



Race Equality Action Plan

2022/23



Nottingham Trent
University

Race Equality Action Plan 3

Objective 1: Become an anti-racist institution

| Action No. | Issue identified | Action | Purpose | Timeframe | Lead |
|------------|--|--|--|------------------------------|--|
| 1.1 | Increase student understanding of racism in everyday society | <p>Develop and co-create with students video case studies to support educational awareness and learning in the following areas:</p> <ul style="list-style-type: none"> • Micro-aggressions • Handling complaints and investigations <p>Launch video case studies to students and colleagues and use them to supplement other training/ education materials</p> | <p>Support NTU colleagues and students in developing understanding of how racism manifests in everyday processes and systems.</p> <p>Provide practical steps/examples of how to prevent or stop racism occurring</p> | Term 3 2023 | Equality, Diversity and Inclusion |
| 1.2 | The grievance process does not encourage good employee relations | Review policy and process including the workplace mediation offering. | To improve and encourage good employee relations, including raising colleagues' awareness of mediation as an alternative mechanism for dispute resolution to raising a grievance (where appropriate) | Commence during 2022/2023 | Director of Human Resources |
| 1.3 | We need to improve the recording of ethnicity across NTU | Raise awareness regarding the importance of self-declaration of ethnicity amongst NTU colleagues | To generate a more complete profile of the ethnicity of colleagues, University leadership, and Board members in order to identify and address gaps in inclusivity | During 2022 / 2023 | Director of Human Resources Head of Governance and Legal Services |

Objective 2: Improve the representation of Black, South Asian, South-East Asian and other ethnicities where underrepresented at NTU.

| Action No. | Issue identified | Action | Purpose | Timeframe | Lead |
|------------|---|---|--|-----------------------------|--|
| 2.1 | The ethnic profile data from the 2011 Census is on which our REC submission was based is now out of date | Evaluate the 2021 Census ethnic profile data | To ensure up-to-date ethnic profile data are being used to enhance our understanding of our challenger in reflecting the local population within our workforce and shaping future actions | During 2022/23 | Director of Business Development and Analytics |
| 2.2 | Until May 2022 we were unable to monitor and review the take up and completion rates for leadership and management development. | Implement annual monitoring and review of the take up and completion rates for leadership and management development by colleagues from Black, Asian and other Ethnic Minorities through RECSAT, USET and UET to increase the diversity of our talent pipelines | <p>a) To inform the creation of inclusive People Plans that identify, monitor, and review talent pipelines for these colleagues</p> <p>b) To ensure time and resource allocation linked to leadership and management is identified through the appraisal process to ensure that development activity is appropriately funded in line with our identified talent pipeline</p> | Commence during 2022 / 2023 | Director of Human Resources |

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| 2.3 | Low leadership representation for colleagues from Black, Asian and other Ethnic Minorities and associated lack of identified pipeline | Develop a communication and engagement plan targeted at these colleagues and line managers, for example, to promote the VC's Future Research Leaders Programme and Leading my first Research Project Funded places to be made available for Advance HE's Diversifying Leadership Programme | <ul style="list-style-type: none"> a) To contribute to an increase participation of colleagues from Black, Asian and other Ethnic Minorities within management and leadership programmes b) To support achievement of our target to improve representation within academic and broader institutional leadership roles to 20% by 2025 c) To improve the pipeline into leadership roles for colleagues from Black, Asian and other Ethnic Minorities for both academic positions and broader institutional roles | Commence during 2022 / 2023 | <p>Director of Human Resources</p> <p>Head of Researcher Development</p> |
| 2.4 | Having only two years of appraisal data means that we have not as yet been able to identify any trends in differences in rating between ethnic groups | Monitor appraisal data to ascertain whether there are differences in rating profiles and explanations for differences | <ul style="list-style-type: none"> a) To identify if data present any trends and put in place any resultant action as necessary | During 2023 / 2024 | Director of Human Resources |
| 2.5 | Black academic colleagues remain underrepresented in senior academic roles and there is no systematic | Introduction of a task and finish group to develop interventions aimed at sharing good practice, increasing profile, and monitoring | <ul style="list-style-type: none"> a) To develop a more systematic data informed approach that will remove existing barriers faced Black academic colleagues b) To provide Black academic colleagues with evidence informed | During 2022 / 2023 | PVC Research and Innovation |

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| | approach to profile raising that captures specifically the experience of Black academics in ways that acknowledge the collective contribution from Black academics to NTU's reputation and esteem | impact, for example through the REF planning process and academic progression and promotion | support to increase their profiles that encourages a positive impact on promotion | | |
| 2.6 | Processes mitigate against retention of Black academic talent because they intersect with other internal and external requirements | Task and Finish group to identify changes to NTU processes to support a more proactive retention experience | <ul style="list-style-type: none"> a) To provide Black academic colleagues with support to so that internal and external requirements do not present barriers to their retention b) To encourage more sustainable progression and positive impact on NTU's research culture and environment c) To encourage a positive impact across all academic pathways | During 2022 / 2023 | PVC Research and Innovation |

Objective 3: Empowering and enabling BAME students and colleagues to grow, shape, and influence NTU

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| 3.1 | RECSAT has identified that we need to strengthen the student voice on RECSAT and, in particular, increase the voice of Black students | Work with NTSU sabbatical officers to increase representation of students from Black, Asian and other Ethnic Minorities and, in particular, Black students on RECSAT and put in place a robust support systems | <ul style="list-style-type: none"> a) To ensure there is a strong diverse student voice, particularly of Black students, on RECSAT representing different academic schools b) To ensure student experience is evident through RECSAT discussion and work c) To add a valuable contribution to student life as a member of RECSAT | During 2022 / 2023 | <p>RECSAT Co-Chairs</p> <p>President of NTSU</p> |
| 3.2 | The work of colleague members of RECSAT is not acknowledged within appraisal | The work of colleague members of RECSAT to be included within the appraisal process through developing and implementing line manager guidance to support colleague recognition and contribution at RECSAT | <ul style="list-style-type: none"> a) To recognise and appraise the contribution of colleagues made as part of RECSAT b) To ensure managers of appraisees have supportive guidance | During 2022 / 2023 | Director of Human Resources |

Objective 4: Embed mechanisms that support a culture of organisational listening to sustain an open and ongoing dialogue for continuous learning.

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| 4.1 | Increase awareness and organisational confidence to talk about race, racial equity, and EDI | Co-create a structured delivery programme that expands on the work already completed on organisational listening and engagement | <ul style="list-style-type: none"> a) To increase awareness and organisational confidence to talk about race, racial equity, and EDI b) To ensure that experience is at the heart of everything we do | During 2022 / 2023 | Executive Deans of Equality, Diversity and Inclusion |
| 4.2 | The REC survey identified that we need to improve the way in which relevant issues of race are included in the curriculum | Identify and share appropriate resources to support academic colleagues to address relevant issues of race in the curriculum | <ul style="list-style-type: none"> a) To increase colleague confidence in identifying relevant opportunities and appropriately addressing relevant issues of race as part of the curriculum b) To improve and level up the proportion of all students who acknowledge that relevant issues of race are discussed as part of their course | During 2022 / 2023 | Executive Dean of Learning and Teaching |

Objective 5: Decolonialising the curriculum, and the institution.

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| 5.1 | The Curricula Decolonisation project in 2021/22 identified resources needed to begin the process of decolonising the curricula | Implement recommendations for staff development, scholarship, and library collections | a) Support course teams to interpret decoloniality in their disciplinary context and make appropriate changes to their curriculum b) Support colleagues' further scholarship for curriculum decolonisation | Commence during 2022 / 2023 | Pro Vice-Chancellor Education |



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University

For further information please visit ntu.ac.uk/equality
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