

## YSJ Race Equality Charter Action Plan 2022/3 – 2026/7 (29 July 2022)

Pg	No.	Objective	Rationale	Action(s)	Timeframe	Person responsible	EB	Success criteria and outcome
<b>Section 2 Self-Assessment Process</b>								
19	2.1	Agree a university position on the use of the term 'Black, Asian and minority ethnic' or an alternative in university communications that is supported by BAME staff and student networks	Because the acronym 'BAME' is contested, it is important that we use a term that is supported by BAME staff and student networks. Although individuals have different preferences for describing ethnic minorities as a collective (BAME, people of colour, racialised minorities etc), as a University we want to ensure consistency in our communications	As part of work to develop YSJ Inclusive writing guidance, consult BAME staff and student networks, then introduce a recommended term to describe ethnic minorities as a collective	2022/3 – 2026/7 2022/3: Sem 1, consultation and decision	HoCMR	VC	<ul style="list-style-type: none"> <li>• Record of consultation with BAME staff and student networks</li> <li>• Statement on website about the use of the agreed term to describe ethnic minorities as a collective, from Sem 2, 2022/3</li> <li>• From 2023/4, use of term is evidenced in University communications (where possible)</li> </ul>

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24	2.2	Conduct two race equality surveys before next submission	To monitor awareness raising and progress on action plan. The first survey was conducted in 2021 with a response rate of 7.3% (students) and 44.7% (staff). Survey One: to inform the mid-term review in 2024; Survey Two: to help set priorities for next submission.	Conduct two race equality surveys	2022/3 – 2026/7 By April 2024: Survey One By April 2027: Survey Two	REC Co-Chairs, with DoSP	COO	<ul style="list-style-type: none"> <li>• Response rate of at least 10% of student body and 60% of workforce.</li> <li>• Demographics reflects YSJ community</li> </ul>

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25	<b>2.3</b>	Ensure YSJ community is aware of Race Equality Charter and progress	To ensure that YSJ community engages with Race Equality Charter by being aware of progress on the action plan and know how to contribute. Positively students and staff support the university's work towards race equality, including the REC application Source: qualitative responses	An annual communications plan to raise awareness about race equality/anti-racism work throughout the year	2022/3-2026/7	HoCMR, with REC Co-chairs	PVC:LT	<ul style="list-style-type: none"> <li>Record of communications/activities, at least once quarterly and showing multi-channel approach</li> <li>REC surveys demonstrate awareness of race equality/anti-racism work</li> </ul>

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26	2.4	Build a direct relationship between Executive Board and BAME staff network	Given the low BAME representation at senior level, building a direct relationship between Executive Board and the BAME staff network is a means to centre BAME voices in the race equality work and to help foster credibility of senior leadership commitment amongst BAME colleagues	Executive Board and BAME staff network to meet once a semester	2022/3-2026/7	VCCOM	VC	<ul style="list-style-type: none"> <li>• Record of meetings</li> <li>• At least five BAME staff members, including one co-chair, attending</li> <li>• Key points communicated to YSJ staff community on intranet</li> </ul>

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26	2.5	Continue the Race Equality Student Voice project to increase student engagement	The Race Equality Student Voice project in 2021/2 helped to enhance student engagement with the Race Equality Charter. It aims to ensure BAME students feel part of the YSJ community, and that they are listened to in the wider YSJ community	Recruit a small pool of student advocates (3-4) to run a series of student-led activities including: a) Providing safe spaces for BAME students to meet and share their experiences b) Raise awareness of work on race equality and how students can get involved c) Finding new ways of encouraging conversations around race d) Running and promoting cultural activities on campus.	2022/3-2026/7 Each year a new team will be recruited	HoSGE, with SWPA	PVC:GSL	<ul style="list-style-type: none"> <li>Established BAME student-led Race Equality Student Voice team</li> <li>Programme of events and activities throughout term-time</li> <li>Evidence of multi-channel communications (social media, in-person events, virtual activity)</li> <li>End-of-semester report by SWPA to Executive Board</li> </ul>
28	2.6	Ensure effective oversight of institutional action plan via	We need to ensure the sustainability and continuity of the	REC team to meet three times a year	2022/3-2026/7 Typically October, February, June	REC Co-Chairs	PVC:LT	<ul style="list-style-type: none"> <li>Produce an annual progress report and publish on website</li> </ul>

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		Executive Board	REC journey and recognise the importance of the Charter for YSJ's work towards becoming an anti-racist university	Develop terms of reference for the REC team, in collaboration with the BAME staff network and the Students' Union.	2022/3, Sem 1	EDA		<ul style="list-style-type: none"> <li>End of semester update to Executive Board</li> <li>Agree on new question in REC survey one to measure perception of senior leadership's commitment to addressing racial inequalities. Survey One to set baseline for Survey Two</li> </ul>
				Run a town hall event in York and in London to inform YSJ colleagues about progress on action plan and to consult and involve them with the action plan (student engagement, actions 2.3 and 2.5)	2022/3-2026/7 Once a semester	REC Co-Chairs, with EDA and PM:APP	PVC:LT	

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28	2.7	Conduct mid-term review with Advance HE Race Equality team	The mid-term review is an Advance HE membership benefit. We participated in the mid-term review consultation and believe it is an excellent way to access expertise and to ensure we remain on track and address areas for enhancement	Conduct a mid-term review with Advance HE REC team. The mid-term review consists of a 2-hour visit by Advance HE, and will engage a representation from the Executive Board and Senior Leadership Team, the full SAT, and a number of students	2023/4, Sem 2 – meeting arranged for June 2024	REC Co-chairs, with EDA and PM:APP	PVC:LT	<ul style="list-style-type: none"> <li>Executive Board representation (at least three members) at mid-term review</li> <li>Student engagement with the mid-term review</li> <li>A positive short report from Advance HE addressing monitoring, effectiveness, accountability and learning</li> <li>Development of a quality improvement plan to address areas of concern, and prepare for next submission (2024/5, Sem 1)</li> </ul>

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<b>Section 3: Institutional and Local context</b>								
39	3.1	Collaborate with partners to support York as an anti-	A common theme in the engagement with the YSJ community was that York was not	Engage with formal and informal opportunities as they arise	2022/3-2026/7	SLT	VC	<ul style="list-style-type: none"> <li>Involvement and commitment captured in annual EDI report</li> </ul>

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		racist and inclusive city	perceived as a welcoming city, and that this impacts on sense of belonging, feeling of safety and attraction of YSJ as an employer/educator of choice. We have a responsibility to use our position as a major employer and sponsor local events, and as provider of community services to drive change in the city of York.	Support community research focusing on race equality	2022/3-2026/7	DoISJ	PVC:RKT	<ul style="list-style-type: none"> <li>Ongoing funding of community research projects focusing on race equality</li> </ul>

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<b>Section 4: Staff Profile</b>								



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41	4.1	Benchmark proportion of BAME PSS against current census data for City of York	We use York census data (5.7%) as a benchmark for professional and support staff (3.6%), however local demographics are likely to have changed considerably since 2011, therefore benchmarking against Census 2021 will be more ambitious.	Adjust local benchmarking when Census 2021 ethnicity data are available (anticipated October to November 2022)	2022/3, Sem 1	HoBIA	COO	<ul style="list-style-type: none"> <li>The PSS benchmark aligns with the York city census 2021</li> <li>Increase relevant milestones commensurate with York census for 1.11.26</li> </ul>
42	4.2	Increase disclosure rates amongst PSS to at least 96% across all Executive areas	Although a 94.9% disclosure rate for ethnicity is higher than the national sector average (92.2%), because of the low representation of BAME individuals this impacts on	Assess impact of introduction of self-service system (2021/2)	2022/3, Sem 1	HROD:SL	COO	<ul style="list-style-type: none"> <li>Annual Diversity Monitoring report to EB and published on website by 1 April each year</li> <li>As at 1.11.26, overall disclosure rate is 97%,</li> </ul>
				Work with managers of auxiliary staff to encourage them to update their personal data	2022/3, Sem 1	HoHR with HoCRS	COO	

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			data quality. Disclosure rates are lowest amongst auxiliary staff (72%). We introduced a self-service system in 2021/2 (OneUni) that enables staff to update personal data on their staff records without intervention by HR	Annual campaign to encourage staff to update their diversity data on the new OneUni system	2022/3-2026/7 2022/3 Sem 2	HoHR	COO	staging target 1.11.23 96% <ul style="list-style-type: none"> <li>PSS at Grades 0-3 at 95%, staging target 1.11.23 80%</li> </ul>
45	4.3	Introduce positive action measures to Grade 9 and above to increase transparency and accountability of recruiters	On 1.11.21, only <input checked="" type="checkbox"/> members at Grade 9 and above identified as BAME <input checked="" type="checkbox"/> academics, <input checked="" type="checkbox"/> PSS). Positive action is required to make progress, so that by 2027 for every ten new and promoted appointments at least one is from a BAME background.	Provide guidelines for recruiters on positive action measures (for example, equal merit principle at shortlisting stage)	2022/3-2026/7 Introduce by next major recruitment round, May- June 2022/3	HoHR	VC	<ul style="list-style-type: none"> <li>End of Semester report to EB</li> <li>Progress captured in Annual Diversity Monitoring report</li> <li>As at 1.11.26, 10% of all new and promoted appointments are from a BAME background</li> </ul>
				Introduce standard condition in invitation to tender and contracts with Executive Search agencies to actively recruit BAME applicants and to provide transparency about success	2022/3-2026/7 Immediately	DoHR	COO	<ul style="list-style-type: none"> <li>Report to VC at end of recruitment cycle</li> <li>Each shortlist for G9+ has at least one BAME candidate</li> </ul>

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52	4.4	Monitor turnover rates to identify whether, as a trend, BAME PSS are more likely to leave than white PSS	As turnover rates fluctuated and leavers were fairly small during the reporting period, we were not able to draw conclusions. We need to monitor longer-term to detect any trends in turnover rates and retention.	Include turnover rates over a period of 5 years in Annual Diversity Monitoring report; if it is detected that there is a retention problem with BAME PSS then take appropriate action	2022/3-2026/7 Spring 2023, then annually	HoHR	COO	<ul style="list-style-type: none"> <li>Annual Diversity Monitoring report to People Committee includes leavers' data</li> <li>If BAME retention is lower, then action will be taken</li> </ul>
53	4.5	Ensure effective mechanisms for addressing race-related incidents	We are committed to tackling racism and supporting all staff at YSJ who have experienced or witnessed racism, hate crime, or other unacceptable behaviour. The REC survey shows that change is needed to increase reporting and give people confidence that race-related incidents will be	Conduct Dignity at Work policy refresh to align with Student Dignity and Respect policy and Equality, Diversity and Human Rights policy, and to strengthen coverage of racial discrimination and micro-aggressions	2022/3, by end of Sem 2	HoHR, with EDA	COO	<ul style="list-style-type: none"> <li>DAW policy covers racial discrimination and micro-aggressions (by end of Sem 2, 2022/3)</li> <li>Dignity and Respect network or equivalent relaunched (beginning of Sem 1, 2024/5)</li> <li>If appropriate, new mechanisms for reporting introduced by</li> </ul>
				HR and investigators to complete race equality training	2022/3-2026/7	DoHR	COO	

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			<p>addressed appropriately.            Q5 Equal treatment by colleagues            Q6 Equal treatment by students            Q11 Racial discrimination on campus            Q13 Reporting race-related incidents</p>	<p>Evaluate and review Dignity and Respect network, in consultation with BAME staff network, and act on recommendations to ensure it is fit for purpose and (1) provides a safe space for BAME members of the Dignity and Respect network, and (2) BAME colleagues feel able to talk to any member of the Dignity and Respect network</p>	<p>2022/3-2026/7            2023/4: review            2024/5, Sem 1: DRN or equivalent (re-)launched</p>	HoHR	COO	<p>beginning of Sem 1, 2024/5</p> <ul style="list-style-type: none"> <li>Annual People and Culture Strategy update report by DoHR to EB/PC</li> <li>REC survey two (2027) ratings to Q13 are comparable for all groups, and above 4.0 rating</li> <li>Staging target for REC survey one (2024) for Black respondents at 3.7</li> <li>By December 2023, 100% HR and investigators have completed race equality training</li> </ul>
				<p>Following a review, develop mechanisms to make it easier to report incidents (e.g. extension of Report+Support, use of Employee Assistance Programme)</p>	<p>2023/4-2026/7            2023/4: research and consultation            2024/5: new mechanisms launched</p>	DoHR	COO	

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55	4.6	Increase diversity within Academic Board Committees by co-opting members from under-represented groups	Currently there is very low representation of BAME colleagues on University Committees (2.9% in 2020/1) and addressing this is a priority for the University. Because most roles are ex-officio and the pipeline is narrow, progress will be slow without positive action.	Develop and implement a process of co-opting members from under-represented groups sensitively so that it has the intended positive impact.	2022/3-2026/7 2022/3, Sem 1: research 2022/3 Sem 2: recommendations, followed by implementation	AR with CoAC	GSL	<ul style="list-style-type: none"> <li>Proposal to AB March 2023</li> <li>Annual progress report to Academic Board in June of each year</li> <li>During 2026/7 10% of named AB committees will be BAME. Staging target 2023/4 5%</li> </ul>
56	4.7	To include ethnicity representation at three tiers in ethnicity pay gap reporting	Although the ethnicity pay gap is positive for BAME staff overall, because we assess the ethnicity pay gap university-wide, this does not show the under-representation at the lower and higher tiers.	To include ethnicity representation at three salary tiers in the internal report for Executive Board and People Committee	2022/3-2026/7	HoHR	COO	<ul style="list-style-type: none"> <li>Annual Equal Pay/Gender Pay Gap report to EB; Biennial Equal Pay report to PC Annual monitoring report to People Committee</li> <li>In 2022/3 report, the tiers will provide a baseline to monitor progress.</li> <li>Subsequent reports will show positive performance against university baseline.</li> </ul>

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<b>Section 5: Academic Staff</b>								
<b>Benchmark for BAME academic staff representation is 15.9% as at 1 November 2026</b>								
60	5.1	Ensure managers understand their role and responsibilities as recruitment managers in relation to fair, transparent and anti-racist recruitment.	During the reporting period, disparities between white and BAME applicants have decreased, however there is still a conversion gap of 14.9% in appointed applicants. REC survey highlighted concerns about fairness and transparency of recruitment and the average rating for all respondents that the best candidate was being recruited was 3.4. Q17 Fair and transparent recruitment and selection Q18 Selection of best candidate (Table 5.a.4, p. 60)	Introduce a toolkit to provide HR and managers with the information they need to ensure that inclusion and positive action are considered and implemented at every stage of the recruitment process	2022/3-2026/7 2022/3: research and development, 2023/4: introduction 2025/6 Sem 2: Evaluation report	HoHR	COO	<ul style="list-style-type: none"> <li>Recruiters' toolkit introduced (beginning of Sem 1, 2023/4).</li> <li>Evaluation report 2025/6 demonstrates positive outcomes.</li> <li>As at 1.11.26, conversion data for BAME and white candidates are comparable.</li> <li>REC Survey two (2027) ratings of Q17-18 are comparable for all groups, and above 4.0 rating</li> <li>Random sampling and equality audits of shortlisting and interview processes demonstrate quality and rigour of the recruitment process.</li> </ul>
				Require all chairs of recruitment panel to have completed EDI and bias in recruitment training	From April 2023, then 2023/4-2026/7	HoLOD/HoHR	COO	
				Ensure at least one half of each panel has completed EDI and bias in recruitment training	From April 2024, then 2024/5-2026/7	Chairs of recruitment panels with HoHR	COO	

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60	5.2	Introduce mechanisms to involve BAME staff and students in the recruitment process appropriately	The recruitment process is strongly shaped by white colleagues and to address this we need to involve BAME staff and students to diversify recruitment. However, we need to ensure that we do this in a way that mitigates disproportionate burden and emotional labour, and values the contribution by BAME individuals.	Conduct desk-based review and consult BAME staff about appropriate ways to involve them with recruitment and promotion processes (e.g. reviewing job descriptions, participating in interview and promotion panels), and embed recommendations into recruiters toolkit	Academic year 2022/3	HoHR	COO	<ul style="list-style-type: none"> <li>• Consultation with the BAME staff network completed and recommendations inform the recruiters toolkit.</li> <li>• Positive feedback at staff network/EB meetings and any concerns addressed effectively.</li> </ul>
				Develop and pilot a scheme where BAME students assist in the recruitment process, particularly for academic roles	2023/4 – 2026/7 2024/5 Sem 2: Evaluation report	HoHR/HoSGE	COO/PVC:GSL	<ul style="list-style-type: none"> <li>• At least x10 BAME students to have participated in the pilot scheme.</li> <li>• Evaluation report demonstrates positive outcomes.</li> </ul>

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60	5.3	Enhance pre-application support and guidance for job applicants to help them get the most out of the interview process	A suggestion has been made by BAME colleagues that BAME applicants would benefit from enhanced support and guidance pre-and through application and interview.	Explore and pilot options how to support candidates throughout the recruitment process – with a view to introduce practical support and guidance for job applicants.	2023/4-2026/7 2023 Sem 1: research and development, followed by implementation. 2025/6 Sem 2: Evaluation report	HoHR	COO	<ul style="list-style-type: none"> <li>• Report on options to support candidates by end of Sem 1, 2023/4</li> <li>• Structured approach to pre-application/interview support introduced by 2023/4 Sem 2</li> <li>• Positive feedback in evaluation report</li> <li>• Narrowing of disparities in conversion where these currently exist</li> </ul>
61	5.4	Provide Annual Staff Statistical Report to Heads of School to inform specific actions in their schools.	School-level data deviate significantly. Therefore school-level reflection/decision-making is required. Local intelligence will support action planning to	Provide annual statistical school-specific report to School Academic Leadership Teams, this should include recruitment data and application conversion rates.	2023/4-2026/7 (Sem 2)	DoHR/HoS	COO/PVC:LT	<ul style="list-style-type: none"> <li>• Minutes of the SALT discussion will be used as evidence that we are monitoring the action</li> <li>• As at 1.11.26, BAME academic staff recruitment conversion rates</li> </ul>



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			address specific issues in each School.	SALTs to add "Annual Staff Statistical Report" to the SALT agendas annually				from application to interview data at School-level will improve by at least 5% or where currently no racial disparity exists, this will be maintained for each reporting period
62	5.5	Enhance onboarding programme so that new starters are clear about the University's values and standards of behaviour and know about support and social networks.	Feedback from staff and managers (during townhall events and meetings with BAME staff network) highlights need to enhance YSJ organisational onboarding and clearer positioning of YSJ Strategy, values and culture.	<p>Launch and continue enhanced induction, including positioning of values, behaviours and network information</p> <p>Publish and maintain onboarding and induction intranet site for new starters, including information on joining staff networks.</p>	<p>2022/3-2026/7</p> <p>2022/3-2026/7 2022/3: develop site, then publish</p>	<p>HoLOD</p> <p>HoLOD</p>	<p>COO</p> <p>COO</p>	<ul style="list-style-type: none"> <li>Positive feedback from new starters gathering through survey</li> <li>Launch of enhanced induction by beginning of Sem 1 2022/3</li> <li>Refreshed intranet site published by beginning of Sem 1 2023/4</li> <li>Increase in membership of BAME staff network is commensurate to increase in BAME staff representation (as reported by BAME network co-chair)</li> </ul>

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63	5.6	Provide comprehensive race equality/anti-racism staff development offer for all staff appropriate to their role.	We have identified a pressing need for staff to increase knowledge and confidence in recognising and addressing racial inequalities. By providing high quality training and awareness packages for our staff, we aim to create a culture where everyone is empowered to address racial inequalities and to promote fairness, respect and understanding.	EDI training for senior leadership team followed by half-day anti-racist workshop	Academic year 2022/23 (by Easter 2023)	VCCOM, with HoLOD	VC	<ul style="list-style-type: none"> <li>• Training provided by end of Sem 2 2022/3</li> <li>• 100% completion by SLT</li> </ul>
				Provide Advance HE race equality e-learning to all staff	2022/3-2026/7 2022/3: Preparation, then introduce	HoLOD	COO	<ul style="list-style-type: none"> <li>• Race equality e-learning launched by beginning of Sem 1, 2023/4</li> <li>• 100% completion by September 2026</li> </ul>
				Provide training to managers and student facing staff on responding to disclosure and bystander intervention, facilitated by an external EDI expert. In tandem with race equality e-learning.	2022/3 – 2026/7 Start delivery by September 2023, then ongoing	HoLOD	COO	<ul style="list-style-type: none"> <li>• 100% of identified roles have completed within set timescales (see matrix)</li> <li>•</li> </ul>

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				Develop and maintain matrix to set staged time targets for 100% completion by specific roles, for example team managers, complaint investigators, academic tutors, complaint investigators	2022/3-2026/7 2022/3: develop, then introduce	HoLOD	COO	<ul style="list-style-type: none"> <li>Matrix shared with managers and posted on intranet at beginning of PDR round in 2023, then updated every year</li> <li>100% of identified roles have completed race equality within set timescales</li> <li>Evidence of communication about time commitment and importance of allocation for training to managers and posted on intranet at beginning of Sem 1, 2024/5</li> </ul>
				Review first year of training to determine the time commitment required by staff to enable managers to factor in workload allocation for future years.	Academic year 2023/4	HoLOD	COO	

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64	5.7	Encourage participation of BAME colleagues in YSJ leadership programme	During the reporting period, out of three leadership development programmes, only one has been accessed by BAME academics. We are launching a new YSJ Leadership programme which will provide opportunities to increase BAME representation. Q20: development opportunities (Table 5.b.1, p. 63)	Actively promote new YSJ Leadership programme to be launched in 2022/3 through the BAME staff network.	2022/3-2026/7	HoLOD	COO	<ul style="list-style-type: none"> <li>Participation rates of BAME and white staff are comparable from the start of the leadership programme</li> <li>REC survey two (2027) ratings of Q20 are comparable for all groups, and above 4.0 rating. Staging target for REC survey one (2024) – Black: 3.5 (amber), Asian: 3.8, Mixed/Other: 4.0</li> </ul>
64	5.8	Support and invest in BAME leadership programmes	Since 2017/8 we have funded 8 places on Diversifying Leadership programme with	On an annual basis fund two places on the Diversifying Leadership programme	2022/3-2026/7	HoLOD	COO	<ul style="list-style-type: none"> <li>Completion of Diversifying Leadership programme by 2 people every academic year</li> </ul>

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			visible impact on career progression opportunities. However, other BAME leadership programmes (e.g., Stellar HE) may be more suitable for BAME colleagues in more advanced stages of their leadership journey.	Present alternatives to BAME staff network so that we support leadership progression as best as possible.	Academic year 2023/4 Sem 1: Research, resulting in report	HoLOD	COO	<ul style="list-style-type: none"> <li>Decision about BAME leadership programmes by end of Sem 2, 2023/4, with enactment of recommendations as relevant</li> </ul>
64	5.9	Promote U-Connect to BAME Staff Network	The BAME staff network highlighted a need for better mentoring opportunities, in addition to Yorkshire Accord. U-Connect, a cross-institutional Diversity Mentoring scheme, provides opportunities to match with BAME mentors if mentees want this. In 2021/2 this had three YSJ BAME mentors/mentees	To promote the cross-institutional Diversity mentoring scheme to YSJ community following the growth of other regional universities joining the scheme.	2022/3-2026/7 Evaluation of institutional scheme completed by September 2023	HoLOD	COO	<ul style="list-style-type: none"> <li>Positive feedback received from BAME mentees/mentors who have engaged in the scheme.</li> <li>By end of Sem 2, 2023/4, increased participation of BAME staff members in mentoring schemes commensurate to participation of white staff members</li> </ul>

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65	5.1 0	Evaluate new PDR process to ensure staff have equivalent opportunities to discuss workplace and career issues.	PDRs are a key staging point for staff and managers to discuss significant workplace and career issues. However Black respondents to the survey rated PDR considerably lower (average rating: 3.3) than other groups (average rating: 4.5). During 2021/2, we have taken steps to strengthen the PDR process Q 21: discussion about personal development and progression; Q27-29: PDR (Table 5.c.2, p. 65)	Monitor PDR training attendance to capture participation rates by managers and by equality groups	2022/3-2026/7	HoLOD	COO	<ul style="list-style-type: none"> <li>Report about PDR uptake and training attendance in Annual People and Culture Strategy update to EB/PC by DoHR</li> <li>REC survey two (2027) ratings of Q21,28,29 are comparable for all groups, and above 4.0 rating Staging target for REC survey one (2024) – Black: 3.6, white: 3.6</li> <li>Positive feedback from BAME staff network obtained during meetings with EB</li> </ul>
				Produce annual monitoring report following the 2022/3 PDR round via OneUni	2022/3-2026/7	HoLOD	COO	

Pg	No.	Objective	Rationale	Action(s)	Timeframe	Person responsible	EB	Success criteria and outcome
67	<b>5.1 1</b>	Strengthen support for promotion in order to remove barriers and address under-representation at Associate Professor and Professor levels.	The eligible pool for applications to Associate Professor and Professor is very small, so we need a broader strategy to widen pipeline. Consultation has highlighted a need to strengthen support for promotion planning. Q 25: promotion (Table 5.d.2, p. 67)	Write to line managers of all eligible for professorial roles (Associate Professor and Professor) to encourage them to discuss applications, with names of eligible staff and list of resources (including development opportunities for BAME staff)	2022/3-2026/7 At beginning of Sem 2 (launch of promotion round) At beginning of PDR round (May – July)	HoHR/PVC L&T	VC	<ul style="list-style-type: none"> <li>• Increase number of BAME colleagues at Associate Professor and Professor levels by 2024/25 commensurate to eligible pool</li> <li>• Communication sent</li> <li>• Workshops delivered</li> <li>• Evaluation of Promotion criteria report with</li> </ul>

Pg	No.	Objective	Rationale	Action(s)	Timeframe	Person responsible	EB	Success criteria and outcome
				Run workshops twice a year, first one in October will help with understanding process and criteria and planning for promotion; second will be held near the promotions round in January to help academics develop their application. We will collaborate with BAME staff network to develop workshops and engage recently promoted BAME staff to share experience of promotions process	2022/3-2026/7 First workshop in October Second workshop in January	HoTLE/HoHR	VC	<p>recommendations enacted as appropriate</p> <ul style="list-style-type: none"> <li>REC survey two (2027) ratings of Q25: are comparable for all groups, and above 3.5 rating</li> </ul> <p>Staging target for REC survey one (2024) – at least 3.2</p>
				Evaluate promotion criteria, 3 years after introduction	Academic year 2024/5	PVC L&T/PVC R&KE	VC	
Section 6: Professional and Support Staff								
Benchmark for BAME professional and support staff representation is York census data (2011: 5.7%, 2021: tbc) as at 1 November 2026								

Dated 29 July 2022



Pg	No.	Objective	Rationale	Action(s)	Timeframe	Person responsible	EB	Success criteria and outcome
71	6.1	Ensure language used in recruitment process are welcoming and job criteria are non-discriminatory	Low BAME application rates for PSS roles. We need to ensure that YSJ is marketed as an employer of choice for BAME applicants and recruitment criteria is non-discriminatory	Undertake a review of the Recruitment website, language and criteria used in adverts and in job descriptions/person specifications	Academic year 2022/3	HoHR/RL	COO	<ul style="list-style-type: none"> <li>Record of analysis and actions</li> <li>Structured approach to pre-application/interview support introduced by 2023/4 Sem 2</li> <li>A significant increase in BAME applicants (by 2026/7) and narrowing of conversion rate</li> </ul>
71	6.2	Improve existing recruitment channels to ensure the University is reaching potential BAME applicants.	While there has been a year-on-year increase of the proportion of BAME applications for academic staff (44% UK applicants were BAME in 2020/1), there has been a drop in proportion of BAME applicants for PSS since 2018/9 (down to 11.4%). PSS under-represented against local community	Review existing recruitment channels, this includes the use of LinkedIn and engagement with local BAME communities for recruitment campaigns, with recommendations for further actions	2022/3-2026/7 2022/3, Sem 2: report, then implementation of further actions as appropriate	HoHR/RL	COO	<ul style="list-style-type: none"> <li>As at 1.11.26, at least 5.7% of PSS are BAME</li> <li>By 2027, BAME applications at all grades up by at least 10%</li> <li>Staging target by 2024, 4%</li> <li>By 2027, no differentials in conversion rate</li> </ul>

Pg	No.	Objective	Rationale	Action(s)	Timeframe	Person responsible	EB	Success criteria and outcome
71	<b>6.3</b>	Enhance pre-application support and guidance for job applicants	See Action 5.3. PATH Yorkshire provides expert consultancy and has worked with Leeds Trinity and Joseph Rowntree Foundation/Housing Trust with positive outcomes.	In partnership with PATH Yorkshire, explore and pilot options on how to support candidates throughout the process, then integrate into operational management	2023/4 pilot, then implementation	HoHR/RL	COO	
71	<b>6.4</b>	Pilot a trainee placement ringfenced for BAME applicants	As Action 6.3 – as well as a potential way to increase diversity, the pilot will provide access to expertise to identify and remove barriers in recruitment and during first year of employment	Run PATH Yorkshire Positive Action Training scheme for entry-level graduate post	Academic year 2023/4	HoHR	COO	<ul style="list-style-type: none"> <li>• Trainee placement report with recommendations about continuation</li> </ul>
71	<b>6.5</b>	Provide Annual Staff Statistical Report to	Only 3.6% of professional and support staff	Provide Annual Staff Statistical Report to Directors	2022/3-2026/7 (Sem 2)	DoHR/HoS	COO	<ul style="list-style-type: none"> <li>• Minutes of the Directors'</li> </ul>

Pg	No.	Objective	Rationale	Action(s)	Timeframe	Person responsible	EB	Success criteria and outcome
		Directors to inform joined up actions in their Executive Areas.	identify as BAME. This is a problem that exists across all Executive Areas. Providing this data at Director level should help increase sense of urgency and enhance accountability, and encourage joined up actions.	Add "Annual Staff Statistical Report" to the Directors meetings' agendas annually	2022/3-2026/7	COO, PVC:GSL	COO, PVC:GSL	discussion will be used as evidence that we are monitoring the action <ul style="list-style-type: none"> <li>As at 1.11.26, BAME PSS representation will be 5.7% or more (Census 2011)</li> </ul>
73	6.6	Review communications about vacancies and re-grading procedures for greater clarity	The REC survey demonstrates a high level of dissatisfaction with re-grades and grade progression. Although there is no evidence of racial disparities, we need to ensure that the process is transparent and accessible for everyone. Q23: applying for higher grade job Q24: re-grading (Table 6.d.2, p. 73)	Review communication of regrading procedures for greater clarity, informed by feedback from BAME staff network.  Disseminate guidance to all professional and support staff and managers	Academic year 2023/4, Sem 2  Academic year 2023/4, Sem 2 (before PDR round)	HoHR  HoHR	COO  COO	<ul style="list-style-type: none"> <li>REC survey two (2027) ratings of Q23-24 are comparable for all groups.</li> <li>Staging target for REC survey one (2024) for Q23 - for all groups at least 3.0</li> </ul>
<b>Section 7. Student pipeline</b>								

Pg	No.	Objective	Rationale	Action(s)	Timeframe	Person responsible	EB	Success criteria and outcome
<b>Benchmarks for UK-domiciled BAME UG student are: 10% access, 0% gap in progression to employment and further study (APP KPIs 2025); 0% gaps in continuation and degree award (YSJ strategy 2026)</b>								
75	7.1	Identify causes for lower offer-making to Black applicants in order to develop recommendations for appropriate actions	Black and "other" applicants are significantly less likely to receive an offer than white applicants (-8.4% and -7.4% respectively). Initial analysis has not identified obvious issues with decision making and interview stages of admissions process.	Examine data on a student-by-student level, taking into account: <ul style="list-style-type: none"> <li>the courses that Black students have applied for, in particular Allied Health courses, Physiotherapy, Occupational Therapy, Nursing</li> <li>the overall offer rate for all applicants to those courses.</li> </ul> Then develop recommendations to address the causes for differentials appropriately.	Academic year 2022/3, Sem 1, once the UCAS ethnicity data has been attached for all applicants	DMSRA	COO	<ul style="list-style-type: none"> <li>Causes for lower offer rate identified and recommendations enacted by end of 2022/3.</li> <li>Reduction in differential offer rates to below 5% by 2025.</li> </ul>

Pg	No.	Objective	Rationale	Action(s)	Timeframe	Person responsible	EB	Success criteria and outcome
				Explore reasons for rejection and see which parts of the cycle that they have occurred in. Develop appropriate actions in accordance.	Academic year 2022/3	DMSRA	COO	
75	7.2	Monitor award uptake and relationship with student outcomes from both a quantitative and qualitative viewpoint	BAME Scholarships were introduced in 2021/2 and we want to know the impact, and identify further steps to maximise success, for example by linking Scholarships to additional IAG and a package of opportunities. We will be able to fully assess impact from 2024/5 at the earliest, when the first cohort with BAME scholarships has graduated	<p>Gather qualitative data from the new cohorts in order to assess benefits from those receiving the scholarship.</p> <p>Evaluation report to analyse retention and progression levels for the cohorts who received the scholarship as compared with previous cohorts, with tracked progress and recommendations as well as yearly reports in order to continue to fine-tune the Scholarship packages.</p>	<p>2022/3-2026/7 2022/3, Sem 1 interview/surveys/ progression and achievement data</p> <p>2022/3-2026/7 July 2023 First annual progress report July 2026 Final Report</p>	<p>DSL PM:APP</p> <p>DSL PM:APP</p>	<p>PVC:GSL</p> <p>PVC:GSL</p>	<ul style="list-style-type: none"> <li>Annual report shows progress and identifies further actions</li> <li>No ethnicity continuation differential by 2026.</li> </ul>

Pg	No.	Objective	Rationale	Action(s)	Timeframe	Person responsible	EB	Success criteria and outcome
78	7.3	Ensure that the ethnicity data set is more complete for student mentors	A high proportion of mentees in the WP mentoring scheme are BAME who may benefit from seeing themselves reflected in their mentors. However, we currently don't monitor ethnicity of BAME student participation and therefore don't know whether they are under-represented.	Record ethnicity of student mentors	2022/3-2026/7	DMSRA	COO	<ul style="list-style-type: none"> <li>By 2023/4, over 85% data completion for the mentor role, with the number of not known values significantly reduced.</li> <li>If BAME student mentors under-represented in comparison to YSJ student body then take action</li> </ul>

Pg	No.	Objective	Rationale	Action(s)	Timeframe	Person responsible	EB	Success criteria and outcome
83	7.4	Provide information pre-arrival and during the first month that is welcoming and inclusive of BAME students	We wish to ensure that both the welcome activities and welcome information are inclusive and comprehensive and that there are a variety of events that are suitable and welcoming for the diverse range of students. This work will involve a wide range of stakeholders throughout the University and, crucially, it will include the Students' Union. Currently Asian and Q12: Black students are less likely to recommend YSJ to a prospective student which we consider as a proxy for sense of belonging. (Table 7.a.3, p. 76)	Analyse the programme of activities that is run during welcome week. Survey incoming students in 2022 in order to conduct an analysis of how events and activities were received and how effective new students felt that the communications around starting university were. Build on findings to review activities and communications in order to enhance BAME student experience as we prepare for 2023 entry.	2022/3-2026/7 September 2022-September 2023.	DMSRA in partnership with DSL	COO/PVC:GSL	<ul style="list-style-type: none"> <li>REC survey two (2027) ratings for Q12 are comparable for all groups. Staging target in REC survey one (2024) for Asian students up to 4.0, and for Black students up to 3.7</li> <li>Evaluation report to PVC:GSL, 2022/3, Sem 2 will include recommendations for actions for the following academic year.</li> </ul>

Pg	No.	Objective	Rationale	Action(s)	Timeframe	Person responsible	EB	Success criteria and outcome
83	7.5	Appoint Programme Manager (Access, Attainment and Progression) to coordinate work on eliminating ethnicity degree awarding gaps.	Our awarding gap (8.6%, 2020/1) is markedly smaller than sector average. Nonetheless, we wish to accelerate the elimination of this gap. We will develop projects and interventions drawing on sector best practice. We will use the following REC survey questions as a measure for success: Q14: course progression Q 34: assessment	The postholder will work across Academic schools and Professional Service teams to coordinate and support the cross-institutional programme of work to deliver the outcomes of the University's Access and Participation Plan (APP). The work will have a particular focus on the elimination of inequalities in access, attainment and success as outlined in our APP objectives and targets	2022/3-2026/7 Appointed August 22, 2022/3: interventions identified and developed 2023/4-2026/7: pilot/implementation	APPPM	PVC:LT	<ul style="list-style-type: none"> <li>Awarding Gap eliminated by 2028 Staging target by 2027: below 5% gap</li> <li>REC survey two (2027) ratings for Q14, 34 are comparable for all groups, and above 4.0.</li> </ul>
88	7.6	Ensure the annual PGR Programme addresses race equality and anti-racism	We consider race equality and anti-racism an important area of knowledge for postgraduate researchers.	When annual PGR CPD programme is developed, ensure it incorporates race equality/anti-racist themes	2022/3-2026/7	HoRO/HoPGR	PVC:RKT	<ul style="list-style-type: none"> <li>At least one session a semester</li> </ul>



Pg	No.	Objective	Rationale	Action(s)	Timeframe	Person responsible	EB	Success criteria and outcome
88	7.7	Ensure equality of access to thematic funding for research students	We provide a portfolio of thematic funding for research students but we currently do not monitor whether these are accessed by BAME PGRs in the same way as white PGRs, and whether there may be hidden racial bias	Conduct an equality analysis of allocation of thematic funding awarded to research students in 2021/2 and develop action plan if needed.	Academic year 2022/23, Sem 1	HoRO/HoPGR	PVC:RKT	<ul style="list-style-type: none"> <li>Report to Research Committee with recommendations, by January 2023</li> </ul>

91	7.8	Improve data collection and analysis regarding employability in order to identify gaps and inform targeted intervention	Although we have some good data collection (Career Readiness Survey, Table 7.f.3, p. 90), we need to increase our understanding of how students engage with us and the extent to which that engagement has an impact on their employability and employment outcomes. This enables us to design programmes and activities that are inclusive of BAME students and meet specific needs and impact on outcomes. REC survey shows disparities between Black students and other students. In the REC survey Q 21 (good understanding of graduate-level employment opportunities) Black students	Develop data banks from student data and engagement data including (appointments, events, programmes, funding applications, opportunities, placements, study abroad) to determine trends in what students engage with and the impact on outcomes so that we can drive improvement, innovation and participation.	2022/3-2026/7 Academic year 2022/23, then keep under review	HoSGE	PVC:GSL	<ul style="list-style-type: none"> <li>• Clear data dashboard that can be interrogated to see up to date engagement data linked to tangible outcomes, by beginning of Sem 1, 2023/4</li> <li>• REC survey two (2027) ratings for Q21-22 average over 4.0 with minor differentials.</li> <li>• Staging target REC survey one (2024) for Q21 for Black students up from 2.1</li> </ul>
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Pg	No.	Objective	Rationale	Action(s)	Timeframe	Person responsible	EB	Success criteria and outcome
			rated this significantly lower compared to other ethnic groups; skills development more comparable but none highly (Table 7.f.4, p. 91).					

Pg	No.	Objective	Rationale	Action(s)	Timeframe	Person responsible	EB	Success criteria and outcome
91	7.9	With BAME students as co-creators, develop a bespoke programme to support diversity and employment, including increasing diversity in employability events, workshops and external speakers	A diverse representation and programmes will empower students from diverse backgrounds to discuss and understand opportunities that enable them to develop aspiration and connect to a supportive professional network	Investigate cross-institutional programmes that develop a better understanding of diversification in employment and the skills and attributes needed for success. With students as co-creators, work with organisations such as Diverse Hires, Sanctuary Graduates, This is Purpose, Transform Society and TG Consulting to: <ul style="list-style-type: none"> <li>develop aspiration and greater diversity of employers and their representatives on campus.</li> <li>support inclusive graduate recruitment systems and access to positive action opportunities.</li> </ul>	2022/3-2026/7 2022/3, Sem 1: Research possible intervention programmes 2022/3, Sem 2: Report and proposal to relevant committees 2023/4: Start pilot implementation of programme (where appropriate)	HoSGE	PVC:GSL	<ul style="list-style-type: none"> <li>2022/3, Sem 2: Report to EC/AB</li> <li>Pilot programme delivered by end of 2023/4</li> <li>Evaluation report of programme shows increased diversity in employability events, workshops and external speakers.</li> </ul>

Pg	No.	Objective	Rationale	Action(s)	Timeframe	Person responsible	EB	Success criteria and outcome
<b>Section 9. Any further information (addressing race-related incidents)</b>								
92	8.1	Ensure that in the LTSE Action Plan, anti-racist pedagogies and decolonised curricula remain central to the implementation of LTSE strategy.	We have a range of good and emerging practice in decolonisation and anti-racist pedagogies at subject and School levels. Our cross-University Decolonisation and Race Equality Network needs to draw on these to ensure our approach is clearly defined and consistent.	LTSE Action Plan for 2022/23 will include work to draw together good practice across the university to establish a consistent definition and approach to decolonial work and anti-racist pedagogies.	Academic year 2022/23 At beginning of Sem 1 action plan approved Nov/Feb/May Progress reports to EC, then AB	HoTLE/PVC:LT	PVC:LT	Consistent approach to decolonisation approved at Education Committee in September 2022. EC/AB reports throughout academic year show progress through actions
93	8.2	Secure impact and influence of the Decolonisation and Race Equality Network (DREN), creating a community of practice and building	DREN provides a strong mechanism to work together on decolonisation and race equality and share good practice. However, while there is strong appetite among staff for CPD and participation in	Develop mission statement for DREN Provide guidance to SALT and Associate Heads to ensure DREN contributions are recognised in workload allocations and PDRs	Academic year 2022/23, Sem 1 Academic year 2022/23, Sem 1	HoTLE/PVC:LT with HoLOD	PVC:LT	Mission statement published on website by end of Sem 1, 2022/3 Positive feedback from DREN members assessed during network meetings

Pg	No.	Objective	Rationale	Action(s)	Timeframe	Person responsible	EB	Success criteria and outcome
		resources to be shared cross-institutionally	YSJ networks, survey and focus group data as well as DREN members have highlighted concerns regarding workload and timing of opportunities. We need to ensure sustainability of this network.	Establish a formal reporting mechanism for findings and recommendations of DREN through EC into AB	Academic year 2022/3 By March 23: approval by EC/AB By end of Semester 2, 2022/3 formal reporting system established	HoTLE	PVC:LT	Record of formal reports through EC into AB
94	8.3	Monitor and evaluate the effectiveness of the new narrative templates in the validation process, to compile best practice and – if necessary – further develop guidance to differentiate between decolonisation, diversification and inclusive practice	A commitment to decolonisation of the curriculum has been established since 2020. We will soon have sufficient courses that have been validated or revalidated since then to provide data on the impact of this priority on curriculum design.	Monitor the number of programmes validated with the new template, and assess against decolonisation, diversification and inclusive practice. If necessary, further develop guidance to differentiate between decolonisation, diversification and inclusive practice.	2023/4-2026/7	AR with HOTLE	PVC L&T PVC GSL	<ul style="list-style-type: none"> <li>Annual update report to Education Committee and Quality and Standards Committee shows a steady increase of validated programmes using the new template</li> <li>Commendations for validated programmes are issued from academic year 2023/4</li> </ul>

Pg	No.	Objective	Rationale	Action(s)	Timeframe	Person responsible	EB	Success criteria and outcome
94	8.4	Build confidence in wellbeing services through promoting our services in a culturally sensitive way	Conversations with BAME students have highlighted that they do not feel confident that the wellbeing team will support them effectively. We also recognise that there may be cultural barriers around accessing wellbeing services amongst international students.	Following a review on how we communicate about our services, in consultation with student groups, take steps to make improvements	2022/3-2026/7 Completed by end of Sem 1, with annual reviews thereafter.	HoSAWS	PVC:GSL	<ul style="list-style-type: none"> <li>Positive responses from BAME and international students is evident in evaluation forms</li> <li>Annual report to the Health, Safety and Wellbeing committee, plus a summary report to Executive Board from 2022/23 show steps taken.</li> </ul>
				Work with International Student Services, personal tutors, and Chaplain to reach out to international students, particularly on London Campus	2022/3-2026/7 Introduced in 2022/23 then ongoing	HoSAWS	PVC:GSL	

Pg	No.	Objective	Rationale	Action(s)	Timeframe	Person responsible	EB	Success criteria and outcome
95	<b>8.5</b>	Produce a compendium of good practice and a toolkit of resources to support the delivery of effective Academic Tutorials and Authentic Assessment to address awarding gaps.	Although differentials are small with Black students less likely to be comfortable approaching tutors and be happy with assessment, we need to ensure that this strength is firmly embedded and remove any differentials. Q32: Approaching course tutors (Table 8.b.1, p. 95), Q34 Assessment (Table 8.a.1, p. 95)	Develop compendium of good practice and a toolkit of resources to support the delivery of effective Academic Tutorials and Authentic Assessment, then maintain on an ongoing basis, alongside regular L&T CPD	2022/3-2026/7 By end of 2022/3: post compendium on staff intranet page	PM:APP	PVC:LT	<ul style="list-style-type: none"> <li>• Compendium posted on staff intranet page by end of Sem 2, 2022/3</li> <li>• REC survey one (2024) ratings for Q32,34 are comparable for all groups</li> </ul>



Pg	No.	Objective	Rationale	Action(s)	Timeframe	Person responsible	EB	Success criteria and outcome
96	<b>8.6</b>	Enhance data-informed monitoring and enhancement processes in the Programme Review and Enhancement reports, at School level in first instance	YSJ is committed to data-informed monitoring and enhancement processes. Our new Programme Review and Enhancement process is developing iteratively. The next stage is to fully integrate APP data, including differentials in experience and outcomes for BAME students.	Refine the detailed data provided to include split metrics for programme teams to enable ongoing data-driven planning and review at School and programme level. Refresh School dashboards, SAB and Progress and Award Examination Panel (PAEP) presentations	2022/3-2026/7 PRE data feeds enhanced for review of 2022/3 academic year.	AR, with HoTLE, PM:APP	PVC:LT/PVC:GSL	<ul style="list-style-type: none"> <li>Interim reports established via refreshed School dashboards.</li> <li>Awarding gap data reported at School Assessment Board and Progress, Assessment and Examination Panel during 2022/3</li> <li>Evidence of action planning on the basis of data at course and School level in Programme Review and Enhancement reports, from 2023/4</li> </ul>
96	<b>8.7</b>	Identify how and where students are currently involved in co-creation, and actively recruit BAME students in each subject area to participate.	We want to ensure that BAME students are involved in co-creation in order to ensure that inclusion and decolonisation are integrated into curricula and assessment strategies.	Identify how and where students are currently involved in co-creation. These student data will be split by gender and ethnicity to create a baseline to be monitored regularly.	Academic year 2022/23	HoTLE/ with L&T Leads and HoS	PVC:LT	<ul style="list-style-type: none"> <li>Covered in DREN report to EC</li> <li>Baseline set by end of 2022/23, then annual reports show evidence of growth</li> <li>Recommendations enacted</li> </ul>

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Pg	No.	Objective	Rationale	Action(s)	Timeframe	Person responsible	EB	Success criteria and outcome
				Ensure processes for recruitment to new Student Review Panels (validation, periodic review) actively promote to under-represented groups.	2023/4-2026/7	HoTLE/ with L&T Leads and HoS	PVC:LT	throughout 2023/24
96	8.8	Identify a process to address barriers and actively recruit BAME students as academic representatives.	We want to ensure that student representatives reflect the diversity of the student body. However, SU colleagues do not currently collect ethnicity data on elected institutional student representatives	Work with SUPoE to establish baseline	Academic year 2023/24	HoTLE	PVC:LT	<ul style="list-style-type: none"> <li>• Addressed in DREN report to EC</li> <li>• Baseline established by end of 2022/3</li> <li>• Recommendations enacted throughout 2023/24</li> </ul>
				Work with SUPoE to identify barriers for BAME students to become a student representative, then develop recommendations to EC/AB. SU to address the barriers appropriately	Academic year 2022/23, then implement in Sem 1, 2023/4	HoTLE	PVC:LT	

Pg	No.	Objective	Rationale	Action(s)	Timeframe	Person responsible	EB	Success criteria and outcome
97	<b>8.9</b>	Create and deliver new workshops as part of the Advance HE accredited Fellowship Developmental and Experiential routes that specifically focus on anti-racist practice, decolonising curricula and reading lists.	YSJ staff has excellent fellowship rates (95.4%). A new developmental pathway aimed specifically at early career academics will commence in September 2022 – this is opportunity to integrate anti-racist practice and decolonising curricula and reading lists into the pathway, right from the start.	In collaboration with Research Office, Institute for Social Justice and DREN, oversee the delivery of workshops that focus on anti-racist practice, decolonising curricula and reading lists	2022/3-2026/7	T&LET (HEA Fellowship Scheme Lead)	PVC:LT	<ul style="list-style-type: none"> <li>From 2022/3, all HEA Fellows are able to evidence attendance of a workshop focused on anti-racist practice, decolonising curricula and reading lists.</li> </ul>

Pg	No.	Objective	Rationale	Action(s)	Timeframe	Person responsible	EB	Success criteria and outcome
98	<b>8.10</b>	Establish regular sessions to discuss and share anti-racist practices as part of the T&LET CPD offer alongside continued workshops on external good practice to continue to build staff confidence.	We need to ensure that academic staff are confident in talking about race and ethnicity in curriculum and pedagogy. However, BAME students appraised academic confidence lower, while staff expressed lack of confidence through REC survey and engagement Q 26: Academic discussions Q27: Confident and competent course tutors and lecturers (Table 8.c.2, p. 97)	In collaboration with DREN, incorporate interactive sessions to discuss race equality/anti-racist themes into annual T&LET CPD programme	2022/3-2026/7	HoTLE, with T&LET	PVC: LT	<ul style="list-style-type: none"> <li>At least two sessions a semester.</li> <li>REC survey two (2027) ratings for Q26-27 are comparable for all groups, and above 4.0</li> </ul>

Pg	No.	Objective	Rationale	Action(s)	Timeframe	Person responsible	EB	Success criteria and outcome
98	8.1 1	Recruit Educational Developer with specialism in anti-racist pedagogy and decolonial practice.	By bringing expertise on anti-racist pedagogy and decolonial practice in-house and embedding it into a role, we will considerably strengthen our foundations for becoming an anti-racist university and enabling capacity-building of academics Q25; course content reflects opinions of a wide variety of people Q27: Confident and competent course tutors and lecturers (Table 8.c.2, p. 97)	Recruit Educational Developer with targeted promotion, e.g. via Black Academics Network and Higher Education Race Action Group (HERAG)	2022/3-2026/7 Recruit Educational Developer in Semester 1, 2022/3	HoTLE	PVC:LT	<ul style="list-style-type: none"> <li>• Educational developer appointed by end of Sem 1, 2022/3</li> <li>• Evidence of further actions to build confidence amongst academics</li> <li>• REC survey two (2027) ratings for Q25 and 27 over 4.0 with minor differentials.</li> </ul>
<b>Section 9. Any further information (addressing race-related incidents)</b>								

Pg	No.	Objective	Rationale	Action(s)	Timeframe	Person responsible	EB	Success criteria and outcome
100	9.1	Recruit Student Casework Investigator to strengthen awareness and responses to student concerns	We are committed to tackling racism and supporting all students at YSJ who have experienced or witnessed racism, hate crime, or other unacceptable behaviour. Although, we have low numbers of reported incidents, REC consultation highlighted a lack of awareness of university processes. The REC survey also demonstrated limited confidence amongst students that reports of race-related incidents would result in appropriate action being taken. Q10: Reporting race-related	Recruit a Student Casework Investigator (SCI) with a remit to include: <ul style="list-style-type: none"> <li>Provision of appropriate and consistent response to concerns raised by students in relation to racial discrimination and harassment</li> <li>Supporting development and delivery of training, guidance and communications</li> </ul> Monitoring and analysis of casework themes and trends in support of continuous improvement.	2022/3-2026/7 Recruited in 2022/3, Sem 1	DoGAC	PVC:GSL	<ul style="list-style-type: none"> <li>Student Casework Investigator appointed by end of Sem 1, 2022/3</li> <li>Annual report to AB and BoG</li> <li>REC survey two (2027) ratings for Q10 average over 4.0 with minor differentials. Staging target REC survey one (2024) for Q10 increase for all groups - 'Other' group shows significant increase</li> </ul>

Pg	No.	Objective	Rationale	Action(s)	Timeframe	Person responsible	EB	Success criteria and outcome
100	9.2	Run campaigns to tackle race-related incidents and raise awareness of university processes	incidents (Table 9.3, p. 99)	Develop and deliver an annual programme for awareness raising around racial harassment and university processes for report and support	2022/3-2026/7 2022/3: Develop and take action when appropriate	AR, with support from DoSL and DoGAC	PVC:GSL	
				Promote All About Respect and AAR bystander intervention training and resources	2022/3-2026/7 Launch in October 2022 (hate crime week), then scheduled within annual programme	AR in collaboration with SU CEO, with support from DoSL	PVC:GSL	