

Aim	Issue identified – rationale	Action(s) to address the issue	Lead	Timeframe	Success measure	
<p>Priority No.1 Embed responsibility for race equality across the University</p> <p>This priority is driven by awareness that racial equality cannot be advanced and racism addressed if efforts are driven by single teams such as e.g. E&D Section, HR or senior leadership. Actions listed aim to embed awareness of race issues across the University by communicating data and expectations, and putting structures in place that ensure local buy-in and commitment. Actions relating to sharing good practice across Collegiate Cambridge are included. We are conscious that this is a journey and we will build upon the foundations created through this submission.</p>						
1	<p>Raise awareness and understanding of race and racism in order to build staff and students' confidence to discuss and challenge it</p>	<p>The common understanding of racism is that it refers to single incidences of offensive behaviour perpetrated by "bad racists". This understanding is an obstacle to seeing racism as a systemic issue and to effectively challenging it at individual and institutional level.</p>	<p>a) Develop a paper on the definitions of race and racism with quotes from the REC surveys to show lived experiences of BAME staff and students at UoC.</p> <p>b) Share with key stakeholders:</p> <ul style="list-style-type: none"> • Senior leadership team including Pro-Vice-Chancellors and Heads of School • Heads of Institution at School Council meetings • Publish on the 'Race Equality at Cambridge', 'For Staff' and E&D websites • UG and PG students through CUSU and GU • HR staff, at HR Fora and School Council meetings <p>c) Host a series of termly events on race and racism in collaboration with staff and student networks. Consistently collect feedback after events, workshops and any other sessions related to race and racism in to monitor impact and improve.</p> <p>d) Provide workshops and training on race awareness, white privilege and allyship – for all staff but starting with the senior leadership team (VC, PVC, Registry, HoS)</p>	<p>Race Equality Champions, E&D Consultant</p> <p>Communication Manager in HR</p> <p>Head of E&D</p> <p>Head of E&D</p>	<p>October - December 2019</p> <p>January 2020- June 2020</p> <p>REC surveys to increase in response rate (from 27% staff and 14.5% students to at least 40% and 30% respectively)</p> <p>October 2019 – ongoing</p> <p>Starting October 2019 Training for senior leadership</p>	<p>Target for staff awareness of race and racism measured via REC survey. Next REC survey (2021) shows that at least 50% of White and BAME staff and students feel confident to discuss race (new question).</p> <p>Next REC survey showing increased engagement of White staff and students from 20% staff and 9% students (2017) to at least 35% staff and 25% students (2021)</p> <p>Target attendance of >100 per year, with diverse racialised groups attending, Target 50% White.</p>

			<p>e) Support a follow-up campaign to “I too am Cambridge”</p> <p>f) Continue the engagement through events, workshops and training. Ensure evaluation of engagement activities through surveys and longitudinal analysis as required.</p> <p>h) Run a pledge event where Heads of Institutions and Colleges are asked to pledge to three race-specific actions in their area in preparation to REC re-submission</p>	<p>Head of Internal Communications</p> <p>Head of E&D</p> <p>PVC-I, HR Director</p>	<p>team in December 2019. Termly training for all</p> <p>Spring-Summer 2021</p> <p>Spring 2022</p>	<p>100% attendance from senior leadership team. Post-event evaluation surveys showing increasing confidence to speak on race and report racism</p> <p>All staff attendance target: Y1 - >75 attendees Y2 & Y3 increasing capacity for delivery to reach > 500 by Year 3.</p> <p>All Schools, NSIs and volunteering Colleges have identified three race-specific actions to implement locally published on their webpages</p>
2	<p>Raise and embed awareness of quantitative and qualitative research results presented in the UoC REC submission by improved University-wide communications</p>	<p>Consultations undertaken by the E&D lead and REI Champions with the six Heads of Schools showed limited levels of awareness of racial inequality at local levels.</p> <p>Awareness of quantitative results and of the lived experiences of BAME staff a (through qualitative data) is an essential step to embed race equality at the University. We have not measured how confident students and staff are to discuss race. The conversation about race</p>	<p>a) Develop a succinct research report that summarises University race-related data</p> <p>b) Each Faculty Board to receive a presentation on UoC race-related data by end 2022</p> <p>c) Develop booklet with key REC research highlights, quotes and summary of actions to address the issues and findings. Share at all E&D events (c. 30 per year) as hand-outs</p> <p>d) Publish the booklet widely on relevant UoC websites Share via:</p>	<p>Head of Internal Communications, Head of E&D</p> <p>Head of Internal Communications</p> <p>Head of E&D</p>	<p>October-November 2019</p> <p>By the end of 2019</p> <p>November 2019</p>	<p>Next REC survey (2021) shows that at least 50% of White and BAME staff and students feel confident to discuss race</p> <p>HoI have identified three action points to address local issues by Spring 2022</p>

		at UoC is not normalised and race and racism can be regarded as taboo topics.	<ul style="list-style-type: none"> • HR Fora and School Councils, CUSU, GU, key College committees, with senior leadership team including Pro-Vice-Chancellors • E&D Termly Communication 		March 2020- June 2020	
3	Provide improved equality data to Schools and NSIs to help to track progress and make appropriate interventions	<p>Schools and NSIs differ with regard to levels of underrepresentation – e.g. while School of Technology has 17% of BAME academics, School of Biology only 5%. Progress on racial equality is currently not monitored in a systematic way. Hence the need for provision of benchmarks and aspirational targets.</p> <p>Awareness of local issues and ability to track progress at local levels is key to embedding responsibility for driving the race equality agenda.</p>	<p>a) Design Equality Dashboards for Schools and NSIs to cover race, gender and other protected characteristics (where possible) with regard to: local staff balance, recruitment figures, academic and PSS pipeline and career pathways, PSS regrading, and staff leavers. Equality Dashboards will be provided annually.</p> <p>b) Design Internal Indicators (a set of KPI-like measurements) on protected characteristics to provide benchmarks for UoC institutions allowing to identify local areas of concern.</p> <p>Disseminate Equality Dashboards to Schools and NSIs together with the Internal Indicators for agreement with the expectation to identify three actions/pledges announced at a pledge event (see AP1).</p>	<p>Head of HR Systems</p> <p>Head of E&D</p> <p>HR Director and Heads of Schools and NSIs</p>	<p>Development of Dashboards and Internal Indicators September 2019 – August 2020</p> <p>Launched October 2020 then annually</p>	<p>100% of Schools and NSIs have received Equality Dashboards and Internal Indicators have been agreed.</p> <p>All Schools and NSIs have identified three actions in response to Equality Dashboards data and Internal Indicators by Spring 2022</p>

4	Improve Equality Champions structure	<p>Currently each academic School has one or two Equality Champions, and some Schools have Equality Champions in each Department. Equality Champions are tasked with helping their institutions to identify and address local inequalities, including racial inequalities</p> <p>Preliminary review of the Equality Champions role revealed limited clarity of the role and varying involvement in local governance structures.</p>	<p>a) School Equality Champion role specification revised.</p> <p>b) Evaluation of new Equality Champion structure via annual Departmental survey</p>	Head of E&D	<p>By March 2020</p> <p>Spring 2022</p> <p>By Spring Term 2022</p>	<p>50% of Schools and NSIs have established Equality Champions positions</p> <p>Rising to 100% by Spring 2022</p> <p>80% of departments report positive impact of the Champion role</p>
5	Increase sharing of good practice across Collegiate Cambridge	<p>Students (UG and PG) are members of Colleges and their experience while at the University can be deeply influenced by the College environment.</p> <p>BAME students reported in the REC survey that they less often believe that if they reported a race-related incident, the institution would take action.</p> <p><u>I believe that if I reported a race-related incident to my institution, appropriate action would be taken</u></p> <ul style="list-style-type: none"> Strongly agree, Agree, Somewhat agree – 50% (617) BME students, 76% (905) White students Somewhat disagree, Disagree, Strongly disagree – 32% (401) 	<p>a) Provide annual updates to the Colleges Committee (comprised of the Heads of Colleges) and University-Colleges Joint Committee in relation to the University's work on race and biannual updates to the Senior Tutors' Standing Committee on Welfare and Finance (SCWF) that considers student welfare and student finance in Colleges</p> <p>b) Provision of training sessions (including training on race awareness see AP65) and ongoing support to the new College Discrimination and Harassment Contacts (CDHCs) Training sessions organised twice a year</p>	<p>P-VCI supported by the E&D Section</p> <p>Head of OSCCA, Head of E&D</p>	<p>Colleges Committee, University-Colleges Joint Committee and SCWF starting autumn 2019, then twice per year annually.</p> <p>Training sessions to CDHC organised twice a year</p>	<p>Numbers of Heads of House (HoH), Senior Tutors and HR Managers attending events related to race and racism is measured. Numbers to increase to 75% of HoH who have engaged by 2021</p> <p>100% CDHCs trained by end 2020. Longitudinal feedback showing CDHC are seeing an increase in received race-related disclosures every year.</p> <p>Next REC survey (2021) showing that 75% of</p>

		<i>BME students, 15% (177)</i> <i>White students</i>	c) Increase HoH involvement in the key event - annual VC Equality Review. HoH to present, sharing their experiences	Heads of House	By the end of 2021	BAME students report they believe that if they reported an incident, the institution would take an action (from 50% in 2017).
6	Conduct an inquiry into the legacies of historical forms of enslavement at the University and publish report and recommendations	<p>There is growing public and academic interest in the links between the older British universities and the slave trade, and UoC wants to be open and transparent about its own exposure to the profits of coerced labour during the colonial period.</p> <p>An Advisory Group was set up in April 2019 to guide the inquiry process.</p> <p>The inquiry will examine gifts, bequests and historical connections with the slave trade as well as UoC contribution to scholarship and learning that underpinned slavery and other forms of coerced labour.</p> <p>The final report will recommend ways for the University to publicly acknowledge links with slavery and their modern impact.</p>	<p>a) Recruit two full-time postdoctoral researchers, based in the Centre of African Studies (SHSS).</p> <p>b) Publish final report including recommendations</p>	<p>V-C Office</p> <p>HR SHSS Postdoctoral Fellows</p>	<p>Researchers In place by September 2019</p> <p>September 2021</p>	<p>Next REC survey (2021) show that at least 50% of White and BAME staff and students feel confident to discuss race and challenge racism. Increase to 75% by 2024</p>

Priority No.2 Diverse staff recruitment and student admission						
Diverse recruitment – staff						
Within this priority, we include actions to improve the University’s procedures and engage with local communities to increase the percentages of BAME staff, particularly on higher grades and from local Cambridge community. Specifically, we need to attract and recruit more BAME UK applicants, and understand reasons of lower success rates of international BAME applicants for positions across all staff categories in order to plan informed interventions. We take a phased and targeted approach to address underrepresentation across different staff categories (PSS, academics, researchers)						
7	Promote and evaluate the impact of new positive action statement for job advertisements.	<p>UoC has particularly low proportions of BAME UK applicants for academic and research posts (in 2018 4.1% and 5% of our applicant pools).</p> <p>In March 2019 we introduced a new positive action statement for job adverts: “The University actively supports equality, diversity and inclusion and encourages applications from all sections of society” and an optional additional statement explicitly encouraging BAME applicants to apply.</p> <p>Some Web Recruitment and Recruitment Essentials sessions that promote the changes have already been run since March 2019.</p>	<p>a) Continue to roll-out PPD-run ‘Recruitment Essentials’ training sessions.</p> <p>b) Monitor usage of the new positive action statement. Report Termly.</p> <p>c) Publish evaluation of the initiative and the impact of the use the new positive action statement on the diversity of applicant pools.</p>	<p>Head of PPD</p> <p>HR Systems lead</p> <p>HR Resourcing Section lead, HR Systems lead, E&D lead</p>	<p>Started March 2019</p> <p>36 Recruitment Essentials sessions delivered by 2022</p> <p>Start regular reporting by end 2019</p> <p>Dec 2022</p>	<p>Positive feedback about the change as logged in the feedback forms from the ‘Recruitment essentials’ training</p> <p>>75% of job adverts including the positive action statement by 2022</p> <p>Increase in BAME UK applications for academic and research posts to 8% (above the national benchmark of BAME UK academics – 6.7%)</p> <p>All institutions informed about the findings by September 2022</p>
8	Evaluate the change to Web Recruitment System (WRS) that allows recruiters to see the ethnicity of	<p>Diversity of UoC longlists (2018): Academic – 30% BAME Research – 55% BAME PSS – 21% BAME</p> <p>Currently recruiters are able to monitor gender of the applicant</p>	<p>a) Implement changes in the WRS to allow recruiters to see racial diversity statistics of the longlists. Include information about this update in the Web Recruitment training sessions.</p>	<p>Head of HR Systems</p>	<p>System change implemented by February 2019. 40 WRS training</p>	<p>WRS system change implemented - recruiters can monitor racial diversity of the longlists.</p>

	<p>applicants in the longlists.</p>	<p>pool in the longlists but they do not see the racial balance of candidates. Hence, they cannot react if the longlist is not diverse in the same way as they can address gender imbalance.</p>	<p>b) Update the Recruitment Guidance to include the change to WRS system.</p> <p>c) Communicate this change to Hols and require that they cascade this information to Chairs of appointment panels, and that Chairs are aware of and consider both ethnic and gender balance of the longlists using the Diverse Recruitment Framework see AP9.</p> <p>d) Evaluate the change to WRS and the Recruitment Guidance by measuring the diversity of the longlists by staff category and year annually</p> <p>e) Raise awareness in institutions about the need to consistently record longlisting and shortlisting data in WRS.</p>	<p>Head of Resourcing Team</p> <p>Resourcing Team lead, E&D Section lead</p>	<p>sessions run by 2022 (c360 people trained)</p> <p>Guidance updated by Dec 2019 2019. All Heads of Institutions informed by January 2020</p> <p>By end of 2022</p> <p>By end of 2021</p>	<p>Longlists in 80% UoC institutions reaching or exceeding UoC longlist benchmarks (see column three re AP8).</p> <p>Reliability of shortlisting data improved in all institutions.</p>
9	<p>Create a Diverse Recruitment Framework (DRF) and accompanying materials.</p> <p>The Framework will include advice on actions that can be taken at each recruitment stage from creating job advert, advertising, through interviews to appointments to</p>	<p>Our analysis shows that BAME candidates are less likely to be shortlisted and appointed than White applicants at UoC across all staff categories: in 2018, there were 40.6% BAME candidates in the longlists, 33.5% in the shortlists, and 21% received an offer while proportions of White applicants increased from longlists to shortlists and appointments</p> <p>UoC is behind Advance HE's benchmarks for the balance of</p>	<p>a) Create a Diverse Recruitment Framework (DRF) document.</p> <p>b) Disseminate the DRF to institutions via HR Fora and divisional newsletters, and promote it through E&D events and creating a story for the UoC main staff website.</p> <p>c) Framework embedded into HR recruitment guidance.</p> <p>d) Collate case studies highlighting good practice in institutions to emphasise that other people at UoC are doing this which may encourage others</p>	<p>HR Resourcing Section lead</p> <p>HR Business Managers, HR Communications lead</p> <p>HR Recruitment Lead</p> <p>Communications Office lead supported by E&D lead</p>	<p>April – December 2019</p> <p>January – April 2020</p>	<p>100% of institutions have received the Framework and were reminded of the need of diverse and fair recruitment.</p>

	<p>increase diversity, fairness and transparency of recruitment process.</p> <p>DRF to include guidance to proactively advertise UoC research jobs among relevant national BAME networks to increase numbers of BAME UK research staff.</p>	<p>current BAME employees among PSS and academic staff: UoC BAME Academic staff -11.6% PSS staff – 8.5% National benchmarks BAME Academic staff - 13% PSS staff 11.3%</p> <p>Numbers of our BAME UK research staff are low (5.1%).</p> <p>Our REC surveys show that BAME staff respondents more often than White respondents disagree that the University undertakes the recruitment fairly and transparently and that recruitment policies lead to the best candidate being selected:</p> <p><u>From what I have seen, UoC undertakes recruitment and selection fairly and transparently</u></p> <ul style="list-style-type: none"> • <i>Strongly agree, Agree, Somewhat agree – 69% (262) of BAME staff, 85% (1395) of White staff</i> • <i>Somewhat disagree, Disagree, Strongly disagree – 21% (81) BAME staff, 9% (144) White staff</i> 	<p>e) Create a poster focusing solely on diverse recruitment with regard to race.</p> <p>f) Evaluate the impact of DRF and Guidance.</p>	<p>Internal Communications lead</p> <p>Resourcing Section lead and E&D lead</p>	<p>Evaluation starts November 2020</p> <p>Impact by October 2022</p>	<p>Poster widely promoted as a resource for departments</p> <p>>75% Institutions report through annual departmental survey that they see an impact of cases studies and DRF</p> <p>Proportions of BAME staff at UoC to reach or exceed national benchmarks (see third column AP9)</p> <p>Next REC survey (2021) shows decrease by 5% in BAME respondents disagreeing with two statements listed in rationale re AP9</p>
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		<p><u>The University's recruitment and selection policies lead to the best candidates being recruited</u></p> <ul style="list-style-type: none"> • <i>Strongly agree, Agree, Somewhat agree – 66% (251) of BAME staff, 80% (1302) of White staff</i> • <i>Somewhat disagree, Disagree, Strongly disagree – 26% (100) BAME staff, 10% (165) White staff</i> 				
10	Explicitly require external head hunters (where used) to provide a viable list of diverse candidates.	<p>External recruitment companies are sometimes used to support the recruitment processes for professorships (c.10% of processes in 2018/2019) and academic-related jobs at high grades.</p> <p>UoC has relatively low proportions of BAME Professors (8.1% vs 9.6% benchmark) and BAME academic-related staff at grades 9 – 12 do not exceed 6%</p>	<p>a) Head hunters briefed and explicitly required to ensure that their actively search among diverse talent pools, and provide viable diverse long lists.</p> <p>b) Measure impact by annual recruitment data analysis with regard to processes where head hunters are used. Comparisons made between the longlists provided by head hunters and those that are not. Consultations with Chairs of panels.</p>	<p>HR Resourcing Section lead</p> <p>HR Resourcing Section lead, HR Systems lead E&D lead</p>	<p>Briefing introduced by February 2020</p> <p>Annually, starting February 2021</p>	<p>Chairs of panels report a consistent annual increase in numbers of viable BAME candidates in the longlists provided by head hunters.</p>
11	Roll out 'Recruitment Essentials' training for recruitment of PSS staff.	<p>The 'Recruitment Essentials' training is currently delivered to staff sitting on academic selection committees, but not for PSS recruitment. It is available face-to-face, but not in an online training form which may help increase the uptake and reach of the session</p> <p>BAME staff are underrepresented in PSS roles (PSS UoC – 8.5%, benchmark PSS - 11.3%)</p>	<p>a) Recruitment Essentials training is delivered to all staff involved in recruitment and selection training for both academics and PSS.</p> <p>To manage the resource implications, we will:</p> <ul style="list-style-type: none"> - Continue to roll the training out for academic recruitment - Begin to roll out the training for PSS participating in recruitment panels 	Head of PPD	Start to roll out 'Recruitment Essentials' training for PSS in Spring 2020	<p>100% of relevant Chairs and Secretaries of PSS recruitment panels trained by 2022</p> <p>Online uptake monitored</p> <p>BAME PSS representation</p>

13	Increase numbers of BAME staff applying for PSS roles from Cambridge and local area	<p>Our data analysis shows that the proportions of the University's professional staff (8.5%) do not reflect the ethnic diversity of the local community in Cambridge (17.5%).</p> <p>Our 2016-2018 data shows some positive trends but we want to do better: an increase in applicants applying for PSS roles (19% - 21%), a rise in BAME applicants shortlisted (17%-20%) and appointed (7.1%-9.8%) since 2016</p>	<p>a) Establish effective ways to reach local BAME community by meeting with Cambridge Ethnic Community Forum (CECF).</p> <p>b) Produce leaflets and guidance on applying to Cambridge to be shared with potential external applicants.</p> <p>c) Implement actions to engage with BAME local communities.</p> <p>d) Explore possible outreach activities to work with local Schools reaching potential future BAME candidates for PSS roles.</p>	<p>Head of E&D</p> <p>Resourcing section lead</p> <p>Resourcing section lead</p> <p>Heads of Schools</p>	<p>Meeting occurred by October 2020</p> <p>Leaflets ready by March 2021</p> <p>January 2021 and ongoing</p> <p>By start of 2022</p> <p>By October 2022</p>	<p>Meeting with CECF took place and steps to reach BAME communities are agreed including increased usage of positive action statement, more inclusive advert wording</p> <p>A programme of regular activities planned and implemented, feedback after events showing interest in applying to UoC</p> <p>Outreach pilot in place</p> <p>Target to increase BAME applications for PSS roles from 21% to 30%</p>
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Diverse student admissions

This priority is driven by our data results showing underrepresentation of Black, Pakistani and Bangladeshi UG students, and the fact that Colleges that manage UG admission do not currently have the tools to access and analyse the UG data of their cohorts to take informed actions. Initiatives include provision of data, pro-active work to increase the number of successful applications from BAME applicants, undertaking intersectional research to better understand our patterns in underrepresentation and ensuring all staff involved in the admissions process are trained in E&D and Implicit Bias.

Diverse student admissions (Undergraduate)

14	Proactively provide racial composition data on first year UG cohort to each College while continuing to lobby for	UG admissions is managed by each individual Cambridge College. Providing them proactively with the ethnicity data of their UG cohorts will enable them to	a) Provide the Cambridge Colleges with ethnicity data on first year students annually.	Cambridge Admissions Office	By December 2019 and then annually	Colleges are able to access and analyse their own ethnicity data
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	the earlier release of ethnicity data by UCAS, through engagement with UCAS themselves, the Office for Students and Government	understand the trends and issues and to start taking ownership for actions.	<p>b) Provide Colleges with the tools they require to monitor their own ethnicity data so that they can start to identify any long-term trends and actions needed at a College level.</p> <p>c) Report on ethnicity annually to the Admissions Forum and the Undergraduate Admissions Committee and identify long-term trends.</p> <p>d) Publish ethnicity data on applications, offers and acceptances broken down by course.</p>			for first year students, and take ownership of their actions to address any identified issues.
15	Increase the number of successful applications from Black , Pakistani and Bangladeshi applicants for UG courses	UoC currently has gaps showing underrepresentation of Black, Pakistani and Bangladeshi UG students	<p>a) Seek involvement from student societies in order to ensure Open Days are informed by input from our current BAME students.</p> <p>b) Continue working with third sector organisations (such as Rare Recruitment on the 'Target Oxbridge' campaign supporting specifically students of Black Caribbean and African ethnicities).</p> <p>c) Deliver BAME-specific sessions at summer schools.</p> <p>d) Work with CUSU and current students to engage with prospective applicants (for example through the CamSpire initiative inspiring students of Bangladeshi, Pakistani and Arab ethnicities to apply to selective universities).</p>	Head of Cambridge Admissions Office	By December 2021	The proportion of successful applications from under-represented racialised groups (currently Black, Pakistani and Bangladeshi) increases.

			<p>e) Continue engagement with the Black Access Working Group.</p> <p>f) Continue to identify opportunities for funding of scholarships for applicants from under-represented groups.</p>			
16	Research admissions gaps by ethnicity and by intersectionality with other characteristics.	There are gaps in the admission rates for Black, Pakistani and Bangladeshi groups, and we want to better understand this by investigating intersectionally with other characteristics (including gender)	Investigate further why applicants from some BAME groups who go on to meet our typical offer are less likely to be admitted to Cambridge; in particular, consider intersections with characteristics such as gender.	Cambridge Admissions Office	By December 2020	A narrowing of the admission gaps for underrepresented groups.
17	Ensure all staff involved in the admissions process are trained in E&D matters and Implicit Bias and are supported appropriately	Our current specific training for those involved in UG admissions needs improvement with regard to guidance on implicit bias.	<p>a) Further develop the 'Admissions Interviewing: equality and diversity matters' training session for interviewers to include enhanced guidance on implicit bias.</p> <p>b) Develop guidance for Admissions Administrators on implicit bias and incorporate best practice guidance from the Supporting Professional Admissions resources (https://www.spa.ac.uk).</p>	<p>Director of Admissions for the Cambridge Colleges</p> <p>Cambridge Admissions Officer & the Director of Admissions for the Cambridge Colleges</p>	<p>By the end of 2021</p> <p>By September 2019</p>	<p>All interviewers have accessed the enhanced training.</p> <p>Implicit bias guidance in the Admissions Administrators' Handbook. All Admissions Administrators have access to the guidance.</p>
Diverse Student Admissions (Postgraduate)						
18	Analyse and monitor PG admissions conversion rates by ethnicity annually, identify where there are poor conversion rates, and develop an action plan to address this.	The oversight and monitoring of postgraduate applications by ethnicity needs improvement so that we can develop targeted interventions.	<p>Benchmark against national data. Identify any gaps that need to be investigated further.</p> <p>Develop strategies to address any underrepresentation, including but not limited to widening participation.</p>	Cambridge Admissions Office & Postgraduate Recruitment Sub-Committee.	<p>By October 2019</p> <p>By October 2020</p>	<p>Implementation of a robust reporting and monitoring system.</p> <p>Implementation of a postgraduate widening participation strategy.</p>

19	Ensure that PG admissions ethnicity data is being collected consistently across all admitting authorities, identify where there is underrepresentation, and develop an action plan to address this.	Ethnicity data is not currently collected consistently	<p>a) Update processes so that data is collected consistently in the student database (CamSIS).</p> <p>b) Consider running focus groups with BAME PGRs while collecting quantitative data, to understand more about their lived experiences.</p> <p>c) Identify an action plan to address identified issues in PG admissions.</p>	Cambridge Admissions Office and Participation Data Advisory Group	<p>By October 2020</p> <p>By the end of 2021</p>	<p>All PG Ethnicity data reportable in one Cambridge system.</p> <p>An action plan to address underrepresentation developed and published</p>
Diverse Student Admissions (both Undergraduate and Postgraduate)						
20	Use social media and other channels of communication effectively to engage with underrepresented groups	Improved early engagement with target groups to increase representation.	<p>Review undergraduate and postgraduate admissions websites to ensure imagery is as inclusive as possible.</p> <p>Review undergraduate prospectus and postgraduate publicity to ensure imagery is as inclusive as possible.</p>	Office of External Affairs & Cambridge Admissions Office Cambridge Admissions Office	<p>September 2019</p> <p>By December 2019</p>	Track and monitor user engagement by embedded unique URLs
<p>Priority No.3 BAME representation at senior levels and in governance structures</p> <p>This priority is informed by REC surveys and findings of quantitative analysis which show decreasing diversity of staff when moving up the career ladder, low diversity of key UoC key committees, limited awareness of issues concerning race and racism among senior leadership, and perceptions among BAME staff that promotion processes are not transparent and fair. In the next three years, we focus on improving our processes and on educating White staff in senior leadership and HR roles about whiteness, white privilege and racism what may help in tackling bias and unfairness in how our procedures are implemented.</p>						
21	<p>Evaluate a pilot reverse mentoring scheme and roll out the new iteration of the scheme to the next tranche of senior participants.</p> <p>Reverse mentoring scheme aims to</p> <p>1) increase senior leaders knowledge of the challenges faced by</p>	<p>UoC senior leadership are mostly white and their level of awareness of race issues is uneven and at times limited. Pilot reverse mentoring has started where BAME staff mentor White members of senior leadership (mentees) to address this.</p> <p>Scheme was designed as result of feedback from BAME staff through the REC SAT and SAT WGs.</p>	<p>a) Roll out of the pilot scheme.</p> <p>b) Mid-term evaluation of pilot scheme including individual meetings of each participant with external facilitator.</p> <p>c) Final evaluation including individual meetings of each participant with external facilitator and a survey.</p>	<p>Head of E&D</p> <p>Head of E&D</p> <p>Head of E&D</p>	<p>March 2019 - November 2019</p> <p>July 2019</p> <p>December 2019</p>	<p>Evaluation shows White mentees' reporting increased knowledge of issues related to race and racism</p> <p>Evaluation showing increase in mentees knowledge of white privilege and its impact;</p>

	<p>BAME staff and of white privilege</p> <p>2) open up senior networks to BAME staff, facilitating career progression</p>	<p>The scheme matched six pairs of BAME mentors and White mentees. Mentees include the V-C, three P-VCs, HR Director and a Head of School. Mentorship meetings take place every month. To protect the BAME mentors, participants were provided with guidelines outlining expected code of conduct. Mentors received a list of resources (books, videos etc.) that they could share with mentees to assist in awareness raising. Mentors and mentees are supported by the E&D team and external consultant.</p>	<p>d) Improvement of the scheme according to results of the evaluation. Sharing results, embedding the learning, planning roll out.</p> <p>e) Roll out of the new iteration of the Scheme (to Heads of Institutions) annual evaluation.</p>	<p>Head of E&D</p> <p>E&D Section, HR BMs</p>	<p>January-June 2020</p> <p>October 2020, annual evaluation</p>	<p>- mentors report increased confidence that they can stay and progress at UoC</p> <p>New iteration of the Scheme rolled out</p>
22	<p>Increase the representation of BAME staff in senior committee membership.</p>	<p>While there are 13.9% BAME staff at UoC (11.6% BAME academics), BAME colleagues accounted for 3.55% members of key committees in 2018 and this decreased to 1.44% in 2019.</p> <p>Initiatives within this aim are limited by the fact that membership in senior committees is often ex officio.</p>	<p>a) Committee membership data shared with Chairs to raise awareness about racial imbalances in senior committee membership.</p> <p>b) Strongly encourage senior leadership to actively seek BAME representatives to serve on key committees. In case membership is ex officio, encourage senior leadership to invite BAME staff to be invited as deputies.</p> <p>c) Make Committees' ToRs explicit about diversifying membership.</p> <p>d) Consult BAME staff on establishing an "observer" role where the committee appointment structure does not allow for greater diversity at present, plan intervention informed by consultation.</p>	<p>PVC-I, HR Director, ACCMEN</p> <p>PVC-I, HR Director, ACCMEN</p> <p>ACCMEN</p> <p>Staff Network Co-Chairs</p>	<p>By June 2020 and annually</p> <p>By 2021</p> <p>By September 2021</p> <p>By end 2022</p>	<p>ToR updated for 80% committees</p> <p>Target for BAME committee membership increased to represent the proportion of BAME staff.</p> <p>Consultations undertaken, way forward agreed</p>

23	<p>Improve support for BAME staff in their career progression by increasing quality of appraisals and appraisals uptake</p>	<p>The uptake of appraisals vary at UoC (15.3% for BAME UK and, 16.1% for White UK academics, 34.7% for BAME UK and 28.9% for White research staff). REC survey shows limited satisfaction of BAME staff with appraisals: I find the appraisal process useful.</p> <ul style="list-style-type: none"> • <i>Strongly agree, Agree, Somewhat agree –57% (191) of BAME staff, 67% (923) of White staff</i> • <i>Somewhat disagree, Disagree, Strongly disagree –29% (96) BAME staff, 22% (309) White staff</i> <p>Our data shows decreasing proportions of BAME staff when moving up career ladder across all staff categories. We hope that through improved appraisal process and better trained appraisers we can help BAME staff in progressing in their careers.</p>	<p>a) Pro-actively communicate about the opportunity to complete an online training for appraisers (to better support staff career development and mitigate bias) and appraisees (to gain from development opportunities)</p> <p>b) Develop and embed a better and more straightforward online system for logging appraisals, one for PSS and one for academics</p> <p>c) Disseminate best practice from institutions that have increased uptake of appraisals</p>	<p>Head of PPD</p> <p>PVC-I, Registry</p> <p>HR Assistant Director - Strategy</p>	<p>By end of 2021</p> <p>By 2022</p> <p>By 2022</p>	<p>Appraisal online training completions up by 20%</p> <p>Increased appraisal satisfaction rates in next REC survey for BAME staff in particular from 57% to 75%</p> <p>Systems in place, rate of appraisals increases by 5% each year</p>
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24	<p>Increase the numbers of HoI who nominate and encourage BAME staff to attend leadership courses in preparation for senior management roles.</p> <p>This is not to imply that BAME staff lack leadership skills, but that BAME staff are less often encouraged and/or nominated to take part than White staff.</p>	<p>Only six BAME academic staff attended SLP courses since 2015/16. BAME PSS participation on leadership courses that are only by nomination needs to be increased - we address these two issues by greater focus on training in bias and race awareness for those who nominate and/or encourage staff to take part.</p> <p>No standardised longitudinal evaluations of SPL and senior leadership courses for PSS are currently undertaken</p>	<p>Raise awareness of senior leaders about racial inequality in access to opportunities, bias, and institutional racism through Inclusive Leadership training (AP39), training in race awareness (AP65), and Implicit Bias training (AP67)</p> <p>Improve UoC-wide communications about the leadership courses so that staff themselves are aware of opportunities and can ask to be nominated</p> <p>Participants contacted after 1 and 3 years to evaluate the long-term impact of leadership courses on their career trajectories, with particular interest in BAME participants.</p>	<p>PVC-I</p> <p>Head of PPD</p> <p>Head of PPD</p>	<p>By October 2022</p> <p>By October 2022</p> <p>By October 2022</p>	<p>Numbers of BAME academics on SLP to increase to 15% of all participants</p> <p>Numbers of BAME PSS on leadership courses by nomination to increase by 15% of all participants</p> <p>Evaluation undertaken, changes to the programmes in place</p>
<p>Explore and implement specific positive action initiatives to improve and accelerate the progression of BAME academics and diversity among staff in senior academic roles. Our data analysis shows a leaky pipeline with proportions of BAME academics decreasing from lecturer (16.4%) to professor stage (8.1%).</p>						
25	<p>To ensure that Heads of Institutions pro-actively encourage and support BAME staff to apply for promotion</p>	<p>SAP analysis shows fewer eligible BAME academics applying for senior lecturer (in 2019, 4.9%) compared with eligible White applicants (10% in 2019) and Professor roles (2019, 3.6% BAME vs. 6.7% White)</p> <p>REC survey shows that BAME academics more often than White academics disagree that they have been encouraged to apply <u>I have been encouraged to apply for promotion.</u></p> <ul style="list-style-type: none"> Strongly agree, Agree, Somewhat agree – 38% (61) of BAME staff, 43% (159) of White staff 	<p>a) Annual provision of data on eligible staff, previous applications/outcomes by race to HoDs to encourage applications by eligible BAME staff.</p> <p>b) HoDs required to explain to PVC-I if the racial balance of applicants is not in line with the proportion of eligible BAME staff.</p> <p>Update the new ACP guidance to include the actions above.</p> <p>c) Heads of Departments required to attend Inclusive Leadership (AP39) and race awareness training (AP65)</p>	<p>Head of HR Resourcing Section</p> <p>PVCI</p> <p>HR Resourcing Section lead</p> <p>Head of PPD</p>	<p>By Summer 2020</p> <p>By Summer 2020</p> <p>New ACP implemented by 2020</p> <p>By 2022</p>	<p>Data provided annually to all Hols</p> <p>Increase in BAME applicants Reader and Professorship roles to at least match proportions of BAME eligible pools (under the new ACP lecturers who pass probation will become senior lecturers - people will no longer apply for senior lecturer role)</p> <p>Next REC survey shows that >50% of BAME</p>

		<ul style="list-style-type: none"> <i>Somewhat disagree, Disagree, Strongly disagree – 43% (68) BAME staff, 37% (137) White staff</i> 				<p>By 2022</p> <p>academic respondents say that have been supported in their career progression and promotion (increased from 38%).</p> <p>UoC achieved the national benchmark in BAME professors (currently benchmark 9.6%, UoC - 8.1%,2018)</p>
26	Undertake an Equality Impact Assessment (EIA) of the new Academic Career Pathway (ACP) process and implement the new ACP to ensure equality and fairness in academic promotion	REC survey and other consultations highlighted limited transparency of the current Senior Academic Promotion process. The new ACP is designed to improve transparency and embed behavioural expectations. Weightings are intended to ensure contributions to education of UG and PG students, leadership of research groups and service to the University (including on ED&I) are given more recognition.	<p>a) To undertake EIA process to ensure that new ACP provides the best support for BAME applicants. Align the review of career pathway for teaching focused staff with the ACP.</p> <p>b) Implementation of ACP, with annual monitoring of BAME and women application and success rates.</p> <p>c) Reporting on BAME academics application rates and success rates in the promotion process to PPCI and to the Heads of Schools and Departments.</p> <p>d) Interventions in place informed by annual monitoring of ACP.</p>	<p>Head of E&D</p> <p>Head of Resourcing Section</p> <p>HoDs</p>	<p>By 2020</p> <p>By mid-2021</p> <p>By start of 2020</p>	<p>ACP process revised with EIA guidelines.</p> <p>ACP implemented and rolled out at UoC.</p> <p>Increase in BAME applications for promotion to match the levels of White applicants by 2022.</p>
27	Undertake further analysis to understand if BAME applicants take longer to apply for promotion	BAME staff are relatively more successful when they apply for senior academic roles. A possible explanation for this is that they may wait longer before applying.	To undertake the analysis of SAP by race and time in role before applying.	Head of HR Systems	By mid-2020	Robust data in place, shared with HoI and informing interventions.

28	<p>Increase participation of BAME staff in the CV Mentoring Scheme for academic and research staff.</p> <p>Undertake long-term evaluation of CV Mentoring Scheme.</p>	<p>To ensure more BAME staff are encouraged to apply for promotion we want to increase BAME staff numbers using the UoC CV Mentoring Scheme (in the last three years 13% of BAME academics participated in the programme)</p> <p>Short term feedback shows satisfaction with the scheme but we want to assess the long-term impact and success rates of those who apply for promotion and those who used the CV scheme.</p>	<p>a) Increase in BAME academics participation in the scheme by pro-active encouragement to eligible BAME staff.</p> <p>b) Undertake analysis and evaluation by race and gender.</p>	<p>Head of E&D</p>	<p>By the end 2020</p> <p>By the end 2022</p>	<p>Increase in representation of BAME academic staff in the scheme to 20%</p> <p>CV Mentoring scheme revised and updated if required.</p>
29	<p>Increase diversity at professorship level by appointing more BAME staff to professorial roles.</p>	<p>Our quantitative analysis shows low proportions of BAME professors (8.1% at UoC vs 9.6% national benchmark)</p>	<p>a) Undertake review of each stage of the professorial appointment process to identify possibilities to attract BAME applicants and mitigate bias within the process.</p> <p>b) Revise the Board of Electors Nomination Form (list of nominees to sit on the appointment panel filled in by departments) that includes guidance to departments to add specific reference that racial diversity alongside gender diversity of the longlists is encouraged.</p> <p>c) Increase racial diversity of the appointing panel (Board of Electors), encourage diversity of professorial appointment boards and share aggregated data with the Chairs of the panels.</p> <p>d) Ensure that internal members of the appointing panels have completed the E&D and IB online training.</p>	<p>Head of HR Resourcing Section</p> <p>HR Resourcing Section lead</p> <p>HR Director, Head of HR Resourcing Section</p> <p>PVC-I, Head of HR Resourcing Section I</p>	<p>June 2019</p> <p>July 2019</p> <p>October 2019 and ongoing</p> <p>October 2019 and ongoing</p>	<p>Review undertaken, ways to improve the process identified and way forward planned</p> <p>Board of Electors Nomination Form revised</p> <p>25% of Board of Electors panels to include at least 2 BAME members by 2022</p> <p>100% internal members of the appointing panels completed the training by September 2022</p>

			<p>e) Each HoD responsible for professorial appointment encouraged to actively search for diverse applicants (through BAME Staff Network, HERAG).</p> <p>f) Evaluate the revised process annually.</p>	<p>Head of HR Resourcing Section lead</p> <p>Head of HR Resourcing Section</p>	<p>By December 2020</p> <p>By 2022</p>	<p>Annual review of how professorial appointments are advertised shows diversified advertising channels. 75% of HoD see impact of using diverse advertising routes.</p> <p>UoC reached at least the national benchmark in BAME professors (9.6%) with actions planned to exceed national benchmark</p>
30	<p>Ensure transparency and fairness in career progression within the research career path</p>	<p>Discussions within the REC SAT Working Group on Researchers revealed the need to ensure transparency and fairness in research career path. BAME researchers' representatives reported limited clarity of progression criteria in the research career path.</p> <p>In April 2019 a Research Career Path (RCP) Working Group was set up to review performance indicators and criteria for promotion in the research career path and determine the promotion process. The review will limit the potential for subjectivity and bias in the process. The Working Group</p>	<p>a) Following the review, roll out the revised Research Career Path (RCP)</p> <p>b) Identify differences in School research promotion rates and support Schools to even out potential differences</p>	<p>HR Director, HRBMs in Schools</p> <p>PVCI, Head of HR Systems, HRBMs</p>	<p>April – June 2019</p> <p>October 2019 – roll out Review - 2022</p>	<p>Next REC survey and focus groups with researchers to show BAME staff satisfaction with the improved RCP process.</p>

		includes representation from BAME staff and the E&D Section.				
31	Conduct the 2021 REF in line with the highest E&D standards, ensuring that racial equality is explicitly considered in all REF processes	REF has a strong equality element built into it in the form of environment statements. It is an opportunity for Departments to consider racial equality alongside gender equality. REF processes as outlined in the Code of Practice may be subject to bias.	a) Undertake a three stage Equality Impact Assessment (EIA) of the REF 2021 process, involving one of E&D Consultants in preparations towards the REF 2021. Stage 1: initial EAA and mock REF 2021 submission Stage 2: review of the outcomes of the University mock REF2021 submission Stage 3: EAA will be undertaken as part of the preparation for the final submission b) Face to face UB training for Chairs and E&D representatives in the panel, with the expectation that all panel members will complete the online training. c) Develop a rigorous and inclusive appeal and staff circumstances processes.	Head of E&D, Chair of University's REF Working Group	July 2019 By 2019 By 2020 By end of 2019	Initial analysis completed after mock submission. The results feed into the development of the processes for staff identification and output selection to improve equality assessment of the results in Stage 2. All relevant people will be trained
Explore and implement specific positive action initiatives to improve and accelerate the progression of BAME PSS						
Our data shows declining proportions of BAME professional staff from 10.7% (grade 1) to 2% (grade 12). Decreasing numbers when moving up the career ladder is experienced by both academic-related and assistant staff, and by all BAME groups but most acutely by Black staff.						
32	Increase BAME staff numbers in senior PSS grades by developing a career progression framework PSS aimed particularly at women, BAME staff and other underrepresented groups	The need to create an environment in which PSS are able to achieve their potential was a key feedback in the V-C's My Cambridge consultation undertaken in 2018 to understand the needs of PSS. BAME staff are underrepresented in PSS roles (PSS UoC – 8.5%, benchmark PSS - 11.3%)	Phase 1 a) Action planning around comments received through Our Cambridge alongside initial projects including review of secondments framework, appraisal process, mentoring schemes, induction and new starters framework, and flexible working. b) Run first sessions as part of PSS Career Development Programme (group career	Registrary Head of PPD Head of PPD, PVIC	By August 2019	

		<p>particularly in higher grades 9 and above. BAME PSS are less satisfied with career progression: <u>I have been encouraged to apply for jobs at a higher grade and/or have my role regraded.</u></p> <ul style="list-style-type: none"> – <i>Strongly agree, Agree, Somewhat agree – 30% (52) of BAME staff, 36% (386) of White staff</i> – <i>Somewhat disagree, Disagree, Strongly disagree – 57% (97) BAME staff, 43% (460) White staff</i> <p>As a result of the V-C consultation, scoping of the new 'Our Cambridge' programme was initiated in 2019 and will feature:</p> <ul style="list-style-type: none"> • Career structures that emphasises transferable skills and enable much easier movement across UoC • Revisions to appraisal (Staff Development Review policy (SRD). • Streamlined PSS processes • Improved mentoring, coaching and peer to peer support <p>This framework aims to improve BAME staff career progression by helping to develop skills to be a leader in a predominantly white workplace.</p>	<p>development workshops, 1:1 career coaching, web based tools for skills review and skills attributes match required for career progression). BAME staff will be particularly encouraged to attend through communication from PVCI.</p> <p>Phase 2</p> <p>c) Implementation of actions above.</p> <p>d) Evaluation of programme including follow up of programme participants to assess the impact on their career progression.</p>	<p>Registrary, Head of PPD</p>	<p>September 2019 onwards</p> <p>By September 2022</p>	<p>Post-session feedback showing participants feeling increased confidence and skill to manage their career progression. At least 15% of places taken by BAME staff</p> <p>Review to identify 90% satisfaction rate up among BAME participants including take up and value of career coaching option</p> <p>BAME PSS representation on grades 9-12 increased from below 6% to above 9%</p>
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33	<p>Increase access to secondments for BAME PS staff to</p> <p>1) increase diversity of PSS particularly on higher grades</p> <p>2) further BAME PSS personal and professional development</p>	<p>BAME REC survey and focus group suggest that secondment process is not transparent to BAME staff.</p> <p>BAME staff are underrepresented in PSS roles (PSS UoC – 8.5%, benchmark PSS - 11.3%) particularly on higher grades 9 and above.</p>	<p>a) In rolling out the update of the Web Recruitment System, include an option to select ‘this post may be suitable as a secondment’.</p> <p>b) Review and promote secondment policy as an outcome of feedback on Our Cambridge initiative.</p> <p>c) PPD to continue actively supporting secondments (primarily in administrative areas) by circulating existing job opportunities that may be suitable for a secondment.</p>	<p>HR Shared Services section lead</p> <p>Our Cambridge Working Group (including HR Cultural Change lead and E&D lead)</p> <p>Head of PPD</p>	<p>March 2019</p> <p>By 202</p> <p>By 2022</p>	<p>Focus groups with BAME PSS (to be held in 2021) show satisfaction with secondment process and positive impact on career progression</p> <p>BAME PSS representation on grades 9-12 increased from below 6% to 9%</p>
Pay and reward						
34	<p>Publish annually the University Race Pay Gap before it becomes mandatory.</p>	<p>The University wants to be transparent and ensure we proactively make key information public because we want to, rather than because we have to.</p>	<p>We will publish University Race Pay Gap data and implement initiatives to address issues as a sign of commitment to addressing racial inequality.</p>	<p>PVCI, HR Division Director, Head of HR Pay and Reward</p>	<p>By end 2020 and then annually</p>	<p>Race Pay Gap data and initiatives published and communicated to Heads of Institutions</p>
35	<p>Embed race with the existing Equal Pay Review reporting, adapt in line with recommendations from the Government Ethnicity Pay Reporting Consultation to be published in late 2019</p>	<p>UoC undertakes annual Equal Pay Review reports that currently do not cover intersectional analysis with race. We need to enhance current analysis of gender and race to deepen our understanding of intersectional inequalities and to comply with future pay gap requirements.</p>	<p>a) Embed race within UoC Equal Pay Report to explore intersectional inequalities.</p> <p>b) Consult, design and implement targeted interventions to be joined up with initiatives addressing gender pay gap.</p>	<p>Head of HR Pay and Reward lead, Head of E&D Section</p>	<p>Report published March 2021</p> <p>Annual reports and action plans from March 2022</p>	<p>Single comprehensive report published</p> <p>Annual report communicated across the institution</p> <p>Annual action plan produced at the University and School level</p>

36	Recognise and reward BAME staff and students who champion addressing racial inequalities at UoC	<p>BAME staff give their time to help run the BAME Staff Network and participate in the reverse mentoring scheme but are not formally rewarded for their commitment and exceptional contribution above expectations of their grade.</p> <p>BAME students champion tackling racial inequality through work within (among others) the BME Campaign, Black Cantabs Research Society, CUSU, GU</p> <p>BAME staff and students reported through the survey focus groups that they carry additional burden of constantly educating White staff and acting as informal mentors to BAME students and other staff.</p>	<p>a) New Academic Career Pathway includes better recognition of inclusive leadership, collegiality and service to UoC and the academic community.</p> <p>b) Ensure Heads of Institution that make annual contribution reward (CRS) and Contribution Increment Scheme (CIS) decisions are aware of BAME staff contributions. Provide them with gender and racial statistics of people applying/being nominated for CRS and CIS to monitor and address potential imbalance in staff applying and in awarding decisions</p> <p>c) To reward students for their exceptional contributions to tackling inequalities at the University through a new UoC Outstanding Student Contribution to Education Award.</p>	<p>HR ACP Project lead</p> <p>HR Reward</p> <p>Head of CCTL</p>	<p>By 2020/21</p> <p>By 2022</p> <p>July 2019 and then annually</p>	<p>Academics apply for promotion under the new ACP scheme</p> <p>Annual increase by 10% in BAME staff being rewarded through CRS and CIS</p> <p>Students championing racial inequalities nominated and receiving awards. Awarded students widely promoted through interviews and videos on UoC websites, and invited to speak at events.</p>
37	Decrease the overrepresentation of BAME staff on fixed term contracts (FTCs) by raising awareness among those responsible for appointments and training senior leadership	<p>Our analysis revealed that higher proportions of BAME than White staff, both PSS and academics, are on FTCs.</p> <p>BAME academics on FTCs are mostly at lecturer level what suggests it is difficult for BAME staff to secure first permanent position. Increase in BAME PSS numbers on FTCs has been driven mainly by new appointments in NSIs (e.g. UIS) and the transfer of a number of MRC Units to Clinical</p>	<p>a) Increase focus on training for those responsible for academic appointments:</p> <ul style="list-style-type: none"> - Rolling out Inclusive Leadership training covering issues of racism in the workplace (AP39), - Training in race awareness for those involved in appointments (AP65) - Recruitment Essentials training (AP67) <p>b) Guidance disseminated to departments on FTCs and in line with best practice to ensure consideration is given to appropriate use of FTC and transfer to open ended contracts.</p>	<p>See pertinent actions</p> <p>Assistant Director HR Operations</p>	<p>See pertinent actions</p> <p>Academic year 2020/21</p> <p>By end 2022</p>	<p>See pertinent actions</p> <p>Report disseminated to CS and NSIs</p> <p>Overrepresentation of BAME staff on FTCs decreased to below</p>

		School. BAME PSS UK leavers in 2018 were all employed on FTCs				20% (White UK staff rate in 2018).
		Decreasing numbers of BAME staff on FTCs will also help to address higher turnover rates among BAME PSS, particularly from the UK				

Priority No.4 Improving the support for and experience of BAME students and staff at the University

This priority is driven by the results of the REC surveys and focus groups showing that BAME staff and students often feel invisible at UoC when it comes to progression and development opportunities, yet at the same time hyper- visible because they frequently are the only one, or one of few, BAME staff or students within an institution. BAME international staff face particular challenges linked to supporting families in their home countries. All staff may be affected by the external economic and political trends that foster a more hostile environment. Actions within this theme cover training for line managers as we recognise that to support BAME staff, we need well-trained inclusive managers who create environments where racism is challenged and race issues openly discussed.

Improving the support for and experience of BAME staff

38	Support BAME staff by providing a programme of activities informed by the new BAME Staff Network. Use the Network as a mechanism to consult BAME staff on relevant policies, processes and procedures (e.g. REF), and as a vehicle to advertise UoC jobs on grades 7 and above	While there was a Women’s Network and LGBTQ+ Network, until October 2018 there was no network for BAME Staff and no process was in place to enable BAME employees to be consulted on University policies and processes. So far the Network has been consulted on REF Code of Conduct and REC action plan.	a) Further promote the BAME Staff Network (and its subgroups), giving visibility to BAME staff role models – publish interviews with Network’s members on the Network webpage within the Race Equality at Cambridge website.	Head of Internal Communications	By 2022	Increase the numbers of BAME Staff Network from 120 (2019) to 300.
		Currently there are 120 members of the network and it continues to grow.	b) Include information about the BAME Staff Network (and other staff networks) in staff induction materials and at the annual induction events focusing on postdocs in particular.	Head of PPD, Head of OPdA	By September 2020	Next REC staff survey (2021) and focus groups show BAME staff feel included and not isolated at UoC
		REC staff survey and focus groups revealed that BAME staff often feel isolated being “the only one” BAME person in an institution and being overly visible at the same time.	c) Introduce cross-sectional topics to BAME staff event programme working with other staff Networks i.e. Women’s Staff Network.	BAME Network Co-Chairs	Ongoing	Post-events survey evaluation shows positive feedback and longitudinal evaluation indicates impact on BAME staff career progression
			d) Increase opportunities for the BAME Staff Network members to be consulted on relevant University’s strategies, policies and engagement plans through the Networks; Consultative sub-group.	HR Director, PSCI	Ongoing	Relevant policy and revised procedure

		There is currently a rich programme of events, workshops and other activities (including annual BAME Staff Dinner and events focused on career progression – “career conversations”).				proposals are shared well in advance with the BAME Staff Network (Consultative sub-group)
39	Roll out the Inclusive Leadership Training Programme	<p>REC staff survey results indicate that BAME employees experience racial discrimination but rarely report it. New Inclusive Leadership training will help to ensure that line-managers are aware how to create conditions where BAME staff are supported, racism is challenged, and race issues are openly discussed.</p> <p>The new programmes are for all PIs, managers and leaders, recognising their influence on creating an environment that supports staff progression and development.c.400 staff will be trained in two years.</p> <p>Training content will be informed by expertise of an external provider, specialist in tackling racism in the workplace – Pearn Kandola.</p> <p>Training will address implicit bias and structural racism that sustain an environment that prevents BAME staff from progressing.</p>	<p>a) Complete design and development of new Inclusive Leadership training programme.</p> <p>b) First 12 cohorts to start (each cohort: 16 people)</p> <p>c) Evaluation of first cohort</p> <p>1. Post session feedback to evaluate material and delivery</p>	Head of PPD lead	<p>By end July 2019</p> <p>Autumn 2019</p> <p>1. October-December 2019 and ongoing</p> <p>2. January – March</p>	<p>BAME representation on the course at least 13.3% (BAME staff proportion at UoC)</p> <p>Increased numbers of people reporting racism through HR procedures (from 5 in the last 7 years to 10 per year)</p> <p>Repeated REC surveys (2021) to indicate less staff experiencing racial discrimination comparing with the 2017 survey results where 33% of staff experienced or witnessed racial discrimination</p> <p>Positive feedback from the first cohort through survey data collection</p> <p>1. Feedback allowing to fine tune of</p>

		<p>It will train managers in ensuring good quality feedback and encouragement is given to all staff and ways of mitigating bias in how development opportunities are allocated.</p> <p><i>This action is closely linked to PN3- BAME representation – as BAME staff will also be attending the training, and benefitting from development opportunity it provides.</i></p>	<p>2. Impact session (for each cohort) after approx. 6 months to collate and evaluate behaviour change</p> <p>3. Long term evaluation to consider programme impact</p> <p>d) 12 next cohorts to start</p>		<p>2020 and ongoing</p> <p>3. TBC approx. autumn 2020 and autumn 2021</p>	<p>programme content and delivery</p> <p>2. Evidence of behaviour change, including increased confidence to manage reports of discrimination.</p> <p>3. Evidence of improved skills supporting an inclusive workplace</p>
40	Increase the visibility of BAME staff role models	<p>REC surveys and focus groups with staff and students alike showed widespread perception of limited racial diversity of UoC, particularly on higher grades. This negatively affects BAME staff and students' feeling of belonging.</p> <p>Apart from strong focus on diverse recruitment to increase numbers of BAME staff, we will increase the visibility of roles models.</p> <p>However, visibility increases the risk for the BAME role models of being targeted by media. CUSU in collaboration with UoC leadership are developing a resource to support academics and students in those situations.</p>	<p>a) In collaboration with BAME Staff Network, interview BAME members of staff and students, publishing 15 case studies/career stories on UoC webpages</p> <p>c) Measure and increase the proportions of BAME academics who feature in UoC news content and who can act as expert voices by actively approaching BAME staff through the BAME Staff Network.</p> <p>c) Ensure that 50% of the list of names put forward for conferment for an Honorary degree are from underrepresented groups.</p> <p>Promote BAME award holders through internal communications.</p>	<p>Head of Internal Communications</p> <p>Head of Internal Communications</p> <p>PVCI</p>	<p>By October 2021</p> <p>By Spring 2022</p> <p>By the end of 2020</p> <p>By the end of 2021</p>	<p>15 BAME staff interviewed with good representation across the UoC</p> <p>15 Case studies published on websites</p> <p>Monitoring with regard to race embedded in current gender monitoring.</p> <p>50% of the list of names put forward for conferment for an Honorary degree are from underrepresented groups.</p>

						<p>BAME Staff Network regularly consulted to identify UoC BAME experts.</p> <p>Focus groups (2021) provide evidence of BAME staff and students feeling less isolated at UoC</p>
41	Develop UoC online exit survey for all leavers to understand staff destinations and reasons for leaving	<p>Although some information is gathered and analysed in departments - there is currently no central mechanism to capture information about why staff leave UoC, or their destinations.</p> <p>In 2018 there were proportionately more leavers among BAME UK than White UK staff (17.2% vs.12.2%). Although we know that many BAME staff who left in 2018 were hired on limited funding fixed term projects, it would help to know more about their experience at UoC and their further career.</p>	<p>a) Exit survey devised and launched</p> <p>b) Analyse data annually by factors including staff type, length of service, gender, race and age</p> <p>c) Develop actions to address issues raised.</p>	Assistant Director HR - Strategy	<p>Launched by end 2021</p> <p>50% by autumn 2022</p> <p>Analysis 6 monthly from summer 2022</p>	<p>University online exit survey launched</p> <p>50% take up in the first year and 75% thereafter</p> <p>Issues identified and destination data derived from results</p>
42	Provide enhanced support to new BAME academics through induction	BAME academics, as reported through REC survey and focus group, often experience being isolated by being the only BAME person in an institution. New Welcome events for Academics and new Professors were introduced in 2018. The aim of these events is to help academics build cross-university links with	<p>a) Evaluate the uptake of and satisfaction from:</p> <ul style="list-style-type: none"> - New Professors Welcome and Networking event - New Academics Welcome events <p>The evaluation will help address any particular aspects voiced by BAME new members of academic staff.</p>	PVCI, Head of Resourcing Section	<p>Starting 2020 evaluation conducted annually</p> <p>Events improved as result</p>	<p>New Academics: 80% positive feedback of BAME academics through survey</p> <p>New Professors Welcome: 80% positive feedback from BAME Professors through survey</p>

		colleagues, what could help prevent BAME staff from experiencing isolation.				
43	<p>Ensure current University provision for carers addresses the challenges faced by BAME international staff who are providing care to their elderly parents overseas.</p> <p>Investigate particular needs of BAME staff caring for young families.</p>	<p>Three workshops run in 2019 focusing on the needs of staff caring for elderly dependents highlighted the unique challenges that BAME international staff may face as “international carers” supporting families overseas.</p> <p>UoC runs biannual Family Leave Survey to identify and address issues related to impact of family care on staff. BAME international staff might be particularly adversely affected by the lack of wider family support structures</p>	<p>a) To run focus groups and conduct survey through BAME Staff Network to further understand the experiences and challenges faced by BAME international staff in their role as international carers.</p> <p>b) Consulting with BAME Staff Network, to plan targeted interventions (to potentially include thematic workshops and support sessions).</p> <p>c) To analyse the Family Leave survey intersectionally by race and gender. Assess needs and develop interventions.</p>	<p>Head of E&D, BAME Staff Network Co-Chairs</p> <p>HR Cultural Change lead, E&D lead</p>	<p>By 2021</p> <p>By 2022</p> <p>By 2022</p>	<p>Robust qualitative and quantitative data in place to allow planning and implementing informed interventions</p> <p>Interventions in place</p> <p>Greater understanding of particular challenges faced by BAME carers of young families. Better support in place.</p>
44	<p>Support all students and staff at UoC who have experienced or witnessed hate crime, racism, or other undesirable behaviour</p>	<p>REC surveys revealed worries and negative experiences of staff and students linked to witnessing or experiencing hate crime.</p> <p>REC staff survey showed that BAME staff less often believe than White staff that if they reported a racist incident, the institution would take an action</p> <p><u>If I reported a race-related incident to my institution, appropriate action would be taken.</u></p> <ul style="list-style-type: none"> Strongly agree, Agree, Somewhat agree –61% (200) of BAME staff, 76% (1123) of White staff 	<p>The UoC will continue to support all students and staff, BAME and White, through open events, clear analysis and guidance, and bold actions.</p> <p>The UoC will continue to lobby the government in the interests of its staff and students.</p> <p>This will involve usage of transparent procedures and will be informed by consultation with students and staff.</p>	<p>V-C, senior leadership team including PVCs and Heads of Schools</p>	<p>Ongoing</p> <p>By 2022</p>	<p>Next REC staff survey to show that 80% BAME staff feel that if they reported racial discrimination, the UoC would take an action</p>

		<ul style="list-style-type: none"> <i>Somewhat disagree, Disagree, Strongly disagree –21% (67) BAME staff, 8% (116) White staff</i> 				
45	<p>Extend annual Equality, Diversity and Inclusion Departmental Survey to NSIs.</p> <p>Analysis and action points reported to Heads of School and E&D Committee.</p>	<p>E&D Section runs an annual survey collecting data around good practice and challenges in departments. Until now, survey has been sent only to academic departments while there is need to understand challenges and best practice within Non-School Institutions as we know that BAME PSS are underrepresented overall at UoC including the NSIs</p>	<p>Survey sent to academic departments and NSIs.</p> <p>Analysis and action points reported to Heads of School and E&D Committee.</p>	Head of E&D Section	<p>By end August 2019 and then annually</p> <p>By October each year</p>	<p>Up to 100% response rate from institutions</p> <p>5 key points for action identified and reported improving senior management awareness of local challenges what may help contribute to formulating pledges (see AP1h)</p>

Improving the specific support for and experience of BAME early career researchers

46	<p>Improve the support for and experience of BAME postdocs through stronger focus on E&D matters and specifically race by Departmental Postdoc Committee Chairs' Network that works closely with local postdocs committees and can help cascade institutional change.</p>	<p>Results of REC survey and focus group with researchers indicate that BAME early career researchers are in a particularly vulnerable position due to feeling isolated and the lack of BAME academic staff role models.</p> <p>Departmental Postdoc Committee Chairs' Network (DPCCN), a joint initiative from the PdOC Society and Office of Postdoctoral Affairs (OPdA) would be a key forum to discuss the experience of BAME postdocs, and plan informed ideas for how the existent support could be improved.</p>	<p>a) Revise the 'Postdoc Needs' list to embed Equality & Diversity matters, including matters of race and racism.</p> <p>b) One of the termly DPCCN meetings will focus on E&D matters, with E&D consultants and the University Equality Champions in attendance, for a discussion about what more can be done at department level to improve support for postdocs, consider in particular matters of race.</p> <p>c) DPCCN will encourage departmental postdoc committees to appoint a committee member to act as a postdoc equality champion within the department.</p>	<p>DPCCN, OPdA</p> <p>DPCCN</p> <p>DPCCN</p>	<p>by December 2019</p> <p>By 2020</p> <p>By 2022</p>	<p>Equality & Diversity matters included in the DPCCN "Postdoc Needs"</p> <p>Plan of interventions in place by 2020. Implementing interventions by 2022</p> <p>70% of departmental postdoc committees have appointed a postdoc equality champion within the department</p>
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		A list of formally approved 'Postdoc Needs' shapes the agenda for the Departmental Postdoc Committee Chairs Network (DPCCN).				
47	Improve the support for and experience of BAME postdocs through stronger focus on race and racism by the PdOC Committee and PdOC Society.	<p>Strengthening the focus of PdOC (Postdocs Of Cambridge) on equality matters, race and racism included, could help in supporting BAME early career researchers as PdOC provides a key space both as a committee and society</p> <ul style="list-style-type: none"> - facilitating communication and networking between postdocs within the Departments and across Faculties and the wider University community - providing information and care so that postdocs are supported while at UoC 	<p>a) The PdOC Committee to add an Equality & Diversity Officer to the committee</p> <p>b) PdOC Society to organise joint events with the BAME Staff Network</p>	<p>PdOC Committee</p> <p>PdOC Society BAME Staff Network</p>	<p>By December 2019</p> <p>One per year</p> <p>By 2020</p>	<p>E&D Officer in place</p> <p>Positive feedback from events</p> <p>Next REC survey to ask a new specific question on satisfaction with support opportunities at UoC. 70% of BAME postdoc researchers reporting good satisfaction with the offered support.</p>
48	Enhance the support for BAME postdocs through increasing access to development and leadership opportunities	<p>Qualitative evidence suggests that BAME postdocs might be at risk of receiving less proactive encouragement and feedback, information about development, networking and collaboration opportunities, and encouragement to attend best conferences.</p> <p>Numbers of BAME researchers participating in the mentoring scheme are low (10 people in 2018, 30%)</p>	<p>a) Through Inclusive Leadership training (AP39) training for academics run by RDP, training in race awareness (AP65) and increasing greater awareness of race at UoC (PN1) expect PIs to proactively encourage BAME researchers to use career development, networking and conferences training available at UoC.</p> <p>b) Including a new option in the mentoring application form enabling to highlight interest in being mentored by BAME mentor and/or in getting support as BAME researcher</p> <p>c) To raise awareness among BAME researchers of the support available to them at UoC when</p>	<p>PPD and external provider delivering Inclusive leadership training E&D lead OPdA</p> <p>OPdA</p> <p>Postdoc Careers Service</p>	<p>2020 and ongoing</p> <p>By 2022</p> <p>By 2022, statistics</p>	<p>Numbers of BAME researchers attending 1-to-1 careers advice, and 1-to-1 RDP sessions to increase by 25% each year</p> <p>Increase BAME researchers' participation in mentoring scheme to 35%.</p> <p>Evaluation of mentoring scheme to show BAME researchers'</p>

		HE context provides evidence to believe that fellowships offer a stepping stone for researchers facilitating getting more permanent academic positions	applying for fellowships – communicate through the BAME Staff Network.		monitored annually	satisfaction from participation. Yearly 10% increase noted in BAME researchers gaining fellowship positions
49	Ensure greater support for BAME postdocs is provided through induction	Getting information about BAME Staff Network and initiatives around race and racism could help new BAME postdocs to settle in knowing the UoC takes these matters seriously.	To include information about BAME Staff Network and initiatives around race and racism in induction events and materials for postdocs.	OPdA	By 2019	Induction materials and events updated
50	Establish a new Postdoc Award and widely share information about BAME award winners Creating an award scheme that is truly inclusive will lead to award winners reflecting the diversity of the postdoc community and provide postdoc role models.	Qualitative analysis of REC surveys and shows that BAME postdocs notice the limited number of BAME academics what affects their confidence to stay in academia.	Design a New Postdoc Awards to recognise excellent contributions to research, impact, public engagement and academic service. Share widely information about all award winners, paying particular attention to BAME award holders. a) Design the award with a specific goal of being inclusive, building on research and best practice in this area. Define the process and ensure in guidelines that departments have awareness of and support for embedding equality awareness and race specifically in the awards system. b) Pilot the award in the Institute for Manufacturing. c) Revise with lessons learnt from the pilot, run at UoC. d) Prepare recommendations for UoC other award schemes.	OPdA, DPCCN OPdA, DPCCN OPdA, DPCCN, Head of Institute for Manufacturing OPdA, DPCCN	By 2019 By 2020 2021 onwards	Pilot evaluated Application process monitored, BAME applicants nominated and awarded the prize at least proportionately to

			e) Monitor the applications and success rate by race and gender. Address identified underrepresentation			BAME researchers numbers at UoC (30%)
Improving the support for and experience of BAME students						
Actions to support students through diverse curriculum and inclusive teaching and learning are included under Priority No.5						
51	Provide BAME students with visible BAME role models	Data shows that BAME staff are underrepresented in senior academic roles (decreasing numbers of BAME staff from lecturer - 16.4% - to professor stage - 8.1%) while BAME students are affected by limited diversity of UoC: <u>The ethnic/racial diversity of the University impacts on my sense of belonging</u> – <i>Strongly agree, Agree, Somewhat agree</i> – 71% (592) BAME students, 52% (470) White students – <i>Somewhat disagree, Disagree, Strongly disagree</i> – 29% (239) BAME students, 48% (429) White students	a) Institutions to review public visibility of role models, induction events and materials to increase the profile of BAME role models. Guidance to be prepared and shared with institutions. b) Focus on diverse recruitment and improving representation on senior grades to increase numbers of BAME staff particularly on senior grades (see PN2 and PN3) c) Run events featuring University and external high profile BAME speakers.	E&D in collaboration with CUSU and relevant stakeholders See actions within PN2 and PN3 Presidents of CUSU and GU, Head of E&D Section	By August 2020 See pertinent actions By 2019, and ongoing at least one event per term	Guidance shared. 50% Departments report through annual departmental survey that they increased the visibility of BAME role models See pertinent actions Next REC student survey (2021) to include specific question on BAME role models and showing that 60% BAME students notice BAME role models at UoC
52	Work closely with the GU and CUSU to support student campaigns for race equality across undergraduate and graduate communities.	REC survey shows that BAME students have witnessed or been the victim of racial discrimination on University or College grounds more frequently than White students (29% of BAME students versus 14% of White students). Qualitative analysis shows that racism is perpetuated by both White students and staff	a) Support student campaigns for race equality through facilitating delivery of training sessions and workshops for students on race awareness including information of reporting options. b) First session on race awareness delivered to CUSU and GU by the end of 2019. Session improved with feedback for further roll out. c) Provide other support as discussed with CUSU, GU and other student societies.	Presidents of GU and CUSU Head of E&D Section Head of E&D Section	2019 and ongoing BY the end of 2019	Feedback from events showing increased awareness of race issues and at least 30% participation of White students Next REC student survey (2021) shows an increase in proportion of students who believe that if they

		At the same time, only 50% of BAME students (and 76% White students) believe that if they reported a race-related incident to my institution, appropriate action would be taken.				reported a race-related incident to my institution, appropriate action would be taken from 50% to 80%
53	Ensure students are supported through a new structure in place of College Discrimination and Harassment Contacts (CDHC) roles.	<p>In recognition of the REC survey results showing that incidences of racism and racial harassment take place on both the University and College grounds and considering the fact that students (particularly at the UG level) live in the Colleges, the new role of CDHC has been rolled out and each College currently has one individual occupying this position.</p> <p>CDHC have also been developed considering students' feedback on the need for a less formal complaint system whereby cases of (intentional or unintentional) racism could be raised and addressed.</p>	<p>a) Deliver biannual training to the CDHC including training on race awareness</p> <p>b) Set up a Reflective Practice group based at the University Counselling Service to provide support for the CDHC. The Group to meet biannually</p> <p>c) Set up an annual CDHC network meeting to allow for feedback and to give updates and briefings</p>	<p>Head of OSCCA Head of E&D</p> <p>University Sexual Assault and Harassment Advisor</p> <p>Head of OSCCA</p>	<p>By end of 2020</p> <p>By end 2019, meetings to take place twice a year</p> <p>By 2019, to be repeated annually</p>	<p>All CDHCs (31) undertook training on "race awareness". Feedback from training to show increased knowledge of matters related to race and racism</p> <p>Next REC student survey to show an increase in proportion of students who believe that if they reported a race-related incident to my institution, appropriate action would be taken from 50% to 80%</p>
54	Explore the potential for use of funding for a students' union BAME Officer	<p>CUSU and GU currently do not have a sabbatical paid officer focused on BAME issues.</p> <p>In consultations students expressed that BAME Officer would help to support BAME students and progress race equality agenda</p>	<p>a) Use current consultations on creating a joint CUSU-GU union to highlight the need and consider a funded BAME Officer position</p> <p>b) Support CUSU and GU in restructure.</p>	<p>CUSU & GU, PVC for Education</p> <p>E&D Section</p>	<p>By 2022</p> <p>Summer/autumn 2019</p>	BAME Officer in place
55	The University to acknowledge the efforts of BAME	Student community has led the way in addressing the issues of racial inequality through BME	a) To publicly acknowledge students' efforts during high profile events	V-C, P-VCs, Head of E&D	Ongoing	Students contributions recognised on high-profile events.

	student groups and societies in addressing racial inequalities at UoC.	Campaign and Black Cantabs Research Society.	<p>b) To support students' efforts through the new University Diversity Fund (AP66)</p> <p>c) Ensure greater representation of students in the REC SAT (at least two new members on the UG and PG side)</p> <p>d) To support and encourage collaborative work between: - Cambridge ACS, African & Caribbean Society; - CUSU BME Liberation Campaign; and - FUSE Cambridge for BAME LGBT+ students.</p>	<p>Head of E&D</p> <p>REC SAT Co-Chairs</p> <p>V-C, P-VCs, Head of E&D</p>	<p>2019 and ongoing</p> <p>By end of 2019</p> <p>By end of 2019 and ongoing</p>	<p>Successful BAME student applicants and their projects (3 in 2019 round) promoted through video interviews published on UoC websites.</p> <p>Two new student members of REC SAT.</p> <p>Student societies and groups report enhanced support from the UoC</p>
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Priority No.5 Inclusive Teaching and Learning Practices

This priority is informed by REC survey and focus groups as well as results of quantitative analysis showing that educational experiences of BAME students while at UoC are at times less positive than White students, and that there is an attainment gap between some BAME and White students (particularly Black students). Actions within this priority include work towards reducing the attainment gap, improving the experiences of BAME students through embedding more inclusive and diverse Teaching and Learning (T&L) practices across the UoC, and improving the capacities of teaching staff to discuss race and challenge racism.

56	Establish an Inclusive Teaching, Learning and Curriculum Advisory Group	<p>While there is a University commitment to inclusive pedagogical practices, there is a need for a formal group with oversight and responsibility, with terms of reference that include a focus on BAME student educational experiences.</p> <p>There is a need for a forum for discussion with and between Faculties/Departments and Colleges about effective inclusive curricula, teaching, learning and assessment strategies.</p>	Establish an Inclusive Teaching and Learning Advisory Group which will report to the General Board's Education Committee and the Senior Tutors' Committee.	Head of Cambridge Centre for Teaching and Learning (CCTL)	By October 2019	Establishment of Advisory Group, with TORs that dovetail with this REC action plan
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57	Decrease the awarding gap for BAME UG students, particularly Black UK undergraduates	Our data show that UoC has significant awarding gaps: specifically, while Black students enter UG studies at UoC with the required A*A*A or A*AA, they are consistently less likely to be awarded good honours. In 2017/18, the ethnicity awarding gap overall at UoC was 4.8%; for Black UK students: 12.9%; for Black international students: 8.2%.	<p>a) Provide fora for students, senior leadership, and academics to have honest conversations on race and awarding gaps.</p> <p>b) Draft a joint students-senior leadership statement with clear message that removing racial inequalities linked to awarding gaps is crucial</p> <p>c) Provide departments with data on their awarding gaps through Equality Dashboards, and set internal indicators on awarding gaps.</p> <p>c) Publish awarding gaps annually to ensure transparency and show commitment to removing the gaps.</p> <p>d) To conduct further intersectional research into ethnicity awarding gaps, particularly concerning Black UGs considering results of REC surveys. Discuss specific interventions with students.</p>	<p>Senior PVC for Education</p> <p>Senior PVC for Education</p> <p>Head of E&D</p> <p>Senior PVC for Education</p> <p>Head of CCTL</p>	<p>By June 2020</p> <p>By October 2019</p> <p>Launched October 2020, then annually</p> <p>October 2020</p> <p>October 2019-October 2020</p> <p>By the end of 2025, in line with UoC Access and Participation Plan</p>	<p>Joint statement published on UoC websites for staff and students</p> <p>Internal indicators on ethnicity awarding gap established</p> <p>Our aspiration is that awarding gap for Black students is removed.</p>
58	Identify and support a pilot group of academic allies to implement work to address teaching and learning issues that impact on BAME student experiences	While there might be general acceptance of the value of inclusive pedagogical principles, it can be challenging to ensure that people will engage with them in their own practices.	Through the Inclusive Teaching and Learning Advisory Group, a group of academic allies will be identified and supported by CCTL through a review of their curriculum and pedagogy in order to develop case studies of inclusive practice that colleagues can learn from and that can inform future change.	Head of CCTL Chair of Inclusive T&L Advisory Group	By February 2020	Identification of academic allies with action plan for implementation of curriculum review and development of case studies

		<p>REC student survey reveals that BAME students more often disagree with the statement: <u>I enjoy the way my course is taught</u></p> <ul style="list-style-type: none"> – <i>Strongly agree, Agree, Somewhat agree – 78% (729) of BAME students, 86% (1014) of White students</i> – <i>Somewhat disagree, Disagree, Strongly disagree – 16% (149) BAME students, 10% (121) of White students</i> 				
59	<p>Develop an inclusive methodology to invite BAME students, among others, to co-create projects that enhance their specific educational experiences</p>	<p>REC survey highlighted that more BAME than White students disagree that issues of race are included in academic discussions:</p> <p><u>When relevant, issues of ethnicity and race are included in academic discussions</u></p> <ul style="list-style-type: none"> – <i>Strongly agree, Agree, Somewhat agree – 61% (452) of BAME students, 72% (660) of White students</i> – <i>Somewhat disagree, Disagree, Strongly disagree – 26% (195) BAME students, 14% (132) White students</i> <p>Co-designing approaches by BAME students and staff may help to enable students to shape the contents that facilitate the inclusion of issues of race in academic discussions.</p>	<p>Development of guiding principles and a framework for a programme of student-staff partnership projects to enhance educational experiences in the collegiate University, with a strand that focuses on race and diversity.</p>	Head of CCTL	By December 2019	<p>Establishment of guiding principles for Cambridge Student Staff Partnership Projects.</p>

60	Develop resources about race and inclusive teaching and learning practices	<p>There is a gap between generally accepted principles of inclusivity and specific teaching & learning practices that differently impact BAME students and staff.</p> <p>REC student survey shows that BAME students disagree more often than White students that lecturers are confident to discuss race: <u>When relevant, my course tutors and lecturers are confident and competent in facilitating discussions around ethnicity and race.</u></p> <ul style="list-style-type: none"> – <i>Strongly agree, Agree, Somewhat agree – 59% (415) of BME students, 67% (609) of White students</i> – <i>Somewhat disagree, Disagree, Strongly disagree – 24% (171) BME students, 12% (115) White students</i> <p>Qualitative results and consultations show students' reporting that lecturers do not often challenge racism in the classroom.</p>	<p>a) Ongoing development and dissemination of resources and case studies that include examples of good practice by individual teachers or course teams relating to race and diversity, and which includes sample activities. Endorsement of resources by CUSU, GU.</p> <p>b) Develop a toolkit with practical advice to support academics in building capacity and confidence in approaching the topic of race and challenging racism.</p>	<p>Head of CCTL</p> <p>Head of E&D</p>	<p>By end 2019, and ongoing across life of action plan as new resources developed</p> <p>By end of 2021</p>	<p>Establishment of Inclusive T&L resources on CCTL website</p> <p>Next REC student survey shows that 75% BAME students agree that “when relevant, my course tutors and lecturers are confident and competent in facilitating discussions around ethnicity and race.”</p>
61	Embed inclusive T&L material, including a specific focus on race and diversity issues, in development modules and courses including E&D online training	Anecdotal feedback from staff shows that current online E&D training is often seen as overly legalistic in approach and not connected enough to the Collegiate Cambridge education.	a) Extend the University online E&D and Implicit Bias training to include additional Inclusive Teaching, Learning and Assessment material, including a specific focus on impact of race/on BAME students.	Heads of E&D, CCTL	End of 2019, and ongoing across life of action plan as new resources developed	Evaluation and feedback on effectiveness and relevance of training by participants shows satisfaction with the changes into training

		Embedding focus on race in E&D online training (we aim for uptake 100% by 2022) will allow to raise awareness of T&L and race of all staff.	b) Enhance current CCTL's Educational Development and Researcher Development programmes of supervisor training for teaching staff and postdocs to include material and activities related to race with data /resources from the REC surveys, the Inclusive T&L Project, and with relevant outcomes from student-staff partnership initiatives.		By end 2021	programmes and increased awareness Next REC student survey shows that 75% BAME students agree that "when relevant, my course tutors and lecturers are confident and competent in facilitating discussions around ethnicity and race." See AP 60
62	Increase sharing of expertise, perspectives and inclusive teaching practices by staff around issues of race	Providing spaces for teaching staff to network and share best practice with regard to ensuring diversity of the curriculum may help.	a) Review the role description of current Race Equality Champions to include a focus on teaching and learning practices. b) Provide opportunities for regular networking and sharing of inclusive teaching practices in CCTL's programme of events.	Head of E&D Head of CCTL	Launch of new role description and network event by end of 2020	Reports of activities (advice, consultancy, collaborations, events) by network indicate dissemination and spread of community of practice.
63	Conduct research to implement effective interventions with regard to 1) enhancing inclusive assessment and feedback practices 2) determining the degree to which subject and occupational choices play a part in the differences in	Evidence of differential learning outcomes of BAME students indicates the need for a review of current assessment and feedback practices.	a) Conduct further investigation of performance of BAME students (UG and PG) to identify stress points in their assessment & feedback experiences. b) Undertake further analysis to determine the degree to which subject and occupational choices play a part in the differences in progression to employment observed between racialised groups.	Heads of CCTL and E&D Heads of E&D and Careers Services	By 2022 By 2022	Implementation of alternative assessment and feedback practices with report evaluating the impact on BAME students educational experiences Robust analysis in place and actions informed by data ready for implementation

	progression to employment.					
64	Increase integration of inclusion, particularly around race, in curriculum enhancement processes and develop evaluation processes to improve quality of inclusive T&L practices.	<p>While there are pockets of teaching practice that intervene on issues around race, to ensure sustainability more work needs to be done to integrate this work into Cambridge curricula.</p> <p>While there may be general agreement with the principles of inclusivity, there is some difficulty in measuring and/or evaluating progress and effectiveness of teaching and learning practices.</p>	<p>a) Include in annual programme reviews (APR) a question on BAME attainment and experience.</p> <p>b) Include in the periodic learning and teaching review processes a question that focuses on inclusive T&L and diversity in the curriculum (drawing on OfS and UK QAA reporting expectations). Monitor outcomes.</p> <p>c) Enable Equality Impact Assessments of the delivery and content of new courses by providing guidance from the E&D Section.</p>	<p>Head of EQPO</p> <p>Heads of E&D and CCTL</p> <p>Heads of Departments and Faculties</p>	<p>By end of 2022</p> <p>By end 2022</p> <p>By end 2022</p>	<p>90% of annual programme reviews comment on BAME attainment and experience</p> <p>EIA conducted on all new courses developed</p>

Priority No.6 Bringing about culture change

This priority is driven by awareness that the University will not make a meaningful progress to address racial inequalities if we focus our efforts only on revising and implementing more transparent and fair procedures and processes. We believe it is very important to instigate and support cultural and institutional change to build solid grounds for our amended processes to work, and to facilitate institutional embeddedness of race equality (see PN1). Within the priority, we outline our actions to normalise discourse about race, increase disclosure and build capacity to address racism at the institution.

65	Roll out dedicated training in race awareness to equip staff and students in knowledge and skills to be able to talk about race and see and challenge racism	<p>REC surveys, focus groups, and multiple consultations revealed limited awareness of issues surrounding race, white privilege and racism at UoC. This is an obstacle to the cultural and organisational change programme - we are aware that revising policies and procedures will have a limited effect if people's mind-sets, awareness, and capacities will not change.</p>	<p>a) Rollout in two parallel streams:</p> <ul style="list-style-type: none"> - targeted sessions delivered to key members of senior leadership: V-C, PVCs, Heads of Schools - first University-wide open sessions through the annual Festival of Wellbeing in summer 2019 <p>b) further delivery of sessions:</p> <ul style="list-style-type: none"> - to Heads of Institutions (academic departments, faculties and NSIs) - staff in key support roles through HR School Fora and as HR annual Seminar to reach Departmental Administrators, local HR staff - staff involved in student admissions - Staff and student counsellors 	<p>V-C, Head of E&D, Head of PPD</p>	<p>By end of December 2019</p> <p>By end of 2021</p> <p>UoC-wide sessions once per term</p>	<p>V-C, PVCs, and 100% Heads of Schools have attended the training.</p> <p>60% of Heads of Institutions and staff involved in admissions attended the training</p> <p>Overall training outcomes:</p>
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		<p>A race awareness training session was devised and piloted three times in 2019. The two-hour session focuses on racism, white fragility and white privilege. There were 48 attendees, initial positive and constructive feedback received and implemented. Some feedback showing elements of “white fragility” and discomfort related to talking about those topics – which we take as a positive sign.</p>	<p>- more University-wide sessions</p> <p>c) continue the rollout:</p> <ul style="list-style-type: none"> - to Heads of Institutions to achieve 90% attendance - continue UoC termly open sessions - broaden the training to Chairs of selection panels and promotion committees 		<p>By end of 2022</p>	<p><u>Short term</u> Survey feedback after the training sessions shows increased understanding and identification of actions for behaviour change.</p> <p><u>Long term:</u> longitudinal feedback (after 6 months) shows evidence of change in attitude through raised awareness and understanding of race and racism</p> <p>Next REC surveys show that 80% BAME staff & students feel that if they reported racial discrimination, the UoC would take an action compared to 61% (staff) and 50% (students) in 2017</p>
66	Evaluate and run annually a new University Diversity Fund (UDF)	<p>UDF was created with support of the Vice-Chancellor discretionary funds and launched in spring 2018 to support projects that address one or more of the following objectives:</p> <ul style="list-style-type: none"> - Raise awareness about issues related to equality and inclusion, and address inequalities such as 	<p>a) Support the successful applicants by setting up a meeting to discuss best ways of increasing and monitoring impact of their projects, and communicating about the projects</p> <p>b) Make video interviews with staff and students awarded grants, publish and promote widely</p>	<p>Head of E&D</p> <p>External communications</p>	<p>Summer 2019</p> <p>July – November 2019</p>	<p>Each award holder produces small contents for media (e.g. tweets) about projects</p> <p>Video stories produced and shared. Annual departmental survey</p>

		<p>racism, gender inequality or homophobia; - Increase the representation of women, Black, Asian and Minority Ethnic staff & students and other underrepresented groups (linked to PN2); - Address barriers faced by particular groups; Facilitate the implementation of good practice in equality and inclusion.</p> <p>The first UDF round saw 49 applications. 13 were successful, 7 were related to race.</p>	<p>c) Evaluate the first round of UDF</p> <p>d) Run a second call for applications considering the results of the evaluation from the first call</p>	<p>consultant, Head of Internal Communications</p> <p>E&D Section</p>	<p>December 2019 – January 2020</p> <p>February 2020 and annually</p>	<p>shows staff aware of the projects and record positive feedback about the UDF</p> <p>Evaluation completed. Analysis of applications and topics by department, steps taken to address underrepresentation of topics & institutions</p> <p><u>Short term impact:</u> Positive feedback through surveys and from grant holders</p> <p><u>Long term impact:</u> Raised awareness of inequalities at local levels measured through surveys in grant holding departments; visible improvement of relevant equality statistics in participating institutions</p>
67	Increase capacity of UoC community to challenge bias and discrimination, and embed equality across UoC (see PN1) through	>80% of staff have completed online E&D training. AHSS, SBS and NSIs need to improve take up further. 27.6% have completed Implicit Bias (IB) training	<p>a) Renewed push for E&D and Implicit Bias completion</p> <p>b) Introduce requirement that staff should take online E&D module every three years. Monitor uptake.</p>	<p>PVCI and Heads of Institutions</p> <p>Head of PPD</p>	<p>By end of 2020</p> <p>By end of 2021</p>	<p>90% of all staff and 100% of staff involved in appointments completed the E&D training. Module taken</p>

	increased uptake of existing training (particularly among those involved in recruitment), widened training possibilities and revision of existing training	Currently staff are not required to repeat the online E&D training and so some might be unaware of current developments. All staff require a refresher to be better able to challenge bias. Need to enhance opportunities to further knowledge on equality issues reaching key staff groups in particular	c) Reach all selection and promotion committee panels with in-house Implicit Bias training programme and online resources. Monitor uptake. Promote the training to all staff groups	Head of PPD	50% of IB training uptake by all staff by 2020 100% IB training uptake of those involved in appointments & promotions by 2022	every three years by 90% of staff <u>Long term outcome:</u> Increased knowledge of E&D principles and increased skills and confidence to tackle racism or sexism tracked through staff surveys & REC staff and student surveys.
68	Achieve greater ethnicity disclosure rate at UoC through: - Increasing BAME staff confidence to disclose race information to HR - Increasing White staff perceptions that racial matters are equally relevant to them	The University non-disclosure rate is 13.6% which is significantly higher than the national non-disclosure HE benchmark (HESA national average is 3.15%, 2017) Researchers (23.7%) and academic staff (17.3%) at UoC are least likely to disclose. Focus groups and anecdotal evidence suggests that while BAME staff fear the consequences of disclosing, White staff often think they do not need to disclose as they do not have a race. Staff can update their personal information on 'Employee Self-Serve' system.	a) Encourage all staff and researchers to update their ethnicity records explaining the benefits of disclosure, linking to work on racial inequalities b) Through PN1 (in particular AP 1, 2, 3) embed awareness of race issues at UoC, through PN4 and AP21, 39, 65 equip BAME staff with confidence in the University, and build White staff awareness of race to help increase disclosure c) Encourage disclosure through the increased number of events of race and racism being delivered as outlined in this Action Plan d) Chairs of committees and School Councils to ask members to update sensitive information on racial identity. e) Specifically, communicate the benefits of disclosure in OPdA and PdOC newsletters, at School HR Fora and at induction events, in information packs distributed to new staff.	PVCI See PN1, AP 1, 2, 3 PN4, AP21, 39, 65 Head of E&D PVCI, HoS, Chairs of committees Head of OPdA Chair of PdOC	By end of 2019 See PN1, AP 1, 2, 3, PN4, AP21, 39, 65 2019 and onwards By end of 2019 By end of 2019	Communications by PVCI to all staff See PN1, AP 1, 2, 3 100% disclosure in School Council and key central committees membership Decrease non-disclosure to 8% by end of 2021, to 5% or lower by end of 2022

69	<p>Ensure that staff and students are aware of the existing support and reporting mechanisms in cases of racism and feel supported when they report incidences of racism</p>	<p>REC surveys show that staff and students rarely report racial discrimination for many reasons including because they do not believe the UoC would take action and because they are unsure how to report. Many do not feel empowered and supported to report.</p> <p>There have only been 5 formal reports to HR of racism in the last 5 years.</p> <p>REC staff survey: <u><i>If I reported a race-related incident to my institution, appropriate action would be taken.</i></u> Strongly agree, Agree, Somewhat agree – 61% (200) of BAME staff 76% (1123) of White staff</p> <p>Somewhat disagree, Disagree, Strongly disagree – 21% (67) BAME staff 8% (116) White staff</p>	<p>a) Run biannual events on how to report racism and other forms of discrimination, bullying and harassment (following the example of “Reporting Racism at Cambridge” event on 19 Feb 2019)</p> <p>b) Include the notions and examples of racial harassment in the “Where to Draw the Line” training delivered across the University</p> <p>c) Target with the race awareness training (AP65) staff with forward facing roles to raise awareness on how to support people who experienced or witnessed racism</p>	<p>Head of OSCCA Head of E&D Presidents of CUSU and GU</p> <p>Head of E&D</p> <p>HR Cultural Change lead, E&D lead</p>	<p>2019 and ongoing biannually</p> <p>By end of 2019</p> <p>2019 and ongoing biannually</p>	<p>Positive feedback after events, attendees reporting enhanced awareness of how to report.</p> <p>We expect an increase in reports of racism at UoC suggesting that people feel confident to report by 2022</p> <p>Longitudinal evaluation of training shows evidence of change in attitude through raised awareness and understanding of race and racism.</p> <p>Next REC staff survey (2021) to show that 80% BAME staff feel that if they reported racial discrimination, the UoC would take an action (compared to 61% in 2018)</p>
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