Action ID	Action	Success Measure	Start Date	End Date	Status	Action update	Action Owner	REC Workstream Theme	REC Workstream sub theme	UUK recommendation
		Immediate actions								
1	Theme: Defining Racism									
1.1	Define what racism means in the context of our community.	The definition will accurately reflect the law. It must also be accessible and well understood within our University community and it should include information about what constitutes racism and how it occurs within the University.		01/03/22	In Progress	A definition of institutional racism has been consulted upon by the TRWG and a definition has been sugested. To be recommended to USG	TRWG CER Inclusion Team	3) Institutional and local context		5
1.2	Create a communication plan that outlines the approach the University will take to raise awareness of what constitutes racism and racist acts within our community.	A comms plan that will outline planned communication that is accessible for all members of our community and sets out what constitutes racism and racist acts, is created. All communication should be clear, transparent and open, and provide a visible commitment to proactively addressing racism in our community. This awareness raising should be undertaken annually.		01/04/21	In Progress		Head of Communication Inclusion team	3) Institutional and local context		5, 6
1.3	Publish a statement outlining the University's responsibilities for dealing with racism. This should include very clear statements of what constitutes 'institutional racism' in addition to the examples of individual racism.	The University publishes a statement outlining its responsibilities for dealing with racism of all types, including individal and instituitional racism		01/09/21	In Progress	Following approval of the definition of institutional racism (see action 1.1), the Inclusion team will continue to work with Comms to ensure that the University's responsibilities for dealing with racism is communicated to members of our community and beyond.	TRWG CER members People & Culture	3) Institutional and local context		5,6
2	Theme: Communicating the University's Tackling Racism commitment									
2.1	Produce an anti-racist badge for students and staff to wear	A logo and badge are produced to symbolise an individual and instituitional committment to anti-racism		30/04/21	Complete	This was progressed this in line with the University's corporate identity guidelines. Due to home-working/studying from home, a Tackling Racism zoom background was created under the 'One Essex' community umbrella and communicated to staff/students via Essex Weekly/Spirit in April 2021.	Inclusion Team	8) Teaching and Learning	8c) Academic confidence	2
2.2	Raise awareness of University's committment to anti-racism through Essex Spirit and Essex Weekly	Regular messages about anti-racism are sent to members of our community through Essex Weekly (staff) and Essex Spirit (students)		30/04/21	Complete and ongoing	Consistent reminders of the University's commitment to tackling racism have been included within Essex Weekly and Essex Spirit over the last year.	Head of Communication			2
2.3	Create a communication plan to support the Race Equality Charter (REC) work and wider work on race equality across the University	A comms strategy is created that incorporates different channels of communications (i.e blogs, all staff and student emails, Essex Weekly/Spirit articles)	01/09/20	01/11/20	Complete	A comms plan was produced at the end of August 2020. It has been implemented and is ongoing.	Head of Communication	5) Academic Staff: recruitment, progression and development	5g) Profile raising opportunities	5

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2.4	Review the feedback from the Listening campaign and respond publicly on how racism has been experienced at Essex	The feedback from the listening exercise is reviewed and there is a public response via a blog post on the anti-racism webpage.	14/10/20	14/10/20	Complete	Link to the public response: https://www.essex.ac.uk/about/tackling-racism	TRWG Co-Chairs			5
2.5	Develop a webpage to host and promote engagement with anti-racism resources.	A webpage is created where a number of different anti-racism resources are available and/or signposted to. It should also include information of how racism can be reported.	01/09/20	30/09/20	Complete	Webpage created: https://www.essex.ac.uk/staff/diversity-and-inclusion/tackling-racism	Head of Communication People and Culture			8
2.6	Communicate the existence of this webpage regularly to both staff and students	Webpage is communicated to both staff and students. Staff and students are aware that webpage is there and available.	30/11/20	01/10/20	Complete	Dedicated webpages published and advertised in Essex Weekly and Essex Spirit. Resources signposted to in VC blog: https://www.essex.ac.uk/about/tackling-racism	Head of Communication			2
2.7	Ensure that Black people are visably represented in our communications and that there are images of Black people in our digital and printed materials	Black people are visably represented across University media and resources.	01/11/20	01/10/20	Complete	Webpages maintained and supported by ongoing, regular communications and reviews.	Head of Communication			5
2.8	Black Student Representatives should be supported to author blogs for student and staff communities on their experiences and anti-racism	Black student voices are represented and heard.	01/11/20	30/11/21	Completed and ongoing	Some student blog pieces have been published, but more are needed on an ongoing basis.	Head of Communication			2
2.9	Increase the visibility of the work of the TRWG by launching the anti-racism action plan	Once approved, the anti-racism action plan is launched and further updates about the ongoing Tackling Racism work is provided to our community.		31/04/2022	In Progress	Mike Browne (Head of Communications) is working with the Inclusion team to put together a comms plan. This will include: University wide comms, updating the Tackling Racism webpage and launching the anti-racism action plan. These communications will coincide with the communication of the definition of instituitional racism, which will awaiting approval by USG in February (action 1.1)	Head of Communication Inclusion team	5) Academic Staff: recruitment, progression and development 7) Student pipeline	5f) Support given to early career researchers 5g) Profile raising opportunities 7b) Undergraduate student body 7d) Attainment	1
3	**Theme: Mentoring**									

Action ID	Action	Success Measure	Start Date	End Date	Status	Action update	Action Owner	REC Workstream Theme	REC Workstream sub theme	UUK recommendation
3.1	Specific mentoring provisions to be implemented for BAME students	Mentoring provisions for students are implemented, with mentors drawn from existing BAME staff and alumni Heightened awareness of issues experienced by BAME students Success of mentees Greater opportunity for BAME students A greater awareness of retention of BAME students Closing the award gap and improving overall outcomes		31/05/21	Complete	The Rising Stars programme was developed. A Diversity and Inclusion Intern within the Career Services will be developing the Rising Stars programme to ensure that experiences that our Black, Asian and Minority Ethnic students face are embedded within the programme's ethos. This first-year programme acts as a bridge to the Career Mentoring Programme, through which students may request Black, Asian and Minority Ethnic mentors.	TRWG Co-Chairs	8) Teaching and Learning	8c) Academic confidence	
3.2	Work with the YUFE Diversity Sensitive Coaching sub-group to create a staff mentoring scheme.	BAME staff report feeling more supported in their career development and progression	26/02/21	22/09/22	In Progress	YUFE colleagues are looking into developing a YUFE wide scheme, starting with a pilot focussing on mentoring only for a small number of Post Docs before expanding to cover all YUFE members.	Inclusion Team Organisational Development	5) Academic Staff: recruitment, progression and development 6) Professional and support staff: recruitment, progression and development	5f) Support given to early career researchers 6a) Professional support and staff recruitment	
4	**Theme: Support for members of the Tackling Racism Working Group (TRWG)**									
4.1	Pay (or adequately recognise) BAME staff and students for the work they are doing as part of the TRWG.	Staff and students are either remunerated for their work, or facility time is created within existing workload models		30/09/20	Ongoing	Workload has been allocated up until September 2020. Further and ongoing discussions are required at a senior level to determine how this is taken forward	Convenor of TRWG Director of People and Culture Director of Inclusion USG	4) Staff Profile	4e) Equal pay	
4.2	Dedicated resourcing and support for the REC SAT and TRWG	TRWG resource is in place, this should include resource for Post Doc students. All work related to anti-racism work (including TRWG and REC SAT) should be resourced properly.		31/12/20	Ongoing	Initial resource to fund academic leadership and student participation was put in place in July 2020 until Dec 2020. Resource has been established within the Inclusion team in People and Culture from January 2021 to support all aspects of equality, diversity and inclusion, including the TRWG and the REC SAT. From January 2022 until March 2022, an external consultant, Jill Scott, has been employed by the University to provide specialist support for the REC and anti-racism work.	Convenor of TRWG Inclusion Team			1

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5	Theme: Collecting and reporting data									
5.1	Launch the 'Your Profile Counts' campaign to encourage staff to disclose their ethnic background.	The 'Your Profile Counts' campaign is restarted, and it has the desired impact (i.e an increase in ethnicity disclosure rates for staff). This will enable the University to quantify the issue of representation and draw conclusions from the data available.		31/12/20	Complete	The campaign was launched in February 2021.

So far, the impact of YPC has been very small. Inclusion team are working with the TRWG and the REC SAT to continue with this campaign and explore ways that staff can be encouraged to disclose their sensitive information | TRWG Co-Chairs Inclusion Team | 4) Staff Profile | 4a) Academic Staff 4b) Professional and support staff | |
| 5.2 | Improve systems for data capture. | Sensitive information declared by staff (such as ethinicity, gender, sexual orientation, disability) increases and the University is able to draw conclusions from this data and take further action to support incluvity wherever possible | | 2022-23 | In Progress | Work is ongoing within People & Culture explore ways that staff could update or record their sensitive information more easily. This includes; looking at how staff can update their information in HR Organiser, the 'Your Profile Counts' campaign' and how HR systems capture relevant data at the appointment stage for new staff. | Director of Organisational Development Director of Inclusion | 4) Staff Profile | 4a) Academic Staff 4b) Professional and support staff | |
| 5.3 | Break data down by individual ethnic groups (e.g. Black African, Black Caribbean, Asian Indian and Asian Pakistani/Bangladeshi). | Breaking data down in this way will enable differences within and between Black and minority ethnic groups to be identified, and will ensure that these groups are not treated as a homogenous category. | 31/03/20 | | Ongoing | For staff data, work is underway through the 'Your Profile Counts' campaign to increase disclosure rates that will enable the University to consistently break down the data in this way, to better quantify the issue of representation and draw conclusions from this data

For student data, work will continue to ensure that data is consistently broken down in this way where it is available. | People & Culture Finance, Planning and Data Insight Academic Section | 4) Staff Profile 5) Academic Staff: recruitment, progression and development 6) Professional and support staff: recruitment, progression and development 7) Student pipeline | | |
| 5.4 | The University must produce comparable annual reports which have a consistent format including accounts of issues, concerns and successes. | Annual reports should contain the following data:

Students: Numbers of disaggregated BAME students enrolling, progressing and completing degrees. Disaggregated data by department and by Black, Asian and Minority Ethnic student identity reporting on the award gap.

Staff: Numbers of disaggregated BAME staff recruitments, retention and promotions.

Complaints of racism: Data published on numbers of complaints and how they were resolved | 31/03/22 | 31/06/2022 | Ongoing | The Equality, Diversity and Inclusion Annual report 2020-21 will consider and contain this data | Director of Inclusion | 3) Institutional and local context | | |

Action ID	Action	Success Measure	Start Date	End Date	Status	Action update	Action Owner	REC Workstream Theme	REC Workstream sub theme	UUK recommendation
6	**Theme: Professional Development**									
6.1	Continue funding bursaries for Diversifying Leadership and similar leadership programmes for Black, Asian and Minority Ethnic staff.	Funding is provided and Black, Asian and Minority Ethnic Staff are encouraged to apply.		30/09/20	Complete and ongoing	Two members of staff are attending the Advance HE Diversifying Leadership programme for the cohort commencing in September 2020	Director of Organisational Development	5) Academic Staff: recruitment, progression and development 6) Professional and support staff: recruitment, progression and development	5b) Training 5g) Profile raising opportunities 6b) Training	
7	**Theme: Mental Health**									
7.1	Review our student support mental health provisions.	Black students to be made aware of and given access to Black counsellors Sufficient provision in place and students and staff are made aware via our communication channels A review our student support provisions		30/09/20	Complete	Currently, Black students are able to request support from Black counsellors. This needs to be communicated more clearly to Black students. Work is underway to improve the current provision and to ensure that students continue to have access to diverse counsellors as the University evaluates responses from Counselling service providers following an invitation to tender. Work is also underway to ensure further diversity in SWIS provision by using positive action statements and targeted advertising in different places. Will continue to use this in future vacancies.	SWIS	7) Student pipeline 8) Teaching and Learning	7b) Undergraduate student body 7c) Course Progression 7d) Attainment 7e) Postgraduate pipeline 8c) Academic confidence	4
7.2	Review the mental health support available for staff.	Black, Asian and Minority Ethnic staff are made aware of and given access to Black, Asian and Minority Ethnic counsellors Sufficient provision in place and staff are made aware of these via our communication channels	21/09/20	18/12/20	Complete	Documents within Workplace Health and Wellbeing have been updated to highlight the services that the team offer to include references to CBT sessions and other options that are available. Through Validium, staff can request to speak to professional counselling or information specialists who are from Black, Asian or Minority Ethnic backgrounds.	TRWG Co-Chairs Workplace Health and Wellbeing	7) Student pipeline 8) Teaching and Learning	7b) Undergraduate student body 7c) Course Progression 7d) Attainment 7e) Postgraduate pipeline 8c) Academic confidence	4
8	**Theme: Complaints**									
8.1	Ensure investigating panels dealing within complaints of racism are diverse and include Black, Asian and Minority Ethnic colleagues.	Allegations of racist incidents and racist behaviour to be robustly investigated, ensuring that members of investigating panels for complaints include Black, Asian and Minority Ethnic colleagues	11/09/20	30/09/20	Complete	The University endeavours to do this as appropriate.	People & Culture Academic Section REC Workstream Lead	3) Institutional and local context 4) Staff Profile	4b) Decision-making boards and committees 4c) Grievances and disciplinaries	8, 10

Action ID	Action	Success Measure	Start Date	End Date	Status	Action update	Action Owner	REC Workstream Theme	REC Workstream sub theme	UUK recommendation
8.2	Work towards more diverse representation on the Student Conduct Committee.	Representation on the SCC more accurately reflects our diverse student community	09/09/20	30/09/20	Complete	The opportunity to join the Student Conduct Committee was advertised via Essex Weekly and sent to members of the BAME Staff Forum, Departmental EDI Leads and other groups to ensure more diverse representation on Student Conduct Panels.	REC Workstream lead Academic Section	3) Institutional and local context 4) Staff Profile	4b) Decision-making boards and committees 4c) Grievances and disciplinaries	
8.3	Identify the number of cases where racism has occurred and share this data with the Race Equality Charter Self-Assessment Team (REC SAT) to review this information	This data is shared with the REC SAT and reviewed. Further action is taken where neccessary.	11/09/20	31/10/20	Complete	Data for years 17/18, 18/19 and 19/20 has been shared. From August 2021, data will be shared annually every August.	Director of Employee Relations and Reward REC Workstream Lead	3) Institutional and local context 4) Staff Profile	4b) Decision-making boards and committees 4c) Grievances and disciplinaries	9
8.4	Explore the possibility of BAME staff contributing to Staff Investigation Panels and Student Conduct Committees to be allocated facility time.			13/10/20	Complete	The University endeavours to do this as appropriate.	Student Conduct	4) Staff Profile	4b) Decision-making boards and committees 4c) Grievances and disciplinaries	10
8.5	Strengthen staff essential unconscious bias training		01/10/20	01/11/20	Complete, ongoing	The new essential training resource 'How We Work at Essex' has been developed. It is a scenario based training, with scenarios (and subsequent information) about automatic bias and microaggressions included.\n\nWork to update the existing Automatic bias resource will be undertaken by the Inclusion Team	Director of Employee Relations and Reward Organisational Development Inclusion Team	4) Staff Profile	4b) Decision-making boards and committees 4c) Grievances and disciplinaries	6
8.6	Communicate the consequences of committing racist acts to the entire University community.	Clear guidelines on the consequences of committing racists acts are communicated widely and clearly.		30/04/22	In Progress	Links to comms work undertaken within action 1.1/1.2, and the review of the University's Zero Tolerance approach to Bullying and Harassment completed in September 2021 (action 2.10).	CER People and Culture	4) Staff Profile	4b) Decision-making boards and committees 4c) Grievances and disciplinaries	
8.7	Ensure all complaints of racism are investigated by a third party (this could be external to the faculty/department or external to the University).	All complaints of racism are investigated externally or by third parties.			Completed	This is already in place. A third party is involved in the investigation process and decisions are taken within the line management structure.	People & Culture	3) Institutional and local context 4) Staff Profile	4c) Grievances and disciplinaries	8,10
8.8	Regularly review and analyse reports of racism to understand patterns of incidents.	Both qualitative and quantitative data are analysed and emerging trends are communicated to relevant groups in the University to facilitate meaningful outcomes and actions.		31/07/21	Initially completed, work continues	This action continues. Some analysis has been conducted but no significant patterns were identified.	Director of Employee Relations and Reward Inclusion team	4) Staff Profile	4c) Grievances and disciplinaries	9

Action ID	Action	Success Measure	Start Date	End Date	Status	Action update	Action Owner	REC Workstream Theme	REC Workstream sub theme	UUK recommendation
9	**Theme: Reporting racism and receiving support**									
9.1	Raise awareness of the online Report and Support system.	Staff and students report increased awareness of the report and support system. Increased reports through Report and Support due to increased confidence in and awareness of the reporting mechanism. Periodic surveys are organised to determine the following: a) assess the experiences of users; b) capture the reasons why the system is not used by non-users; c) assess whether increased awareness and confidence in the system has been achieved.		30/05/22	In Progress	A survey for staff and students was launched in October 2021 and sought to establish existing awareness of report and support, barriers to reporting and suggestions for improvement. Survey analysis and recommendations to imporve the system based upon these will be reported to USG in January 2022. Report and Support continues to be advertised through both staff and student communication channels	Inclusion Team	4) Staff Profile	4c) Grievances and disciplinaries	8, 10, 11
9.2	Response times should also be reviewed and actions taken to better support students and staff when they report racist acts that will have an impact on their wellbeing.				Complete	Once a report is received, SWIS allocates a member of the team to contact the person who issued the report to provide support. Response times are impacted by other factors, including the number of colleagues in the Student Conduct team to progress cases.	SWIS	4) Staff Profile	4c) Grievances and disciplinaries	
9.3	Promote Report and Support system to all staff and students at the start of the academic year, and as people return to campus, to remind them about our zero tolerance approach and the different ways they can report any incidents	Provide detail on the consequences of committing racist acts. Throughout the year we'll also feature regular content for students, highlighting both the Report and Support system and the different types of support available to them. Acknowledge increase in anti-Asian racism in light of Covid-19 and address in our comms going forward. We'll emphasise the support that is available to students who report racist incidents.	01/10/20	30/10/20	Complete	Internal Comms will liaise closely with both the TRWG and SWIS to make sure our comms relating to Report and Support is both relevant for the time of year and in relation to any incidents which may have occurred in our community	Head of Communications	4) Staff Profile	4c) Grievances and disciplinaries	8
9.4	Facilitate discussions between White members and Black, Asian and Minority Ethnic members of our community to critically reflect on anti-racism; greater discussion surrounding the topic of race on campus and across the University.	Holding events throughout the year The University working closely with One Colchester Strategic Partners Group addressing the issue of racism within the wider community		30/09/20	Complete	Any training for staff, including inductions about how to use systems, including Report and Support will be communicated via Essex Weekly. Updates about Global Forum, BAME Staff Forum and upcoming meetings.	TRWG Co-Chairs	5) Academic Staff: recruitment, progression and development 6) Professional and support staff: recruitment, progression and development	5g) Profile raising opportunities	5, 6
9.5	Clearly communicating available support for students and staff when they report racist incidents	Greater awareness of the support currently made available via SWIS and Occupational Health is clearly communicated and signposted		01/12/20	Complete	Students and staff can request to receive counselling from Counsellors from Black, Asian and Minority Ethnic backgrounds	SWIS	7) Student pipeline	7b) Undergraduate student body 7c) Course Progression 7d) Attainment	8

Action ID	Action	Success Measure	Start Date	End Date	Status	Action update	Action Owner	REC Workstream Theme	REC Workstream sub theme	UUK recommendation
9.6	Work more closely with Heads of Department and organise targeted, remote drop ins where incidents are high.	Drop ins are provided for students as a way of reporting incidents and receiving support.		01/12/20	In progress	Sam Hanley to work more closely with Heads of Department and to organise targeted, remote drop. This may prove difficult with the pandemic.	Student Wellbeing and Inclusivity Service (SWIS)	7) Student pipeline	7b) Undergraduate student body 7c) Course Progression 7d) Attainment	8
9.7	Adopt a reporting and complaints process that recognises institutional racism as a specific form of racism	Staff, students and visitors of the University will be able to report institutional racism through the existing complaints and reporting mechanisms	31/05/2020		In progress	This work will be captured through the ongoing review of report and support with recommedations being reported to USG in January 2022	People & Culture	3) Institutional and local context		1,3
10	**Theme: Listening to our Black, Asian and Minority Ethnic Communities**									
10.1	Provide a space for Black, Asian and Minority Ethnic communities to speak freely and to be listened to, so that their needs are met more intuitively by the institution.	BAME communities gain greater confidence in the University's initiatives to tackle racism		30/06/20	Complete	The Black, Asian and Minority Ethnic Staff Forum was established in June 2020.	TRWG Co-Chairs	5) Academic Staff: recruitment, progression and development 7) Student pipeline	5f) Support given to early career researchers 5g) Profile raising opportunities 7b) Undergraduate student body 7d) Attainment	2
10.2	Extend the Listening campaign to continue to gain and respond to feedback	The listening exercise is repeated and the University receives feedback to adopt, respond to and learn from.		31/11/2021	Complete	REC surveys were published in Autumn 2021, and provided an opportunity for staff and students to feedback on race equality one year after the tackling racism listening exercise.	REC SAT Inclusion Team	5) Academic Staff: recruitment, progression and development 7) Student pipeline	5f) Support given to early career researchers 5g) Profile raising opportunities 7b) Undergraduate student body 7d) Attainment	2
10.3	Establish consistent mechanisms to allow for the BAME Staff Forum to feed back to the TRWG and Committee Groups	Mechanisms are embedded and there are clear communication channels for the BAME Staff Forum to raise concerns and to provide feedback		31/05/2021	Complete	Co-Chairs of the BAME Staff Forum are members of the One Essex Inclusivity Group, where all networks are able to raise, discuss and provide issues through monthly meetings and the email mailing list.

The Inclusion Team also work closely with all Chairs of staff networks to ensure collaborative working, support where required and regular opportunities for feedback.

The Inclusion Team are also represented at the People, Culture and Inclusion Advisory Group (a sub-group of USG), providing a mechanism for network groups to feedback to Committee Groups. | Co-Chairs of Black, Asian and Minority Ethnic Forum Inclusion Team | 5) Academic Staff: recruitment, progression and development 7) Student pipeline | 5f) Support given to early career researchers 5g) Profile raising opportunities 7b) Undergraduate student body 7d) Attainment | 2 |
| 11 | **Theme: Celebrating diversity and adopting inclusive practices** | | | | | | | | | |

Action ID	Action	Success Measure	Start Date	End Date	Status	Action update	Action Owner	REC Workstream Theme	REC Workstream sub theme	UUK recommendation
11.1	University to hold events focused on celebrating diversity all year and bring awareness to and participate in events such as Black History Month.	Events are organised that celebrate diversity all year round. Engaging and collaboration with local stakeholders is encouraged and should take place. Events to be held centrally and also at departmental level.		30/09/20	Initially completed, work continues	A call for colleagues to organise and host events has been placed in Essex Weekly.

The Inclusion team are undertaking consultation with the University community and the local community more widely through local stakeholders involved in the One Colchester Tackling Racism sub-group to determine the types of events that people want and will find engaging. | | 5) Academic Staff: recruitment, progression and development | 5g) Profile raising opportunities | |
| 11.2 | The University and the SU to work together to plan events for Black History Month 2020 | BHM events are coordinated and created in collaboration with the SU | 01/09/20 | 31/10/20 | Complete, work continues | A number of events were held under the theme of 'Being Black at Essex'

Work to organise events for BHM to take place every year. | SU CER Inclusion Team | 5) Academic Staff: recruitment, progression and development | 5g) Profile raising opportunities | |
| 11.3 | Explore ways that funding for a Black event focussing on Black mental health can be utilised. | This event is held and is a platform to hold conversations and raise awareness about a highly stigmatised topic. | 01/09/20 | 31/01/20 | Complete | The funding for this has been carried over into the new financial year, included within the Inclusion Team's budget. Work continues collaboratively to organise this event. | TRWG Co-Chairs | 5) Academic Staff: recruitment, progression and development | 5g) Profile raising opportunities | |
| 11.4 | Share anti-racist resources with the University community. | | | 30/09/20 | Complete | The following resources have been shared with student and staff communities:

"Talis Aspire reading list for the 'Anti-racist reading group' to facilitate the necessary work of decolonising the curriculum:

https://rl.talis.com/3/essex/lists/845CC3FB-2BFD-758C-6E8F-5B106DD7B382.html

Moodle site up and running

University reading group summer reading list
https://rl.talis.com/3/essex/lists/5C09D2B3-3284-D8E4-D39D- | TRWG | | | 6 |

Action ID	Action	Success Measure	Start Date	End Date	Status	Action update	Action Owner	REC Workstream Theme	REC Workstream sub theme	UUK recommendation
11.5	Undertaking and publishing Equality Impact Assessments of all future, relevant University policies and procedures to document racial bias and discrimination, both direct and indirect	Equality Impact Assessments to be completed for all policies and procedures			Complete	All new employment policies (and those that are reviewed) will have an EIA completed to assess the impact of the policy upon inclusion. This forms a part of the employment policies framework, approved by USG.

Inclusion team are creating guidance to support staff to complete equality impact assessments on all policies, procedures and wider activities to assess the impact of these on individuals and groups with particular characteristics.

These assessments should not be a tick box exercise, but embedded into how we work and act as a tool to enhance institutional/social change and further inclusive practices. | People & Culture | | | 4 |
| 11.7 | Establish a permanent working group to address structural racism, including staff and student representatives | Once the TRWG comes to a close, work to tackle racism is embedded and continued through the ongoing work within the Race Equality Charter. | 01/01/21 | 31/03/21 | Complete | The Inclusion team have established links betweent the actions within this plan and the related sections of the REC. They will continue to coordinate this work and report regularly to PCIAG, USG and Council on the progress made to advance racial equality. | TRWG Co-Chairs Inclusion Team | 4) Staff Profile 5) Academic Staff: recruitment, progression and development 6) Professional and support staff: recruitment, progression and development | 4b) Professional and support staff 5a) Academic recruitment 5c) Appraisal/development review 5d) Academic promotion 5f) Support given to early career researchers 5g) Profile raising opportunities 6a) Professional support and staff recruitment | 1 |

Action ID	Action	Success Measure	Start Date	End Date	Status	Action update	Action Owner	REC Workstream Theme	REC Workstream sub theme	UUK recommendation
12	**Theme: Public Facing Initiatives**									
12.1	Essex as an educational institution to raise awareness of racism in the local community, share good practice as well as identifying strategies to educate people	Good practice, resources and engagement with local stakeholders regarding racial equality should be established.		31/01/2022	Initially completed, work continues	One Colchester webinar hosted by the University focused how we can work with local partners to tackle racism- 18/11/2020. One Colchester Tackling Racism sub-group was set up in April 2021 to engage and share knowledge with external partners and the local community. Engagement within this group continues	Convenor of TRWG Inclusion Team REC Workstream Lead	3) Institutional and local context		
13.1	Decolonising the Curriculum	Core modules for courses should include highlighting the contributions of Black, Asian and Minority Ethnic people including, where appropriate, global history, particularly addressing culture, history, politics, literature, art and philosophy of the majority world. Where appropriate, discussions around race, racism and prejudice should be embedded into modules.		31/03/21	In Progress	A paper on Decolonising the Curriculum was approved by Education Committee.	Pro Vice Chancellor (Education)	8) Teaching and Learning	8a) Course content/syllabus	
13.2	Conduct an inclusive curriculum health check	Inclusive curriculum health checks are completed		31/03/21	Complete	Completed as part of the paper approved by the Education Committee	Pro Vice Chancellor (Education)	8) Teaching and Learning	8a) Course content/syllabus	
13.3	Each department to commit to creating an action plan to tackle the task of decolonising the curriculum and support staff to complete the research necessary to make meaningful changes	Every department has an action plan in place to address the task of decolonising the curriculum		31/03/21	Complete	All departments to have a plan for decolonising the curriculum by Summer 2021.	Pro Vice Chancellor (Education)	8) Teaching and Learning	8a) Course content/syllabus	
13.4	Appoint members of each department to work with a wider cross-departmental group facilitated and led by management to ensure continued revision of curriculums	Curricula are reviewed and revised on an annual basis by all departments. This is overseen by the Faculty Deans (Education). There may be value in turning the current network of those leading the decolonising the curriculum work in departments into a continuing network of those interested in diverse curricula.		31/03/21	On Hold	Inclusion team, once all members are in place, will be asked to support this action	Pro Vice Chancellor (Education)	8) Teaching and Learning	8a) Course content/syllabus	
13.5	Create and share blog posts as part of the Decolonising the Curriculum project.	The blog platform is launched and new and existing blog pieces relating to Decolonising the Curriculum are situated within this space	01/11/20	31/01/21	Complete	Blog space has been created and is a platform for these blogs: https://www.essex.ac.uk/blog/categories/decolonising-our-curriculum	Head of Communication	8) Teaching and Learning	8a) Course content/syllabus	
13.6	Secure funding for the decolonising the curriculum fund	Funding is secured			Complete		Pro Vice Chancellor (Education)	8) Teaching and Learning	8a) Course content/syllabus	

Action ID	Action	Success Measure	Start Date	End Date	Status	Action update	Action Owner	REC Workstream Theme	REC Workstream sub theme	UUK recommendation
13.7	Promote the use of the decolonising the curriculum fund to departments and Schools	The fund is promoted	26/11/20	07/12/20	Complete	Advertised through Essex Weekly and circulated by HoD's and DM's and Directors Education.	Pro Vice Chancellor (Education)	8) Teaching and Learning	8a) Course content/syllabus	
14	**Theme: Increasing representation of Black, Asian and Minority Ethnic Staff**									
14.1	Under representation of BAME staff/support for BAME staff and students	There is greater represenation of BAME staff to greater reflect our diverse student community		31/03/23	In Progress	Work is underway in the following areas: Examining our recruitment practices (i.e. positive action statements, advertising our vacancies through diverse channels) Encouraging diversity in our interview panels Providing bursaries or scholarships to Black students to strengthen the pipeline Conducting meaningful equality impact assessments on all University policies and procedures	People & Culture	4) Staff Profile 5) Academic Staff: recruitment, progression and development 6) Professional and support staff: recruitment, progression and development	4b) Professional and support staff 5a) Academic recruitment 5c) Appraisal/development review 5d) Academic promotion 5f) Support given to early career researchers 5g) Profile raising opportunities 6a) Professional support and staff recruitment	
14.2	Target specific British Black, Asian and Minority Ethnic organisations and media to advertise posts.		31/03/2021	31/08/2022	Ongoing	The University is engaging with specialist jobs boards to increase the diversity of applicants. For example it has recently proposed a subscription to CareersinHE which specialises in attracting diverse talent to Higher Education. The advertising response rates and ratios of appointments to applicants has been analysed in relation to diversity and presented to PCIAG in May 2021. This analysis will continue to be provided in 2021/22.	People & Culture	4) Staff Profile 5) Academic Staff: recruitment, progression and development 6) Professional and support staff: recruitment, progression and development	5a) Academic recruitment 6a) Professional support and staff recruitment	
14.3	Consider the use of the 'Rooney Rule' in which individuals are guaranteed an interview if they are from a Black, Asian and Minority Ethnic background, similar to disabled applicants under the Equality Act (2010).		31/03/2021	31/12/2021	Ongoing	Enhancements to improve disclosure rates through the recruitment process have been implemented and are in place. Further analysis of the recruitment and appointment data will take place over the summer to identify potential barriers to recruitment before drawing conclusions regarding the possible solutions. This is to be discussed by PCIAG with any recommendations being brought forward in 2021/22.	Head of Resourcing People & Culture	4) Staff Profile 5) Academic Staff: recruitment, progression and development 6) Professional and support staff: recruitment, progression and development	5a) Academic recruitment 6a) Professional support and staff recruitment	

Action ID	Action	Success Measure	Start Date	End Date	Status	Action update	Action Owner	REC Workstream Theme	REC Workstream sub theme	UUK recommendation
14.4	Consider whether it would be appropriate to publish a target system for the numbers of British Black, Asian and Minority Ethnic staff employed by the University against the national demographic.		11/10/2021	31/07/2022	Ongoing	To be discussed further and incorporated as a part of our REC submission, associated action plan and subsequent ongoing work. Progress dependent upon the effectiveness of planned actions to improve disclosure rates as current, low disclosure rates make it hard to draw conclusions.	People & Culture	4) Staff Profile 5) Academic Staff: recruitment, progression and development 6) Professional and support staff: recruitment, progression and development	5a) Academic recruitment 6a) Professional support and staff recruitment"	
14.5	Review workload of BAME staff	Staff on TRWG recognised through WAM or thought HoDs being aware	01/07/20	31/03/21	Complete	Workload meetings are already happening	Inclusion Team	4) Staff Profile 5) Academic Staff: recruitment, progression and development 6) Professional and support staff: recruitment, progression and development	4b) Professional and support staff 5a) Academic recruitment 5c) Appraisal/development review 5d) Academic promotion 5f) Support given to early career researchers 5g) Profile raising opportunities 6a) Professional support and staff recruitment	
14.7	Provide clarity and raise awareness of promotion criteria amongst BAME staff and explore whether existing processes disadvantage BAME staff in any way			31/03/21	Not started		People and Culture	4) Staff Profile 5) Academic Staff: recruitment, progression and development 6) Professional and support staff: recruitment, progression and development	4b) Professional and support staff 5a) Academic recruitment 5c) Appraisal/development review 5d) Academic promotion 5f) Support given to early career researchers 5g) Profile raising opportunities 6a) Professional support and staff recruitment	
14.8	Identify a BAME CBT therapist so that we can offer staff and students the option to request support for someone from a BAME background, particularly when racism has been identified.		21/09/20	30/09/20	In Progress	Adolescent Support Clinic have said they have therapists that would be suitable and will be in touch to confirm once they have spoken with these therapists.	Director Workplace Health and Wellbeing	7) Student pipeline 8) Teaching and Learning	7b) Undergraduate student body 7c) Course Progression 7d) Attainment 7e) Postgraduate pipeline 8c) Academic confidence	8
14.9	Explore whether Mental Health First Aid training sessions could be designed exclusively for Black, Asian and Minority Ethnic staff and staff from other under-represented groups	MHFA sessions are held for Black, Asian and Minority Ethnic staff and others under-represented groups	21/09/20	18/12/20	Not started		Director Workplace Health and Wellbeing	7) Student pipeline 8) Teaching and Learning	7b) Undergraduate student body 7c) Course Progression 7d) Attainment 7e) Postgraduate pipeline 8c) Academic confidence	4
15.1	Better communicate and embed zero tolerance approach to racism across all of our University's internal partners, i.e., Nursery, Health Centre, etc.			30/09/20	Not started		Inclusion Team	4) Staff Profile	4c) Grievances and disciplinaries	6

Action ID	Action	Success Measure	Start Date	End Date	Status	Action update	Action Owner	REC Workstream Theme	REC Workstream sub theme	UUK recommendation
15.2	Work proactively with University partners/partnerships to put in place relevant policies and support processes to tackle racist incidents experienced by Essex staff and students, both on and off-campus, including while on work placements and internships				In Progress	The University are working with relevant agencies, partners and local community organisations, (including BAME community groups) through the One Colchester Group and the One Colchester Tackling Racism sub-group. The School of Health and Social Care has established a tackling racism in placements sub-group	Convenor of TRWG Inclusion Team			4
15.3	Explore extending the staff/PhD mentoring scheme outside of Europe as suggested at the Senior Staff conference	Embed a mentoring or peer support scheme with a dual focus on shared experience based on race, ethnicity, LGBTQ and inclusion as well as career development	05/11/20	04/12/21	Not started	It was agreed to run the scheme within YUFE as a pilot for a year before using YUFE contacts to expand globally	Organisational Development	8) Teaching and Learning	8c) Academic confidence	
15.4	Work with colleagues in the Students' Union to ensure a joined up approach to tackling racism within our community is adopted.	The SU are included in all University Anti-Racism work	31/06/2020	14/06/21	Complete	Work on this action began immediately as SU colleagues are members of the University's TRWG and the REC SAT, providing representation for students within these groups. The Anti-Racism Action Plan has been presented to the SU's Tackling Racism Committee (June 2021), which provided an additional mechanism for feedback. Consultation and collaboration will continue between the University and the Students' Union moving forward.	Students' Union Inclusion Team	3) Institutional and local context		
16	Theme: Learning and building knowledge within our University community									
16.1	Identify suitable mandatory training for all staff and students (induction training about race, microaggressions, implicit bias, conflict resolution, bystander intervention); facilitate conversations about white fragility and explore costing	Training is created and launched, and it can be accessed and completed by all members of the University community			In Progress	The Inclusion team put together an anti-racism training proposal during the summer. This proposes a multi-pronged training package. The proposed plan (and invitations to take part in free trials from external training providers) was sent to the Co-Chairs of the TRWG, Co-Chairs of the Black, Asian and Minority Ethnic Staff Forum and colleagues in Organisational Development for feedback in Summer/Autumn 2021. The proposal will be reviewed in the new year and approval will be sought for the proposal in the Spring term (2022).	Director of Inclusion	5) Academic Staff: recruitment, progression and development 6) Professional and support staff: recruitment, progression and development	5b) Training 6b) Training	6

Action ID	Action	Success Measure	Start Date	End Date	Status	Action update	Action Owner	REC Workstream Theme	REC Workstream sub theme	UUK recommendation
16.2	Capacity building of all staff, including frontline staff, through 'Essential Training' and Induction to use Report and Support and HIRC, including third party reporting.				In progress	This action has been incorporated into the anti-racism training proposal (action 16.1)	Director of Inclusion	5) Academic Staff: recruitment, progression and development 6) Professional and support staff: recruitment, progression and development	5b) Training 6b) Training	8
16.3	Explore possibility of implementing scheme to publicly recognise those staff and students who opt to become anti-racism ambassadors/champions by attending a certain number of events, training sessions and providing leadership				In progress	This action has been incorporated into the anti-racism training proposal (action 16.1)	Director of Inclusion	5) Academic Staff: recruitment, progression and development	5g) Profile raising opportunities	2
16.4	Hire an independent agent to undertake a review on racism at the University				Complete	Professor Bhopal has been identified and appointed as an external expert	People & Culture			
16.5	External, independent consultant to review the University's equality, diversity and inclusion policies, training and statistical information, reports and anti-racism action plan and provide feedback.		14/12/2020	30/04/2021	Completed	The report and recommendations were presented to the TRWG in April 2021. The recommendations have been incorporated into this action plan	People & Culture			
16.6	Establish a Centre for Anti-Racist research	The University develops and establishes expertise in teaching and researching race and racism.			Not Started	There is central role for the Human Rights Centre to play in this.

A research hub could be established instead. This is a more informal approach than a Research Centre and would be a good starting point. It could develop into a Research Centre over time. | Pro Vice Chancellor (Research) | 3) Institutional and local context | | 1 |
16.7	Consider appointing a senior academic with expertise in Equality, Diversity and Inclusion (with a focus on race) to work closely with relevant USG Inclusion Champions and provide senior leadership in this area	Inclusion Champions action plans are in place for academic year 2021/22	22/06/2021	31/05/2022	In progress	This suggestion is being taken forward as a part of discussions taking place during Autumn 2021 to further develop existing Inclusion Champion roles.	Director of Inclusion	3) Institutional and local context		1
16.8	Make better use of existing Inclusivity Leads within departments	Inclusivity Leads within departments work closely with each other, with colleagues in People & Culture, and the REC SAT to share good practice and areas of improvement.	01/10/2021		Not started	This will be a priority action for the Director of Inclusion once they are in post.	Director of Inclusion	3) Institutional and local context		1
17	Theme: Addressing the Black, Asian and Minority Ethnic award gap									

Action ID	Action	Success Measure	Start Date	End Date	Status	Action update	Action Owner	REC Workstream Theme	REC Workstream sub theme	UUK recommendation
17.1	Departmental progress on closing the award gap should be reported upon at a university level on a regular, consistent basis in order to facilitate the identification of departments or faculties who are not delivering effectively		05/10/20		Ongoing	There are existing mechanisms where the award gap is reported upon at a university level; data review meetings held between PVC Education and departments each September, and an annual report to Education Committee.	Pro Vice Chancellor (Education)	3) Institutional and local context 7) Student pipeline	b) Undergraduate student body 7d) Attainment 7e) Postgraduate pipeline	
17.2	Work collaboratively across faculties and departments to ensure good practice (where it exists) on addressing the award gap is shared across the University.		05/10/20		Ongoing		Pro Vice Chancellor (Education)	3) Institutional and local context 7) Student pipeline	7b) Undergraduate student body 7d) Attainment 7e) Postgraduate pipeline	
17.3	This work must be supported by ring-fenced funding and workload allocation.		05/10/20		Ongoing	This work is supported by Inclusivity Leads within departments who will have it as a part of their workload allocation. In 2021-22, some of the Education Strategic Fund will be used for this purpose.	Pro Vice Chancellor (Education) Heads of Departments	3) Institutional and local context 7) Student pipeline	b) Undergraduate student body 7d) Attainment 7e) Postgraduate pipeline	
17.4	Good practice should be identified through external bodies (such as the Office for Students and Advance HE).	The University is proactive in identifying good practice and adopting it wherever possible.	31/06/2020		Ongoing		Pro Vice Chancellor (Education) Academic Section	3) Institutional and local context		
	Medium term actions									
18	**Theme: Race pay gap**									
18.1	Perform an urgent census of the race pay gap at the University, with special attention paid to the correlation between race and insecure/precarious contracts	These details should be published on the University website and action to address them should be taken.		31/13/2021	In Progress	Data is being collected by Organisational Development	Director of Inclusion Director of People and Culture	4) Staff Profile 5) Academic Staff: recruitment, progression and development 6) Professional and support staff: recruitment, progression and development	4b) Professional and support staff 5a) Academic recruitment 5c) Appraisal/development review 5d) Academic promotion 5f) Support given to early career researchers 5g) Profile raising opportunities 6a) Professional support and staff recruitment	
19	**Theme: Decolonising the Curriculum (Medium term)**									
19.1	Consider implementing core modules on the history of colonialism and slavery, as well as those that would forward an anti-racist agenda.	Core modules are implemented and steps are taken to support staff in this initiative.		31/07/21	Not Started		Pro Vice Chancellor (Education)	8) Teaching and Learning	8a) Course content/syllabus	

Action ID	Action	Success Measure	Start Date	End Date	Status	Action update	Action Owner	REC Workstream Theme	REC Workstream sub theme	UUK recommendation
20	**Theme: Increasing representation of, and support for, Black, Asian and Minority Ethnic staff (Long term)**									
20.1	Increase representation of Black, Asian and Minority Ethnic staff, particularly at management level, leadership level and on influential, strategic committees	There is greater representation of Black, Asian and Minority Ethnic staff at management level, leadership level and on influential committees (including those who shadow them for development opportunities). Black, Asian and Minority Ethnic staff play a greater role in shaping strategic objectives.		31/07/22	In progress	The University has funded 4 places for Advance HE's Diversifying Leadership during academic year 2021-22.	People and Culture	4) Staff Profile	4b) Decision-making boards and committees	
20.2	Recognition of the work on race equality as leadership roles (through workload allocation or as 'acting up' leadership role allowance)				In progress		TRWG Convenor	4) Staff Profile	4e) Equal pay	3b,7c
20.3	Increase representation of BAME staff in professional services and, in particular, the Employability team			31/07/21	In progress		Director of People and Culture	6) Professional and support staff: recruitment, progression and development	6a) Professional support and staff recruitment	
20.4	Consult BAME staff when considering what metrics will be used for advancing equality			31/07/21	In progress	The Inclusion team, once fully in place, will take this action forward	Director of Inclusion			
21.1	Pipeline programmes to support BAME students to progress from UG to PGT and PGT to PGR better outreach and pastoral support			30/09/20	In Progress	The University is submitting a grant application to Research England and Office for Students for funding of the project called "Transitions and Transformations: Black Researcher's Journey".

The second development is the review of the inclusivity of the University's admissions criteria for PGR, which includes race-related inclusivity, within the PGR Review next AY.

A third stream is the work of the University's Widening Participation in PGR group, which is hoped to be active from the next AY. | Dean of Postgraduate Research and Education | 7) Student pipeline | 7e) Postgraduate pipeline | |
| 21.2 | More grants, bursaries, UG, PGT and PGR scholarships (like Women of the Future) for students of colour | | | | Not Started | | Dean of Postgraduate Research and Education | 7) Student pipeline | 7a) Admissions
7b) Undergraduate student body
7c) Course Progression
7d) Attainment
7e) Postgraduate pipeline | |

Action ID	Action	Success Measure	Start Date	End Date	Status	Action update	Action Owner	REC Workstream Theme	REC Workstream sub theme	UUK recommendation
22.1	Consider providing an ESL Teacher and Student Resource Officer in each department to provide specific skill-based trainings. Consider providing (as part of normal tuition) a one-month intensive English writing and skills course for students.				Not Started		Pro Vice Chancellor (Education)	8) Teaching and Learning	8c) Academic confidence	
22.2	Review and consult on our progress-related procedures from an equality perspective, both in terms of prevention and fairness (i.e. the use of LEAP)				Not Started		Pro Vice Chancellor (Education)			
22.3	Budget allocation for staff/student forums working and collaborating on equality and anti-discrimination initiatives				Complete		Pro Vice Chancellor (Education)	4) Staff Profile	4e) Equal pay	
22.4	Organise access and outreach programmes that will increase access to higher education for Black, Asian and Minority Ethnic students				Not Started		Head of Outreach	7) Student pipeline	7a) Admissions	
22.5	Developing an international agenda that promotes and incorporates solidarity of action to protect all minority groups across the world against racism and encourage and incentivise students from these communities to study and research at Essex				Not Started		Pro Vice Chancellor (Research) Pro Vice Chancellor (Education)			1
	Long term actions									
23	**Theme: Furthering our anti-racism commitment**									
23.1	Future Chancellor to champion anti-racism				Not Started		Monica Illsley Vanessa Potter	3) Institutional and local context		1
23.2	Issues of race and racism should be embedded in all committee structures to include standing items on how faculties and departments have addressed issues including BAME student recruitment, retention and progress, Black, Asian or Minority Ethnic staff recruitment and progression and complaints of racism.	Progress should be reported at departmental and faculty level and through University Governance structures on a regular basis to ensure consistency and coherency in approach and process.			Not started	Discussions are taking place at departmental level, but more needs to be done to ensure that there is a consistent and coherent approach and process	Members of USG People & Culture	4) Staff Profile	4d) Committees	3