

**University of Greenwich  
EDI Race Action Plan  
2021- 2025**

## 1. DATA CAPTURE, ANALYTICS & INSIGHT

Ref	Action	Objective	Responsibility	Budget	Timescale		Measure of success	Audience	
					Start	End		Staff	Students
1.	Identify and agree what quantitative data will be measured when, why, how and how often.	To understand Black, Asian and Minority Ethnic (BAME) staff and student lived experience across their full university lifecycle.	HR/PAS		Mar 21	Feb 22	There is one trusted source of data on everything related to race.	✓	✓
2.	Identify and agree what qualitative data will be measured when, why, how and how often.		HR/PAS		Mar 21	Feb 22		✓	✓
3.	Publish ethnicity pay gap and produce an action plan to address the issues identified.		HR		Dec 21	Feb 22	The data is published and used.	✓	
4.	Create interactive and accessible dashboard presenting the agreed data in a clear and easy to use manner.	To use evidence-based practice to inform and develop targeted actions and interventions.	HR/PAS/ ILS	✓	Jan 22	Aug 22	EDI dashboard will be operative and regularly used by key stakeholders.	✓	
5.	Develop evaluation measures for all activities and act on the results.	To ensure that university's interventions have the desired effect.	HR/PAS/ ILS		On-going		Targeted action in place for BAME staff and students across the university.	✓	✓
6.	Use the quantitative and qualitative data, to create a regular progress report to be presented at the Vice-Chancellor's Group (VCG).		HR/PAS/ EDI Advisers		On-going			✓	✓
7.	Ensure academic staff have access to data on a BAME students' average stage grade, which could act as a predictor of final academic classification.		PAS		Ongoing			✓	✓
8.	Monthly communication of Equality, Diversity and Inclusivity (EDI) Action Plan progress with students and staff.		VC/ Comms & Recruitment (C&R)	✓	On-going		Students and staff trust the data and are aware of the progress being made.	✓	✓
9.	Appropriately disaggregated data for 'BAME' student groups, with mechanisms		PAS		On-going				✓

	to tailor support to needs of these discrete cohorts.								
10.	Explore whether BAME people are underrepresented in Honorary degree holders, Honorary Fellows and Visiting Honorary Lecturers and Professors and if they are, develop interventions to address it.		HR/ GREC Project Officer		On-going		Targeted action (if required) in place for BAME representation for Honorary posts.	✓	
<b>2. GOVERNANCE, LEADERSHIP &amp; ACCOUNTABILITY</b>									
Ref	Action	Objective	Responsibility	Budget	Timescale		Measure of success	Audience	
					Start	End		Staff	Students
11.	Consult with BAME students and staff in the development of the People & EDI sub strategy and to include clear references to race in it.	<p>To embed Equality, diversity, and inclusion throughout all our structures, processes, and behaviours.</p> <p>To ensure progress is made and staff are held accountable via performance measures.</p> <p>To understand the role of institutional history.</p>	VCG		Apr 21	Jun 22	<p>All staff are proud to work with each other equally.</p> <p>Agreed KPI's in relation to race are met year on year.</p> <p>Leadership teams at all levels are more diverse.</p> <p>Successful submission for the charter mark.</p>	✓	✓
12.	Set an expectation that tackling racism is a priority issue requiring consideration	To show visible support and	VC/VCG		Ongoing			✓	

	throughout all departments and at all levels of seniority in the university.	champion BAME initiatives, for example by attending BAME initiatives, BAME network, allyship and sponsorship.							
13.	Hold senior teams across the university accountable to making progress in tackling racism and taking appropriate actions.		VCG		Ongoing			✓	
14.	Review and discuss the data summary reports and progress of the EDI Action Plan with the VCG at least twice a year.		VC		Ongoing			✓	
15.	Attend and engage with at least two BAME initiatives per year.		Leadership Forum		Ongoing			✓	✓
16.	Commit to increasing the percentage of BAME staff in senior teams, at faculty, directorate, and university levels.		VCG/ HR		Ongoing			✓	
17.	Creation of a fast track BAME development programme to help BAME staff progress into leadership roles across the university.		DVC/HR		Oct 21	Feb 22		✓	
18.	Explore whether BAME people are underrepresented in Honorary degree holders, Honorary Fellows and Visiting Honorary Lecturers and Professors and if they are, develop interventions to address it.		HR GREC PO		Oct 21	Dec 22		✓	
19.	Support the work on the Race Equality Charter.		VCG		On-going			✓	
20.	Commission the appropriate member of staff to explore the university's legacy in terms of associated links to slavery.		VCG		Oct 21	Oct 21		✓	
21.	Identify and agree appropriate areas of training for Leadership Forum to attend.		VCG & HR	✓	Jul 21	Jul 21		✓	

### 3. CULTURE & BEHAVIOUR

Ref	Action	Objective	Responsibility	Budget	Timescale		Measure of success	Audience	
					Start	End		Staff	Stud.
22.	Develop and launch a staff and student 'Anti-Racist pledge'.	To embed our strategic priority of 'Inclusivity & Culture' as a foundation for work for everyone and everything we do at the University of Greenwich.	EDI Race Advisors, VC, GSU	✓	Sept 21	Oct 21	100 handprints and signatures pledges for Charter.	✓	✓
23.	Visibly celebrate BAME staff and students.		Comms & Recruitment (C&R)		Ongoing		There is an increased visibility of BAME student and alumni success.	✓	✓
24.	Run on-campus campaigns to raise awareness of racial harassment. Partner with students' unions, trades unions and staff groups representing those who have experienced racial harassment to develop such communications.		C&R	✓	Ongoing		All students and staff understand and champion diversity and feel a sense of belonging to UoG.	✓	✓
25.	Celebrate black history and black lives (locally, nationally and globally) all year round.	To ensure that the university is a genuinely anti-racist organisation that serves the needs of its students and actively seeks out barriers to success and injustice and removes them.	BAME Network	✓	Ongoing		At least one BHM event per month for BHM 365.	✓	✓
26.	Introduce BAME Ignite seminars for staff and students held in Stephen Lawrence building.		All BAME staff and students	✓	Oct 21	Ongoing		✓	✓
27.	Race-related training to be provided for all staff and students across UoG.		HR/SAS	✓	Sept 21	Ongoing	All staff colleagues have equal opportunity to succeed.	✓	✓
28.	Agree remit of BAME Champion with BAME Staff Network (BSN).		EDI and BSN		Sept 21	Dec 21	Ten Champions recruited and	✓	✓

29.	Create and train BAME Champion function, with the remit to support BAME staff.		HR/ GSU	✓	Oct 21	Jan 22	trained in 2021/22 with a view to increasing to 50 Champions by 2025.		
30.	Establish and implement student and staff 'Call it Out' anti-racist initiative.		BAME Staff Network, EDI Committee & GSU		Jan 22	Apr 22	Staff and students confidently raise race-related issues.		✓

#### 4. POLICIES, PRACTICES & PROCEDURES

Ref	Action	Objective	Responsibility	Budget	Timescale		Measure of success	Audience	
					Start	End		Staff	Stud.
31.	Define racism terminology and create a common understanding of racial harassment.	Staff and students have a clear understanding of what constitutes racism and its consequences.	PVC/ for FLAS		Mar 21	May 21	Terminology agreed and used.	✓	✓
32.	Develop a microaggressions policy.	To ensure that the university's policies, practices,	HR/EDI, GSU & BSN		Mar 21	Dec 21	Policy developed and signed off by key stakeholders.	✓	✓

		<p>and procedures support all staff to succeed equally.</p> <p>To ensure that procedures for managing racial harassment and other race-related complaints are fit for purpose.</p>							
33.	Review and update HR policies and practices to understand possible biases.	To increase BAME representation at senior management levels.	HR		Feb 21	Dec 21	Increased confidence in the policies and processes and referral systems supporting BAME staff and student race related issues.	✓	
34.	Use positive action measures, such as sponsorship, mentoring, development programmes, specific and time-limited quotas, and targeted advertising to support staff from minority ethnic backgrounds to reach more senior positions.		HR		Sept 21	Mar 22	Increase attraction of BAME staff each year.	✓	
35.	Introduce sponsorship and consider the creation of a leadership development programme for aspiring BAME staff.	To increase BAME representation at senior management levels.	DVC/HR		Sept 21	Dec 21	Increase BAME representation by 10 percentage points every year until 2025.	✓	
36.	Create 'Safe Space' drop-in sessions for BAME staff and students as part of the 'Report & Support' scheme.	To address racial inequality issues within UoG.	EDI Race Advisors		Jan 21	Jan 22	BAME staff and students feel confident to	✓	✓

		To build the trust of staff and students to speak up with confidence.					speaking up and calling out racism.		
37.	Create safe-space for white staff and students to discuss and address race issues.		EDI Race Advisors /BAME staff and champions		Dec 21	Ongoing	White staff and students are confident in discussing and addressing race related issues.		✓
38.	Involve BAME staff and student representatives in the development of the 'Report & Support' scheme <sup>1</sup> .		SAS		Oct 21	Jan 22	'Report and Support' scheme is developed and fit for purpose for BAME university committee	✓	✓
39.	Increase representation of staff from Black, Asian and minority ethnic backgrounds in recruitment and at senior levels.	To increase BAME representation at senior management levels.	HR		May 21	May 22	Increase BAME representation by 10 percentage points every year until 2025.	✓	
40.	Introduce sponsorship and consider the creation of a leadership development programme for aspiring BAME staff.		DVC/HR		Sept 21	Dec 21		✓	

## 5. BAME STUDENT JOURNEY

Ref	Action	Objective	Responsibility	Budget	Timescale		Measure of success	Audience	
					Start	End		Staff	Students

<sup>1</sup> The aim of this scheme is to create easy, accessible reporting pathways and communicate these widely



41.	Ensure higher visibility for BAME student and staff representation in Student recruitment activities to ensure inclusive recruitment.	To address the gaps highlighted in 2020-21 to 2024-25 Access and Participation Plan targets.	Comms/ Recruitment		Ongoing		Increased BAME staff and student representation on entry to UoG.	✓	✓
42.	Increase the annual entry rate of hard to reach BAME individuals (i.e. Disabled, Care Leavers and those from areas of low higher education participation).		Access & Participation		Ongoing				✓
43.	Develop pre-arrival and mid-university transition activities to ensure that BAME students have everything they need to enrol, study and making learning accessible.	To ensure that all students are welcomed as part of the university community and that these privileges extend across their university experience and beyond.	Student Engagement Team		Ongoing		Increased BAME student retention		✓
44.	To make available digital resources for BAME students.	To address digital poverty for BAME students by making relevant resources (i.e. laptops, dongle and other equipment) more accessible to increase progression.	ILS	✓	Ongoing		Increased retention and progression among BAME students.		✓
45.	Studentships and Scholarships made available and aimed at protected characteristics with some exclusively for BAME students.	To increase funding available for UG, PG & PhD BAME students.	VC/DVC/Access & Participation/ Recruitment	✓	Ongoing		Increased application for studentships and scholarships.		✓
46.	Grow BAME PG community and academics.			✓	Dec 21	Dec 23			✓

47.	Develop widening participation initiatives (including targeted funding) to increase uptake of PhDs from BAME students in all faculties.			✓					✓
48.	Creation of Safe Spaces for BAME students to explore their identity with other students.	<p>To work in partnership with GSU and to collaborate on enhancing the 'student voice'.</p> <p>To allow BAME students to enhance and value their identity and increase engagement within their social communities.</p>	GSU/ University-wide		Sept 21	Ongoing	Increased sense of belonging along with increased engagement with Safe Spaces and social communities.		✓
49.	Develop a university-wide action framework for monitoring student outcomes and ensuring that any obstacles impinging on the academic experience of BAME students are identified, addressed and removed.	<p>To close the awarding gap that exists between white and BAME students, as required by the OfS and APP.</p> <p>To enhance the experience of BAME students and to ensure that any barriers to academic excellence are removed.</p>	BAME Awarding Gap Project Steering Group/ Inclusivity Champions/GSU Curriculum Consultants/ PAS		Jan 21	April 22	<p>No awarding gap by 2030 and evidence of acceleration in the diminution of the gap</p> <p>Outcome profiles for BAME students in-line with the best performers within our sector quadrant</p> <p>Mechanisms to identify and support</p>	✓	✓

		As above	As above				potential high-flyers at the 2:2/2:1 boundary and to coach them towards success.		
50.	Embedding the BAME Awarding Gap framework and practices within the continuing business of the university and ensuring that the provision for excellent student outcomes for all students are aligned to the university strategy.				July 21	Ongoing until 2030	<p>No awarding gap by 2030 and evidence of acceleration in the diminution of the gap</p> <p>Outcome profiles for BAME students in-line with the best performers within our sector quadrant</p> <p>Mechanisms to identify and support potential high-flyers at the 2:2/2:1 boundary and to coach them towards success. As above</p>		
51.	Co-create with BAME students and graduates to re-centre student experiences at the heart of the Decolonising UoG.	As above.	GSU/ University-wide.		Jan 21	Ongoing	Increased co-creation of	✓	✓

							BAME students and graduates.		
52.	Design, develop and introduce a module on Black and racial studies for all staff and students to learn about the history of race, contributions of international migration including hidden and erased contributions of BAME people in the UK.	To educate and transfer knowledge.			Jan 22	Ongoing	Black and Racial Studies module is designed and made available to all staff and students.	✓	✓
53.	Create funding to support BAME Postdoctoral Research Fellowship to study and educate staff, students and local community on the heritage and legacy of trans-Atlantic slavery, trade and empire.		DVC/ EDI Race Advisors/ BAME Staff Network.	✓	Jan 22	Jan 23	Improved BAME representation .		✓
54.	Utilise and analyse current data and to increase BAME engagement.	Increase uptake of BAME students on extracurricular/ employability events. Increase uptake of BAME internship and mentoring programmes.	EDI Race Advisors/ EDI Project Manager ECS / Faculty Employability. departments /PAS		Mar 21	Jan 22	Improved BAME graduate employment outcomes.  Increase BAME usage by 20-30% within 12 months.  Uptake of BAME students engagement in extracurricular/employability activities has substantially increased to 60-70% over five years.		✓
55.	Undertake focus groups interviews with students and personal tutors to gain a better understanding of students non-engagement.				Mar 22	Mar 23			✓
56.	Bring students and local businesses together in professional settings to discuss topics centered on racial bias and strengths-based recruitment techniques.				Feb 22	Mar 22			✓

							Increased uptake of BAME students internship and mentoring programmes (60-70%) over five years.		
57.	Develop alumni mentoring scheme to provide mentorship to support BAME students through university and work transitions more BAME.								

## 6. RACE EQUALITY CHARTER

Ref	Action	Objective	Responsibility	Budget	Timescale		Measure of success	Audience	
					Start	End		Staff	Students
58.	Run an audit/ gap analysis of what needs to be done to achieve a bronze charter mark.	To publicly commit to the Race Equality Charter principles.	EDI Race Advisers		Sept 21	Feb 22	Achieved REC Bronze status.	✓	✓
59.	Recruit Project Manager & Project Officer to implement the EDI Race and GREC action plans		GREC project manager		July 21	Oct 21		✓	✓
60.	Create a project plan and bring a group together to address the gaps.		Project Support Officer		Oct 21	Dec 22		✓	✓
61.	Bring together a group responsible for the drafting of the submission.				Nov 21	Dec 21		✓	✓
62.	Intention to submit and submission for GREC Bronze status.			✓	Dec 21	Dec 22		✓	✓