

# REC ACTION PLAN (2021–25): SECTION 2

## 2

### Facilitating Culture Change

**Rationale:** Interactions and dialogue are key for fostering good relations between people of different ethnicities. Therefore, we will create more opportunities to empower students, staff and members of our local communities to have constructive conversations about race equality and to challenge inequalities with confidence. If we can start the conversations, this will serve as a catalyst towards a wider culture change.

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
2.1	Ensure equality-related work is recognised and transparent across the institution	Review the workload model to ensure a consistent and transparent allocation of time for equality-related work across the institution	Completed by <b>Sept 2022</b>	All academic staff involved in EDI projects have workload acknowledged through workload model. [Note: PSS staff do not use the workload model. REC contribution/recognition is instigated through annual planning with line-manager or is an integral part of the role/job description].	Director of Inclusive Practice / HR Change & Transformation Manager	In progress	
2.2		Review generic job descriptions (academic and PSS) to include a responsibility towards EDI	Completed by <b>Sept 2023</b>	100% generic job descriptions include a responsibility to EDI	Director of HR / Director of Inclusive Practice	In progress	
2.3	Better understand the lived experiences of our BAME and international staff and students that underpin issues emerging from consultation processes	Conduct further qualitative research into the lived experiences of BAME staff, via the <b>TalkBack Tuesday Programme</b> , focussing on issues emerging from the 2020 survey data	Jan 2022–Dec 2022 Report Presented to the Inclusion Committee in <b>April 2023</b>	<ul style="list-style-type: none"> <li>2022 Race-related <b>Talkback Tuesday Programme</b> in place</li> </ul>	EGI Portfolio Manager / Equalities Project Manager	In progress	
				<ul style="list-style-type: none"> <li>8 focus groups held (80 participants)</li> </ul>		In progress	

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
2.4		Broaden the <b>Hear Our Voices</b> project (initially based in the College of Social Science) into a campus-wide study of the lived-experiences of our BAME and international students	2022/23–2023/24 academic years	<ul style="list-style-type: none"> <li>80% of our BAME student community engaged with/contributed to the project</li> </ul>	EGI Portfolio Manager / Director of EGI	In progress	
			New initiatives addressing emerging issues identified and actioned 2024/25 academic year, and then annually	<ul style="list-style-type: none"> <li><b>Hear Our Voices</b> research report presented to the Inclusion Committee</li> </ul>		Not started	
				<ul style="list-style-type: none"> <li>Recommendations for action to RECAP, and all actions implemented</li> </ul>		Not started	
				<ul style="list-style-type: none"> <li>Increased sense of belonging in our BAME student community. The proportion of BAME students stating in the student survey that their sense of belonging is negatively impacted at Lincoln decreases (from 37%) to &lt; 10% in the 2024 student survey</li> </ul>		In progress	
2.5	Utilise our <b>Race Research Roundtable</b> and <b>Migration Research Roundtable</b> Programmes to establish projects that impact on UoL staff and student communities	5-year project plan developed <b>Sept 2022</b>  At least 1 project run <b>annually</b> from <b>Sept 2022</b>	<ul style="list-style-type: none"> <li>Roundtable discussions have identified a number of UoL community-focused research questions related to race and ethnicity (2021–22)</li> </ul>	Director of EGI / Equalities Project Manager	In progress		
			<ul style="list-style-type: none"> <li>Projects are developed and leads identified (2022)</li> </ul>		Not started		
			<ul style="list-style-type: none"> <li>Outcomes and recommendations are reported to the Inclusion Committee and RECAP (2025)</li> </ul>		Not started		
			<ul style="list-style-type: none"> <li>Recommendations are implemented</li> </ul>		Not started		

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
2.6		Actively promote the reverse mentoring pathway in the Pipeline Inclusive Mentoring Scheme (PIMS) without over-burdening BAME staff		<ul style="list-style-type: none"> <li>Increased sense of belonging in staff and students at Lincoln: the proportion of BAME staff (academic and PSS) stating in the staff survey that their sense of belonging is negatively impacted at Lincoln decreases (from 75.6% and 80.0%, respectively) to &lt; 50% in the 2024 staff survey. The proportion of BAME students stating in the student survey that their sense of belonging is negatively impacted at Lincoln decreases (from 37%) to &lt; 10% in the 2024 student survey</li> </ul>		Not started	
			Mentors in place <b>May 2022</b>	<ul style="list-style-type: none"> <li>10 BAME mentors from across the institution are registered with PIMS (Dec 2021).</li> </ul>	EGI Portfolio Manager	In progress	
			Initial mentoring partnerships completed <b>Dec 2022</b>	<ul style="list-style-type: none"> <li>A series of short (no longer than 1 month) mentoring partnerships are completed (Dec 2022)</li> </ul>		Not started	
			Increased mentor pool <b>April 2023</b>	<ul style="list-style-type: none"> <li>Number of BAME mentors registered with PIMS increased to &gt;30 (by April 2023)</li> </ul>		Not started	
			Senior leader programme complete <b>Dec 2024</b>	<ul style="list-style-type: none"> <li>100% senior leaders completed programme (Dec 2024)</li> </ul>		Not started	
Managers programme complete <b>Dec 2025</b>	<ul style="list-style-type: none"> <li>100% managers completed programme (Dec 2025)</li> </ul>	Not started					

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
2.7	<p><b>Enhance the visibility of BAME cultural identities on campus and within the local community</b></p> <p><i><b>Rationale</b> – The staff and student surveys and focus groups showed that many staff and students find our campus unwelcoming or un-inclusive of BAME cultural identities. We need to find ways of balancing the historical legacy of our campus buildings and collections with reflecting our ambition to be a diverse and inclusive community</i></p>	<p>EDI is built into the briefing for all events, exhibitions and public programmes on campus and a work programme (plan) developed to embed EDI in the University’s cultural offerings</p>	<p>Briefing document and guidance written for all UoL events (<b>Oct 2023</b>)</p>	<ul style="list-style-type: none"> <li>Diversity and inclusion is considered at the planning phase of all activities/events across the University (2023)</li> </ul>	<p>Director of EGI / EGI Portfolio Manager / CDM Events Team</p>	<b>Completed</b>	<b>Y</b>
			<p>Workshop for event planners <b>Oct 2023</b> and annually</p>	<ul style="list-style-type: none"> <li>Positive feedback from staff and student focus groups / surveys on cultural diversity on campus (2025). For example, the proportion of BAME staff (academic and PSS) stating in the staff survey that their sense of belonging is negatively impacted by the lack of diversity at Lincoln decreases (from 75.6% and 80.0%, respectively) to &lt; 50% in the 2024 staff survey. The proportion of BAME students stating in the student survey that their sense of belonging is negatively impacted by the lack of diversity at Lincoln decreases (from 37%) to &lt; 10% in the 2024 student survey</li> </ul>		<b>In progress</b>	
			<p>Reporting/ monitoring mechanisms established to ensure all School/College/ Central events are diverse and inclusive <b>Oct 2023</b></p>	<ul style="list-style-type: none"> <li>EDI ‘audit’ forms part of the EDI annual reporting</li> </ul>		<b>In progress</b>	
			<p>Annual EDI audit process in place <b>Oct 2023</b>, and annually</p>	<ul style="list-style-type: none"> <li>All events, exhibitions and public programmes are demonstrably diverse, with broad representation across BAME cultural identities (50% BAME)</li> </ul>		<b>Not started</b>	

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
2.8		Build on our community engagement with specific focus to increase understanding and tolerance, and promote inclusivity in the community <i>e.g. our public history project: Reimagining Lincolnshire</i>	Underway (2021)	<ul style="list-style-type: none"> <li>Our <b>Reimagining Lincolnshire</b> public history project is established</li> </ul>	Professor of Cultural Heritage Studies / Director of EGI	Completed	Y
			A new community project established biennially from Jan 2023	<ul style="list-style-type: none"> <li>Resources co-created, such as materials for schools and museum exhibits.</li> <li>New projects are in place informed by the above</li> </ul>		Not started	
				<ul style="list-style-type: none"> <li>BAME and international staff and student experiences in the local community have a more positive outcome: <b>Increased sense of belonging</b> in staff and students in Lincoln: the proportion of BAME staff (academic and PSS) stating in the staff survey that their sense of belonging is negatively impacted at Lincoln decreases (from 75.6% and 80.0%, respectively) to &lt; 50% in the 2024 staff survey. The proportion of BAME students stating in the student survey that their sense of belonging is negatively impacted at Lincoln decreases (from 37%) to &lt; 10% in the 2024 student survey; <b>Fewer cases of racial discrimination/harassment</b> among staff and students: a reduction in the number of BAME staff and student survey respondents who have (recently) witnessed or been a victim of racial discrimination / harassment in the local area</li> </ul>		Not started	
						Not started	

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
2.9		Establish the <b>Race Matters Public Lecture Series</b>	Develop 2022 Speaker Programme by <b>Oct 2021</b>  First Lecture <b>Jan 2022</b> and then quarterly	from 54.4% (BAME staff) and 20.4% (BAME students) to < 30% and <10%, respectively, in the 2026 surveys	Director of EGI / EGI Portfolio Manager		
				<ul style="list-style-type: none"> <li>The <b>Race Matters 2022 Programme</b> is completed with confirmed speakers across diverse topics</li> </ul>		Completed	Y
				<ul style="list-style-type: none"> <li>Marketing material is prepared and the Lecture Series well-advertised in the community</li> <li>First lecture is well-attended by staff, students and the public (&gt;50 attendees)</li> </ul>		Completed	Y
				<ul style="list-style-type: none"> <li>Attendance is monitored</li> </ul>		Completed	Y
2.10		Develop a permanent resource for The Collection / Usher Gallery (museum/art gallery) and the Library, using collections to explore themes of whiteness and privilege	Consultation complete <b>Dec 2023</b>	<ul style="list-style-type: none"> <li>Four consultation workshops held with Staff Network and Student Groups</li> </ul>	Director EGI / Professor of Cultural Heritage / SLT Race Equality Champion		
			Resource launched <b>Oct 2025</b>	<ul style="list-style-type: none"> <li>Resource launched</li> <li>Proportion of BAME staff (academic and PSS) stating in the staff survey that their sense of belonging is negatively impacted at Lincoln decreases (from 75.6% and 80.0%, respectively) to &lt; 50% in the 2024 staff survey. The proportion of BAME students stating in the student survey that their sense of belonging is negatively impacted at Lincoln decreases (from 37%) to &lt; 10% in the 2024 student survey</li> </ul>			

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
2.11		Build on our current work to develop an expanded range of centrally and locally organised events (BAME specific and intersectionality focus) in collaboration with community partners for History Months and other cultural/diversity days (e.g. Diwali, Community Iftar on campus) to showcase and share awareness of other cultures. Attendance to be monitored.	Ongoing 2021–2024	<ul style="list-style-type: none"> <li>Dissemination of the University's Black History Month programme to all staff and students</li> </ul>	Director of Inclusive Practice / EGI Portfolio Manager	Completed	Y
				<ul style="list-style-type: none"> <li>At least 30% of events to include content about race equality issues</li> </ul>		Completed	Y
				<ul style="list-style-type: none"> <li>Each SLT member commits to attending a Black History Month event</li> </ul>		In progress	
				<ul style="list-style-type: none"> <li>Increase number of staff and students attending key events (e.g. Black History Month and other race-relevant events). At least a 10% increase in attendance year on year</li> </ul>		In progress	
				<ul style="list-style-type: none"> <li>Proportion of BAME staff (academic and PSS) stating in the staff survey that their sense of belonging is negatively impacted at Lincoln decreases (from 75.6% and 80.0%, respectively) to &lt; 50% in the 2024 staff survey. The proportion of BAME students stating in the student survey that their sense of belonging is negatively impacted at Lincoln decreases (from 37%) to &lt; 10% in the 2024 student survey</li> </ul>		In progress	
2.12		Continue and broaden our <b><i>Decolonising the Campus</i></b> project to ensure our campus is inclusive and inviting to all.	Building plaques in place <b>Sept 2021</b>  Portraits are diverse and	<ul style="list-style-type: none"> <li>Plaques have been introduced on buildings to explicitly highlight historic links between the person the building is named after and the Slave Trade (completed)</li> </ul>	SLT Race Equality Champion	Completed	Y

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
			representative of different cultures <b>Sept 2025</b>	<ul style="list-style-type: none"> <li>Portraits that appear around the campus reflect a diverse community (BAME representation at least 30% of all portraits)</li> </ul>		In progress	
				<ul style="list-style-type: none"> <li>Proportion of BAME staff (academic and PSS) stating in the staff survey that their sense of belonging is negatively impacted at Lincoln decreases (from 75.6% and 80.0%, respectively) to &lt; 50% in the 2024 staff survey. The proportion of BAME students stating in the student survey that their sense of belonging is negatively impacted at Lincoln decreases (from 37%) to &lt; 10% in the 2024 student survey</li> </ul>		In progress	
2.13		Develop ‘Who we are’ infographics giving an overview of the staff and student bodies by protected characteristic	Completed by <b>October 2022</b>	<ul style="list-style-type: none"> <li>Infographics produced and promoted as a training aid</li> </ul>	EDI Compliance Manager / EGI Portfolio Manager	Not started	
2.14		The creation of a <b>Lincoln Culture Map</b> for new staff and students	In progress To be completed by <b>September 2022</b>	<ul style="list-style-type: none"> <li>Web-based culture map on EGI website and Student Life Website</li> </ul>	EGI Portfolio Manager / SU / Director of Digital Student Life	In progress	
				<ul style="list-style-type: none"> <li>Information leaflet for Welcome Week and new staff induction</li> </ul>		In progress	



Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
				<ul style="list-style-type: none"> <li>Positive feedback from staff and students in surveys / focus groups in terms of increased sense of belonging. For example, the proportion of BAME staff (academic and PSS) stating in the staff survey that their sense of belonging is negatively impacted at Lincoln decreases (from 75.6% and 80.0%, respectively) to &lt; 50% in the 2024 staff survey. The proportion of BAME students stating in the student survey that their sense of belonging is negatively impacted at Lincoln decreases (from 37%) to &lt; 10% in the 2024 student survey</li> </ul>		In progress	
2.15		Catering outlets introduce a wider and long-term selection of world foods on campus in recognition of different cultural/dietary requirements. An accompanying <i>Lincoln Cultural Cookbook</i> is compiled and available at all catering outlets.	Menus developed by <b>May 2023</b> World food available from outlets by <b>July 2023</b>	<ul style="list-style-type: none"> <li>Positive feedback from staff and student focus groups / surveys on cultural diversity on campus</li> </ul>	EGI Portfolio Manager / Head of Catering	In progress	
				<ul style="list-style-type: none"> <li><b>Lincoln Cultural Cookbook</b> is available to all</li> </ul>		In progress	
2.16	<b>Raise local awareness, promote local inclusivity, and increase our engagement with local ethnic minority community groups</b>	Through our Civic University Agreement, work with the City of Lincoln to create a joined-up approach to workforce diversity in the City, establishing a Lincolnshire Inclusive Leadership pledge	In place by <b>Sept 2025</b>	<ul style="list-style-type: none"> <li>Lincolnshire Inclusive Leadership Pledge is developed through collaboration with the City of Lincoln Council</li> </ul>	Director of EGI	In progress	
2.17		Build networks of local employers, and work with them to support development	Annual programme of roundtable	<ul style="list-style-type: none"> <li>A series of roundtable discussions have taken place with a range of local employers</li> </ul>	Director EGI, EGI Portfolio Manager	In progress	

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?	
2.18		of inclusive recruitment practices, and inclusive working environments	discussions starting <b>June 2022</b>	<ul style="list-style-type: none"> <li>Local employers are more aware of inclusive recruitment practices and the benefits to them of a more diverse workforce</li> </ul>		In progress		
			Collaborative projects in place by <b>Sept 2025</b>	<ul style="list-style-type: none"> <li>Collaborations are fostered with at least four local employers by 2025</li> </ul>		In progress		
		Utilise our <b>Race Research Roundtable</b> and <b>Migrant Research Roundtable</b> Programmes to establish a community research programme that impacts on local communities	5-year project plan developed <b>Sept 2023</b>	At least 1 project run <b>annually</b> from <b>Sept 2023</b> Public conference <b>Sept 2025</b>	<ul style="list-style-type: none"> <li>A multi-disciplinary research team established (2022)</li> </ul>	EGI Director of Research / Equalities Project Manager	Not started	
					<ul style="list-style-type: none"> <li>A community research programme is established using existing links with local communities (2022–23)</li> </ul>		In progress	
					<ul style="list-style-type: none"> <li>Funding secured (2022–23)</li> </ul>		In progress	
					<ul style="list-style-type: none"> <li>Projects are developed and launched (2023–25)</li> </ul>		In progress	
					<ul style="list-style-type: none"> <li>Local communities are engaged, and at least 10 members of the public have signed up in the first phase (2023)</li> </ul>		Not started	
					<ul style="list-style-type: none"> <li>A public conference is held to share the research results (2025)</li> </ul>		Not started	
					<ul style="list-style-type: none"> <li>Outcomes and recommendations are reported to the Inclusion Committee and RECAP (2025)</li> </ul>		Not started	
2.19	Ensure all staff and students are equipped with the knowledge, racial literacy, and support to recognise, challenge and report incidents of racism and	Continue the student-focused project, <b>Don't Tolerate Hate</b> , to raise awareness of racism and xenophobia, reporting mechanisms, and the	Jan 2022–Dec 2022	<ul style="list-style-type: none"> <li>Promotional material is designed and produced</li> </ul>	Head of Student Services / Director of Digital Student Life	Not started		
				<ul style="list-style-type: none"> <li>3 new videos are produced for the Truth Booth</li> </ul>		Not started		

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
	<b>xenophobia both on campus and in the local community</b>  <i><b>Rationale</b> – feedback from staff and students suggests that people do not engage in discussions about race for fear of causing offence or saying the wrong thing. We need to give staff and students more knowledge of race equality issues, normalise discussions of race, and embed anti-racist behaviours in all areas of our work</i>	knowledge to access the support available		<ul style="list-style-type: none"> <li>Positive feedback from students in surveys and focus groups. 80% of respondents are aware of the reporting mechanisms and support available for victims of racism / xenophobia / hate-crimes.</li> </ul>		<b>Not started</b>	
2.20		Building on the successful student project, establish a staff-focussed campaign, <b>Don't Tolerate Hate</b> , to ensure that all staff are aware of the support and reporting mechanisms in place – building confidence in using the Concern Line, where staff can anonymously discuss and/or report an incidences of discrimination, harassment or any inappropriate behaviour, and receive tailored support.	June 2022–May 2023	<ul style="list-style-type: none"> <li>Promotional material is designed and produced</li> </ul>	Director of EGI / EGI Portfolio Manager	<b>Not started</b>	
				<ul style="list-style-type: none"> <li>Positive feedback from staff in surveys and focus groups. 80% of respondents are aware of the reporting mechanisms and support available for incidents of discrimination, harassment, racism, xenophobia, hate-crimes.</li> </ul>		<b>Not started</b>	
				<ul style="list-style-type: none"> <li>Use of the Concern Line increases</li> </ul>		<b>Not started</b>	
2.21	Develop and implement anti-racist training for staff and students to improve awareness and understanding of racism, racial harassment, white privilege and microaggressions	Work started in 2020 Ongoing  Training In place by Jan 2023  Included in mandatory training requirement for all staff Sept 2023		<ul style="list-style-type: none"> <li>A range of anti-racist materials is available</li> </ul>	Director of EGI / OD Manager	<b>In progress</b>	
				<ul style="list-style-type: none"> <li>Guidance on hate speech is available</li> </ul>		<b>In progress</b>	
				<ul style="list-style-type: none"> <li>A new anti-racist training programme is launched (external provider)</li> </ul>		<b>In progress</b>	
				<ul style="list-style-type: none"> <li>80% staff and 50% students completed training by Dec 2025</li> </ul>		<b>In progress</b>	

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
2.22			Incorporated into student induction programmes <b>Sept 2023</b>	<ul style="list-style-type: none"> <li>An increased sense of belonging in staff and students as evidenced through analysis of survey responses. For example, the proportion of BAME staff (academic and PSS) stating in the staff survey that their sense of belonging is negatively impacted at Lincoln decreases (from 75.6% and 80.0%, respectively) to &lt; 50% in the 2024 staff survey. The proportion of BAME students stating in the student survey that their sense of belonging is negatively impacted at Lincoln decreases (from 37%) to &lt; 10% in the 2024 student survey</li> </ul>		In progress	
				<ul style="list-style-type: none"> <li>A reduction in the number of BAME staff and student survey respondents who have (recently) witnessed or been a victim of racial discrimination / harassment on campus from 33.3% (BAME staff) and 21.9% (BAME students) to &lt; 10% in the 2024 surveys and zero in the 2026 surveys</li> </ul>		Not started	
			Review current policies and procedures and develop new institution-wide strategies for tackling racial harassment.	Completed by <b>Dec 2022</b>	<ul style="list-style-type: none"> <li>100% policies reviewed (by Dec 2021)</li> <li>Strategy for tackling racial harassment developed as part of the new EDI strategy</li> <li>Implementation plan with identified impact indicators to monitor progress</li> </ul>	Director of Inclusive Practice / Director of EGI / Chair of Inclusion Committee	In progress
						In progress	
						In progress	

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
2.23		Ensure expected behaviours for online behaviour are clearly communicated to students and staff, as well as sanctions for breaches	Code of conduct established <b>September 2022</b>  Code of conduct visible to all staff and students from <b>Dec 2022</b>	A code of conduct is established that clearly defines acceptable and unacceptable behaviours, particularly with respect to on-line and social media activity.  The code of conduct is prominent and readily accessible to all staff and students	Director of HR / Head of Student Affairs	<b>In progress</b>	
		Explicitly commit priority status to tackling racial harassment	Priority status established <b>Sept 2021</b>	<ul style="list-style-type: none"> <li>School and College EDI Committees <b>prioritise activity</b> that addresses issues relating to race and ethnicity, and establish annual race and ethnicity <b>initiatives</b> as part of their EDI plans</li> <li>Tackling racial harassment is a regular discussion point of the EDI Forum. Schools and Colleges report initiatives and share good practice across the institution. <b>Activities and outcomes</b> are reported to the Inclusion Committee</li> <li>A reduction in the number of BAME staff and student survey respondents who have (recently) witnessed or been a victim of racial discrimination / harassment on campus from 33.3% (BAME staff) and 21.9% (BAME students) to &lt;10% in the 2024 surveys and zero in the 2026 surveys</li> </ul>	Chair, Inclusion Committee	<b>In progress</b>	
2.24						<b>In progress</b>	

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
2.25		Ensure the newly developed E-learning resources designed to address racism, <i>The Uncomfortable Truth</i> and <i>The Uncomfortable Conversation</i> , are embedded in our staff and student training, and form the foundation for increasing knowledge and awareness of racism and discrimination across the University	Underway	<ul style="list-style-type: none"> <li>100% managers completed the e-learning resources (Dec 2022)</li> </ul>	Director of Inclusive Practice / OD Manager	In progress	
			Embedded by Dec 2021	<ul style="list-style-type: none"> <li>80% of all staff have completed the e-learning resources (Dec 2022). 100% by Dec 2024</li> </ul>		In progress	
			Established within our staff and student training / development provision from Dec 2021	<ul style="list-style-type: none"> <li>50% of all students have completed the e-learning resources (Dec 2023)</li> </ul>		In progress	
			Uptake monitored annually	<ul style="list-style-type: none"> <li>A reduction in the number of BAME staff and student survey respondents who have (recently) witnessed or been a victim of racial discrimination / harassment on campus from 33.3% (BAME staff) and 21.9% (BAME students) to &lt; 10% in the 2024 surveys and zero in the 2026 surveys.</li> </ul>		In progress	
2.26	Expand and continue the <i>Let's Talk About Race</i> project (established in 2017), providing workshops and focus groups across staff and student communities. Programme co-developed between staff and students	2021–22 Develop programme	<ul style="list-style-type: none"> <li>4 workshops and 4 focus groups (for staff / students) run annually</li> </ul>	EGI Portfolio Manager / BAME Student Advisory Group	Not started		
		2022–25 Embed	<ul style="list-style-type: none"> <li>Good attendance: Year 1 – 20 staff and 20 students per workshop (increasing to 50 in three years) and 10 participants per focus group</li> </ul>		Not started		
			<ul style="list-style-type: none"> <li>80% of staff and 80% student attendees considered the workshop/training to have increased their confidence to talk about race</li> </ul>		Not started		

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
2.27		Establish the <b><i>Anti-Racist Alliance Group</i></b>	Underway  Fully operational by <b>June 2021</b>	<ul style="list-style-type: none"> <li>A reduction in the number of BAME staff and student survey respondents who have (recently) witnessed or been a victim of racial discrimination/ harassment on campus from 33.3% (BAME staff) and 21.9% (BAME students) to &lt; 10% in the 2024 surveys and zero in the 2026 surveys</li> </ul>	EGI Portfolio Manager	Not started	
				<ul style="list-style-type: none"> <li>Chair elected</li> </ul>		In progress	
				<ul style="list-style-type: none"> <li>Terms of reference defined</li> <li>Membership established</li> </ul>		Not started	
2.28	Ensure inclusive decision-making is embedded in our practices	Equality Impact Assessments to be completed and considered alongside decision-making processes and policy development to enhance attention to EDI issues, particularly in committees that lack diversity	EIA toolkit developed (completed <b>Dec 2022</b> )  EIAs routinely completed alongside decision-making processes by <b>Aug 2023</b>	<ul style="list-style-type: none"> <li>Toolkit available on website</li> </ul>	EDI Compliance Manager	Completed	
				<ul style="list-style-type: none"> <li>100% policies have an EIA before being sent for approval</li> </ul>		In progress	
				<ul style="list-style-type: none"> <li>EIAs are published on the website</li> </ul>		In progress	
2.29	Facilitate and implement College-based EDI work	Strengthen training for, and prominence of, EDI Chairs within Schools and Colleges, empowering them to	Mentoring and coaching provision in place by <b>June 2022</b>	<ul style="list-style-type: none"> <li>Personal coaching and mentoring offered to College EDI leads.</li> </ul>	EDI Compliance Manager	Not started	
				<ul style="list-style-type: none"> <li>75% of EDI Chairs have taken up the training</li> </ul>		Not started	

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?	
2.30	<i><b>Rationale:</b> from consideration of data in Sections 4 and 5, Heads of College have prioritised a number actions to accelerate culture change within their staff communities</i>	challenge colleagues and set local agendas.	Roll out through EDI Forum <b>June 2022</b> and annually thereafter	<ul style="list-style-type: none"> <li>Positive post-training feedback</li> </ul>		<b>Not started</b>		
		Ensure appointment and support training of School-level diversity Champions.	<b>Oct 2021</b>	<ul style="list-style-type: none"> <li>100% of Schools have appointed diversity Champions</li> </ul>	HoS / Director of EGI / EDI Compliance Manager	<b>In progress</b>		
				<ul style="list-style-type: none"> <li>Role descriptions are developed in common</li> </ul>		<b>In progress</b>		
				<ul style="list-style-type: none"> <li>All Champions have received training</li> </ul>		<b>In progress</b>		
		College and School EDI committees to prioritise (intersectional) actions on race and ethnicity equality	Equality plans developed by <b>Jan 2022</b> and updated annually	<ul style="list-style-type: none"> <li>College and School EDI committees have developed race and ethnicity equality plans</li> </ul>	Director of EGI / Chair, Inclusion Committee	<b>In progress</b>		
				<ul style="list-style-type: none"> <li>Plans are discussed at the EDI Forum, and shared with other Schools</li> </ul>		<b>In progress</b>		
				<ul style="list-style-type: none"> <li>Activities and outcomes are reported to the Inclusion Committee</li> </ul>		<b>Not started</b>		
		2.32	Dedicated EDI budget in Colleges to Support EDI work	<b>Feb 2022</b>	<ul style="list-style-type: none"> <li>EDI budgets established during the annual planning rounds</li> </ul>	PVC Heads of College	<b>Not started</b>	
		2.33	PVC meets College EDI leads regularly so that issues can be elevated and actioned. EDI is standing item on CLT committee agendas	Ongoing	<ul style="list-style-type: none"> <li>Regular meetings planned in advance between PVC and College EDI lead</li> </ul>	PVC Heads of College	<b>In progress</b>	
					<ul style="list-style-type: none"> <li>Notes from meetings are presented at CLT</li> </ul>		<b>In progress</b>	
<ul style="list-style-type: none"> <li>Issues arising are actioned</li> </ul>	<b>In progress</b>							



Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
2.34		Ensure that BAME views are specifically invited and represented in all college/school activities (e.g. curriculum development, student engagement, research assessment, staff recruitment) without adding disproportionately to BAME colleague workloads	Diverse and representative committees and working groups in place by <b>August 2022</b>	<ul style="list-style-type: none"> <li>All College-/School-based committees are diverse, with minority ethnic representation (reflecting diversity of College/School/Department, without over-burdening staff)</li> </ul>	PVC Heads of College	In progress	
				<ul style="list-style-type: none"> <li>All working groups and teams are diverse, with minority ethnic representation (reflecting diversity of College/School/Department without over-burdening staff)</li> </ul>		In progress	
				<ul style="list-style-type: none"> <li>All ethnic minority staff are given the opportunity to contribute to the activities of the School / College / Department</li> </ul>		In progress	
2.35		Implement HR training on difficult conversations across the College extended management team (first) and all staff (second).	Incorporate training into annual plans <b>Mar 2022</b>  Monitor uptake (ongoing)	<ul style="list-style-type: none"> <li>100% managers completed the e-learning resources (Dec 2022)</li> </ul>	PVC Heads of College	In progress	
				<ul style="list-style-type: none"> <li>100% of all staff have completed the e-learning resources (Dec 2024).</li> </ul>		In progress	
				<ul style="list-style-type: none"> <li>An increased sense of belonging in staff and students as evidenced through analysis of survey responses. For example, the proportion of BAME staff (academic and PSS) stating in the staff survey that their sense of belonging is negatively impacted at Lincoln decreases (from 75.6% and 80.0%, respectively) to &lt; 50% in the 2024 staff survey. The proportion of BAME students stating in the student survey that their sense of belonging is negatively impacted at Lincoln</li> </ul>		Not started	

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
2.36				decreases (from 37%) to < 10% in the 2024 student survey			
				<ul style="list-style-type: none"> <li>A reduction in the number of BAME staff and student survey respondents who have (recently) witnessed or been a victim of racial discrimination/ harassment on campus from 33.3% (BAME staff) and 21.9% (BAME students) to &lt; 10% in the 2024 surveys and zero in the 2026 surveys.</li> </ul>		<b>Not started</b>	
				<ul style="list-style-type: none"> <li>University-wide actions from the REC Action Plan are embedded in the College EDI Committee's annual planning</li> <li>Actions are implemented within the College</li> <li>Progress on actions is reported to RECAP</li> </ul>		<b>In progress</b>	
2.37	Provide encouragement, guidance and incentives for involving BAME people and organisations as partners in research, professional practice and public engagement	Ongoing 2021–2025	<ul style="list-style-type: none"> <li>College level incentivisation plan developed and implemented</li> <li>Impact is monitored in terms of increasing engagement with ethnic minority people. Collaboration Pools in each College increase diversity by 10% each year</li> </ul>	PVC, Heads of College	<b>Not started</b>		
					<b>Not started</b>		
2.38	Determine whether the current staff support	Oct 2021	<ul style="list-style-type: none"> <li>Staff consultation through survey / focus groups</li> </ul>	EGI Portfolio Manager	<b>Completed</b>	<b>Y</b>	

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
		<p>networks meet the needs of College staff – providing safe spaces for BAME staff to share their experiences (e.g. PoC, International, LGBTQI+, LincolnWISE).</p> <p>Where a need is identified, facilitate a new network (e.g. STEMM PoC group)</p>		<ul style="list-style-type: none"> <li>• Report on analysis</li> </ul>		<p><b>In progress</b></p>	
				<ul style="list-style-type: none"> <li>• Needs identified are translated to action</li> </ul>		<p><b>In progress</b></p>	