunities for BAME staff and students to gain ground relative to their white counterparts without problematising BAME staff and students
- Centreing intersectionality and a person-centred approach that emphasises that BAME staff, BAME students, the wider BAME community of Nottingham and Nottinghamshire and wider University community are people with complex identities that shape the way they experience the world. This includes close working with the UoN Athena Implementation SAT and all of the established networks for staff with protected characteristics
- Engagement and involvement of staff and students

Action Plan Generation Process
- Actions were generated from analysis of the institutional, survey and focus group data
- In response to evidence of the disproportionate impact of COVID-19 on BAME communities and the killing of George Floyd, some actions were revised, and additional actions were crowd-sourced from UoN activist letters and complaints received, a series of Town Hall meetings and engagement events
- Actions were then prioritised, and rationalised by the Working Groups and SAT
- Actions were further prioritised based on involvement from staff, student and subject expert reference groups during a series of engagement events

Five Steps to Success

The 2019 Closing the Gap (UUK 2019) report identified five steps to success for closing the degree awarding gap. The five steps to success identified were:
- strong leadership
- conversations about race and culture
- racially diverse, inclusive environments
- evidence and analysis
- what works

As priorities and actions emerged, the SAT concluded that these five steps could be applied beyond the attainment gap to the broader issues of BAME student and staff progression and success that we had identified and could help us at the stage we were at with our race equality journey. It was decided that it might be helpful to use these five steps to categorise the actions that had emerged from the data in the action plan to ensure that the proposed actions were supported by evidence. These categories have been called the University of Nottingham (UoN) Steps to Success and each has it own section in the action plan with actions aligned with appropriate sections of the submission.

A Typology of Actions

In addition, the SAT identified three types of objectives with distinct targets ensuring that overall, our objectives and related actions addressed people, systems and structures and culture. The type of objective is denoted at the end of the objective as P, S or C.

- Objectives targeted at developing individual people, key role holders, leaders and groups are denoted by (P)
- Objectives targeted at systems and structures are denoted by (S)
- Objectives targeted at culture i.e. shared organisational values and beliefs, rituals, behaviours and the artefacts we produce, are denoted by (C)

Some objectives fit into more than one category in the typology.

Beacon Actions

We have identified three Beacon Actions. These are initiatives that have been developed through dedicated high level UoN investment or which we believe to be particularly innovative or ambitious, perhaps even risky. The Beacon actions denoted by (*) in the action plan are

- Mass student on-boarding programme
- The ReMEDI Project: **Re**verse **M**entoring for **E**quality **D**iversity and **I**nclusion
- PACT (Partnership, Access, Cultures and Trust) programme with civic partners

A total of £400K has been secured for delivery of the action plan.

- *Actions (A) are denoted as A with reference number e.g. A 1.1.1, A 4.2.3*

1. Closing the Gap to Success: Strong Leadership

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University Accountable lead: PVC for EDI and People

Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	**End**	
1.1	2D	Through the REC process, the SAT identified a need for a high-level working group to oversee the process of delivering the REC's action plan across the collegiate University. We also recognised the need for a new joint process to promote an intersectional approach to addressing race equality. This group will be the new SAT for future REC submissions.	**Objective 1.1: To establish clear governance and oversight for the delivery of the REC Action Plan. (S)**				Robust reporting mechanisms are embedded into the REC governance structure. Progress against the REC Action Plan is reviewed, scrutinised and updated at each REC SAT Meeting. Where there is risk of not achieving an action or objective, this is captured in a REC Risk Register and escalated through the governance structure.
			A 1.1.1 Establish an intersectional steering group, which will report to the UoN EDI Committee each term, to oversee delivery of the Race Equality Charter Mark and Athena Swan action plans	EDI Senior Project Manager, Governance Team	March 2021	On-going to September 2024	
			A 1.1.2 Establish a Bronze REC Implementation Group	EDI Senior Project Manager, Governance Team	March 2021	September 2024	
			A 1.1.3 Establish agreed reporting routes within the REC/ University governance structure	EDI Senior Project Manager, Governance Team	March 2021	September 2021	

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1.2	3A	We recognise that to achieve race equality, our senior leaders should be engaged with key initiatives to achieve racial equality. The university also understands that prioritising relationships with the local community is key to understanding the needs of the community it serves.	**Objective 1.2: To formalise Senior Leaders' accountability for systematising strategy, policy and processes for achieving race equality and increased engagement with the local BAME community (PACT Programme) (S).**				Progress against institutional KPIs and targets for EDI are monitored annually at a local level for all units within UoN.

External BAME challenge Group launched and influencing UoN priorities and actions related to race equality (PACT Programme).

All programmes within Nottingham Recognition Months and the UoN Diversity Festival to feature BAME speakers, representative of the community and focused on the priority issues identified by them. |
| | | | A 1.2.1 All local units within UoN (Faculties/PS teams) to set targets for Staff and Student KPIs relating to race and ethnicity | FPVCs, CFO, Registrar, EDI Coordinators | January 2021 | Annual Review | |
| | | | A 1.2.2 Establish a BAME Challenge Group, chaired by the Chancellor, Baroness Lola Young, to deliver external challenge to on-going actions in support of race equality | PVC EDI and People | September 2021 | July 2021 | |

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					Start	**End**	
			A 1.2.3 Review our current yearly programme of events to include more events that address the needs of BAME communities, topic representation and welcome subject-matter specialists (Partnership, Access, Cultures and Trust Programme (PACT) Programme) *BEACON ACTIVITY* with monitoring of impact	Sphere Programme Board Faculty EDI Coordinators	March 2021	September 2021	Increased engagement with BAME community and community groups. Understanding and acknowledgement of the links between UoN and historical slavery, with appropriate action to manage this agreed.
			A 1.2.4 Engage with local community groups and collaborate with the Nottingham Universities Historical Slavery Project to determine actions in response to the University's links to historical slavery	FPVC chairing Historical Slavery group	October 2021	June 2022	Members of the local BAME community will have accessed mentoring and shadowing opportunities with UoN students and staff as part of the PACT Programme.

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					Start	**End**	
			A 1.2.5 Establish and launch a visible programme of activity for community partnership and engagement and a shadowing/mentorship scheme targeted at the local BAME community – the PACT Programme *BEACON ACTIVITY* with monitoring of impact	FPVC with responsibility for Civic Engagement	September 2021	August 2022	
1.3		Lack of confidence from staff and students about how reports of racism are managed	**Objective 1.3: To develop stronger, more visible leadership on reporting and managing concerns and complaints about racism (P).**				Report on scoping Race Equality Guardian role complete and discussed at EDI Committee
	4C		A 1.3.1 Conduct a scoping activity for the role of Race Equality Guardian to lead on monitoring and managing race-based complaints, micro-aggressions and other systemic issues and foster an inclusive culture. If scoping finds it is feasible, develop a role description and Business Case for the creation of this role at UoN.	Director of HR	January 2022	September 2022	Implement our new Dignity Policy process so that staff at UoN will be treated with dignity and respect, in line with policy & behaviour expectations.

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			A 1.3.2 As part of a committed review, merge the Dignity and Grievance Policies, implement Report and Support system to facilitate a new process for reporting hate crime and harassment and identify opportunities to introduce and embed principles of race awareness/race equality as part of the new policies to ensure behavioural expectations are clearly articulated.	Director of Campus Life and Director of HR	January 2021	September 2021	Increased use and reported confidence in the grievance reporting process. Increased understanding and awareness at EDI Committee and ISAT of the issues faced by UoN staff and how these are managed. Improved trust in and engagement with harassment reporting.
			A 1.3.3 Continue to monitor and report on staff disciplinary and grievance data identifying any systemic bias	Director of HR	January 2021	Annually, ongoing with review September 2024	

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			A 1.3.4 Ensure anti-racism training delivered to all those involved in grievance and disciplinary processes.	Director of HR PD Team	September 2021	September 2024	
			A 1.3.5 Evaluate impact of strengthened Dignity and Grievance Policies and Report and Support harassment reporting processes on trust and engagement	Director of HR Director of Campus Life	September 2022	January 2023	
1.4	4D	Our executive committees are not ethnically diverse and there are limited opportunities for BAME staff and students to systematically influence decision-making	**Objective 1.4: To increase the ethnic diversity of the UoN leadership, management and decision-making groups (S).**				All UEB Committees will include at least one BAME member by July 2021.
			A 1.4.1 Evaluate the impact of the open call for staff to be appointed to UEB	Vice Chancellor PVC EDI & People Governance Team	September 2021	Annual review: October	Overall BAME representation at UEB subcommittees will be at least 10% by 2023.

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					Start	**End**	
			subcommittees and understand any additional action required to meet targets			2024	Overall BAME representation at other key UoN committees to be at least 10% by 2024.
			A 1.4.2 Use the lessons for the UEB pilot to continue and extend the programme of diversification of decision-making committees beyond sub committees of UEB and evaluate the impact	Vice Chancellor PVC EDI & People Governance Team	September 2021	September 2024	Increased proportion of BAME staff levels 6 and 7 to 15% by 2025. Increased ethnic diversity on University Council.
			A 1.4.3 Encourage increased level of ethnicity disclosure amongst staff	Director of HR	September 2021	September 2024	

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					Start	**End**	
			A 1.4.4 Identify and deliver initiatives to increase the proportion of BAME staff at level 6 and 7 (for all job families) through innovative and positive action in recruitment, mentoring and promotion/re-grading and career workshops	Director of HR, Deputy VC & Provost	January 2022	September 2024	
			A1.4.5 University Council to revise processes of recruitment to increase diversity and address BAME under-representation	University Council	January 2022	January 2023	

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1.5	**4D 8C**	The UoN Leadership is predominantly white and, below UEB, male. Leaders and managers would benefit from improving their cultural competence, as well as their knowledge of how to integrate this into academic, pedagogical and student services processes.	**Objective 1.5: To increase developmental opportunities for leaders and managers to foster cultural humility and improve cultural competence. (C)**				Increased proportion of leaders and managers accessing developmental opportunities to build cultural humility and competence in antiracism.
			A 1.5.1 Launch the EDI Engagement campaign during academic year 2020/2021 and integrate inclusive leadership principles into all LMA programmes, and evaluate any additional activities which can be accessed by leaders, managers and key role holders	Leadership and Management Academy Director	July 2021	July 2023	An EDI self-assessment Maturity Matrix will be developed and embedded and staff will use the matrix to assess their development as inclusive leaders.
			A 1.5.2 *BEACON ACTION* Scale up the UoN funded reverse mentoring pilot scheme at institutional level with senior leaders to be reverse mentored by either a BAME member of staff or a BAME student using the RACE or pRAISE model developed as part of the on-going ReMEDI and STEMM Change Projects.	REC Co-Chair and Leadership and Management Academy Director	September 2021	July 2024	Leaders, other staff and students will have increased understanding of the UoN values, approach and expectations as a multi-cultural, antiracist learning community. 100 staff and students will have completed the reverse mentoring

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							scheme by 2022 with additional cohorts beyond this. Insight and understanding of process and impact of reverse mentoring for inclusion with learning reported and shared across UoN and the wider HE community.
1.6	4E 5C 6C	We recognise that in order to achieve race equality, close the ethnicity pay gap and reward/recognition gaps, we need to review and update our structures to ensure accountability, transparency and trust and adopt an anti-essentialist perspective.	**Objective 1.6: To embed inclusion into HR, management and reward structures and processes. (S)** A 1.6.1 Establish dedicated group with a clear process for monitoring and reviewing ethnicity pay gap data, voluntarily publishing this data in line with UoN gender pay gap reporting. Develop & implement recommendations for required interventions and action plan on reducing / eliminating the ethnicity pay gap by September 2024	Director of HR Ethnicity Pay Gap Group Chair	September 2021	September 2024	Reduction of the voluntarily published UoN ethnicity pay gap by 2024. Evidence from staff feedback that EDI is integrated into ADCs. Increased confidence of managers for including EDI and race equality in ADC conversations.

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			A 1.6.2 Develop and include explicit criteria and objectives that incentivise EDI action from managers and key role holders in the ADC to ensure accountability and equip managers to have EDI and race equality conversations during ADC	Director of HR	September 2021	September 2023	ADC training will include opportunities for appraisers/appraisees to explore sources of bias in the ADC and understand how to reduce these.

No difference in satisfaction with the ADC process between BAME staff and their white counterparts indicated in staff feedback.

Evidence of staff being rewarded through the NRS for contribution to race equality.

No difference in awards via NRS by ethnicity within 5 years, by 2026. |
| | | | A 1.6.3 Review and revise appraiser/appraisee training to identify and implement opportunities for addressing any bias which might negatively impact BAME staff outcome | HR BAME lead | September 2021 | September 2023 | |

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			and to formalise recognition and reward for BAME and other staff who contribute to race equality and other EDI leadership.				
			A 1.6.4 Monitor BAME staff experience of and BAME staff satisfaction with the ADC process	HR BAME lead	September 2021	September 2024	
			A 1.6.5 Promote opportunities through the Nottingham Reward Scheme (NRS) to reward BAME staff and others who contribute to race equality and other EDI work within their role and evaluate the outcomes of the NRS by ethnicity through qualitative and quantitative methods	Director of HR HR BAME lead	September 2021	September 2023	

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			A 1.6.7 Develop methods to estimate and monitor the impact of the ADC and NRS on P&S staff by ethnicity	Director of HR HR BAME lead	September 2022	September 2026	
1.7	7D	The Attainment Gap Working Group was integrated into the REC SAT Student Experience Working Group (2018). Consequently, work in this area is not as intense and focussed as it should be. Institutional data and staff/student feedback from the REC survey tell us that progress has not been fast enough. Renewed focus, strong	**Objective 1.7: To reduce the overall UoN degree awarding gap and the degree awarding gaps in each individual School by 2023 and establish a timeline for eliminating the gap. (S)**				A coordinated approach for monitoring local and institutional activities linked to the university's ambition to eliminate the degree-awarding gap will be established by 2021. The degree awarding gap will be reduced by 2023 and a timescale established for eliminating the gap.
			A 1.7.1 Appoint a University academic lead for eliminating the degree awarding gap at 0.2 FTE	APVC Teaching and Curriculum Leadership	May 2021	Review September 2023	

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		leadership and systematic action are required to provide guidance, ensure the sharing of best practice across Schools/Faculties in order to accelerate and intensify the work to eliminate the degree awarding gap.	A 1.7.2 Re-constitute the Attainment Gap Working Group as the Degree Awarding Gap Working Group	Academic Lead for Degree Awarding Gap APVC Teaching and Curriculum Leadership	July 2021	September 2023 with Annual Review	Degree Awarding Gap Working Group with representation from every faculty and clear terms of reference with reporting lines to the institutional EDI committee and ESE Committee re-established by September 2021. A coordinated approach for monitoring local/institutional degree awarding gap data and interventions/activities aimed at eliminating the degree awarding gap will be established by 2021. The degree awarding gap will be reduced by 2023 and a timescale and actions established for eliminating the gap.
			A 1.7.3 Provide evidence driven support and a framework for Schools to monitor degree awarding gaps and generate actions to reduce them	APVC Teaching and Curriculum Leadership Faculty EDI Directors	September 2021	September 2023	

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1.8	**7D**	There is currently no overarching, UoN-wide approach to decolonising the curriculum. Decolonising work across Schools and other parts of the University is disconnected and not systematic. Staff and student feedback from the REC survey and other sources tell us that the University community does not feel that enough progress has been made. New governance structures and leadership are required to provide guidance and ensure the sharing of best practice across Schools/Faculties in order to accelerate and intensify the work to decolonise UoN curricula.	**Objective 1.8: To develop and implement a University wide approach to and make significant progress towards, decolonising the UoN curriculum by 2024. (S, C)**				Awareness of the *All in!* Project and its lessons will be raised across all Schools.

An established central resource hub for staff that provides guidance, support and toolkits to support staff with decolonising the curriculum in existence by 2023.

Build and publicise diversified library collection that feeds into central hub and toolkit supporting the decolonisation of the curriculum.

Staff will report increased confidence and competence in taking the action required to review and decolonise curricula |
			A 1.8.1 Disseminate UoN wide, the learning, process and findings of the *All in!* project a collaborative project between the University of Nottingham and the University of Birmingham, funded by the Education Partnership Fund which aimed to decolonise curricula in the disciplines of politics and philosophy	PVC Education and Student Experience	March 2021	September 2021	
			A 1.8.2 Build on the learning from the *All in!* project to generate a University wide approach, framework and support for Schools to scope and decolonise their curricula and evaluate impact of this	PVC Education and Student Experience	September 2021	August 2022	
			A 1.8.3 Require all five faculties to have made progress towards decolonising the curriculum by 2022-2023	PVC Education and Student Experience	September 2021	August 2023	

1. Closing the Gap to Success: Strong Leadership

- University leaders and senior managers need to demonstrate a commitment to race equality and lead by example.
- **UoN Step to Success**
- UoN will demonstrate, support, and build strong, accountable leadership on race equality among all UoN leaders, senior managers, and key role holders by
- • investing in developing, and building capacity and capability for courageous, inclusive leadership
- • further developing its inclusive governance structure, to increase the diversity of those involved in senior roles and strategic decision making and to enhance accountability
- • devolve responsibility for progress on race equality to key leaders and role holders at Faculty and School level with strategic direction, oversight, and monitoring from the PVC for EDI and People, PVC for Student Experience, EDI Committee, and Race Equality Challenge Group**.**

University Accountable lead: PVC for EDI and People

Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	**End**	
			A 1.8.4 Diversify and decolonise the UoN Libraries collection	Director of Libraries	September 2021	September 2023	Staff and student feedback will indicate that curricula feel more diversified and decolonised
1.9	**2A, 8B**	Our current data and information systems are not fully integrated, and we do not have a single set of 'ground truth' data which can be accessed and used efficiently by key stakeholders and leaders. Strong, strategic leadership will ensure staff have the information they need to act on EDI issues and monitor impact.	**Objective 1.9: EDI Committee and Digital Strategy Committee to review overall EDI dataset requirements for staff and students to ensure that our systems and processes collect, record and can report on information to support the Race Equality Charter programme of work. (S)**				Incremental reduction in reliance on data collection and cleansing workaround processes.

Insight reports relevant to race equality, REC and EDI dashboards easily available for local use at Faculty and School level. |
| | | | A 1.9.1 Development of model to support data requirements for REC and EDI for key UoN information infrastructure programmes (e.g. Digital Core, Digital Engagement) including integration into procurement of information systems | Chief Digital Officer | September 2021 | September 2022 | |

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University Accountable lead: PVC for EDI and People

Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	**End**	
			A 1.9.2 Design and disseminate a documented process for generating REC insight reports and EDI dashboards	Chief Digital Officer	January 2021	September 2021	

2. Closing the Gap to Success: Getting the evidence and analysing the data

- The University needs to take a more proactive, systematic and scientific approach to tackling race inequality. Gathering and scrutinising data more comprehensively to inform discussions among university leaders, academics, practitioners and students.
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The University will develop systems that convert raw staff and student ethnicity data into meaningful information and make this readily available to key role holders. Key role holders will be responsible and accountable for using data, information and evidence to inform discussions and actions that improve structures and processes, and for monitoring outcomes for BAME staff and students.

University Accountable lead: PVC Education and Student Experience and Director of Human Resources

Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	**End**	
2.1	7B, 7C	Our data flow is not smooth or strategic. More cohesive arrangements to get data and information to influencers key role holders and practitioners in the right format will enable us to build a clear understanding of the local race equality priorities and identify areas for improvement.	**Objective 2.1: To ensure availability of accurate data to understand the BAME student experience and lifecycle. (S)**				Student data dashboard made available annually at unit level to key role holders.
			A 2.1.1 Deliver annual student ethnicity datasets to key role holders to inform understanding and identify issues relating to local representation, trends in representation of different ethnic groups, progression and attainment with monitoring and review by the EDI Committee, Education and Student Experience Committee and Race Equality ISAT	Head of Student Analytics and Statutory Student Returns	February 2021	Annually	

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Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	**End**	
			A 2.1.2 Alongside student lifecycle data, provide attendance and engagement data to Schools analysed by ethnicity	Head of Student Analytics	September 2021	February 2021	
2.2	7B, 7C	More cohesive dataflow arrangements will enable us to build data intelligence into planning schedules, enabling evidence-based, targeted activity where it is needed. Measurability and accountability must underpin actions based on data in order for them to have the necessary impact. Academic failure is the highest reason for BAME students	**Objective 2.2: To ensure accurate data is readily available to measure improvements in BAME student representation , attainment and progression as well as, progress against planned objectives. (S)** A 2.2.1 Deliver annual student datasets to key role holders (e.g. School leadership) to inform local planning relating to representation, progression and attainment issues, including baselines and progress measures. Annual reporting to routinely include student progression and	Head of Student Analytics and Statutory Student Returns	February 2021	Annual review: February 2023	Student data dashboard made available annually to key stakeholders holders. Published annual reports will show progress against School action plans for equitable attainment and course progression. Findings and recommendations from evaluation of positive action initiatives made available internally and externally, to share evidence-based practice.

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					Start	**End**	
		withdrawing. We need to identify (missed) opportunities for early intervention.	attainment by ethnicity and for UK and International students				Incremental increase of BAME students accessing, engaging and reporting satisfaction with institutional initiatives designed to support BAME student progression and attainment like academic skills services.
			A 2.2.2 Require and provide support for all Schools to develop action plans in response to identified course progression and attainment issues, to be collated and monitored by the Access and Participation Steering Group.	Faculty APVCs ESE APVC Teaching and Curriculum Leadership	September 2021	August 2023	
			A 2.2.3 Monitor BAME student take-up and evaluate the impact of (a) positive action initiatives planned in response to data findings and (b) institutional initiatives to support student	Faculty EDI Coordinators and Faculty ESE Managers	September 2022	August 2024	

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					Start	**End**	
			progression and attainment in line with our access and participation plan.				
2.3		Data shows an increase in percentage (sustained upward trend) of BAME leavers	**Objective 2.3: Implement a planning cycle to improve BAME student academic engagement and retention (S)**				Schools regularly review continuation data, put action plans in place to address issues identified and make progress against their action plans.
	7C		A 2.3.1 Develop a system that collates engagement/attendance data and provide attendance and engagement data to course leaders, personal tutors/senior tutors to enable early intervention and targeted support. Disaggregate ethnicity data to a granular level at the institutional, Faculty and School level	APVC for Teaching and Curriculum Leadership

Academic Lead for Degree Awarding Gap | October 2021 | Annual review: October 2022 | Decrease in BAME student non-continuation gap.

Incremental increase in non-UK students' engagement and satisfaction with academic support.

All Directors of EDI in faculties and EDI Leads in Professional Services understand appropriate data-handling protocols. |

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Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	**End**	
			A 2.3.2 Investigate the widening non-continuation gap between UK White and BAME students, in particular the impact on Black students	APVC for Teaching and Curriculum Leadership	January 2022	January 2023	
			A 2.3.3 Review and enhance academic support provision for non-UK students, with a focus on the needs of BAME students	Academic Lead for Degree Awarding Gap	September 2022	August 2023	
			A 2.3.4 Require faculties to explore and address reasons for specific ethnic groups' non-continuation	APVC for Teaching and Curriculum Leadership	January 2022	January 2023 and ongoing thereafter	
			A 2.3.5 Thoroughly investigate the ethnicity gap in satisfaction with course progression and respond with relevant actions	APVC for Teaching and Curriculum Leadership	January 2022	January 2024	

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					Start	**End**	
			A 2.3.6 Undertake a structured impact evaluation of progression support schemes	APVC for Teaching and Curriculum Leadership	January 2023	January 2024	
			A 2.3.7 Embed progression monitoring as part of Annual Monitoring and Evaluation	APVC for Teaching and Curriculum Leadership	September 2021	Ongoing annually, with review in August 2024	
2.4		Lack of systems and frameworks for governance and accountability has hampered progress to address the awarding gap.	**Objective 2.4: To develop a governance structure which oversees and accounts for university-wide strategic efforts to eliminate the degree awarding gap. (S, C)**				Eliminate the degree-awarding gap by 2030, from a baseline of 18 percentage points to 9 percentage points (in line with APP target).
	7D		A 2.4.1 Newly appointed 0.2 FTE University wide Academic Lead for Degree Awarding Gap will review governance structures needed to support work to eliminate the degree awarding gap	Academic Lead for Degree Awarding Gap	January 2022	July 2022	Improved governance structures that support elimination of the degree awarding gap. Schedule of reporting is planned into ESE meeting cycle achieving systematic monitoring

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Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	**End**	
			A 2.4.2 Designate the APP Steering Group as the route for reporting and monitoring	PVC Education and Student Experience	September 2021	August 2023	of progress towards reducing the degree awarding gap. Existence of a clear and monitored action plan to reduce the degree awarding gap by 2022. All schools will have 100% anonymised marking by 2025 (except for where not possible e.g. presentations, dissertations). Where there is currently less than 75% of marking anonymised, Schools set local targets to increase by no less than 10% by 2025.
			A 2.4.3 Analyse degree awarding data at a granular level (Schools > courses > modules > assessments)	Academic Lead for Degree Awarding Gap	September 2021	August 2022	
			A 2.4.4 Review impact of Degree Awarding Gap Working Group work and make recommendations for further actions to be delivered under oversight of APP Steering group	APVC for Teaching and Curriculum Leadership	September 2022	July 2023: annual review	

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Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe Start	Timeframe End	Success Criteria
			A 2.4.5 Within the Academic Skills programme, embed support sessions on assessment methods, which have been identified as creating an attainment gap. Require Schools to use anonymised marking	Academic Lead for Degree Awarding Gap	September 2022	September 2024	
2.5		EDI, race equality and antiracism are not currently a mandatory consideration in course design, quality enhancement and assurance.	**Objective 2.5: EDI to be a specified and explicit area of enquiry integrated into Education Enhancement and Assurance Reviews (EEAR) of Schools, i.e. a mandated quality standard for course design. (S, C)**				Race equality and EDI considerations highlighted and responded to in EEAR reviews.
	8A		A 2.5.1 Based on learning from the pilot project in 2019-2020 and evaluation, include a panellist with responsibility for EDI issues (e.g. School/Faculty Director of EDI or equivalent) in all EEARs and ensure	APVC Teaching and Curriculum Leadership PVC EDI and People	September 2021	August 2024 on-going	EDI Lines of Enquiry Framework will help panellists identify problems and examples of antiracists and inclusive practice during School EEARs so that action can be taken. All EEAR Panel members express confidence in using the EDI Lines of Enquiry Framework and are able to use it to identify race equality

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Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	**End**	
			feedback to APP Steering Group and EDI Committee				issues and examples of antiracist/inclusive practice during School EEARs.
			A 2.5.2 Using feedback from the pilot, produce a comprehensive "EDI Lines of Enquiry Framework" for EEARs	APVC Teaching and Curriculum Leadership	January 2022	August 2022	
			A 2.5.3 Train all EEAR panel members in using the EDI Lines of Enquiry Framework for EEARs	APVC Teaching and Curriculum Leadership	September 2022	August 2024	

3. Closing the Gap to Success: Having conversations about race and changing culture

- Universities, staff and students need more opportunities to have open, meaningful and constructive conversations about race, racism, and the causes of racism and the solutions for addressing and eliminating racism.
  UoN Steps to Success
- The University, in partnership with staff and students will:
- Create a range of opportunities for staff and students to engage in open, courageous and respectful conversations about race, racism and antiracism, what causes these and what solutions are available.
- Strengthen the university's relationship and dialogue with the Nottingham BAME community.
- Influence staff, student and public perceptions of people of colour, highlighting positive images of BAME communities.

University Accountable lead: PVC EDI and People, FPVC responsible for Civic and Regional Engagement

Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	**End**	
3.1	**3B**	There is too much distance between "town and gown", negatively impacting our relationship with Nottingham's BAME community. This has implications for BAME residents' perceptions of UoN as a destination for study/employment, as well as the potential impact UoN could have on the local BAME community.	**Objective 3.1: To develop a more trusted relationship with the local BAME community, working in partnership (P).**				Clear development plan for increasing and embedding relationships with BAME communities and groups.
			A 3.1.1 Identify opportunities to have shared conversations about ethnicity, race and race equality, demonstrate how the university values local BAME people, and shift perceptions of UoN as the "Island on the Hill" to "Nottingham's University"	FPVC Civic and Regional Engagement	April 2021	April 2023	Investment in community projects and grassroots organisations e.g. Real Talk TV annual investment of £2000. Growth in number of mapped relationships and quality of engagements indicating growing positive perception of UoN as a place which

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Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	**End**	
		There is an under-recruitment of BAME staff from the local Nottingham and Nottinghamshire community. Developing stronger relationships with BAME communities will help improve perceptions of the University as part of the same wider community	A 3.1.2 Map existing relationships BAME staff have with BAME communities and community groups in Nottingham to identify areas for focus and any gaps	Head of Public Affairs	April 2021	April 2021	values, and provides opportunities for local BAME residents. Delivery of PACT Shadowing programme to 20 participants over 2 years. Incremental increase in community engagement and attendance of UoN Black History month events UoN. Increase in delivery of events in partnership with local BAME groups and the BAME community. REC and Inclusion Exhibit delivered at 2022 Wonder event with positive response. Incremental increase in BAME representation amongst honorary degree awards to reflect
			A 3.1.3 Recognise, reward and capitalise on existing relationships between UoN BAME staff and local BAME communities	Head of Public Affairs	September 2021	August 2023	
			A 3.1.4 Identify opportunities to further develop key relationships, positively promoting the UoN as an employer for those job families where BAME people are under-represented through dedicated shadowing scheme that promotes UoN as an employer to the local BAME community (Part of PACT programme)	FPVC Civic and Regional Engagement External Relations	September 2021	September 2023	

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Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	**End**	
			A 3.1.5 Deliver more public events during Black History Month, which are specifically designed to support dialogue between the local BAME community and the University, its leaders, staff and students. Where possible, work in partnership with local groups in event delivery	EDI Coordinators Sphere Programme Chair	February 2021	October 2024: Annually	proportion of BAME population nationally by 2024.
			A 3.1.6 Design an interactive Race Equality Charter and Inclusion Exhibit at the annual family Wonder: Festival of Learning which open the University to the community	EDI Coordinators	September 2021	June 2022	

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Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	**End**	
			A 3.1.7 Ensure local and national BAME role models are recognised and celebrated in UoN honorary degree awards and parallel schemes (e.g. Alumni Laureate awards)	Director of CARO Registrar	April 2021	September 2024: Annually	
3.2	7B, 7C 8C	We want all students to develop cultural humility, to understand the value of diversity and anti-racism at UoN, reduce separation of students across racial/ethnicity lines, and create a community where everyone feels they belong and can progress and thrive.	**Objective 3.2: Deliver a co-ordinated campaign of intersectional EDI education and dialogue within the student body, defining UoN as actively anti-racist with the clear expectation that members of the UoN community share these values. (C)**				Cultural on-boarding programme piloted September 2022 will increase students understanding of EDI and antiracism as indicated by students' reporting increased belongingness, decrease separation of students on racialised lines, reduction in harassment complaints.
			A 3.2.1 *BEACON ACTIVITY* Develop, pilot and evaluate a cultural on-boarding programme for new students, to be sponsored by the Vice Chancellor in the first 4 weeks of the academic year. This will build on the successful Nottingham Online Open	Student On-boarding Module Convenor	September 2021	November 2024	

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Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	**End**	
			Course (NOOC): *My Nottingham* and the recently developed *Stronger Together* student EDI induction	Vice-Chancellor			By December 2022, the programme is evaluated, adapted and rolled out institution wide.
			A 3.2.2 *BEACON ACTIVITY* Scale up student-student leaders reverse mentoring using the ReMEDI approach and the RAISE model developed and piloted as part of the Nottingham-Birmingham Collaborative Fund Project	Co-chair REC	March 2021	September 2024	In 2021-22, 10 student-student leader reverse mentoring relationships commenced, increasing to 15 then 20 in subsequent years.

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					Start	**End**	
3.3	**8A 8C**	Overall, curricula across the UoN are colonised and Eurocentric. We want our students to understand decolonisation as well as experience it, not just as students but also as graduates and active global citizens.	**Objective 3.3: Ensure curriculum content is shaped to support discipline-specific conversations about race. (C)** A 3.3.1 Establish a university-wide working group to decolonise the curricula across UoN building on the UoN funded pilot in the Schools of Politics and Philosophy. The group will produce and disseminate guidance on *Discipline-Specific Decolonisation* and share best practice with University of Nottingham, China and University of Nottingham, Malaysia	Academic Lead for Degree Awarding Gap APVC Teaching and Curriculum Leadership PVC Global Engagement	April 2021	July 2022	Academics across the University will report progress on decolonising subject specific curricula using the guidance on *Teaching Discipline-Specific Decolonisation*. Students will report more satisfaction with decolonised content, curricula in which ethnic presence is regularised, and theorists, writers and reading lists presented are more diverse.

4. Closing the Gap to Success: Developing racially diverse and inclusive environments

- We need a greater focus on ensuring that BAME students and staff have a good sense of belonging at UoN, and an understanding of how a poor sense of belonging might be contributing to low levels of engagement and progression to postgraduate study.

- **UoN Steps to Success**

  - Increase the racial diversity of UoN academic, research, professional and operations and facilities staff

  - Increase the racial diversity of UoN students along the pipeline from Foundation to Postgraduate level

  - Improve the inclusivity of the UoN learning environment and culture for BAME students: the formal and informal curriculum and campus life including social, extracurricular activity, sport and residential life

University leads: Director of HR, PVC Education and Student Experience

Ref	Section Ref	Issues identified and Rationale for Actions	Objectives and Planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	**End**	
4.1	7A, 7B	We recognise that anything from infrastructure to microagressions include or exclude potential students and contribute to how welcoming they perceive UoN to be. Relevant external datasets enable us to compare our success at diverse recruitment.	**Objective 4.1: To understand what influences applicant decision-making, benchmarking against the UG diversity of our sector comparators. (S)**				Incremental decrease in numbers of BAME applicants declining offers to study at UoN. Research completed and conclusions / related actions agreed, and recommendations disseminated internally. Benchmarking study of UG population complete, with areas for improvement highlighted to relevant Faculty leadership.
			A 4.1.1 Research the reasons that BAME applicants decline an offer to study at UoN	Deputy Director of Student Recruitment (Widening Participation and Outreach) Head of Student Analytics	January 2022	January 2023	

4. Closing the Gap to Success: Developing racially diverse and inclusive environments

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Ref	Section Ref	Issues identified and Rationale for Actions	Objectives and Planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	**End**	
			A 4.1.2 Benchmark UG ethnic diversity at Faculty and School level against UK HEIs, the Russell Group and East-Midlands HEIs	Deputy Director of Student Recruitment (Widening Participation and Outreach)	January 2022	August 2022	Share results and recommendations from the scoping exercise and implement recommendations signed off at EDI committee.
			A 4.1.3 Conduct a scoping exercise that incorporates intersectionality to investigate declining offers from BAME groups from other under-represented groups	Deputy Director of Student Recruitment (Widening Participation and Outreach)	January 2022	January 2023	
4.2	7A, 7B	Poor understanding of how to attract and retain BAME applicants and potential	**Objective 4.2: Improve application: offer conversion rates for UK BAME applicants. (P, S)**				Incremental increase in number of BAME applicants accepting offers to study at UoN with attention to Faculties with low numbers of BAME student.

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University leads: Director of HR, PVC Education and Student Experience

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		bias in the admissions process.	A 4.2.1 Build on existing EDI training of Admissions, Recruitment and Marketing teams to explicitly include antiracist principles, with support to embed these in their processes. Include training for academics making and supporting UG, PGT and PGR admissions decisions	Director of Student Recruitment	October 2022	September 2023	Bias hotspots will have been identified and mitigated in Marketing, Recruitment and Admissions processes.

Improvement in application: offer conversion rates for UK BAME applicants detected through monitoring by APP Steering group and Race Equality ISAT. |
| | | | A 4.2.2 Establish systems that support equality monitoring to gather and evaluate feedback on our admission processes including Open Days and Offer Holder days to better understand the BAME student experience of these | Deputy Director of Student Recruitment (Widening Participation and Outreach) | October 2021 | October 2022 | Insight, understanding and learning from research into the applicant experience and factors influencing a 'decline' decision is used to shape future practices.

Develop recommendations and actions from the feedback to improve the BAME student experience. |

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			A 4.2.3 Use qualitative approaches to follow up with BAME applicants who decline early or after Offer Holder days and use the data to understand the factors that influence a decision not to come to UoN, develop recommendations and actions	Deputy Director of Student Recruitment (Widening Participation and Outreach)	April 2022	August 2022	Decrease in the number of BAME applicants declining their offer. Increase the diversity of Student Ambassadors. Increased understanding of which courses have low BAME participation, and action plans which result in increased proportions of BAME student on those courses by 10% year on year up until 2024.
			A 4.2.4 Review diversity of Student Ambassadors to identify and rectify gaps in representation	Deputy Director of Student Recruitment (Widening Participation and Outreach)	May 2021	December 2021	

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			A 4.2.5 Identify courses which have under-representation of BAME students and develop proactive plans to increase representation	Deputy Director of Student Recruitment (Widening Participation and Outreach)	September 2021	August 2023	
4.3	7A	We want local young people to see that UoN is a trusted partner in their futures.

Young people are active in digital spaces; we need to be too.

BAME students can be a role model to young people of all ethnicities. | **Objective 4.3: To demonstrate that UoN is a committed partner in the lives and futures of local BAME young people through outreach activities that showcase UoN as a welcoming place to study. (P, C)** | | | | Mentoring/Shadowing/reverse mentoring pilot for at least 20 BAME youth from the Nottingham community by UoN students with programme delivered and evaluated by 2022.

An increase of 20% of UoN students mentoring local BAME pupils and UoN shadowing opportunities by 2023.

Increase the number of BAME pupils participating in Springboard by 20% by 2023. |
| | | | A 4.3.1 Work with local youth organisations and schools to set up a mentoring/shadowing scheme between BAME secondary pupils and UoN students and staff with the scheme to be reviewed by the EDI Committee, REC ISAT and Civic and Regional Engagement Committee. (Part of the PACT programme) | FPVC Civic and Regional Engagement | January 2022 | December 2023 | |

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			A 4.3.2 In partnership with the SU and supported by Widening Participation, scale up the Springboard Project (BAME students mentoring local BAME pupils)	UoN Students' Union	October 2021	October 2023	
			A 4.3.3 Undertake scoping activity to understand how we might initiate digital outreach initiatives. Understand the recommendations and deliver initiatives across Nottingham and Nottinghamshire. With relevant partners (e.g. SU Coalition of Black Student Societies; Students as Change Agents), develop digital outreach initiatives on social media platforms. Initial ideas include a monthly Career Corner for BAME students to share their career/course	Deputy Director of Student Recruitment (Widening Participation and Outreach) UoN Students' Union Students as Change Agents	October 2021	October 2023	

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			journey, acting as role models to local young people; an Advantage Award course, *Inspiring Young People*, for BAME young people in Nottingham				
4.4	**7E**	Our pipeline of BAME students from UG to PG is leaky with PGT Black British student numbers decreasing (especially in FoSS). The proportion/% of BAME students in the PG population is steady but driven by international intake. Proportion/% of BAME students lowest in Arts, highest in Engineering. The numbers of some ethnicities are particularly low and Black British	**Objective 4.4: Increase the ethnic diversity of PGT students. (P)**				1 percentage point increase per year in areas of low representation (<10%). In-reach workshops piloted, evaluated and rolled out. Increase in BAME PGT students from UoN UG students by 10% each year from 2022 to 2024. Increase in BAME PGT students from Nottingham by 5% each year from 2022 to 2024.
			A 4.4.1 Review recruitment and admissions processes to check for, and mitigate, bias hotspots	Faculty Marketing External Relations	September 2022	October 2023	
			A 4.4.2 Develop an In-reach programme of workshops for UG Black British students: "considering PG study" and "preparing for PG study"	Deputy Director of Student Recruitment (Admissions and Enquiries)	January 2022	January 2023	

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		Caribbean, British Pakistani, Bangladeshi are underrepresented compared to national population.	A 4.4.3 Provide scholarships that target PGT students from Nottingham City	Director of CARO	September 2022	August 2024	
4.5	**8C**	The REC staff survey data, focus groups and other engagement events with staff tell us that our staff are not as competent and confident as they could be in their understanding of anti-racism. It is clear from the REC student survey, focus groups engagement events and student activism e.g., SU Open Letter, that students perceive this deficit as well. We know this is critical to improving how students and	**Objective 4.5: To build the commitment, confidence and competence of all staff in all job families to be antiracist, engage in challenging conversations about race/ethnicity and deliver an inclusive UoN environment for BAME staff and students. (P, C)**				By 2024, in annual increments of 20%, 80% of current teaching staff will have received training in anti-racist pedagogy and anti-racism.

By 2022, 100% of new academic staff on the PGCHE will receive anti-racist pedagogy tuition.

By 2024, in annual increments of 20%, 80% of current APM, O&F and TS staff will have received training in anti-racism.

Incremental increase in staff engagement with the mentoring, reverse mentoring, coaching and peer support programmes. |
| | | | A 4.5.1: Implement training in the PD/LMA provision to equip R&T staff to deliver teaching, assessment and support based on anti-racist pedagogical principles for an inclusive classroom and curriculum experience | HR BAME Lead Professional Development leads | March 2021 | August 2024 | |
| | | | A 4.5.2 Embed anti-racist pedagogy into PGCHE to increase pedagogical cultural competence of new academic staff | PGCHE Course Director | September 2021 | August 2022 | |

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		staff experience all aspects of UoN, the development of the cultural competence of all students, BAME student and staff progression and success. We see this as foundational to increasing engagement and building trust among our BAME staff and students.	A 4.5.3 Implement anti-racism training for staff in the R&T, APM, O&F and TS job families for inclusive University services	LMA Director Deputy VC and Provost CFO, Registrar	September 2021	August 2023	Cascading learning and the opportunity to discuss race/racialisation and co-create anti-racist interventions with UoN community.
			A 4.5.4 Create opportunities and support for all students and staff to engage in challenging conversations about race, ethnicity and racism by implementing personal developmental opportunities including mentoring, reverse mentoring, coaching and peer support across the institution, to build credibility and trust that we are an anti-racist university	HR BAME Lead	March 2021	August 2024	Increased staff confidence and competence in antiracism and inclusive practice as indicated by training evaluation results alongside staff and student feedback in repeated REC survey in 2024.

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4.6	7C	A sense of belonging can positively impact student retention and progression; much of this takes place outside of the classroom and yet can impact a student's academic journey.	**Objective 4.6: To build staff and student competence and confidence to deliver inclusive extra-curricular activities, services and spaces. (P, C)**				100% SU officers and 50% of staff leads for extra-curricular activities to undertake reverse mentoring, anti-racism training or both by 2023.

80% of non-academic staff to participate in some form of cultural competence development for example through antiracism training or reverse mentoring by 2024. |
| | | | A 4.6.1 SU officers and accountable leads for extra- curricular activities to undertake anti-racism training, professional development opportunities like reverse mentoring or both. | UoN Students' Union Professional Development leads | September 2021 | July 2023 | |
| | | | A 4.6.2 Deliver cultural competence training/development to APM, Operations and Facilities staff, including in Halls of Residence. | Deputy Registrar Director of Campus Life | January 2022 | September 2024 | |

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4.7	**4A/4B**	BAME staff representation is variable across the university, particularly for some ethnicities including black staff. It is very low in some job families and exceptionally low at senior level.	**Objective 4.7: To increase the ethnic diversity of staff in all job families and at all levels across the University. (P,S)**				All Faculties and PS units will have local targets and action plans in place by 2022 for achieving the institutional target of 20:80 BAME: White representation within all teams by 2025.
			A 4.7.1 Set institutional EDI KPIs to have no less than 20:80, BAME: White staff representation within all teams by September 2025 and produce guidance for teams to support increasing BAME representation across the University	PVC EDI and People Director of HR	September 2020	September 2025	Faculties and PS units to demonstrate measurable progress towards targets for greater ethnic diversity year-on-year.
			A 4.7.2 Require Faculties and PS teams to set local annual targets to support the institutional KPIs. (this action has been implemented from December 2020)	Faculty EDI Directors	December 2020	December 2024: annually	By 2024, all Faculties and PS units will have made progress towards achieving the institutional target of 20:80 BAME: White representation within all teams by 2025.

By 2025, all Faculties and PS units will have achieved the institutional target of 20:80 BAME: White representation within all teams. |
| | | | A 4.7.3 Explore reasons for differences in turnover and lower levels of part-time working for BAME academic staff | HR BAME Lead | September 2022 | September 2023 | |

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			A 4.7.4 EDI committee and REC ISAT to hold annual reviews of staff BAME proportions against targets to monitor progress	PVC EDI and People	June 2021	June 2024: annually	Insight and understanding of barriers to part time working for BAME staff with recommendations. Annual review of progress towards achieving recruitment KPIs.
			A 4.7.5 Build on Nottingham Research Fellowship programme to specifically encourage applications from BAME applicants	PVC Research and Knowledge Exchange	September 2021	September 2023	Increase in BAME applicants and appointments as part of the Nottingham Research Fellowship programme
4.8	4A/4B 5D	There are also significant variations within the data set, and the ethnicity mix of home and international staff varies. The main issues of concern are a) under-representation of BAME staff in senior	**Objective 4.8: To increase BAME representation in senior roles at UoN level 6 and 7. (P, S)**				Achieve 15% BAME representation at levels 6 and 7 by 2025. Achieve a 7% increase of Black staff at level 6 and a 3% increase of black staff at level 7 by 2025.
			A 4.8.1 Set clear institutional and faculty EDI KPIs for increasing BAME representation at levels 6 and 7 and provide guidance and expectations for achievement of these KPIs	PVC EDI and People Director of HR FPVCs	September 2020	September 2025	

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		leadership roles, b) under-representation of BAME staff in specific business units and faculties and c) particularly low representation of Black staff <10 staff over all university in level 6 and level 7.	A 4.8.2 Set clear institutional EDI KPIs for the increase of representation specifically of Black staff at levels 6 and 7	PVC EDI and People Director of HR FPVCs	September 2020	September 2025	BAME staff engage and report satisfaction with positive action initiatives and support.

Increase in the number of BAME staff participating in the VC mentoring scheme.

Measurable progress towards targets set for greater ethnic diversity at levels 6 & 7 is observed year-on-year.

Progress toward achieving local specific targets ensuring that applicant numbers for level 6 and 7 roles reflect applicant pool of level below for academic staff *(promotions only apply to research and teaching staff).* |
| | | | A 4.8.3 Introduce targeted positive action to support, leadership development and mentorship for BAME staff (level 5 and above) | Vice Chancellor PVC EDI and People Director of HR | June 2021 | August 2024 | |
| | | | A 4.8.4 Monitor impact of revised promotion processes on BAME application numbers and success | Deputy VC and Provost HR BAME Lead | September 2021 | September 2025 | |

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			A 4.8.5 Require individual faculties to run re-grading and promotion workshops, provide mentorship and coaching for BAME staff who are preparing for re-grading or promotion and feedback for those who are unsuccessful	Faculty EDI Directors FPVCs	September 2021	September 2024: on-going	BAME staff engage and attend promotion workshops and report satisfaction with these. Increase current yearly promotion workshops run by the BAME Staff Network aimed at preparing BAME academic staff at levels 4 and 5 for promotion to levels 5 and 6 respectively, to two per year. Annual review by EDI Committee and reported to REC ISAT will indicate progress towards achieving recruitment and KPIs increased promotion of BAME staff.
			A 4.8.6 Continually improve promotion processes in collaboration with BAME staff to identify ways to increase applications from BAME staff and increase success rates	Deputy Vice Chancellor and Provost	September 2021	September 2025: on-going	

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4.9	**4A**	There is a need to recognise and support outstanding BAME researchers as they transition to academic posts. Current processes are not clear.	**Objective 4.9: To develop interventions to support BAME research staff in transition to academic/permanent roles. (P,S)**				Mapping exercise complete and recommendations shared within faculties by 2023 to improve support provided to research staff.

Measurable progress towards greater ethnic diversity is observed year-on-year in line with the institutional goal of 20:80 BAME: White representation across the institution. |
| | | | A 4.9.1 Conduct a mapping exercise to identify effective career development interventions for BAME research staff and collate best practice from other HEIs | APVC Researcher Academy Faculty APVCs RKE | January 2022 | September 2022 | |
| | | | A 4.9.2 Develop and share information about best practice around supporting transition of research staff and how they can be implemented | APVC Researcher Academy Faculty APVCs RKE | September 2022 | September 2023 | Mapping exercise complete and recommendations shared within faculties by 2023 to improve support provided to research staff. |

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			A 4.9.3 Complete a scoping exercise to understand barriers to external funding success for BAME Staff and improve support for Level 4 BAME research staff to enable successful transition into Level 5 research and teaching posts	Head of Researcher Academy	January 2022	December 2022	The proportion of BAME staff in R&T posts level 5 and above will increase from 15% to 20% by 2025.

Measurable progress towards greater ethnic diversity is observed year-on-year in line with the institutional goal of 20:80 BAME: White representation across the institution. |
| | | | A 4.9.4 Monitor and review balance of inclusion of BAME staff in 2021 REF return | PVC Research and Knowledge Exchange | June 2021 | December 2021 | |

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4.10	4A	Data suggests a high turnover rate for BAME academics and more specifically female BAME academics	**Objective 4.10: Retain BAME research and teaching staff especially BAME women with annual review at EDI Committee and REC ISAT. (P, S)**				A support network for BAME academic staff in research and teaching will be established through the BAME Staff Network with engagement and satisfaction from BAME staff.
			A 4.10.1 Introduce positive action scheme to attract more applications from BAME academics and provide support to increase the transition into permanent academic roles including through Nottingham Research Fellowship programme	Director of HR	September 2021	September 2025	The proportion of female BAME staff retained in permanent academic posts will increase by 2025 in line with 4.8.
			A 4.10.2 Implement a retention scheme to reduce turnover among BAME women informed by evidence-based exemplar initiatives from across the sector	PVC for EDI and People	September 2023	September 2024	Understanding the trends and patterns of precarious and part time working among BAME staff and generation of recommendations by 2023

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			A 4.10.3 Undertake an institutional review of fixed term & part time contracts by ethnicity.	Director of HR	September 2022	September 2023	
4.11		Data shows decline in BAME applicants from application to offer in all job families	**Objective 4.11: Increase BAME success in the staff recruitment process (P, S)**				All business units are required to review race balance data by occupational group AND level (where N=10) and to set specific targets (minimum of 1% increase per year) where race imbalance is greater that 20:80 (BAME: White)

Increased diversity of recruitment/interview panels. |
| | **5A** | | A 4.11.1 Determine appropriate success measures to assess progress towards increasing the ethnic diversity of our academic and research staff body for each academic division, UK/Ire vs. International, and ethnicity. | Director of HR | September 2021 | September 2025 | |

4. Closing the Gap to Success: Developing racially diverse and inclusive environments

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  - Increase the racial diversity of UoN academic, research, professional and operations and facilities staff

  - Increase the racial diversity of UoN students along the pipeline from Foundation to Postgraduate level
  - Improve the inclusivity of the UoN learning environment and culture for BAME students: the formal and informal curriculum and campus life including social, extracurricular activity, sport and residential life

University leads: Director of HR, PVC Education and Student Experience

Ref	Section Ref	Issues identified and Rationale for Actions	Objectives and Planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	**End**	
			A 4.11.2 Explore the feasibility and operationalisation of offering interviews to all BAME candidates who meet essential criteria where the shortlisting issue is particularly pronounced	HR BAME lead and FPVCs	January 2022	September 2022	HR BAME lead recruited by September 2021.
			A 4.11.3 Require all recruitment panels for level 6 and 7 roles to be ethnically diverse	Director of HR	September 2021	September 2022	Publish report/recommendations drawing on findings and impact of pilot Diversity in Recruitment project on ethnicity.
			A 4.11.4 Appoint a HR specialist to lead initiatives in all aspects of HR policy and practice to support BAME staff recruitment, retention and progression	Director of HR	June 2021	September 2021	Increase proportion of international BAME staff in PS roles.
			A 4.11.5 Evaluate the impact of Diversity in Recruitment programme on the ethnic diversity of successful applicants	HR BAME lead	January 2022	September 2022	

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			A 4.11.6 Analyse reasons for discrepancy between success of different UK/Ire vs. International ethnic groups in application for P&S roles	HR BAME lead PVC Global Engagement	March 2022	October 2022	
			A 4.11.7 Extend the anonymised shortlisting pilot and learning from the STEMM Change, recruitment for diversity project to P&S roles.	HR BAME lead	September 2022	August 2023	
			A 4.11.8 Develop and pilot a positive action intervention offering additional application support and advice to prospective BAME applicants for PS roles and evaluate impact on application numbers and success rates from BAME communities	HR BAME lead	January 2022	January 2023	
4.12	5B, 5E 6A, 6B, 6D	Data shows that the uptake of LMA programmes by BAME staff is lower than the	**Objective 4.12: To provide relevant and accessible professional development opportunities for existing BAME staff to improve career progression. (S)**				Increase the numbers of BAME staff engaging in LMA programmes by 20% by 2023.

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		institutional population proportion.	A 4.12.1 HR BAME lead to work with BAME staff network to identify interventions to increase engagement from BAME staff with all training programmes, with particular focus on those developing leadership	HR BAME lead Director of LMA	January 2022	September 2022	Insight and understanding of patterns of BAME staff attendance and engagement used to refine training offer.

A completed annual report presented to EDI committee on BAME attendance and an evaluation of training delivered by the LMA and professional development.

Increase number of BAME staff in PS roles.

Increased contact and engagement with BAME staff e.g., at BAME Staff Network meetings to promote careers advisory service.

Increase in the number of BAME staff accessing the Careers Support Network by 20% by 2023.

Increased number of inquiries from BAME people converted into submitted job applications. |
| | | | A 4.12.2 Systematise the collection of attendance and evaluation data by ethnicity across all training and development delivered by the LMA and PD. Analyse BAME attendees' engagement and satisfaction with courses and use this insight to adapt and revise courses as appropriate | Director of Professional Development | January 2022 | September 2022 | |
| | | | A 4.12.3 LMA to provide support for managers to help identify and support staff being put forward for re-grading | Director of LMA | January 2022 | January 2023 | |

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					Start	**End**	
			A 4.12.4 Proactively promote careers advisory service to BAME teaching research and PS staff	Director of Careers and Employability	September 2021	September 2022	
			A 4.12.5 Formally capture and monitor EDI characteristics for participation in all career development and training	Director of Careers and Employability	September 2022	September 2023: on-going	
4.13	**5G**	We do not currently have a clear record of the extent to which our BAME staff and student community are	**Objective 4.13: To increase the visibility and profile of BAME staff and students. (C)**				Engagement of BAME staff in yearly media workshops.

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University leads: Director of HR, PVC Education and Student Experience

Ref	Section Ref	Issues identified and Rationale for Actions	Objectives and Planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	**End**	
		represented in external and internal communications and events.	A 4.13.1 The External Relations team to work with the BAME Staff Network to run a yearly workshop to provide training and development for BAME staff on media and communication effectiveness	Director of External Relations	September 2021	September 2024: repeated annually	Incremental increase in BAME representation in internal and external communications.

Insight and understanding of patterns of BAME representation in internal and external communications.

Incremental increase in BAME mention and appearances representation in internal and external communications.

Insight and understanding of factors that contribute to the current predominance of white men representing UoN communications and in the media that can be used to take actions that incrementally increase numbers of BAME staff and students representing UoN in the media and communications. |
			A 4.13.2 The External Relations team to support BAME staff to register on the UoN Media Guide to Expertise	Director of External Relations	September 2021	September 2024; on-going	
			A 4.13.3 The External Relations team to collect and monitor the ethnicity of staff registered on the Media Guide to Expertise	Director of External Relations	September 2021	September 2024: on-going	
			A 4.13.4 The External Relations team to monitor the ethnicity of staff and student media mentions and appearances alongside routine monitoring of media exposure of UoN students and staff	Director of External Relations	September 2021	September 2024 on-going	

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					Start	**End**	
			A 4.13.5 Capture and monitor internal selection processes that lead to media visibility of staff and identify and address systemic bias and make recommendations to reduce bias	Director of External Relations	September 2021	September 2023	
4.14	7E	There is a large decrease in BAME representation from UG to PGR level	**Objective 4.14: To reduce the leakiness of the BAME PGR student pipeline. (S)**				Incremental increase in BAME representation at PGR level Recommendations for a marketing approach aimed at attracting UK BAME students to PG study. Insight and understanding of the factors that influence BAME UG students' choice to proceed to PG study at UoN . BAME PGR students will engage with the black scholars programme leading to BAME PG students reporting improved experience and success. Incremental increase in BAME PG student engagement with and attendance of extra curricula and informal events in schools and Faculties leading
			A 4.14.1 Investigate and develop actions to increase representation of BAME students at PGR level	APVC Researcher Academy	September 2021	August 2022	
			A 4.14.2 Review recruitment and marketing strategy for UK BAME PGT and PGR students	APVC Researcher Academy	September 2021	August 2022	
			A 4.14.3 Conduct listening exercise with BAME UGs to understand the barriers and enhancers to PG study at UoN from their perspective	Deputy Director of Student Recruitment	January 2022	August 2022	

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					Start	**End**	
				(Admissions and Enquiries)			to BAME PG students reporting improved experience and success.
			A 4.14.4 Establish a black scholar programme, providing a forum for students to share experiences, access mentorship, sponsorship and raise their profile.	Director of Black Studies APVC Researcher Academy	September 2022	August 2023	Insight and understanding of BAME students' experience and satisfaction with summer placements and the role of summer placements in BAME students' decision to proceed to PG study at UoN.
			A 4.14.5 Provide support for Schools and SU societies to explore options to improve the co-curricular opportunities for BAME PGs.	APVC Teaching and Curriculum Leadership SU	September 2021	August 2023	Targets will be set by December 2021 and all Faculties will achieve the targets set by September 2024. By 2023, the scheme will be embedded so that in each academic year, 10% of our BAME student population will have a researcher shadowing or research insight placement experience.
			A 4.14.6 Explore BAME representation in summer placements and explore how they can be used to improve the PGR pipeline.	Director of Careers and Employability	September 2021	August 2023	

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					Start	**End**	
			A 4.14.7 Set Faculty targets to improve BAME pipeline data through UG/PGT/PGR	Faculty Directors of EDI	September 2021	August 2024	
			A 4.14.8 Develop scheme for BAME students to shadow researchers and undertake research insight placements, at UoN and further afield through our Alumni network.	APVC Researcher Academy CARO	September 2021	August 2023	
4.15	7F	BAME students have worse post graduate employment prospects than their white counterparts	**Objective 4.15: To improve graduate outcomes for BAME students. (S)**				Incremental increase in graduate outcomes and graduate employment rates for BAME students by 2024.
			A 4.15.1 Routinely collect, analyse, interpret and use data on student participation in CES and employability initiatives by ethnicity	Director of Careers and Employability	January 2022	September 2024	Increased satisfaction with CES and engagement from BAME students accessing CES by 2024.
			A 4.15.2 Conduct qualitative research into the BAME student experience of CES and other employability initiatives	Director of Careers and Employability	January 2022	September 2024	100% of new courses and programme proposals will include evidence of incorporation of advice and feedback from employers, Careers and Employability Services and Libraries by 2024.

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					Start	**End**	
							100% of new courses and programme proposals will include evidence of incorporation of advice and feedback from BAME students and BAME alumni by 2024.
			A 4.15.3 Require new course and programme proposals to evidence the incorporation of advice and feedback from employers, Careers and Employability Services and Libraries	APVC Teaching and Curriculum Leadership	January 2022	September 2024	
			A 4.15.4 Require new course and programme proposals to evidence the incorporation of advice and feedback from BAME students and BAME alumni	APVC Teaching and Curriculum Leadership	January 2022	September 2024	

5. Closing the Gap to Success: Understanding what works

- Collectively work to address gaps in the evidence base, using applied research to ensure evidence on 'what works' is high quality and easily accessible. As a first step, UUK is creating a case study library.

- **UoN Steps to Success**

- The University will contribute to a robust and innovative body of knowledge and evidence about race equality in HE. We will share examples of what works for the UoN and learn from the best evidence nationally and internationally.

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University lead: PVC EDI and People

Ref	Section Ref	Issues identified and Rationale for Actions	Objectives and Planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	End	
5.1	4,5,6,7,8	We want to target our resources towards developing practices and initiatives, which are most likely to positively impact race equality. We want to use the EDI expertise and knowledge staff within UoN to contribute to the body of race equality in HE knowledge	**Objective 5.1: All race equality activity to be informed by, or contribute to, the evidence base, and underpinned by a commitment to continuous improvement and knowledge exchange. (C)**				Diversity and Inclusion Research Hub launched by August 2021 fully up and running by August 2022. Increase in the resources/ research findings published by August 2022. Recommendations from organisational visits collated, disseminated and fed into relevant action plans by January 2023.
			A 5.1.1 Establish a Diversity and Inclusion Research Hub, bringing together all relevant UoN research so it can be easily accessed to inform activity.	PVC EDI and People	August 2021	August 2022	
			A 5.1.2 Identify, prioritise and visit exemplar organisations through information collated from event and conference attendance, case studies and publications. .	APVC Teaching and Curriculum Leadership	August 2021	August 2022	

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					Start	End	
			A 5.1.3 Generate new evidence of innovative diversity and inclusion interventions and share with the wider HE community of EDI practice	Director of the Diversity Research Hub	January 2021	On-going with annual review	