

RACE EQUALITY ACTION PLAN

Objective	Priority Action & Links to other UEA Strategies	Action Taken to Date (and continuing)	Future Action	Person/Team Responsible	Timescale	Measures of Success
Aim 1: Foster Sense of Belonging and Inclusive Culture (Links to People Strategy Aim 1: Foster an inclusive value-led culture)						
Objective 1: Ensure everyone feels respected and safe on campus, by proactively seeking to prevent and address incidents of racism.	Priority Action 1 All staff and managers demonstrate the expected standards of professional behaviour. Clear information on how incidents of racism can be reported, informal and formal options for addressing, and the support available. Links to: People Strategy Aim 1, Objectives & Actions: Student Education and Experience Strategy	Launch of Report and Support across the University (staff/students) including articles in the Lasdun/Square. Bespoke delivery of staff briefings and workshops by PCD and STS related to Race, Dignity and Respect in the Workplace. Creation of LinkedIn Learning pathways including Unconscious Bias. Mandatory Diversity in the Workplace training for all staff (90% completion). Review of a range of people policies including family friendly, grievance, sickness/absence management.	Relaunch Report + Support (staff/students) following a review of content and updating in line with legislation. Review and update relevant pages on external website and My UEA to ensure race equality and tackling racism information is visible. Include race equality updates in EDI-related communications, when relevant. Establish mechanisms to routinely communicate Report + Support and other reporting routes to the whole community to encourage usage, with targeted communications for groups which are harder to reach (e.g. catering, cleaning and grounds). Also focus on key touch points such as induction and provide	HR Business Partnering Team (Inc EDI) OD/PL Team		

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		<p>Ongoing review of EDI related policies.</p> <p>Launch of UEA Values (Ambition, Collaboration, Empowerment, Respect).</p> <p>Creation of UEA Values Workshops delivered across the University by the OD/PL Partner(s) to help employees understand and engage with our values and their significance.</p> <p>Biannual reports on harassment data, including incidents related to racism presented to the Student Education and Experience Committee, the EDI Committee, and the Executive Team.</p> <p>The wider EDI team and those with lived experience reviewed Marshalls ACM's trial modules on Islamophobia and Anti-Semitism, concluding they are unsuitable for our needs and not designed for workplace training. However, both topics were deemed essential to raise awareness within our community.</p>	<p>practical examples of the kind of incidents that a report could cover including microaggressions.</p> <p>Establish the regular release of summaries to our community detailing actions taken in response to racial harassment complaints, including incident data. This will increase awareness of procedures and build trust in their transparency and effectiveness.</p> <p>Conduct regular reviews of all race-related reports to identify potential hotspot areas on campus, enabling more targeted interventions and actions.</p> <p>Ensure that biannual harassment data reports also highlight specific actions taken or needed to address known problem areas. The EDI Committee and the Student Education and Experience Committee will be responsible for overseeing the data, implementing actions, and providing critical oversight as necessary.</p> <p>Review and expand existing training resources (such as LinkedIn Learning) to ensure</p>			

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			<p>robust coverage of key topics such as: Microaggressions; Intersectional inequalities; Systemic barriers. Specifically ensure that microaggressions are referenced as a form of racism that can be just as damaging as overt racism and can constitute harassment.</p> <p>Further engagement with the sector to assess alternative modules covering Islamophobia and Anti-Semitism ensuring those with lived experience are involved in their review. Simultaneously exploring with ODS colleagues the creation of our own in-house training modules covering these subjects, assessing the best options for our own context.</p> <p>Developing bespoke in person training for managers and/or staff in understanding how to address incidents of racism.</p> <p>Develop methods of upskilling managers in investigating complaints of racism.</p>			

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<p>Objective 2:</p> <p>Developing routes to build trust and foster relationships with our BAME community between peers, managers, or senior leadership.</p>	<p>Priority Action 2:</p> <p>Create and improve channels for open communication, ensuring the BAME community feels safe sharing ideas and concerns, and creating opportunities for active listening and greater understanding and awareness.</p> <p>Links to:</p> <p>People Strategy Aim 1, Objectives & Actions:</p> <p>Student Education and Experience Strategy</p>	<p>Intersectional</p> <p>Launched All Staff Pulse Surveys (quarterly), with results communicated to all staff and available via a Tableau Dashboard.</p> <p>Creation of All Staff Forum's held in person and via MS Teams, with the Vice Chancellor and Senior Leaders, Employees have the option to pre-submit questions in advance as well as ask questions during the in-person section of the event.</p> <p>Creation of My UEA carousel via the portal pages, which regularly changes to highlight key staff/student news.</p> <p>Creation of All Manager Briefings to allow managers to have effective conversations with their teams in relation to key policy or process changes (notably the recent changes to the Hybrid Working Policy).</p> <p>Race</p>	<p>Develop mechanisms to raise awareness of racial harassment which include specific groups who have experienced racism or racial harassment to amplify their voices and raise awareness that any form harassment is not accepted at the University.</p> <p>Race Equality Achievements: Create a dedicated section on My.UEA accessible to all staff and students that includes a copy of the Race Equality Action Plan, along with biannual updates on progress and impact. This information should also be referenced in wider communications and messages from senior leaders.</p> <p>Race Equality Action Plan Owners will submit progress updates biannually to the central EDI Team, which is responsible for overseeing the implementation, revision, and updates of the action plan throughout the duration of the Race Equality Strategy.</p> <p>Ensure that Race Equality Achievements are reported to the EDI Committee,</p>	<p>Employee Engagement and Internal Coms Team</p> <p>Reward and Recognition Team</p> <p>HR Business Partnering Team (inc. EDI)</p>		

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		<p>Creation of All Staff/Student Vice-Chancellors message (weekly) via email, which has included EDI related content (i.e. Black History Month, Show Racism The Red Card, and The Norman Kaplan Exhibition).</p> <p>The Lasdun (all staff fortnightly email newsletter) which showcases a selection of articles from My UEA. Specific race examples include Black History Month and Show Racism the Red Card.</p>	<p>Executive Team, and Senior Leadership Team at least once a year to build confidence that race equality initiatives are a strategic priority for the university.</p> <p>Implement regular reporting on promotions and appointment confirmations: Share this information with the community, focusing on improvements and highlighting individuals from diverse racial backgrounds to showcase inclusivity and support diversity within the institution.</p> <p>Establish a system which allows individuals to anonymously share concerns or ideas without fear of judgement or repercussions.</p> <p>Create regular open forums for our BAME community which acts as a safe space where they can express their thoughts or concerns with senior leaders.</p> <p>Develop an active listening workshop to train managers and leaders on active listening skills, cultural sensitivity, and bias recognition.</p>			

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			<p>Develop via stakeholder engagement effective surveys which focuses on inclusivity and support for BAME employees. Share results and act on feedback.</p> <p>Utilise digital platforms (e.g., Padlet, Viva Engage) to establish effective communication channels.</p>			
<p>Objective 3:</p> <p>Create an inclusive environment where everyone from all racial and ethnic backgrounds feels they belong and are recognised as an integral part of the community.</p>	<p>Priority Action 3:</p> <p>Clearly define our vision and values with a strong emphasis on race equality and inclusion, ensuring everyone understands how their work contributes to the bigger picture and how they personally can demonstrate the values. Organise activities that celebrate the achievements and milestones of racially marginalised groups, and develop opportunities for knowledge sharing, such as reverse mentoring.</p> <p>Links to:</p>	<p>Intersectional</p> <p>Launch of UEA Values (Ambition, Collaboration, Empowerment, Respect).</p> <p>Creation of UEA Values Workshops delivered across the University by the OD/PL Partner(s) to help employees understand and engage with our values and their significance.</p> <p>Creation of Equality Impact Assessment Guidance, Forms and Video to embed EDI into our culture and to support effective decision making where there is a change in policy, practice or to support a project.</p> <p>Hybrid Working/Work-Life Balance: After thorough</p>	<p>Develop focused Mentoring Schemes (e.g. reverse mentoring for senior leaders) to increase awareness of biases, building trust and engagement by breaking down barriers leading to strong employee engagement and retention.</p> <p>Introduce an employee supported volunteering scheme, with a focus on working with diverse organisations.</p> <p>Implement regular reporting on promotions and appointment confirmations: Share this information with the community, focusing on improvements and highlighting individuals from diverse racial backgrounds to showcase inclusivity and</p>	<p>HR Business Partnering Team (Inc EDI)</p> <p>OD/PL Team</p> <p>Reward and Recognition Team</p>		

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	<p>People Strategy Aim 1, Objectives & Actions</p> <p>Student Education and Experience Strategy</p>	<p>consultation and the UEA hybrid working pilot, a new long-term Hybrid Working policy has been introduced. This policy combines the benefits of remote work with the strengths of on-campus collaboration, allowing flexibility—with guidance from line managers—on meeting the 60% on-campus requirement to promote work-life balance. To support staff in managing personal commitments alongside their roles, we also offer lunchtime activities, including wellbeing walks and a range of options at the Sportspark.</p> <p>Race</p> <p>Refresh of UEA’s Asset Bank to capture a more diverse community of staff and students.</p>	<p>support diversity within the institution.</p> <p>Review university policies on bullying and harassment to include clear examples of racial harassment and antisemitism, defining acceptable and unacceptable behaviour. Engage individuals with lived experience and policy users to ensure the documents are educational and emphasise that addressing racial harassment is a shared responsibility.</p> <p>Undertake consultation (University-wide) on race terminology, to inform more inclusive, appropriate language that recognises differences to be used moving forwards.</p> <p>Enhance, improve, and relaunch the questionnaire, process, data recording, and follow-up for exit interviews, establishing a clear, annual review process based on factors like staff role, length of service, sex, race, and age. Responses will guide actionable insights. We will also track</p>			

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			<p>and analyse the number and reasons for individuals who choose not to participate.</p> <p>Annual review of staff turnover data by race and ethnicity, with identification and implementation of positive action (informed by exit questionnaire/ interview responses) as necessary.</p> <p>An Equality Impact Assessment (EIA) will be conducted for all new projects and policies to ensure that the potential effects on all protected groups particularly race are considered before implementing significant changes.</p> <p>Introduce the "Essential Updates for Managers" newsletters, a communication channel designed to deliver essential updates and information to all line managers. This will include EDI content to promote best practices and ensure access to key information.</p> <p>Develop mechanisms to ensure everyone understands the University</p>			

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			values and how these should be incorporated into their roles, and how everyone's work contributes to the success of the University.			
<p>Objective 4:</p> <p>Integrate and share best practice to ensure race equality is advanced within and outside our community.</p>	<p>Priority Action 4:</p> <p>Collaborate with civic partners and higher education institutions across Norfolk and East Anglia to share best practices and resources that promote racial equality, diversity, and inclusion. This partnership aims to foster an exchange of experiences and insights, prioritise the voices and needs of marginalised racial communities, and tap into the UEA community's expertise to create a more inclusive environment.</p> <p>Links to:</p> <p>People Strategy Aim 1, Objectives & Actions</p>	<p>University of Sanctuary: We hold accreditation given to universities that show an ongoing commitment to creating a welcoming culture of inclusivity and awareness. We are proud to welcome people seeking sanctuary (asylum seekers and refugees) into our community, recognising the wealth of experience and knowledge they bring.</p> <p>UEA and Norwich Theatre renewed their partnership (established in 2019) to support their shared vision by championing engagement in the arts, and to build stronger communities, cultural experiences, and career opportunities, as well as tackling important issue.</p>	<p>Establish mechanisms to draw on the expertise of our staff, particularly academic staff researching issues of race, racism and racial harassment and ensure that these insights are incorporated into any initiatives related to race or are race related.</p> <p>Review the list of staff identified as subject matter experts for media opportunities and offer media training to BAME staff to enhance profile-raising opportunities.</p> <p>Undertake an audit of relevant local and national organisations and contact them to establish links and build engagement. This will allow for the University to develop greater understanding of racially minoritised groups in the local area, the issues they face, and the necessary steps to address them.</p>	<p>Civic UEA</p> <p>HR Business Partnering Team (inc. EDI)</p> <p>Employee Engagement and Internal Coms Team</p> <p>OD/PL Team</p> <p>RIN</p> <p>Development Office</p>		

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	Student Education and Experience Strategy		<p>Network with similar HEIs to identify impactful change frameworks and programmes (e.g. Elevate).</p> <p>Strengthen partnerships with the Norwich University of the Arts, who are leading a project to assess the cultural needs of residents in Norwich and its surrounding areas.</p> <p>Collaborate with Norwich Theatre to enhance our approach to race equality through the arts, aligning with their ongoing programme of awareness-raising activities.</p> <p>Collaborate with our Jewish university community and wider partners to establish a centre for the promotion of Jewish heritage, culture, and study via the Jurnet Project.</p> <p>Create an Antisemitism module that actively involves individuals with lived experience, both from within and beyond our community, in its development. Partner with the Community Security Trust (CST) an established charity to seek their input into its creation. The module should include content specific to the local Jewish</p>			

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			<p>community to provide a contextualised, localised perspective.</p> <p>Establish mechanisms to prioritise research grant applications that align with our strategic commitment towards race equality, considering the strengthened focus on EDI by research funders.</p> <p>Partner with the local Armed Forces, the second-largest employer in Norfolk, to collaborate on race-related initiatives and exchange best practices.</p>			
<p>Aim 2: Increase Staff Diversity and Facilitate the Career Progression of Black, Asian and Minority Ethnic Staff.</p> <p>(Links to People Strategy Aim 2: Develop Everyone’s Potential & Aim 3: Build an effective working environment) (Links to Research Strategy Aim 1: Extend Our Research and Innovation Base)</p>						
<p>Objective 1:</p> <p>Increase the proportion of Black, Asian, and Minority Ethnic staff, particularly in senior leadership, academic, research and professional services roles via recruitment.</p>	<p>Priority Action 1:</p> <p>Ensure that our recruitment process (from attraction to employment) encourages and supports BAME candidates to apply for and secure roles at the University through positive action and removing any potential bias</p>	<p>Intersectional</p> <p>Implemented an end-to-end application tracking system (Eploy) with bias-reviewed standard job descriptions and evaluation criteria.</p> <p>Embedded EDI into our career’s webpages.</p> <p>Introduced new guidance for applicants and hiring managers.</p>	<p>Assess the options for piloting anonymised recruitment to remove potential biases from the process.</p> <p>Organise a focus group with current BAME employees to gain insights into their experiences with the UEA recruitment process. This will help shape future positive actions within recruitment, focusing</p>	<p>HR Operations Team (including Resourcing)</p> <p>HR Business Partnering Team (inc. EDI)</p>		

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	<p>from the recruitment process.</p> <p>Links to:</p> <p>People Strategy Aim 2, Objectives & Actions.</p>	<p>Advertising Platforms: are used to widen an applicant pool or target specific groups where positive action is required.</p> <p>Positive Action Statements incorporated into the Eploy system and used where required.</p> <p>Creation of real-time data via the Eploy Reporting Dashboard.</p> <p>All staff involved in recruitment complete Recruitment and Selection and Diversity in the Workplace training.</p> <p>Embedded additional unconscious bias resources available to selection panels.</p> <p>Introduced inclusive language and imagery into all our recruitment materials.</p> <p>Check my Job Tool embedded as part of Eploy to identify bias in recruitment materials.</p>	<p>specifically on the following initiatives:</p> <ol style="list-style-type: none"> 1. A review of the assessment methods used during recruitment campaigns and piloting alternatives. 2. Inclusive Application Support: Further enhance our applicant and candidate guidance including the use of explanatory videos. 3. A review of the guidance for creating person specifications to ensure only criteria that can be objectively justified are included. The role requirements should reflect the current needs of the position, not those of previous role-holders, and criteria should be minimised as much as possible. Additionally, incorporate phrases such as “equivalent qualifications, skills, experience, or knowledge” to broaden the candidate pool, particularly to support underrepresented groups, including those from diverse racial backgrounds. 4. A review of the recruitment process 			

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			<p>(shortlisting and interview) to focus on criteria which is knowledge based to enable applicants to demonstrate their transferrable skills.</p> <p>5. Targeting more diverse job boards.</p> <p>Regularly monitor and analyse recruitment data to identify trends and specific areas for improvement in the success rates of BAME candidates.</p> <p>Develop additional training for staff involved in recruitment to enhance their understanding of diversity, biases, anti-racism and allyship including assessing the options for face-to-face training. Training should move beyond legal requirements/frameworks to also include practical real-life examples of how racism and bias can manifest in the recruitment process. It should explore the positive impact that increasing diversity can have, particularly by improving representation of BAME candidates at various stages of recruitment.</p>			

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			<p>Monitor uptake of the use of positive action statements in recruitment and ensure areas where there is specific under-representation by race are including them as standard to encourage applications.</p> <p>Encourage applicants to share demographic information by offering clear guidance on how the data will be used, along with assurances that it will not be part of the selection process or shared with the shortlisting panel or hiring manager.</p> <p>Evaluate the effect of essential recruitment and selection training on panel behaviour and hiring outcomes, adjusting the training content as needed.</p> <p>Recruitment to all senior roles that use executive search agencies will be required to provide a diverse applicant pool as part of the recruitment process.</p> <p>Provide guidance to areas with a lack of diversity on diversifying interview panel membership by inviting panel members from other areas.</p>			

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			<p>Implement monitored recruitment processes for internal leadership positions (which don't use Eploy) therefore no tracking or accountability of process or diversity of pool, shortlist, or appointments) to enable transparent decision making.</p> <p>Focussed engagement with BAME communities through events, and job fairs to build a pipeline of potential candidates.</p> <p>Explore ways to include the progression pathway as part of recruitment materials for applicants to show the opportunities for advancement based on performance and potential.</p> <p>Review the recruitment guidance to include a requirement to avoid interviews taking place during religious or culturally significant days which may preclude some applicants from attending/ participating.</p> <p>Create a widget (Eploy icon) on the Hiring Manager Dashboard to illustrate the proportion of BAME</p>			

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			applicants within a specific area of the University to support recruitment process.			
<p>Objective 2:</p> <p>Increase career progression opportunities for BAME staff.</p>	<p>Priority Action 2:</p> <p>Establish targeted professional development opportunities particularly for early career BAME staff and aspiring leaders focussed on leadership skills, mentorship and promotions specifically addressing challenges and barriers faced by BAME individuals in academia including the progression of female black women to become professors.</p> <p>Links to:</p> <p>People Strategy Aim 2-3, Objectives & Actions.</p> <p>Research and Innovation Strategy: Aim 1, Objectives and Priority Actions.</p>	<p>Intersectional</p> <p>Launch of the Leadership Programme: Actively planning and delivering line manager training within our portfolio areas, aimed at equipping managers with the skills and confidence needed to effectively support and manage their teams.</p> <p>Launch of UEA Coaching Scheme.</p> <p>Creation of Employee Apprenticeships (over 50 in total). These include Leadership and Management (Aspiring Leaders (Level 3) and Developing Leaders (Level 5), Senior Leader Programme, Business Administration and Coaching Professional.</p> <p>Creation of new webpages designed to support employees get the most out of LinkedIn Learning and make it easier to find everything related to professional learning. This includes</p>	<p>Focussed Mentoring Schemes (e.g. reverse mentoring for senior leaders) to increase awareness of biases, building trust and engagement by breaking down barriers leading to strong employee engagement and retention.</p> <p>Improve awareness of staff apprenticeship scheme via regular communication and drop-in sessions, and specifically target apprenticeships to “leaky” parts of the career pipeline for BAME staff.</p> <p>Academic Promotions: Undertake annual review of the Academic Progressions Handbook with a specific focus to implement initiatives that address systemic barriers and promote progression and representation of BAME academics.</p> <p>A collaboration with the University’s CHERPPS has formed a working group to define scholarship at UEA and develop resources,</p>	<p>OD/PL Team</p> <p>Reward and Recognition Team</p> <p>HR Business Partnering Team (inc. EDI)</p> <p>Head of Employee Apprenticeships and Early Careers</p>		

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		<p>create your own development plan with a Professional Learning Toolkit, find the resources and courses to develop skills in a specific area with our Courses and Resources webpages, or run your own development workshops with your team.</p> <p>New range of in person workshops covering professional learning for managers, feedback skills, assertiveness, presentation skills and coaching skills for managers.</p> <p>Race</p> <p>100 Black Women Professors Now Programme (2023) supported 6 Black academics. No further cohorts due to insufficient eligible headcount.</p>	<p>including examples of scholarly activities, to support promotion efforts. Issues facing the BAME community to be included in the group's focus.</p> <p>Create transparent and accessible promotions pathways for professional services staff with clear criteria and support mechanisms for BAME staff to navigate and advance within the university.</p> <p>Develop and implement a reward and recognition framework that actively acknowledges contributions to equality, diversity, and inclusion efforts, with specific recognition for initiatives that support BAME staff and students.</p> <p>Introduce a comprehensive performance management framework (including appraisals), with a specific focus on how to support BAME staff to thrive and succeed in their roles.</p> <p>Develop one consistent process for capturing and reporting promotions data, to include data on School and Faculty-level decisions</p>			

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			<p>(successful and unsuccessful), protected characteristics to improve data accuracy and reliability.</p> <p>Each Faculty to run at least one targeted promotions workshop per year for academics and researchers from ethnic minority backgrounds, with localised content (including those not necessarily preparing for immediate application).</p> <p>Annually review workshop content to incorporate feedback and share promotion successes, while tracking attendance levels.</p> <p>Establish mechanisms to ensure that key committee membership data is consistently captured by all protected characteristics and shared with Chairs to raise awareness about any racial imbalances.</p> <p>Encourage senior leadership to proactively seek BAME representatives for key committees.</p> <p>Establish a mechanism to make key committee Terms of Reference explicit about diversifying membership.</p>			

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			<p>Establish a consultation with BAME staff on establishing an “observer” role where the committee appointment structure does not allow for greater diversity at present. Implement any invention informed by the consultation.</p> <p>Actively promote the opportunity for appraisers to complete online training aimed at enhancing staff career development and reducing bias, as well as for appraisees to benefit from development opportunities.</p> <p>Create data dashboard to monitor the uptake of training per ethnicity, to identify any trends and put in place relevant interventions.</p> <p>Review uptake of our Leadership Programme by Black, Asian and Minority Ethnic groups, and implement actions to improve take up via senior managers.</p> <p>Explore the opportunities for a targeted leadership programme to support our BAME community (specifically for female black</p>			

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			<p>women to progress to professor) (either via Eastern ARC or an external provider) ensuring those with lived experience are included within discussions to ensure it is tailored to meet their needs.</p> <p>Use training data to track attendees through promotions and changes in senior leadership.</p> <p>Develop promotion success case studies with different ethnicities represented and add to university promotion webpages and link to future application calls.</p> <p>To offer the support of a senior academic mentor to all BAME women seeking promotion to Professor in the next 3 years.</p> <p>Review post learning and development evaluations by ethnicity and other protected characteristics to better understand the experience of different staff groups, and to implement additional actions as a result.</p>			
<p>Objective 3: Track and report on key metrics (e.g.</p>	<p>Priority Action 3: Ensure that detailed staff ethnicity data is</p>	<p>Intersectional Work in progress to get traction for employees to</p>	<p>My View App to be introduced to allow all employees to have the same functionality of the</p>	<p>HR Data and Systems Team</p>		

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<p>BAME representation at all staff levels, promotions rates, and participation in professional development).</p>	<p>readily available including ethnicity pay gap data) at all levels to determine additional actions that increase the diversity of the staff body and progression of BAME staff.</p> <p>Links to:</p> <p>People Strategy Aim 3, Objectives & Actions.</p> <p>Research and Innovation Strategy: Aim 1, Objectives and Priority Actions.</p>	<p>use My View to gain trust in the system and to familiarise themselves with its capabilities.</p> <p>Communication push to increase disclosure rates on equal opportunities data on MyView including FAQ document.</p> <p>Equal pay audit conducted every two years.</p> <p>Mandatory annual gender pay gap reporting.</p> <p>Race</p> <p>EDI Team (in partnership with the BIU and HR Systems and Date) created a Tableau Staff Dashboard of longitudinal staff data by race to provides some efficiency in accessing and reporting on key staff metrics – currently in testing phase.</p>	<p>web-based system on their smart devices (particularly for those non-desk-based roles). This is particularly relevant as we have a proportion of our headcount from the BAME community located within Estates and Commercial Services.</p> <p>Professional Development Completion Data to use the module within My View to enable data to be effectively reported via all protected characteristics. All managers/employees to have access to their data via My View (but not their protected characteristics data for the manager).</p> <p>Regular communication campaign that clearly explain the importance of disclosing/updating personal/equal opportunities data (at least twice per year).</p> <p>Resource Link Reporting Service: Carrying out an audit of all current reports generated/requested via the HRS Data and System with report owners to understand the data requirements and to support the creation of easily accessible reports via Resource Link which can be generated via a self-serve</p>	<p>Reward and Recognition Team</p> <p>HR Business Partnering Team (inc. EDI)</p>		

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			<p>option. Protected characteristics can be included where appropriate.</p> <p>Data cleansing: To improve trust/understanding in the data, a project by the HR Data and Systems to review and cleanse employee data with the goal to improve the reliability and accuracy of the data held in Resource Link</p> <p>Establish a Pay Gap Action Group to devise actions and address significant factors contributing to our pay gaps within specific demographics, enabling targeted interventions.</p> <p>Establish annual ethnicity pay gap reporting and produce a report, which addresses the disparity alongside key actions we can take to close any gaps. Once established progress to an intersectional approach (i.e. to review gaps by sex and ethnicity).</p> <p>Staff data dashboards which include key protected characteristics data to support other policies and procedures across the university, to be made available via reports.uea.ac.uk. This will also include the ability to take</p>			

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			<p>an intersectional view of data (i.e. race with sex).</p> <p>Analyse starting pay data for BAME employees, investigate leaver, and length of service data to ascertain if there are reasons why BAME are not increasing/progressing.</p>			
<p>Objective 4:</p> <p>Foster an inclusive research environment that empowers and uplifts the voices of racially marginalised groups, ensuring fair access to resources, opportunities, and leadership positions within research initiatives.</p>	<p>Priority Action 4:</p> <p>Develop a holistic approach that combines career development and inclusive data collection to improve diversity and support for BAME researchers, using regular assessments to ensure ongoing progress in equality, diversity, and inclusion.</p> <p>Links to:</p> <p>Research and Innovation Strategy: Aim 1, Objectives and Priority Actions.</p> <p>Student Education and Experience Strategy</p>	<p>Intersectional Eastern ARC (Academic Research Consortium): A strategic collaboration with the Universities of East Anglia, Essex, Kent, and Sussex.</p> <p>The creation of the Eastern ARC Research Culture Group which focuses on sharing good practice across all HEIs within the consortium.</p> <p>Established the UEA Research Culture Group (which will soon become the Research Culture Support Group).</p> <p>Wellcome Grant Successful bid for an Inclusivity project to support diversity and equity challenges for researchers awarded from The Wellcome Trust. This looks at ensuring the</p>	<p>Create Cultural Competency training for research staff with a particular focus on race related issues.</p> <p>Create Bystander Intervention Training adapted for Research Culture context, which specifically includes aspects linked to race equality.</p> <p>Create a reciprocal Mentoring Programme for underrepresented groups, with a specific focussed for BAME researchers, pairing them with senior faculty or industry leaders who can provide guidance, resources, and support tailored to their unique challenges.</p> <p>Create Research Culture Ambassadors, ensuring there is BAME representation.</p>	<p>Research Culture Group</p> <p>IDEA Project Team</p> <p>OD/PL Team</p>		

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	<p>Organisation Development Strategy</p> <p>IDEA Project</p>	<p>design and outputs of the research project align to our strategic objectives relating to research culture, including the People, Culture and Environment aspects of Research Excellence Framework (REF) 2029.</p> <p>(This will operate alongside the Research Strategy and its related components concerning research culture, with the most effective practices being evaluated for broader implementation across the university.)</p>	<p>Develop inclusive data collection practice in research design:</p> <p>Pilot programme to increase EDI considerations in research (guidance framework for researchers), with a specific focus on race.</p> <p>Pilot study: collect and declare data on protected characteristics within medical research.</p> <p>Develop robust mechanisms to capture detailed data for REF 2029 that specifically disaggregates information by staff groups (e.g., ATR/RA) and all protected characteristics, with a particular emphasis on racial and ethnic diversity.</p> <p>Develop comprehensive mechanisms to ensure the university complies with UKRI criteria by effectively evidencing our commitment to diversity, particularly focusing on racial and ethnic representation within research teams for grant applications.</p> <p>Develop opportunities to share good practice relating to research with a primary</p>			

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			<p>focus on race via Eastern ARC.</p> <p>Examine the appropriate frameworks for achieving the race equality action plan, which includes submitting to the Race Equality Charter. This framework is designed to enhance the representation, advancement, and success of our BAME community, while also aligning with the REF 2029 criteria for People, Culture, and Environment.</p>			

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Aim 3: Improve Access for Students from Black, Asian and Minority Ethnic Backgrounds (focus on Postgraduate Students)						
<p>Objective 1: Understand UEA's recruitment of Black, Asian and Minority Ethnic students at all levels (UG, PGT and PGR) in relation to the sector</p> <p>Objective 2: Understand intersectionality and barriers to inclusive recruitment</p>	<p>Linked to UEA Strategy for PGR, International Recruitment and Student Education and Experience</p>	<p>Initial data analysis is underway using internal and HESA data – conclusion is that compared to the sector, UEA recruits a higher proportion of Black, Asian and Minority Ethnic students in comparison to the sector as a whole.</p>	<p>Before any action is taken, a more detailing scoping needs to be undertaken</p> <p>Further metrical analysis by detailed ethnicity categories is needed at university and school level</p> <p>Contextualise this data analysis with qualitative reflections from ARM team and schools of study – to understand what are the factors which support diverse recruitments</p> <p>Qualitative analysis of the recruitment and admissions experiences of students from Black, Asian and Minority Ethnic backgrounds could support inclusive practice.</p> <p>Further work on understanding the intersectional factors for students from Black, Asian and Minority Ethnic backgrounds would be useful, for example, taking into account fee status (eg home/international), nationality, religion, gender.</p>	<p>APVC Student Inclusion</p> <p>Others to be confirmed?</p> <ul style="list-style-type: none"> • ARM senior leadership • PVC International • APVC Global • APVC Doctoral College 	<p>Scoping stage during academic year 24/25 followed by action planning</p>	<p>Approaches to admissions and recruitment are inclusive</p> <p>Data driven measures to be identified</p>

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Aim 4: Close the Ethnicity Degree Awarding Gap between White and Black, Asian and Minority Ethnic Students and Enhance Graduate Outcomes (focus on Undergraduate Students)						
<p>Objective 1:</p> <p>Through increased consistency of inclusive practice and tailored removal of barriers to engagement, opportunities and support, UEA will ensure equality of good honours (2.1 or 1st degree classification) degree award for black students and students of mixed ethnicity (APP ref: IS5)</p>	<p>Linked to APP target in Student Education and Experience Strategy</p>	<p>Action under 2021-25 APP</p> <p>Work with the UEA SU to enable student of colour ambassadors in 9 schools of study (prioritised because of largest degree awarding gap):</p> <p>MLC, BIO, CMP, DEV, HSC, LDC, CPP, LAW</p> <p>Action as part of Inclusive Education Policy:</p> <ul style="list-style-type: none"> • Enhanced student support (via LET) • Enhanced staff training in inclusive practice (via IN) • Support for decolonisation (via DEV lead project and SoCAs) 	<p>Priority action 1 (Targeted approach)</p> <p>Continue Student of Colour Ambassadors (SoCAs) scheme in Schools with higher numbers of students at risk, working in partnership with staff and students to address local barriers to equality. Enhanced by improved integration with student representation systems (APP ref: IS5-A1)</p> <p>Priority Action 2 (Inclusive approach)</p> <p>Enhance the targeted development and delivery of guidance and support for staff in specific Schools/programmes with at risk students on inclusive practice in learning, teaching and assessment as part of the University's Inclusivity Network – consider how IN can focus more on</p>	<p>Student Education and Experience Lead:</p> <p>APVC Student Inclusion</p> <p>APP team and SU (on SoCA) project</p> <p>Inclusive Education Team (IN)</p> <p>Learning Enhancement Team (LET)</p>	<p>APP 2021-25 oversees current action.</p> <p>Future Action is under APP 25-29 (with continuity)</p>	<p>Target: Reduce the gap in good honours degree awarding rate between black students and white students from a baseline of 10.5pp to 4.5pp by 2028/29. (APP ref: PTS5)</p> <p>Monitoring: We will also closely monitor the degree awarding rates for students of mixed ethnicities to ensure this does not fall significantly and consistently below the rate for white students</p>

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			racial diversity (APP Ref IS5 – A2) Priority Action 3 (Inclusive approach) Enhance the targeted development and delivery of tailored workshops embedded within specific degree programmes and modules with higher numbers of students at risk, developing context-specific academic practices, understanding of assessment criteria and standards etc (APP Ref IS5 – A3)			